Centre for Distance & Online Education

UNIVERSITY OF JAMMU

JAMMU

SELF LEARNING MATERIAL
B.Ed.
SEMESTER-III

SUBJECT : Teaching of Social Science **UNIT : I-IV**

Course No. : 302 **LESSON NO. : 1 to 12**

Programme Coordinator

Dr. Jaspal Singh Warwal

jaspaljammuuniversity@yahoo.com

Printed and Published on behalf of the Centre for Distance & Online Education, University of Jammu, Jammu by the Director, CD&OE, University of Jammu, Jammu

http:/www.distanceeducationju.in

TEACHING OF SOCIAL SCIENCE

Course Contributors

- **Prof. Amit Kauts**
  Department of Education, Guru Nanak Dev University, Amritsar (Pb.)
- **Prof. Ram Mehar**
  University School of Open Learning, Punjab University, Chandigarh
- **Prof. Surpreet Kour**
  University School of Open Learning, Punjab University, Chandigarh
- **Dr. Gunjan Nasa**
  Advanced Institute of Education, Palwal Haryana

Format Editing

Dr. JASPAL SINGH
CDOE, University of Jammu.
Jammu

Content Editing & Proof Reading

Dr. Sindhu Kapoor
Dean, Faculty of Social Sciences Cluster University of Jammu

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Printed at : Mehjoor Art Press, Sidco Industrial Complex, Rangreth, Srinagar Ph : 9419009510

Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)

Semester –III

(For the examination to held in the year 2025, 2026 & 2027)

Methodology of teaching subject-II

Course no. 302 **Title: Teaching of Social Science**

Credits 4 **Total Marks : 100**

Maximum Marks Internal : 30 **Maximum Marks External : 70**

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:-

- Develop a broad understanding of social science.
- Develop teaching competencies related to social science at secondary level.
- Become effective teachers in order to perform desired role as a social science teacher.
- Familiarize themselves with the type of audio-visual aids and acquire the ability to develop and use them.
- Familiarize themselves with the techniques and methods of teaching required for teaching of social science.
- Evaluate students performance.

UNIT-I

1. Nature of social sciences. Distinction between natural and social sciences. Uniqueness of disciplines vis-à-vis interdisciplinary.
2. Important social and economic issues and concerns of the present day Indian society.
3. Role of school in teaching of social sciences. Professional qualities and professional growth of a social science teacher.

UNIT-II

1. Audio-visual aids: Meaning , importance, types and use of following A-V aids for teaching of social science:
    - Chalkboard
    - Atlas
    - Maps
    - Globe
    - Charts
    - Models
    - Graphs and visuals
    - Multimedia
    - Internet
    - Scrapbooks
2. Role and organization of the following in the teaching of social science:-
    - Field trips
    - Social science clubs
    - Self study learning activities
    - Analysis of news(newspaper, TV, radio)
3. Techniques of teaching:-
    - Lecture method.
    - Discussion method.
    - Project method.
    - Story telling method
    - Problem solving method

UNIT-III

1. Evaluation: Meaning, need and objectives of evaluation in social sciences.
2. Types of evaluation-formative and summative evaluation and their salient features.
3. Evaluation tools-their relative merits and demerits.
    - Oral test.
    - Essay type tests.
    - Objective tests.
    - Diagnostic testing.

UNIT –IV

1. Social stratification and social change in India.
2. Fundamental rights.
3. Fundamental duties.
4. Structure and functions of Govt. at different levels- Distt. And local bodies (panchayats and municipalities)

Sessional Work

- Report on a visit to different local govt. bodies in their district to observe actual functioning.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 70 marks (external) . 30 Marks are for the In House activities

Books recommended

- *NCERT (2013) Social science publication division NCERT campus New Delhi.*
- *S.K Kochar : Teaching of social studies*
- *J.C .Aggrawal : Teaching of social studies*

CONTENT

Unit No	Lesson No	Title of Lesson	Name of the Script Writer	Page No.
I	1	Nature of social sciences. Distinction between natural and social sciences. Uniqueness of disciplines vis-à-vis interdisciplinary.	Prof. Amit Kauts	9
	2	Important social and economic issues and concerns of the present day Indian society.	Prof. Amit Kauts	25
	3	Role of school in teaching of social sciences. Professional qualities and professional growth of a social science teacher.	Prof. Amit Kauts	43
II	4	Audio-visual aids: Meaning, importance, types and use of following A-V aids for teaching of social science: • Chalkboard • Atlas • Maps • Globe • Charts • Models • Graphs and visuals • Multimedia • Internet • Scrapbooks	Dr. Ram Mehar	61

	5	Role and organization of the following in the teaching of social science:- • Field trips • Social science clubs • Self study learning activities • Analysis of news (newspaper, TV, Radio)	Dr. Ram Mehar	99
	6	Techniques of teaching :- • Lecture method. • Discussion method. • Project method. • Story telling method • Problem solving method	Dr. Ram Mehar	117
III	**7**	Evaluation: Meaning, need and objectives of evaluation in social sciences.	Dr. Surpreet Kaur	143
	8	Types of evaluation-formative and summative evaluation and their salient features.	Dr. Surpreet Kaur	157
	9	Evaluation tools-their relative merits and demerits. • Oral test. • Essay type tests. • Objective tests. • Diagnostic testing.	Dr. Surpreet Kaur	169
IV	**10**	Social stratification and social change in India.	Dr. Gunjan Nasa	193
	11	Fundamental rights. Fundamental duties.	Dr. Gunjan Nasa	225
	12	Structure and functions of Govt. at different levels-Distt.and local bodies (panchayats and municipalities)	Dr. Gunjan Nasa	254

LESSON NO. 1 **UNIT-I**

NATURE OF SOCIAL SCIENCES

STRUCTURE

1.1 Introduction

1.2 Objectives

1.3 Nature of Social Sciences

- 1.3.1 Concept of Social Sciences
- 1.3.2 Concept of Social Sciences
- 1.3.3 Distinctive characteristics of Social Sciences

1.4. Distinction Between Natural and Social Sciences

- 1.4.1 Definition
- 1.4.2 Origin
- 1.4.3 Subject of study
- 1.4.4 Methods
- 1.4.5 Philosophical stances
- 1.4.6 Limitations of natural sciences and social sciences

1.5 Uniqueness of Disciplines Vis-À-Vis Interdisciplinary

- 1.5.1 Economics
- 1.5.2 History
- 1.5.3 Political Science
- 1.5.4 Sociology
- 1.5.5 Statistics
- 1.5.6 Public Administration

1.5.7 Anthropology

1.5.8 Law

1.5.9 Education

1.5.10 Behavioral Sciences

1.5.11 Geography

1.5.12 Psychology

1.5.13 Management

1.5.14 Business Studies

1.6 Interdisciplinary Approach of Social Sciences

1.7 Let Us Sum Up

1.8 Lesson End Exercise

1.9 Suggested Further Readings

1.10 Answer to Check your Progress

1.1 INTRODUCTION

Generally Social Science is meant to define either sociology or synthetic social theory only. Everywhere the implied analogy to the natural sciences has been contested. In 1982, the British Government challenged the name of the publicly financed social science research council; arguing "inter–alia" that "social studies" would be more appropriate description for discipline of scholarship which cannot justly claim to be scientific. Social science can be defined as study of men living in society. It was said that man is a political animal. This observation was broadened in to the view that he is a social animal.

1.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe nature of social sciences,
- analyze distinction between natural and social sciences, and
- evaluate uniqueness of disciplines and interdisciplinary nature of social sciences.

1.3 NATURE OF SOCIAL SCIENCES

While 'social sciences' evolved during the eighteenth century as a formal field of study and became a part of university/higher education curriculum, 'social studies' (which draws its contents from different social sciences) evolved during the twentieth century in order to be included in the school or junior school curriculum. The evolution and growth

of social sciences are the byproduct of modernization, industrialization, renaissance, urbanization, growth of science and many more related developments. There were many changes in human lives and living, which were hardly seen before, during the eighteenth century and afterwards. The whole world took a radical turn since the eighteenth century. Renaissance in Italy and other European countries, French revolution of 1789, Industrial Revolutions starting from 1767, American war of independence of 1776, development of new forms of capitalism, immense development in natural of sciences, etc. brought both happiness and difficulties for human society in the world. For example, on the positive side, there was commercial development, development of transport and communication, multiplication of comforts, improvement of education and health conditions, development of economic condition, etc.; and on the negative side, there was development of complexity in social life, political chaos, social disorganization and unrest, intellectual crisis, development of unhealthy competition among people, etc. In order to counter all these problems and challenges, social sciences originated and became the part of education/ learning system. Social sciences originated in the eighteenth century in an effort to understand the character and future of modern society (Ross, 1991). Montesquieu Spirit of the Laws (1748), Adam Smith's Wealth of Nations (1776), Condorcet's Outline of an Historical View of the Progress of the Human Kind (1795) and J.G. Herder's Idea towards a Philosophy of History (1784-91) were exemplary texts of the social sciences. Observing the difference between modern society and its feudal and ancient forms, these social scientists envisioned social sciences that would guide modern society into the future. Due to increasing industrialization, modernization, scientific development, etc. many new social problems were arising and affecting the whole social system and paralyzing it. While rapid growth of industrialization and modernization led to multitude social problems including diseases, social alienation, workers exploitation, etc., modern science created germ warfare, atoms for destruction of humanity, many hazardous chemical and nuclear reaction, etc. Two wars (i.e. World War-I and World war-II) in the twentieth century brought indefinable misery for mankind. In addition to these two wars, there were numerous wars which were fought in many parts of the world which were really bad for humanity. The misuse of science, urbanization, industrialization etc. has really become a threat to humanity in this world. The experience of severe economic depression from 1930 to 1940 created the feeling of insecurity, fear, suspicion and distrust among the people of the world. The rapid growth of science and technology in the last hundred years has created many new social problems, though it has many positive effects too. Social sciences emerged to prevent and check the evil effects of science and modernization, etc. on the one hand and to guide the modern society for better future on the other hand. Now-a days, philosophers, statesmen, scientists, politicians and intelligentsia have realized that social sciences are no way inferior to other sciences including physical sciences or biological sciences. The general sciences have proved that it is capable of organizing the forces of the atom to cause the destruction of the entire humanity from the world by a single explosion. There is a need of studying

social sciences to obstruct destruction of human society by such forces. Since social sciences have great relevance for modern day society, so, they form an important component/ part of modern-day education and curriculum system. Social sciences have become the part of university and higher education system across the world starting from the eighteenth century. Realizing the importance of social sciences for developing healthy social and democratic citizenship qualities of individuals, they have been included in the school curriculum of most of the countries of the world especially from the twentieth century either in the name of 'social studies' or in the name of 'social sciences. In the forthcoming sections of the unit, you will learn in detail about how social sciences constitute component of school and higher education curriculum. Conceptually, social sciences and social studies are related with each other as well as different from each other in many aspects. Let us examine the conceptual relationships and differences found between them.

1.3.1Concept of Social Sciences

Social sciences are the body of knowledge which is concerned with human affairs in the spectrum of broad socio-cultural system. Social sciences constitute: Understanding Social Science as a Discipline and forms an important component of high school and higher education curriculum. The different social science subjects like history, political science, anthropology, philosophy, economics etc. have independent status in high school as well as university education. The following definitions of Charles Beard and James High may add same clarifications to the concept of social sciences.

Charles Beard, "Social sciences are the body of knowledge and thought pertaining to human affairs as distinguished from sticks, stones, stars and physical objects". (Kochhar, 1984) James High

"Social sciences are those bodies of learning and study which recognize the simultaneous and mutual action of physical and non-physical stimuli which produce social reaction". (Singh,2008).

The following points may characterize the nature of social sciences

1) Direct bearing on human activity:

Social sciences are those aspects of knowledge which have direct bearing on man's activities in different socio-cultural fields.

2) Advance studies of human society:

Social sciences are advance level studies of human society; and they are generally taught at higher education level.

3) Find out truths about human relationships:

Social sciences seek to find out truths about human relationships which ultimately

contribute to the social utility and advancement of knowledge.

1.3.2Concept of Social Studies

Social sciences are a term that refers to a wide range of academic disciplines related to human interaction. Among the common social science disciplines are history, psychology, sociology, economics, political science, and sometimes philosophy and religion. At the core of these subjects is the issue of human relationships and human interactions; that is why these are called ‘’social’’ sciences. These are the ‘’sciences’’ of human activity. History is probably the most popular of the social sciences, and as a result sometimes people use the term ‘’social science’’ to refer exclusively to history. Technically, however, this is probably not the most accurate use of the term.

The concept of ‘social studies’ is of recent origin. Social studies originated and developed in order to be considered as the part of school curriculum. The wide spread use of social studies started in America since 1916. Its use in India can be traced back to the formulation of Gandhiji’s Basic Education in 1937. Social studies is a single and composite instructional area which draws its contents from many social sciences like history, geography, political science, economics, etc. Social studies doesnot combine social science subjects in unrelated way rather it meaningfully integrates them for the purpose of helping the learners understand woman’s/man’s relationship with the society and environment in which she or he lives. Developing the competencies relating to healthy social living is the main aim of social studies learning. Social studies is concerned with the practical aspects of the society.

The social studies are the school mirror of the scholarly findings of the social sciences. Such data, as social scientists may gather, is integrated and simplified to appropriate levels of expression for children in all the grades. (Kochhar, 1984)

The social studies are concerned with man and his interaction with his social and physical environment; they deal with human relationships. The central function of the social studies is identical with the central purpose of education – development of democratic citizenship. (Kochhar, 1984)

According to Michaelis (1956) tried to define the term social studies in two different ways as follows:

a. “The social studies, defined as the study of man and his program is interaction with his social and physical environment in the past, present and emerging future”.

b. “The social studies program includes those aspects of human relationship and social values, conditions and changes that are believed to be of greatest importance for the general education of the students”.

As per National Council for the social studies USA (1992), “Social studies is the

integrated study of the social sciences and humanities to promote civic competence."

1.3.3Distinctive characteristics of social sciences

The study of man as a unique living creature may be viewed in two fundamental dimensions:-

a) Man as an individual being;

b) Man as a social being

Thus, the focus of the social sciences is on the study of the following: -

1. Change in human relationship and reinterpretation between the present and the past event
2. Human activities and spatial distributions and interaction of culture, biologic and physical elements
3. Basic social systems, institutions and processes
4. Relationship between individual and institutions and among political economic and social institutions
5. The nature of societies and authors and the interactions of people with each other and also their social and physical environment.

The real nature of this discipline can be well understood by analysing the above definitions.

1. A unique combination of various disciplines.
2. A study of human relationships.
3. A study of man's development through ages.
4. A realistic course of study.
5. It forms an important part of the core-curriculum.
6. It includes commitment to action.
7. Aims at preparing the learner for wholesome social living.

1.4 DISTINCTION BETWEEN NATURAL AND SOCIAL SCIENCES

There are a number of similarities between the natural and social sciences, which include the use of similar methods and partly overlapping epistemological and ontological stances, i.e. stances regarding the creation of knowledge and the nature of reality. However, there are also a number of elements that distinguish the two, such as their different origins, subjects of study, and limitations. Following definitions of natural and social sciences, their elements will be contrasted in the following:

1.4.1Definition

Ledoux (2002) defines natural sciences as disciplines that deal only with natural

events (i.e. independent and dependent variables in nature) using scientific methods ,“While the employment of scientific methods is generally regarded as typical but not exclusive of natural sciences, it is the focus on natural events that distinguishes natural from social science.The disciplines of social sciences are viewed as those that deal with “human society, societal groups, individuals in their relationships with others or institutions of societies and material goods as expression of human cohabitation” (Bayer, 1992). This definition shows the difficulty of grasping all aspects of social sciences as opposed to natural sciences, which have a common perspective rather than a common subject of study. The distinction between social and cultural sciences and humanities is controversial.

1.4.2Origin

According to Büchel (1992), the birth of natural science is marked by changing world views introduced by Renaissance thinkers who questioned earlier explanations about the world and turned to more systematic methods of investigation. Early leaders of this ‘Scientific Revolution’ included Copernicus and Galileo who were concerned with problems from disciplines including astronomy and physics, among others. Natural sciences arose from curiosity about the world, as well as the endeavor to transform nature in favor of human necessities of life, both of which had not been possible to pursue freely in the era of slavery of the ancient society.

The social sciences are much younger than the natural sciences. Even though the social interactions in a society have probably been of interest for many centuries, scientific studies of social interactions began as late as the 19th century with sociological publications including “Suicide” by Émile Durkheim and “System de politique positive” by Auguste Comte, the latter of which also set stone for a positivist approach to social sciences.

1.4.3 Subject of study

The aim of the natural sciences is to discover the laws that rule the world (Büchel, 1992). The focus lies hereby on the natural and not on the social world, although the differentiation is not always simple. There are historically three core areas of the natural sciences: chemistry, biology and physics. Nevertheless, this is not a final list of research areas, since many other disciplines were later born out of these. As more knowledge is created, more specific questions arise. This leads to the fact that early natural scientists were generalists from today’s perspective, and later specialized in newly emerging disciplines such as astronomy in the beginning, different engineering disciplines later, and rather recently (i.e. in the last century) created fields such as robotics or bionics. In contrast to the natural sciences, the study objects of social sciences can take notice of the forecast of scientists. Subject of study are the phenomena of social interaction and coexistence. Social Sciences can rather be classified by their common perspective then through a specific subject of study. This perspective consists of the understanding and studying of a social aspect of society, a group of people or a single individual. (Bayer, 1992).

1.4.4Methods

Natural science methods are possibly the most popular methods of scientific investigation. The New American Oxford Dictionary even defines “scientific methods” in general as methods characterizing “natural science since the 17th century, consisting in systematic observation, measurement, and experiment”. While there are other methods used by other sciences, these are without doubt the most important methods used in the natural sciences. Compared to the social sciences, the natural sciences rely more on mathematically based methods. The reason for this is the more uniform nature of natural sciences and the countability that enables the scientists to apply Mathematics (Buchel, 1992). While Physics or Chemistry rely to a large extend on controlled experimental settings, such settings cannot be created so easily for most investigations in Economics or Sociology. One of the mainly used methods is the observation, as a social science counterpart of the Natural sciences experiment. It is much more difficult to carry out an experiment in social, than in natural sciences. The reason therefore lies in the uncontrollability of social environments. Because of that the measurability of the highly complex social processes is often difficult or sometimes not possible at all (Bayer, 1992). Nevertheless, experiments are used in for example in the behavioral economics and social psychology, even though not with the overwhelming success of the natural sciences experiments. Other important methods in social sciences are: Interviews, surveys, case studies.

1.4.5Philosophical stances

With thinkers including Karl Popper and Thomas Kuhn, fundamental criticism of natural science approaches has emerged during the 20th century. Before Popper, the way in which knowledge is created was not questioned by most scientists, most of whom adopted an inductive epistemology, in which a finding is regarded as general truth when a sufficient number of experiments have led to the same outcome. Criticizing this, Popper put forward that a theory cannot be confirmed by induction, but only falsified by a simple observation (Buchel, 1992). For instance, a scientist observing the color of swans on a lake, who has seen a number of only white swans cannot conclude that all swans are white. Rather his theory (‘all swans are white’) must be tried to falsify through the search of a black swan. Later criticism by Kuhn addressed the values or “paradigms” which exist when scientific investigations are carried out, and which are usually accepted without any reflection by scientists. A paradigm consists of a set of fundamental theoretical assumptions and a set of particular scientific problems that have been solved by means of these theoretical assumptions (Okasha, 2002). Kuhn stresses that normal scientists are not trying to test the paradigm, but rather question their experimental technique, when a conflicting result appears. The discovery of knowledge is therefore restricted to situations in which enough scientists become convinced that a paradigm may be wrong, which leads to

paradigm shift, i.e. the establishment of a new paradigm. While there are also critics of Kuhn, arguing that two paradigms may not necessarily be completely incompatible, the impact of Kuhn's ideas has also been felt by other academic disciplines such as sociology and anthropology, and in the general intellectual culture at large (Okasha, 2002).

In contrast to the natural sciences, there was much more debate about the question of what is acceptable knowledge among social scientists. Therefore, number epistemological stances exist, which shall only be introduced very briefly here. Among the first popular stances in the social sciences is the positivist position, which had been advocated by early social scientists like Compete who argued that studies of social reality should apply the same methods as the natural sciences. It was criticized by advocates of interpretivism, who argue that the social reality cannot be measured in the same way as natural events. Rather, scientists have to aim at grasping the subjective meaning of social actions. This thought is, e.g., reflected in Max Weber's notion of Verstehen (Bryman, 2008).

1.4.6Limitations of natural sciences and social sciences

Among the most common limitations of natural science research are technical and financial boundaries, both of which have been constantly pushed in history. Technical boundaries are related to the inability to conduct precise measurements. These boundaries have always been research foci themselves, and were pushed through the invention of the telescope, the microscope, the Geiger counter and many other measurement instruments. Financial boundaries play a role in most research projects, but can become especially severe when expensive equipment has to be employed. Examples include experiments for which space shuttles have to be launched, or infrastructure such as the CERN laboratory is required.

Studies in social sciences are often limited by various factors including the need to base findings on interpretations, the complexity of a field in which single variables cannot be controlled far easily, as well as ethical issues and financial problems. Since the subject of study are social actions which are often motivated by a myriad of factors that may be unknown even to the actors, social scientists who want to make a meaning of their observations will have to interpret their data in order to analyze it. Ethical issues arise many times from the fact that some very interesting questions may not be studied without sacrificing the mental or physical safety of people. Examples where such boundaries have been crossed include not only extreme situations in which subjects were left uninformed may still have suffered from its consequences many years later or even have died during the study.

Summary among the many branches of science, the natural and the social sciences stand out as two branches with disciplines that have some similarities, but differ strongly,

above all, in what they aim to investigate. Studies of the natural sciences began during the 16th and 17th century, whereas the social sciences emerged some 300 years later. Commonalities include a number of methods such as experiments and observations, where quantitative methods can be applied for analyses. However, being concerned with the underlying meaning of social interactions, the social sciences rely not only on what might be called exact, mathematical methods, but also on a number of qualitative approaches such as interviews and ethnographies. Both branches of science have limitation that can be similar in nature, e.g., financial issues. Most limitations of the two are another point where they differ starkly. While the natural sciences often face technical boundaries, the social sciences experience difficulties as they study situations in which environments cannot be controlled easily, which often renders experimental settings impossible and leaves scientists relying on interpretations. Additionally, ethical issues play a much larger role in the social sciences.

Check Your Progress-1

Note : (a) Answer the question given below:

(b) Compare your answers with those given at the end of the lesson :

1. Focus of the social sciences is on the study of the
   a. Change in human relationship and reinterpretation between the present and the past event
   b. Human activities and spatial distributions and interaction of culture, biologic and physical elements
   c. Basic social systems, institutions and processes
   d. All of the above
2. The main objective of Social Sciences teaching is to develop the following spirit in the students:
   a. spirit of Nationalism
   b. spirit of provincialism
   c. spirit of a particular place
   d. spirit of casteism
3. “Social sciences as those mental or cultural sciences which deal with the activities of the individual as member of the group” are the words of:
   a. Seligman
   b. Shulman
   c. Bandra
   d. None of these

1.5 UNIQUENESS OF DISCIPLINES VIS-À-VIS INTERDISCIPLINARY

Social sciences are considered as compulsory subjects in our school curriculum like other teaching disciplines i.e. mathematics, EVS, sciences, languages, etc., but, the approach of inclusion of social sciences in school curriculum differs functionally from one stage of school curriculum to another stage of school curriculum. Social sciences curriculum includes three broad composite instructional areas i.e. history, geography and social and political life (SPL). Social and Political Life draws its contents mainly from three disciplines i.e. political science, economics and sociology. Let us examine the nature of different disciplines of social sciences at secondary stage:

1.5.1Economics

It is the social science that deals with the ways in which men and societies seek to satisfy their material needs and desires. Alfred Marshall has defined economics as "The Study of mankind in the ordinary business of life". Adam Smith defines it as the science of wealth. There are many fields of applied economics along with special sub fields of economics theory and economic history. The main area is money, banking and business, public finance, international economics, labor and industrial relations, land and agricultural economics, business organization, public utilities and transportation. Economics is becoming increasingly professional and specialized. Economics could attain much more important position in social science. Economics is a Social Science that seeks to analyze and describe the production distribution and consumption of wealth.

1.5.2History

"History is the study of the human past, scholars who write about history are called historians. It is a field of research which uses a narrative to examine and analyse the sequence of events and it sometimes attempts to investigate objectively the patterns of cause and effect that determine events. Historians debate the nature of history. This included discussing the study of the discipline as an end in itself and as way of providing perceptive" on the problems of the present. The stories common to a particular culture, but not supported by external sources (Such as the legends surrounding King Arthur) are usually classified as cultural heritage rather than the "disinterested investigation needed by the discipline of history (Peter 2000). Events of the past prior to written record are considered prehistoric.

1.5.3Political Science

Political Science is a social science concerned with the theory and practice of politics and the description and analysis of political systems and political behavior. Political scientists "See themselves engaged in revealing the relationships underlying political events and conditions. And from these revelations, they attempt to construct general principles about the way the world of politics works" (Lane 1996). Political science intersects with

other fields: including Public policy, national politics, international relations, comparative politics and political theory.

1.5.4 Sociology

Sociology is the study of society. It is a social science term with which it is sometimes synonymous- that uses various methods of empirical investigation and critical analysis to develop and refine a body of knowledge about human social activity. After with the goal of applying such knowledge to the pursuit of social welfare. Subject matter ranges from the micro level of agency and interaction to the macro level of systems and social structure (Giddens 2007).

1.5.5 Statistics

Statistics as a discipline is the development and application of methods, to collect, analyse and interpret data. A modern statistical method involves the design and analyses of experiments and surveys the quantification of biological, social and analyses scientific phenomenon and the application of statistical principles to understand more about the world around us. Since data are used in more areas of human endeavor, the theory and methods of modern statistics have been applied to a wide variety of fields. Some areas that use modern statistical methods are the medical, biological and social science, economics and finance, marketing research, manufacturing and management, government, research institute and many more. Exciting new areas are opening up due to development in areas such as biotechnology survey research and computing.

1.5.6 Public Administration

It is a “field of inquiry with a diverse scope”, of which the “fundamental goal...is to advance management and policies so that government can function (Rabin, 1989)”. Some of the various definitions which have been offered for the term are: “the management of public programs” (Robert, 2009)and “the study of government decision making, the analysis of the policies themselves, the various inputs that have produced them, and the inputs necessary to produce alternative policies (Jerome,1998).”

1.5.7 Anthropology

Anthropology is the holistic “science of man”. The discipline deals with the integration of different aspects of the Social Sciences, Humanities, and Human Biology. In the twentieth century, academic disciplines have often been institutionally divided into three broad domains. The natural and biological sciences seek to derive general laws through reproducible and verifiable experiments. The humanities generally study local traditions, through their history, literature, music, and art, with an emphasis on understanding particular individuals, events,or eras. The social sciences have generally attempted to develop scientific methods to understand social phenomena in a generalizable way, though usually with methods distinct from those of the natural sciences.

1.5.8Law

Law is a system of rules, usually enforced through a set of institutions. Laws can shape or reflect politics, economics and society in numerous ways and serves as a primary social mediator of relations between people (Hamilton 2005).

1.5.9 Education

Education encompasses teaching and learning specific skills, the imparting of knowledge, positive judgment and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation. Educate means 'to draw out', from the, or to facilitate the realization of an individual's potential and talents. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines such as psychology, philosophy, computer science, linguistics, neuroscience, sociology and anthropology.

1.5.10 Behavioral Sciences

Behavioral science is a branch of the sciences which is concerned with the study of human and animal behavior. Behavioral science looks at individuals and their behaviour along with the behaviour of societies, groups, and cultures, and processes which can contribute to specific behaviors. There is a great deal of overlap between this field and the social sciences, which can sometimes lead to confusion: the social sciences tend to focus more on structural systems and cultures, while behavioral science tends to look at the reactions within and between organisms which dictate behavioral trends. Researchers in the field of behavioral science can use a number of tools to gather data. Observation of individuals and groups is one of the most powerful tools, as are controlled, ethical experiments which are designed to push the boundaries of normal behaviour and to explore the motivations behind behavior. Research in this field can include many Social sciences in their approach, along with harder sciences like neurology, chemistry, and even things like geology, as people may be interested in how environment informs behavior.

1.5.11 Geography

Geography is the study of the Earth and its lands, features, inhabitants, and phenomena. A literal translation would be to describe or write about the Earth. The first person to use the word Geography was Eratosthenes (276-194 B.C.). Four historical traditions in geographical research are the spatial analysis of natural and human phenomena (geography as a study of distribution), area studies (places and regions), study of man-land relationship, and research in earth sciences (Pattison1990). Nonetheless, modern geography is an all-encompassing discipline that foremost seeks to understand the Earth and all of its human and natural complexities—not merely where objects are, but how they have changed and come to be. Geography has been called 'the world discipline' (Bonnet 2008).

1.5.12 Psychology

Psychology is the study of human or animal mental functions and behaviors. In this

field, a professional practitioner or researcher is a psychologist. Psychologists are classified as social or behavioral scientists. Psychological research can be considered either basic or applied. Psychologists attempt to understand the role of mental functions in individual and social behaviour, while also exploring underlying physiological and neurological processes.

1.5.13 Management

Management in all business areas and organizational activities are the acts of getting people together to accomplish desired goals and objectives. Management comprises planning, organizing, staffing, leading or directing, and controlling a Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

1.5.14 Business Studies

Business studies is the name of an academic subject taught at higher level in Australia, Canada, Hong Kong, India, Ireland, New Zealand, Pakistan, South Africa and the United Kingdom, as well as at university level in many countries. Its study combines accountancy, economics, and finance, marketing and organizational Behavior.

1.6 INTERDISCIPLINARY APPROACH OF SOCIAL SCIENCES

Lee (2008) "Social studies actually has countless inter- or cross-disciplinary opportunities built into the subject matter. Social studies is perfect for interdisciplinary teaching because it includes the study of concepts and themes, ideas and beliefs, and people and places, all of which incorporate knowledge learned in other school subjects...Concepts help to form the foundation of subject matter. When we consider the interdisciplinary characteristics of concepts, we can make deep and meaningful connections between subject areas. Some examples of concepts that are important to social studies, and also have other school subject relevance, include: mapping, weather, evolution, supply and demand, religion and myth, and food and food production."

Interdisciplinarity or interdisciplinary studies involves the combining of two or more academic disciplines into one activity (e.g., a research project). It draws knowledge from several other fields like sociology, anthropology, psychology, economics etc. It is about creating something by thinking across boundaries. It is related to an interdisciplinary or an interdisciplinary field, which is an organizational unit that crosses traditional boundaries between academic disciplines or schools of thought, as new needs and professions emerge. Large engineering teams are usually interdisciplinary, as a power station or mobile phone or other project requires the melding of several specialties. However, the term "interdisciplinary" is sometimes confined to academic settings. The term interdisciplinary is applied within education and training pedagogies to describe studies that use methods and insights of several established disciplines or traditional fields of study. Interdisciplinarity involves researchers, students, and teachers in the goals of connecting and integrating several

academic schools of thought, professions, or technologies—along with their specific perspectives—in the pursuit of a common task. The epidemiology of HIV/AIDS or global warming requires understanding of diverse disciplines to solve complex problems. Interdisciplinary may be applied where the subject is felt to have been neglected or even misrepresented in the traditional disciplinary structure of research institutions, for example, women's studies or ethnic area studies. Interdisciplinarity can likewise be applied to complex subjects that can only be understood by combining the perspectives of two or more fields. The adjective interdisciplinary is most often used in educational circles when researchers from two or more disciplines pool their approaches and modify them so that they are better suited to the problem at hand, including the case of the team-taught course where students are required to understand a given subject in terms of multiple traditional disciplines. For example, the subject of land use may appear differently when examined by different disciplines, for instance, biology, chemistry, economics, geography, and politics.

Check Your Progress-2

Note : (a) Answer the questions given below :

(b) Compare your answers with those given at the end of the lesson :

1. Studies of the Natural Sciences emerged in :

   a. 10th & 11th centuries

   b. 14th & 15th centuries

   c. 16th & 17th centuries

   d. 20th century.

2. The definition of Economics, "The study of mankind in the ordinary business of life", has been put forward by :

   a. Karl Popper

   b. Karl Marx

   c. Alfred Marshall

   d. None of the above

3. State True or False :

   "Law is a system of rules, usually enforced through a set of institutions."

1.7 LET US SUM UP

All these disciplines of social sciences are meaningfully related to each other at this stage. Preparing students to face different socio-economic and political challenges of the nation is the main focus of all the disciplines of social sciences. For example, achieving sustainable economic development and creating egalitarian society is one of the significant objectives of teaching social sciences at this stage. In order to achieve this objective, there is need of practice of strong democratic politics, proper resources (both natural and man-made resources), identification and management and spirit of unity and integrity among the people in the country. Strong democratic politics can be taught through political science, proper resource identification can be taught through geography, proper resource management can be taught through economics, and spirit of unity and integrity among people can be taught through history.

1.8 LESSON END EXERCISE

1. Explain the nature of social sciences.
2. Distinguish between natural and social sciences.
3. Explain social science as a unique and interdisciplinary subject.

1.9 SUGGESTED FURTHER READINGS

Bryman, A. (2008). *Social Research Methods*. Oxford : Oxford University Press.

Ledoux, S. F. (2002). Defining Natural Sciences. *Behaviorology Today, 5*(1), 34-36.

Okasha, S. (2002). *Philosophy of Science : A Very Short Introduction*. Oxford : Oxford University Press.

1.10 ANSWER TO CHECK YOUR PROGRESS

Check Your Progress-1

1. d
2. a
3. a

Check Your Progress-2

1. c
2. c
3. True

LESSON NO. 2 **UNIT-I**

IMPORTANT SOCIAL AND ECONOMIC ISSUES AND CONCERNS OF THE PRSENT DAY INDIAN SOCIETY

STRUCTURE

2.1 Introduction

2.2 Objectives

2.3 Concept of Social Issues

- 2.3.1 Social issues and family relationships
- 2.3.2 Family violence
- 2.3.3 Effect of joint family on child development
- 2.3.4 Communication breakdown
- 2.3.5 Defamation of values
- 2.3.6 Identity theft
- 2.3.7 Cyber bullying
- 2.3.8 Gaming addiction
- 2.3.9 Privacy
- 2.3.10 Health & fitness

2.4 Social Issues and Associated Factors

- 2.4.1 Caste system
- 2.4.2 Poverty
- 2.4.3 Child labour
- 2.4.4 Child marriage
- 2.4.5 Illiteracy
- 2.4.6 Low status of women
- 2.4.7 Gender inequality at work
- 2.4.8 Dowry system

2.4.9 Alcoholism
2.4.10 Superstition
2.4.11 Religious conflicts
2.4.12 Juvenile delinquency
2.4.13 Human trafficking in India
2.5 Economic Issues and Associated Factors
2.5.1 Unemployment
2.5.2 Financial factors
2.5.3 Poor educational standards
2.5.4 Poor Infrastructure
2.5.5 Balance of Payments deterioration
2.5.6 High levels of private debt
2.5.7 Inequality has risen rather than decreased
2.5.8 Large budget deficit
2.5.9 Rigid labour laws
2.5.10 Inefficient agriculture
2.5.11 Poor tax collection rates.
2.5.12 Business difficulties
2.5.13 Inequality within regions
2.5.14 Issues related to digitalization
2.6 Educational Implications and Concerns of the Present-day Indian Society
2.6.1 To spread awareness of the world and environment:
2.6.2 Development of critical thinking abilities:
2.6.3 Development of social understanding among students:
2.6.4 Types of environmental hazards
2.6.5 Hazard management
2.6.6 Awareness among students for better citizenship:
2.7 Let Us Sum Up
2.8 Lesson End Exercise
2.9 Suggested Further Readings
2.10 Answers to Check Your Progress

2.1 INTRODUCTION

Social Science is a branch of study which deals with human beings – their behavior, growth and development, relationships, resources they use and the various institutions

they require to function and carry on their life smoothly. For example – family, school, workplace, government, judiciary, recreation clubs, etc. All these aspects of life are inter-related and interdependent on one another. So whether one wants to become a doctor or an engineer or a chartered accountant, an artist or a teacher, we all have to live in a society, interact with individuals belonging to different cultural and socio-economic backgrounds, adapt to various situations and circumstances, and also adhere to certain societal norms in order to lead a peaceful and productive life. The inclusion of Social Studies in the curriculum right from primary to secondary classes signifies the importance of the subject and the role it plays in a student's life. Social Studies is incorporated in the school curriculum through a combination of subjects like – History, Geography, Cultural Studies, Economics, Political Science, etc. Development is a multi-dimensional phenomenon in social sciences. Some of its major dimensions include: the level of economic growth, level of education, level of health services, degree of modernization, status of women, level of nutrition, quality of housing, distribution of goods and services, and access to communication. In India, the progress of socio-economic development among major states is not uniform. The factors, which are found out to be more important for the overall development process, relate to basic needs like education, availability of food, minimum purchasing power and facilities like safe drinking water, health care infrastructure, etc. It is also found that enrollment ratio cannot be raised unless minimum needs of the common people are satisfied. Therefore, true development requires government action to improve elementary education, safe drinking water facilities and health care, and to remove barriers against social minorities, especially women. The role of social development such as literacy (and particularly of female literacy in promoting basic capabilities emerges as the prerequisite to overall development.

2.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the concept of social issues,
- analyze social issues and its associated factors,
- analyze economic issues and its associated factors, and
- discuss concerns of the present-day Indian society.

2.3 CONCEPT OF SOCIAL ISSUES

A social issue is an issue that relates to society's perception of people's personal lives. Different societies have different perceptions and what may be "normal" behavior in one society may be a significant social issue in another society. Social issues are distinguished from economic issues. Some issues have both social and economic aspects, such as immigration. There are also issues that don't fall into either category, such as wars. The discipline of social sciences focuses on major social phenomena and everyday

life. Other topics include the formation of living conditions and lifestyles as part of changing social structures as well as how economic development and crises have produced not only welfare, but also inequality. Social sciences are also interested in how people have attempted to resolve socio-economic problems at different times. The discipline analyses current social issues from a historical perspective. Social sciences ought to be directed towards addressing important social problems, and that the research agenda for social science ought to be influenced or shaped by the constituencies in society who are most affected by these social problems. At bottom – the social sciences ought to be engaged in a serious way in improving the quality of life for the people of the globe. They can best do this; it would seem, by discovering some of the causes of persistent social problems and providing a sound basis for designing policies that have a chance of ameliorating them. And they can focus their research agendas by working closely with practitioners and the ordinary people who experience these social problems.

2.3.1Social issues and family relationships

Family has been recognized as a basic unit of society and is a link between individual and community. The structure of the family continues to be patriarchal. A number of changes have been observed in the patterns of marriage and family such as age of marriage, inter-caste marriage, love marriages or love cum arrange marriages, nuclear family etc. A relative increase is noticed in divorce cases in urban areas. It was quite common in the past but at that time families were more stable and provided adequate security in terms of physical, social and emotional needs. Current trends indicate that there is a definite change in the basic system of family, especially the role of elders and disharmony in husband-wife relationship. Divorce rates are testimony to the increasing fragility of husband-wife relationship.

2.3.2Family violence

Family violence is a complex concept which encompasses wife abuse, child abuse, and elderly abuse. Pagelow (1981) defined family violence as “any act of commission or commission by family members and any condition resulting from such acts and inaction which deprive other family members of equal rights and opportunities and/or interfere with their optimal development and freedom of choice.”Violence on women in the family has existed over centuries and across the world. It has recently been recognized by the United Nations (1995) as a fundamental abuse of women’s human rights. It lists under the category of gender-based violence, abuses such as battering, sexual abuse of female children, dowry related violence, marital rape, and female genital mutilation. Female infanticide is still common in some pockets of the country. In recent years, new forms of violence have been added to the list. Most important among these are dowry deaths and female feticide. Heife, Pitanguy, and Germaine (1994) describe violence against women as “any act of verbal or physical force, life threatening deprivation directed at an individual women or girl that causes physical and psychological harm, humiliation or arbitrary

deprivation of liberty that perpetuates female subordination."

Steinmetz and Lucca (1988) stirred a controversy by reporting that men do not have a monopoly as tormentors. Rather, they found a considerable similarity between husbands and wives using violent methods for resolving marital conflicts. Nevertheless, though women may be more verbal, the resort to physical means to maintain their dominant position in the family is held by men (Gandhi, 1997). According to Gandhi, factors related to poverty and lack of education among women make them more vulnerable to violence. Thus, elimination of violence against women requires reengineering of society on equalitarian values, where women enjoy equal rights over education, land, property, and business. The creation of such a society needs the support of all, including men.

2.3.3Effect of joint family on child development

In a joint family, the child gets multiple parents and many adult figures for his or her identification. In these families, children are overprotected and sheltered and, as a result, self-non-self-segregation is hampered. In a nuclear family, the child has a limited set of adult models to emulate. As a result, he or she develops a strong sense of personal bond with the parents, with a greater scope of developing clear-cut self-identity (Sinha, 1984). Children brought up in single parent families have only one adult member in the family and often lack kinship and community support. These children develop early independence with added responsibilities. A majority of the single parent families being the poorest of the poor cannot adequately meet their children's needs. A large number of children in institutions and on streets come from single parent families. Thus, to enhance the impact of child development, direct work with children is not adequate. The family life and the family's environment also have to be enriched. A strong family unit would promote child development and prevent child destitution.

2.3.4Communication breakdown

Socializing within a family unit has always been important, as it strengthens the bonds between us and ensures cohesion within the group. But with more and more households owning several computers and numerous portable devices granting access to information and entertainment, some argue that this is leading to a lack of family communication. If each member is engrossed in their laptop, smartphone or tablet each evening, even common things like watching television are compromised. Meanwhile, you can see whole families who are out to dinner and still staring into a touchscreen rather than talking to one another.

2.3.5Defamation and Fanning of Rumours

The only means of getting in touch with major corporations or famous people in the public eye prior to the advent of digital communication was via a stiffly written letter. This was, of course, accessible only to the intended recipient and thus a very private way for the disgruntled to vent their spleen. But first message boards and now social media

services like Facebook and Twitter are being used to defame people and businesses in an intrinsically public manner.This has led to arrests, lawsuits and the threat of placing stricter controls over what can and cannot be posted to such services. It has also caused heartache and woe for many individuals, helping to perpetuate a massive, international rumor mill which pays little heed to facts or the threat of legal action.

2.3.6 Identity theft

Fraud is another spurious activity that has been able to evolve in the wake of easily accessible computers and the internet. Perhaps most problematic and prevalent of the various fraudulent activities is identity theft, in which personal details of innocent people are harvested by a third party so that they can be used for malicious purposes. This includes carrying out illicit online transactions and other damaging activities that can have serious ramifications.

2.3.7Cyber bullying

As with the defamation of public figures, the internet and computers have also made it easier for spiteful people to attack people they know personally as well as perfect strangers via the anonymous platforms that are available to them. This has led to serious incidents of cyber bullying involving both children and adults, sometimes with tragic consequences. The problem with these techniques is that they tend to go under the radar to an even greater degree than traditional bullying, which makes it harder to detect and correct.

2.3.8 Gaming addiction

Whilst computers and the internet have made it easier for gambling addicts to get their fix, a new type of addiction has also arisen, in the form of addiction to videogames. This is something that can impact people of all ages and leads inevitably to a number of problems, from the social to the financial. Professionals are beginning to take gaming addiction seriously and combat it in the same way as other diseases.

2.3.9 Privacy

Whilst high profile cases of online identity theft and fraud should have caused people to become more careful about how they use their personal information, issues of privacy and a lack of appreciation for the risks are still widespread. This extends beyond simply giving away private data via chat rooms, message boards and e-commerce sites and extends into the compromising world of social media. Employers are now combing Facebook and Twitter to effectively do background checks on potential employees, paying particular attention to those that have not chosen to use privacy settings to prevent anyone from getting a look at their details.

2.3.10 Health & fitness

We are living increasingly sedentary lifestyles, because computers are removing the

need for us to physically carry out many tasks, as well as keeping us rooted to one spot throughout our working days and during our leisure time.

2.4 SOCIAL ISSUES AND ASSOCIATED FACTORS

In diverse cases, social factors — cultural norms, educational understanding, kin and social networks, power dynamics, or simply the layout of a building — must be accounted for before a policy can succeed. Social Issues in India (also social problem, social evil, and social conflict) refer to any undesirable condition that is opposed either by the whole society or by a section of the society. It is an unwanted social condition, often objectionable, the continuance of which is harmful for the society. India is facing a large number of social issues such as caste system, child labour, illiteracy, gender inequality, superstitions, religious conflicts, and many more. It is high time that the society gets relief from these undesirable social evils. Major Social Issues: We have prepared a list of major social issues in India. They are briefly discussed below in the following order:

2.4.1Caste system

Caste system is a system of defining class or assigning status to individuals from the time of birth. In India, the caste system is mainly profession based. India has been a victim of caste system since ages. Caste system is also a danger towards the National integration of the country. Caste system is a major cause for many inhuman and immoral social practices such as untouchability, child marriage, sati system (sati paratha), prostitution, etc.

2.4.2Poverty

Poverty refers to a situation when people's basic needs are not fulfilled. When people don't have the necessary food to eat or clothes to wear or shelter to stay then its called poverty. Life becomes very difficult for people with income below the poverty line (BPL).

Child labour- Child labour is a system of involving children in any economic activity. Children at the age of playing and studying, engage themselves into economic activity for their family.

2.4.3Child labour

It Can be seen throughout the country in a wide way. Child labour means getting children who are minors to do work. Even if children are paid for the labour that they perform, child labour is still detestable.

2.4.4Child marriage

Child marriage refers to the marriage of individuals below the prescribed limit of age. Marriage is to be considered legal as per the Indian Law, when the groom's age is 21 and above and bride's age is 18 and above. Though, child marriage has caused

problems to both and boys and girls, the most severe victims of the evil practice are the girls.

2.4.5 Illiteracy

Illiteracy refers to the inability to read and/or write. The problem of illiteracy is a major social issue in India. The problem has spread through-out the country in a wide way. It is one of the most dangerous obstacles in the economy's growth.

2.4.6 Low status of women

Low status of women refers to the inferior position of women (in comparison to men) in the society. This reflects the narrow mindset of the society. It is seen all over the country, but widely prevalent in the backward areas.

2.4.7 Gender inequality at work

Inequality at work refers to any type of discrimination in working environment based on caste, gender, race, color, etc. But gender inequality at work means discrimination or unequal treatment between male and female workers.

2.4.8 Dowry system

Dowry is one of the most evil practices that are prevalent in the Indian society. Dowry system is actually the transfer of money, property and other valuable assets of bride's family to the groom's family on the eve of marriage.

2.4.9 Alcoholism

Alcoholism is also known as Alcohol-use disorder. It is a general term for the problems of uncontrollable consumption of alcohol. It deteriorates the health of the drinker and in medical term, it is considered a disease.

2.4.10 Superstition

Superstition refers to the irrational beliefs of supernatural forces. Superstition is one of the major social issues affecting the entire country. It's a belief of human beings that there are some supernatural causes behind the bad events. Science doesn't believe in this type of supernatural causality because science always tries to give scientific explanation for every event. But, deep down inside human beings have their own belief. There are many superstitions prevailing in the society. Human beings have the tendency to believe bad before the good.

2.4.11 Religious conflicts

Religious conflicts are among the most harmful social issues of today. Sometimes violence, war, conflict, etc. arise because of religious fanaticism.

Beggary- Beggary is another social problem in our country. People who are in

extreme situation of need and poverty often resort to begging. The state of being a beggar is called beggary.

2.4.12 Juvenile delinquency

Juvenile delinquency is also termed as Teenage Crime. Basically, juvenile delinquency refers to the crimes committed by minors. The crimes by teenage boys or girls are generally done without having proper knowledge of it as they know very little about the world.

2.4.13 Human trafficking in India

Human trafficking is the third largest organized crime after drugs and the arms trade across the globe. According to the definition of the United Nations – "trafficking is any activity leading to recruitment, transportation, harboring or receipt of persons, by means of threat or use of force or a position of vulnerability". Close to 80% of the human trafficking across the world is done for sexual exploitation and the rest is for bonded labor and India is considered as the hub of this crime in Asia. As per the statistics of the government – in every eight minutes a child goes missing in our country. In 2011 about 35,000 children were reported missing and more than 11,000 out of these were from West Bengal. Further, it is assumed that only 30% of the total cases are reported, so the actual number is pretty high. Human trafficking is one of the major problems in India. Till date no concrete study has been conducted so far to know the exact number of trafficked kids in India. The New York Times has reported on the widespread problem of human trafficking in India especially in the state of Jharkhand. Also, in the report it is stated that young girls are trafficked from neighboring Nepal to India. In another article published in The Times of India – Karnataka is the third state in India for human trafficking.

