



**B.ED.PART-I  
SEMESTER I**

**PAPER IV & V (OPT. XII)**

**TEACHING OF SOCIAL STUDIES**

**Department of Distance Education  
Punjabi University, Patiala**

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**LESSON No.**

**SECTION-B**

- 2.1 : Need & Importance of Social Studies Room
- 2.2 : Social Studies Text Book : Need, Importance & Qualities.
- 2.3 : Social Studies Teacher : Qualities & Role
- 2.4 : Audio Visual Aids : Meaning, Importance Projective & Nonprojective Teaching Aids : Overhead Projects, Slide Projector, Chalk Board, Maps, Charts, Diagram, Model, Picture, Graphs & Globe.

Structure

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- 2.1.2.2 Saves Time, Energy and Money
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2.1.3 Equipment for Social Studies Room

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**2.1.0 AIMS :**

After reading this chapter the reader will be able to understand :

- Need & Importance of Social Studies
- Why equipment & What kind of equipments are required for Social studies room.
- How to do the management of Social studies room.

**2.1.1 INTRODUCTION :**

In order to teach studies in an effective way to the students it is essential that the school must have a social studies room. The setting and arrangement of this room should be such that it creates an atmosphere for the study & teaching of social studies. It must be a room, well furnished with the furniture so that students can sit there and study as and when they like or as and when they feel the need to study. The room should be equipped with reference books, periodicals, newspapers, journals, maps, charts, models, albums, all types of audio-visual aids museum, art gallery, bulletin board social documents and publications etc. It should be so well arranged that the students should be love to come, sit and study there.

A Social studies Room or Social Studies Laboratory, fully equipped with modern aids, will provide a pleasant social and cooperative environment where the teachers and the learners feel homely. It is must for every school. It has been observed by Moffatt, "Class-room situation only when adequate facilities are provided, it should be furnished to provide a suitable environment for acquiring and practicing Social Studies Skills." A specially equipped Social Studies Room or equipment arranged in a Social Studies Laboratory is needed to facilitate the use of modern methods and techniques like play-way Method, Problem Method, Project-Method and, the Socialized, Recitation Method etc. Special setting and equipment are needed for utilizing in these methods.

**2.1.2 NEED AND IMPORTANCE OF SOCIAL STUDIES ROOM :**

As we need a laboratory to teach physical sciences such as physics, chemistry or life sciences such as botany, zoology, etc. so also we need a laboratory to teach social studies which is a social science. In the laboratory of social studies the students will undertake various types of activities such as research, construction, music, dramatic and creative art etc. in a free and desirable environment.

Provision of a special room for Social Studies is needed because of following considerations :

**2.1.2.1 Teaching Effectively :**

Social Studies room is needed for effective teaching. Well maintained room includes special furniture and teaching aids which are helpful in creating and maintaining effective teaching learning environment.

**2.1.2.2 Saves Time, Energy and Money :**

In Social Studies room, the audio- visual aids can be arranged of proper place. This saves time and energy of the teacher and studies,. Since instruments and equipments used as teaching aids are costly so the Social Studies room helps in saving money by properly maintaining these apparatuses.

**2.1.2.3 Use of Different Methods of Teaching :**

Social Studies room can also be helpful in advanced methods of teaching. Project method, problem method, discussion method, source method, socialized techniques etc. can be effectively dealt with in Social Studies room.

**2.1.2.4 Helpful for Teacher :**

Social Studies room is helpful for teacher. He can plan his lesson effectively, use appropriate method of teaching and consult reference books. Teacher can also use modern equipment like computer, projector, T.V., radio etc. for teaching effectively in Social Studies room.

**2.1.2.5 Creating and Maintaining Effective Environment :**

Effective environment is required for teaching learning process. Properly maintained Social Studies room provides material required for effective teaching learning process. Proper seating arrangement, proper setting of audio-visual aids, adequate size of room, light, display of maps, charts etc. create proper environment, which stimulates learning.

**2.1.2.6 Proper Use of Teaching Aids :**

Teaching aids can be used according to the plan of teacher in Social Studies room. Some equipment and instrument need special room, e.g. computer, projector, T.V., V.C.R. etc. for their proper use. The need and importance has been observed by M. P. Muffat. When he says : "Laboratory furnishings and their arrangements have direct bearing on the quality of results obtained in the teaching of Social Studies. Satisfactory outcome can be expected from any Laboratory or class room situation only when adequate and workable environment for acquiring and practicing Social Studies skill are available."