2.5 ECONOMIC ISSUES AND ASSOCIATED FACTORS

Since 1991, the Indian economy has pursued free market liberalization, greater openness in trade and increase in investment in infrastructure. This helped the Indian economy to achieve a rapid rate of economic growth and economic development. However, the economy still faces various problems and challenges, such as corruption, lack of infrastructure, poverty in rural areas and poor tax collection rates.

2.5.1. Unemployment

Despite rapid economic growth, unemployment is still an issue in both rural and urban areas. The fast rate of economic growth has left unskilled workers behind, and they have struggled to find work in growing industries. In 2017, the official unemployment rate was just below 5%. However, a report by the OECD found over 30% of people aged 15-29 in India are not in employment, education or training (NEETs).

2.5.2. Financial factors

Financial factors creating information poverty could manifest in an inability to afford books, newspapers, home computers and Internet access or transport to information providers. Typically, survey respondents also viewed information poverty as being linked to financial poverty; one was 'aware of the lack of resources in a lot of homes in the area due to financial deprivation' (BLM17). Another stated that 'it's fairly logical that people with less disposable income will have less access to information' (BLM5).

2.5.3. Poor educational standards

Although India has benefited from a high percentage of English speakers, (important for call centre industry) there is still high levels of illiteracy amongst the population. It is worse in rural areas and amongst women. Over 50% of Indian women are illiterate. This limits economic development and a more skilled workforce.

2.5.4Poor Infrastructure

Many Indians lack basic amenities, lack access to running water. Indian public services are creaking under the strain of bureaucracy and inefficiency. Over 40% of Indian fruit rots before it reaches the market; this is one example of the supply constraints and inefficienies facing the Indian economy.

2.5.5Balance of Payments deterioration

Although India has built up large amounts of foreign currency reserves, the high rates of economic growth have been at the cost of a persistent current account deficit. In late 2012, the current account reached a peak of 6% of GDP. Since then there has been an improvement in the current account. But, the Indian economy has seen imports grow faster than exports. This means India needs to attract capital flows to finance the deficit. Also, the large deficit caused the depreciation in the Rupee between 2012 and 2014. Whilst the deficit remains, there is always the fear of a further devaluation in the Rupee. There is a need to rebalance the economy and improve the competitiveness of exports.

2.5.6High levels of private debt

Buoyed by a property boom the amount of lending in India has grown by 30% in the past year. However, there are concerns about the risk of such loans. If they are dependent on rising property prices, it could be problematic. Furthermore, if inflation increases further it may force the RBI to increase interest rates. If interest rates rise substantially it will leave those indebted facing rising interest payments and potentially reducing consumer spending in the future

2.5.7Inequality has risen rather than decreased

It is hoped that economic growth would help drag the Indian poor above the poverty line. However, so far economic growth has been highly uneven benefiting the skilled and wealthy disproportionately. Many of India's rural poor are yet to receive any tangible benefit from India's economic growth. More than 78 million homes do not have electricity.

33% (268million) of the population live on less than $1 per day. Furthermore, with the spread of television in Indian villages, the poor are increasingly aware of the disparity between rich and poor.

2.5.8Large budget deficit

India has one of the largest budget deficits in the developing world. Excluding subsidies, it amounts to nearly 8% of GDP. Although it is fallen a little in the past year, it still allows little scope for increasing investment in public services like health and education.

2.5.9Rigid labour laws

As an example, Firms employing more than 100 people cannot fire workers without government permission. The effect of this is to discourage firms from expanding to over 100 people. It also discourages foreign investment. Trades Unions have an important political power base and governments often shy away from tackling potentially politically sensitive labour laws.

2.5.10 Inefficient agriculture

Agriculture produces 17.4% of economic output but, over 51% of the work force are employed in agriculture. This is the most inefficient sector of the economy and reform has proved slow.

2.5.11 Poor tax collection rates.

According to the Economist, India has one of the poorest tax to GDP rates in the whole world. India's tax revenue as a percent of GDP is just 12%, compared to an EU average of 45%. This poor tax collection rate reflects widespread corruption, tax avoidance and complicated tax rates. In 2017, PM Narendra Modi has sought to improve tax collection rates and reduce complications through the introduction of a general sales tax (GST) which involves a single tax rate – rather than tax rates applied multiple times at different stages of production.

2.5.12 Business difficulties

According to the World Bank, the ease of doing business in India is poor. India ranks 130/190. Big issues for companies include

- Ease of enforcing contracts
- Dealing with construction contracts
- Paying taxes
- Trading across border

2.5.13 Inequality within regions

India's economic growth has benefitted some regions more than others. Technological hubs, such as Delhi and Mumbai have attracted higher-paying jobs. This has attracted an inflow of most mobile and skilled workers; this has created congestion in these super-cities but failed to address the poverty of rural areas, especially in the northeast.

2.5.14 Issues related to digitalization

The growth in the availability of affordable computing technology has caused a number of major shifts in the way that society operates. The majority of these have been for the better, with home computers and the internet providing unlimited access to all of the information ever created and discovered by humanity. There are, however, some less positive social issues generated as a direct result of technological advances. In the interests of balance, it is important to analyze these and assess the severity of their impact so that steps can be taken to better understand and combat the negative effects.

Check Your Progress-1

Note : (a) Answers the question given below:

(b) Compare your answers with those given at the end of the lesson:

1. Social problem means ……
   a. state of affairs
   b. moral approach to problem
   c. personal problem
   d. family problem
2. Which of the following is not source of social problem?
   a. Social change
   b. Poverty
   c. Personal development
   d. Personal disorganization.
3. Poverty is a
   a. Social problem
   b. Economic problem
   c. Political problem
   d. Religious problem
4. Which of the following explains the term economic development?
   a. Improvement in the technology involved
   b. Improvement in production
   c. Improvement in distribution system
   d. All the above

5. Scarcity of capital, technological backwardness and unemployment are generally found in
   a. Developed countries
   b. Underdeveloped countries
   c. Both
   d. None of the above

2.6 EDUCATIONAL IMPLICATIONS AND CONCERNS OF THE PRESENT-DAY INDIAN SOCIETY

India currently faces notable short-term challenges, including the outbreak of COVID-19 and the preceding slowdown of the informal economy. We take a look at the current situation, the response from policymakers, and how both issues affect our views. The COVID-19 pandemic is an unprecedented global health crisis, and its impact is likely to dominate global markets and policymakers' attention at least in the near term.Until February, India was relatively less affected by COVID-19 than other countries. This aggregate number is still low on a per capita basis given India's substantial population. While there may be concerns that the case number is underestimated due to the low per capita testing level in India (around 492 tests per million people), the percentage of positive results (infections/ tests) remains low at 4.4%, despite the testing of mostly higher-risk cases. UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions. Self-awareness, self-esteem and self-confidence are essential tools for understanding one's strengths and weaknesses. Consequently, the individual is able to discern available opportunities and prepare to face possible threats. This leads to the development of a social awareness of the concerns of one's family and society. Subsequently, it is possible to identify problems that arise within both the family and society. With life skills, one is able to explore alternatives, weigh pros and cons and make rational decisions in solving each problem or issue as it arises. It also entails being able to establish productive interpersonal relationships with others. Life skills enable effective communication, for example, being able to differentiate between hearing and listening and ensuring that messages are transmitted accurately to avoid miscommunication and misinterpretations.

2.6.1To spread awareness of the world and environment:

Lessons in Social Studies related to topics like – My Family, My Neighborhood, Community Helpers, Early Man, Indus Valley Civilization, Modern Period in Indian History, The French Revolution, Great World Leaders, etc. teach students about the various civilizations, movements and renaissances that occurred over the years. This knowledge enables the students to understand how the world and different societies have evolved, the important events that have occurred in the past, enduring ideas and eminent personalities that have created an impact and affected the lives of people both locally and globally. It

also helps students to understand how different societies are structured, managed and governed. This in turn helps students to understand their place in the world.

Lessons such as – Our Earth, Solar System, Major Landforms, Water Resources, Natural Vegetation and Wildlife Resources, Natural Disasters, Disaster Management, Pollution, enable students to learn about – outer space, formation of different landforms; evolution of animals, flora, fauna and man, water bodies, available resources, importance of conservation and preservation, environmental impact on present life and future generations. This information helps students to eventually develop a holistic understanding of their environment and the interrelationship which exists between the natural and human habitats.

2.6.2Development of critical thinking abilities:

Social Sciences inculcate higher order thinking abilities and skills like – Comprehension, Application, Analysis, Evaluation and Synthesis, Creativity in students. Learning a variety of topics such as – Natural Resources, Water Resources, Transport, Communication, Caste System, Political Ideologies, Social Reformers, Our Cultures, United Nations, etc. give students a chance to gain appropriate information and data in various contexts. The information gained allows students to make relevant observations, identify similarities and differences, and make connections between related concepts, ideas and resources. Appropriate experiences further enhance the students' understanding about how poverty affects certain populations in the country. This knowledge can be further put to use to foster creativity, if students are asked to think about ways or come up different things and people affect their day to day lives. For example – in order to investigate poverty in the society, students require knowledge of subjects like – History, Economics and Politics. Students first have to gain information and comprehend ideas such as discrimination, resource allocation and political priorities. They then need to understand, analyze and evaluate the existing connections between those ideas and theories to with new solutions and policies which they think can help reduce poverty. They could be given a chance to present their ideas in the form of debates, essays, role plays or class projects.

2.6.3Development of social understanding among students:

Different topics included in the Social Science curriculum for various age groups like – Festivals of India, Different types of Families, Clothes We Wear, Food We Eat, Our Country, States of India, My Community, Socio-Religious Reforms, Challenging the Caste System – help students to observe, learn and understand human behavior, values and attitudes and the interrelationships which exist among different people. They come to know about the different religions and cultures which exist in the world other than their own. They also learn about the societal strata and norms of society and the need of various governing bodies and other institutions. This in turn helps the students to develop a wider perspective of society and the human condition.

Furthermore, learning about the different religions, social and cultural beliefs, castes

and creed, nationalities and ethnicity, values, languages, festivals, food and clothing, types of families, etc. makes students aware that the society they live in, is diverse and multicultural and yet there is interdependence and inter-relatedness between different people, families, cultures, religions and countries. This helps students to recognize the benefits and challenges of living in a world with multiple cultures and ideologies. This awareness helps them to understand the importance of democracy, rights and freedoms and the fact that in order to live and coexist peacefully each and everyone needs to respect, trust and balance the various opinions, values and attitudes, lifestyles, cultures and practices and ideologies existing in society.

2.6.4Types of environmental hazards

We face countless environmental hazards every day. To better understand them, we can think of them as falling into four categories: physical, chemical, biological, and cultural.

Natural hazards are physical processes that occur naturally in the environment. These include natural disaster events such as earthquakes, tornadoes, volcanoes, blizzards, landslides, and droughts. Not all physical hazards are discrete events - some are ongoing, like ultraviolet radiation. UV radiation is considered a hazard because it damages DNA and can cause human health issues like skin cancer and cataracts.

Technological hazards are those that come from human activities such as the manufacture, transportation, storage, and use of hazardous materials. For the sake of simplicity, our definition assumes that technological emergencies are accidental and their consequences are unintended. These can be both natural and human-made chemicals in the environment. Human-made chemical hazards include many of the synthetic chemicals we produce, like disinfectants, pesticides and plastics. Some chemical hazards occur naturally in the environment, like the heavy metals lead and mercury. Some organisms even produce natural chemicals that are an environmental hazard, such as the compounds in peanuts and dairy that cause allergic reactions in humans.

Biological hazards come from ecological interactions between organisms. Viruses, bacterial infections, malaria, and tuberculosis are all examples of biological hazards. When these pathogens and diseases are transferred between organisms, it's called an **infectious disease**. We suffer from these diseases and pathogens because we're being parasitized by another organism, which, while hazardous, is also a natural process.

Man-made hazards, are also known as **social hazards**. For the purpose of this discussion, "man-made hazards" tend to be divided into two categories of technological hazards and terrorism or other criminal acts. "Man-Made/Caused" incidents are different from natural hazards because they are caused by some human interaction; whether human induced intentionally or caused simply from an accident from something we built.

2.6.5Hazard management

The word 'health' brings many things to mind. Maintaining good health involves

eating right, exercising, vaccinations against diseases, and visiting your doctor regularly. Your health describes how well your body is functioning and also throws light on quality of your life. We can also appreciate health in a broader sense. **Environmental health** involves understanding the impacts of environmental and human-made hazards and protecting human health and ecological systems against these hazards. This includes studying the impacts of human-made chemicals on wildlife or human health, as well as how the environment influences the spread of diseases.

2.6.6 Awareness among students for better citizenship:

Subjects in Social Sciences like Economics, Political Science and History educate students on Political Ideologies, Constitutional Laws, Citizenship, Rights and Duties, Morals and Virtues, Social Code of Conduct, thus making children aware of their roles and responsibilities particularly in relation to social and civic affairs. By providing relevant information and knowledge, skills and attitudes, the study of Social Science prepares students to grow up as active, responsible, and reflective members of society. It also teaches them to address societal and global concerns using literature, technology and other identifiable community resources. Thus, we can conclude that incorporating Social Studies in the school curriculum ensures holistic education of the students.

Check Your Progress-2

Note : (a) Answer the questions given below :

(b) Compare your answers with those given at the end of the lesson :

1. The Infectious Diseases are :
   a. Biological Hazards
   b. Manmade Hazards
   c. Technological Hazards
   d. None of the above
2. Natural Hazards are physical processes that occur naturally in the .....
   a. Ozone
   b. Continents
   c. Environment
   d. Lithosphere
3. Social and Civic sense is generated amongst the students through the study of :
   a. Chemistry
   b. Political Science
   c. Economics
   d. None of the above.
4. The Covid-19 Pandemic is an unprecedented :
   a. Global Social Crisis

b. European Health Crisis

c. Global Health Crisis

d. Global Political Crisis.

2.7 LET US SUM UP

The states in India are marked with wide disparity in socio-economic development. Some states are better-off in terms of economic development, while states like Kerala, and Tamil Nadu have recorded remarkable social progress. The role of social development such as literacy (and particularly of female literacy) in promoting basic capabilities emerges as the prerequisite to overall development. Entitlements to basic commodities and services also differ significantly among states. These results clearly emphasize the role of well-functioning public actions in improving the overall living conditions of the people. The disparity in entitlement of basic necessities among states mainly emanates from the scope and quality of a wide range of public services such as schooling facilities, basic health care and public food distribution system. Indeed, Kerala's success may be attributed to the role of public action in promoting a range of social opportunities relating to elementary education, status of women in society and provisions for health care and other services. economic reforms alone are not sufficient for overall development unless it is accompanied by social and political commitments. Faster development requires government action to improve elementary education, especially for the younger generation. Kerala has set up the example and has clearly established the primary benchmark/goal for other states in India. Its success has very little to with economic growth because in spite of its social progress it has a sluggish economy and a high level of unemployment. Although, economic growth in the sense of expanding gross national product and other related variables is one of the most fundamental input to the overall development process, the basic objective of development should focus on the expansion of human capabilities which has been neglected for too long in India.

2.8 LESSON END EXERCISE

1. Discuss the concept of social issues
2. Explain the different social and economic factors associated with social issues.
3. Explain educational implications and concerns of the present day Indian Society

2.9 SUGGESTED FURTHER READINGS

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2.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. a
2. c
3. a
4. d
5. b

Check Your Progress-2

1. a
2. c
3. b
4. c

D

LESSON NO. 3 **UNIT-I**

ROLE OF SCHOOL IN TEACHING OF SOCIAL SCIENCES

STRUCTURE

3.1 Introduction

3.2 Objectives

3.3 Role of Schools in the Teaching of Social Sciences

- 3.3.1 Subject specific lab of social sciences
- 3.3.2 Organisation of debates, quizzes, discussions
- 3.3.3 N.C.C. or National Cadet Corps
- 3.3.4 Field trips and excursions:

3.4 Professional Qualities of a Good Social Science Teacher

- 3.4.1 Personality traits, attitudes and beliefs
- 3.4.2 Pedagogical skills and knowledge of didactic and pedagogical skills
- 3.4.3 Holistic approach
- 3.4.4 Knowledge of learners
- 3.4.5 Teaching methodology
- 3.4.6 Knowledge of curriculum
- 3.4.7 General pedagogical knowledge
- 3.4.8 Knowledge of contexts
- 3.4.9 Knowledge of “self”
- 3.4.10 Reading material on the teaching profession

3.5 Professional Growth of Teachers

3.5.1 Tactics for professional development of social science teacher

3.5.2 Utilization of e-resources

3.5.3 Visiting of schools

3.5.4 Professional organizations

3.5.5 Conferences and seminars

3.6 Let Us Sum Up

3.7 Lesson End Exercise

3.8 Suggested Further Readings

3.9 Answer to Check Your Progress

3.1 INTRODUCTION

The social sciences encompass diverse concerns of society and include a wide range of content drawn from the disciplines of History, Geography, Political Science, Economics, and Sociology. The selection and organization of material into a meaningful social science curriculum, one that will enable students to develop a critical understanding of society, is therefore a challenging task. The possibilities of including new dimensions and concerns are immense, especially in view of the students' own life experiences. School is important because it teaches you the basics you need to know for the future.

Studies have shown that well-educated societies have lower rates of violence and crime, and societies that emphasize accessible, effective education see their economies improve as well. As the world moves toward automation and demands more high-knowledge workers, education will be at the forefront of ensuring that the workforce is ready and able to tackle challenges that arise.

The knowledge learned in school plays a major role in peoples' daily lives. Knowledge about history improves cultural understanding, and basic math skills help people keep their finances in order. School is also important for developing important social skills. Communication skills are important for succeeding in a wide range of fields, and spending time with others improves students' social skills. Humans are social animals, and schools provide a means of ensuring that young people have a stimulating environment that will lead to more empathy,

3.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the role of schools in the teaching of social sciences,

- analyze various professional qualities of social science teacher,
- describe the concept of professional growth of social science teacher,
- delineate various sources of professional growth of teachers, and
- discuss ways for professional development of Social Science teacher.

3.3 ROLE OF SCHOOLS IN THE TEACHING OF SOCIAL SCIENCES

The basic functions schools are called upon to perform in the framework of compulsory education differ according to each situation. However, apart from the specific needs of each time period and location, the main mission of a school is to ensure, on the one hand, excellent student performance, and on the other, the equal enjoyment of opportunities by all students. School boosts confidence and teaches us to establish and maintain friendships, and helps us learn how to work together as a team, which is a primary tenet of any successful society. Without school, knowledge would not spread as quickly, and our access to new ideas and people could easily be cut off. School is important because it is a tool to help prepare us for life. Not only can we learn the basic skills to read, write, and do arithmetic but we can learn about peoples, places, and nature. School prepares us to be the future caretakers of this planet.

The social sciences carry a normative responsibility to create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity, etc. Thus, social science teaching basically should be aimed at investing in a child's moral and mental energy so as to provide her/him with the ability to think independently and deal with the social forces that threaten these values, without losing ones individuality. Social Science teaching can achieve this by promoting children's ability to take initiative to critically reflect on social issues that have a bearing on the creative coexistence between individual good and collective good. Critical reflection pre-supposes a comprehensive curriculum in which learners – both teachers and children – participate in generating knowledge without any latent and manifest forces of coercion. It is through this non-coercive and participatory mode that children and teachers stand the best chance of making teaching and learning interesting as well as enjoyable. The disciplines that make up the social sciences, namely history, geography, political science and economics, have distinct methodologies that often justify the preservation of boundaries. The boundaries of disciplines need to be opened up and a plurality of approaches may be applied to understand a given phenomenon. For an enabling curriculum, certain themes that facilitate interdisciplinary thinking are required.

Social science teachers help students become active participants in society and government. ...In addition, social science educators instruct their students about History, Geography and Anthropology and how these fields have shaped different groups of people, resulting in cultural, linguistic and social differences.

Schools, especially today, are asked to carry out these functions, taking into consideration the challenges of our times, such as multicultural co-existence, the dominance of technology, the evolution of the sciences and the rapid renewal of knowledge. At the same time, schools aim at preparing students not only for the present, but also for the ever-changing future. The above-mentioned characteristics of the modern school define, to a great extent, a teacher's role too. A teacher should possess the qualifications and professional knowledge required. The question, therefore, is "What qualifications are necessary for a teacher to be effective in his work?".

A definitive and absolute definition of these qualifications is neither possible nor desirable, given the transient nature of teaching and the complexity of a teacher's role. However, a provisional list of these qualifications is essential for both the planning of teachers' education programs and the establishment of the criteria for the recruitment, evaluation and self-evaluation of teachers. What is definitive in the recording and definition of these qualifications is the influence of multiple factors, which are referred to as "spheres of influence".

The contribution of working teachers is of primary importance, as they have the experience gained from actual practice and are therefore in a position to evaluate their needs in terms of the qualifications that can facilitate their work and guarantee their effectiveness. The term that has been used over the past few years to render the matter of teachers' qualifications is "competence". In the framework of a broader perception of the term, a holistic approach is adopted, according to which competence presupposes the individual qualities and attitudes of teachers, as well as their skills and knowledge that arise as a result of their work.

3.3.1 Subject specific lab of social sciences

The rich benefits provided by the laboratories help in fulfilling the motto of learning by doing. Social science lab acts as an activity room for pupil-teachers as it combines academic experience with worldly knowledge, making learning effective, lively and fun. This lab provides children with various options to learn better and to increase their cognitive and cooperative learning. They learn to investigate how social science is embedded in our everyday lives. Young Pathfinders enrich their understanding and learn to analyze the ways of use of evidences and data. The Social Science Lab is well furnished with a seating capacity of 30-35 students focusing on spatial skills.

3.3.2 Organisation of debates, quizzes, discussions

Through debates, preparing and delivering of argumentation offers students the opportunity in critical thinking, development of their academic research skills, improvement in their communication abilities, solution of problems in a creative way, and an increase in their self-confidence. Because school students that participate in debates frequently

engage in writing, analysis of information, and in-depth, thorough library or Internet research, they stand a better chance of obtaining higher marks in comparison with students who do not participate in debates. Moreover, debaters are more likely to undertake post-graduation programs.Debates help students in expressing their views in an effective manner and to respond to arguments cogently with which they do not agree. Moreover, debators are generally the most well-read and well-informed students in their class. The scope of students' studies (from world peace to the challenges to democracy) means that students participating in the debates are actually encountering a worldwide exam of issues and problems faced by humanity.

Besides the obvious benefit of improving and expanding one's knowledge (either in general or specific subjects), the style of offered quizzes is designed to inculcate fun and active participation among students, when it comes to school quizzes. What's more, quizzes can lead to healthy discussions and debates, which we have already spoken of above. Quizzes can be customized for school students to help in language development and in specific subjects of study. Some of the other benefits of quizzes are mentioned below:

- Helps in team-building process among students
- Fun in participation but extremely competitive
- Helps relieve the stress and tension of daily work routine
- Fomenting harmony among diverse groups of friends
- Establishing new friends belonging to different cultures

3.3.3N.C.C. or National Cadet Corps

The value of military training is greatly followed during the last few years. The Government of India have constituted the Junior Division of the National Cadet Corps, which is open to pupil of all the schools. The officers are drawn largely from the teaching profession. This has the advantages of bringing teachers and pupils into closer contact in the training camps.

The National Cadet Crops Directorate, Ministry of Defence, has enunciated the following /objectives of the National Cadet crops:~

(1) First, to develop character, comradeship, the ideal of service and capacity for leadership in the youngman and women;

(2) (ii) To provide service training to youngmen and women, so as to stimulate interest in the defence to the country; and

(3) (iii) Thirdly, to build up a reserve of the potential officers to enable the armed forces to expand rapidly in a National emergency.

3.3.4 Field trips and excursions:

Every experience in life, every activity from cradle to grave, is regarded as education.

Book learning is no longer consided the whole education and an earnest attempt is being made to secure desirable gains from other forms of training. Now the School has come to be considered as the educational institution of the community. Education which can be imparted outside the school, in the bigger school of society and community is being given greater prominence than the education which is imparted inside it. The educational trip can be of varied interest historical, geographical, economic, scientific and zoological. The pupil may undertake historical excursions and visit to places of historical values which may include forts, tombs caves, archaeological ruins and the like. They may have geographical excursion to mountains, lakes, dams, ports, sea-coasts, sanitoriums, forests, valleys, glaciers, hill-tops etc. The main objective of education is the wholesome citizenship. It must be based on accurate knowledge of one's environment. The pupil should be made aware of the ideals, traditions, history, customs, organisation and institutions as reflected in many places of his social, physical, industrial, commercial, professional, emotional, recreational, educational and spiritual life. While making arrangement of travelling, boarding, lodging etc. during excursions the students get practical training. Thus, they develop the qualities of initiative, resourcefulness, self-confidence and leadership. They also get training in social dealing.

3.4 PROFESSIONAL QUALITIES OF A GOOD SOCIAL SCIENCE TEACHER

Delineation of teachers' "professional competence", Since the 1920s, the issue of teachers' qualifications, which can guarantee their effectiveness, has been of concern for not only the science of Pedagogy, but also for those in charge of staffing schools with qualified professionals. As regards this issue, modern studies have revealed that the way in which a teacher carries out his work is determined by the union of his personality traits and acquired knowledge. A "good teacher" should possess a wide range of qualifications, which could, schematically, be classified as follows in diagram:

- Personality traits
- Pedagogical skills and subject mastery
- Interdisciplinary approach
- Knowledge of teaching methodology
- Knowledge of curriculum
- General pedagogical knowledge
- Knowledge of context
- Knowledge of self

3.4.1 Personality traits, attitudes and beliefs

These include personality traits related to the professional role of a teacher, which can be nurtured and developed through initial education and continuous training. Specifically, studies have shown that traits such as flexibility in terms of the appearance of students, a sense of humour, a sense of fairness, patience, enthusiasm, creativity, care and interest in the students, all contribute to the effectiveness of teachers. These also include a teacher's attitudes and beliefs on teaching, learning, his role, all of which affect the way he chooses, evaluates and comprehends the knowledge acquired, as well as the way he benefits from this knowledge in practice, as this very practice is shaped by that knowledge. The attitudes of teachers affect their degree of commitment to their duties, the way they teach and treat their students, as well as how they perceive their professional growth. Specifically, teachers who have high expectations for their students and insist on promoting learning for all students tend to be more effective. Another factor which contributes to the effectiveness of teachers is a feeling of commitment to the job at hand and interest in the personal life of students and their families. Lastly, "knowledge of self" and contemplation are worth mentioning, in that they presuppose critical and careful reflection, on the part of the teacher, on his actions and self.

3.4.2 Pedagogical skills and knowledge didactic and pedagogical skills

These are not only understood as familiarization with techniques that are then used mechanically, but also as the acquisition of routines which, without a doubt, every teacher needs in order to save time and energy for the more significant aspects of his work; at the same time, they refer to a set of theoretical principles and research data that lead to a variety of techniques and strategies which a teacher chooses and shapes, depending on the circumstances (for the discussion on teacher skills as an element of professional competency,. A review of related studies shows specific actions by teachers which can be considered factors for their effectiveness. With regard to the teaching approach, it seems that the more effective teachers set practical objectives, try and provide incentives to students for learning, apply various innovative teaching methods, select feedback forms of teaching, test and create educational material, present information in a clear manner, combine words with pictures, use various teaching aids, maximize teaching time through systematic measures (e.g. planning, reduced disturbances in the classroom), assign work that will enhance the interests of the students, monitor and evaluate the progress of students, set evaluation criteria for students and inform the students about subject knowledge, and provide feedback to the students. Another decisive factor in effectiveness is a teacher's ability to identify the diversity of students, to choose the best method possible for each student, and to create incentives for students.

3.4.3Holistic approach:

A teacher should be in a position to approach the subject being taught with specific

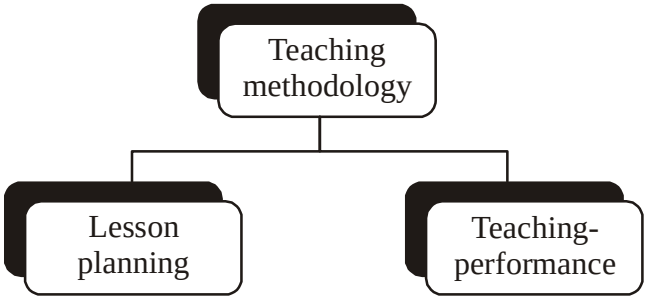
questions, such as which social norms are connected to the subject, what is its relation to social issues and its value in everyday life. He should also be in a position to diagnose misinterpretations of the knowledge offered by the students and fully comprehend the procedures required for the acquisition of the knowledge and skills connected to the subject being taught. An extra requirement for a teacher would be knowledge on every subject in the curriculum of the grade he teaches, as this allows him to adopt an interdisciplinary approach to the material, i.e. using pictures, analogies and knowledge acquired by students through other subjects. Finally, knowledge of the subject taught is related to a teacher's beliefs. Research has shown that teachers' effectiveness is strongly influenced by the opinion teachers have of the subject they teach. Moreover, teachers with a more "holistic" outlook on the subjects they teach tend to be more effective.

3.4.4Knowledge of learners:

This comprises knowledge on the biological, social, psychological and cognitive development of students, on issues related to group dynamics and interaction between students as well as teachers and students, students' behavioral problems, learning motivation, adjustment issues, learning difficulties, etc.

3.3.5Teaching methodology:

A way to define the necessary qualifications of a teacher is to give a detailed description of the teaching methodology. A schematic presentation of the specific structural elements of instruction follows:



i) **Lesson planning**, i.e. a teacher's pre-lesson activities and actions (for example, organization of content into thematic units, transformation of teaching material into teachable knowledge, definition of teaching goals, methodological organization of teaching, time planning, selection of evaluation process). Planning can vary, depending on whether it is short-term (weekly lesson planning or unit planning) or long-term (for the entire semester or academic year);

ii**)** **Teaching performance**, i.e. enforcing the choices made during planning (didactic organization, teaching path, application of teaching forms, direct actions of the teacher, use of teaching methods and aids; iii) Evaluation of teaching, i.e.

evaluating the results mainly by assessing student performance (e.g. goals, forms, basic principles, assessment techniques).

3.4.6Knowledge of curriculum:

The school curriculum is a tool, which, in a way, determines the didactic choices of a teacher. Teachers should, therefore, know the curriculum, textbooks, the rules and laws of the education system and, as a whole, the state's role in education. At the same time, however, the demands of society today call for a critical approach to the curriculum and its adaptation to the needs deriving from context.

3.4.7General pedagogical knowledge:

This field relates to the organization of the classroom, to motivating and retaining students' attention, pooling resources, learning theories and pedagogical theories. Shulman refers to "principles and strategic classroom management and organization, which exceed the knowledge of specific subjects" (Shulman 1986). This type of knowledge is nonetheless acknowledged, as it secures a framework of mental representations necessary for the comprehension and interpretation of the school classroom. Moreover, this knowledge is absolutely essential for lesson planning, as it guides the teacher's didactic choices.

3.4.8Knowledge of contexts:

A teacher is called upon to evaluate the contexts in which he teaches and act accordingly, as his actions are defined by surrounding circumstances; in other words, there are no predetermined attitudes that would suit every occasion. Still, there are certain outlooks on reality, certain principles, research findings, that a teacher can use to interpret the context, as well as a host of techniques and strategies which can be used, depending on the situation. Hence, knowledge of contexts refers to knowledge of the environment and the circumstances where a teacher is required to work: the school, the region, the state. Specifically, it comprises knowledge of the students and their family background, as well as the entire local community, education system, the organization and management of the school unit, the history and philosophy of education in every state, the institutional framework and administrative structure of education.

3.4.9Knowledge of "self":

A basic qualification of teachers, related to their views on their role, responsibilities, training and qualifications, rights and professional development, working conditions, values, and philosophy, etc. is mainly connected to their professional development through reflection, to learning through their teaching experience, in relation to their working environment. The way teachers perceive their role defines not only their options, but also the way they comprehend, interpret and use this knowledge.

3.4.10 Reading material on the teaching profession

Teachers find a quick way to learn new methods for lesson preparation, organization, and effective classroom systems in books. You can read books that provide inspirational and moving stories to help motivate you as you teach as well as tips on surviving and thriving in the profession.

Check Your Progress-1

Note : (a) Answer the questions given below :

(b) Compare your answers with those given at the end of the lesson:

1. Shulman refers to "principles and strategic classroom management and organization, which exceed the knowledge of specific subjects"
   a. General
   b. Specific
   c. Universal
   d. None of the above
2. Social Science teachers help students to become active participants in ..... and ..... .
   a. Coursera
   b. Futurelearn.com
   c. Swayam
   d. All of the above
3. The most important challenge before a teacher is:
   a. To maintain discipline in the classroom
   b. To make students do their homework
   c. To prepare question paper
   d. To make teaching learning process enjoyable
4. Teacher's professionalism means:
   a. The extent to which a teacher subscribes to a professional code
   b. A teacher has to teach for the sake of getting salaries
   c. A teacher must have completed professional teachers training course before his appointment
   d. All of these

5. Social Sciences carry a normative responsibility to carry and widen the base for human values of :

   a. Freedom

   b. Mutual Respect

   c. Respect for Diversity

   d. All of the above.

3.5 PROFESSIONAL GROWTH OF SOCIAL SCIENCE TEACHERS

3.5.1 Tactics for professional development of Social Science teacher

Professional development courses are a great way to find out the latest research in education. Courses on topics like brain research and assessment creation can be very enlightening. You should approach your department head and administration if you hear of a course that would be great to bring to your school district. Alternatively, online professional development courses are on the rise and provide you more flexibility in terms of when you actually do the work.

The qualities that can ensure a teacher's effectiveness are not the sum of his knowledge, but rather the link between the different types of knowledge he possesses. These types of knowledge do not simply coexist: they should form a complete, inseparable unit of knowledge. The degree of connectivity between these separate types of knowledge sets apart a "competent" teacher from an "excellent" one, as a "competent" teacher manages to combine these knowledge forms in part, whereas an "excellent" teacher uses the knowledge deriving from each separate field most effectively. Teachers must continue to grow in their profession. There are many avenues open for professional growth and development.

3.5.2Utilization of e-resources

Established websites provide wonderful ideas and inspiration to teachers. For example, Teachers of Tomorrow, a company that offers a teacher certification program, offers a nice (and free) list of the top websites for teachers. Additionally, professional journals can also help enhance lessons throughout the curriculum.

List of Online Study Material/Resources in Open Access*

***National Digital Library of India (NDL):**

https://ndl.iitkgp.ac.in/

The **National Digital library of India** (**NDLI**) is a project under Ministry of Human

Resource Development, India. The objective is to collect and collate metadata and provide full text index from several national and international digital libraries, as well as other relevant sources. It is a digital repository containing textbooks, articles, videos, audio books, lectures, simulations, fiction and all other kinds of learning media. The NDLI provides free of cost access to many books in English and the Indian languages.

Directory of Open Access Journals (DOAJ)

https://doaj.org/

DOAJ is a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals. DOAJ is independent. All funding is via donations, 22% of which comes from sponsors and 78% from members and publisher members. All DOAJ services are free of charge including being indexed in DOAJ. All data is freely available. DOAJ operates an education and outreach program across the globe, focussing on improving the quality of applications submitted.

Directory of Open Access Books

https://www.doabooks.org/

The **Directory of Open Access Journals** (**DOAJ**) is a website that hosts a community-curated list of open access journals, maintained by Infrastructure Services for Open Access. The project defines open access journals as scientific and scholarly journals making all their content available for free, without delay or user-registration requirement, and meeting high quality standards, notably by exercising peer review or editorial quality control.

National Programme on Technology Enhanced Learning (NPTEL)

https://nptel.ac.in/

National Programme on Technology Enhanced Learning (NPTEL) is an initiative funded by Ministry of Human Resource and Development, Government of India and coordinated by IIT Madras and other IITs. The project's central idea is to put recorded lectures taught by its member institutes online for open access. It is one of the most extensive educational YouTube channels covering engineering, basic sciences, and some humanities and social science subjects.

Shodhganga-a reservoir of Indian Theses

https://shodhganga.inflibnet.ac.in/

Shodhganga : a reservoir of Indian theses is a digital repository of theses and dissertations submitted to Indian universities. It is maintained by INFLIBNET Centre which is an autonomous Inter-University Centre of the University Grants Commission (UGC) of India.

e-PG Pathshala

https://epgp.inflibnet.ac.in/

e-PG Pathshala is an initiative of the MHRD, which provides high quality, curriculum-based interactive **e**-content in 70 subjects across all disciplines of social sciences, arts, fine arts and humanities, natural & mathematical sciences, linguistics, and languages.

Open Access Thesis & Dissertations

https://oatd.org/

OATD.org aims to be the best possible resource for finding open access graduate theses and dissertations published around the world. Metadata (information about the theses) comes from over 1100 colleges, universities, and research institutions.

Open Knowledge Repository-World Bank

https://openknowledge.worldbank.org/

The World Bank Group Open Knowledge Repository, or OKR, is your source for development publications and research. Download more than 4000 research documents on Sub-Saharan Africa, including books and flagship reports on poverty, employment and economic growth. It's a library for free downloads. OKR is plugged in, so you can find other social media posts and discussions in the Metadata section.

The OAPEN Foundation

http://www.oapen.org/content/

OAPEN promotes and supports the transition to open access for academic books by providing open infrastructure services to stakeholders in scholarly communication. It works with publishers to build a quality-controlled collection of open access books and provide services for publishers, libraries, and research funders in the areas of hosting, deposit, quality assurance, dissemination, and digital preservation.

Project Gutenberg

https://dev.gutenberg.org/

Project Gutenberg is a library of over 60,000 free eBooks. One can choose among free epub and Kindle eBooks, download them or read them online. The teacher can find the world's great literature here, with focus on older works for which U.S. copyright has expired. Thousands of volunteers digitized and diligently proofread the eBooks, for enjoyment and education.

HighWire

https://www.highwirepress.com/

HighWire is a US company that provides digital content development and hosting services to ~140 influential societies, university presses and independent publishers that produce journals, books, and other scholarly publications. It was founded by Stanford University Libraries in 1995.

Southern Connecticut State University

https://libguides.southernct.edu/openaccess

Southern Connecticut State University is a public university in New Haven, Connecticut. Part of the Connecticut State University System, it was founded in 1893 and is governed by the Connecticut Board of Regents for Higher Education.

ScienceDirect Open Access Content

https://www.sciencedirect.com/#open-access

ScienceDirect is a website which provides subscription-based access to a large database of scientific and medical research. It hosts over 12 million pieces of content from 3,500 academic journals and 34,000 e-books.

AidData

https://www.aiddata.org/

AidData is a research and innovation lab located at the College of William & Mary that seeks to make development finance more transparent, accountable, and effective. The AidData website provides access to development finance activity records from most official aid donors. The AidData portal provides access to development finance activities from 1945 to the present from 95 donor agencies. In addition, the AidData program works on other projects that make it easier to access and analyze aid information, such as the World Bank Institute's Mapping for Results Initiative and the Development Loop application.

ILOSTAT

https://ilostat.ilo.org/

ILOSTAT of the International Labour Organization (ILO) is a data tool for exploring labor related topics. ILOSTAT provides labor statistics in 400 indicators, covering over 200 countries and 80 regions and dating back to the 1940s. The time series are available annually, quarterly, and/or monthly, depending on the indicator.

Oxford Open

https://academic.oup.com/journals/pages/open_access

Oxford University Press (OUP) is mission-driven to facilitate the widest possible dissemination of high-quality research.

SpringerOpen Journals

https://www.springeropen.com/journals

SpringerOpen journals and books are made freely and permanently available online immediately upon publication. They are subject to high-level peer review, author and production services ensuring quality and reliability of the work. Authors publishing with SpringerOpen retain the copyright to their work, licensing it under a Creative Commons license. To cover the cost of the publication process, all SpringerOpen journals and books charge an open access fee.

Publishing with SpringerOpen enables authors to widen their readership, comply with open access mandates, retain copyright, and benefit from Springer's trusted brand!

Taylor & Francis Open Access

https://www.tandfonline.com/openaccess/openjournals

T**aylor & Francis Group** is an international company originating in England that publishes books and academic journals. It is a division of Informa plc, a United Kingdom-based publisher and conference company.

Cambridge University Press

https://www.cambridge.org/core/what-we-publish/open-access

Cambridge University Press is a department of the University of Cambridge and is both an academic and educational publisher. With a global sales presence, publishing hubs, and offices in more than 40 countries, it publishes over 50,000 titles by authors from over 100 countries. Its publishing includes more than 380 academic journals, monographs, reference works, school and university textbooks, and English language teaching and learning publications. It also publishes Bibles, runs a bookshop in Cambridge, sells through Amazon, and has small conference venues business in Cambridge, with facilities at the Pitt Building and the Sir Geoffrey Cass Sports and Social Centre. Being part of the University of Cambridge gives the Press a non-profit status for most of its activities, thereby not having to pay corporation tax. Cambridge University Press transfers a minimum of 30% of any annual surplus back to the University of Cambridge

3.5.3Visiting of schools

If you know of a great teacher at your school, arrange to spend a little time observing them. They don't even have to teach in your subject area. You can pick up different ways to deal with situations and to help with basic housekeeping tasks. Additionally, visiting other schools and seeing how other teachers present their lessons and deal with students can be very enlightening. It's easy to get into a rut and start to believe that there is only one way to teach a given subject. However, seeing how other professionals handle the

material can be a real eye-opener.

3.5.4Professional organizations:

Professional organizations like the National Education Association or the American Federation of Teachers provide members with resources to help them in and out of the classroom. Also, many teachers find associations specific to their subject matter give them a wealth of material to help build and enhance lessons. Some of the organizations aimed towards teachers of specific subjects include:

- Swayam
- Futurelearn.com
- Coursera
- Edx

3.5.5Conferences and seminars

Local and national teaching conferences occur throughout the year. A progressive teacher must attend these. Most schools will give the time off to attend if you promise to present the information. Some might even pay for your attendance, depending on the budgetary situation. The individual sessions and keynote speakers can be truly inspirational.

Check Your Progress-2

Note : (a) Answer the questions given below :

(b) Compare your answers with those given at the end of the lesson :

1. Kothari Commission was instituted in the year :
   a. 1946
   b. 1956
   c. 1966
   d. 1976
2. Shodhganga is a reservoir of Indian.
   a. theisis
   b. books
   c. journals
   d. None of the above
3. ePG-Pathshala is an initiative of :

a. Gujarat Govt.

b. Cambridge University

c. NCERT

d. MHRD

4. The full form of NDLI is :

a. National Detailed Library of India

b. National Digital Library of India

c. New Digital Library of India

d. None of the above

5. Which of the following is professional development platform/organization for the teachers;

a. Coursera

b. Futurelearn.com

c. Swayam

d. All of the above

3.6 LET US SUM UP

In this regard the Kothari Commission report (1966) says, "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". The role of teacher has been emphasized by Dr. S. Radhakrishnan in the following words, "The teacher's place in society is of vital importance. He acts as the pivot for transmission of intellectual traditions and technical skill from generation to generation, and helps to keep the lamp of civilization burning. He not only guides the individual, but also, so to say, the destiny of nation Teachers have, therefore, to realize their special responsibility to the society. On the other hand, it is incumbent on the society to pay due regard to the teaching profession and to ensure that the teacher is kept above want and given the status which will command respect from his students'. 'Trained teachers also require the stimulus of a refresher course to keep them informed about the latest methods of teaching and to refresh their knowledge of history. All this is quite essential because a good teacher must always keep himself-informed of the latest development in the field. This aspect of teaching has been brought out in the following words by Dr. Rabinder Nath Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp cannot light another lamp unless it continues to burn its own flame.

3.7 LESSON END EXERCISE

1. Discuss the role of school in the teaching of social science
2. Explain professional qualities of a good social science teacher

3.8 SUGGESTED FURTHER READINGS

Mangal, S.K. (2018). *Pedagogy of Social Sciences.*New Delhi: PHI Learning Pvt. Ltd.

Halsall, J.P., & Snowden, M. (2016). *The Pedagogy of Social Sciences Curriculum*.New York: Springer.

Kochhar, S.K. (2000). *Teaching of Social Studies*. New Delhi: Sterling Publishers Pvt. Ltd.

https://www.quora.com/Why-is-school-or-an-education-important#:~:text=School%20boosts%20confidence%20and%20teaches%20us%20to%20establish%20and%20maintain,could%20easily%20be%20cut%20off.

https://www.educationworld.in/the-importance-of-school-education-in-child-development/

3.9 ANSWER TO CHECK YOUR PROGRESS

Check Your Progress-1

1. b
2. society, government
3. d
4. a
5. d

Check Your Progress-2

1. c
2. a
3. d
4. b
5. d

LESSON NO. 4 **UNIT-II**

AUDIO-VISUAL AIDS

STRUCTURE

4.1 Introduction

4.2 Objectives

4.3 Audio-Visual Aids

- 4.3.1 Essential qualities of audio-visual aids
- 4.3.2 Classification of audio-visual aids
- 4.3.3 Importance of audio-visual aids
- 4.3.4 Problems in using audio-visual aids

4.4 Blackboard/Chalkboard

- 4.4.1 Importance of blackboard
- 4.4.2 Advantages and disadvantages of blackboard

4.5 Atlas

4.6 Maps

- 4.6.1 Educational uses and purposes of the maps in Social Science
- 4.6.2 Types of maps
- 4.6.3 Advantages
- 4.6.4 How to make effective use of the maps?

4.7 Globe

- 4.7.1 Purposes of a globe
- 4.7.2 Types of globes and their educational value

4.7.3 How to effectively use a globe?

4.8 Charts

4.8.1 Types of charts

4.8.2 Advantages and disadvantages of charts

4.9 Models

4.9.1 Advantages and disadvantages of models

4.10 Graphs and Visuals

4.10.1 Types of graphs

4.10.2 Advantages and disadvantages of graphs

4.11 Multimedia

4.11.1 Advantages and disadvantages of multimedia

4.12 Internet

4.12.1 Advantages and disadvantages of internet

4.13 Scrapbooks

4.13.1 Utilization and upkeep of scrapbooks in social sciences

4.13.2 What is supposed to be there in a social sciences scrapbook?

4.13.3 Follow up work

4.14 Let Us Sum Up

4.15 Lesson End Exercise

4.16 Suggested Further Readings

4.17 Answers to Check Your Progress

4.1 INTRODUCTION

We have discussed the meaning, definitions, importance and the different types of audio-visual aids. In this lesson you will learn about use of various audio-visual aids and their importance at your work place. Teaching aids are those means which we can see by the eye, hear from the ear. Those processes in which the sense of sight and hearing take an active part, are called teaching aids. In fact, an audio- visual aid is that learning experience which stimulates the teaching process, motivates students to gain new knowledge and makes it clearer in order to make it simpler, natural and comprehendible for students. In education the knowledge based on senses is considered more permanent. In audio

visual aids too education by senses is given special emphasis. It creates interest in the topic for new things. It creates natural curiosity in students to know about the new. The concept of novelty is inherent in audio visual aids consequently students are able to gain new knowledge easily. Audio visual aid focus student's interest and inculcates interest in the topic by which they are motivated and become curious to receive new knowledge. In education students have to remain active in order to receive knowledge. Audio visual aids fulfill student's mental, emotional and psychological needs in order to stimulate them for active participation in the teaching process.

4.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the meaning of audio-visual aids,
- identify and enumerate the different types of audio-visual aids,
- explain the importance and problems associated with audio-visual aids,
- make effective use of audio-visual aids in teaching-learning activities,
- explain the merits and demerits of different types of audio-visual aids,
- develop various audio-visual aids,
- choose appropriate audio-visual aids for classroom instructions, and
- prepare and use various audio-visual aids.

4.3 AUDIO-VISUAL AIDS

Audio- visual aids are instructional devices which are used to communicate messages more effectively through sound and visuals. Audio-visual aids help in stimulating the sensory organs like ears and eyes and facilitate quick comprehension of the message by the audience. These may be used for literate as well as for illiterate people. Audio-visual aids or devices or technological media or learning devices are added devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable the learner to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Or in other words Audio-visual aids are used to improve teaching, i.e. to increase the concreteness, clarity and effectiveness of the ideas and skills being transferred. They enable the audience to LOOK, LISTEN and LEARN (by doing); to learn faster, to learn more, to learn thoroughly and to remember longer.

Audio-visual aids are more stimulating for students than simple lectures. Excellent teachers understand the importance of audio-visual aids in the learning process. Audio-visual aids are teaching tools that educators use to complement their academic lessons.

Examples of audio-visual aids include videos, music clips, flip charts, slideshow presentations and overhead transparencies. Audio-visual aids should not be used as the only teaching method, but should be incorporated periodically throughout lessons to provide extra information for students. Students catch on quickly when their teacher understands the importance of charts in the teaching and learning process.