**2.1.2.7 Creative Expression :**

Students learn to make maps, charts, models, graphs etc. in the Social Studies room. This helps in developing creative and constructive attitude.

**2.1.2.8 Safe Guarding Costly Equipment :**

Social Study room is helpful in the safety of costly equipment like T.V., radio, OHP, projectors etc- and teaching aids. It ensures against the breakage of these equipments and aids.

**2.1.3 EQUIPMENT FOR SOCIAL STUDIES ROOM**

For teaching of Social Studies effectively different type of help material, equipments and instruments are used. Following are the equipments stored in Social Studies room :

**2.1.3.1 Teaching Aids :** The Social Studies room should be fully equipped with various types of audio-visual aids. These aids play an important role in the teaching of Social Studies. The main teaching aids are :

- 2.1.3.1.1 Audio-visual Aids which includes charts, graphs, maps, atlases, globes, models etc.
- 2.1.3.1.2 Reference Books : Reference Books with latest edition should be there.
- 2.1.3.1.3 Bulletin Board, Display Board
- 2.1.3.1.4 National flags of different nations of the World
- 2.1.3.1.5 Time line.
- 2.1.3.1.6 Flags and postal stamps of different countries.
- 2.1.3.1.7 Specimens.
- 2.1.3.1.8 Slides and Transparencies.
- 2.1.3.1.9 Flash Cards.
- 2.1.3.1.10 Films and film strips.
- 2.1.3.1.11 Geographical instruments : Rain guage, maximum and minimum thermometer, barometer, weather cock etc.
- 2.1.3.1.12 Educational VCD, video cassettes, audio cassettes etc.
- 2.1.3.1.13 Equipments like Projectors, Epidiascope, T.V., V.C.R., Radio, Tape recorder. Magic lantern etc.
- 2.1.3.1.14 Computer and Multimedia.

**2.1.3.2 Survey Instruments :**

Survey instruments like compass, chain, arrows, divider, scale, etc. are used for survey. These instruments are also stored in Social Studies room.

**2.1.3.3 Boards :**

Blackboard (chalk board), bulletin board, flannel board are also included in Social Studies room. Blackboard or chalk board of adequate size fitted on proper place is used by the teacher while teaching in Social Studies room. Bulletin board is fitted near the entrance. Flannel board is also kept at appropriate place in the social studies room, which is used to display pictures, photograph, flash cards etc.

**2.1.3.4 Corner for Library :**

Social Studies room has a corner for library which include books, reference books etc. for teacher. In the library following things are included :

- 2.1.3.4.1 Text Books
- 2.1.3.4.2 Reference Books
- 2.1.3.4.3 Journals
- 2.1.3.4.4 Magazines,
- 2.1.3.4.5 Newspapers,
- 2.1.3.4.6 Pamphlets published by union and state governments.

**2.1.3.5 Small Museum :**

Well maintained Social Studies room include a museum. This museum contain collections of old coins, old clothes, dresses, utensils,

historical relics, old paintings, art pictures, specimens, flags and postal stamps etc.

#### **2.1.3.6 Special Furniture :**

Appropriate furniture for students and teacher is needed. Furniture for students should be such that they can keep their material required for project work in it safely. Furniture for teacher should include moveable table and chair. The furniture required for Social Studies room includes :

**2.1.3.6.1** Desk and bench or chairs for students.

**2.1.3.6.2** Table and chair for teacher

**2.1.3.6.3** Map racks for keeping maps

**2.1.3.6.4** Tracing table for teaching of maps, diagrams etc.

**2.1.3.6.5** Cabinets and cupboards for keeping books, files, notes, video cassettes, VCDs, films etc.

#### **2.1.3.7 Proper Fitting of Electricity :**

Electric fitting at appropriate places is needed in Social Studies room. Tube lights and bulbs for lights at appropriate place, plugs and power plugs for computer, projector etc. near the table of teacher, fans for air and ventilators are needed in the room.

#### **2.1.3.8 Features of Room :**

A special room is needed for Social Studies. This should have two doors, one for entrance and one for exit; windows for proper ventilation and natural lights; black curtains on doors and windows for creating darkness in the room while using different types of projectors; railing on the walls for hanging pictures, charts, maps etc. The room should be large enough to accommodate 60 to 70 students at a time, 40 for teaching and 20 to 30 for project or practical work. Normally, the size of the room is 14x8 meters. Shelves for keeping specimens, files, teaching aids etc- should be there in this room.

#### **2.1.3.9 Other Material :**

In addition to the material mentioned above. Social Studies room should also be provided with paints, water colours, coloured pencils, sketch pens, inks, pen holders, erasers, scissors, papers, drawing pins, chalk, coloured chalk and duster etc.

### **2.1.4 MANAGEMENT OF SOCIAL STUDIES ROOM**

Since the Social Studies room has important and costly equipments, instrument and material, thus it needs proper management.

1. Teacher has to maintain the social studies room. The maintenance of this room in the school depends upon the interest and ability of teacher.
2. Teacher should involve students in the management of the room.

**3.** Members of management committee should include students elected democratically.

**4. Committee may includes :**

- (i) President,
- (ii) Vice - President
- (iii) Joint Secretary,
- (iv) Cashier

The inclusion of students help in the proper maintenance of the Social Studies room and also help in creating interest among students about this subject.

#### **2.1.5 SUMMARY**

A Social studies room, fully equipped with modern aids, will provide a Pleasant social & cooperative environment where the teacher & Learners feel homely.

#### **2.1.6 SUGGESTED QUESTIONS**

**2.1.6.1** What is the need of a Social Studies room ?

**2.1.6.2** What are the equipments, instruments and material required for a Social Studies room?

**2.1.6.3** Explain the importance of Social Studies room.

#### **2.1.7 SUGGESTED READINGS :**

- (i) Shaida, B.D. : Teaching of Social Studies
  - (ii) Sandhu, P.K. : Teaching of Social Studies (Punjabi)
  - (iii) Manjit Kaur : Teaching of Social Studies (English)
- Gurmeet Singh (2004)

**Structure**

- 2.2.0 Aims
- 2.2.1 Introduction
- 2.2.2 Need of the Text book
- 2.2.3 Selection of the Text book
- 2.2.4 Importance of Text book
- 2.2.5 Qualities of a Text book
- 2.2.6 Summary
- 2.2.7 Questions
- 2.2.8 References

**2.2.0 Aim of the Lesson :**

After reading this lesson reader will be able :

- (i) to understanding need & importance of text book.
- (ii) To understand how to select the text book.
- (iii) To understand the qualities of text book.

**2.2.1 Introduction :**

Texts have been defined as writing other than formal documents printed on paper parchment or similar materials. Book has been defined by UNESCO as a “non-periodical printed publication of at least 49 pages excluding covers.” The New Encyclopaedia Britannica (1975) identified some characteristics for the text-book as follows :

1. A book is designed to serve as an instrument of communication.
2. Its use of writing or some other system of visual symbols to convey meaning.
3. Its publication for tangible circulation.

A book may be defined, therefore as a written (or printed) message of considerable length meant for public circulation and recorded on materials that are light yet durable enough to afford comparatively easy portability.

Different authors have given definitions of a text-book.

According to Webster’s dictionary : “Text book is annual of instruction a book containing presentation of the principles of the subject used as a

basis of instruction.”

Becon defined text book as “a book designed for class room use, carefully prepared by experts in the field and equipped with the usual teaching devices.”

According to Encyclopaedia of Educational Research, “In the modern sense and as commonly understood, the text book is a learning instrument usually employed in school and colleges to support a programme of instruction. In ordinance usage, the text book is printed, it is non-consumable, it is hard band, it serves an avowed instructional purpose and it is placed in the hands of the learner.”

### **2.2.2 Need of the Text-book :**

Text-book play a very important role in the teaching- learning process. A text-book contains selective and systematic. It is not a statement of knowledge only but it uses various teaching learning devices to fulfill the desired instructional role. Thus, a text-book is said to be "the teacher in print". Text-books cannot be excluded from the class room due to following reasons:

1. The text-book provides a logical and comprehensive information regarding the subject matter;
2. The text-books indicate the direction and save the time and energy of the teacher and the students ;
3. Exercises are provided for further thinking ;
4. Most important facts regarding social studies are selected and organised systematically and logically into heading and sub-headings.

These text books should be written with keeping in view of educational objectives in the present time.

### **2.2.3 Selection of the Text-Book**

Kothari Education Commission (1964-66) stated that, “A good text-book written by a qualified and competent specialist in the subject and produced with due regards to qualify of printing, illustrations and genera set-up, stimulates the pupils interest and helps the teacher considerably in his work.” There are several criteria which determine the selection of the book, as follows:

1. Educational value ;
  2. Suitability of price ;
  3. Adequacy of content ;
  4. Explanation of topics with the help of examples from the local environment ;
  5. Proper explanation of technical terms ;
- 2.2. The subject matter according to the different age-levels.

7. The text, illustrations and exercises should help in the development of knowledge, attitude and skill necessary to effective living in the modern world.