According to an old Chinese proverb the importance of audio-visual aids is indicated by the saying that "if I hear I forget, if I see I remember, if I do, I know." The audio-visual aids help in completing the triangular process of learning, motivation, clarification-stimulation. The aim of teaching with technological media is clearing the channel between the learner and the things that are worth learning. The basic assumption underlying Audio-Visual Aids is that learning and clear understanding-stems from sense of experience. The teacher must 'show' as well as 'tell'. Audio –Visual aids provide significant gains in informational learning, retention, recall, thinking, reasoning, activity, interest, imagination, better assimilation, personal growth and development. The aids are the stimuli for learning 'why', 'how', 'when' and 'where'. The 'hard to understand principles are usually made clear by the intelligent use of skilfully designed instructional aids. It must be remembered that Audio-visual aids can only supplement the teacher but can never supplant the teacher. The definitions of Audio-Visual Aids are given below:

According to audio-visual aids "The instructional devices through which the message can be heard and seen simultaneously are known as Audio-Visual Aids."

According to Burton "Audio-Visual aids are those aids which help in completing the triangular process of learning i.e., motivation, classification and stimulation."

According to Edgar Dale "Audio-Visual are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials".

According to Good's Dictionary of Education "Audio-Visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight."

According to Kinder; S. James "Audio-Visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic."

According to Mcknown and Roberts "Audio-Visual aids are supplementary devices by which the teacher; through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations."

4.3.1Essential qualities of audio-visual aids

A good audio visual should have the following characteristics

(a) *Accuracy:* The right type of audio-visual aid should be chosen for explaining

a topic. It is not all proper to choose a science model for teaching commerce however analogical it might be. Whatever is taught the audio-visual aids should be chosen accordingly.

(b) *Relevance:* If the teacher wants to teach Mughal architecture then he should use the models of Agra fort, Taj Mahal, Red fort etc. not Qutub Minor. Therefore, the quality of relevance is essential in an audio-visual aid.

(c) *Realism:* The audio-visual aid which is being used for explaining a process, topic or concept should realistically represent it 100%. If is not real the audio-visual aid cannot be said to be proper.

(d) *Interesting:* A good audio-visual aid is the one which inculcates interest in students. If it does not introduce the element of interest in teaching then its utility is brought under the scanner of suspense.

(e) *Adaptability:* A good audio-visual aid should have the quality of adaptability. If is not according to the topic and subject and if it cannot be adapted for it then such an aid should not be used.

(f) *Economical in Time:* A good audio-visual aid should consume less time in the teaching process. It is aptly said don't teach aids, teach the subject with aids. Attention should be paid to explain not the aid but the topic.

(g) *Economical in cost:* As far as may be possible an audio-visual aid should be less expensive. If an aid is expensive and the school finds itself unable to buy it then it's not useful. Efforts should be made to make use of improvised teaching aids to the maximum extent. Aids can also be made by teachers and students themselves in a meagre expenditure.

(h) *Availability of Aids:* A good teaching aid should be available for teaching.

4.3.2 Classification of audio-visual aids

Educationists have classified audio visual aids on different bases. These bases are being given below

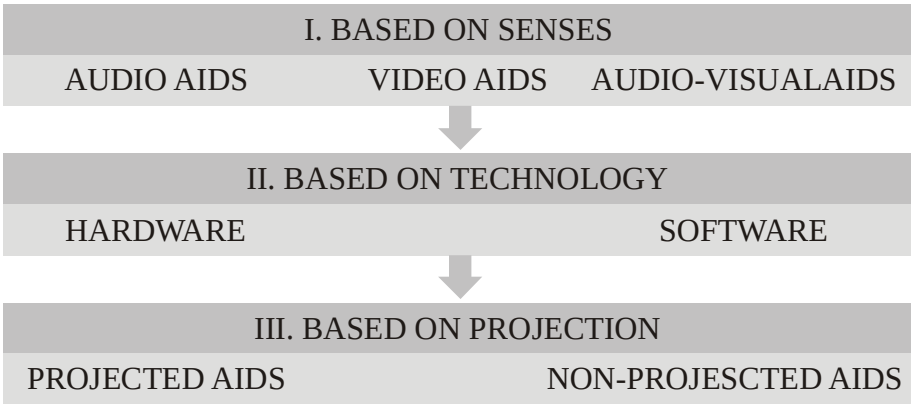
I. Based on senses

1. *Audio Aids:* By this type of aids, student gains knowledge through the sense of hearing, its chief examples are radio and tape recorder. They comprise of radio relay, tape recording, gramophone and lingual phonetic.

2. *Visual Aids:* By the use of visual aids, knowledge is gained by the sense of perception. An object seen by a child finds more interest and a child becomes curious about it. They comprise of models, charts, graphs, maps, bulletin boards, flannel boards, museum, magic lantern slides, real objectives and blackboards etc.

3. *Audio-Visual Aids:*The use of this type of aids helps to activate both eyes and ears together. A child watches by his eyes and hears by his ears in order to learn the teaching points. The knowledge imparted by them should have the quality of correctness, reality, relevance and comprehensibility in the absence of these qualities an audio-visual aid cannot be said to be useful. They comprise of television, drama, film, and computer assisted aids, radio etc.

CLASSIFICATION OF AUDIO-VISUAL AIDS



II. Based on Technology

1. *Software:*This comprises of such aids such as figures, graphs, charts, books, maps, cartoons and models etc.
2. *Hardware:*This comprises of radio, radio, television, tele-lecture, record player,epidiascope, projector, cinema, computer etc.

III. Based on Projection

1. *Projected Aids:* They comprise of all those aids which can be projected such as slides, films, film stripes etc.
2. *Non-Projected Aids:* They comprise of different types of charts, figures, diagrams, models and specimens.

4.3.3Importance of audio-visual aids in classroom

The importance of audio-visual aids is evident when it comes time to teach a new or abstract concept that may be difficult to picture or grasp. Audio-visual aids allow teachers to demonstrate things to students that, otherwise, may not be clearly conveyed. When you lecture to students on a new subject — like ringtail lemurs' mating habits — you are limited to verbal descriptions. However, when you can demonstrate something through sight and sound, students pick up more information through the audio-visual experience. For instance, a film clip on ringtail lemurs' mating habits gives students an academic experience they

could not obtain from a lecture or a textbook. Following are some of the points that explain the importance of audio-visual aids:

1. *Reaching Specific Learners:* Students have different learning methods. Howard Gardner of Harvard University — who advanced the multiple intelligences theory, which suggests individuals learn things differently — identified seven learning styles: visual-spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, linguistic and logical. While some students may learn more effectively through hands-on activities, others may learn through musical or visual responses. The importance of AV aids can be seen when classroom audio-visual tools allow musical learners to learn information in a way that stimulates their preferred learning style. Similarly, the importance of charts in the teaching and learning process is clear when introducing concepts to visual learners and students who are more quantitative than verbal.

2. *Spicing Up the Curriculum:* Experienced teachers have observed first-hand the importance of AV aids in keeping students focused on the lesson. Audio-visual aids in the classroom add diversity to an instructor's teaching method. Whether you teach a group of pre-schoolers or college students, incorporating audio-visual aids into your lessons helps you keep students' attention. On the contrary, too much of one type of teaching method, whether it's lecturing or discussion, can grow dull and cause students to lose interest in the material. Retention of information typically is greater when audio-visual aids complement or present information. Remembering the importance of charts in the teaching and learning process will create an active learning environment.

3. *Promoting Clear Communication:* By using audio-visual tools in the classroom, teachers show students how to communicate through various media. Students are introduced to the concept of conveying information creatively — which comes in handy when they must give presentations in class or later in their careers. Exposure to audio-visual aids in school teaches kids how to communicate through sight and sound, and to tie the things they see and hear together to understand an important message.

4. *Engaging Auditory Learners:* According to Howard Gardner's Theory of Multiple Intelligences, students learn in a variety of different ways including through listening or auditory input. Some students are better auditory learners than others and may see more academic improvement when audio aids are used in the classroom. Teachers serve students best by instructing to all academic levels in the classroom. With students learning at different paces and through different methods, using audio aids in teaching is one way of achieving engagement and better retention of ideas. Rather than relying solely on speech through direct

instruction, teachers can also include listening activities focused around music, noises and interactive listening assignments.

5. *Novelty Gets Noticed:* Students might get bored with more traditional methods. Advantages of audio aids are even more apparent in novelty teaching methods. Novelty audio aids can be used in the classroom as an attention-getting strategy and also as a way to increase student involvement. When experiencing something new that engages his senses, a student is more likely to be engaged in the task and to remember the experience and presented information. Using audio in an unexpected way can add novelty to a lesson and potentially spark an academic improvement. Teachers can try beginning a lesson with a song or use recordings of foreign languages when teaching about other cultures. The more unexpected the audio activity is the more novel that activity is for the students.
6. *Best motivators:* audio-visual aids are the best motivators. The students work with more interest and zeal. They are more attentive
7. *Antidote to the disease of verbal instruction:* They help to reduce verbalism. They help to giving clear concepts and thus help to bring accuracy in learning.
8. *Clear images:* clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.
9. *Vicarious experience***:** It is beyond doubt that the first-hand experience is the best type of educative experience. But it is neither practicable nor desirable to provide such experience to pupils. substituted experiences may be provided under such conditions
10. *Variety:* Audio-Visual aids given variety and provide different tools in the hands of the teacher
11. *Freedom:* When audio-visual aids are employed, there is great scope for children to move about, talk, laugh and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to work
12. *Opportunities to handle and manipulate***:** Many visual aids offer opportunities to students and manipulate things
13. *Retentively:* Audio-Visual aids contribute to increases retentively as they stimulate response of the whole organism to the situation in which learning takes place
14. *Based on maxims of teaching***:** The use of audio visual aids enable the teacher to follow the maxims of teaching like concrete to abstract, known to unknown and learning by doing
15. *Helpful in attracting attention:* Attention is the true factor in any process

of teaching and learning. Audio-Visual aids help the teacher in providing proper environment for capturing as well as sustaining the attention and interest of the students in the classroom work

16. *Helpful in fixing up new learning*: What is gained in terms of learning, needs to be fixed up in the minds of students. Audio –Visual aids help in achieving this objective by providing several activities, experiences and stimuli to the learners

17. A good deal of energy and time of both the teachers and students can be saved on account of the use of audio-visual aids as most of the concepts and phenomena may be easily clarified, understood and assimilated through their use

18. *Realism:* the use of audio-visual aids provides a touch of reality to the learning situation.

19. *Vividness:* Audio-visual aids give vividness to the learning situation.

20. *Meeting individual differences:* There are wide individual differences among learners. Some are ear-oriented; some can be helped through visual demonstrations, while others learn better by doing. The use of a variety of audio-visual aids helps in meeting the needs of different types of students.

21. *Encouragement to healthy classroom interaction:* Audio-visual aids, through their wide variety of stimuli, provision of active participation of the students, and various experiences encourage healthy classroom interaction for the effective realization of teaching –learning objectives.

22. *Spread of education on a mass scale:* Audio-visual aids like radio and television help in providing opportunities for education to people living in remote areas.

23. *Promotion of scientific temper***:** in place of listening to facts, students observe demonstrations and phenomena thus cultivate scientific temper.

4.3.4 Problems in using audio-visual aids

(i) *Apathy of the Teacher:* It has not yet been possible to convince the teacher that teaching with words alone is quite tedious, wasteful and ineffective.

(ii) *Indifference of Students:* The judicious use of teaching aids arouses interest but when used without a definite purpose they lose their significance and purpose.

(iii) *Ineffectiveness of the Aids:* Because of lack of proper planning and lethargy of teacher as also without proper preparation, correct presentation, appropriate application and essential follow up work, the aids have not proved their usefulness. A film like a good lesson has various steps-preparation, presentation, application and discussion.

(iv) *Financial Hurdles:* The Boards of audio-visual aids have been set up by central and state governments for chalking out interesting programmes for the

popularisation of teaching aids but the lack of finances is not enabling them to do their best.

(v) *Problem of Electricity power:* Most of the projectors cannot work without electric current and so the non-availability of electricity is creating a hurdle in the proper use of audio-visual aids.

(vi) *Lack of Facilities for Training:* More and more training colleges or specialised agencies should be opened to train teachers and workers in the use of audio-visual aids.

(vii) *Lack of Coordination between Centre and States:*Good film libraries, museums of audio-visual education, fixed and mobile exhibitions and educational 'meals' should be organised both by centre and states.

(viii) *Language Problems:* Most of the education films available are in English and we need such films in Hindi and other Indian Languages also so that the students from non-English background can also be benefitted.

(ix) *Not catering to the Local Needs:* Most of the audio-visual aids being produced do not cater to the local needs and not in accordance with the social, psychological and pedagogical factors.

Check Your Progress-1

Note : (a) Write your answers in the space given below :

(b) Compare your answer with those given at the end of this lesson.

1. Audio- visual aids are_____devices which are used to communicate messages more effectively through sound and visuals.
2. Three classifications of Audio-visual aids are done on the basis of_____, _____ and _____.
3. Which of the following is/are the essential quality/qualities of audio-visual aids?
   a. Accuracy
   b. Relevance
   c. Economical
   d. All of the above.
4. Slides, films, film strips are the examples of :
   a. Audio Aids
   b. Visual Aids
   c. Projected Aids
   d. None of the above.

4.4 BLACKBOARD/CHALKBOARD

The blackboard was invented by James Pillans; headmaster of Royal High school

Edinburgh Scotland. He used it with coloured chalk to teach geography. The chalkboard was in use in Indian schools in the 11th century as per Alberuni's Indica (Tarikh Al-Hind), written in the early 11th century– They use black tablets for the children in the schools, and write upon them along the long side, not the broadside, writing with a white material from the left to the right. The term "blackboard" dates from around 1815 to 1825 while the newer and predominantly American term, "chalkboard" dates from 1935 to 1940.

Blackboard comes from its black colour. This is flat surface feature it can be a board made of wood or fibre; however, the term today starts changing and called the chalkboard so long chalks are used. It must be flat. The flatness' of the chalkboard help the clear vision of the writings and also it helps the writing to be smooth. The board must be at the place where it can be visible to all students. The proposed place is in front of the class where it can be visible to all students. The board should be wide enough to occupy enough content to be presented instead of rubbing it all the time and the students fail to connect the concepts explained. The position of the blackboard from the direction of the light should be considered. This is to avoid reflection of light which may affect the appearance letters on the blackboard.

According to Geoffrey "A blackboard is defined as a flat surface feature, it can be a board made of wood, fibre or sometime made plastered on the wall of the class. The board is painted black to reflect the white chalks used to write on it".

4.4.1How to use blackboard?

Sequence the work so that relationship of the previous item is really apparent. The concepts should develop in a productive way from simple to complex. The lines should be written in the horizontal straight line. Avoid writing upward or downward. The colour chalks should be used with a create care only to emphasize important keys. Use correct spelling and grammar make material simple and to the point the lesson flow and not boring. Use pointer to emphasis things and also to point to the items on the blackboard so that it can be seen clearly. Stand one side of the blackboard as you write. Pause frequently to capture and maintain student attention. Don't over crow the blackboard; that may lead to confusion. Talk after writing. Don't do the two simultaneously. Make sure that whatever is written in the blackboard is seen by the students.

4.4.2Importance of the blackboard as the teaching aid

Blackboard is the traditional visual aids that are very important part of the classroom teaching. It bears the teacher with the following advantages.

(i) *It makes the teaching effectives:* Effective teaching is when the entire student involved on their pace of learning. The blackboard makes the learning cooperative between the teacher and the student. This occur when the teacher invite student to share some of the ideas on the blackboard.

(ii) *Classroom management:* The main purpose of the teaching aid is to make the teacher to manage the class. Because the class is cooperatives then the discipline of the class will be improved. The teacher will also manage to present his lesson in the sequential order. The blackboard can be used for discussion and presentation. Bello on insisting about the importance of blackboard he wrote "the discussion between a teacher and the class intermediated by the blackboard".

(iii) *Control the pace of learning:* As the teacher writing on the blackboard, he found himself deferent from using other r teaching aids like audio visual, tapes or decoders. This is because the mentioned aids cannot control the speed of the student to learn. The teacher's personality is very important to make students remember. It is quite possible for the student to learn the changing actions of the teachers. A teacher can change immediately when he sees the student does not understand or bored.

(iv) *It is a natural slide:* A slide is a picture in motion. A teacher interacts with a blackboard. Writing something. Turns to the student and talk. Then he turns again to the blackboard and draws a sketch. He took the pointer and indicates the important part. He calls for the student in front of the class to explain something. The student presents their work and the teacher present the points on the blackboard. By doing all this actions Philip said "Is like a moving slide that interesting student to the maximum".

(v) *Cope with student of different learning abilities:* Every student has his learning styles. Some learn immediately when they see. Some learn when they touch and some when hearing. There is no other teaching aid that can incorporate in it all this styles at the same time rather than a blackboard. The pictured presented the words written on the blackboard and listening to the teacher all makes all students of different characteristics to be benefitted.

(vi) *Flexibility***:** One of the characteristics of the good teacher is flexibility the flexible teacher learns immediately as the way his student learns. He adheres with the changes that shown by the student. These changes also adhere with the changing on the use of teaching aids, in this case the blackboard. So, it is a great lucky to use the teaching aids that changing with time as Hudgins said "The blackboard can be rubbed several times and the correction of pictures or others features to be made".

(vii) *Enhances Student Comprehension Skills***:** The notes written by the teacher on the board serves as a guide for the students in understanding the lesson. The students are able to take down correct information as they can validate them on the notes written by the teacher on the chalkboard.

(viii) *Immediate feedback:* The use of chalkboard in the classroom may help teachers get an immediate feedback from the students regarding their level of comprehension. As the teacher writes the lessons on the board, the students may inform the teacher whether they understand them or not.

(ix) *Multipurpose teaching aid:* The blackboard can be used to draw picture, explanation can be written on the blackboard, and this is the place where the student presents their trial. The notes are written on the blackboard. It permits contrast; it implies actions and allow the eras correction.

4.4.3 Advantages of chalkboard

1. The chalkboard is inexpensive, especially when the usable life of the board is considered.
2. You can easily add or erase if you committed error or you forgot to write about the topic.
3. In showing solutions of the different social science problems, chalkboard is very useful to show it systematically.
4. Various colored chalk or pens can be used to develop the topic, show parts or build associations.
5. The teacher can illustrate/ draw figures and highlight these drawings by using colored chalks.
6. Using chalkboard, the students can improve their handwriting/ penmanship.
7. Through chalkboard, the students can improve or develop their thinking ability and visualize their own ideas.
8. Face to face contact with audience.

4.4.4Disadvantages of chalkboard

1. You cannot save the writings/ visual materials posted on the board.
2. With a short height may not be able to use the chalkboard in a maximum way.
3. The writing on chalkboards is difficult to read in the dark.
4. Chalkboard is not applicable in dark areas and is not appropriate for students having visual impairments.
5. It cannot show motion to discuss a process.
6. It can cause misconception or misunderstanding if it is not used properly.
7. Chalkboard work can be messy (dirty).

8. Chalkboard is that the information written on the board is temporary.

9. We can't illustrate maps, chemical reactions, mathematical formulas and complex diagrams on board.

10. Chalk produces dust, it causes allergy and asthma problems.

4.5 ATLAS

Use of atlas carries a quite wide significance in the teaching-learning of Social Sciences, particularly the topics related to the disciplines Geography, History, Civics, Political Science, and Economics. In general, we mean by a given atlas, a collection of the various types of maps in the form of a properly sized and well-illustrated picture book. The maps included in an atlas may be of varying nature and types such as physical or geographical maps, political maps, political-physical maps, social maps, economic maps, weather maps, population maps, vegetation maps, rail, road or airlines maps, navigation maps, etc. The purposes served with the use of an atlas in the teaching-learning of the subject Social Sciences are almost the same as discussed already for the use of different kinds of maps. The use of atlas as an instructional aid material may prove a quite handy and facilitating for the teacher as well as for the students in comparison to maps on account of the availability of a number of varying maps and visual presentations of the facts related to the subject Social Sciences at one place in a quite proper and illustrated form. Here, we are not discussing the details regarding the use of atlas for the teaching-learning of Social Sciences as these are almost the same as being discussed for the use of maps.

4.6 MAPS

A map is a representation or a drawing of the earth surface or part of it drawn on a flat surface according to scale whereas globe is miniature form of the earth. These are the only kind of map that can give pupils a true conception of geographical relationships. They vary in size and type- big ones which cannot be carried easily, small pocket globes, and the globe like balloons, which can be inflated and are handy and carried with ease. Maps pro- vide more information than a globe. Maps are of different types. Maps showing natural features of the earth such as mountains, plateaus, plains, rivers, oceans etc. are called physical or relief maps. Maps showing cities, towns and villages and different countries and states of the world with their boundaries are called political maps. Some maps focus on specific information such as showing distribution of temperature, rainfall, forests, minerals, industries, population, transportation, etc. These are known as thematic maps. Maps help in understanding in learning concepts help in synthesising and integrating ideas and to draw reasonable inferences and observations. Thus, maps represent the earth or parts of the earth upon a flat surface. The earth is represented on the map through lines, dots, colours, words and signs. In social sciences, maps are very important for learning

many geographical, historical and economic concepts.Maps are regarded as indispensable aid in the teaching and learning of many topics of Social Sciences particularly related to geography, history and economics. They are known as and are applied for the symbolic representation of space relationships specifically associated with the surface of the earth. It is no secret that the surface of the earth can be better represented through a globe. However, the globe is too small to show distribution of items so that they can be studied in detail. The wide range of content shown on maps enables one to see at a glance many surface conditions and relationships that cannot be otherwise portrayed clearly and efficiently (Michaelis 1976:412). Therefore, for the reasons like providing sufficient details to be observed by the whole class and observing the whole surface of the earth at one time, a flat representation in terms of maps is always preferred by the teachers. In such a sense, a map may be technically defined as the modified or flattened representation of the earth's globe like spherical surface, or any particular section of it, communicating relative size, shape, distance and direction by means of lines, symbols, work and colours.

4.6.1Educational uses and purposes of the maps in social science

Maps, according to their varying nature, are quite helpful in the teaching of various aspects of Social Sciences. In teaching history and geography, they provide valuable assistance in establishing and understanding the required sequence between time and space. Historical events and geographical factors cannot be properly explained without reference to their place of occurrence, e.g. to which country did Alexander belong? Where is it situated and how far it is from our country? From where did he first invade our country? What were the boundaries of Ashoka's Empire? What are the regions or countries of the world where tea is grown? Where are they situated? What is the worldwide distribution of mineral wealth, animal wealth, growing of crops, population growth and industrial growth? The information with respect to such queries can be very well obtained through the various types of maps.

In this connection Jerolimek and Parker (1993) have suggested that the following eight basic types of information can be furnished by various types of maps used in the teaching learning of Social Sciences:

1. *Land and water forms:* Continents, oceans, bays, peninsulas, islands, straits.
2. *Relief features:* Plains, mountains, rivers, deserts, plateaus, swamps, valleys.
3. *Direction and distance:* Cardinal direction, distance in miles or kilometre and relative distance, scale
4. *Social data:* Population density, size of communities, location of major cities, relationship of social data to other factors.
5. *Economic information:* Industrial and agricultural production, soil fertility, trade

factors, location of industries.

6. *Political information:* Political divisions, boundaries, capitals, territorial possessions, types of government, political parties.

7. *Scientific information:* Location of discoveries, ocean currents, location of mineral and oil deposits, geological formation, air movements.

8. *Human factors:* Cities, canals, railroads, highways, coaxial and fibre optic cables, telephone lines, bridges, dams, and nuclear power plants.

4.6.2Kinds of maps

Any material or aid that can help in the visual representation of the earth's surface can be included in the category of maps. In this sense, the globe, a three-dimensional representation of the earth, can be included in the category of maps. Similarly, relief maps, a realistic model of the earth's total surface or part of it (quite helpful in showing the elevations and depression in the surface of the places), can also be included in the category of maps. However, as far as the flat representation of the earth's surface for the educational purposes is concerned, the types like political maps, physical-political maps and physical maps are more pronounced.

1. *Political maps:* Such types of maps provide information about the man-made boundaries and phenomena related to the objects, places, areas, directions and distances on the surface of the earth, e.g. boundaries of nations, provinces, districts, etc. and the location of cities, dams, highways, sea and air routes, national and states museums, monuments, tourist sports, etc.

2. *Physical maps:* Physical maps help in showing objects and phenomena predominantly nature made such as rivers, mountains, valleys, plains, deserts, rainfall, temperature, direction of the winds, minerals, forests, etc. These are very much valuable for the teaching of physical concepts and topographical characteristics of a piece of land or region. Among these, physical maps and three-dimensional relief maps are considered as the best physical maps as they provide real model for explaining the physical features and topographical characteristics (with proper elevation and depression of surface) of a region.

3. *Political-physical maps:* These maps incorporate the essential features of political and physical maps as to show valuable information about a particular region in terms of its physical area, shape, location, political subdivisions and location of other man- made boundaries, places and objects, trade routes, communication channels, location of river, mountains and other physical things or features of its topography.

Besides these types, we have an important category, i.e. special purpose maps. These

are maps designed to represent or serve some special purpose, for example, weather maps, population maps, natural resources maps, vegetation maps, railroads maps, airlines maps, navigation maps, etc. These maps serve specific purposes and are used for the illustration of the specific subject matter.

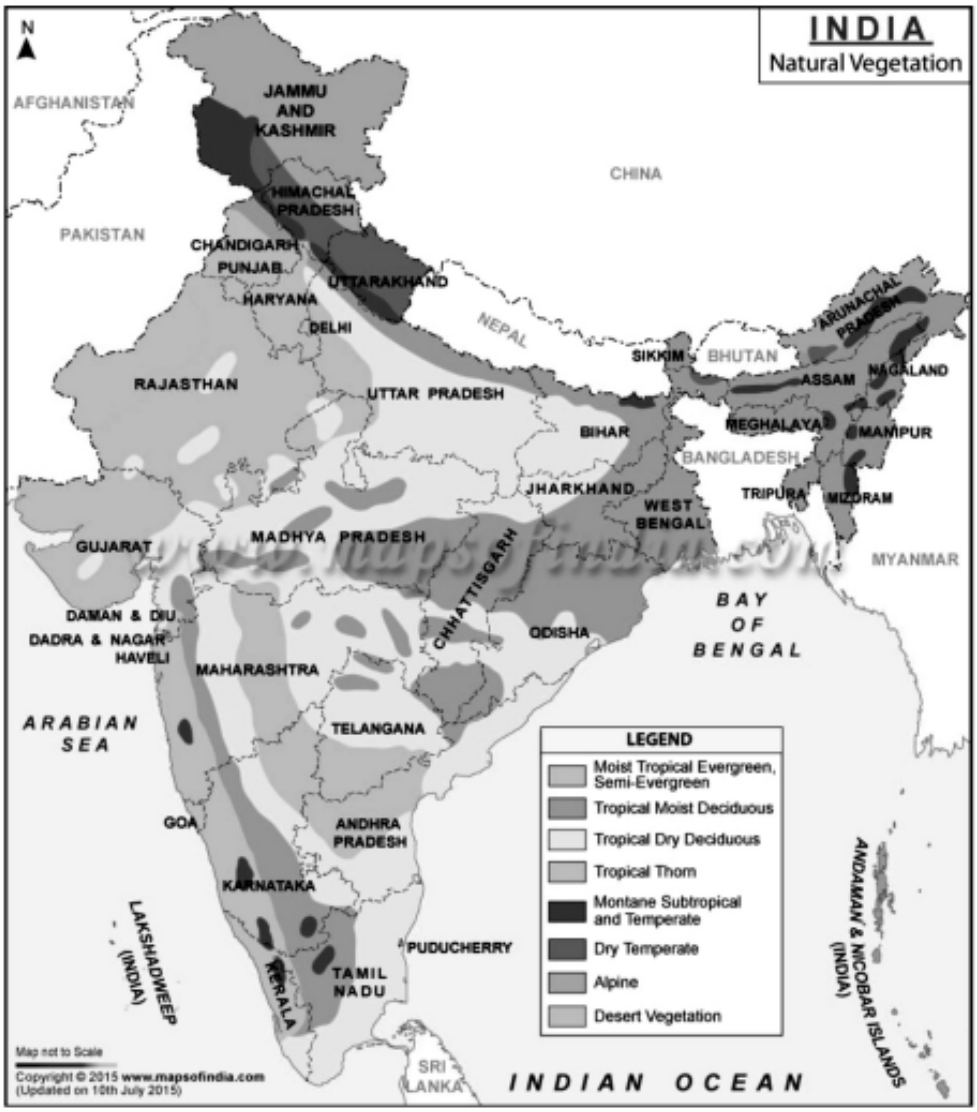


Figure of a map showing natural vegetation in India.

4.6.3Advantages of maps

Maps, in this way, are helpful in understanding the things, ideas and processes related to the mapping of the earth's surface. Various purposes served by them can be summarized as follows:

- Provide valuable help in understanding relationship between space and historical events.
- Provide a good means to represent, on a plane with a reduced scale, a part of the whole of the earth's surface.

- Geographic features of the earth's surface can be illustrated and explained through the help of maps.
- Helpful in conveying information regarding distances, directions, shapes, sizes, areas and places.
- Can communicate well about the world or region-wise distribution of people, land, water, animal, vegetable, life, climate, economic resources, etc.
- Provide proper visual experiences to create interest as well as tender help in the study of people, places and the various natural and man-made resources.
- Maps, through their flat representation of the spherical surface of the earth, provide the only convenient and efficient medium through which a large number of students can see any considerable portion of the earth's surface at the same time.
- Help in making the abstract ideas related to the space as real and concrete as possible.
- Help the learners to understand the physical and social environments, their mutual interaction and relationships.

4.6.4How to make effective use of the maps?

Maps of different types serving different purposes can be borrowed from the libraries of the teachers training colleges and audio-visual departments of NCERT and SCERT's. They can also be purchased from the market. However, it is always proper to get them prepared in the school itself with the active cooperation of the students as it amounts to provide greater educational benefits to the students. In order to get maximum advantages out of these maps as affective visual aid, a Social Sciences teacher should also take care of the following:

1. Proper care should be taken to make use of appropriate political, physical, political-physical or special purpose maps according to the instructional needs of the class.
2. The selection of the map should also be governed by the abilities, interests, grade and mental level of the students.
3. The map selected should be able to illustrate and furnish the desired information as adequately and correctly as possible.
4. The map should be so displayed as to be clearly visible to the students of the class. The details in it should be bold and clear for enabling the pupils to read them without strain irrespective of their sitting distance from the map.

5. A map should essentially help in bringing the abstract concept of size, distance and direction into the region of reality. It should help in understanding relevant space relationships with respect to the subject matter taught and information communicated.

6. A map should bear all the essential details with regard to the purposes served by it. However, in no case it should be overcrowded. Nonessential things should always be avoided.

7. Many times it is advisable to make use of the outline maps as they provide valuable opportunities for using according to the classroom necessities and also stimulate and encourage the students for active participation.

8. Proper scaling is one of the essential requirements of a good map. Therefore, while making selection and use of the map, we must see that it provides adequate scaling for the desired communication of relative sizes, distances and areas.

9. The symbols and colours used in the maps should be adequate in terms of their universal acceptance.

10. The maps should be prepared, mounted and kept safely to account for their further use and safety.

11. A pointer should be used for calling attention to the things shown in the maps.

12. The students must be helped to acquire map reading skills. They should be helped to know the meaning of the map symbols and map colours. They must also learn to take proper idea about the different space relationships presented through a map.

13. Students should also be clearly told that a map is a flattened representation of the earth's surface. Therefore, they should not be drifted away from the spherical realities of the earth.

14. For drawing better results, maps as an aid should be supplemented with necessary charts, globe and other projected aid material.

4.7 GLOBE

Globes are a scale model of the earth in three dimensions. Globe is the best representation of earth. A globe is a spherical model of Earth, of some other celestial body, or of the celestial sphere. Globes serve purposes similar to some maps, but unlike maps, do not distort the surface that they portray except to scale it down. It provides the correct concept of distance, direction, Rotation, revolution, size area, etc on earth. The proper use of maps and globes is a shortcut of learning process as it economizes time and effort. It

provides first-hand experience to students. The basic concepts and skills required for map and globe reading at secondary level are location, directions, map scales and map symbols. A model globe of Earth is called a *terrestrial globe*. A model globe of the celestial sphere is called a *celestial globe*. A globe shows details of its subject. A terrestrial globe shows landmasses and water bodies. It might show nations and major cities and the network of latitude and longitude lines. Some have raised relief to show mountains and other large landforms. A celestial globe shows notable stars, and may also show positions of other prominent astronomical objects. Typically, it will also divide the celestial sphere into constellations.

4.7.1Purposes of a globe

Maps, being the flattened representation of the earth's surface, may provide a distorted view of the things represented by them. The use of globe may help in overcoming such deficiencies as it provides a somewhat real representation of the earth's spherical surface. Globe, therefore, may be defined as a model or three-dimensional representation of the surface of the earth on a very small scale. An appropriate globe, in this way, tries to prove as a best mapping device and visual aid for the proper representation of earth. By virtue of its shape and information communicated, it is capable of meeting some specific purposes as follows :

- With the help of globe, it is easy for the teacher to make the students understand that the shape of the earth is not flat but spherical.
- A globe, mounted on a proper stand, can provide the idea that earth is not still but moves around the sun while rotating on its own axis. This makes the children to understand the phenomenon of day and night and change of seasons.
- Globe helps in understanding the fact that water occupies more space on earth than land.
- Globes provide valuable help in making the students understand the various abstract concepts and facts related to the subject Social Sciences particularly in geography, e.g. latitude and longitude, relation between time and longitude, date line, planetary winds, local, standard and international time, etc.
- Globes provide a sound means to illustrate topics like man's exploration and discovery on the earth, world's means of transportation, and various others things needing to show space relationships on the surface of earth for the teaching of history, geography, civics, economics, political science and international relations.

4.7.2Types of globes and their educational value

There are many types of globes that are available to us for serving the useful

educational purposes. They also vary in size according to the needs and purposes served by them. The usual types that can be used in our schools are discussed as follows:

1. *Physical globes:* Such type of globes give more emphasis on showing physical and topographical features of the earth like rivers, mountains, valleys, plains, latitude and longitudes (although these are arbitrary), spherical division of the earth's surface, distribution of land and water on the earth, the elevation and depression of the earth's surface, etc. These globes are, therefore, particularly useful in the teaching of the facts and concepts related with physical geography.

2. *Political globes:* These globes provide better information regarding the man-made phenomena such as boundaries of the nations and states, location of capitals, main cities, industries, projects, highways, monuments, famous buildings, visiting places and tourist spots, etc. They are more helpful in teaching the facts and concepts related to political science, history, civics and international relationship.

3. *Physical-political globes:* Such globes serve the essential common purposes of both physical and political globes. The relationship between physical and topographical characteristics of the region with the political and historical events can be beautifully explained and established through such globes. The topics related to economic and political geography and civics can also be properly dealt with the help of such globes.

4. *Special purpose globes:* Such globes are meant to serve specific purposes. For example, we may have a globe showing means of communication or transportation, distribution of mineral wealth, rainfalls, etc. Celestial globe and climatologic globes are also exampling of such globes.

5. *The slated outline globes:* In such type of globes we are provided with continental or surface area-wise outlines. These are quite inexpensive in proportion to their size and uses they carry. As an aid they are extremely valuable at all levels as they allow the teachers and students to write on it with chalk according to their convenience; to mark such features as locations of different countries, rivers, air, sea and land routes, important cities, elevation and depressions of the earth's surface, direction of the wind, distribution of mineral wealth and crops. Their special advantages lie in permitting special attention to be focused on one thing at a time. They can be easily cleaned with an eraser or a damp cloth which facilitates their repeated use and to allow maximum opportunity for the pupils' active participation in the acquisition of vicarious experiences. An outline globe is shown in below figure:

Figure of a Globe

4.7.3How to effectively use a globe?

Some essential points regarding the effective use of globes: Some of the essential means to effectively use the globes are as follows:

1. Every teacher must try to acquire good basic understanding of various types of globes, their unique features and their specific use for carrying out the relevant instructional activities.

2. The globe is known to be the only correct map of the world. However, its representation of the earth's surface bears little resemblance to the actual appearance of the earth's surface as a small child happens to see it. Therefore, great care should be taken to make the child accept it as a model of the earth.

3. No one is born with the ability to read and understand the language spoken by the globes. Therefore, proper attempts should be made to teach the children the meaning of the lines, symbols, colours and various other things, directly or indirectly related with the understanding and acquisition of the desired information through globes.

4. The factors like simplicity (presentation of the facts, information and concepts as simply and understandably as possible), accuracy (making representation of the facts and information as accurate and vivid as possible), colouring (making the show features as distinct as possible and appealing to the aesthetic sense), and visibility (necessary broad outlines and features to be seen by the class) should also be taken care of while making selection and use of a globe.

5. It should also be known to the teachers that the instructional purposes are best served by the globes, if they are used in combination with some other effective and relevant aids like pictures, text and reference books, maps, atlases, slides, films, field trips, bulletin board displays, etc. Therefore, a teacher should try to

make use of all such media and activities that help his students to gain better insight of the things taught to them.

4.7.4Advantages of globe

- Globe is a perfect representation of the earth
- The relative shapes and sizes of the continents and areas is not distorted
- It is 3 dimensional easy to understand and illustrate and shows us what the whole world looks like
- Shows exact shape of the earth- spherical slightly flattened at the poles and bulging at the equator.
- The shape of continents and oceans are shown accurately.

4.7.5Disadvantages of globe

- The different physical features are also marked more or less accurately.
- Bulky and cannot be stored easily
- It cannot show the details of landforms and location of small towns.
- It cannot provide detail information about climate, vegetation agriculture etc.
- Although larger globes show some details, but they are difficult to carry and handle
- It does not provide the detailed information about a specific place

4.8 CHARTS

Charts are a valuable tool for use in social studies. A chart is a simple flat pictorial display material and, if used appropriately, conveys the displayed information in a highly effective manner. Charts serve as an excellent means of classifying important information that is to be referred to a number of times. They help summarize and simplify complex ideas which students face during reading. A chart is a graphical representation of data, in which “the data is represented by symbols, such as bars in a bar chart, lines in a line chart, or slices in a pie chart”. A chart can represent tabular numeric data, functions or some kinds of qualitative structure and provides different info. The term “chart” as a graphical representation of data has multiple meanings:

- A data chart is a type of charts or graph, that organizes and represents a set of numerical or qualitative data.
- Maps that are adorned with extra information (map surround) for a specific purpose are often known as charts, such as a nautical chart or aeronautical

chart, typically spread over several map sheets.

- Other domain specific constructs are sometimes called charts, such as the chord chart in music notation or a record chart for album popularity.

Charts are often used to ease understanding of large quantities of data and the relationships between parts of the data. Charts can usually be read more quickly than the raw data. They are used in a wide variety of fields, and can be created by hand (often on graph paper) or by computer using a charting application. Certain types of charts are more useful for presenting a given data set than others. For example, data that presents percentages in different groups (such as "satisfied, not satisfied, unsure") are often displayed in a pie chart, but may be more easily understood when presented in a horizontal bar chart. On the other hand, data that represents numbers that change over a period of time (such as "annual revenue from 1990 to 2000") might be best shown as a line chart.

4.8.1Types of charts

- A histogram consists of tabular frequencies, shown as adjacent rectangles, erected over discrete intervals (bins), with an area equal to the frequency of the observations in the interval; first introduced by Karl Pearson.
- A bar chart is a chart with rectangular bars with lengths proportional to the values that they represent. The bars can be plotted vertically or horizontally. The first known bar charts are usually attributed to Nicole Ores me, Joseph Priestley, and William Playfair.
- A pie chart shows percentage values as a slice of a pie; first introduced by William Playfair.
- A line chart is a two-dimensional scatterplot of ordered observations where the observations are connected following their order. The first known line charts are usually credited to Francis Hauksbee, Nicolaus Samuel Cruquius, Johann Heinrich Lambert and William Playfair.

4.8.2Merits of charts using in teaching

1. Supplement in verbal instructions.
2. Charts make learning permanent.
3. Charts provide variety.
4. Charts are helpful in attracting attention of the students.
5. Charts save time and energy.
6. Charts encourage the healthy classroom interaction.

7. Charts help the teacher to create situations for teaching the beginners.
8. Charts are helpful in creating positive environment for discipline.
9. Charts are helpful in meeting individual differences.
10. Charts helps in providing speech training to the pupils.
11. Charts enable the children to retain language items for a longer time.
12. Charts give vividness to the learning situation.
13. Charts makes the abstract ideas concrete and thus help in making learning more effective.
14. Charts provide good substitutes for the real objects as they make learning equally meaningful.
15. Charts help in the development of various skills such as, how to draw a diagram of the topic among the students.

4.8.3Demerits of using charts in classroom

1. Limited writing space
2. Changes are messy
3. Instructor's back to audience
4. Limitations on size of room and audience

4.9 MODELS

Models are three-dimensional visual aids. They represent real things in all respects except size and shape. Large objects are reduced to small size so that they could be observed by students with greater precision; Models may be simple (static), sectional or working. Simple models like deities worshiped by the people of the Indus Valley Civilization could be prepared and shown to the students. In a sectional model of the earth, for example, all parts of the earth can be separated, shown to the students and replaced. Working models are used to show the actual operation or working of a real object. A working model of the Continental Ocean Currents would show how actually currents flow in different oceans of the world. A variety of models can be prepared for illustrating various contents of social studies. Some examples of models in social sciences are as follows:

- Models of historical architecture and sculpture.
- Models of solar system or wind mills. Models are generally prepared using materials like cardboard paper, wood, bamboo thermocol, wax, plaster of Paris,

plastics, metals, clay, strings, etc.

4.9.1Merits of using models in social sciences classroom

1. Models provide an environment for interactive student engagement. Evidence from science education research shows that significant learning gains are achieved when students participate in interactive engagement activities. Thus, it is important that the learning environment/activity created around a model provide an interactive engagement experience.
2. Working with models can enhance system thinking abilities
3. Models and model development are useful for helping students learn quantitative strategies such as graphing, graphical analysis, and visualization; statistics; computational skills, mathematics,
4. Many models allow one to perform sensitivity studies to assess how changes in key system variables alter the system's dynamic behaviour. Such sensitivity studies can help one identify leverage points of a system to either help one affect a desire change with a minimum effort or to help estimate the risks or benefits associated with proposed or accidental changes in a system.
5. Earth System Models such as those at Earth-System Models of Intermediate Complexity allow us to perform experiments related to the Earth System without altering and potentially harming the actual Earth. Many experiments, like understanding the future effects of atmospheric carbon dioxide increase, are taking place in the actual Earth System today but the results of these will not be known for 50 to 100 years. An Earth System model can run several such simulations using different assumptions in a matter of hours to days. The same is true for most models.
6. The knowledge gained while using models and the understanding of model development and implementation are transferable to other disciplines related to the Earth system.

4.9.2Limitations of using models

- It requires expertise to make.
- Time consuming.
- Some of the models may be very expensive.

Check Your Progress-2

Note : (a) Write your answers in the space given below :

(b) Compare your answer with those given at the end of this lesson.

1. Which of the following is not an advantage of blackboard?
   a. Natural slide
   b. Flexibility
   c. Suitable for all classes
   d. Classroom management
2. ……consist of puppets with hinged body parts which are controlled by nine strings produces required movements in the puppet.
3. Stick puppets are silhouettes of cardboard which produce shadows on white screen. (True/False)
4. Models are
   a. Three-dimensional audio aids
   b. Descriptive in nature
   c. Three dimensional visual aids
   d. None of the above

4.10 GRAPHS AND VISUALS

Graphs are excellent means of presenting quantitative data in a form that enables pupils to understand fundamental or specific relationships. There are several kinds ofgraphs used in teaching social sciences. The basic skills involved in effective interpretation of graphs include the ability to understand the signifi- cance of the title, to understand the basic units of measure used in the construction of the graph, to interpret the relationships shown, to draw inferences and important generalisations based on the data, and to relate information derived from graphs to that gained from reading and other sources of information.

4.10.1 Types of graphs

1. *Line graph:*Line graphs illustrate how related data changes over a specific period of time. One axis might display a value, while the other axis shows the timeline. Line graphs are useful for illustrating trends such as temperature changes during certain dates.

2. *Bar graph:*Bar graphs offer a simple way to compare numeric values of any kind, including inventories, group sizes and financial predictions. Bar graphs can be either horizontal or vertical. One axis represents the categories, while the

other represents the value of each category. The height or length of each bar relates directly to its value. Marketing companies often use bar graphs to display ratings and survey responses.

3 . *Pictograph:*A pictograph uses pictures or symbols to display data instead of bars. Each picture represents a certain number of items. Pictographs can be useful when you want to display data in a highly visual presentation such as an infographic. For example, you could use a picture of a book to display how many books a store sold over a period of a few months.

4. *Histogram:*A histogram is another type of bar graph that illustrates the distribution of numeric data across categories. People often use histograms to illustrate statistics. For example, a histogram might display how many people belong to a certain age range within a population. The height or length of **each bar in the histogram shows how many people are in each category.**

5. *Area graph:*Area graphs show a change in one or more quantities over a certain period of time. They often help when displaying trends and patterns. Similar to a line graph, area graphs use dots connected by a line. However, an area graph involves coloring between the line and the horizontal axis. You can use several lines and colors between each one to show how multiple quantities add up to a whole. For example, a retailer might use this method to display the profits of different stores over the same timeframe.

6. *Scatter plot:*Scatter plots use dots to depict the relationship between two different variables. Someone might use a scatter plot graph to show the relationship between a person's height and weight, for example. The process involves plotting one variable along the horizontal axis and the other variable along the vertical axis. The resulting scatter plot demonstrates how much one variable affects the other. If there is no correlation, the dots appear in random places on the graph. If there is a strong correlation, the dots are close together and form a line through the graph.

4.10.2 Advantages of graphs

- Easy Representation of Data.
- A graph represents data, or a set of data, in a diagrammatical manner.
- Graphs are useful in representing data with distinct units, such as years and months. They are also valuable in showing the differences, or making comparisons, between different variables.
- Graphs are valuable when countable variables, facts and data are to be demonstrated. Bar graphs show these, and other comparative values, in a distinct

and comprehensive manner, giving a clearer, more understandable picture of data distribution.

- Graphs are the most popular data display method, breaking down data into the relative frequency or frequency for each separate group.
- The comparison between frequency distribution can be easily made by seeing the graph.
- The Graph of frequency distribution helps to summarise the complicated data in maximum way. This graph, therefore, is easy-to- understand then the complicated data.
- A person is assumed to have basic knowledge of graph.
- Graphs are easy to prepare, provided appropriate plotting data has been gathered and prepared. A complete graph requires a title, some labels and a scale appropriate with data.
- The Preparation of graph is easy and hence the data can be presented in an attractive and beautiful manner to create a long lasting impression on the mind of viewer.
- There are numerous types of graphs, which can be used for various purposes. Graphs are used in different fields, all around the world, to show comparison between values of data.
- The graphs are having innumerous uses to represent complicated data in an easy-to- understand manner as they are very much versatile (flexible) and can be used by anyone for showing various relationships in the data.

4.10.3 Disadvantages of graphs

- The first limitation is that there is a loss of accuracy of data while representing data through graphs. It is obvious that there will be loss of data as it is the summarization of the whole data. Due to this, the comparison between the values of data are not so accurate.
- For Some of them, constructing Graphs may be Time consuming and Costly.

4.11 MULTIMEDIA

Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material. Multimedia can be recorded and played, displayed, interacted with or accessed by information content processing devices, such as

computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; for example, by including audio it has a broader scope. In the early years of multimedia the term "rich media" was synonymous with interactive multimedia, and "hypermedia" was an application of multimedia.

History can be seen as the sum total of many things taken together and the spectrum of events occurring in action following in order leading from the past to the present and into the future (http://en.wikipedia.org). Historians are to interpretation of the past, how it affects our views of the present, understanding trends or the lack thereof in the past. To deeply understand the rulers in India, the teacher thought that remembering the names of famous historical people, events and their activities was not sufficient and that it was important to provide multimodal information through images and moving ships, pictures, including sound and speech. For the student, graphics, animations, a replica of war equipment's were prepared. In the same way, Geography lessons use many map, animation and video, etc. Animations represent medium for simulation, can visualize abstract relations, to explain concepts and procedures that requires movement that cannot be filmed, movements in the universe or within a body, figurative movements such as ideas, economic tendencies can be clarified through moving graphs. Videos represent high degree of reality and visualization can show practices that take place over a long distance or period. Video and animation can be viewed on demand. The student himself has control over the material and can work on his own pace, by navigating through the subject matter. In multimedia information that is being presented both visual and in audio, is better understood and remembered.

4.11.1 Advantages of multimedia

- Through participation in multimedia activities, students can learn real-world skills related to technology. They will know the value of teamwork and the importance of effective collaboration techniques.
- It helps the learners to express and represent their prior knowledge and provides them with many learning opportunities.
- It provides a non-threatening environment for a learner to study at their own pace.
- The teacher is no longer the center of attention as the source of information, but rather plays the role of facilitator, setting project goals and providing guidelines and resources, moving from student to student or group to group, providing suggestions and support for student activity.
- It facilitates teaching-learning process. The combination of text, sound, and

graphics holds the attention of students and makes students innovative by making their studies more meaningful. most learners enjoy working with multimedia.

- It brings forth students' talent in various ways. It empowers students to work as a designer while designing their slides, browsing and interpreting the information and then representing their knowledge to others.
- It involves interaction between the learner and the various elements on the screen.

4.11.2 Disadvantages of multimedia

- Lack of IT knowledge certain students may not be as computer literate as others.
- Most schools may not have technological resources, both hardware and software, that are required for using multimedia in learning.
- Some teachers depend on the traditional way of teaching because they do not know how to integrate the multimedia in their teaching.
- Most teachers need much time to prepare lessons, to evaluate students and to create tasks and activities, so they will not get more trouble by develop multimedia activities.
- Video files can be large and a long download time may leave some students with nothing to do.
- Sometimes, diverts students' attention to the pictures, sounds or relevant material presented in multimedia.
- Sometimes, excessive information about certain topic leads to cognitive overload and it becomes difficult for the students to understand all the information presented to them.
- It can be incredibly difficult for teachers to monitor all the students, and some may play games or surfing the web instead of focusing on the work at hand.
- One concern with computers is that they can reduce learning demands on students. With access to the web come millions of pieces of information, many of which contain answers to common problems from school. Students can use computers to do less work or even to cheat.
- Multimedia formats and the devices that play or store them require a constant supply of power and frequent updating, a fact that can be problematic in more remote areas.

- As technology rapidly evolves, compatibility between different devices can also be a problem when trying to move or play multimedia content. Even a simple malfunction, server error or changes between formats, as anyone who frantically struggled to connect a computer to an incompatible projector before a presentation knows all too well, can delay a presentation or permanently damage the information contained in the format.

4.12 INTERNET

The Internet is the global system of interconnected computer networks that uses the Internet protocol suite (TCP/IP) to communicate between networks and devices. It is a network of networks that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. The Internet carries a vast range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), electronic mail, telephony, and file sharing. Most traditional communication media, including telephony, radio, television, paper mail and newspapers are reshaped, redefined, or even bypassed by the Internet, giving birth to new services such as email, Internet telephony, Internet television, online music, digital newspapers, and video streaming websites. Newspaper, book, and other print publishing are adapting to website technology, or are reshaped into blogging, web feeds and online news aggregators. The Internet has enabled and accelerated new forms of personal interactions through instant messaging, Internet forums, and social networking.

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

4.12.1 Advantages of internet

- *Internet as a library:* Internet open the way to an enormous range of resources. Many websites provides social science text books which are written by social science experts and all sorts of economic data, including Gross National Product per capita, key economic ratios and long term trend for every nation are available at world bank site. So, internet is considered as the source of knowledge. we

can use the updated knowledge from internet for enriching our general awareness.

- *Interesting teaching leraning process:* Many social science websites include photographs, songs, videos…etc. by using such images, videos makes a social science classroom more interesting.
- *Virtual field trips:* Teachers and students can take field trips via the internet. From a visit to the White House (http://www.whitehouse.gov) to tour of the Egyptian pyramids (http://www.pbs.org/wgbh/nova/pyramid/) many historical and contemporary sites are just a few mouse clicks away.
- *Publishing student's work:*everything that teachers once displayed on bulletin boards, from traditional essays to students art works can be posted on classroom or school portal sites. Even more elaborate projects, journey reports can be published on the sites.
- *Video conferences in classroom:*With video conferencing the classroom has become geographically limitless. No longer do students have to feel confined to their rooms, schools or even to their countries. With a video conference setup they can reap the benefits of wisdom from all over the world.

4.12.2 Disadvantages of internet

- Unmotivated learners or those with poor study habits may fall behind.
- Lack of familiar structure and routine may take getting used to.
- Students may feel isolated or miss social interaction thus the need to understanding different learning styles and individual learner needs.
- Instructor may not always be available on demand.
- Slow or unreliable Internet connections can be frustrating.
- Managing learning software can involve a learning curve.
- Some courses such as traditional hands-on courses can be difficult to simulate.

4.13 SCRAPBOOKS

Many times the students of Social Sciences may locate a number of valuable information and data, pictures and diagrams, cartoons or posters, and maps and graphs related to the study of their subject in pamphlets, newspapers, magazines, reference books, encyclopaedia and information centres. They may feel a desire for keeping their cutting or photostate copies in safe custody for its further use. Similarly they may have an inclination for the safety of the collections from their physical and social surroundings such as specimens of soil, rocks, minerals, foodstuff, the material and projects of historical, cultural and social concern for making their use in the study of the related topics in Social

Sciences. Such desire of keeping safe the collected or observed information or data, objects and materials may be properly fulfilled through the habit of maintaining a record book called scrap book. In its actual form, a scrap book in Social Sciences may be known as a sort of notebook containing loose sheet or blank pages for the creative writing, noting and description of the observed phenomena or events besides providing a safe place for keeping the collected objects, things and events related to a particular piece of knowledge concerning the subject Social Sciences.

The size of this notebook (21 cm x 27 cm) is usually little larger than the size of an exercise book (generally used by the students) for providing a little more accommodation for the proper placing of a relatively larger size of cuttings, photocopies, etc. The collected objects and materials are properly tagged, stitched or pasted with some adhesive material for keeping them intact and safe on the blank pages of this notebook.

4.13.1 Utilization and upkeep of scrapbook in social sciences

Now the question may arise that how a scrap book should be maintained and used by the students for getting maximum educational advantage in the teaching and learning of Social Sciences. Generally, the following things may be kept in view for deriving the desired benefits in this direction :

1. It is better to have the pages in the scrap book sufficiently more in number for giving more freedom and space to the students for the upkeep of their collections, recording of information, and demonstrating their creativity.

2. Students should be clearly told and guided about the objectives and purposes of keeping a scrap book. What type of material can be preserved and what type of data or creative work can be accommodated in the scrap book for the study and experiences related to the subject Social Sciences should be clearly known to the students. Besides this, they must also be told about the ways and means of maintaining their scrap books.

3. The teacher may set certain rules, methods maintenance of the scrap books on the part of the students as a matter of providing guidance to them. However, as far as possible, the students should be provided reasonable freedom for working on their scrap books in the manner of their own likings, inclinations and creative expression.

4. In the school and class timetable, attempts should be made to allot a certain amount of time/period for allowing the students to work on their scrap books. It may help them in seeking collaborative efforts among themselves besides getting opportunity for working under the supervision and guidance of the subject teacher.

5. students should also be provided opportunity for the preparation as well as use of their scrap books projects. They may also be allowed to seek cooperation of their parents, members of the family for this purpose.

6. It should be seen that the students remain properly motivated and guided for the preparation, maintenance and use of their scrap books by the teacher in-charge of the subject Social Sciences for deriving maximum educational advantages through their self efforts.

4.13.2 What is supposed to be there in a social sciences scrapbook?

The type of material, objects and activities having its place in a Social Sciences scrap book are as follows :

- Cuttings and photo state copies of the current events, news, data and critical comments available in newspapers and magazines.
- Printed and photo state copies of relevant information and material available in reference books, encyclopaedia, resource rooms, information centres, websites, etc.
- Collection of material, objects and specimen related to the study of the subject Social Sciences, e.g. stamps, coins, pieces of art, remains of ancient civilizations, rocks, minerals, soil, food stuff, etc.
- Descriptions of the experiences gained at the time of excursion and visit to places of historical, geographical, civic or economic interests, and interaction with the resources of various communities.
- Self-analysis and critical comments over the topics, themes and incidences related to the field of Social Sciences.
- Creative expression and output of the students with regard to the attainment of Social Sciences objectives.

4.13.3 Follow Up Work

Working on the scrap books up to the point of their preparation is not an end. It should be subjected to the desired follow up work in the following manner:

- What has been described and placed in the scrap books of the students should be made a subject of proper utilization for the teaching and learning of Social Sciences. Students may be asked to make its use as a self-instructional material besides its use by the teacher for the organization of his instructional activities.
- Students may be helped in making use of the scrap books material for the practical use and application of the learnt facts and principles of the Social

Sciences instruction along with the development of relevant skills related to Social Sciences.

- There should be a proper way of evaluating the processes, products, outcomes and utilization of scrap books. Students' scrap books should be essentially examined at least twice in a month and also should be subjected to necessary discussion and guidance for their improvement and utilization.

Check Your Progress-3

Note : (a) Write your answers to the questions given below :

(b) Compare your answers with those given at the end of the lesson :

1. A graph represents data in a :
   a. diagrammatical manner
   b. Cylinderical manner
   c. Spherical manner
   d. None of the above.
2. Internet is a :
   a. Television based learning resource
   b. Radio based learning resource
   c. Computer based learning resource
   d. None of the above.
3. Pictograph is a type of :
   a. Map
   b. Graph
   c. Globe
   d. None
4. State True or False :

   The teaching of social sciences is enhanced with the use of instructional aids. ( )

4.14 LET US SUM UP

In this lesson you have learnt about different kinds of audio-visual materials used in the community. We have discussed how to use audio-visual materials like posters,

models, posters, flannel board and blackboard effectively. The teaching of social science requires a variety of instructional inputs. These instructional inputs are teacher directed, learner directed and group directed activities. The teacher is expected to use appropriate method of teaching and learning suited to the nature of the learner and relevance to the content. The effectiveness of teaching social science is depended upon the judicious use of method and instructional aides. The audio-visual aids both traditional and modern and digital are discussed in this unit for the wise selection and use of teachers of social science to make the classroom teaching interesting and effective. Instructor can choose according to the needs of the programme and audience.

4.15 LESSON END EXCERCISE

1. What do you understand by the term audio-visual aids? Explain their importance in classroom and various problems associated with audio-visual aids?
2. Classify the audio-visual aids on the basis of senses, technology and projection?
3. Explain the importance and advantages of Blackboard in social science classroom?
4. What do you understand by the term Flannel board? What are the steps used for its construction?
5. According to you, which audio-visual aid is to be used in social science classroom and why?
6. Write in detail about the educational uses of Scrapbook?
7. How Internet and Multimedia can be as an E-learning resource in social science?

4.16 SUGGESTED FURTHER READINGS

Kochhar, S. K. (2000). *Teaching of Social Studies.* New Delhi : Sterling Publishers Pvt. Ltd.

Mangal, S. K., & Mangal, U. (2018). *Pedagogy of Social Studies.* New Delhi : PHI Learning Pvt. Ltd.

Singh, G. (2009). *Teaching of Social Studies.* Ludhiana : Chetna Parkashan.

Singh, Y. K. (2004). *Teaching of Social Studies.* New Delhi : APH Publishing.

4.17 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. Instructional
2. Senses, Technology and projection

3. d

4. c

Check Your Progress-2

1. c

2. String or marionettes puppets

3. False

4. c

Check Your Progress-3

1. a

2. c

3. b

4. True

D

LESSON NO. 5 **UNIT-II**

ROLE AND ORGANIZATION OF FIELD TRIPS, SOCIAL SCIENCE CLUBS ETC IN TEACHING OF SOCIAL SCIENCE

STRUCTURE

5.1 Introduction

5.2 Objectives

5.3 Field Trips

- 5.3.1 Procedure for conducting field trips
- 5.3.2 Role of field trips for educational purposes or advantages
- 5.3.3 Disadvantages
- 5.3.4 Certain points that need to be kept in mind while organising a field trips

5.4 Social Science Clubs

- 5.4.1 Organization of the club
- 5.4.2 Merits of social science club

5.5 Self-study Learning Activities

- 5.5.1 Purpose of self-study learning activities
- 5.5.2 Steps in self-study learning
- 5.5.3 Advantages and disadvantages

5.6 Analysis of News

- 5.6.1 Educational advantages of analysing news from newspaper
- 5.6.2 How to utilize radio broadcasting in the classroom for analysing the news

5.6.3 Educational values of television for social sciences teaching

5.7 Let Us Sum Up

5.8 Lesson End Exercise

5.9 Suggested Further Readings

5.10 Answers to Check Your Progress

5.1 INTRODUCTION

The resources and instructional equipments are tools for significant learning and teaching. A teacher must explore a wide variety of materials to find suitable aid for instruction to supplement the text book to provide additional information, to broaden the concept and to arouse interest. The teacher needs to use the resources. Because of the vastness of the subject, he needs both in the area of content and methodology. The immediate community provides an excellent curriculum laboratory. Certain activities also prove to be useful in enhancing learning social science. In this unit we need to learn about the resources and equipments which help the teacher and pupils to expand the content and create interest in the subject.In simple terms, community resources stand for various man-material resources (other than those available at home, family and school) available in the community or society in which the students live, grow and function. These resources may possess tremendous potential for being organized in their formal and informal education. Teachers may usefully apply such resources for instructional purposes, i.e. providing theoretical as well as practical knowledge of their respective subject, say Social Sciences to their students. In addition, the help of these resources may also be undertaken for bringing an all-round growth and development of the personality of the children. Utilization of the available community resources in such constructive, creative and fruitful way resulting in the overall welfare of the students is known as utilization of community resources. Since this mechanism out rightly stands for the welfare of the students, it can be properly included in the category of co-curricular activities meant for the welfare of the students.

5.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe various resources and equipment in teaching social science,
- explain the process of organizing field trips and excursions and their role,
- state of the usage and role of social science clubs,
- discuss about different self-study learning activities, and

- depict the skill of analyzing the news from different medium

5.3 FIELD TRIPS/EXCURSIONS

Few social teaching programmes are complete without a field trip. Field trips may be undertaken for securing information, changing attitudes, awakening interest, developing appreciation, promoting ideals, enjoying new experiences. They can initiate a unit of study; they can be a part of the core of it or they can give it the finishing touch. They are a very good means of getting knowledge first hand of confirming and supplementing second hand knowledge. They are a means for sharpening observation, testing principles and doing everything which social studies requires. Field trips to historical places can provide unparallel learning experiences, particularly, in the teaching of history. They can provide first hand observation and new information to enable students to understand the history, which is not merely a story, but is very useful for developing appreciation of architecture, sculpture, painting, etc. There can be various kinds of trips such as:

(i) Trips within the school or trips within a walking distance.

(ii) Longer trips to historical spots in the community.

(iii) Day trips to a state capital, college, historical spot, etc.

(iv) Trips during vacations for a week or so to Delhi, Mumbai, Kolkata, Ajanta or Ellora Caves or other places of historical interest.

5.3.1Procedure for conducting field trip

1. *Preparation:* A field trip should be planned democratically, organized properly and executed carefully permitting our pupils an immediate reconciliation with life and follow up connected with and extend to classroom study. It should be much more than going to places and seeing things.

2. *Objective:* Every pupil as well as the teacher should become fully aware of the objective why this particular trip is being planned and of how it is related to his own classroom experiences and activities.

3. *Guidance:* Appropriate audio-visual aids may be used both for initial motivation and for general orientation to what will be seen on the trip itself. It will be better if the teacher suggests guide questions which the pupils might put while approaching community leaders from whom they want useful information about the various aspects of community life. Major purposes should be clarified and made specific.

4. *Information:* The teacher should be thoroughly familiar with the best route bus

stops provisions for guide service to be seen and done by the group aspects or phases of the resource center to be stressed or ignored eating arrangements time needed at each stage of the trip etc.

5. *Definite follow:* There is essential to have follow up activities of any well-arranged trip. They may take the form of reading books on the places, observed writing repots or descriptive accounts, preparing scrap books, panel or forum discussion.

6. *Evaluation:* Trips should be evaluated in terms of the originally established purposes. Mistakes and difficulties should be diagnosed the conduct of the group should be discussed. The letters of thanks should be written to the persons concerned. The highlights of the trip should be recorded in some permanent form for future reference.

5.3.2Role of field trips for educational purposes or advantages

- They stimulate imagination and learning by providing sensory perceptions e.g. the breath-taking heat of a glass furnace, the metallic hum of a weaving room. The sights of real things in the real world of adults.
- They integrate classroom instruction by exposing the artificially of traditional subject matter divisions and enable the pupils to view facts and forces as they exist in their everyday relationship in living communities.
- Through the filled trips, the students may come to realize community in ways which bookish learning cannot by its very nature allow.
- They enable the pupils to learn the art of living with others such as travelling in the same conveyances, sharing rooms, sitting at the same table.
- They expand emotional and intellectual horizons by making them acquainted with people whose manner, customs, living standards, outlook and interests may be quite different from their own.
- Information is presented to students in a way that meets different learning modalities. Field trips provide students with the ability to learn by doing instead of just passively listening to the information being taught in class.
- Students are exposed to new experiences that, hopefully, broaden their horizons. This can be especially helpful for students from lower socioeconomic backgrounds who may not have been exposed to these opportunities before.
- Concepts that have already been learned in the classroom can be reinforced.

Sometimes seeing information being taught in a new way can make a big difference in student comprehension. There is quite a difference between being taught about something like hurricanes and wind speed and experiencing them in an exhibit at a science museum.

- Students are provided with shared reference points that teachers can then refer to and use in future lessons. There may be an opportunity to have two or more disciplines use a field trip as an enrichment activity. For example, a trip to an art museum (art) may couple with a timeline for social studies (political systems in place when art was created) or math (measurements) can combine with science in a biosystem (river, beach, and meadow). In this manner, several teachers can then refer to things that students saw and experienced during the field trip for the remainder of the school year.
- Students and teachers can see each other in a different light, helping to increase communication between them. Some students who might be overlooked in class because they are quiet might really come alive on field trips.
- If parents are involved as chaperones, they can feel more connected to the teacher and the lessons being taught. They can get to know the teacher better and understand what teachers deal with daily.
- Standards in social studies and science require students to have experiences related to concepts in the discipline. In social studies, students are required to take informed action

5.3.3 Disadvantages

- Field trips take preparation if teachers want to make them meaningful. They have to coordinate locations and transportation. They also need to create an effective lesson plan that they will follow when on the excursion.
- Students will be out of the school building for a field trip, which means they will miss other classes—at least in middle and high school. If each core subject area (ELA, math science, or social studies) offers one field trip during a school year, students would be out of the building for four days. School attendance policies may count these as excused absences, but any field trip that removes students from class reduces the number of classroom hours.
- Field trips can be expensive, and some students may not have the funds to attend. Organizers of the field trip may consider asking for parents to add a few dollars to help students in need. School boosters may need to host a fundraiser

for students to raise money for more expensive trips.

- Teachers have to organize the collection of money and the assigning of chaperones. Teachers need to spend some time creating student groups that work for all students and ensuring that chaperones are assigned accordingly.
- Teachers will likely have to deal with red tape as they plan field trips including permission slips, medical information, and emergency procedures. Schools typically require paperwork from teachers and their students.
- Students will be placed in a larger environment than the classroom. New surroundings could possibly lead to additional discipline problems. Because teachers typically only lead a small group (such as 30 to 40 students), they may not be able to maintain control over the behaviour of every student on the field trip, especially if the group is large. Teachers should go over rules and expectations before the field trip, enforce the rules strictly while away from school grounds, and create effective consequences for misbehaviour.
- The field trip destination might not live up to the teacher's expectations. The location might not be as interesting as the teacher thought it would be. The time to complete the field trip might be considerably less than was expected. Therefore, it is a good idea to have some contingency plan in mind just in case.
- There may be students who, for one reason or another, will not attend the field trip. Teachers must leave lessons, usually enrichment offerings that mirror some of the concepts being experienced on the field trip.

5.3.4 Certain points that need to be kept in mind while organising a field trip

- A trip should be related to the topics under discussion in the class, as a follow –up to the topics being taught or as a motivation for new topics. It should provide something that can be learnt better by direct experience than by textbooks, films and other methods.
- The distance should not be too long and the expenses should also be low. It must have the approval of parents and school administration. It should give students experience that they cannot easily have alone or in small groups or with parents. In order to make the field trips useful, they should be well-planned, well conducted and well followed-up.
- The teacher should make a survey of the local possibilities in regard to original contents in history. Students should be well prepared with an idea of what to expect and how the new information will be useful. Every detail of the trips

should be carefully and completely worked out beforehand. They should be carefully supervised so as to achieve learning objectives.

- The experiences from the trip should be systematised and correlated to the history lesson. Each trip should be carefully evaluated for future guidance as well.
- Discussions regarding the trips or a variety of activities like diaries, photos, bulletin boards, articles in the school magazine, thank you letters, etc. can be organized as follow –up programmes.
- Some of the possibilities of direct study of historical materials are monuments, battlefields, sites of historical events, old forts, tombs, memorials, places of worship, temples, mosques, museums, old houses with relics of historical interest such as weapons, utensils, costumes, paintings, culture, old manuscripts, art galleries, educational centres and ruins of capitals, sites of excavations and administrative and legislative centres with records of historical decisions and happenings.

5.4 SOCIAL SCIENCE CLUBS

The social science clubs have a great role in the study of the subject. Social science clubs should guide the learning activities which extend beyond classrooms. Club members along with the teacher should attend field trips, exhibitions, quiz competitions, surveys, organization of school museums etc. The co-operation of various divisions and classes is to be ensured for the systematic and effective functioning of the club. The objectives of the club activities

- ➢ To create interest in the subject
- ➢ To bring out various talents of the students
- ➢ To give training in organizing various activities
- ➢ To develop cooperation among the students
- ➢ To make the children learning by doing.

5.4.1 Organization of the club

The club can be organized with the enthusiastic leadership of the social science teacher. The teacher can create interest in the subject through these club activities. The member can elect their own officer bearers like the president, secretary and treasurer. The year's activities can be planned. The club can raise their fund through subscription a small amount affordable to all children. The club can carry out the following activities

- Celebration of national and international days
- Celebration of festivals of all religions
- Organization of field trips to places of historical and cultural importance
- Arrangement of museum exhibits
- Organization of mock and model parliament
- Arrangement of talk by eminent personalities
- Conducting awareness programs
- Undertake surveys and projects

5.4.2Merits of social science club

Club activities can develop great social, physical emotional moral cultural and democratic values

- *Intellectual Development:* The social science club activities promote the intellectual values among children. The guest speakers speak on topics of national and international importance and the debates and discussions enhance the intellect of students who take part.
- *Social development:* The club activities involving group work help in social development of the children. These socialize the child. It would help the child to acquire various social qualities like cooperation, tolerance, we feeling etc.
- *Physical Development:* Activities which involve some physical activity such as celebration of fairs and festivals help in the physical development of the children.
- *Emotional Development:* Activities related to art, music, drama, debate etc. as well as opportunity to maintain cordial social relations with proper adjustment will help in the emotional development of children.
- *Moral Development:* Club activities can infuse certain moral values also which would help children to acquire traits like honesty, integrity, truthfulness, hard work etc.
- *Cultural Development:* These activities especially drama, art etc. inculcate cultural values
- *Democratic Values:*All these activities inculcate among children various democratic values and qualities like tolerance, equality, justice, freedom, leadership etc. These encourage democratic way of life and outlook which in

turn will promote inculcation of a variety of values associated with social life.

- In this way the social science club helps to develop the all-round personality of the students.

Check Your Progress-1

Note : (a) Write your answers in the space given below :

(b) Compare your answer with those given at the end of this lesson.

1. What are the different types of field trips?
   a. Trips within the school or trips within a walking distance.
   b. Longer trips to historical spots in the community.
   c. Day trips to a state capital, college, historical spot, etc.
   d. All of the above
2. Procedure for conducting field trip :

   a…… b……

   c…… d……

   e…… f……
3. Objectives of the club activities
   a. To create interest in the subject
   b. To bring out various talents of the students
   c. To give training in organizing various activities
   d. All of the above
4. Which of the following is not the development through social science clubs?
   a. Intellectual Development
   b. Moral Development
   c. Physical Development
   d. Democratic Development

5.5 SELF STUDY LEARNING ACTIVITIES

Self-study learning through activities is a learning where students direct their own

studying-outside the classroom and without direct supervision. Since students are able to take control of what (and how) they are learning, self-study can be a very valuable way for many students to learn. Self-study and traditional classroom learning can be used together to help child get the most out of his or her learning experience. Together, these methods help students learn and retain information better, helping boost comprehension, grades, and motivation. When students first start learning on their own, they'll need a lot of support and encouragement. For students to be truly successful with self-study learning, you must provide them with tools to help keep them on track. For example, they must have strong study skills and know how to set effective learning goals. As they develop these skills, you'll be able to move further into the background and set them free to learn on their own. Learning independently can be challenging, even for the brightest and most motivated students. Self-activity as the basic principle of learning is universal in its application. An individual can learn only through her own reactions to situations. There can be no learning where there has been no self-activity. This principle of self-activity may be stated simply: A student learns through her own activities. The process of learning in which the learner assumes primary responsibility for planning, implementing, and evaluating a learning project. The learner chooses what to learn and how to learn, and also decides when to continue and when to end the learning project. A process in which individuals take the initiative, with or without the help of others, to diagnose their learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes.

5.5.1Purpose of self-study learning activities

- To plan and participate in one's own learning activities.
- To develop the capacity of learning and thinking of learner.
- To develop the sense of independence by enhancing emancipatory learning.
- To develop the problem-solving approaches.
- To develop time management skills.
- To develop decision-making skills.

5.5.2Steps in self-study learning

- ❖ Deciding what detailed knowledge and skill to learn;
- ❖ Deciding the specific activities, methods, resources, or equipment for learning;
- ❖ Deciding where to learn;
- ❖ Setting specific deadlines or intermediate targets;

- ❖ Deciding when to begin a learning episode;
- ❖ Deciding the pace at which to proceed during a learning episode;
- ❖ Estimating the current level of knowledge and skill and progress in gaining the desired knowledge and skill;
- ❖ Detecting any factor that has been backing or hindering learning;
- ❖ Obtaining the desired resources or equipment;
- ❖ Preparing or adapting a room;
- ❖ Saving or obtain the money necessary for the use of certain human or nonhuman resources;
- ❖ Finding time for the learning;
- ❖ Taking certain steps to increase the motivation for learning.

5.5.3Advantages

One of the major advantages of self-study is that students can take control over their own learning and when students have control, they become even more interested in learning.

1. *Students learn more effectively:* Exploring a topic on his or her own encourages child to actively engage with the information. Self-studiers are able to think about topics more deeply and make connections between what they are learning. And when students are engaged (and excited) about what they are learning, they're able to remember it better. Self-study also helps build study skills your child can use to explore new topics or tackle challenging schoolwork.
2. *Students discover more about the topics they are studying*: Self-study is all about searching out new information on a topic child is interested in. Seeking out this information themselves gives students a chance to learn more about that topic (rather than just what they are taught in class).
3. *It can boost students' self-esteem:* As students do more self-study, many become more confident learners. They are able to see themselves as an independent person who is able to learn new things without anyone helping them. This can be a major motivation boost for students.
4. *Students can learn at their own pace*: Self-study allows students to take learning at their own pace, focusing on areas they are most interested in (or want to understand a bit better). This helps reduce feelings of frustration, anxiety, or

boredom that students may struggle with in a classroom setting.

5. *Encourages curiosity:* Curiosity is one of the biggest (and often overlooked) pieces of motivating students to learn. When students aren't engaged with what they are learning, they absorb less of the information. They study to memorize rather than understand. Self-study allows students to choose something they are interested in and excited to learn about, leading to a more effective learning experience

6. *Increase Ownership of Learning:* With self-study learning, students must be active participants in their education. At its best, this means students have the opportunity to wonder, ponder, and be creative. Students control the pace of their learning, allowing them to spend more time on what they need and want to learn. Students can focus on topics that fascinate them, then cast wide nets and explore topics they know little about.

7. *Foster Meta-cognition:* Becoming a successful learner involves understanding how you learn. This can be difficult for students of all ages as we must confront our weaknesses as well as our strengths. Part of the self-study learning process should include setting goals and reflecting upon how well we achieved those goals. Through this process students come to understand the strategies that make them successful learners.

8. *Develop Career Readiness Skills:* Time management, the ability to work both autonomously and collaboratively, problem solving, strategic planning and decision making. These are all skills required in the workplace and components of a well-planned, self- study learning model. We ask our students to apply what they learn in the classroom to real-world situations. Self-study learning can help students develop the real-world skills they will need once they leave the classroom.

9. *Nurture an Appreciation for Learning:* Ultimately, perhaps the greatest benefit of self-study learning is gaining an appreciation for learning, turning students into lifelong learners. Some 1,800+ confirmed explants since high school later and I am still learning about astronomy, albeit using more powerful technology. I didn't go on to become an astronomer, but I still gaze at the night sky and marvel at the beauty of it.

5.5.4Disadvantages

- Research has proved that some adults are unable to engage in self-study learning activities because they lack independence, confidence or resources.

- ❖ Possible for frequent error and sometimes it misguides the student how to learn.
- ❖ Self-study learning activities need to be combined with other learning methods for content to be fully learned.
- ❖ Self-study learning activities is quite time consuming.
- ❖ It lacks team spirit.

5.6 ANALYSIS OF NEWS

It is well known that Newspapers, T.V and Radio are very useful source of diverse information. They can be an important source of information for scientific research, especially in social sciences and humanities. Social studies classes have come a long way from the days of tiresome lectures and mindless memorization of names and dates. The major focus of social studies curricula today is civic literacy, or, more explicitly, the preparation of students with the knowledge and skills essential for effective participation in our democratic process. Emphasis is placed on such skills as problem solving, effective decision making and values clarification. Elevating student awareness of global issues is increasingly important as the countries of the world become more interdependent. Today's students also need an understanding of the world's economy, politics, social structures, and environment in order to make the best decisions about how to live their own lives after high school and beyond. At the same time, consuming domestic news with a critical eye is vital to enhancing democracy and defeating intolerance. More than ever, an appreciation and analysis for news and our civic institutions is a key step toward self-empowerment and advancement. As educators, it's our job to make sure that students are armed with the tools necessary to distinguish between fact, fiction, and plain old opinion; between research or evidence-based statements and empty rhetoric; between exaggeration and reputable journalism – not just "factoids" from other information feeds.

5.6.1Educational advantages of analysing news from newspaper

1. Newspapers can be a valuable source for generating necessary interest in reading. They may also help in developing specific reading interests related to the subjects and issues related to the people and society among the children from the very beginning.
2. As an instructional aid, newspapers may help in the proper development of essential language and communication skills like reading, writing, listening, speaking, comprehending, summarizing, reporting, editing, commenting, critically evaluating, criticizing, etc. helpful in leading better social life among the children.

3. Newspapers are, in fact, a storehouse of current information and treasure of knowledge related to personal as well as social and local and global issues. Hence, they may prove a source of vast information and knowledge for the students of varying age and grades in all the areas or disciplines of Social Sciences.

4. Newspapers as an inexpensive instructional aid may also help in reinforcing and developing higher order cognition abilities and skills like thinking skills, reasoning and problems solving ability, analyzing, synthesizing and evaluating and application skills, etc.

5. Creative abilities and expressions may also be well-nurtured and developed through the help of newspapers as an instructional aid.

6. Newspapers may be the source of endless learning experience adaptable to one or the other topics related to the subject Social Sciences.

7. The help of newspapers may also be taken in deriving necessary benefits for the inculcation of desirable interests, attitudes and skills among the students for taking part in many co-curricular activities such as literary and cultural activities, scouting, social welfare and community activities, etc. helpful in the teaching-learning of Social Sciences.

8. The use of newspaper as an instructional aide may help the students to become lively, conscious, alert and aware about their physical, cultural, social and political environment. They may be in constant touch about the people, places, events and changes going around the frontiers. Thus, cultivating interest in current events and latest knowledge is in fact a very significant contribution of the newspapers as an instructional aid for the teaching-learning of the subject Social Sciences. at the local, regional, national and global.

5.6.2How to utilize radio broadcasting in the classroom for analysing the news

The educational broadcasting services offered by the All India Radio (AIR) and other channels may render valuable assistance in the classroom instructional programs of the subject Social Sciences. For the desired outcomes, it needs careful efforts on the part of teachers. Let us summarize these efforts:

1. The teacher must get acquainted himself with the schedules and programs of these broadcasts through the relevant available literature.

2. He must carefully think and plan the integration of the scheduled broadcasting program with his classroom teaching.

3. The teacher must try to prepare his students educationally as well as psychologically in an adequate manner to receive properly the knowledge and experiences imparted through a radio broadcast.

4. He should seek proper control of the environmental situations, physical conditions and learning environment for the proper utilization of radio broadcasting. He should be sure that all the pupils hear a clear signal. The set should be properly located. The room conditions should be favourable with a minimum of distraction and outside disturbances.

5. The broadcasting should have an adequate follow-up program. There should be a lively discussion over the learning objectives achieved through the broadcasting. The learning gaps and difficulties in understanding the radio presentation should come into limelight. The actions and reactions occurred in the minds of the students should be properly responded and helped for enriching their experiences and furthering their education.

5.6.3Educational values of television for social sciences teaching

The educational outcomes of teaching by medium of television are as follows:

1. Such education may be helpful for a social sciences teacher in his personal growth. He may learn the skill and art of his profession by observing the TV programs.

2. Television can bring models of excellence to the students. They can view and hear the work and talk of an eminent educationist, renowned teacher, creative social scientist and excellent demonstrator, social reformer and leader. Their presence on the TV screen may provide them the warmth and nearness for drawing maximum educational and psychological advantages regarding Social Sciences education.

3. Televised instructions have the potentiality of improving the process and products of learning as they involve thorough planning, systematic presentation and integration of a wide range of audio-visual material and appliances.

4. TV programs prove helpful in upgrading the social sciences curriculum and enriching an educational program more easily and economically.

5. Television can display the world of reality in the classroom through its screen that is very often inaccessible, impossible or expensive to the students.

6. Television helps the teacher as well as students in the realization of teaching and learning objectives of social sciences. It is an economical device that helps in

saving time for both the teacher and the students.

7. Television as an educational device and instructional aid may offer some solution for the problems of shortage in education. Shortages of good teachers, classrooms, audio-visual aids and other resources may be overcome through planned televised programs.

8. Television instructions of social sciences may bring greater equality of opportunities for all pupils. The students in remote, rural or under-privileged areas may be equally benefited by the TV programs.

9. Television in the form of educational media may help in making school as a centre for community welfare and education. It can bring school closer to community, and vice versa, resulting in the proper utilization of community resources for effective instruction in Social Sciences.

Check Your Progress-2

Note : (a) Answer the questions given below :

(b) Compare your answers with those given at the end of the lesson :

1. Field trips to historical places like forts and monuments enhance the knowledge of :

   a. Physics

   b. History

   c. Chemistry

   d. None of the above.

2. Self study is effective because :

   a. It can boost students self-esteem

   b. Students can learn at their own pace

   c. It encourages curosity

   d. All the above.

3. Newspapers are useful source of :

   a. diverse information

   b. fiction

   c. literature

d. None of the above.

4. State True or False :

Television is the educational media that can enhance the information level of the students.

5.7 LET US SUM UP

In this lesson you have learnt about the role and organization of different community resources like field trips, social science clubs, self-study learning activities and analyses of news in teaching social science. These resources and activities will make the teaching interesting and new spirit to the learners. The resources can be exploited very well only by an enthusiastic teacher. Instructor can choose according to the needs of the programme and audience.

5.8 LESSON END EXCERCISE

1. What do you understand by the word Field trip? Discuss its educational advantages?
2. Discuss the role of social science clubs in teaching social science?
3. What is the importance of self-study learning activities?
4. Why analyses of news are important in social science?

5.9 SUGGESTED FURTHER READINGS

Kochhar, S. K. (2000). *Teaching of Social Studies.* New Delhi : Sterling Publishers Pvt. Ltd.

Mangal, S. K., & Mangal, U. (2018). *Pedagogy of Social Studies.* New Delhi : PHI Learning Pvt. Ltd.

Singh, G. (2009). *Teaching of Social Studies*. Ludhiana : Chetna Parkashan.

Singh, Y. K. (2004). *Teaching of Social Studies*. New Delhi : APH Publishing.

5.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. d
2. Preparation, Objective, Guidance, Information, Define follow, Evaluation
3. d

4. c

Check Your Progress-2

1. b
2. d
3. a
4. True

D

LESSON NO. 6 **UNIT-II**

TECHNIQUES OF TEACHING IN SOCIAL SCIENCE

STRUCTURE

6.1 Introduction

6.2 Objectives

6.3 Techniques of Teaching Social Science

6.4 Lecture Method

6.4.1 Steps in lecture method

6.4.2 Advantages of lecture method

6.4.3 Disadvantages of lecture method

6.5 Discussion Method

6.5.1 Steps involved in conducting discussion

6.5.2 Advantages of discussion method

6.5.3 Disadvantages of discussion method

6.6 Project Method

6.6.1 Steps in organising project method

6.6.2 Advantages of project method

6.6.3 Disadvantages of project method

6.7 Story Telling Method

6.7.1 Steps in presenting story telling method

6.7.2 Advantages of story telling method

6.7.3 Disadvantages of story telling method

6.8 Problem Solving Method

6.8.1 Steps involved in problem solving method

6.8.2 Advantages of problem-solving method

6.8.3 Disadvantages of problem-solving method

6.9 Let Us Sum up

6.10 Lesson End Exercise

6.11 Suggested Further Readings

6.12 Answers to Check Your Progress

6.1 INTRODUCTION

The understanding of social studies is important both to the teachers and student for meaningful Social Studies instruction. The subject is increasingly vital in helping to create individuals who are active dynamic participants in our society. This view of Social Studies raises the problem of the organization of its interrelated components and how to make students become conscious of the underlying forces that make up its elements and other related phenomena. There is therefore the need to select appropriate strategies that will facilitate all round development in the cognitive, affective and psychomotor domains of the students. It is obvious that no single method of learning can adequately fit all learning situation. However, there is no best method of teaching Social Studies but combination of the other method would definitely help in achieving the desired instructional objectives. Some methods of teaching Social Studies include, stimulation, laboratory, inquiry, project, dramatizations, questions and answer, field-trips, discussion, lecture, problem-solving, dramatization, home assignment and construction methods. Learning can be less tedious

and more functional, if efforts are made to identify and make extensive use of available instructional, resources both material and human. The selection and decision on appropriate resources should be based on the student' age, ability and interest.

6.3 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the meaning of method,
- distinguish between the different types of methods of teaching, and
- enumerate the advantages and disadvantages of different methods of teachings.

6.3 TECHNIQUES OR METHODS OF TEACHING IN SOCIAL SCIENCE

A techniques or method of teaching is primarily a scientific way of transacting curriculum, keeping in mind the psychological and physical requirements of the children. Methods are the means of attaining predetermined goals. In fact, it forms the most important link in the total teaching learning cycle. It has on the one hand, the goals and purposes and on the other hand results. Results can be in terms of cognitive development or the development of desirable habits, interests, attitudes, values and skills related to the various domain of human life. A method connects the objectives with its results.

The teaching method is related to the presentation of the lesson. A teaching method consists of the principle and methods used by teachers to enable the students learning. The term 'Teaching method' refers to the general principle, pedagogy and management strategies used for the classroom program. The adoption of the method depends on the nature of the lesson and the personal ability of the teacher. The choice of teaching method depends on what fits you your educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories can be organized into four categories based on two major parameters: a teacher-centred approach versus a student-centred approach, and high-tech material use versus low-tech material use.

A social science teacher uses several methods and techniques in teaching various contents of social sciences. The choice of these methods and techniques depends on the

nature of contents to be taught to students. These methods and techniques may be teacher-centred, learner-centred or group-centred. In teacher-centred methods, teacher plays a pivotal role in comparison to learners in transaction of learning experiences. In learner-centred methods learners play a significant role in comparison to teacher in transaction of learning experiences. Similarly, a group of learners play a major role in transaction of learning experiences in group-centred methods.

6.4 LECTURE METHOD

Lecture method is the oldest method of teaching. It is based on the philosophy of idealism. This method refers to the explanation of the topic to the students. The emphasis is on the presentation of the content. The teacher clarifies the content matter to the students by using gestures, simple devices, by changing voice, change in position and facial expressions. Teachers are more active and students are passive but the teacher also asks questions to keep the students attentive. The lecture is one of the most common teacher-centred teaching methods used by teachers of social sciences at the secondary level. It is an example of "expository" teaching, in which the input is directly provided by the teacher who communicates the new information or process. Apart from its major function of giving information, it plays certain unique functions which cannot be performed by other inanimate sources. Firstly, the teacher may use it to motivate the students. It is through listening to lectures that students are attracted to different areas of studies in social sciences. Secondly, the teacher may use it to integrate various sources of information. The lecture follows some specific steps through which it is carried out. These are planning and delivery.

6.4.1 Steps in lecture method

(i) *Introduction/Motivation:* This step is concerned with the task of preparing the students for receiving new knowledge. In preparation, nothing new is taught to students. Relevant to the topic in hand. The teacher should make himself sure of what the pupils already know, by putting a few questions, based on the pupil's previous knowledge. In general, with the help of this step, the teacher can check the students entering behaviour before he starts teaching the lesson.

Thus, testing previous knowledge, developing interest in the minds of students and maintaining curiosity of the students can be achieved with the help of this step. The following activities involved in this step

- The assumption about the previous knowledge of the students in relevance to the lesson
- The testing of the previous knowledge
- Utilizing the previous knowledge for introducing the lesson
- Motivating the students for studying the present lesson.

(ii) *Presentation:* It is the key step and only through which the actual process of teaching is going to take place. Here the aims of the lesson should be stated clearly and the heading should be written on the blackboard. We have to provide situation for both the teacher and the students to participate in the process of teaching and learning. Our ultimate aim of the presentation is to make the concepts understandable to the students. Therefore, simple language is used. Appropriate and specific examples and illustrations of the concepts will make the understanding better. The interest of the students on the subject matter should be maintained continuously by the way of asking questions from time to time in this stage. The teacher should carefully and skilfully arrange his material so that his pupils may clearly and readily grasp it. The teacher should make proper use of questions, charts, graphs, pictures, models and other illustrative for demonstration and explanation. At the end of each section a few questions concerning that section only should be asked to whether the pupils are now ready for the acquisition of new knowledge.

(iii) *Comparison of Association:* More importance should be given in this stage to compare the facts observed by the students with another concept by way of giving examples. By making use of this comparison, the students can derive definitions or theories. The students are encouraged to give new suitable examples for the concept instead of the examples given in the book to make them think in an innovative manner.

(iv) *Generalization:* This step is concerned with arriving at some general ideas or drawing out the necessary conclusions by the students on the basis of the different comparisons, contracts and associated observed in the learning material present by the teacher. As far as possible the task of formulation should be left to students. The teacher at this stage should try to remain in the background for providing only necessary guidance and correction.

(v) *Application:* In this stage, the teacher makes the students to use the understood knowledge in an unfamiliar situation. Unless the knowledge of science is applied in new situations or in our day-to-day life, the study of science will become meaningless. This application of scientific principles will strengthen learning and will make the learning permanent.

(vi) *Recapitulation:* This stage is meant for the teachers to know whether students have grasped by reviewing a lesson or by giving assignments to the students. Only through this step achieving closure (in teaching) is possible.

6.4.2Advantages of lecture method

The lecture method has certain merits for which it can be used in teaching social sciences. Some of these are mentioned below:

- Lecturing can be used to impart knowledge pertaining to all branches of social sciences.
- Lecturing is a method that can easily adapt itself to suit a wide range of personality characteristics.
- This method is adaptable to a variable teacher-student ratio.
- The lecture method is a very economical and can be made very effective with proper planning and execution.
- Good lectures are able to motivate the learners. Here is an example of a lecture-based lesson in social sciences. The effective lecturers can communicate the intrinsic interest of a subject through their enthusiasm.

- Lectures can present material not otherwise available to students.
- Lectures can be specifically organized to meet the needs of particular audiences.
- Lectures can present large amounts of information.
- Lectures can be presented to large audiences.
- Lecturers can model how professionals work through disciplinary questions or problems.
- Lectures allow the instructor maximum control of the learning experience.
- Lectures present little risk for students.
- Lectures appeal to those who learn by listening.

6.4.3Disadvantages of lecture method

1. Psychologically this method is not acceptable because individuals are not alike. Teacher delivers the same lecture to both students without recognizing the individual differences.
2. Learning is an active process, thus, study should encourage to actively participate in the class room instead of just listening the teacher.
3. Language used in the lecture is above the standard of the students. They are not able get full advantage of the lecture.
4. Lectures are often forgotten by the students soon after while learning is retained if activities are experienced.
5. Attention level is not the same while student is listening the lecture.
6. Lectures fail to provide instructors with feedback about the extent of student's learning.
7. During lectures, students are often passive because there is no mechanism to ensure that they are intellectually engaged with the material.
8. Students' attention wanes quickly after fifteen to twenty-five minutes.

9. Information tends to be forgotten quickly when students are passive.

10. Lectures presume that all students learn at the same pace and are at the same level of understanding.

11. Lectures are not suited for teaching higher orders of thinking such as application, analysis, synthesis, or evaluation; for teaching motor skills, or for influencing attitudes or values.

12. Lectures are not well suited for teaching complex, abstract material.

13. Lectures require effective speakers.

14. Lectures emphasize learning by listening, which is a disadvantage for students who have other learning styles.

6.5 DISCUSSION METHOD

The term discussion denotes exchange of ideas, opinions or knowledge in a group with a view to more increased understanding and comprehension of these between and among the members involved in it. It can be one of the valuable methods of teaching social science. It is said that two heads are better than one. When a number of heads combine to discuss a problem, wonderful results can be achieved. The gist of this method is the process by which members of a dedicated group thoroughly examine an issue from different points of view. Coming to a common agreement leading to feasible decisions is the purpose.

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering student's thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. Discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led. They frequently involve discussion of a written text, though discussion can also focus on a problem, issue, or topic that has its basis in a "text" in the larger sense of the term (e.g., a discipline, the media, a societal

norm). Other terms for discussions used for pedagogical purposes are instructional conversations and substantive conversations. The class discussions can motivate students while also helping them retain knowledge and develop effective problem-solving abilities in social science class.

Discussion involves two-way communication between participants. In the classroom situation, an instructor and trainees, all participate in discussion. During discussion, the instructor spends some time listening while the trainees spend sometime talking. The discussion is, therefore, a more active learning experience for the trainees than the lecture.A discussion is the means by which people share experiences, ideas and attitudes. As it helps to foster trainee's involvement in what they are learning, it may contribute to desired attitudinal changes. Discussion may be used in the classroom for the purpose of lesson development, making trainees apply what they have learnt or to monitor trainees learning by way of feedback.

A problem, issues, a situation in which there can be difference of opinion etc. are suitable for the conduct of a planned discussion. Ideas are initiated; opinions are expressed, accompanied by a search for the various aspects involved. A free but serious atmosphere is ensured. Constructive suggestions based upon beliefs and value systems are encouraged. The participants are engaged in a process of competitive co-operation. Agreement is the declared purpose of discussion. But even if it is not possible to arrive at a common agreement it has the value of clarifying the various points of view associated with the issue.

6.5.1Procedures involved in the conduct of a discussion

(i) *Planning the discussion:* Discussion method can produce the desired results only if the teacher and student representative do considerable planning. Discussion in fact required a good deal of planning and use of a well-directed procedure. The whole process may be divided into three stages preparation, discussion and evaluation.

(ii) *Preparation***:** Thorough preparation on the part of the teacher and the students

alike is required. The teacher should read widely so as to get a very comprehensive picture of the topic of discussion. He should read purposefully and critically and prepare the material conscientiously and maintaining sound logical sequence. The various aspects to be discussed should be presented to the learners well in advance. They should feel the relevance of the problem and they should be encouraged to gather relevant information.

(iii) *Conduct of discussion***:** While conducting the discussion the teacher should see that the procedure goes on in an orderly and disciplined manner. The arrangement of seats should ensure face to face talk since the strength of the discussion depends on a feeling of equality and on participation by all. It is a thinking together process which becomes ineffective if one or two members of the group participate. He should encourage relevant questions and comments. The discussion must be geared to the realization of specific objectives that aim at clear insight regarding the issue as well as the competencies for systematic and meaningful interaction in a group. A relaxed and informal climate is essential if desirable results are to be achieved. The teacher should see that the discussion is truly a cooperative experience, not a competitive quarrel. He must continually discourage remarks and seek to bring the participants to focus their comments on the proposition and not on individuals. He should ensure that discussion is objective oriented. His questions should be skilful and his direction sound. He should also see that a happy rapport is established between the teacher and the taught.

(iv) *Evaluation***:** Discussion must result in certain achievement such as expanding information or lessening/removing prejudices, changing attitudes or ideals, increasing the range of one interest, altering one's ideas, concerning issues. In short it should help learners to become active citizens. We must evaluate the discussion with these motivates in mind. It goes without saying that a sound evaluating is possible only if the proceedings are comprehensively and systematically recorded for ready reference.