#### **2.2.4 Importance of Text-book**

Text-book has a great importance in the teaching-learning process. Text books can be used in different ways in teaching of social studies. Studies of different levels can learn more and more from the text-books. Text-books can be made more effectively by using different audio-visual aids and materials. Text books provides general ideas to a teacher about the events. In the present world text-books become more important to provide the different source and related materials to the students.

##### **1. For Introducing the topic**

The social studies teacher can introduce the topic to his students in a good manner with the help of text-book. Social studies teacher can explain the terms of social studies to his students with the help of text-book. The student can check the contents, headings and sub-headings from the text-book.

##### **2. For Developing the Topic**

The text-book helps the teacher to develop new terms and concepts of social studies. The text-book helps the students to learn these terms and also helps them to understand the broader area of the concepts. Text-book increase the knowledge of the students about these concepts.

##### **3. For Describing the Topic**

The text-book of social studies makes an opportunity to describe the topic more and clear. It helps the teacher and students both to understand the terms, concepts and material more and in a clear way.

##### **4. For Providing Background**

The text-book provides the background about the terms, concepts and ideas of social studies. It helps the teacher and students to study the related material from the other books. It gives new information about the ideas of social studies.

##### **5. For Giving Answers to the Questions :**

It helps the students as well as the teacher to give answers to the questions. It increases the power of thinking as well as of reasoning of the students. Students can find out the answers of the questions from the text-materials.

#### **2.2. Provides Selected Matter**

The text-book provide the selected material to the students about the social sciences. It increases the knowledge of the students to understand the other concepts based on the selected matter.

**7. Provides Frame Work**

The text-book has a systematic frame work of learning and provides the material to the students for their learning. The text-book are prepared by the different institutions on the base of their predetermined courses about the subject.

**8. Fulfill the Objectives**

Without the objectives the teacher can not make his teaching-learning process more effective. The text-book helps the teacher to make objectives. It helps the teacher to arrange the learning material according to the objectives.

**9. As an Important Instrument**

The text-book is the great instrument for the teacher. It helps the teacher for making lesson planning. It helps the teachers to organise the different activities of the social studies. The teacher should give assignments to the students from the text and the students can answer these assignments with the help of text-book.

**10. Helps to compare the students**

Text-book provides the guidance to the students to learn more in school as well as at the home. The students can learn better from the text-book. Intelligent students can learn better as compare to the weaker ones from the text-book. The slow learners can study the material at home better with the help of text-book.

**11. Provides the opportunity of self-learning**

The text-book provides the opportunity to the students learn more about the social sciences through their own efforts. It helps the students to evaluate the given material and also to find out the specific knowledge.

**12. Provides Specific Information**

The text-book provides the basic and specific information the learners about the learning materials. It helps the students to sum up their ideas. It gives the correct and clear concept about the events occurred, to the learners.

**13. Helps to Generalise the Ideas**

The text-book helps the students to generalise their ideas about the concepts. The students can generalise their ideas on the basis of the summary of the unit. The students can generalise some important points of the content material with the help of the text-book.

The text book, play an important role in the teaching learning process. The text-book should be written according to the objectives of the present time.

It provides a common laboratory to develop study skills. As it furnishes a common basis to master the process of reading, analyzing, outlining and summarizing.

### **2.2.5 Qualities of a Text Book**

There are certain criteria for the evaluation of the social studies Text-book. NCERT had developed a detailed criteria and it is based on the document, "Principles and Procedure for preparation and Evaluation of Text-book." These criteria help to maintain the quality of the text-books. The qualities of a good text-book are based on the criterial given below.

#### ⇒ **Academic Aspects**

The text-book must cover all the topics and sub-topics and also they must provide and give information about the whole syllabus. The selected topics must be integrated with the activities within the outside the class. The content must be according to the time allotted to the subject that is the content should neither be long and nor too short. The scope of the selected topics and content must be according to the mental ability of the students. The contents must provide the opportunities to all students and the information included in the text-book must be up-to-date.

#### **1. Organization of Content**

The subject material or content must be organised into suitable units and chapters. The chapters should be arranged in some sequence. The length of various topics and chapters must be appropriate. The heading of the chapter or unit must provide the central idea of the chapter.

#### **2. Language**

The language used in the text-book should be simple and comprehensible. The vocabulary used in the text-book must be according to the mental age of the students. The structure of sentences should be simple, short and clear. The spellings must be correct and the punctuation should be there so that the students can learn better.