6.5.2Advantages of discussion method

- It is useful both for the juniors and seniors. At the level children learn through conversation and discussion, taking turns and by listening attentively, acting cooperatively, speaking distinctly, respecting the ideas of others, sharing interests, asking pertinent questions and thus gaining clear insights. At the upper level, children plan and discuss problems with the entire group and in smaller units. A group learns together and presents important information makes suggestions, shares responsibilities, comprehends the topic, evaluates the finding and summarized results.
- It helps in clarifying and sharpening the issues. New ground is discovered both for agreement and disagreement old ideas and values get replaced by new ones.
- It helps children crystallize their thinking and identify concepts needed for further study. Thus, their knowledge of social science gets clear.
- Discussion may help students know and understand that difference in perspective need not result in disaster and that people have the right to hold their own view points with readiness and open mindedness. Also, they feel that these could be modified as and when they fell the need for a change.
- Discussion helps the student in discovering what he did not know, what he has overlooked and wherein he had mistaken notions.
- Discussion gives opportunity for active interaction. It eliminates the one-way affair in which the teacher happens to be the sole provider of information. It employs reasonable persuasion arising from motivation in place of threat and compulsion.
- Discussion is valuable, in that it represents a type of intellectual team work resting on the philosophy that the pooled knowledge, ideas and feelings of several persons have greater merit than those of a single individual. In short it reflects the spirit of social constructivism.
- Discussion activates thinking along the lines of self-evaluation. It is helpful in

establishing an attitude of looking forward to progress and growth.

- Lastly discussion can help teacher in discovering students who have potential for becoming genuine leaders.

6.5.3Limitations of discussion method

- Discussion method is not appropriate for all the topics.
- It can be used only to students who have some basic knowledge in the topic.
- Some of the students may feel shy or reluctant to take part while others may try to dominate
- Teacher may lose control over the students and they may end up in quarrelling.

6.6 PROJECT METHOD

Project work or method is an effective learner-centred as well as group-centred teaching learning method which provides learning experiences suited to individual differences. It requires the participation of both teacher and students. This is also called "Project Method". It is an activity-based method which is carried out in a natural setting. The project method is an educational enterprise in which children solve a practical problem over a period of several days or weeks. It may involve building a rocket, designing a playground, or publishing a class newspaper. The projects may be suggested by the teacher, but they are planned and executed as far as possible by the students themselves, individually or in groups. Project work focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility.

6.6.1Steps of organizing project work

The project method aims to teach the pupils through some whole hearted purposeful activity. This activity will be fruitful only when it is carried out according to a set procedure. The procedure is outlined below

(i) *Providing a Situation:* The first step in this procedure is that of providing for a suitable situation where the pupils feel a spontaneous craving for carrying out

a useful activity. For this the teacher has first to identify the interest, needs, tastes and aptitudes of the children through conversation, discussion, etc. Telling a story involving social realities and problems or taking the pupils out on field trip can initiate the pupils to the nature of social life and hence to the world of projects. The pupils are thus exposed to so many problematic situations from which they can select an appropriate project. Enough opportunities should be given for the children to express their own ideas and to have discussions among themselves, as well as with the teacher, which in turn will satisfy. It is also suggested that the situation or problem selected should have social relevance.

(ii) *Proposing and Choosing:* The second step is to delimit the scope of the project and stating it with clarity. This should be done by the pupils under the expert monitoring and guidance of teacher. In his anxiety to achieve results the teacher might fell a prey to the temptation of making the choice of the project himself. By doing so the most important principle of the method may get violated. It is the feeling of active involvement in the planning and execution of the project that motivates pupils to work whole heartedly and energetically. Then only they will be stimulated to better planning, thorough execution and successful completion of the project.

(iii) *Planning***:** The next step is a detailed step wise planning of the project done by the pupils, under the guidance of the teacher. The teacher should first of all draw the attention of the pupils to the necessity of a good plan. Discussion should be held. The pupils and the teacher are free to express opinions and give suggestions. The teacher can expose the difficulties and limitations inherent in the working of different plans. After taking stock of the strength and limitations of the plans, a final plan is drawn up. The whole plan should be written down by the pupils in their note – books under the careful guidance of the teacher.

(iv) *Execution***:** When the plan of the project is ready, pupils are encouraged to start working on it. The main responsibilities for the various task involved may be divided among themselves according to individual interest and capacities. The teacher should see that every child is assigned some work and every pupil

contributes something towards the successful completion of the project. The teacher should not give too much help in order to speed up the work. Wise monitoring and guidance on the part of the teacher is most essential. Even though responsibilities are divided and specified, care should be taken to see that every child is aware of the major task in its totally. This step requires a lot of pupil activity and is the longest of all steps. A series of activities have to be taken up by the pupils. They may be busy in collecting information, visiting places and people, interviewing important personalities, collecting labels, observing specimens, preparing maps and charts, diagrams and graphs of the data collected by various groups, surveying the locality, studying books, keeping records, calculating prices, inquiring rates, writing letters and thank you notes or acknowledgement depending on the nature of the project chosen. In short, all inputs required for the effective execution of the project concerned have to be explored and pooled.

(v) *Evaluation***:** Evaluation or appraisal of the work done is of utmost importance. Pupils must learn to find out their shortcomings and compensate these by remedial measures. After the execution step, the pupils should gather immediate feedback. It's to find out that nothing has been omitted and that the work has been carried out in accordance with the plan laid down; the mistakes committed are to be noted then and there, useful experiences and successes are to be reviewed to serve as reinforces, that would motivate further action on correct lines.

(vi) *Recording***:** Impressions left unrecorded are likely to be wiped away from memory. So, it is necessary that pupils are encouraged to maintain a complete record of all activities connected with the project. It is necessary that in the project book everything is put down regarding the choice of the project, the discussions held, duties assigned, books and journals consulted, information sought for, work undertaken, inputs pooled, difficulties felt and experiences gained, short- and long-term gains obtained etc. Results of self-appraisal are also to be entered and important guidelines and references for future are to be

noted down.

6.6.2Advantages of project method

- The method is in accordance with the psychological laws of learning. It provides the most natural conditions of learning with the result that the learner sustains what is learnt.
- The method is valuable because of the element of freedom. The method is a method of self-direction. When it is sued the child learns to improvise, to invent, to experiment, to gather and process knowledge in all ways possible to translate the knowledge into action until the need that has been felt is met. This is how the creative mind developed.
- The method is in agreement with the psychological concept of maturation. It provides the sort of learning material that suits one's particular stage of mental development. The more mature pupils are likely to go for the abstract and difficult features of the task in hand and leave the simple elements to the others. However, learning is never held up altogether.
- The method can result in social commitment. Each group take up responsibility for making its own contributions, these are subsequently pooled together so that the product becomes the common asset of the total group.
- The method gives training for social adjustment. It aims at developing in the pupils the capacity to adapt them with environment to make use of whatever is available for a common cause.
- The project method saves children from insincerity and superficiality. They understand the value of what they learn and do for carrying out a purposeful and socially relevant task.
- The method trains children for a democratic way of life. It encourages children to co- operate as well as to think and act together for a common goal. It teaches students to be responsible and at the same time gives them freedom within the framework of cooperative endeavors.

- The method emphasizes learning practical problems. It encourages pupils to achieve a deeper insight into principles through actually seeing them in operation.
- Through this method both the student and the teacher develop. The student stimulated by and encouraged by the success of the purposeful and cooperative effort will naturally transfer the insights and competencies to other areas of learning in a similar manner. The teacher too will grow in his understanding of a child's creative development.
- In the project method an intrinsic standard of evaluation is involved. The pupils learn to evaluate their own work. This evaluation brings home the mistakes and develops the habit of taking goal oriented remedial measures.
- The child gets the satisfaction of completing a definite task in its totality. When the work on a project is organized it is divided into definite tasks and distributed. Hence each child gets a chance to contribute for the completion of the project complete. He sees before him a definite unit of a work, a unit which he can finish and so gains the pleasure of success and creation. The project method while making learning more interesting also makes it more effective. Pupils get joy and pride in the finished product of their labor which provides a spur to further creative work in life.
- The most important gain is that the learner develops the ability to construct by himself new knowledge through social work. Remember that this is in accordance with the message social constructivism.

6.6.3Limitations of project method

- The practical difficulties of covering a syllabus rule out the project method as the basis of teaching in most schools. Children taught by the project method often show astonishing knowledge of details in odd thing but reveal depths of real ignorance of curriculum content that is not covered by the projects. A social science project may deal with construction of the model of an ancient house with great thoroughness and yet the pupils may have no knowledge of the administration of Chandragupta Maurya.

- It is argued that a later stage of education, it is not so easy to formulate projects having a satisfactory degree of width and comprehensiveness.
- There is great difficult in ensuring systematic progress in instruction.
- For success in this method very highly qualified teacher are required. Teachers should be zealous and well prepared.

The project method gives us a wonderful practical approach to the learning of both theoretical and practical problems. In short, the responsibility of the success or otherwise of the method, rests with the teacher. Any how the project method can be considered as a valuable supplement to other methods and approaches.

Check Your Progress-1

Note : (a) Write your answers in the space given below :

(b) Compare your answer with those given at the end of this lesson.

1. Enlist the steps of lecture method

   …….....

   …….....

2. Enumerate the steps involved in the project method

   …….....

   …….....

3. What are the steps involved in organizing a discussion in classroom?

   …….....

   …….....

6.7 STORY-TELLING METHOD

Storytelling, the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times. Storytelling involves two elements – selection and delivery. Story telling is one of the most important methods of

teaching social science particularly the history part of this subject, stories of great men and women of the past as well as the present depicting the life ancient societies as well as those related to famous rulers, reformers, writers, saints, discovers and scientists can be presented. Also, stories concerning the development of scripts, numbers, systems, trade and money all need to be told in the secondary classes also. Narration, in fact, is an art in itself which aims at presenting to the pupils various types of events through the medium of speech if these are presented in a clear, vivid, interesting and sequentially and orderly manner, students will have active mental participation in the situation / event presented and they will reconstruct what was presented and register it in their cognitive structure. The teacher's capacity as an actor and speaker can make the lessons lively and interesting to the pupils; they can almost visualize the events and personalities described.

6.7.1 Steps to follow to make your storytelling successful

- *Pick a relevant story*: Think about the story from the audience's point of view and make sure it relates to your message and the point of your presentation. An irrelevant story, no matter how funny or unusual, will only distract from your message.
- *Adapt the story to fit the audience*: Customize the telling of the story to your audience and the situation by adjusting the language you use, the details you include and the time you take to tell it. Your goal is to ensure that it will pass the audience's WIIFM test, "what's in it for me?"
- *Make the point clear*: The purpose of the story should be explicit and relevant to the message of your presentation. Even if you think the connection to your point is obvious, restate it just to be sure that the audience understands it.
- *Keep it short:* One of the most memorable and effective stories that I've heard in a presentation was at a networking meeting when a man introduced himself by saying: "I'm a carpenter and because of my work, a disabled veteran who uses a wheelchair is no longer a prisoner in his home because we built him a ramp."
- *Practice telling the story*: Once you've decided which elements and details you

will include to make it relevant and memorable for the audience, practice your delivery and body language so you can make the story as focused and powerful as possible without taking too much time. Practice doesn't mean you have to memorize the story; instead, your goal is to get comfortable enough with the story that you can communicate it effectively and have it conveyed your point – without having to use the exact same words.

- *Be prepared for any reaction*: Consider the best and worst reactions that your story could get from the audience and be ready to handle both. One of my clients once told a story during a speech and the audience laughed unexpectedly at one part; she wasn't prepared for that and so, "stepped on" the laughter by continuing right on with the rest of the story.
- *Cue the audience that a story is coming*: Use your voice, body language and words to prepare the audience for your story. Think of the classic "once upon a time" introduction often used with children's stories. For adults, the teacher might pause, make voice softer to capture their attention and lean forward into the audience as you begin your story.

6.7.2Advantages of story-telling method

- *Inculcation of values*: Story telling can be relied upon by the teacher as the best ally for developing in his pupils the much-coveted traits of character, such as piety, truthfulness, charity etc. He can very easily achieve success in his objective by relating the pupils to the life stories of great personalities.
- *The development of imagination*: A good story told in a proper manner goes a long way in firing the imagination of listeners. It is sure to make them away from the matter of fact world and thus offer ample scope for the play of their imagination as well as creative talent
- *Enhancement of interest in the subject*: By bringing out all the aspects cultural, social, and economics of prehistoric, ancient and medieval societies pupils get more interest in social science.

- *Boasts creativity*: Listening to a story instead of watching a video allows the child to use his or her imagination more fully. This creativity process encourages free thinking and the formation of innovative ideas.
- *Increases verbal skills:*By telling a story or reading a book out loud, children are introduced to the intricacies of language that can be difficult to teach outright without a solid foundation. The flow of a story as the plot unfolds and the characters are developed also introduces children to new words and solidifies their pronunciation.
- *Increases understanding of a subject:* While there is a place for rote learning within child's academic life, in many cases this does not lead to an understanding of the subject. Storytelling can be used to bring tedious subjects to life such as a history lesson that stars a child of their age. This strategy enables the child to more easily identify with the subject and can deepen understanding.
- *Improves awareness of virtues:* Many stories can be used to support the virtues that are important in society, your home and child's school. Stories that develop character traits such as courage, wisdom, honesty, kindness and open mindedness can be used to set the stage for emulation.
- *Increases their attention span:* The smaller the child, the less of an attention span they are likely to have. Even some older children continue to struggle with developing a suitable attention span that allows them to be successful. An engaging story draws in even the most fidgety child and encourages them to listen for the details as well as the highly anticipated ending.

6.7.3Disadvantages of story-telling method

- ✓ If the teacher is not capable enough to present the story in tune with the age and maturity level of the student it will result in mere waste of time.
- ✓ Too much dependence on this method will tempt the students to view social science more as story instead of as a scientific branch of study.

Story telling is an art. Every teacher should master this art. He should have rich

imagination, as well as accurate and wide knowledge of the past. Also, he should possess rich collection of stories to be able to use them when situation so demands.

6.8 PROBLEM-SOLVING METHOD

This method is not quite new. Socrates was one of its proponents as were Comenius, Pestalozzi and John Dewey. In this method the learner is required to solve a problem making use of his previous knowledge. Problem solving can be defined as an organized attack upon a puzzling situation in which a person makes use of his cognitive competencies to find a suitable and satisfying solution. Essentially the problem-solving approach to learning in social science is one of training children in the technique of discovery. It is more than learning the formalized procedures for the solution of problems, and also more than analytical thinking that characteristically provides one step at a time it involves intuitive thinking as well it is learning to utilize conceptually adequate modes of though it aims at master in competencies for predictive reasoning and for manipulating knowledge which in turn would help in tackling new tasks. It is in short developing a style of problem solving that will serve for solving most of the difficulties encountered in life. The hypothesis on which it is based is this by generalizing what they have learned about the solving of intellectual problems in social science, children can solve their problems of life efficiency and effectively.

6.8.1 Steps involved in problem solving method

- *Identifying the problem*: The teacher and the students need to be aware of the problem which comes in the way of transaction of learning experiences. Even both teacher and students can identify the problem.
- *Defining the problem:* The learners define the problem by identifying the present state and the desired goal states and consider the implications of the solution. Sometimes, a problem can be defined in different ways, with various implications of the solution.
- *Formulation of hypotheses:* The learners generate hypotheses for solving the problem.

- *Testing of hypotheses:* The learners test hypotheses based on the information or data collected by them. They identify the advantages and disadvantages associated with each proposed solution.
- *Selection of the best solution:* The learners select the best solution that offers maximum advantages and fewer disadvantages.

6.8.2Criteria for problem selection

The selection of appropriate problems for training pupils in the problem-solving technique is a very important task to be performed by teachers. The following criteria have to be taken care of:

(i) The problem should be intellectually challenging to children. It should stimulate critical thinking and evoke a desire to seek cause and affect relationships together with evidence to prove it as well as the urge to arrive at logical conclusions. It should open up opportunities for formulating hypotheses and testing them.

(ii) The problem should not be entirely unfamiliar to the learners it should be related to their previous experiences.

(iii) The problem should be related to basic human activity. It should illumine man's effort to meet his basic needs as well as those of the society in general.

(iv) The problem should have the potential to create interest among children in the specific problem in particular and problem solving in general.

6.8.3Advantages of problem solving method

- *It serves as a preparation for adult life:* Training in problem solving will help the pupils to form certain attitudes and skills which are essential for adult life. Having been trained in this method they will be able to face challenging life situation with courage, confidence and scientific outlook.
- *It develops the power for critical thinking:* Collection and organization of relevant data, looking for additional data, wherever necessary formulation of hypotheses and testing this etc. are of vital importance in a democracy.

- *It makes pupils active recipients of knowledge***:** Since students are making their own efforts in the solution of the problem, they can no longer be passive.
- *It develops values of tolerance and open mindedness:* Through this method a learner understands that there are many ways to looking into a single problem and they have to listen to different points of view. So, they will become tolerant and open minded and will appreciate the point that all truths are only tentative.
- *It helps for the easy assimilation of knowledge:* When knowledge is gained by actively involving in the processing of information for solving problematic situations related to one's own personal experiences, assimilation of knowledge become easier and meaningful.
- *It helps to establish harmonious relations between teacher and pupils:* Since problem solving is the task taken up by the learner, he learns to appreciate the value of the guidance of the teacher. Thus, a foundation is laid for good happy relations between the teacher and the taught.

6.8.4Limitations of problem solving method

- This method will become monotonous if used too frequently. So, it can be used as one of the procedures and not as the sole method.
- The problem-solving method can easily lead to the selection of trivial and untimely issues and in some instances to those that generate more feeling and emotion than thought. This danger can be avoided if the teacher is very cautious in selecting the problems.
- This is appropriate for developing cognitive competencies but not for bringing about affective changes.

Check Your Progress-2

Note : (a) Write your answers in the space given below :

(b) Compare your answer with those given at the end of this lesson.

1. Story telling is an :

a. art

b. narration

c. tale

d. All the above.

2. Lecture method is based upon :

a. Idealism

b. Pragmatism

c. Learning by doing

d. None of the above.

3. Project method is based upon :

a. Discussions

b. Narration

c. Activity

d. None of the above.

4. Recapitulation means :

a. To motivate

b. To generalize

c. To revise

d. None of the above

6.9 LET US SUM UP

There are many teaching methods and resources available to Social Studies teachers. The methods among others include inquiries, projects, demonstration, question and answer, field-trip, discussion, lecturer, problem-solving methods etc. It should however, be noted that no single method of teaching Social Studies can adequately fill all learning situations.

The combination of other methods would definitely help in achieving the desired instructional objectives. Teaching resources on the other hand mean anything that can assist the teacher in promoting meaningful teaching and learning. Resources in Social Studies include human, place and materials resources. The teacher (human resources) is concerned with the management of instructional materials. The places include places of interest that have much value for the purpose of classroom teaching. It should be noted that the teacher's choice of resources should be determined by what is available and relevant to the students' age, ability and interest. The resources available should be well organized for effective and meaningful learning.

6.10 LESSON END EXERCISE

1. Explain the meaning of lecture method along with its process, merits and demerits?
2. What do you mean by project method and describe in details the steps for organizing the project method?
3. Why discussion method is important in teaching social science?
4. Discuss the various steps involved in problem solving method. What are its merits and demerits?
5. How a teacher can make his/her teaching more effective by using storytelling method?

6.11 SUGGESTED FURTHER READINGS

Kochhar, S. K. (2000). *Teaching of Social Studies*. New Delhi : Sterling Publishers.

Dash, B.N. (2006).*Content-cum-Method of Teaching of Social Studies*. New Delhi : Kalyani Publication.

Kochhar, S.K. (1986). *Methods and Techniques of Teaching*. New Delhi : Sterling Publishers.

Taneja, V.K. (1992). *Teaching of Social Studies*. Ludhiana : Vinod Publication.

6.12 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. Introduction, Preparation, Comparison of association, Generalisation, Application, Recapituletion.
2. Providing a situation, Choosing, Planning, Execute, Evaluate & Recording.
3. Planning, Preparation, Conduct of discussion and Evaluation.

Check Your Progress-2

1. d
2. a
3. c
4. c

D

LESSON NO. 7 **UNIT-III**

EVALUATION

STRUCTURE

7.1 Introduction

7.2 Objectives

7.3 Concept of Evaluation

7.3.1 Definitions of evaluation

7.3.2 Characteristics of evaluation

7.3.3 Objectives of evaluation

7.3.4 Need of evaluation

7.4 Principles of Evaluation

7.5 Functions of Evaluation

7.6 Evaluation in Teaching and Learning of Social Science

7.7 Need and Objectives of Evaluation in Teaching Learning of Social Science

7.8 Let Us Sum Up

7.9 Lesson End Exercise

7.10 Suggested Further Readings

7.11 Answers to Check Your Progress

7.1 INTRODUCTION

The term measurement is used to express a trait of an object, person or activity in standard words, symbols or units. In evaluation, these results are analysed and this analysis is done on the basis of certain social, cultural or scientific standards (Norms) and by this analysis, the relative condition of the trait of the object, person or activity is clarified. The terms measurement and evaluation, assessment are sometimes used interchangeably. The word 'evaluation' is often confused with assessment, testing and measurement. Testing is only a technique to collect evidence regarding pupil behaviour. Measurement on the other hand, is limited to quantitative description of the student behaviour. Evaluation is a more comprehensive term which includes testing and measurement and also qualitative description of the student behaviour. It also includes value judgment regarding the worth or desirability of the behaviour measured or assessed.

Thus, evaluation may not be based on measurement alone but it goes beyond the simple quantitative score.

7.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the concept of evaluation,
- explain the need of evaluation,
- explain the differences between measurement and evaluation,
- state the principles of evaluation,
- describe the functions of evaluation,
- write the difference between measurement and evaluation, and
- explain the evaluation process in teaching and learning of social science.

7.3 CONCEPT OF EVALUATION

Evaluation is a broader term that refers to all of the methods used to find out what happens as a result of using a specific intervention or practice. Evaluation is the systematic

assessment of the worth or merit of some object. It is the systematic acquisition and assessment of information to provide useful feedback about some object. Literally, the word ‘evaluation’ means to assign certain ‘value’ to the concerned thing, person, process or activity etc. In an educational setup, evaluation means assigning ‘certain value’ to the student’s performance on the basis of things, facts, skills etc. in a particular period of time.

Evaluation = Measurement + Value judgement Evaluation is not synonymous with measurement. But it is depending on measurement and the pre-determined objectives (standard). Evaluation refers to the act or process of determining the value of something. In Education, it means estimating the probable worth of the activities involved in the teaching learning process, judging the worth of methods or devices or techniques of teaching used. Evaluation helps the classroom teacher to estimate the various outcomes of the activities organised for pupil’s learning. Evaluation includes measurement which is the process of quantifying the pupils’ performance of achievement. Evaluation is more than measurement. It includes qualitative assessment/discrimination also, although evaluation includes measurement it is not synonymous with it. From the instructional point of view, evaluation may be defined as “a systematic process of determining the extent to which, instructional objectives are achieved by pupils”. Hence, two important aspects of evaluation are:

a. Evaluation implies a systematic & continuous process.

b. Evaluation always assumes that educational objectives have been previously identified and properly formulated.

7.3.1Definitions of evaluation

Tyler defined evaluation as “a systematic process of determining the extent to which educational objectives are achieved by pupils”. This definition indicates that evaluation is a systematic process, and it omits casual, informal or uncontrolled observation of the pupils. This definition also implies that objectives of education have to be identified in advance. Without predetermined objectives, it is not possible to judge the progress, growth and development of students.

Crombach defined evaluation as “the collection and use of information to make decisions about an educational programme”.

Wheeler defined evaluation as a more general judgement of the outcome of a programme, which involves the use of observations, various tests, questionnaires, interviews, etc. His emphasis was on the processes of educational evaluation.

“Evaluation may be defined as a systematic process of determining the extent of which educational objectives are achieved by pupils” – Dandekar

According to Bradfield and Moredock, “Evaluation is an assignment of symbols to a phenomenon in order to characterize the worth of value of a phenomenon usually with reference to some social, cultural or scientific standard.

According to Hanna, “Evaluation is the process of gathering and interpreting evidence on change in the behavior of all students as they progress through school.”

According to Carter Good, “Evaluation is the process of ascertaining or judging the value or amount of something by use of a standard of appraisal.”

Thus, Evaluation can be conceptualised in the following manner:

1) Evaluation is an act or a process that allows one to make a judgment about the desirability or value of a measure.

2) Evaluation is a process of delineating, obtaining and providing useful information for judging decision alternatives

3) The word evaluation refers to the act or process of determining the value of something.

Thus, evaluation is a systematic process of collecting evidence about students’ achievement in both cognitive and non-cognitive areas of learning on the basis of which judgments are formed and decisions are made.

7.3.2 Characteristics of evaluation

- It is a systematic process.

- It measures the effectiveness of learning that experiences provide.
- It measures how far the instructional objectives have been achieved.
- It is a continuous process.
- It gets data from measurement.
- It is a subjective judgement.
- It not only determines the magnitude but also adds meaning to measurement.
- It involves values and purposes.

7.3.3Objectives of evaluation

- Produce suitable experiences for learning through the medium of teaching activities
- Evaluation of behavioural changes
- Determination and definition of educational objectives
- To ascertain the effectiveness of instruction in the light of attainment of stated learning outcomes.

7.3.4Need of evaluation

- Knowledge pertaining to the extent of achievement of objectives
- Knowledge of students abilities
- To know the extent of given knowledge
- Knowledge regarding achievement of students
- For stimulating and directing students
- For change and desirable improvement in teaching
- Feedback information from evaluation help parents to know the performance of their children and words
- For find out the utility of textbooks in the achievement of educational objectives

- To give suggestions for improvement and to guide for research.
- To study the effect of the use of various means in teaching as to their place and kind of use, and to suggest measures for improvement

7.4 PRINCIPLES OF EVALUATION

As Evaluation is a means to an end, not an end in itself. There are certain principles which may provide direction to the process of evaluation and may also serve as the criteria for adopting a particular device or technique of evaluation to yield the desired positive results.

1. Determining and clarifying 'What' aspect of the evaluation

The classroom teacher or evaluator should always be perfectly clear in his mind about what he is aiming to achieve i.e. what to evaluate and how to evaluate

2. Selection of appropriate evaluation techniques

There are a number of evaluation techniques. Out of them one technique is appropriate in some cases which may not be so in others. Therefore, the evaluator needs to select the one which serves his/her purpose best.

3. Determining comprehensiveness of evaluation programmes

It means to assess pupils' progress in all areas. Educational evaluation, apart from testing knowledge, should also bring about student's originality and his ability to use the ideas, and his ability to think and apply the knowledge and skills already achieved.

4. For comprehensive evaluation combining a variety of evaluation techniques be adopted

To make evaluation comprehensive, different types of evaluation procedures should be adopted depending on their suitability. Moreover, use of a variety of techniques provides an evaluator sufficient evidences of different aspects of pupil achievement on different objectives, because more the evidence better the evaluation.

5. Treat Evaluation as a Means to an End, not an End in itself

In the teaching-learning process, evaluation should be done with a purpose, and not for the sake of evaluation only. Administering a test, scoring the scripts and collecting the data without making any use of this information for the pupils is a waste of effort.

Check Your Progress-1

Note : (a) Answers the question given below:

(b) Compare your answers with those given at the end of this lesson.

1. _____ refers to the process by which the attributes or dimensions of some physical object are determined.
2. _____ qualitative description of the student behaviour.
3. _____ is a more comprehensive term which includes testing and measurement.
4. _____ is the first step of evaluation.
5. Evaluation includes collecting evidence about students' achievement in both _____ and _____ areas of learning on the basis of which _____ are formed made.

7.5 FUNCTIONS OF EVALUATION

1) Diagnosis

(a) To locate and identify the weaknesses and strength in learning on the part of a learner.

(b) To pinpoint areas where remedial measures may be desirable.

2) Modification

To provide a basis for modification of the curriculum, syllabus or courses.

3) Prediction

To bring out the inherent capabilities of a student, such as proper attitudes, habits,

manipulative skills, appreciation and understanding in addition to conventional acquisition of knowledge.

4) Selection

To select suitable persons for particular course or career.

5) Motivation

To motivate pupils towards better attainment and growth.

6) Teaching

a) To improve instruction.

b) To ascertain how far could learning objective be achieved;

c) To provide the empirical evidences about the effectiveness of teaching strategies, tactics and aids.

7) Guidance

a) To assist a person in decision making about a course or subjects within a course and careers;

b) To enable a learner to know his pace of learning;

c) To make provision for guiding the growth of individual pupils;

d) To provide a basis for the introduction of experiences to meet the needs of individuals and groups of pupils.

8) Testing

a) To test the efficiency of teachers in providing learning experience and the effectiveness of instruction and of classroom activates;

b) To help in developing a comprehensive criterion test.

9) Grading

To assign rank or grade to the learners of a given group.

10) Feedback:

To give reinforcement and feedback to teachers and learners.

Scope of evaluation

In the field of education, generally, the measurement of educational achievements of the students is called evaluation. The first thing in this context is that the measurement is the first step of evaluation, it is not evaluation in itself. In evaluation, the results of measurement are analysed according to predetermined standards (Norms). Secondly, not only the measurement of educational achievements of the students is done, but their intelligence, interest, aptitude and personality, etc. are also measured and evaluated. Besides the traits of students, the activities of other people concerned with education such as administrators, teachers, other personnel and guardians are also measured and evaluated. The measurement and evaluation of educational policy, the aims of education, the curriculum at various levels and teaching methods are also carried out and suitable suggestions are given. Therefore, the evaluation in the field of education is defined as follows:

Educational evaluation is the process in which measurement of the decisions related to education and of the traits and activities of the persons concerned with education is carried out and the results of such measurement are analysed on the basis of predetermined standards (Norms) and on its basis the relative results are declared and suggestions for improvement in them are given. Generally, people use the words educational evaluation and measurement in identical meanings. However, they have the difference of the whole and the part. Measurement is the first step of evaluation, evaluation is a process to analyse the results of measurement. From the functional steps viewpoint, the process of measurement has only three steps — (i) selection or construction of suitable measurement tool or device, (ii) use of measurement tool or device, and (iii) recording of administration and result. Evaluation has three additional steps besides the above— (i) selection and use of suitable standards (Norms) for analysing the measurement results, (ii) analysis of measurement results on the basis of these standards (Norms), and (iii) prediction, suggestions or guidance on the basis of this analysis. The analysis of results of educational measurement under educational evaluation cannot be done as of the results of physical measurement,

because the physical measures are whole measures, and educational measures are relative in nature.

7.6 EVALUATION IN TEACHING AND LEARNING OF SOCIAL SCIENCE

Evaluation is an integral part of any teaching and learning programme. Whenever a question is asked and answered evaluation takes place. Thus, both teaching and evaluation overlap and merge into each other. In fact, it is not possible to have teaching and learning without evaluation.

Both teaching and evaluation are based on the instructional objectives which provide direction to them. Instructional objectives are those desirable behaviours which are to be developed in students. It is for achieving the instructional objectives that instruction is provided and it is to see whether the instructional objectives have been achieved and to what extent, that the evaluation is made. The interrelationship of objectives, instructional process or the learning experience and evaluation in a programme of teaching are the three components of teaching and learning constitute an integrated network in which each component depends on the other. Thus, through evaluation, the teacher not only assesses as to how far the student has achieved the objectives of teaching but also judges the effectiveness of the learning experiences, methodologies, means and the materials used for achieving those objectives.

Evaluation is the process of determining the extent to which an objective is being attained, the effectiveness of teaching-learning experiences provided in the classroom and manner in which the goals of education have been accomplished. It is an inclusive concept- it indicates all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of desired outcomes.

Evaluation of students' performance in social science is an essential activity. It is a process of determining the extent to which the objectives of social science have been achieved by the students. Evaluation is generally used for certification and placement purposes, but it has greater potential to be used for instructional purposes. For this, evaluation has to be a continuous and comprehensive process. To begin with' a social science teacher must know what cognitive and non-cognitive learning outcomes have to

be measured and which tools and techniques are available for the purpose. He must also know how to set a good question and how to assess students' performance so that evaluation could be valid and reliable

Evaluation in Social Sciences involves three steps:

I. Identification and formulation of objectives of teaching social sciences.

II. Their definition in terms of students behaviour, i.e., what changes does we expect in the child by each one of those objectives.

III. Construction of valid, reliable and practical instruments for observing the specific phases of students behaviour such as knowledge, information, skills, attitudes, appreciations, personal-social adaptability, interests and work habits.

The process of evaluation takes into consideration the educational objectives and learning experiences provided by the system. There is a tri-polar relationship among these three elements, namely, Educational Objectives, Learning Experiences and Evaluation.

The process of evaluation involves:-

- Formulation of educational objectives
- Stating the objectives in terms of behavioural notifications
- Providing learning experiences in accordance with the objectives
- Devising tools of evaluation in tune with the objectives and learning experiences.
- Arriving at results applying the tools
- Interpreting the results
- Suggesting modification in the teaching-learning process

Evaluation in educational context implies broad program than the examination in which achievement attitudes, interests, personality traits and skill factors are taken in consideration. Thus, cognitive, affective and psychometric learning outcomes are measured in the evaluation process. In short, evaluation is the continuous systematic process of ascribing unique value judgement to teaching learning outcomes in the light of educational

objectives.

7.7 NEED AND OBJECTIVES OF EVALUATION IN TEACHING AND LEARNING OF SOCIAL SCIENCE

Evaluation has become an integral part of the educational process in which social science is an important aspect at the school stage. It is the responsibility of social science teachers to carry out evaluation activities and determine to what extent the objectives with which social science are taught are being achieved. In achieving different objectives of social science, various abilities, skills, interests, attitudes and other characteristics of students are stated, developed and measured. Thus, through the evaluation process, one gets a clear idea of each individual student's abilities, skills, interests, etc.

i) **Evaluation for instructional purposes.** The evaluation of students' performance in the present examination system has been mainly used to categorise students into different groups like poor, average, good, very good, excellent etc. However, this is not the only purpose of evaluation. Education aims at developing each individual to the fullest extent of his/her potential. Evaluation can help in achieving this aim of education. The social studies teacher must evaluate the students and provide instruction according to the ability level of students. Students can understand content better when they are taught according to their abilities. After teaching a particular unit, the teacher can evaluate his students and on the basis of this evaluation he can get feedback regarding the concepts of the unit which might require further explanation. He can thus modify his teaching methods. Thus, evaluation will improve the instructional process and enhance student's learning.

ii) **Evaluation for certification.** The performance of students is also evaluated by the social sciences teachers periodically as well as annually to judge the level of performance of each student and grade her/him accordingly so that certificates could be provided. The teacher judges the performance level of students in social studies. It is the final achievement level of students which is certified. These certificates are required and used for different purposes such as getting jobs, admission to various courses, etc. Guidance also can be given to students for further improvement in performance. Thus, one of the important purposes of evaluation in social studies is to certify students' performance.

Check Your Progress-2

Note : (a) Answers the question given below:

(b) Compare your answers with those given at the end of this lesson.

1. Evaluation is a _____ and _____ process.
2. _____ is a series of activities that are designed to measure the effectiveness of the teaching learning as whole process.
3. Evaluation includes both _____ and _____ observations.
4. Evaluation is done for _____ and _____

7.8 LET US SUM UP

Evaluation is a concept that has emerged as a prominent process of assessing, testing and measuring. Its main objective is Qualitative Improvement. Evaluation is a process of making value judgements over a level of performance or achievement. Making value judgements in Evaluation process presupposes the set of objectives. Evaluation is the process of determining the extent to which the objectives are achieved. It is concerned not only with the appraisal of achievement, but also with its improvement. Evaluation is continuous and dynamic.

7.6 LESSON END EXERCISE

1. What do you understand by evaluation?
2. State the principles and functions of evaluation.
3. Explain the objectives of evaluation in Social Scinces.
4. What is the difference between measurement and evaluation?

7.7 SUGGESTED FURTHER READINGS

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7.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. Measurement
2. Evaluation
3. Evaluation
4. Measurement
5. cognitive, non- cognitive, judgements

Check Your Progress-2

1. systematic, continuous
2. evaluation
3. qualitative, quantitative
4. instructional purpose and certification

D

LESSON NO. 8 **UNIT-III**

TYPES OF EVALUATION

STRUCTURE

8.1 Introduction

8.2 Objectives

8.3 Types of Evaluation

8.3.1 Formative Evaluation

8.3.2 Summative Evaluation

8.4 Let Us Sum Up

8.5 Lesson End Exercise

8.6 Suggested Further Readings

8.7 Answers to Check Your Progress

8.1 INTRODUCTION

In the previous lesson, you learnt about the concept of measurement and evaluation. In it, meaning, characteristics, need, difference between measurement and evaluation were discussed. In this unit, the discussion will turn towards different types of evaluation. Evaluation is an attempt to appraise the quality/ stability of a resource. There are many types of evaluation but the two important types which are commonly used by teachers are formative and summative evaluation. This unit will look of these in detail.

8.2 OBJECTIVES

After going through this lesson, you shall be able to:

- discuss about the formative evaluation,
- describe about the summative evaluation, and
- differentiate between formative and summative

8.3 TYPES OF EVALUATION

Evaluation is a broader term that refers to all of the methods used to find out what happens as a result of using a specific intervention or practice. Evaluation is the systematic assessment of the worth or merit of some object. It is the systematic acquisition and assessment of information to provide useful feedback about some object. Evaluation is a process of judgement of value or worth of a process or product which may be the achievement, attitude, interest skill or other aspects of student's personality or the method of teaching and learning.

Why to evaluate

- to assess the achievement of the students
- to measure personality
- to measure the efficiency of teachers and of the school
- to help in diagnosis
- to act as an incentive
- to help in prognosis
- to provide uniformity of standard
- to help and guidance
- to measure fitness for admission to higher courses
- to link schools with the world

There are many types of evaluation depending on the purpose and procedure followed.

a) Formation Evaluation

b) Summation Evaluation

c) Process Evaluation

d) Product Evaluation

e) Achievement Evaluation

f) Placement Evaluation

Formative Evaluation

If we evaluate, when a thing is in the process of making then that evaluation is called formative evaluation. In the educational Evaluation if the teacher evaluates the day to day performance of the learners then that evaluation is called formative evaluation. It is assessing at each stage of development or in simple words it is periodical examination in the process of development.

Summative Evaluation

Summative Evaluation describes judgments about the merits of an already completed programme, procedure or product. It is giving grades or marks at the end of the course for the purpose of promotion. It is not coming to conclusion by are observation or one instance. Take into account good number of observations before arriving at conclusion by this chance factor is eliminated. It is a whole approach to evaluate an object. Summative evaluation is more useful to maintain regularity and discipline among the learners and teachers. It demands regular study and thorough attention throughout the year. The learner has to keep in mind that each day is an examination day. Because “There is no teaching without testing”.

Process Evaluation

Education is both a process and a product; so evaluation is also a process and a product. It is evaluating when a thing is in the process of making or it is giving weightage for different stages of an answer. For example, in Mathematics

the examiner is not giving full marks just by looking-at the answer. He looks at different steps and how the student has arrived at the answer this is process evaluation.

Product Evaluation

It is evaluating the desired outcome or result at the end of the process or programme. After the completion of any work if the work is evaluated as a whole then that evaluation is called product evaluation. For example In Mathematics if the teacher evaluates only by looking at the expected answer then that evaluation is product evaluation.

Achievement Evaluation

If the purpose of a test is to know the achievement of the pupils in different subjects then that test is called achievement test. The purpose of an achievement test is to determine the extent to which the educational objectives have been achieved by the pupils. The purpose of this test is promotion to the next class or giving grades or ranks to the learners based on their academic achievement. This is also called as teacher made achievement test. The achievement test contains sample test items constructed by the teacher. At the end of the year the school is interested to know the achievement of the pupils in different subjects that the school has taught for the purpose of promotion to next higher class. This is achievement evaluation.

Placement Evaluation

If the purpose of test is to give the ranking like first, second, third ..... etc in the subject then that evaluation is called placement evaluation. At the end of the year the teachers are interested to give the ranking or placement in their subjects to the pupils based on their performance in the examination. This is a simple test for the purpose of promotion and grading. It is to find out the position of the learners in a group with respect to learning Example: When the athletes complete in any sports event generally the competitors are given places as first second third etc this is placement evaluation The two types of evaluation namely *formative evaluation and summative evaluation* is discussed in detail as follows:

Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to highlight areas for further study and hence improve future performance. Self and diagnostic assessment is types of formative assessment with specific purposes.

Summative assessment is for progression and/or external purposes, given at the end of a course and designed to judge the students' overall performance.

8.3.1 Formative Evaluation

Formative evaluation seeks to strengthen or improve a programme or intervention by examining, amongst other things, the delivery of the programmer and the quality of its implementation. As a change oriented evaluation approach, it is especially attuned to assessing in an ongoing way, any discrepancies between the expected direction and outputs of the programme and what is happening in reality, to analysing strengths and weaknesses, to uncovering obstacles, barriers or unexpected opportunities, and to generating understandings about how the programme could be implemented better. Formative evaluation is responsive to the dynamic context of a programme. Formative evaluation questions investigate the relationship between inputs and outcomes, which can involve the formulation and measurement of early or short-term outcome measures. Thus, this evaluation takes place during the project to guide future development.

Formative evaluation provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. It measures student progress but it can also assess your own progress as an instructor. A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students 'learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).

Characteristics of formative assessment

- This aims at continuous feedback for both teachers and students.
- Feedback provides specific learning errors.

- Assessment also provides reinforcement to students.
- It seeks to identify the variables.
- This leads to get information to teachers whether any modification is necessary.

Types of formative evaluation

- Observations during in-class activities
- Homework exercises as review for exams and class discussions
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results
- Student feedback collected by periodically

When any educational plan is evaluated during its development stage and corrected accordingly, then this type of evaluation is known as formative evaluation. It aims at the acquisition of development of knowledge and skills of learners. Using this evaluation process teachers identify pupils' difficulties and enable them to apply appropriate remedial measures.

Formative evaluation of a programme is designed to monitor the instructional process to determine whether learning is taking place as has been planned before. It provides continuous information that can be used to modify the programme to improve its effectiveness and efficiency. The purpose of formative evaluation in a classroom situation is to provide feedback to the teacher and to the student about how things are going. Short unit test, measures of interest and attitude, and interviews or conferences with students and their parents during the programme can provide important clues as to how it can best be redirected to meet long term goals.

The teachers usually do formative evaluation during the process of instruction. It is an ongoing process; such that the evaluation of one lesson helps to plan the next lesson. It identifies pupils' need and provides first-aid treatment to simple problems and leads to remedial instruction, as it also ensures summative evaluation to come out positive. The teacher takes a small test at the end of every class when the teaching of a certain skill is completed. The test used for formative evaluation is called as Formative Test.

Methods of performing formative evaluation during a course or class

1. Module or section testing within a larger topic area is a form of formative evaluation
2. "Taking their temperature" is an informal method of obtaining a quick response of student's questions or to clarify content just delivered.
3. One minute paper: ask student to write their response to a question then compare their answer to another student's
4. Give frequent, short-duration written or practical drills or quizzes: The intent is to provide feedback to both the student and instructor on the progress of the student.

Formative evaluation includes several evaluation types:

- needs assessment determines who needs the program, how great the need is, and what might work to meet the need
- evaluability assessment determines whether an evaluation is feasible and how stakeholders can help shape its usefulness
- structured conceptualization helps stakeholders define the program or technology, the target population, and the possible outcomes
- implementation evaluation monitors the fidelity of the program or technology delivery
- process evaluation investigates the process of delivering the program or technology, including alternative delivery procedures

Advantages of formative evaluation

It identifies problems in teaching and learning and helps to correct it. By being formative, it diagnoses weakness at an early stage for the purpose of remediation or individual teaching. Formative evaluation is also ideal for future planning in terms of changing teaching method and pupils' activities through resetting objectives, use of effective media, regrouping and assessment methods as it helps to plan also extension work for the excelling students.

Disadvantages of formative evaluation

It is time consuming. Being formative is one of the tiresome exercises for both teachers and pupils in terms of planning and exercises.

8.3.2 Summative evaluation

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments. This evaluation takes place after completion of a project to appraise its success. It provides feedback to the students of their successful mastery of the content. It determines the effectiveness of teaching strategy and to improve future teaching performance.

Characteristics of summative assessment

- It is a descriptive analysis.
- It's focus is mainly on analysis.
- It tends to stress the effects.
- It also provides the appropriateness of course and effect of instruction.

Types of summative evaluation

- Examinations
- Final examination

- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during its development as a formative assessment)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

Summative evaluation is carried out at the end or conclusion of a programme of instruction. It is very useful to determine whether or not the broad aims, objectives or goals of the programme have been achieved. Summative evaluation is judgmental in nature and is offered as class tests, examination set up like terminal, annual and external examinations. The examinations used to design the course grades and certify the learners. It is designed to determine the extent to which the instructional objectives have been achieved.

Summative evaluation, as the term implies, provides an account of students' performances. It is usually based on test scores and written works related to cognitive knowledge and rarely address such areas of learning as values, attitudes and motor performances. It can be used in judging not only students' achievement, but the effectiveness of a teacher or a particular school curriculum as well. The term summative means the summing up of all the available information regarding a programme at its terminal point. Such information can be a valuable and often implies corrections if the programme is to be continued.

Methods of performing summative evaluation during a course or class

1. Survey tools: Gather opinions about various aspects of the course and instruction
2. Comparison of course and program outcomes: Determine if all goals and objectives were met.
3. Final examinations: practical and written

4. Test item validation a. Determine if questions were valid b. Psychometric assessments can be performed to validate tests and questions.

Advantages of summative evaluation

It is judgmental in nature; hence it shows the worth or the value of a programme. It can be used for decision making so that learners can easily selected into placement streams such as pupils are put into classes according to their test results.

Disadvantages of summative evaluation

Summative evaluation comes rather too late at the end when learning difficulties can no longer be rectified. It is only concerned with the end results.

Check Your Progress-1

Note : (a) Answer the questions given below :

(b) Compare your answers with those given at the end of this lesson.

1. _____ evaluation seeks to strengthen or improve a programme by examining, amongst other things, the delivery of the programme, structures and procedures.
2. _____ is associated with more objective, quantitative methods of data collection.
3. Summative evaluation is _____ in nature and it is used for _____.
4. State True or False :

   Formative Evaluation can also be summative in nature.

A formative evaluation can also be summative. Depending upon the context in which it is used, a test may represent formative or summative evaluation. For example: a multiple-choice final exam given at the end of a topic will be both formative and summative. It is summative because it represents the end of that topic area and it is formative because it represents only a part of a course.

Difference between Formative Evaluation and Summative Evaluation

Formative Evaluation	Summative Evaluation
Conducted during the process of teaching and learning, during the class, during the semester or a session.	Conducted at the end of the process of teaching and learning, for example at the end of class, at the end of semester, at the end of session.
Determines the level of achievement in a small task learn in a short duration.	Determines the level of achievement in a major task learned in a longer duration.
Conducted regularly during the class, course or session.	Conducted at the end of the course or session or program.
Gives limited generalisation.	Gives broad generalizations.
Limited content area and ability are covered.	Large content areas and abilities are covered.

8.4 LET US SUM UP

The formative evaluation is a monitoring type of evaluation which is used to monitor the progress of students during the class, course, or session. It is aimed at improving the quality of teaching – learning process. It is a type of evaluation used to assess the ongoing construction or formation of knowledge and understanding of students.

The summative evaluation is done at the end of a course, semester or a class or topic. It is a type of evaluation that evaluates the quality of the final product and finds out the extent to which the instructional objectives have been achieved.

8.5 LESSON END EXERCISE

1. What is formative evaluation?
2. Give the different types of formative evaluation.

3. Discuss the advantages and disadvantages of formative evaluation.
4. Explain the Concept of summative evaluation.
5. Give the types, advantages and disadvantage of summative evaluation.

8.6 SUGGESTED FURTHER READINGS

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8.7 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress-1

1. Formative
2. Summative evaluation
3. judgemental, decision making
4. True

LESSON NO. 9 **UNIT-III**

EVALUATION TOOLS

STRUCTURE

9.1 Introduction

9.2 Objectives

9.3 Evaluation Tools

9.3.1 Oral tests

9.3.2 Essay type tests

9.3.3 Objective tests

9.3.4 Diagnostic testing

9.4 Let Us Sum Up

9.5 Lesson End Exercise

9.6 Suggested Further Readings

9.7 Answers to Check Your Progress

9.1 INTRODUCTION

In the previous lesson, you learnt about the types of evaluation. In it, characteristics, need, difference between formative and summative evaluation were discussed. In this lesson, the discussion will be of different types of evaluation tools namely oral tests, essay type tests, various formats of objective tests and diagnostic testing. This unit will look of these in detail.

9.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the characteristics of oral test,
- know about the meaning of essay type test,
- explain the advantages and limitations of essay type test,
- explain the meaning of objective test,
- discuss about the objective test formats,
- explain the concept of diagnosis test,
- discuss the objectives of diagnosis test, and
- describe the Characteristics of diagnostic test

9.3 EVALUATION TOOLS

There are different varieties of tests namely achievement tests, diagnostic tests, mental-ability tests, selection tests and psychological tests, besides the class-room unit tests. It is always assumed in testing that the measuring instrument or tool (test, question etc.) is of good quality and whatever evidences are gathered are dependable.

Characteristics of a good evaluation tool

a) **Validity:** If the evaluation tools test what it might to test then that tool is said to be valid. For example, the tool or an instrument used to know your height should show your height. If it shows anything other than the height, then the tool is invalid.

b) **Reliability:** If the evaluation tool reveals consistency while measuring at different intervals then the tool is said to be reliable.

c) **Objectivity:** If the tool gives very accurate results what it supposed to give then that tool is said to the objective.

d) **Discrimination:** One of the characteristics of a good evaluation tool is discrimination i.e. it should be able to separate the good from the bad

or it should be able to divide the big group into small sub-groups of similar abilities.

e) **Practicability:** The evaluation tool must be simple and easy to on a large scale and it should be affordable by majority.

Classification of Tests

Tests have been classified in a number of ways. Tests vary according to form, use and type etc. Yoak and Simpson give the following classification of tests :

Form

(a) Oral examinations (b) Written examination

Purposes

(a) Prognostic (b) Diagnostic (c) Power (d) Speed (e) Accuracy (f) Quality (g) Range

Organisation

(a) Essay (b) Objective

Period or time of administering

(a) Daily (b) Weekly (c) Monthly (d) Term (e) Year

Duration

(a) Short (b) Long

Method of scoring and interpreting results

(a) Non-standardized (b) Standardized

Abilities involved

(a) Speed (b) Comprehension (c) Organization (d) Judgement (e) Retention (f) Appreciation etc.

Nature of material included

(a) Arithmetic (b) Language (c) Reading (d) Spelling (e) Writing etc.

Mental functions involved

(a) Association (b) Memory (c) Recall (d) Recognition (e) Problem-solving

Types of response involved

(a) Alternate response : (1) True - False (2) Yes - No (3) Plus - Minus

(b) Multiple response : (1) Best Answer (2) Correct Answer

(c) Completion

(d) Matching

(e) Identification

(f) Enumeration

(g) Essay

Classification of educational tests

The tests being used in the field of education are classified in different forms :

(I) Classification on the Basis of the Field of the Tests

1. Educational Tests: Educational tests are those tests by which educational achievements and educational problems of the students are measured; such as—achievement tests and diagnostic tests.

2. Psychological Tests: Psychological tests are those tests by which mental abilities of the students are measured; for example—intelligence tests, aptitude tests and personality tests.

(II) Classification on the Basic of Nature of the Tests

On the basis of the nature of the tests, they have been divided into three classes—oral, written and practical.

9.3.1 Oral tests

The oral exam (also oral test or viva voce) is a practice in many schools and disciplines in which an examiner poses questions to the student in spoken form.

The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject to pass the exam. Many science programs require students pursuing a bachelor's degree to finish the program by taking an oral exam or a combination of oral and written exams to show how well a student has understood the material studied in the program. Usually, study guides or a syllabus are made available so that the students may prepare for the exam by reviewing practice questions and topics likely to be on the exam. Sometimes, the oral exam is offered in schools as an alternative to a written exam for students with a learning disability, like dysgraphia, developmental coordination disorder or non-verbal learning disorder. Often parents of the students have to request that the oral exam be given to their child in lieu of the written exam.

Purpose of oral examination is:

(a) to test oral skills that cannot be tested through written examinations.

(b) to confirm and probe further evidences gathered through written examination whenever desired (viva);

(c) to judge the extent to which such skills are warranted by the nature of subject; and

(d) to make quick oral review for informal assessment of what the pupils have learnt or their deficiencies.

Advantages

- Evaluates quick thinking or reactions.
- Evaluates the student's thought processes.
- Can be evaluated by multiple listeners simultaneously.

Disadvantages

- Limited number of students may be examined at any one time.
- Difficult to standardize.
- Examiner may unintentionally give clues to the examinee.

- Time-consuming and labor-intensive.
- Subjective.

9.3.2 Essay type tests

An essay test is an assessment technique that requires students to thoroughly respond to a question or prompt by developing, organizing, and writing an original composition. The purpose of an essay test is to assess students' abilities to construct a logical, cohesive, and persuasive writing piece.

Advantages of essay type tests

(i) Such tests induce good study habits in the pupils.

(ii) The guess work can be eliminated to large extent.

(iii) Such tests are easier to prepare and administer.

(iv) By this type of tests, it is possible to measure all degrees of comprehensiveness and accuracy.

(v) Such tests can be used by all type of schools.

(vi) These help in developing the power of logical thinking, critical reasoning, systematic presentation etc. in the students.

(vii) Such tests provide an opportunity to the child to show his initiative, originality of thought, fertility of their imagination, etc.

(viii) This type of tests are considered to be best for measuring ability to organise idea effectively, ability to criticise or justify a statement, ability to interpret etc.

Limitations of essay type tests

Defects from the point of view of students

(*i*) The essay type tests are less objective and so they lack validity. This type of test can reveal child's cramming capacity only.

(*ii*) These tests lack reliability. A student is compelled to have a selective

reading. He depends more on guess papers and so there is an element of chance.

(*iii*) It keeps the students busy and fall of nervous tension. The study does not spread over the whole year and is limited to a short period just before the examinations. Thus a habit of irregular study is developed in the student.

(b) Defects of essay-type tests from the point of view of the teacher

(*i*) The teacher covers only a limited and important portion of course because his aim is to see that maximum number of his students pass the examination.

(*ii*) The teaching programme of the teacher is wholly examination oriented and the basic principle of teaching his students are given least consideration.

(*iii*) The teacher is compelled to encourage his students to cramming, which is not a psychological method of teaching.

(*iv*) Since a teacher is judged by the results of his students, so everything becomes subservient to the examinations.

(*v*) To show good results sometimes the teacher devotes a good deal of his time to indulge in guess work which affects his teaching.

(c) Defects from the point of view of achievement

(*i*) Essay type tests are not comprehensive and some students may get good marks only because the questions have been set from the portion prepared by them.

(*ii*) These tests are not objective and the score of a student depends on various factors such as examiners mood etc.

(*iii*) This type of tests is not useful from the point of view of improvement. They fail to throw light on the defects of teaching-learning process or the defects of the curriculum.

9.3.3 Objective tests

This is a test consisting of factual questions requiring extremely short answers that can be quickly and unambiguously scored by anyone with an answer key. They are tests that call for short answer which may consist of one word, a phrase or a sentence.

Advantages of objective type items

- A large amount of study material can be tested in a very short period of time.
- Economy of time.
- Objectivity of scoring.
- No bluffing.
- It reduces the subjective element of the examiner to the minimum

Limitations of objective type items

- Difficulty in preparing good items.
- Problem of guessing.
- Problem of cheating.
- Inefficiency in testing complicated skills.
- High printing cost.
- Emphasis on testing superficial knowledge.

Types of objective tests – 4 types

- True – False Items (Alternate Response Type)
- Multiple Choice Items
- Matching Type Items
- Completion Type Test Items

1) True –False test items

Here, a factual statement is made and the learner is required to respond with either true or false depending on the correctness of the statement. These are easy to prepare, can be marked objectively and cover a wide range of topics

Advantages

- can test a large body of material
- these are easy to score

Disadvantages

- Difficult to construct questions that are definitely or unequivocally true or false.
- These are prone to guessing.

2) Matching items

Involves connecting contents of one list to contents in another list. The learners are presented with two columns of items, for instance column A and column B to match content in both columns correctly.

Advantages

- Measures primarily associations and relationships as well as sequence of events.
- Can be used to measure questions beginning with who, when, where and what
- Relatively easy to construct.
- These are easy to score

Disadvantages

- Difficult to properly design. Multiple matches may be possible within the columns.
- Items used must bear some similarity.

- Unclear directions how matching will occur.

3) Multiple choice test items

In a multiple choice item, a statement of fact is made. It is followed by four or five alternative responses from which only the best or correct one must be selected. The statement or question is termed as 'stem'. The alternatives or choices are termed as 'options' and the 'key is the correct alternative. The other options are called 'distracters'.

Advantages

- Measures a variety of levels of learning.
- These are easy to score.
- Can be analyzed to yield a variety of statistics.
- When well constructed, has proven to be an effective assessment tool.

Disadvantages

- Difficult to construct effective questions that measure higher order of thinking and contain a number of plausible distracters.

4) Completion type test items

In this, learners are required to supply the words or figures which have been left out. These may be presented in the form of questions or phrases in which a learner is required to respond with a word or several statements.

Advantages

- Relatively easy to construct.
- Can cover a wide range of content.
- Reduces guessing.

Disadvantages

- Primarily used for lower levels of thinking.

- Prone to ambiguity.
- Must be constructed carefully so as not to provide too many clues to the correct answer.
- Scoring is dependent on the judgment of the evaluator.

Other classification of tests includes:

Criterion referenced test (CRT)

CRT ascertains an individual's status with reference to a well defined behaviour domain. It enables one to describe what an individual can do without reference to the performance of others. CRT measurement tells about the absolute standard or quality of the attained knowledge of an individual. It describes a pupils performance in terms of his mastery of the content in a well defined content domain or his achievement with respect to a specific instructional objective or criterion for success objective based question find place in these test and the teacher, thus can aim at constructing a balanced test paper to find out how far the objectives set or the methods used are appropriate.

Characteristics of CRT

1. Its main objective is to measure students' achievement of curriculum based skills.
2. It is prepared for a particular grade or course level.
3. It has balanced representation of goals and objectives.
4. It is used to evaluate the curriculum plans instruction progress and group students interaction.
5. It can be administered before and after instruction.

Merits

1. To discover the inadequacies in learner's learning and assist the weaker section of learner to reach the level of other students through a regular programme of remedial instruction.

2. To identity the master learners and non -master learners of a class.
3. To find out the level of attainment of various objectives of instruction.
4. To find out the level at which a particular concept has been learnt.
5. To better placement of concepts at different grade levels

Limitations

1. CRT tells only whether a learner has reached proficiency in a task area but does not show how good or poor is the learner's level of ability.
2. Task included in the criterion-referenced test may be highly influenced by a given teachers interest or biases, leading to general validity problem.
3. It is important for only a small fraction of important educational achievements. On the contrary promotion and assessment of various skills is a very important function of the school and it requires norm-references testing

Norm-Referenced test (NRT)

Meaning: NRT is designed to measure the growth in a student's attainment and to confer the level of attainment with the level reached by other students and norm group.

Characteristics

1. Its basic purpose is to measure students' achievement in curriculum based skills.
2. It is prepared for a particular grade level.
3. It is administered after instruction.
4. It classifies achievement as above average, average or below average for a given grade.

Merits

1. In aptitude testing for making differential prediction.

2. To get a reliable rank ordering of the pupils with respect to the achievement we are measuring.
3. To identity the pupils who have mastered the essentials of the course more than the others.
4. To select the best of the applicants for a particular programme.
5. To find out how effective a programme is in comparison to other possible programme.

Limitations

1. Test items that are answered correctly by most of the pupils are not inched in there tests because of their in adequate contribution to response variance. There will be the items that deal with important concepts of course contact.
2. There is lack of congruence between what the test measures and what is stressed in a local curriculum.
3. Norm-referencing promotes unhealthy competition and is injurious to self-concepts of law scoring students.

Teacher made test (TMT)

Meaning: TMT are prepared by teacher for local use, gaining knowledge and mainly personality, interest, aptitude of the pupils.

Characteristics

1. The attempt to assess comprehensively to the extent and degree of students progress with reference to specific classroom activities.
2. The teacher is at liberty to conduct the tests any number of times to any class.

Merits

1. These motivate the students.
2. These are simple to use.

3. These provide information for a report on the progress of students.
4. These provide immediate feedback.

Limitations

1. These are often ambiguous and unclear.
2. These are either too short or too lengthy.
3. These do not over the entire content.
4. These are usually hurriedly conducted.

Check Your Progress-1

Note : (a) Answer the questions given below :

(b) Compare your answers with those given at the end of the lesson :

1. Characteristics of a good education tool are :
   a. Reliability
   b. Validity
   c. Objectivety
   d. All of the above.
2. Which of these is not a characteristic of a good evaluation tool :
   a. Discrimination
   b. Subjectivity
   c. Practicability
   d. Usability
3. The purpose of oral test is to test _____.
4. Which of these does not go wtih objective type tests.
   a. Economy of time

b. Objectivity of services

c. Lack of reliability

d. Reduction of subjectivity of the examiner.

5. CRT ascertains an individual's performance with reference to a _____.

6. Which of these is not true in case of teacher made tests :

a. These motivate the students

b. These are simple to use

c. These have norms

d. These provide immediate feedback.

Standardised tests (ST)

Meaning: Tests which are administered on a very large group by teacher, psychologists, educationists, researchers for determining their reliability, validity and establishing the norms are known as standardised tests. A standardised test is one in which the procedure, apparatus and scoring have been fixed so that precisely the same tests can be given at different times and places.

Characteristics

1. These are based on uniform curriculum.
2. These are concerned with whole field of knowledge or ability tested.
3. The content is also standardised.
4. The administration of the tests is also standardised.
5. It is constructed by specialist or experts.
6. The validity and reliability of a standardised test is that ensures right from the beginning of its construction.

Merits

1. These give us objective and impartial information about an individual.
2. These provide information in much less time than provided by any other device.
3. These tests measure those aspects of the behavior which otherwise could not be obtained.

9.3.4 Diagnostic testing

The teaching in schools is carried out in a planned way. In it, the teachers try to find out at regular intervals how much the students have learnt out of what has been taught to them. The tests that are prepared to measure it are known as achievement tests. The results of these tests present a new problem before the teachers that which part of the subject matter taught, the students could not learn properly and why. The tests which are prepared to find out the causes ofit are known as diagnostic tests. In other words, diagnostic tests are those tests by which the hindrances and difficulties in the process of learning of a unit of subject matter of the students are found out. On the basis of analysis of the obtained data from diagnostic tests, the weaknesses of the students are identified and the remedial measures to be taken by the students, the teachers and the guardians are found out. The diagnostic tests are useful only when the causes found are removed. So long a diagnostic test is not concerned with remedial teaching or activity, it remains incomplete.

Thus, the diagnostic test is the test which is constructed in order to find out the causes of failure of a student or group of students in learning a particular part of subject matter taught to them and with the help of which findings remedial suggestions are given.

Objectives of diagnostic tests

1. To provide educational and vocational guidance to students and guardians on the basis of traits realized from specific subject-related learning unit.
2. To make teaching-learning circumstances effective.

3. To make evaluation process more meaningful and effective.
4. To arrange for remedial teaching.
5. To give advice to a teacher for proper improvement in his teacher process.
6. To know about the weaknesses, deficiencies and difficulties of a student.
7. To assist in the selection of different tests, techniques and tools for knowing the causes related to the problem.
8. To assist in the selection of different types of questions for the construction of different achievement tests.
9. To amend textbooks of different subjects on the basis of the specific points and shortcomings and to make them more useful for students.

Characteristics of diagnostic tests

A diagnostic test should have the following characteristics in order to its beings useful for teachers and students:

1. These tests are standardized, but some specialists opine that diagnostic tests should not be standardized.
2. Time limit for these tests is not specified.
3. These tests form an essential part of the curriculum.
4. These tests reveal the form of mental process of a learner.
5. These tests are according to the specific objectives.
6. The basis of these tests is formed by such facts or norms which are established on the basis of experiments.
7. These tests do not measure a child's ability, but diagnose his weakness in order to provide for remedy.
8. These tests are analytical and analyse all parts of a process fully.
9. Scores obtained by students are not attached any importance in these tests. They only see the level of difficulty of questions which a student can solve.
10. These tests test the progress of a student objectively.

Construction and standardization of diagnostic tests

The subject for which a diagnostic test has to be constructed, is at first analyzed minutely and it is determined what concepts, principles, theories, rules, facts, formulae or processes have to be attached importance. Besides, those mental faculties of students have to be analyzed which are directly related to such knowledge, such as reasoning, logic, thinking power, observation power etc. For example, ability in mathematics requires to link to many fundamental theories, rules and formulae, such as multiplication, division, addition, subtraction etc. Besides, many mental abilities are also very important in it such as logic, thinking power and observation power etc. After this, different mental processes at application in that subject are analyzed and noted down, and then on the related concept, theory, rule, formula or process or mental processes, several questions are formulated. These questions are very simple and are written in the ascending order of difficulty. In order to find out the difficulty spots of a student, the question is noted down after which the student is not able to solve any question, by which it is predicted that the student is unable to solve the questions of the given difficulty. Though the construction of diagnostic tests and their standardization process is similar to the achievement tests, yet these tests are somewhat different. A diagnostic test is an original skill test, while an achievement test is constructed not with a view to its relation in the realization of a skill, rather it only tells about the general achievement in a subject. A diagnostic test can be individual oriented or group-oriented. An individual-oriented test comprises of test items related to the weaknesses and abilities of a particular student, while in a group-oriented test, test items are constructed keeping in view the specific group errors or weaknesses. For construction of test items, common and specific errors of the students are collected. Stems and distractors of test items are specified keeping in view the type of errors and their direction. The minuteness with which the distractors are determined will bring diversity to the test. Therefore, individual and group errors of students should be minutely studied in order to convert observations into test items. Interpretation Notes of scores is done under individual and group errors respectively, and different remedial teaching methods are adopted for these two types of errors.

Process of diagnostic test

Following are the five important steps of the process of instructional diagnosis:

1. *Selection of Students for Diagnosis:* At first those students are located who find it difficult to adjust in the school. These are those students who are weak in one or more subjects, and are not able to adjust well with some other activities of the school. The following methods can be used to locate such students: (a) Each student has peculiar causes for his weakness. Therefore, the students who need diagnosis should come to the teacher themselves. (b) Such students can be selected on the basis of test results held in school from time to time. (c) Teachers can select such students on the basis of their experience. (d) The students giving unsatisfactory performance in achievement should be given achievement tests and intelligence tests in order to locate them. (e) Some students have very high IQ but their performance is very low, and there can be some students who stand first in the class but are not able to adjust with the social environment. Such low-achievers and misfits should be located very carefully. (f) The interview method can prove to be very effective for locating such students.

2. *Identify Difficulty Points:* To know what student is facing what type of difficulty, diagnostic and performance or achievement tests can be administered which can be teacher-made or standardized. However, the most suitable tool for this are the diagnostic tests, which present the correct picture of a student's weaknesses and abilities. Though the scope of each diagnostic test is limited and narrow, yet the manner in which these test the narrow and limited field, is unique. The diagnostic importance of a test depends more on the teacher, and less on the form of the test. Sometimes, informal tests too prove helpful in this field. "Such informal and observation charts usually indicate the correct level on which to start remedial instruction." — Durrell In brief, by diagnostic tests is seen the difficulty level of which a student can solve questions based on concepts, laws, processes, formulae and principles etc, and at what places he finds it difficult.

3. *Analysis of Difficulty Points*: It is very difficult to ascertain why a student is committing a particular type of error again and again, because the mind of each student functions in a peculiar manner. Having ascertained the nature of subject-related weakness and level of difficulty of a student, a teacher sets out on the task of locating its causes. A teacher tries to locate its cause amongst one or more of the following causes : physical defects, emotional instability, disinterest, indifference, bad habits, lack of general or specific intelligence, school related causes (lack of good teaching, bad behaviour by teachers or classmates, failure in tests, disinterest of teacher in the student, prejudiced behaviour, harsh discipline etc.), domestic causes (bad behaviour or ill-treatment by parents and other family members or relatives, lack of proper resources for study, lack of suitable environment, poverty, business in domestic tasks etc.). Sometimes, he can estimate the causes and tries to ascertain them on the basis of his experience or interview.

4. *Remedial Procedures*: Having diagnosed a student's weakness, now is the time to undertake procedures for its remedy. A suitable plan for the removal of weakness and error is constructed which comprises of the details of the weakness and its causes, and measures to be undertaken for its remedy. If a number of students have committed the same type of error, then they may be treated collectively, and if the error is individual, then it should be remedied individually.

   A teacher should keep the following aspects in mind while using remedial measures:

   (a) These methods are not foolproof against idiots.

   (b) If remedial work does not succeed, then the form of the programme should be changed.

   (c) The students who are making progress should be admired for motivation.

   (d) These tests are not so successful with brilliant students as they are effective with dull students

(e) It may take time to eradicate bad habits of brilliant students, therefore, a teacher should work with patience.

(f) There should be a graph and chart of each student's progress.

(g) The subject in which a student is weak, he should be given related literature, magazines, periodicals etc. to read.

(h) In order to make work more lively, attractive aids and effective method of teaching should be used.

5. *Preventive Measures*: If we desire that a student may not commit any error in the subject in future, then we should effect such changes in his school and domestic environment so that his problem of maladjustment can be permanently eradicated. For this, we have to construct a multidimensional project, so that the student can be given a suitable environment; such as, improvement in school environment, amendment to curriculum, improvement in examination system, construction of suitable ability tests, better environment etc. Prognostic tests can be administered to see whether a student is ready to learn abstract topics or not. When a student is weak in learning arithmetic as well as lacks intelligence, it would be proper to teach him generalized arithmetic. A prognostic test is constructed with this in view. These tests predict a student's learning in future.

Check Your Progress-2

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. The _____ is the simplest form of selected response formats, in which one of the two choices give as possible response to a test question.
2. In _____ items require the examinee to select one or more responses from a set of options.
3. The correct alternative in each item is called the _____, and the remaining alternatives are called _____.

4. In matching type items the terms which are written on the left hand side are called _____ and on the other side are called _____.

5. The nomenclature of essay type question test is best for _____.

9.4 LET US SUM UP

Testing is one of the significant and most usable technique in any system of examination or evaluation. It envisages the use of instruments or tools for gathering information or data. In written examinations, question paper is one of the most potent tools employed for collecting and obtaining information about pupils' achievement. The use of oral tests in instructional process would continue to provide the diagnosis, feedback and their use as instructional tool for readiness testing and review of lessons. An essay test is an assessment technique that requires students to thoroughly respond to a question or prompt by developing, organizing, and writing an original composition. The purpose of an essay test is to assess students abilities to construct a logical, cohesive, and persuasive writing piece. An objective test item is defined as one for which the scoring rules are so exhaustive and specific that they do not allow scorers to make subjective inferences or judgements; thereby, any scorer that marks an item following the rules will assign the same test score. The diagnostic test is the test which is constructed in order to find out the causes of failure of a student or group of students in learning a particular part of subject matter taught to them and with the help of which findings remedial suggestions are given.

9.5 LESSON END EXERCISE

1. What is the purpose of oral tests?
2. What are the advantages and limitations of objective type tests?
3. What is the usablility of matching items of objective type test?
4. What is a diagnostic test? What is its utility?
5. Write the objectives of diagnostic tests?
6. What is the meaning of Essay type questions?

9.6 SUGGESTED FURTHER READINGS

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9.7 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. d
2. b
3. oral skills
4. c
5. well defined behaviour domain
6. c

Check Your Progress-2

1. true/false test

2. multiple choice test

3. answer, distractors

4. premises, response

5. language subjects

LESSON NO. 10 **UNIT-IV**

SOCIAL STRATIFICATION AND SOCIAL CHANGE IN INDIA

STRUCTURE

10.1 Introduction

10.2 Objectives

10.3 Meaning of social stratification

10.3.1 Characteristics of social stratification

10.3.2 Origin of social stratification

10.3.3 Bases of classification of stratification

10.3.4 Types of social stratification

10.3.5 Elements of social stratification

10.3.6 Forms of social stratification

10.3.7 Functions of social stratification

10.4 Social Change

10.4.1 Meaning of social change

10.4.2 Nature and characteristics of social change

10.4.3 Types of social change

10.4.4 Process of social change

10.4.5 Aspects of social change

10.4.6 Factors of social change

10.4 Let Us Sum Up

10.6 Lesson End Exercise

10.7 Suggested Further Readings

10.8 Answers to Check Your Progress

10.1 INTRODUCTION

Differentiation is the law of nature. True, it is in the case of human society. Human society is not homogeneous but heterogeneous. Men differ from one other, in many respects; Human beings are equal so far as their bodily structure is concerned. But the physical appearance of individuals, their intellectual, moral, philosophical, mental, economic, religious, political and other aspects are different. No two individuals are exactly alike. Diversity and inequality are inherent in society. All societies are arranging their members in terms of superiority, inferiority and equality. Inequality is found in all societies irrespective of time or place. Personal characteristics such as beauty, skill, physical strength and personality may all play a role in the perpetuation of inequality. However, there are also patterns of inequality associated with the social positions people occupy. The term social inequality refers to the socially created inequalities. Stratification is a particular form of social inequality. It refers to the presence of social groups which are ranked one above the other in terms of the power, prestige and wealth their members possess. Those who belong to a particular group or stratum will have some awareness of common interest and common identity. Apart from the natural differences, human beings are also differentiated according to socially approved criteria. In one word, when individuals and groups are ranked, according to some commonly accepted basis of valuation in a hierarchy of status levels based upon the inequality of social positions, social stratification occurs. Social stratification means division of society into different strata or layers. It involves a hierarchy of social groups. Members of a particular layer have a common identity. They have a similar life style.

10.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the concept of social stratification and social change,
- explain the concepts related to social stratification; examine the various dimensions of social stratification,
- critically assess the concepts inherent in social stratification vis-à-vis, its relationship to different social context and situation,
- to clarify the concepts of social change along with its meaning, definition and theories, and
- discuss the factors triggering social change as well as the factors creating obstacle in the social change.

10.3 MEANING OF SOCIAL STRATIFICATION

By stratification we mean that arrangement of any social group or society by which positions are hierarchically divided. Stratification is a phenomenon present in all societies that have produced a surplus. Stratification is the process by which members of society rank themselves and one another in hierarchies with respect to the amount of desirable goods they possess.

Ogburn and Nimkoff, "The process by which individuals and groups are ranked in a more or less enduring hierarchy of status is known as stratification".

Gisbert, "Social Stratification is the division of society into permanent groups of categories linked with each other by the relationship of superiority and subordination".

Raymond W. Murry, "Social Stratification is a horizontal division of society into 'high' and; lower' social units".

From these definitions it can be observed that Social Stratification is:

(i) A hierarchy of status groups;

(ii) The recognition of the superior-inferior stratification; and

(iii) Some degree of permanence of the structure.

As it is clear from the above, all societies exhibit some system of hierarchy whereby its members are placed in positions that are higher or lower, superior or inferior, in relation to each other. Stratification tends to perpetuate these differences in status. Hence, through this process people are fixed in the structure of the society. In some cases, status may become hereditary. Differentiation may be considered the first stage preceding stratification in society, sorted and classified into groups. It does not, however, mean that all differentiation leads to stratification in society.

10.3.1 Characteristics of social stratification

The project has the following characteristics:

1. It is social

Stratification is social in the sense that it does not represent inequality which is biologically based. It is true that factors such as strength, intelligence, age, sex can often serve as the basis on which status are distinguished. But such differences by themselves are not sufficient to explain why some statuses receive more power, property and prestige than others.

Biological traits do not determine social superiority and inferiority until they are socially recognized. For example, manager of an industry attains a dominant position not by physical strength, nor by his age, but by having socially defined traits. His education, training skills, experience, personality, character etc. are found to be more important than his biological qualities.

2. It is ancient

The stratification system is very old. Stratification was present even in the small wandering bands. Age and sex wear the main criteria of stratification. Difference between the rich and poor, powerful and

humble, freemen and slaves was there in almost all the ancient civilization.

3. It is universal

Social stratification is a worldwide phenomenon. Difference between rich and poor, the 'haves' or 'have notes' is evident everywhere. Even in the non-literate societies stratification is very much present. As Sorokin has said, 'all permanently organized groups are stratified.'

4. It is in diverse forms

Social stratification has never been uniform in all societies. The ancient Roman society was stratified into two strata: the Patricians and the Plebians .The Aryan society was divided into four Varnas: the Brahmins, Kshatriyas, Vaishyas and the Sudras, the ancient Greek society in to freemen and slaves, the ancient Chinese society into mandarins, merchants, Farmer and soldiers. Class and estate seem to be the general forms of stratification found in the modern world.

5. It is consequential

The stratification system has its own consequences. The most important, most desired and often the scarcest things in human life are distributed unequally because of stratification. The system leads to two kinds of consequences: (i) Life chances and (ii) Life style.

Life chances refer to such things as infant mortality, longevity, physical and mental illness, marital conflict, separation and divorce. Life styles include the mode of housing, residential area, education, means of recreation, relation between parent and children, modes of conveyance and so on.

6. Hierarchical

Social stratification refers to the hierarchical society. Being hierarchical in nature, social stratification is reproduced from generation to generation. If a person belongs to a certain class, his/her generations

will continue belonging to the same class. For example, some people will always be regarded to be more powerful than others.

On the basis of these characteristics, it can be observed that social stratification is ubiquitous. It is based on the factors such as strength, intelligence, age, sex as the basis on which status are distinguished. The stratification system has its own consequences. It has varied forms in societies and never adapted to a particular form. The roles and privileges of children differ from those of adults; and those of good hunters or warriors differ from those of the rank and file. It is not customary to speak of a society as stratified if every individual has an equal chance to succeed to whatever statuses are open.

10.3.2 Origin of stratification

Regarding the origin of stratification many views have been given. According to Davis, social stratification has come into being due to the functional necessity of the social system. Karl Marx also mentioned that social factors are responsible for the emergence of different social strata, i.e. social stratification. Racial differences accompanied by dissimilarity also lead to stratification. There are two main theories concerning the origin of social stratification: (i) theory of economic determinism of Karl Marx, which is often referred to as the *Conflict Theory,* and (ii) the functionalist theory.

(i) Theory of economic determinism or conflict theory

According to Marx, economic factors are responsible for the emergence of different social strata or social classes. Therefore, social classes are defined by their relation to the means of production. Thus, there are, in every society two mutually conflicting classes- the class of the capitalists and the class of the workers or the rich and the poor. Since these two classes have mutually opposite interests, conflicts between the two are inevitable;-Marx had maintained.

Gumplowicz and Oppenheimer and others have argued that the origin of social stratification is to be found in the conquest of one group by another. The conquering group normally dominates the conquered. The conquered

group is forced to accept the lower status and lower class life. C.C. North also has expressed more or less the same opinion.

(ii) Functionalist theory

Kingsley Davis, Sorokin, MacIver and others have rejected the conflict theory of Marx. Sorokin maintained that conflict may facilitate stratification but has never originated it. He attributed social stratification mainly to inherited individual differences in environmental conditions.

Kingsley Davis has stated that the stratification system is universal. According to him, it has come into being due to the functional necessity of the social system. The main functional necessity is "the requirement faced by any society of placing and motivating individuals in the social structure". Social stratification is an unconsciously filled by the most qualified persons.

The conflict theory of Marx emphasizes conflict between large and stable groups, with strong community sentiments, while the Functional theory emphasizes the integrating function of social stratification based upon individual merit and reward. Both have their own merits and demerits.

10.3.3 Bases of classification or stratification

There are various bases on which social stratification is done which are as follows:

1. **Economic condition-** There has always been a barrier between rich and poor people. The amount a man earns tells his power in society.
2. **Social class-** It is a classification which is done both on the basis of economy and caste. It is popularly followed in India.
3. **Gender-** It is a basis of classification from the ancient times which was for a long time male society dominated by women.
4. **Religion-** Every man his/her own religion, but this is also a basis of stratification since a long time. In India, although it is said that there is unity in diversity but on several occasions, people can be seen on the basis of differentiating religion openly. For example, the beef ban has become a hot topic because of the religion issue involved.

5. **Social network-** It is a phenomenon which is generally observed in elite people. They have connections with other high-class people making them the most powerful.

Check Your Progress-1

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. What is Social Stratification?

   a. People in poverty

   b. The different Social Classes in the States

   c. The structuring of the different jobs people hold

   d. The division of the different ethnic groups

2. According to _____, stratification assures that the most qualified people fill the most important positions, that these qualified people perform their tasks competently, and that they are rewarded for the efforts.

   a. Conflict theory

   b. Symbolic interactionism

   c. Class consciousness

   d. Functionalism

3. India is a country with :

   a. No Diversity

   b. No Differentiation

   c. Unity in Diversity

   d. None of the above

4. Theory of Economic Determinism was propounded by :

   a. Ogburn

   b. Karl Marx

   c. Gisbert

   d. Karl Popper

10.3.4 Types of social stratification

Social stratification is based upon a variety of principles. So we find different type of stratification.

The major types of stratification are

(i) Caste

(ii) Class

(iii) Estate

(iv) Slavery

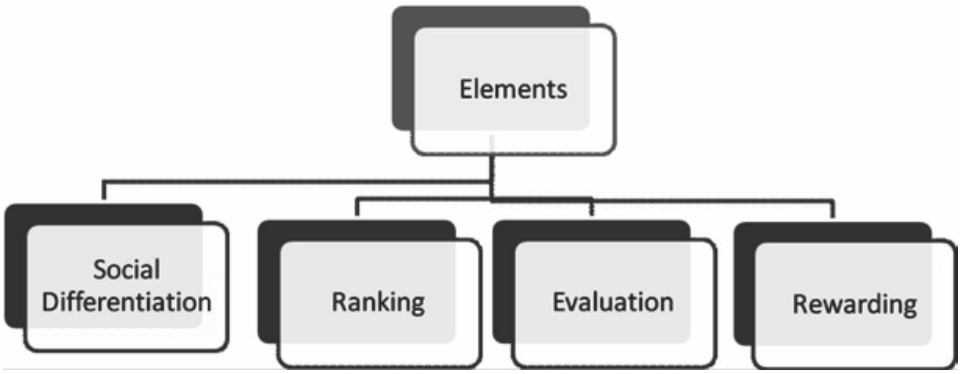
(i) **Caste** is a hereditary endogamous social group in which a person's rank and its accompanying rights and obligations are ascribed on the basis of his birth into a particular group. For example-Brahmins, Kshyatryas, Vaishyas and Sudra Caste.

(ii) **Class**-Stratification on the basis of class is dominant in modern society. In this, a person's position depends to a very great extent upon achievement and his ability to use to advantage the inborn characteristics and wealth that he may possess.

(iii) **Estate** system of medieval Europe provides another system of stratification which gave much emphasis to birth as well as to wealth and possessions. Each estate had a state.

(iv) **Slavery** had economic basis. In slavery, every slave had his master to whom he was subjected. The master's power over the slave was unlimited.

10.3.5 Elements of Social Stratification



All stratification systems have some common elements. These elements have been identified as differentiation, ranking, evaluation and rewarding. Tumin has been referred to discuss the elements of social stratification.

♣ **Status differentiation:** Status differentiation is the process by which social positions are determined and distinguished from one another by way of associating a distinctive role, a set of rights and responsibilities such as father and mother.

Status differentiation operates more effectively when:

(1) Tasks are clearly defined.

(2) Authority and responsibility are distinguished.

(3) Mechanism for recruiting and training exists.

(4) Adequate sanctions including rewards and punishment exist to motivate persons.

Responsibilities, resources and rights are assigned to status and not to particular individuals. For only by doing, so societies can establish general and uniform rules or norms that will apply to many and diverse individuals who are to occupy the same status e.g. all the different women who will play the role of a parent.

Differentiation is not independent process in itself. The most important criteria for understanding the process of differentiation is ranking.

♣ **Ranking :** Ranking is done on the basis of:

(1) Personal characteristics that people are thought to need if they are to learn and perform the roles effectively such as intelligence, aggressiveness and politeness.

(2) The skills and abilities that are believed necessary for adequate role performance such, as surgical, numerical or linguistic skills.

(3) General qualities of the task e.g. difficulty, cleanliness, danger and so forth.

Purpose of ranking is to identify the right person for the right position.

Ranking non-evaluative i.e. jobs are rated as harder or easier, cleaner or dirtier, safer or more dangerous and people are judged slower, smarter or more skillful than others without implying that some are socially more important and others less because of these characteristics.

Ranking is a selective process in the sense that only some statuses are selected for comparative ranking and of all criteria of ranking only some are actually used in ranking process e.g. the status of Father-Mother is not ranked.

♣ **Evaluation :** Differentiation and ranking are further solidified by the evaluation process. Whereas the ranking procedure pivots about the question of more of or less of, the evaluation process centres in the question better and worse. Evaluation is both a personal and societal attribute.

That is, individuals assign a relative worth, a degree of preference and a priority of desirability to everything. To the extent that evaluation is a learned quality, a consensus tends to develop within a culture individuals tend to share a common set of values. This value consensus is the societal dimension crucial to evaluation stratification.

There are three dimensions of evaluation:

(1) Prestige

Which refers to honour and it involves the respectful behaviour. Radcliffe Brown says that among hunting societies three groups usually are accorded special prestige: the elderly, those with supernatural powers, those who have special personal attributes such as hunting skill. In the more advanced society, prestige is the commodity that is in scarce supply and it is, therefore, more valued.

(2) Preferability

Those positions i.e. status roles which are preferred by majority of the people are evaluated higher e.g. ". I would like to be a doctor."

(3) Popularity

Those status roles which are popular, about which people know to be very prestigious are evaluated higher e.g. nowadays there is fashion among students to go for Engineering job. It is the most popular occupation.

♣ **Rewarding :** Statuses which are differentiated, ranked and evaluated are allocated differential rewards in terms of good things in life.

Social units such as families, subcultures, social classes and occupations that are socially differentiated are differentially rewarded in various ways. Health care, education,' income and positions of prominence are a few of the advantages.

Rewards can be of two types:

(1) Abundant: Which are spiritual or psychic rather than material and are secured in the process of role performing e.g. pleasure, love, and respect

(2) Scarce: Social stratification becomes relevant in this area of desired and scarce rewards. In society where there is an unequal distribution of rewards, those who have power take hold these rewards.

In conclusion, it can be said that differentiation, ranking, evaluation and rewarding are the social process which bring about shape and maintain the system of stratification.

Check Your Progress-2

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

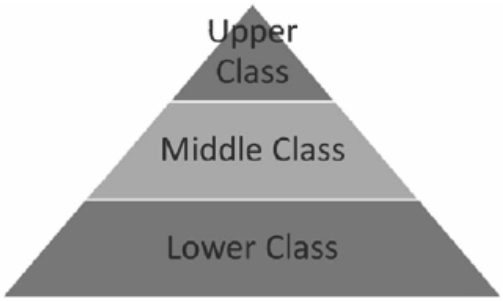
1. Caste is a _____social group.
2. Status differentiation operates more effectively when:
   a. Adequate sanctions including rewards and punishment exist to motivate persons.
   b. Differentiation is not independent process in itself.
   c. Some statuses are selected for comparative ranking
3. Rewards are of two types _____and _____
4. State True or False :

   Prestige is a rare commodity and hence, valued the most. ( )

10.3.6 Forms of Social Stratification

1. **Open system :** It is a system in which stratification is done on the basis of merit. Achieved status can be linked to this system.
2. **Closed system :** It is a system in which stratification is done on the basis of parental influence, or says the position of parents in the society. This system can be linked with Ascribed status. It is a system which has given power to an individual on the basis of his/her birth.

Now a days, Social stratification is also done on the basis of class system which is also known as Modern classification.



1. **Upper class :** They are influential people who have the foremost and most of the powers in their hand. They have good connections in the society which make their work and needs fulfilled in the fraction of seconds.

2. **Middle class :** They are the group of people who neither come under Upper Class or Poor People. They undergo a set pattern of struggle through their entire life. Neither are they very influential not they are the most deprived people of society. They have to continue their struggle on a medium pace throughout the life. The number of middle-class people is certainly more than upper class or poor people.

3. **Lower class or poor people :** They are the people who actually face poverty. They are deprived of their right of living a wealthy life. They undergo an amount of struggle which other class people cannot go in their own life because they are used to the facilities given.

10.3.7 Functions of social stratification

Wilbert Moore and Kingsley mentioned that stratification system came to be evolved in all the societies due to functional necessity. As they have pointed out that the main functional necessity of the system is: "……the requirement faced by any society of placing and motivating individuals in the social structure…" As analyzed by Johnson certain things here can be noted about the "functional necessity" of class stratification system.

1. **Encourages hard work:** One of the main functions of class stratification is to induce people to work hard to live up to values. Those who best fulfill the values of a particular society are normally rewarded with greater prestige and social acceptance by others. It is known that occupations are ranked high if their functions are highly important and the required personnel is very scarce. Hard work, prolonged training and heavy burden of responsibility are associated with such occupational positions. People undertaking such works are rewarded with money, prestige comforts etc. Still we cannot say that all those positions which are regarded as important are adequately compensated for.

2. **Ensures circulation of elites:** To some extent class stratification helps to ensure what is often called "the circulation of the elite". When a high degree of prestige comforts and other rewards are offered for certain positions, there will be some competition for them. This process of competition helps to ensure that the more efficient people are able to rise to the top, where their ability can best be used.

3. **Serves an economic function:** The competitive aspect has a kind of economic function in that it helps to ensure the rational use of available talent. It is also functionally necessary to offer differential rewards if the positions at the top are largely ascribed as it is in the case of caste system. Even in caste system the people at the top can lose their prestige if they fail to maintain certain standards. Hence, differential rewards provide the incentives for the upper classes to work at maintaining their positions.

4. **Prevents waste of resources:** The stratification system prevents the waste of scarce resources. The men in the elite class actually possess scarce and socially valued abilities and qualities, whether these are inherited or acquired. Because of their possession of these qualities their enjoyment of some privileges such as extra comfort and immunity from doing mental work, are functionally justified. For example, it would be a waste to pour the resources of society into the training of doctors and engineers and then making them to work as peons and attendants. When once certain individuals are chosen and are trained for certain difficult positions, it would be dysfunctional to waste their time and energy on tasks for which there is enough manpower.

5. **Stabilizes and reinforces the attitudes and skills:** Members of a class normally try to limit their relations to their own class. More intimate relationships are mostly found between fellow class members. Even this tendency has its own function. It tends to stabilize and reinforce the attitudes and skills that may be the basis of upper-class position. Those who have similar values and interests tend to associate

comfortably with one another. Their frequent association itself confirms their common values and interests.

6. **Helps to pursue different professions or jobs:** the values, attitudes and qualities of different classes do differ. This difference is also functional for society to some extent. Because society needs manual as well as non-manual workers. Many jobs are not attractive to highly trained or refined people for they are associated to aspire for certain other jobs. Because of the early influence of family and socialization of the individuals imbibe in them certain values, attitudes and qualities relevant to the social class to which they belong. This will influence their selection of jobs.

7. **Social control:** Further, to the extent that 'lower class' cultural characteristics are essential to society, the classes are, of course, functional. In fact, certain amount of mutual antagonism between social classes is also functional. To some extent, upper class and lower class groups can act as negative reference groups for each other. Thus, they act a means of social control also.

8. **Controlling effect on the 'shady' world:** Class stratification has another social control function. Even in the 'shady' world of gamblers and in the underworld of lower criminals, black marketers, racketeers, smugglers etc., the legitimate class structure has got respectability. They know that money is not a substitute for prestige but only a compensation for renouncing it. Hence, instead of continuing in a profitable shady career, such people want to gain respectability for their money and for their children. Thy try to enter legitimate fields and become philanthropists and patrons of the arts. Thus the legitimate class structure continues to attract the shady classes and the underworld. This attraction exerts a social control function.

10.4 SOCIAL CHANGE

The human composition of societies changes over time, technologies expand, ideologies and values take on new components; institutional functions and structures

undergo reshaping. Hence, no society remains completely static. Incessant changeability is very inherent nature of human society. Change is an ever-present phenomenon. It is the law of nature. Social change has occurred in all societies and at all times. Every society and culture, no matter how traditional and conservative, is constantly undergoing change. Society changes in ceaseless flux and flow.

10.4.1 Meaning of social change

Change implies all variations in human societies, when changes occur in the modes of living of individuals and social relation gets influenced, such changes are called social changes. Social change refers to the modifications which take place in life pattern of people. It occurs because all societies are in a constant state of uncertainty. It indicates the changes that take place in human interactions and interrelations. Society is a "web of social relationships" and hence 'social change' obviously means a change in the system of social relationships. Thus, the term 'social change' is used to desirable variations in social interaction, social processes and social organization. It includes alterations in the structure and function of the society.

MacIver and Page, "Social Change refers to 'a process' responsive to many types of changes; to changes in the manmade condition of life; to changes in the attitudes and beliefs of men, and to the changes that go beyond the human control to the biological and the physical nature of things".

Kingsley Davis, "By Social change is meant only such alternations as occur in social organization – that is, the structure and functions of society".

Morris Ginsberg defines, "By social change, I understand a change in social structure, e.g., the size of the society, the composition or the balance of its parts or the type of its organization".

Anderson and Parker define, "Social change involves alternations in the structure or functioning of societal forms or processes themselves".

M.D. Jenson, "Social change may be defined as modification in ways of doing and thinking of people".

On the basis of these definitions, we reach at the conclusion that the two type of changes should be treated as two facts of the same phenomenon.

(i) Changes in the structure of society

(ii) Changes in the values and social norms which bind the people together and help to maintain social order.

These changes should not be treated separately because a change in one automatically induces changes in the other.

10.4.2 Nature and characteristics of social change

The fact of social change has captivated the profoundest minds and still poses some of the great unsolved problems in social sciences. The phenomenon of social change is not simple but complex. It is difficult to understand this in its entirety. The unsolved problems are always pressurizing us to find an appropriate answer. To understand social change well, we have to analyze the nature of social change which is as follows:

1. **Social change is continuous:** Society is undergoing endless changes. These changes cannot be stopped. Society cannot be preserved in a museum to save it from the ravages of time. From the dawn of history, down to this day society has been in continuous flux.

2. **Social change is temporal:** Change happens through time. Social change is temporal in the sense it denotes the time-sequence. In fact, society exists only as a time-sequence. As MacIver says, "it is a becoming, not a being; a process, not a product." Innovation of new things, modification and renovation of the existing behaviour and the discarding of the old behaviour patterns take time. But the mere passage of time does not cause as in the biological process of ageing.

3. **Social change is environmental:** It must take place within a geographic or physical and cultural context. Both these contexts have impact on human behaviour and in turn man changes them. Social changes never take place in vacuum.

4. **Social change is human change:** The sociological significance of the change consists in the fact that it involves the human aspect. The composition of society is not constant, but changing. The fact that people effect changes and are themselves affected by it makes extremely important.

5. **Social change results from interaction of a number of factors:** A single factor may trigger a particular change, but it is always associated with other factors. The physical, biological, technological, cultural and other factors may, together bring about social change. This is due to the mutual interdependence of social phenomenon.

6. **Social change may create chain reaction:** Change in one aspect of life may lead to a series of changes in its other aspects. For example, change in rights, privileges and status of women has resulted in a series of changes in home, family relationships and structure, the economic and to some extent, the political pattern of both rural and urban society.

7. **Social change involves rate and direction of change:** In most discussions of social change some direction is assumed. This direction is most necessarily inevitable. Sometimes, the direction is determined ideally. Change towards such a destination is more appropriately regarded as progress. In actuality, social change may tend towards any direction. The rate of change is also not governed by any universal laws. The rate of change varies considerably from time to time and society to society depending upon its nature and character-open and closed, rural and urban and others.

8. **Social change may be planned or unplanned:** The direction and tempo of social change are often conditioned by human engineering. Plans, programmes and projects may be launched by man in order to determine and control the rate and direction of social change. Unplanned change refers to change resulting from natural calamities such as famines and floods, earthquakes, volcanic eruptions etc.

9. **Short versus long-run changes:** Some social changes may bring about immediate results while some others may take years and decades to produce results. This distinction is significant, because a change which appears to be very vital today may be nothing more than a temporary oscillation having nothing to do with the essential trends of life, some years later. This is what historians mean when they say that time alone can place the events of the day in their true perspective.

10. **Social change is an objective term:** The term social change describes one of the categorical processes. It has no value judgments attached to it. Social Change is a phenomenon that is neither moral nor immoral, it is amoral. It means the study of social change involves no-value judgment. It is ethically neutral. One can study change even within the value system without being for against the change.

Apart from the above characteristic features it may be said that social change may be quantitative or qualitative. It is a value free terms as it does imply any sense of good or bad, desirable or undesirable. It is a concept distinct from evolution, process and development which are regarded as key concepts in literature of social change.

Check Your Progress-3

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. Which of the following is included in social change?

   a. Changes in the age distribution

   b. Invention and popularization

   c. Changing concept of property

   d. All of above

2. Which of the following is not included in social change?

   a. New forms of Music

   b. Changing concept of propriety and morality

   c. Changes in age distribution

   d. Change in political environment

3. Factors in social change are predominately

   a. Social and cultural

   b. Biological

   c. Geographic

   d. Political

4. Social change is :

   a. Moral

   b. Immoral

   c. Amoral

   d. None of the above

10.4.3 Types of social change

Four types of social change include:

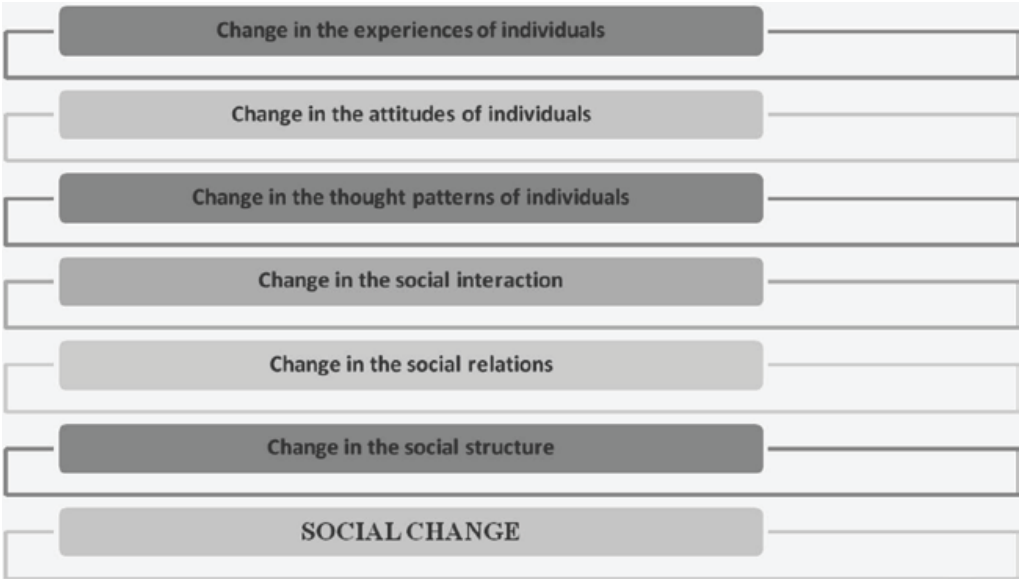
- Alternative
- Redemptive
- Reformative
- Revolutionary

These different movements are distinguished by how much change they advocate and whether they target individuals or the entirety of a society.

- **Alternative social change:** It operates at the individual level and seeks to change minor aspects of behaviour. Campaigns against texting and driving are an example of alternative social change in the sense that they advocate a small change in behaviour and advocate this change on a fairly small scale.
- **Redemptive social change:** It functions on the individual level but advocates a dramatic change within the individual. The spread of religion is an example of redemptive social change. Recovery programs like Alcoholics Anonymous are also examples of redemptive social change as they advocate dramatic personal change for a specific portion of the population.
- **Reformative social change:** This type seeks to enact a specific change on a broad scale. The movement to obtain marriage rights for same sex couples is an example of reformative social change. This movement seeks a very specific set of changes but desires these changes on a wide scale.
- **Revolutionary social change:** This indicates dramatic change on a large scale. Revolutionary movements seek to fundamentally restructure society. Examples of revolutionary social change include the American Civil Rights Movement and the Russian Revolution of the early-20th century.

10.4.4 Process of social change

The process of social change may be depicted in the following manner:



10.4.5 Aspects of social change

- **Economic aspect:** Economic changes include changes in industry, trade, business, commerce, agriculture and materialistic attitude.
- **Political aspect:** Political changes include changes in political power and administration of the state, such as adopting the values of democracy, secularism, socialism, communism and fascism.
- **Religious aspect:** In religious aspect, we include those changes which affect changes in various religious institutions like Gurudwara, Temple, Church, Mosque etc. Their importance in the present age has been decreased because of modernization.
- **Moral aspect:** Moral changes are the changes in moral values, ideas, beliefs, such as co-education was not thought to be good in ancient times. It is not regarded as immoral in the modern age.
- **Cultural aspect:** Cultural changes are the change in the culture , values, traditions and customs such as dancing was thought to be an immoral act in the past, where as it is culturally accepted everywhere now. Similarly, actors and actresses has become a role model for the present generation where as they were not socially accepted earlier as the same.
- **Scientific and technological aspect:** Scientific and technological changes are caused by scientific and technological discoveries and inventions.

It should be remembered that social change involves not only economic, political, religious, moral, scientific technological changes but it also involves changes in mode of socialization of the individual and a basic change in personality structure of individuals. Thus social change is the name given to the harmonious blending of changes in various aspects of social change.

Check Your Progress-4

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. _____and_____ are an example of alternative social change.
2. Economic changes include changes in industry, trade, business, commerce, agriculture and materialistic attitude.
3. Scientific and technological changes are caused by _____ and _____and_____.
4. Social change is actually _____ blending of various change.

10.4.6 Factors of social change

- **Demographic factors :** Demography plays an important role in the process of social change. The term "demography" has been derived from two Greek words, 'Demos' and 'Graphs' meaning the "people" and to "draw" or "write" respectively which means scientific study of human population, primarily with respect to their size, structure and their development. In the study of social change demographic factors have been viewed from two different angles. They are the qualitative and quantitative. Qualitatively speaking it refers to physical potentialities, mental abilities etc. that are determined by genetic order, though the hereditary quality of successive generation play some role in cultural determination, it cannot be ascribed the place of a deterministic cause of social change. But the demographic factor in its quantitative aspect has been playing the most decisive role in causing social change.

- **Biological factors:** Accordingly biological factor plays an important role in the causation of social change. An ordinarily biological factor refers to those which are concerned with the genetic constitution of the human beings. Human beings use animals, birds, plants and herbs according to the direction of his own culture. At the same time human beings protect themselves from different harmful elements. If there is increase or decrease of these animals, birds, plants etc. it will bring a number of changes in human society. Rapid population growth influences our environment causes poverty, food shortage and multiple health

problems and thereby brings changes in society. Migration accelerates the process of urbanization. Urbanization creates multiple problems like slum, quality of health and life style. Similarly the nature and quality of human beings in a society influences the rate of social change.

- **Cultural factors:** In sociology the word 'Culture' denotes acquired behavior which are shared by and transmitted among the members of the society. Man learns his behavior and behavior which is learnt is called culture. Singing, dancing, eating, playing belong to the category of culture. It includes all that man has acquired in the mental and intellectual sphere of his individual and social life. It is the expression of our nature, in our modes of living and thinking, in art, in literature, in recreation and enjoyment. The basic elements of culture like language, religion, philosophy, literature, faith and values will take long time to change due to the influence of another culture. The co-existence of two different cultures for a long period can cause cultural diffusion leading to changes in both. India, for example, discarded age long customs like Sati and Child marriage because of her contact with the Europeans.

- **Technological factors:** The technological factors also play important role in causing social change. It implies an appropriate organization and systematic application of scientific knowledge to meet the human requirements. Technology is a product of utilization. When the scientific knowledge is applied to the problems of life, it becomes technology. Technology is fast growing. Modern age is the "Age of Technology". Technology changes society by changing our environments to which we In turn adopt. This change is usually in the material environment and the adjustment that we make with these changes often modifies customs and social institution initiates a corresponding social change. Developments in the field of transportation and communication reduced the social distance which gave momentum to cultural diffusion and thereby to social change.

- **Environmental factor:** Refers to the changes that occur due to floods, earthquake, excessive rain, drought, change of season etc. We can find

imbalance in population which directly affects the social relationship and these are modified by such natural occurrences. Variation in the availability of water resources and mineral resources can also affect social change. If we think about a person or an individual who is growing under the roof of a particular society and he lives among different kinds of people. So, the environment of society affects him and as we know that an individual is a part of society who brings social change. Thus, environment factors also bring social change.

- **Psychological factors:** Some writers notice a psychological process in the formation of society and, according to them, human relations based on the considerations of the individual mind and the group mind shape and mould social systems. Therefore, when physical forces like floods, earthquakes and epidemics are considered as factors causing social change, the importance of the psychological factor in that regard cannot be ignored. Change in attitude of society towards family planning, dowry, caste system, women's education etc. which brought about radical changes in society are primarily psychological in nature.

- **Education:** Education is the most powerful factor of social change and it is discussed separately. Education is the most powerful instrument of social change. It is through education that the society can bring desirable changes and modernize itself. Education can transform society by providing opportunities and experiences through which the individual can cultivate in him the adjustment with the emerging needs and philosophy of the changing society. A sound social progress needs careful planning in every aspect of life– social, cultural, economic and political. Education must be planned in a manner which is in keeping with the needs and aspirations of the people as a whole.

- **Westernization:** Westernization means blind imitation of the social ways and values prevailing in western countries. The trend towards Westernization in India can be seen in all fields— social, economic, political, cultural, religious and educational. India is following the example of the West. In the social sphere we are following the West in matters like dress, life style and town-planning etc.

› **Industrialization:** India is fully resolved to bring about fast industrialization. There is increase in industrialization. Industries have taken the place of agriculture. Agriculture has itself transformed into an industry. The application of science and technology to industry has increased substantially. Chemical fertilizers, improved seeds, mechanical devices, pesticides etc. have come into wide spread use. Thus, industrialization in India is responsible for social change.

› **Modernization:** Modernization is a process which brings desired types of changes in material as well as non-material culture including the way of life as a whole. It brings positive changes in the social, economic, industrial, technological, cultural, moral, religious and educational structure, value orientations, motivations, achievements and aspirations. It means a value change, significant institutional modifications and improvement.

Thus, social change is brought about by a number of factors such as geographical, biological, demographic, technological, industrial, economic, ideological, cultural, psychological, educational and voluntary acts of the individual. Westernization, industrialization, politicization, urbanization, secularization, mechanicalization, democratization, monopolization, capitalism, culturalization, materialism, Indianization and modernization are the major factors influencing social change in India. It may thus be said that social changes are not caused by any one single factor, but as Talcot Parson says, "there is plurality of possible origins of change".

Check Your Progress-5

Note : (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. "Demography" term has been derived from the :

   a. Two Latin Words

   b. Two Greek Words

c. Two French Words

d. None of the above

2. Biological factor refers to the _____ constitution of the human beings :

a. Geographical

b. Social

c. Genetic

d. Economic

3. 'Culture' denotes :

a. Acquired Behaviour

b. Individualistic Behaviour

c. Urban Behaviour

d. None of the above

4. Technology is the product of :

a. Transmission

b. Utilization

c. Geography

d. None of above.

10.5 LET US SUM UP

Social inequality is a universal phenomenon in all societies. It can exist either in form of a hierarchy of groups or individuals or it may exist without the creation of a hierarchy. In the former case it is called social hierarchy. While in the latter case it is known as social differentiation for in almost all societies men and women are treated unequally. If social inequality manifests itself in the form of a hierarchy involving ranking of groups then it is known as social stratification, thus social

stratification is a particular case of the social inequality. Social stratification is essentially a group phenomenon. It is a process by which individuals and groups are ranked in a more or less enduring hierarchy of status. Social stratification can be understood as an arrangement of any social group or society into a hierarchy of positions that is unequal with regard to power, property, social evaluation and psychic gratification.

Social Change is the change in the society. Society is a web of social relationships. Hence, social change is the change in the social relationships. It is the change in these which alone we shall regard as social change, as human society is constituted of human beings. Thus, whatever apparent alteration in the mutual behaviour between individual takes place is a sign of social change. This fact of social change can be verified by glancing at the history of a society. Man is a dynamic being. Hence, society can never remain static. It undergoes constant variation.

10.6 LESSON END EXERCISE

1. Define the concept of Social Stratification.
2. From where did the concept of social stratification begin? Explain its bases for stratification.
3. Describe the functions of social stratification.
4. What is social change? Explain its nature along with characteristics.
5. Explain the aspects of social change.
6. Describe the factors causing social change.

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10.8 ANSWERS TO CHECK YOUR PROGRESS

Check your Progress-1

1. The different social classes in the states
2. Functionalism
3. c
4. b

Check your Progress-2

1. Hereditary endogamous
2. Adequate sanctions including rewards and punishment exist to motivate persons
3. abundant and scarce
4. True

Check your Progress-3

1. All of the above
2. Change in Political Environment
3. Social and Cultural
4. c

Check your Progress-4

1. Campaigns against texting and driving
2. Changes in industry, trade, business, commerce, agriculture and materialistic attitude
3. scientific and technological discoveries and inventions.
4. harmonious

Check your Progress-5

1. b

2. c

3. a

4. b

✣

LESSON NO. 11 **UNIT-IV**

FUNDAMENTALS RIGHTS AND DUTIES

STRUCTURE

11.1 Introduction

11.2 Objectives

11.3 Meaning of Fundamental Rights

11.3.1 Fundamental rights

11.3.2 Difference between fundamental rights and human rights

11.4 Fundamental Duties

11.5 Importance of Fundamental Duties

11.6 Nature of Fundamental Duties

11.7 Features of Fundamental Duties

11.8 Significance of Fundamental Duties

11.9 Let Us Sum Up

11.10 Lesson End Exercise

11.11 Suggested Further Readings

11.12 Answers to Check Your Progress

11.1 INTRODUCTION

As a citizen of India, we are entitled to certain rights as well as obliged to certain duties. It is our duty as responsible citizens that we abide by these laws and carry out our duties. Similarly, knowledge of our fundamental rights is important so as to prevent injustice. Particularly, in a democratic country like ours, there are rights that must be guaranteed to every citizen. Similarly there are certain duties that must be performed by democratic citizens. Which is why, the Constitution of India guarantees some rights to its citizens. They are known as Fundamental Rights. Besides, the Indian Constitution also enlists certain core duties that every citizen is expected to perform. These are known as Fundamental Duties. This lesson aims at discussing the details about the Fundamental Rights and Fundamental Duties.

11.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the meaning of rights and duties and critically discuss their need and importance in our day to day life,
- assess the importance of fundamental rights given in the constitution of India and analyze their exceptions and restrictions,
- appreciate the implications of recently added rights,
- compare between fundamental rights and human rights, and
- appreciate the importance of fundamental duties and the need to perform them as a good and law-abiding citizen of India.

11.3 MEANING OF FUNDAMENTAL RIGHTS

The Constitution of India is the supreme law of India. It lays down the framework defining principles powers and duties of government institutions and sets out fundamental rights, directive principles and the duties of citizens. It is the longest written constitution of any sovereign country in the world, containing

448 articles in 25 parts, 12 schedules, 5 appendices and 98 amendments. Besides, the English version, there is an official Hindi translation. Dr. Bhimrao Ramji Ambedkar is widely regarded as the Father of Indian Constitution.

Fundamental Rights is a charter of rights contained in Part III (Articles 12 to 35) of Constitution of India. The development of constitutionally guaranteed fundamental human rights in India was inspired by historical examples such as England's Bill of Rights (1689), the United States Bill of Rights (approved on 17 September 1787, final ratification on 15 December 1791) and France's Declaration of the Rights of Man (created during the revolution of 1789, and ratified on 26 August 1789). It is a fallacy to regard fundamental rights as a gift from the State to its citizens. Individuals possess basic human rights independently of any Constitution by reason of the basic fact that they are members of the human race. These fundamental rights are important as they possess intrinsic value. Part III of the Constitution does confer fundamental rights and confirms their existence and gives them protection. The fundamental rights were included in the constitution because they were considered essential for the development of the personality of every individual and to preserve human dignity. These fundamental rights guarantee civil freedom to all the citizens of India to allow them to live in peace and harmony. These are the basic rights that every Indian citizen has the right to enjoy, irrespective of their caste, creed and religion, place of birth, race, color or gender.

During the period of 1947 to 1949, Constitution of India developed and prescribed the fundamental obligations of the State to its citizens and the duties and the rights of the citizens. These were developed under the following sections which constitute the vital elements of the constitution.

- Fundamental Rights
- Directive Principles of State Policy
- Fundamental Duties

Check Your Progress-1

Note : a) Answers the questions given below.

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

1. The fundamental duties are included in the constitution by which of the following act?

   a. 40th amendment act

   b. 44th amendment act

   c. 43rd amendment act

   d. 42nd amendment act

2. The fundamental duties are mentioned in which of the following?

   a. Part-IV A

   b. Part-IV

   c. Part-III

   d. In schedule IV-A

3. Which among the following authorities decide how far the fundamental rights can apply to the members of the armed forces in India?

   a. President of India

   b. Parliament of India

   c. Arms Forces themselves

   d. Arms Forces Tribunal

4. France's Declaration of the Rights of Man was the result of :

   a. Glorious Revolution of 1688

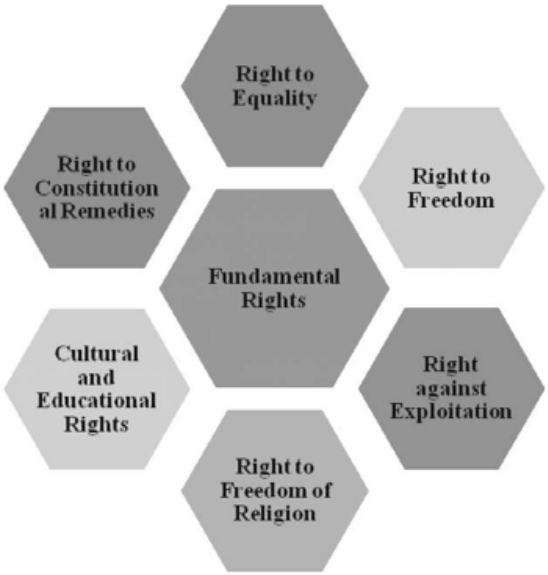
   b. French Revolution of 1789

   c. French Revolution of 1848

   d. None of the above

11.3.1 Fundamental rights

These rights are fundamental because of two reasons. First, these are mentioned in the Constitution which guarantees them and the second, these are justiciable, i.e. enforceable through courts. Being justiciable means that in case of their violation, the individual can approach courts for their protection. If a government enacts a law that restricts any of these rights, it will be declared invalid by courts. Such rights are provided in Part III of the Indian Constitution.



1. Right to Equality (Article 14-18)

Right to Equality is one of the six fundamental rights in the Indian constitution. It includes equality before law, prohibition of discrimination on grounds of race, religion, gender and caste or birth place. It also includes equality of opportunity in matters of employment, abolition of untouchability and titles. In simple words we can say that it is the right to live with equal opportunities. It simply treats all people to be same and nobody can get a special privilege which will dishonor any individual or group. As per Article 14 of our constitution, it guarantees that all people shall be equally protected by the laws of the country. All human beings are born free and are equal in dignity and rights. The state will treat people in the same circumstance alike. Right to Equality not only applies to the citizens of India but also to all people within the territory of India. Every citizen, from Prime Minister to an ordinary individual, is subjected to the same laws. All citizens have access to public

places like shops, restaurants, hotels, multiplexes. Similarly, no restriction with regards to use of well, bathing ghats, roads, playgrounds and places of public resort maintained by government. It is not a rule of men, but a measure of liberty enjoyed by the people. Law should neither be arbitrary nor should it guarantee privilege. We should always treat rich and poor, high and low equal before the law. But the judiciary must be independent and impartial if the rule of Law can mean anything real.

(i) **Equality before law:** The Constitution guarantees that all citizens will be equal before law. It means that everyone will be equally protected by the laws of the country. No person is above law. It means that if two persons commit the same crime, both of them will get the same punishment without any discrimination.

(ii) **No Discrimination on the basis of religion, race, caste, sex or place of birth:** The State cannot discriminate against a citizen on the basis of religion, race, caste, sex or place of birth. This is necessary to bring about social equality. Every citizen of India has equal access to shops, restaurants, places of public entertainment or in the use of wells, tanks or roads without any discrimination. However, the State can make special provisions or concessions for women and children.

(iii) **Equality of opportunity to all citizens in matter of public employment:** The State cannot discriminate against anyone in the matter of public employment. All citizens can apply and become employees of the State. Merits and qualifications will be the basis of employment. However, there are some exceptions to this right. There is a special provision for the reservation of posts for citizens belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes (OBCs).

(iv) **Abolition of untouchability:** Practicing untouchability in any form has been made a punishable offence under the law. This provision is an effort to uplift the social status of millions of Indians who had been looked down upon andkept at a distance because of either their caste or the nature of their profession. But, it is really very unfortunate

that despite constitutional provisions, this social evil continues even today. Can you find any difference when you see a nurse cleaning a patient, a mother cleaning her child and a lady cleaning a toilet in the illustration? Why do people consider the cleaning of a toilet in a derogatory manner?

(v) **Abolition of titles:** All the British titles like Sir (Knighthood) or RaiBahadur which were given to the British loyalists during the British rule, have been abolished because they created distinctions of artificial nature. However, the President of India can confer civil and military awards to those who have rendered meritorious service to the nation in different fields. The civil awards such as Bharat Ratna, Padma Vibhushan, PadamBhushan and Padma Shri and the military awards like Veer Chakra, Paramveer Chakra, Ashok Chakra are conferred.

2. Right to Freedom (Article 19-22)

Article 19

Article 19 guarantees six freedoms to every person. They are:

1. **Freedom of speech and expression:** The State guarantees freedom of speech and expression to every person. However, the State can impose restrictions on the freedom of speech and expression in the interests of the integrity, security and sovereignty of the country, friendly relations with foreign nations, for public order, with respect to defamation, incitement to offence or contempt of court.

2. **Freedom to assemble:** The State guarantees every person the freedom to assemble peacefully without arms. However, as above, reasonable restrictions can be imposed in the interests of the sovereignty and integrity of the country and public order.

3. **Freedom to form associations/unions/cooperative societies:** Again, the State can impose restrictions in the interests of the integrity, security and sovereignty of the country, friendly relations with foreign nations, for public order, with respect to defamation, incitement to offence or

contempt of court. This freedom gives workers the right to form trade union, which is thus a fundamental right.

- The Police Forces (Restriction of Rights) Act, 1966 prohibits police personnel from forming trade unions.
- The Constitution also allows the Parliament to pass a law restricting the right to form political association to members of the armed forces, intelligence bureaus, persons employed with telecommunication system.

4. **Freedom to move freely:** A citizen of India can move freely throughout the territory of India. But this right can also be restricted on the grounds of security, public order or for protecting the interests of the Scheduled Tribes.

5. **Freedom of residence:** Citizens of India have the right to reside in any part of the country. Although restrictions can be imposed on the grounds of security, public order or for protecting the interests of the Scheduled Tribes.

6. **Freedom of profession:** All citizens have the right to carry on any trade or profession/occupation, provided the trade or occupation is not illegal or immoral. Also, the law does not prevent the State from making laws related to technical or professional qualifications required for practicing the occupation or trade.

Article 20

Article 20 deals with the protection of citizens in respect of conviction for offences. This provides for three types of protection of the individual against the State.

1. **Retrospective criminal legislation:** This is also known as ex-post facto criminal legislation. Under this, a person cannot be convicted for an act that was committed at a time when the act had not been declared by law as an offence.

- This means that criminal legislation cannot be given a retrospective effect.
- This immunity cannot be used against the provision of preventive detention, and also does not cover trial.
- The law also provides that a person cannot be subject to punishment greater than what is prescribed by law for the offence committed.

2. **Double jeopardy:** This indicates that a person cannot be convicted for the same offence more than once.
3. **Prohibition against self-incrimination:** This implies that no person accused of an offence shall be compelled by the State to bear witness against himself.

Article 21

Article 21 states that no person shall be deprived of his life and personal liberty by the State except as per the procedure established by law. This article has a wide scope and its interpretation has undergone many changes over the decades.

- The Supreme Court has interpreted the right to life as the right to a dignified life.
- This is the most important right in one sense, because, without this right to life, all other fundamental rights would be meaningless.
- It is this article that differentiates between a police state and a constitutional state.

Article 21(A)

This article was introduced by the 86th Constitutional Amendment in 2002. It provides that the State shall provide free and compulsory education to all children between the ages of 6 and 14.

Article 22

Article 22 deals with the protection against arrest and detention in certain cases.

- This article is applicable to both citizens and non-citizens.
- This provision extends certain procedural safeguards for individuals in case of an arrest.
- It comes into the picture after a person has been arrested. It is not a fundamental right against detention and arrest.
- The idea behind this right is to prevent arbitrary arrests and detention.

The article provides the following safeguards:

- **Article 22(1)** – Any person who is in custody has to be informed as to why he has been arrested. Further, he cannot be denied the right to consult an advocate.
- **Article 22(2)** – The arrested individual should be produced before a judicial magistrate within 24 hours of his arrest.
- **Article 22(3)** – No individual who has been arrested can be kept in custody for more than the period determined by the judicial magistrate.

Check Your Progress-2

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth is a fundamental right classifiable under

   a. Right to Freedom of religion

   b. Right to equality

   c. Right against exploitation

   d. None of these

2. How many freedoms are guaranteed by Article 19 (Right to Freedom)?

   a. 3

   b. 4

   c. 5

   d. 6

3. The Right to Life and Personal Liberty has been stated in :

   a. Article 21

   b. Article 19

   c. Article 22

   d. Article 22 (A)

4. Article 21 (A) was introduced in :

   a. 2012

   b. 2002

   c. 2020

   d. 1992

3. Right against exploitation (Articles 23-24)

Traditionally, the Indian society has been hierarchical that has encouraged exploitation in many forms. Which is why, the Constitution makes provisions against exploitation. The citizens have been guaranteed the right against exploitation through Articles 23 and 24 of the Constitution. These two provisions are:

Article 23 – Prohibition of traffic in human beings and forced labor:

Article 23(1) : Traffic in human beings and *begar* and other similar forms of forced labor are prohibited and any contravention of this provision shall be an offence punishable in accordance with the law.

Article 23(2) : Nothing in this article shall prevent the State from imposing

compulsory service for public purposes, and in imposing such service the State shall not make any discrimination on grounds only of religion, race, caste or class or any of them.

- Exploitation implies the misuse of others' services by force and/or labor without payment.
- There were many marginalized communities in India who were forced to engage in manual and agricultural labor without any payment.
- Labor without payment is known as begar.
- Article 23 forbids any form of exploitation.
- Also, one cannot be forced to engage in labor against his/her will even if remuneration is given.
- Forced labor is forbidden by the Constitution. It is considered forced labor if the less-than-minimum wage is paid.
- This article also makes 'bonded labor' unconstitutional.
- Bonded labor is when a person is forced to offer services out of a loan/ debt that cannot be repaid.
- The Constitution makes coercion of any kind unconstitutional. Thus, forcing landless persons into labor and forcing helpless women into prostitution is unconstitutional.
- The Article also makes trafficking unconstitutional.
- Trafficking involves the buying and selling of men and women for illegal and immoral activities.
- Even though the Constitution does not explicitly ban 'slavery', Article 23 has a wide scope because of the inclusion of the terms 'forced labor' and 'traffic'.

ñ **Article 23 protects citizens not only against the state but also from private citizens.**

- The State is obliged to protect citizens from these evils by taking punitive action against perpetrators of these acts (which are considered crimes), and also take positive actions to abolish these evils from society.

- Under Article 35 of the Constitution, the Parliament is authorized to enact laws to punish acts prohibited by Article 23.
- Clause 2 implies that compulsory services for public purposes (such as conscription to the armed forces) are not unconstitutional.

Article 24 – Prohibition of employment of children in factories etc.

Article 24 says that "No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment."This right aims at eliminating one of the most serious problems, child labor, that India has been facing since ages. Children are assets of the society. It is their basic right to enjoy a happy childhood and get education. But as shown in the illustration and as you also may have observed, in spite of this constitutional provision, the problem of child labor is still continuing at many places. This malice can be eliminated by creating public opinion against it.

4. Right to freedom of religion (Article 25-28)

One of the rights guaranteed by the Indian Constitution is the right to Freedom of Religion. As a secular nation, every citizen of India has the right to freedom of religion i.e. right to follow any religion. As one can find so many religions being practiced in India, the constitution guarantees to every citizen the liberty to follow the religion of their choice. According to this fundamental right, every citizen has the opportunity to practice and spread their religion peacefully. And if any incidence of religious intolerance occurs in India, it is the duty of the Indian government to curb these incidences and take strict actions against it. Right to freedom of religion is well described in the Articles 25, 26, 27 and 28 of Indian constitution.

- **Article 25: Freedom of conscience, free profession, practice and propagation of religion.**

  According to this right, every person is equally permitted to enjoy the freedom of conscience and the right to acknowledge, practice and spread religion. However, this right is subject to certain restrictions to maintain

public law and order, morality and peace in the country. This article will not hinder the operation of any existing law or prevent the State from making any law. It will also not restrict the working of any financial, economic, political or secular activity which may be related to the religious practice. However, an institution run by the State is not allowed to impart education that is pro-religion. And also the right to propagate a particular religion does not mean the right to convert another individual as this will violate other individual's right to freedom of conscience.

- **Article 26 : Freedom to run religious affairs**

  According to the Constitution of India, freedom to run religious affairs include the freedom to establish and maintain charitable institutions either to manage its own affairs in the matters of religion or to acquire and own movable and immovable property and to take care of such property, without infringing the law. However, only structured bodies such as religious denominations have the liberty to enjoy this right and the secular activity of such associations can be administered by the government. This right does not apply to individuals. Religious organizations can set up and control educational and other charitable institutions without any intervention of the state, except in case of any threat to public law and order.

- **Article 27 : No person shall be compelled to pay any tax for the promotion or maintenance of any religion**

  According to this article of Indian constitution, no person shall be forced to pay any taxes, the proceeds of which are particularly appropriated in payment of expenses for the spread or protection of any particular religion or religious denomination.

- **Article 28 : Freedom as to attendance at religious instruction or religious worship in certain educational institutions**

  According to this fundamental right, no religious instruction shall be offered in any educational institution wholly maintained out of State

funds. No person attending any educational institution acknowledged by the State or receiving aid out of State funds shall be obliged to take part in any religious instruction that may be instructed or taught in such institution or to attend any religious worship that may be performed in such institution or in any premises. In case of a minor, his guardian has to give the consent for the same. Thus, article 28 forbids religious instruction in a wholly State-funded educational institution and educational institutions receiving aid from the State.

Check Your Progress-3

Note : (a) Answer the questions given below :

(b) Compare your answers with those given at the end of this lesson.

1. Which of the following is correct with respect to "Right against exploitation"?

   a. Prohibition of traffic in human beings and forced labor

   b. Freedom as to payment of taxes for the promotion of any particular religion

   c. Protection of interests of minorities

   d. Equality before law

2. Which of the following Articles contain the right to religious freedom?

   a. 25-28

   b. 29-30

   c. 32-35

   d. 23-24

3. Which article of Indian Constitution forbids against all forms of exploitation :

   a. Article 20

   b. Article 22

c. Article 23

d. Article 24

4. Which article forbids religious instruction in a wholly state funded educational institution ?

a. Article 27

b. Article 28

c. Article 30

d. Article 31

5. Cultural and educational rights (Article 29-30)

Cultural and educational rights provide the rights to all section of society and it saves their culture script or language. The image of Indian society comes in our minds as a society full of diversity. In such a society with vast diversity, our Constitution believes that diversity is our strength.

Thus one of the fundamental rights is the right of the minorities to save their culture. Minorities are groups which have common language or religion and live in a particular part of the country. These communities have a culture, language and a script of their own, and have the right to preserve and develop these.

All minorities, religious or linguistic, can establish their own educational institutions also. In this way, they can preserve and develop their own culture. As we know democracy is the rule of the majority of people. But on the other hand, minorities are also important for its successful working.

Thus, the protection of language, culture, and religion of minorities becomes important. There is a need for this so that minorities may not feel neglected or undermined under the rule of the majority. Though people take pride in their own culture and language, a special right that is Cultural and Educational Right is available in our constitution.

Under these Articles, two major provisions are there:

- **Protection of interests of minorities:** Any minority community having a distinct language, script or culture of its own shall have the right to preserve the same. The minority people can take admission into any educational institution maintained by the government or receiving funds from government, on grounds only of religion, race, caste, language or any of them.
- **Right of minorities to set up and administer educational institutions:** All Minorities, whether based on religion or language, have the right to establish and administer educational institutions of their own choice. The government, while granting funds to educational institutions, will not differentiate against any educational institution on the basis that it comes under the management of a minority community.

6. Right to constitutional remedies

There is a right in India which states that a person can move to Supreme Court if he/she wants to get their fundamental rights protected. This right comes under article 32 for Supreme Court and article 226 for the high court. It is known as the right to constitutional remedies. In this right, the Supreme Court, as well as High court, is given the power to instill the fundamental rights. Furthermore, the power can be issued by local courts also to extend the rights. Although, there is one act which comes under the military law known as the court-martial which is exempted from this right. Under **Article 32** Supreme court acts as a guarantor and defender of the fundamental rights. Furthermore, it is originally under the Supreme Court's jurisdiction power to issue the writs. Thus, it means that a person can directly approach the Supreme court for the remedy instead through the way of appealing.

7. Right to education (RTE)

The Right to Education is added by introducing a new Article 21A in the Chapter on Fundamental Rights in 2002 by the 86th Constitutional

Amendment. It was a long standing demand so that all children in the age group of 6-14 years (and their parents) can claim compulsory and free education as a Fundamental Right. It is a major step forward in making the country free of illiteracy. But this addition remained meaningless, as it could not be enforced until 2009 when the Parliament passed the Right to Education Act, 2009. It is this Act which aims at ensuring that every child who is between 6-14 years of age and is out of the school in India, goes to school and receives quality education, that is his/her right.

Check Your Progress-4

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. Which one of the following rights of Indian Constitution guarantees all the fundamental rights to every resident of country?

   a. Right against exploitation

   b. Right to freedom

   c. Right to equality

   d. Right to constitutional remedies

2. Which one of the following situations is not covered under the Cultural and Educational Rights:

   a. To conserve one's distinct language.

   b. No discrimination in granting funds to the minorities.

   c. Right to establish institutions of their own choice.

   d. The Minority school must admit children belonging to the majority community.

3. The Right to Education Act was passed in :

   a. 2007

   b. 2008

   c. 2009

   d. 2010

4. Under which article, Supreme Court acts as a guarantor of the fundamental rights.

   a. Article 32

   b. Article 31

   c. Article 30

   d. Article 29.

11.3.2 Difference between fundamental rights and human rights

As per law, rights are considered as the reasonable claim of the individuals which are accepted by the society and approved by statute. It can be fundamental rights or human rights. The rights which are fundamental to the life of the citizens of a country are known as fundamental rights. On the other hand,**human rights** imply the rights that belong to all the human beings irrespective of their nationality, race, caste, creed, gender, etc.

The points given below explain the difference between fundamental rights and human rights:

1. The fundamental rights of the citizens of a country, which are mentioned in the constitution and enforceable under the law is known as fundamental rights. On the other end, human rights are the rights that a human being needs to endure with respect and freedom.

2. Fundamental rights include only those rights which are elementary to a customary life. On the contrary, human rights include those rights

which are basic to an actual life and are absolute, i.e. it cannot be taken away.

3. While fundamental rights are country specific, i.e. these rights may differ from country to country, human rights have a universal acceptance, meaning that all the human beings enjoy these rights.

4. The fundamental rights rely on the basic principle of the right of freedom. As against, the human rights are based on the right of life with dignity.

5. Fundamental rights are guaranteed under the constitution of the country, whereas the human rights are recognized at international level.

6. Both fundamental and human rights are enforceable in nature, but the former is enforced by the law court, and the latter is enforced by the United Nation Organization.

7. Fundamental rights are derived from the views of a democratic society. Conversely, human rights emerge from the ideas of civilized nations.

Fundamental Rights and Human Rights are vital for the existence and development of individuals. It helps to create an improved environment and better living conditions for people, as well as they, preserve their dignity.

11.4 FUNDAMENTAL DUTIES

The Fundamental Duties were incorporated in Part IV-A of the Constitution by the Constitution 42nd Amendment Act, 1976, during Emergency under Indira Gandhi's government. Today, there are 11 Fundamental Duties described under Article 51-A, of which 10 was introduced by the 42nd Amendment and the 11th was added by the 86th Amendment in 2002, during Atal Bihari Vajpayee's government.

These are statutory duties, not enforceable by law, but a court may take them into account while adjudicating on a matter. The idea behind their incorporation was to emphasize the obligation of the citizen in exchange for the Fundamental

Rights that he or she enjoys. The concept of Fundamental Duties is taken from the Constitution of Russia.

The 10 fundamental duties are as follows:

- To oblige with the Indian Constitution and respect the National Anthem and Flag.
- To cherish and follow the noble ideas that inspired the national struggle for freedom
- To protect the integrity, sovereignty, and unity of India
- To defend the country and perform national services if and when the country requires
- To promote the spirit of harmony and brotherhood amongst all the people of India and renounce any practices that are derogatory to women
- To cherish and preserve the rich national heritage of our composite culture
- To protect and improve the natural environment including lakes, wildlife, rivers, forests, etc.
- To develop scientific temper, humanism, and spirit of inquiry
- To safeguard all public property
- To strive towards excellence in all genres of individual and collective activities

The 11th fundamental duty which was added to this list is:

- To provide opportunities for education to children between 6-14 years of age, and duty as parents to ensure that such opportunities are being awarded to their child.

The 11 fundamental duties look at the crisis in Indian society and become a tool for straightening it out. They serve as a source of protection for the liberty of the people.

11.5 IMPORTANCE OF FUNDAMENTAL DUTIES

- These duties are a constant reminder to citizens to build a free, healthy, and responsible society and they are expected to not act as recklessly and not indulge in anti-social activities.
- For the growth of a democratic country like India, it is imperative that all fundamental duties are followed by the citizens while respecting the integrity and promotion of cultural harmony in the country.
- These duties of an Indian citizen provides education to children, especially to children below 14 years of age, safeguards the human rights, and is a major step towards the abolition of social injustice that is prevalent in the society today.
- Environmental pollution has become a great cause of concern, not only for Indians but for humanity around the globe. Unless we all take the pledge to keep our environment free from pollutants, there remains the threat of undesirable consequences.

The 11 fundamental duties are not merely the expression of morals or religion, as the courts can take cognizance in the matter to enforce and give effect to these constitutional obligations. Under Article 51A and as per the definition of fundamental duties, it's the responsibility of the citizens to build a free and healthy society, where all citizens are treated equal.

Check Your Progress-5

Note: (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. Which of the following are Fundamental Duties?

   a. Safeguard public property

   b. Have compassion for living creatures

c. Provide opportunities for education to his child between the age of 6 and 14 years

a) Only 1 and 2

b) Only 1 and 3

c) Only 2, 3 and 4

d. All of the above

2. At present how many Fundamental Duties are there in the Constitution of India ?

a. 6

b. 7

c. 10

d. 11

3. The Fundamental Duties were incorporated in Part IV-A of the Constitution in :

a. 1976

b. 1986

c. 1996

d. 2006

4. The concept of Fundamental Duties is taken from :

a. America

b. Russia

c. France

d. Britain

5. The Fundamental Duties emphasize the _____ of the citizen in exchange for the _____.

11.6 NATURE OF FUNDAMENTAL DUTIES

These duties are in the nature of a code of conduct. Since they are unjustifiable, there is no legal sanction behind them. As you will find, a few of these duties are vague. For example, a common citizen may not understand what is meant by 'composite culture', 'rich heritage' 'humanism', or 'excellence in all spheres of individual and collective activities'. They will realize the importance of these duties only when these terms are simplified. A demand has been made from time to time to revise the present list, simplify their language and make them more realistic and meaningful and add some urgently required more realistic duties. As far as possible, they should be made justiciable.

11.7 FEATURES OF FUNDAMENTAL DUTIES

1. The fundamental duties contained both the moral as well as civic duties. For example, cherishing noble ideals from freedom struggle is on moral lead however respecting the constitution, national flag and national emblem is on civic lead.

2. Though some of the fundamental rights are extended to foreigners as well as aliens but fundamental duties are only confined to Indian citizenship and do extend towards foreigners.

3. Like Directive Principles, Fundamental Duties are also non-enforceable in nature. The government cannot enforce legal sanction for their violation.

4. The duties are essentially taken from the Indian tradition, mythology, religions and practices. Essentially these were the duties that are the codification of tasks integral to the Indian way of life.

11.8 SIGNIFICANCE OF FUNDAMENTAL DUTIES

1. It serves as a constant reminder to the citizens while enjoying their rights, the citizens should be aware of their duties, their nation and towards other citizens.

2. These serve as a warning to the people against the anti-social activities that disrespect the nation like burning the flag, destroying the public property or disturbing public peace.

3. These help in the promotion of a sense of discipline and commitment towards the nation. They help in realizing national goals by the active participation of citizens rather than mere spectators.

4. It helps the Court in determining the constitutionality of the law. For instance, any law passed by the legislatures, when taken to Court for constitutional validity of the law, if it is giving force to any Fundamental Duty, then such law would be taken as reasonable.

5. They can be enforced by the law; the parliament has the right to impose any type of penalty or punishment for violating any of the Fundamental Duties.

Fundamental Duties of citizens serve a useful purpose. In particular, no democratic polity can ever succeed where the citizen are not willing to be active participants in the process of governance by assuming responsibilities and discharging citizenship duties and coming forward to give their best to the country. Some of the fundamental duties enshrined in Article 51A have been incorporated in separate laws. For instance, the first duty includes respect for the National Flag and the National Anthem. Disrespect is punishable by law. To value and preserve the rich heritage of the mosaic that is India should help to weld our people into one nation but much more than Article 51A will be needed to treat all human beings equally, to respect each religion and to confine it to the private sphere and not make it a bone of contention between different communities of this land.

The most important task before us is to reconcile the claims of the individual citizen and those of the civic society. To achieve this, it is important to orient the individual citizen to be conscious of his social and citizenship responsibilities and so shape the society that we all become solicitous and considerate of the inalienable rights of our fellow citizens.

Therefore, awareness of our citizenship duties is as important as awareness of our rights. Every right implies a corresponding duty but every duty does not imply a corresponding right. Man does not live for himself alone. He lives for the good of others as well as of himself. It is this knowledge of what is right and wrong that makes a man responsible to himself and to the society and his knowledge is inculcated by imbibing and clearly understanding one's citizenship duties. The fundamental duties are the foundations of human dignity and national character. If every citizen performs his duties irrespective of considerations of caste, creed, colour and language, most of the malaise of the present day polity could be contained, if not eradicated, and the society as a whole uplifted. Rich or poor, in power or out of power, obedience to citizenship duty, at all costs and risks, is the essence of civilized life.

11.9 LET US SUM UP

Rights are claims of an individual and these are essential for the development of himself or herself and that are recognized by the society or the State. A duty is something that someone is required to do for any number of reasons, including moral or legal obligations. Rights and duties are interdependent. Whereas all the rights are recognized by the society, some of the most important rights are recognized by the State and enshrined in the Constitution. Such rights are called Fundamental Rights. The Constitution guarantees six Fundamental Rights to Indian citizens as follows: (i) Right to equality, (ii) Right to freedom, (iii) Right against exploitation, (iv) Right to freedom of religion, (v) cultural and educational rights, and (vi) Right to constitutional remedies. While these Fundamental Rights are universal, the Constitution provides for some exceptions and restrictions. The General Assembly of the United Nations adopted several types of Human Rights in 1948 and enshrined them in Universal Declaration of Human Rights. A number of the Human Rights have been given place as Fundamental Rights in the Indian Constitution so that their implementation may become a legal duty of the government. The Human Rights which could not find place under the Fundamental Rights have been taken care of under Directive Principles of State Policy. Ten Fundamental Duties have been added in Part-IV of the Constitution under Art 51A in the year 1976 through the 42nd Constitutional Amendment. Unlike Fundamental Rights which are justiciable, the Fundamental Duties are non-justiciable which means that their violation i.e. non-performance of these duties is non-punishable.

11.10 LESSON END EXERCISE

1. Explain the importance of Fundamental Rights in one's life. According to you which right is most important in your life and why?
2. Discuss about the fundamental rights mentioned in the constitution.
3. What are Fundamental Duties? Explain its significance.
4. Differentiate between Fundamental Rights and Duties.
5. Discuss the various provisions made under the Right to Freedom.
6. How do these rights help in eradicating social problems pertaining in the society?

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11.12 ANSWERS TO CHECK YOUR PROGRESS

Check your Progress-1

1. d

2. a

3. b

4. b

Check your Progress-2

1. b
2. d
3. a
4. b

Check your Progress-3

1. a
2. a
3. c
4. b

Check your Progress-4

1. d
2. d
3. c
4. a

Check your Progress-5

1. d
2. d
3. a
4. b
5. obligation, Fundamental Rights

LESSON NO. 12 **UNIT-IV**

STRUCTURE AND FUNCTIONS OF GOVERNMENT AT DIFFERENT LEVELS

STRUCTURE

12.1 Introduction

12.2 Objectives

12.3 Structure of Government in India

12.4 Union Government

12.5 State Government

12.5.1 Structure of the state government

12.5.2 Roles and responsibilities of state government

12.6 Local Government

12.6.1 Importance of local government

12.6.2 Evolution of rural local government

12.7 Panchayati Raj System

12.7.1 Aims of panchayati raj system

12.7.2 Gram panchayat

12.7.3 Functions of gram panchayat

12.7.4 Panchayat samiti

12.7.5 Functions of Panchayat Samiti

12.7.6 Zila Parishad

12.7.7 Functions of Zila Parishad

12.7.8 Sources of Income of Panchayats

12.8 Urban Local Government

12.8.1 Structure of urban local government

12.8.2 Municipal corporation

12.8.3 Functions of municipal corporation

12.8.4 Municipal council

12.8.5 Functions of municipal council

12.8.6 Nagar panchayats

12.8.7 Functions of nagar panchayats

12.8.8 Sources of income of municipal bodies

12.8.9 Problem areas of municipal bodies

12.9 District Administration

12.9.1 Features of district administration

12.9.2 Structure of district administration

12.9.3 District collector

12.9.4 Functions of district collector

12.9.5 Sub-divisional officer

12.9.6 Functions of sub-divisional officer

12.9.7 Block development officer

12.9.8 Functions of block development officer

12.10 Let Us Sum Up

12.11 Lesson End Exercise

12.12 Suggested Further Readings

12.13 Answers to Check Your Progress

12.1 INTRODUCTION

The (Indian) Union Government or the Central Government (as opposed to State Governments), or more commonly referred to as the Government of India, governs the union of 28 states and 8 Union Territories (UTs). This union is called the Republic of India, also known as Bharat. The seat of the government is the Indian Capital – New Delhi. Like the United States, India has a federal structure of government, in which the constitution divides power between the central government and the state governments. India's present constitution went into effect on January 26, 1950, but it has been amended numerous times. In the Constitution of India, which is a sovereign socialist secular democratic republic, the country has three levels of governments: the Central, the States and the Union Territories, besides the third level of governments, comprising the panchayats in rural areas and municipalities in urban areas. In India, the state governments are the level of government below the central government. Each state of the country is governed by the state government. There are 28 state governments in our country, each of which is headed by the governor and the chief minister.

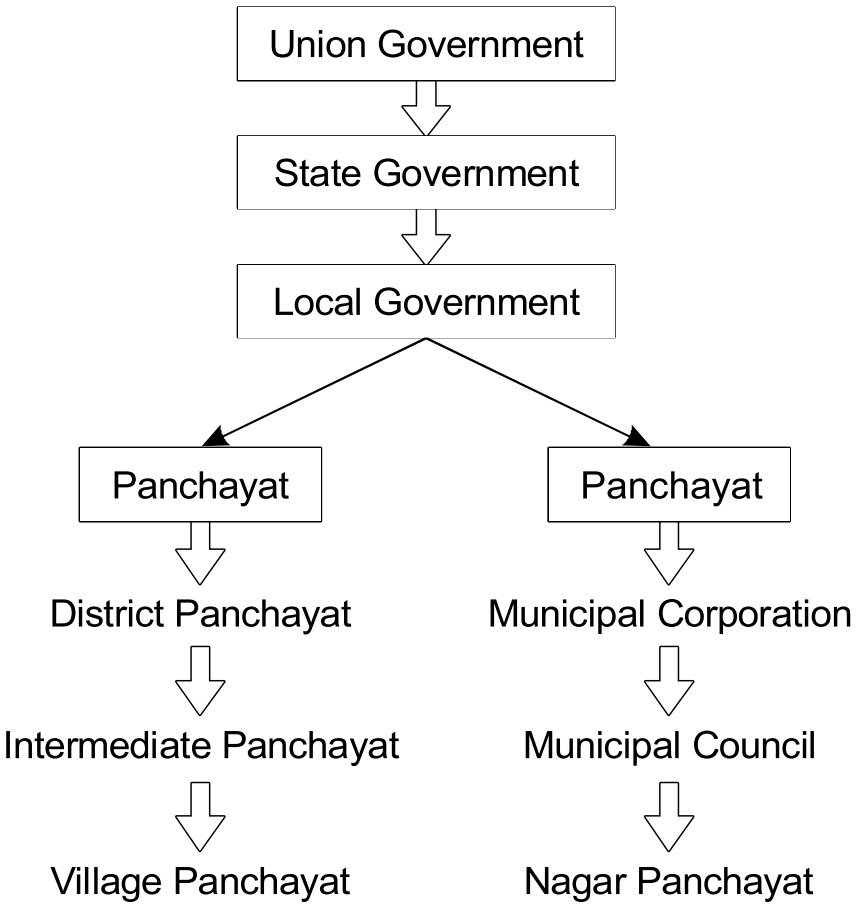
12.2 OBJECTIVES

After going through this lesson, you shall be able to:

- recognize the need to establish government bodies at different levels,
- describe the organization and functions of the various bodies,
- identify the financial resources of various bodies,
- appreciate that the local government has an important role to play both in the rural as well as urban areas, and

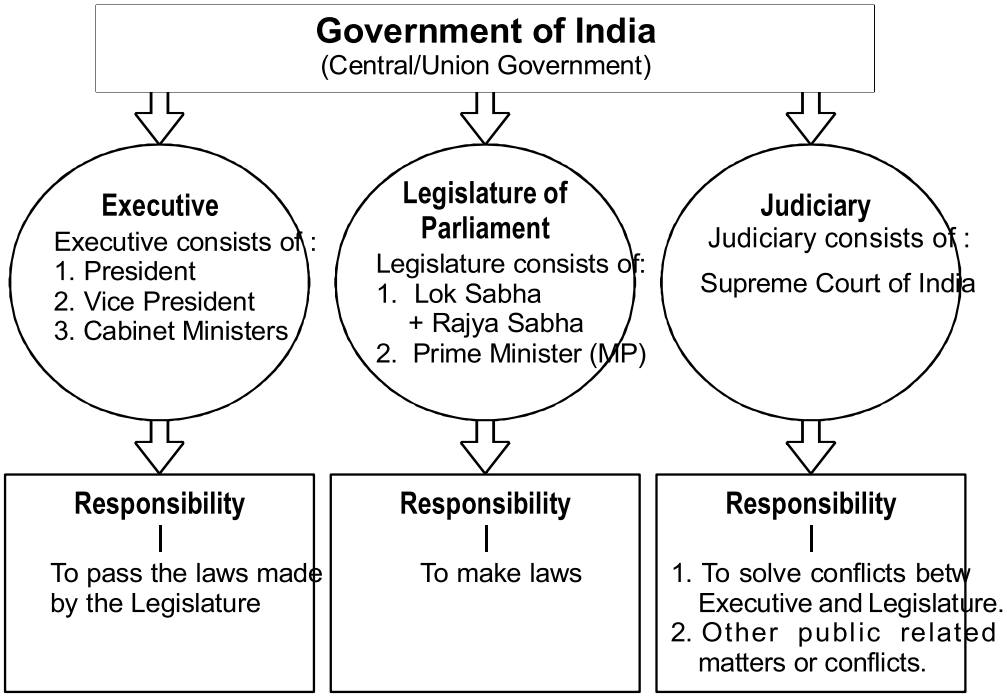
ñ recognize the necessity and importance of different officers at different levels of field administration for assisting the representatives for better functioning of local governments.

12.3 STRUCTURE OF GOVERNMENT IN INDIA



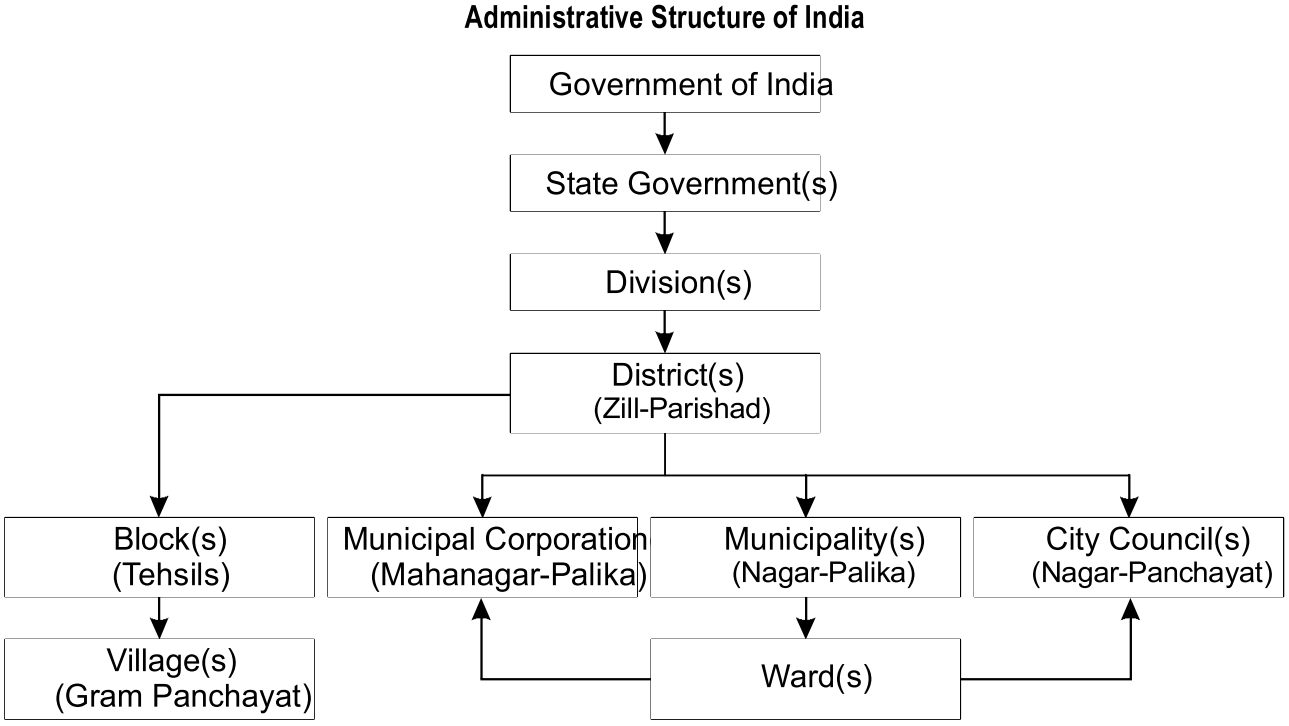
The Constitution of India, adopted by the Constituent Assembly of India on 26 November 1949, and which came into effect on 26, January 1950 is the supreme law of the country. It is a living document, an instrument which makes the government system work. It lays down the framework defining fundamental political principles, establishes the structure, procedures, powers and duties of government institutions and sets out fundamental rights, directive principles and the duties of citizens. The Constitution follows parliamentary system of government and the executive is directly accountable to the legislature.

12.4 UNION GOVERNMENT



Modelled after the Westminster system for governing the state, the union government is mainly composed of the executive, the legislature, and the judiciary, in which all powers are vested by the constitution in the Prime Minister, Parliament and the Supreme Court.

12.5 STATE GOVERNMENT



State governments in India are the governments ruling 28 states and 8 union territories of India and the head of the council of ministers in a state is chief minister. Power is divided between the union government and state governments. While the union government handles military and external affairs etc., whereas the state government deals with internal security (through state police) and other state issues. Each state has a legislative assembly. A state legislature that has one house, known as State Legislative Assembly (Vidhan Sabha), is a unicameral legislature.

A state legislature that has two houses known as State Legislative Assembly and State Legislative Council (Vidhan Parishad), is a bicameral legislature. The Vidhan Sabha is the lower house and corresponds to the Lok Sabha, the Vidhan Parishad is the upper house and corresponds to the Rajya Sabha of Indian Parliament.

12.5.1 Structure of the state government

Executive: State Executive comprises the governor and the chief minister with his council of Ministers. The Governor of each state is appointed by the President for a period of five years. Executive power of the state is vested in the governor. But the actual powers for proper functioning of the state are vested in the CM and his council of ministers.

Judiciary: State high courts have jurisdiction over the whole state. In the states, the judicial setup is headed by the chief justice. He manages and controls the entire judicial system of the state pertaining to criminal, civil and all other forms of litigation. State high courts have to, however, report to the Supreme Court of India, which may override the high court's findings and judgments.

Legislature: Each state has a legislative assembly. It consists of the governor and one House or two Houses, as the case may be. In such states, the state government's legislature is bicameral. These states are Bihar, Andhra Pradesh, Telangana, Jammu and Kashmir, Karnataka, Maharashtra and Uttar Pradesh. These states have two Houses known as legislative council and legislative assembly. The rest of the states are unicameral. There is only one House known as legislative assembly. State Legislature or State Assemblies are headed by the CM.

12.5.2 Roles and responsibilities of the state governments

State governments have separate departments for proper functioning of the state. States have jurisdiction over education, agriculture, public health, sanitation, hospitals and dispensaries and many other departments.

- **Internal security:** The state governments have to maintain the internal security, law and order in the state. Internal security is managed through state police.
- **Public order:** States have jurisdiction over police and public order
- **Education:** Providing a public education system, maintaining school buildings and colleges, employment of teachers, providing help to under privileged students all come under the education department of the state.
- **Agriculture:** The state governments have to provide support for farmers, funds for best farming practices, disease prevention and aid during disasters such as floods or droughts.
- **Finances:** State legislature handles the financial powers of the state, which includes authorization of all expenditure, taxation and borrowing by the state government. It has the power to originate money bills. It has control over taxes on entertainment and wealth, and sales tax.
- **Reservation of bills:** The state governor may reserve any bill for the consideration of the President.
- **Transport:** State government runs the trains, trams, bus and ferry services and other public transportation in the cities and towns of the States.
- **Water supply:** Water supply to cities and towns for drinking, including irrigation for farmers, is the responsibility of the State governments.
- **Budget:** State governments make budget for state.
- **Allocation of funds:** It has the power to give funds to all its organizations like Zila Parishad, corporation, and other departments.

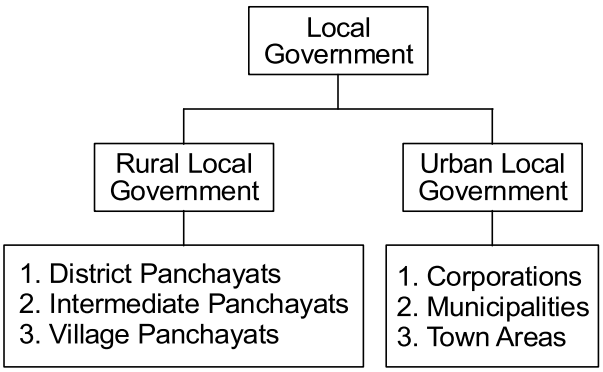
Check Your Progress-1

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. Legislature consists of_____.
2. Which of the following duty is levied and collected by the Union government?
   a. Custom duty
   b. Excise duty
   c. Estate duty
   d. All the above
3. State government deals with
   a. Military Affairs
   b. External Affairs
   c. Internal Security
   d. Other services
4. State High Courts have Jurisdiction over the _____.
   a. Whole country
   b. Whole state
   c. Whole province
   d. All of the above

12.6 LOCAL GOVERNMENT



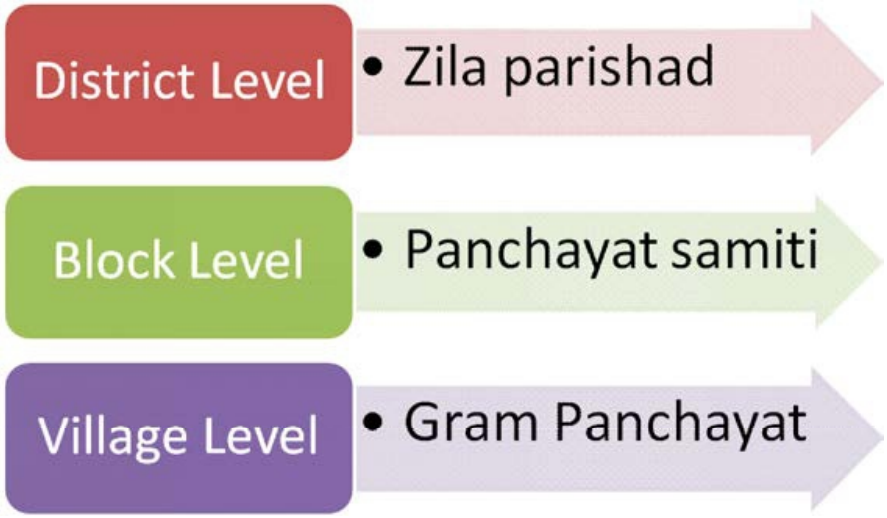
Local bodies are institutions of the local self-governance, which look after the administration of an area or small community such as villages, towns, or cities. The Local bodies in India are broadly classified into two categories. The local bodies constituted for local planning, development and administration in the rural areas are referred as Rural Local Bodies (Panchayats) and the local bodies, which are constituted for local planning, development and administration in the urban areas, are referred as Urban Local Bodies (Municipalities).

12.6.1 Importance of local government

12.6.2 Evolution of rural local government

In 1882, Lord Rippon, the-then Viceroy of India, took the initiative to form elected local government body. Following the Government of India Act 1919, village Panchayats were established in many provinces and the trend continued after the Government of India Act of 1935.When the Constitution was prepared, the subject of local government was assigned to the States and it was one of the provisions of the Directive Principles of State Policy. After the independence, a three-tier Panchayati Raj system of local government was recommended for the rural areas; resultantly, some of the states including Gujarat and Maharashtra

adopted the system of elected local bodies (1960).After 1987, a thorough review of the functioning of local government institutions was initiated and in 1989, the P. K. Thungon Committee recommended constitutional recognition to the local government bodies. Finally, in 1992, the 73rd and 74th Constitutional Amendments were passed by the Parliament. The 73rd Amendment is about the rural local governments, which are also known as Panchayati Raj Institutions (PRIs).The 74th Amendment made the provisions relating to the urban local government (also known as Nagarpalikas).



STRUCTURE OF PANCHAYATI RAJ SYSTEM

12.7 PANCHAYATI RAJ SYSTEM

Every village and town has their own peculiar problems. It is difficult to find solution for them unless they meet and discuss them and bring their decision into force. This work is called"Gram Rajya" or "Panchayat Raj". In order to make the life of a village happy, people belonging to that place should take part in its activities. For this local participation, devolution or decentralization of power is necessary. Action can be taken only when power is given to local people. It is for the progress and development of the villages that both the central and state government has implemented the "Panchayat Raj System". Panchayats have been the backbone of the Indian villages since the beginning of the recorded history. Gandhi ji's dream of every village being a republic or Panchayats having powers has been translated into reality with the introduction of three tier Panchayati Raj

system to enlist people's participation in rural reconstruction. 24th April, 1993 was a landmark day in the history of Panchayati Raj in India as on this day the Constitution (73rd Amendment) Act, 1992 came into force to provide constitutional status to the panchayati raj Institutions.

The salient features of the Act are as follows:

a) To provide three-tier system of Panchayati Raj for all states having population of over 20 lakh.

b) To hold Panchayat elections regularly for every 5 years.

c) To provide reservation of seats for scheduled castes, tribes and women (not less than 33 percent).

d) To appoint state finance commissions to make recommendations regarding financial powers of the Panchayats.

To constitute district planning committees to prepare draft development plan for the district as a whole.

f) According to the constitution, panchayats shall be given powers and authority to function as institutions of self-government.

12.7.1 Aims of panchayat raj system

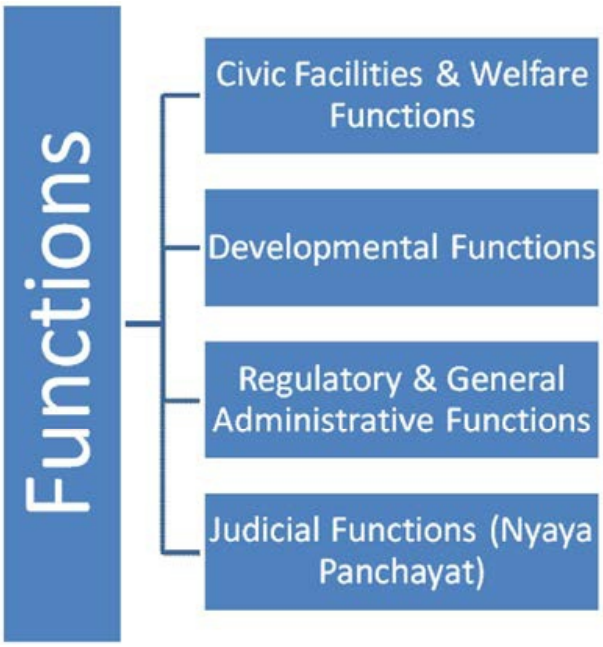
- To give more power to people in administration.
- Introduce decentralization of power in administration.
- Work for the comprehensive progress of a village.

12.7.2 Gram panchayat

Under Panchayat Raj System, the role of gram Panchayat is very important. The progress and development of village depends on it. It is called the pillar of "Grama Swarajaya" or "Grama Suraj". Under this new act, villages with 5000-7000 population and the adjacent small villages join together to create a Gram Panchayat. Whereas in Malnad and hilly areas, villages having a population of 2500 are allowed to form a Gram Panchayat. A Gram Panchayat is the cornerstone

of a local self-government organization in India. Gram panchayat is the lowest unit of the Panchayati Raj Institute at village level, governed by the 73rd Amendment which is concern with rural local government. The Gram Panchayat is divided into wards and each ward is represented by a ward member, also refers to as a Panch. The panchayat is chaired by the president of the village, known as a Sarpanch.

12.7.3 Functions of gram panchayat



1. Civic facilities and welfare functions

- Primary and Secondary Education
- Roads, Footpaths, drainage, street lights etc.
- Welfare programmes for expectant mothers and their babies
- Welfare programmes for women, children and youth
- Safe drinking water, well, tanks etc.
- Health centres and dispensaries

2. Developmental functions

- Irrigation and Electrification

› Develop cottage and small-scale industries

› Rural housing (Specially for poor and needy)

› Vocational education

3. Regulatory & general administrative functions of gram panchayat

› Registration of birth, deaths and marriages

› Maintenance of watch and ward services

› Maintenance of the village's common property

› Helping the government to maintain law & order

4. Judicial functions

› Inexpensive and speedy justice to villagers. Panchayat may act as a court or may setup Nyaya Panchayat.

› It handles only petty civil cases.

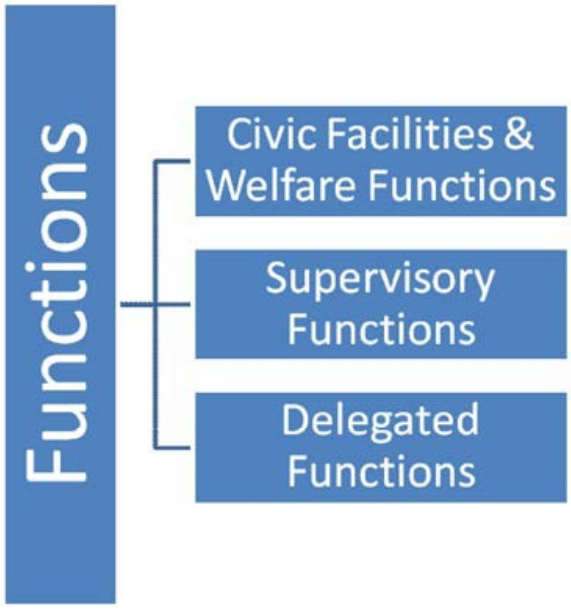
› They have no power to imprison and can fine only uptoRs. 1000.

› Cases like petty theft, property, cheating, assault, trespass etc. fall under the jurisdiction of Nyaya Panchayat.

12.7.4 Panchayat samiti

The second or middle tier of the Panchayati Raj is Panchayat Samiti, which provides a link between Gram Panchayat and a Zila Parishad. The strength of a Panchayat Samiti also depends on the population in a Samiti area. In Panchayat Samiti, some members are directly elected.In some panchayats, members of Legislative Assemblies and Legislative Councils, as well as members of Parliament who belong to the Samiti area, are co-opted as its members. Chairpersons of Panchayat Samitis are, elected indirectly- by and from amongst the elected members thereof. The Chief Administrative Officer of Panchayat Samiti is known as Block Development Officer (BDO). The Chairperson of Samiti is elected among its own members.

12.7.5 Functions of panchayat samiti



1. Civic facilities and welfare functions

- Rural health Programme
- Rural water supply
- Social welfare: improves status of women, children, welfare of SC/ST, setting up 'Anganwadis'
- Support agriculture, animal husbandry and fisheries
- Rural employment
- Develop cottage, handloom, handicraft village industries

2. Supervisory functions

- Supervises the work of gram panchayats under it.
- Examines the budget of gram panchayats under it.
- It exercises control over the function of block development officer and his assistants.
- Roads, bridges, higher education, hospitals, drinking water etc.

3. Delegated functions

- It serves as a link between Gram Panchayat and Zila Parishad.
- To coordinate a number of centrally sponsored schemes with funds shared on 50:50 basis between the Centre and the States.
- IRDP Integrated Rural Development Programme one such major programme of the Government.
- State Governments assigns functions to District Agencies and then these agencies assigns functions to Panchayat Samitis.
- Improve overall quality of life in rural areas.

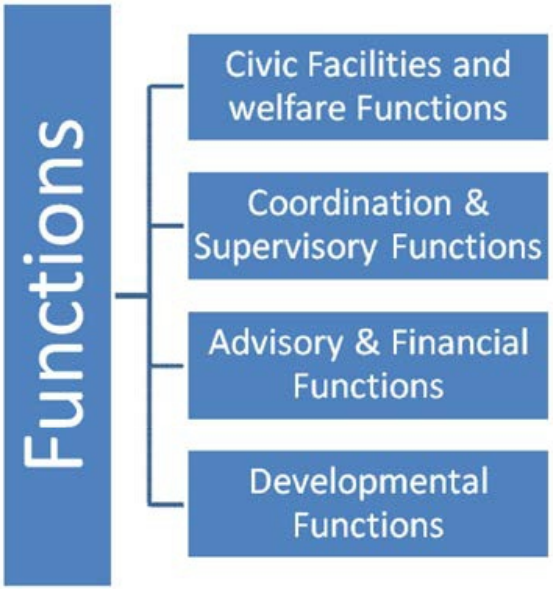
12.7.6 Zila parishad

The zila Panchayat or district council or zila parishad or district panchayat, is the third tier of the Panchayati Raj system. Zila Parishad is an elected body. Block Pramukh of Block Panchayat is also represented in Zila Parishad. The members of the State Legislature and the members of the Parliament of India are members of the Zila Parishad.

Zila parishad are panchayats at apex or district level in panchayat raj institutions. Members of the zila parishad are elected from the district on the basis of adult franchise for a term of five years. Zila parishad has minimum of 50 and maximum of 75 members. There are seats reserved for Scheduled Castes, Scheduled Tribes, Other Backward Classes and women. These councilors are chosen by direct election from electoral divisions in the district.

The chairmen of all the panchayat samitis under the district are the ex officio members of zila parishad. The Parishad is headed by a president and a vice-president. The chief executive officer, who is an IAS officer or senior state service officer, heads the administrative setup of the zila parishad. He supervises the divisions of the parishad and is assisted by deputy CEOs and other officials at district- and block-level officers.

12.7.7 Functions of Zila Parishad



1. Civic facilities and welfare functions

› Maintain and construct roads, bridges etc

› Develop land, water, human resources of the area.

› Build library, hospitals, dispensaries, educational institutions etc.

› Provide relief during emergencies and to promote welfare schemes for weaker sections of society.

2. Coordination and supervisory functions

› Supervises the work of panchayat samitis under it.

› Examines the budget of panchayat samitis under it.

› Government promotes e-governance in order to monitor the functioning of Panchayat Samitis.

3. Advisory and financial functions

› Advices State government regarding needs of the people in rural areas.

› It receives funds from Union or State Government which it distributes among the Panchayat Samitis.

4. Development functions

› Irrigation and Electrification

› Develop industries and employment opportunities

› Public Housing

› Introduce programmes to removing poverty

12.7.8 Source of income of panchayats

Panchayats can discharge their functions efficiently only if they have sufficient financial resources. For resources, Panchayats depend mainly on grants from State Government. They also have taxation powers and have some income from owned or vested assets. They may get a share in the taxes, duties, tolls and fees that are levied and collected by the State Government.

(i) Gram panchayat: In most States the power of levying taxes is vested in gram panchayats. House tax, tax on cattle, immovable property, commercial crops, drainage tax, sanitation fee, tax on produces old in village, fee for supply of water to households, lighting tax are some of the taxes and fees levied by Panchayats. Panchayats can also levy entertainment tax on temporarily stationed theatres, taxes on animals and non-mechanically propelled vehicles plied for hire. Gram Panchayats also receive funds as income from property owned by them as common grounds, jungles, cattle ground etc. The sale proceeds of dung, refuse and carcasses (dead bodies of animals) is also retained by Gram Panchayats. They also receive their share inland revenue from the State.

(ii) Panchayat samitis: Panchayat Samitis can impose tax on facilities provided by them as water for drinking or irrigation purposes, lighting arrangements, tolls for bridges maintained by them. The property of Panchayat Samitis includes public buildings, public roads constructed

or maintained out of their funds and all land or other property transferred to them by the government. Panchayats receive income from the property vested in them. They also receive grants from the State Governments. Funds are transferred by Zila Panchayats or State Governments along with schemes to be implemented by the intermediate institutions of Panchayati Raj.

(iii) **Zila parishad:** Zila Parishads are also authorised to impose taxes. They may impose taxes on persons carrying on business in rural areas for six months, taxes on brokers, commission agents in markets established by them, also tax on sale of goods in these markets. Tax on land revenue can also be imposed by zila parishads. When development schemes are entrusted to them, necessary funds are also provided. They also receive grants from the State, donations from charitable institutions, and may also raise loans.

The 73rdamendment seeks to radically alter the power relations in the villages by reserving seats for scheduled castes, tribes, backward classes and women. However, in the absence of proper education, training and economic independence, these groups are unable to assert themselves. Illiteracy poverty and unemployment are the major handicaps. Urgent steps need to be taken to effectively deal with these problems in order to facilitate participatory development. Though the provision for reservation of seats for women has been manipulated by their male counterparts – mostly their husbands – it has certainly empowered them to some extent. They are increasingly becoming aware of their rights and responsibilities and are asserting themselves in certain cases. This is definitely a very positive development. The overall socio-economic and cultural development of rural areas depends on strong Panchayats. Panchayats as the foundations of democracy at the grassroots can be strengthened only by reposing faith in them, endowing them with adequate administrative and financial powers and encouraging vigilance and active participation of the people.

Check Your Progress-2

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. How many tiers are in the Panchayati Raj system of India?
   a. One tier
   b. Two tier
   c. Three tier
   d. Four tier
2. What was the main purpose behind bringing Panchayati Raj system in India?
   a. To Prevent criminalization of politics
   b. Development of villages
   c. Decentralization of the political power to the general peoples
   d. To reduce election expenses
3. Which statement is not correct regarding "Gram Sabha"?
   a. It is a body consisting of persons registered in the electoral rolls of a village comprised within the area of the Panchayat level.
   b. It is a village assembly consisting of all the registered voters in the area of the Panchayat.
   c. Its powers have been determined by the Central Government
   d. Its powers and functions at village level are like state legislature at the state level.
4. Which statement is incorrect regarding 'Zila Parishad' ?
   a. Zila Parishad is authorised to levy taxes
   b. It may impose tax on business person
   c. Zila Parishad does not receive any grants from the state
   d. Zila Parishad can receive grants from the Charitable Trusts

12.8 URBAN LOCAL GOVERNMENT

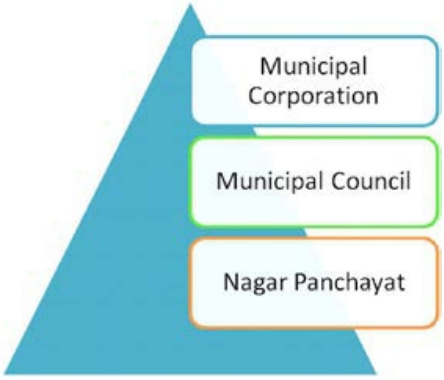
As Panchayati Raj System is meant for rural area, similarly there are institutions of urban local government. It was during the British colonial rule that the first urban local government came into existence in 1688 when a Municipal Corporation was formed in the city of Madras (now known as Chennai). Later on, similar bodies were formed for the administration at Calcutta (Kolkata) and Bombay (Mumbai). At that time, these municipalities were formed to help in the matter of sanitation and prevent epidemics. These Local bodies also had a few civic functions like managing water supply and drainage. But these bodies were not given the required powers, finance and authority. Initially most of the members were nominated. Our national leaders also had felt the importance and need of such an organization for the local administration and linked these bodies to the planned development of the country. During the British rule many changes were made in urban local bodies. Gradually certain structural changes were made, powers of the local bodies were enhanced and some funds were also provided.

As stated above, the 74th Constitutional Amendment Act 1992 brought about significant changes in the structure and functioning of urban local government. The following developments are noteworthy:

- ∑ Constitution of urban local bodies(namely, Municipal Corporation, Municipal Council, and Nagar Panchayat) in every Indian State;
- ∑ Constitution of Wards Committees within the territorial area of a municipality, to ensure people's participation in civic affairs at the grass-root level;
- ∑ Regular and fair conduct of municipal elections by State Election Commissions;
- ∑ Provision for supersession of municipal governments for not more than 6 months;
- ∑ Adequate representation of weaker sections (i.e., Scheduled Castes, Scheduled Tribes, Backward Classes) of the society and women in municipal governments through reservation of seats;

- ∑ Specification by law, through the State Legislatures, of the powers (including financial) and functional responsibilities to be entrusted to municipalities and wards committees;
- ∑ Constitution of State Finance Commissions, once in every 5 years, to review the financial position of municipalities and to make recommendations on the measures needed to improve their financial position; and
- ∑ Constitution of a District Planning Committee at the district level and a Metropolitan Planning Committee in metropolitan areas of every State, for the preparation and consolidation of development plans.

12.8.1 Structure of urban local government

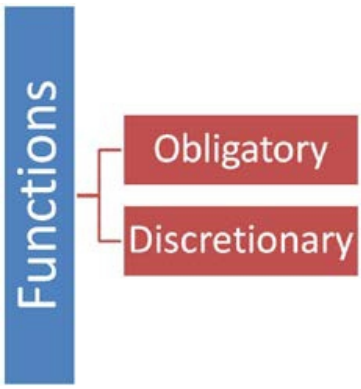


12.8.2 Municipal corporation/nagar nigam

A municipality is usually an urban administrative division having corporate status and usually powers of self-government or jurisdiction. The term municipality is also used to mean the governing, ruling body of a municipality. Municipal governance in India has existed since the year 1687, with the formation of Madras Municipal Corporation, and then Calcutta and Bombay Municipal Corporation in 1726. The urban local government which works for the development of any Metropolitan City with a population of more than one million is known as the Municipal Corporation. The members of the Municipal Corporation are directly elected by the people and are called Councilors.Municipal corporations are created for the administration of big cities like Delhi, Mumbai, Hyderabad and others. A Municipal Corporation has three authorities namely, the council

(legislative wing of the corporation), the standing committee (to facilitate the working of the council) and the commissioner (chief executive authority of the corporation).The council consist of councilors directly elected by people and is headed by a Mayor while the Commissioner is appointed by state government and is generally an IAS officer.

12.8.3 Functions of municipal corporation



1. Obligatory functions

- Public health and sanitation
- Electricity and water supply
- Education and sports
- Public Works/Infrastructure (roads, slum development etc.)
- Record of births and deaths
- Miscellaneous functions (fire service, burial grounds etc.)

2. Discretionary functions

- Transport facilities
- Cultural activities (library, museums, drama, music etc.)
- Urban forestry
- Sports and recreation
- Welfare activities (family planning, removing poverty)

12.8.4 Municipal council

The municipal councils are established for the administration of towns and smaller cities. They are known by various other names like municipalities, municipal committee, municipal board, borough municipality, city municipality and others. In composition they are quite similar to municipal corporations except that head of council is called President /chairman and in place of commissioner they have a chief executive officer/chief municipal officer. A municipal council is statutory body created by an Act of the state legislature and the criteria for setting it up varies from state to state. Broadly, these are: population, size, sources of income, industrial/commercial future and prospects of the city. Even within a state, the criteria may differ. A city, which is industrially advanced, may have a municipality despite its low population. The size of a municipality is determined by the state government, but the minimum number of councilors should be five. The President plays a pivotal role in municipal administration and enjoys real deliberative and executive powers. He presides over the meetings of the council, guides the deliberations and gets the decisions implemented. The state government also appoints an Executive Officer in the municipal council for the conduct of general administrative work. He exercises general control and supervision over the municipal office, can transfer clerical employees, prepares the municipal budget, keeps an eye on expenditure, is responsible for the collection of taxes and fees and takes measures for recovering municipal arrears and dues. He can be removed by the council or by the state government.

12.8.5 Functions of municipal council

- **Health and sanitation -** Managing cleanliness of the town, disposal of garbage, prevention of sale of unhygienic and adulterated food items, and maintenance of dispensaries or hospitals;
- **Electricity and water supply -** Ensuring supply of electricity and safe drinking water, maintaining water tanks and also water tankers;
- **Education -** Maintaining and running of primary schools and literacy centres.

- **Birth and death records -** Keeping the records regarding registration of birth and deaths in the city/town and also issuing the certificates for the same;
- **Public works -** Paving of streets, repairing and maintenance of municipal roads, construction and maintenance of Barat Ghars, Community Halls, Markets, Public facilities etc.

12.8.6 Nagar panchayat

A Nagar Panchayat or Notified Area Council (NAC) in India is a settlement in transition from rural to urban and therefore a form of an urban political unit comparable to a municipality. An urban center with more than 11,000 and less than 25,000 inhabitants is classified as a Nagar Panchayat. A notified area committee is created for the administration of two types of areas- a fast developing town due to industrialization, and a town which does not yet fulfill all the conditions necessary for the constitution of a municipality, but which otherwise is considered important by the state government. It is called so because it is created by a notification and unlike the municipality it is an entirely nominated body, i.e. all members, including the Chairman, are nominated by the state government. Thus, it is neither a statutory body (created by law) nor an elected body.

12.8.7 Functions of nagar panchayat

- Cleanliness of the city
- Supply of drinking water
- Public facilities like street lights, parking spaces etc.
- Setting up fire services.
- Birth and death records

12.8.8 Sources of income of municipal bodies

Finances supplied to the Municipal bodies are determined and regulated by the respective state governments as per the 74th amendment act. Article 243x states that a state may by law authorize a Municipality to levy and collect property

taxes, duties, tolls and fees. The state will lay down the procedure also for the same along with accounting methods.

Also as per the 74th Amendment act, the Indian Constitution has made it mandatory for every state to constitute a State Finance Commission to review the financial position of the Municipalities and make recommendations regarding distribution of taxes between the states and municipalities.

(a) **Non-tax revenue:** The non-tax revenue includes fees and fines, grants and contributions from the Government. Among its extraordinary sources may be listed loans, deposits, receipts on capital account, grants for capital works, etc.

(b) **Tax revenue:** The major proportion of income of corporations flows from taxes. It ranges from anything between two-fifths and three-fourths of total income. A corporation generally has the power to levy the following taxes:

- Property tax
- Tax on vehicles and animals
- Tax on advertisements (other than newspapers)
- Profession tax
- Education tax
- Entertainment tax
- Tax on consumption and sale of electricity
- Betterment tax on increase in urban land values caused by the execution of any development or improvement work.

12.8.9 Problem areas of municipal bodies

- **Disqualifications of members of Municipal Bodies** follow in principle the practice followed in state legislature disqualifications. But since it is governed by the state legislature who can make laws regarding the

same, it is not consistent in all states and that leads to a lot of disparity and non – security among members.

- **Election expenses and code of conduct** to be better regulated and more powers should be given to the State election commission to do the same.
- The Municipal Councils/ Municipalities have **restricted local autonomy** as compared to the Municipal Corporations.
- **Lack of finance** due to reluctance of the state and central legislators not wanting to divest further taxation and grants powers to them more than what they already have for fear of loss of power. And the municipal bodies fear increasing tax or asking for new tax collection options for loss of popularity among people.
- Local bodies are **created by state governments and therefore can be dissolved by them** as well if not dancing as per their tunes.
- In addition to the above, is the **drawing of rural people and other city people to a place where there is rapid urbanization through industrialization.** Law and order becomes difficult to maintain, slums develop etc. leading to additional problems for these already stressed out urban local governance bodies.
- In spite of many central and state committees sitting and recommending better financial and administrative autonomy for the Municipal bodies, there has been **no concrete effort from the legislator's side** to implement the same.
- The **power now seems to have shifted from the state governments to the financial institutions, international donors and credit rating agencies.** Finally, the capacity of the government to generate employment directly through anti-poverty programs would remain limited. Thus anti-poverty programs should primarily be focused on provision of basic amenities.

- **Lack of consistent and coherent urban development policy**, faulty and improper urban planning coupled with poor implementation and regulation are big challenges for municipalities.
- **Lack of proper monitoring system** in place results in inefficient and improper functioning of Local Urban Bodies.

Check Your Progress-3

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. Who among the following is the first citizen of a city in India?
   a. Mayor
   b. Chairman
   c. Sheriff
   d. Member of Legislative Assembly
2. As per the Constitution (74th Amendment), Legislatures of States have not been conferred the power to empower municipalities with the responsibility of:
   a. Preparation of plans for economic development and social justice
   b. Management of law and order
   c. Implementation of schemes as may be entrusted to them
   d. Levy, collection and appropriation of taxes, duties, tolls, etc
3. Tax revenue ranges from _____and _____ of total income.
4. Municipalities enjoy
   a. Restricted local autonomy
   b. Full local autonomy
   c. No local autonomy at all
   d. None of the above.

12.9 DISTRICT ADMINISTRATION

Apart from the above stated rural and urban local self-governments, there is administrative machinery in every district. This not only contributes to the functioning of the local bodies directly and indirectly, but also performs administrative and development functions. In every district there are Sub-Divisions and Blocks or Talukas and the officials posted there assist the district administration. District had been an important unit of administration since long. During the British colonial period, it was mainly responsible for maintaining law and order and collection of revenues. But at present, state administration has been decentralized and the district administration is playing multi-faceted role.

12.9.1 Features of district administration

Generally, the district administration has the following features.

a) It is at district level that the state government comes into contact with the people.

b) District administration is a field work as opposed to staff or secretariat functions.

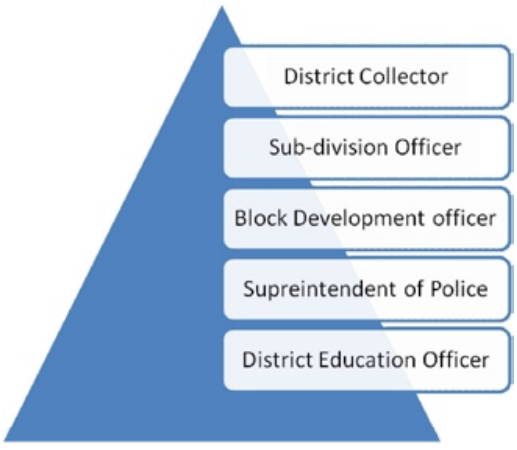
c) The problems at the district level are local relating to the district.

d) At district level, policy formulation ends and the implementation begins.

e) The District Officer is the last agent of the state government and the 'man of the spot' for any activity or incidence in the district; and

f) At the district, there is functional aggregation of units. A large number of departments have their field agencies located in the district.

12.9.2 Structure of district administration



- Other important district level functionaries are District Medical Officer, District Health Officer, Assistant Registrar of Cooperative Societies, District Industries Officer, District Judges, Backward Class Welfare Officer, District Forest Officer, District Agriculture Officer, Superintendent of Jail and District Labor Officer.

12.9.3 District collector

It is the District Collector who is in-charge of the whole district administration. This post is also named as Deputy Commissioner, District Magistrate or Upayukta. He/She belongs to the Indian Administrative Service (IAS). District administration is responsible to implement the policies and programmes of the State and Central governments. Especially after independence, the district administration is responsible not only for collection of revenue or taxes and maintenance of law and order, but is also for various activities related to welfare and socio-economic development of the district. The position of District Collector was created by Warren Hastings in 1772. The main functions of the district collector were to supervise general administration, to collect land revenue and to maintain law and order in the district. He was the head of the revenue organization. He was responsible for registration, alteration, and partition of holdings; the settlement of disputes; the management of indebted estates; loans to agriculturists, and famine relief. All the other officials in the district were subordinate to him and were responsible to inform him of every activity in their respective departments. The District Magistrate, therefore, has been assigned various important powers and functions to perform on behalf of the State government.

12.9.4 Functions of district collector

› Maintaining law and order and ensuring peace in the district;

› Implementing various policies and programmes of the State government and the Central government;

› Acting as the main link between State government and district level institutions and offices;

› Coordinating the activities of different departments such as education, health, welfare, land management, police, jail and culture;

- Taking adequate and appropriate measures during emergencies and disasters and conducting relief work;
- Ensuring the conduct of free and fair elections for various representative bodies, such as Lok Sabha,Vidhan Sabha, Block Samities, Zila Parishad, Municipalities,etc.;
- Managing collection of the revenue and other taxes;
- Performing judicial functions and deciding various disputes and even imposing penalties and fines;
- Listening to the grievances of the people and redressing them.

12.9.5 Sub-divisional officer

For better administration each district is divided into smaller units called Sub Divisions. Although the sub divisions of the district are under the District Magistrate, an officer called the Sub Divisional Officer (SDO) is made in-charge of this unit. The SDO is there to assist the District Magistrate in the field of administration and also works as his/her representative. The Sub-divisional Officer (Civil) is the chief civil officer of the Sub-Division. In fact, he is a miniature Deputy Commissioner of his Sub-Division. He possesses adequate powers to co-ordinate work in the sub-division. He exercises direct control over the Tehsildars and their staff. He is competent to correspond directly with government and other departments on routine matters. The SDO belongs to the Indian Administrative Service (IAS) or to the cadre of State Civil Service.

12.9.6 Functions of sub-division officer

- Collection of Land Revenue
- Co-ordination of work of all officials in the subdivision
- Agriculture, Animal Husbandry and Public Health within the subdivision
- Bind down anti-social elements for peaceful conduct
- Closer contact with the public and more intimate association with the local bodies and market committees

- Needs co-operation and helps from other Government Official for the smooth running of administration and successful implementation of development schemes
- Power to issue licenses for armed weapons like guns and pistols
- Authorized for the issuance of Driving License, Certificates regarding the domicile, Schedule Castes/Schedule Tribes and other Backward Classes.

12.9.7 Block development officer

A Block development officer is designated as an officer appointed by the department of Rural Development Department for discharging the duties of a block. The Block is the unit of administration at the lowest level. The officer in-charge of the Block is called Block Development Officer (BDO). He/She belongs to State Civil Service cadre and looks after various activities of the Block. The BDO is linked with the middle tier of Panchayati Raj as he/she is the ex-officio Secretary of the Panchayat Samiti and keeps the record of the meetings, prepares budget and coordinates various developmental activities. The BDO is the chief minister of its block, every work related to the development is undertaken by him and without his permission no work is being executed in that particular block. He is assisted by a team of officers, technical staff and ministerial staff who is responsible for the proper and successful execution of various development works entrusted to the Department. For execution of the schemes the Block Development Officers is also responsible for securing people's participation and maintaining of public enthusiasm in the different programme taken by the Blocks.

12.9.8 Functions of block development officer

- Agricultural, education, store and distribution of agricultural supplies
- Social education
- Production plan and allied services
- Attending works
- Organizing co-operatives and other auxiliary agencies

› House keeping

› Attending panchayat samiti and gram sabha meetings

› Miscellaneous jobs

Besides the functions already enumerated, he has been entrusted some miscellaneous functions as supplying medical first-aid, taking surveys, participation in small saving campaigns and other functions of emergent nature.

Check Your Progress-4

Note : (a) Answers the questions given below.

(b) Compare your answers with those given at the end of this lesson.

1. Which of the following is not the duty of a District Magistrate?

   a. Maintenance of Law and Order

   b. Collection of land revenue

   c. Implementation of poverty alleviation programmes

   d. Conduct of local bodies elections

2. The position of District Collector was created by _____ in _____.

3. Who is the chief civil officer of sub-division?

4. BDO is assisted by a _____, _____ and _____ who is responsible for the proper and successful execution of various development works entrusted to the Department.

In view of the above, rural and urban local bodies have opportunities for every citizen to actively participate in the decision-making process. These are the best institutions to impart political education to citizens and enable them to acquire leadership qualities. When citizens participate, they learn to realize and plead for issues and concerns of self as well as others. Since these local government bodies

are nearer to them, the citizens can easily have access and seek solutions through personal initiative and intervention. Women in particular have greatest opportunities. Owing to reservation of seats for them, greater number of women participate in the running of these institutions. This has been one of the best ways to empower women and provide them opportunities to prove their capabilities. On the other hand, the local government bodies have put forth a number of challenges. Being closest to the people, these institutions have raised the aspirations and expectations which they are not able to fulfill because of various constraints. The tasks of these institutions are challenging, but the resources are limited. This situation quite often leads to arguments and oppositions. Promoting and ensuring qualitative participation of citizens in the political process have been constrained by factors like poverty, illiteracy, social inequalities and the trends of criminalization of politics. The elements of castes and communalism also create problems. The increasing trend of corruption and nepotism act as major challenges to the effective functioning of the local bodies.

12.10 LET US SUM UP

Since the late 1980s, we have been witnessing a wave of decentralization globally, which is founded upon the idea of making governance more participatory and inclusive. In 1992, India too embraced this wave and amended its Constitution with the intent to strengthen grassroots-level democracy by decentralizing governance and empowering local political bodies.

The objective was to create local institutions that were democratic, autonomous, financially strong, and capable of formulating and implementing plans for their respective areas and providing decentralized administration to the people. It is based on the notion that people need to have a say in decisions that affect their lives and local problems are best solved by local solutions.

Though traditional forms of local bodies have existed in India for centuries, the post-Independence period saw a shift towards building a system of local government, in no small part due to the influence of Mahatma Gandhi. The passing of the 73rd and 74th constitutional amendments, made it mandatory for each state to

constitute rural and urban local governments, to establish mechanisms to fund them, and to carry out local elections every five years. The creation of this new three-tier system of local governance provided constitutional status to rural and urban local bodies, ensuring a degree of uniformity in their structure and functioning across the country. Provisions of these two amendments are similar in many ways, and differ mainly in the fact that the former applies to rural local government (also known as Panchayati Raj Institutions or PRIs), while the latter applies to urban local bodies.

Currently, there are more than 250,000 local government bodies across India with nearly 3.1 million elected representatives and 1.3 million women representatives.

Panchayati Raj System is a three tier system, having Gram Panchayats at village level, Panchayat Samitis at intermediate or Block level and Zila Parishad at district level. These institutions work for the welfare and socio-economic development of the people of their respective areas. They also provide basic facilities such as safe drinking water, sanitation, dispensaries, paving of lanes & roads, primary schools, old age homes and other local needs of the areas. The urban local bodies, Municipal Corporations in big cities, Municipal Councils in smaller cities and Nagar Panchayats in transitional areas have been strengthened by the 74th Constitutional Amendment Act 1992. Like Panchayati Raj Institutions, they have also reserved seat for Scheduled castes, Scheduled Tribes and other weaker sections, as well as for women. These local bodies provide basic facilities to the people, develop and maintain infrastructure, conduct developmental activities and look after the welfare of the people of their respective areas. Both rural and urban local bodies are closest to the people and function as the truly grassroot democratic institutions. They provide opportunities to the people to be a part of the decision-making process; they have challenges like castes, corruption and shortage of needed financial resources and indifference of the people.

12.11 LESSON END EXERCISE

1. What is the need to form local bodies at rural and urban level?
2. What is Panchayati Raj System? How does it work for the local people?
3. Explain the structure of Panchayati Raj System along with its functions.

4. What are the sources of income for local bodies? How can it be used for the benefit of people?

5. What are Urban Local Bodies? Explain its structure.

6. Explain the roles and responsibilities of municipal bodies.

7. Discuss the problems faced by municipal bodies in implementing the programmes.

8. What are the powers of District Magistrate and how does he coordinate with its subordinates?

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12.13 ANSWERS TO CHECK YOUR PROGRESS

Check your Progress-1

1. Legislature consists of Governor and one House or two Houses
2. d
3. c
4. b

Check your Progress-2

1. c
2. c
3. c
4. c

Check your Progress-3

1. a
2. b
3. two-fifths and three-fourths
4. a

Check your Progress-4

1. d
2. Warren Hastings in 1772
3. Sub-division Officer
4. Team of officers, technical staff and ministerial staff