#### **3. Presentation of Content**

The content should be presented in such a way that the interest of the students must be sustained throughout the book and they do not find it as a boring subject. The content must be presented from simple to complex, from familiar to unfamiliar and from specific to general one. The terms should be explained in simple language and the weightage must be given to the different topics. The text-book must provide the opportunities to the student to inquire about the problems and to interpret the data. The text-book must promote the habit of self learning- The text-book should help the student to inoculate the desirable values and attitudes.

**4. Illustration**

The illustration must cover all the aspects of the content material in which illustration is needed. The illustration should be clear and accurate in all respects. The size of illustrations should be suitable that is they must not be too short. There should be proper place for the illustrations in the text-book.

**5. Exercises and Assignments**

The exercises given at the end of each chapter of text-book helps to test the student's knowledge and skills. The exercises should be according to the mental age of the students. The exercises should be such that they help the students to review and to recapitulate the contents. The language of the exercise should be simple and clear one. The exercises must promote the spirit of inquiry. The exercises should be either essay type or objective type. There should be short answers and fill in the blanks in the exercises. The exercises should be such that they must be according to the approach of each type of students.

**2.2. Prelims**

The title must include the title of the book, the author's name and also publisher's name and his address. The reverse side of the title page should provide information about the year of publication, copyright price the book, publisher's name and address, printer's name and address and the number of copies and editions. The prelims includes the names of the editorial members and of other associated members. The prelims must provide the knowledge of the materials.

**7. Back Pages**

There should be index on the last page which provides the knowledge about the important terms and topics. There should be appendix on the back pages providing information about the additional and relevant material to the main text.

**8. Bibliography**

Bibliography should be given in adequate language.

**9. Suitable Glossary**

Glossary should be given in adequate language.

**PHYSICAL ASPECTS**

The Physical aspects of the text-book are as follows :

**1. Printing Lay-out and Get-up**

The design of the cover page should be attractive and appealing so that it attracts more students. The cutting and brushing of the paper must be smooth. The margins should be adequate and should be according to the latest norms. The headings, sub headings, of the text-book must be in capital letters. The number of pages must be according to the class for

which it is made.

## **2. Durability**

The paper used in the book should be durable so that it goes for a long time and must be affording to the mental age of the students. The young students are attracted towards the colourful pages. The binding of the book should be durable and attractive. The cover pages must attract more students towards itself.

## **3. Size of the Book**

The size of the book must be according to the mental age of the students. It should neither be too heavy nor be too thin. The table content must include the titles of the units, chapters, topics and sub-topics and also it includes the number of pages, list of tables and maps.

## **4. Price**

The price of the book should be reasonable, that is in accordance to the economics background of the students.

This criteria helps the authors to write better text-book and also helps in evaluating the same. The text book is a means to help the student in his study. The teacher should see that the textbook does not become the whole outline, context and plan.

### **2.2.6 SUMMARY**

Text book are effective instrument of transferring the knowledge to the readers. A text book is a specially written books which contains selective & systematic knowledge avarged in a coherent and sequence way. Becon defined text book as “A book designed for classroom use carefully prepared by experts in the field & equipped with the usual teaching devices.

### **2.2.7 QUESTIONS**

1. What do you understand by the term Text-Book' ? Write down its need and importance.
2. Describe various qualities of a good text-book.
3. “Text-books are good as slaves but bad as masters” Comment.

### **2.2.8 REFERENCES**

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**Structure :**

- 2.3.0 Aims
- 2.3.1 Introduction
- 2.3.2 Qualities of Social Studies Teacher
- 2.3.3 Role of Social Studies Teacher
- 2.3.4 Summary
- 2.3.5 Questions
- 2.3.6 Suggested Readings

**2.3.0 Aims of the Lesson :**

After reading this lesson the reader will be able to understand

- (i) Qualities of Social Studies Teacher
- (ii) Role of Social Studies Teacher

**2.3.1 Introduction :**

The teaching profession needs dedication and a spirit of service on the part of teachers. The most important and the greatest success of the teacher depends on the achievement of aims of education. The teaching profession has developed mainly since the early 1800's. When the first teacher training schools began in Western Europe. In the recent time, most of the countries in the world started teacher training programmes to fulfil the requirement of professional teachers. According to "The New Encyclopaedia Britannica (1985)," measured in terms of its members, teaching is the world's biggest profession." According to Indian Education Commission (1964-66) "A sound programme of professional education of teachers is essential for the qualitative improvement of education." Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and characters of teachers are most significant." Nothing is more important than securing a sufficient supply of good quality recruits to the teaching profession, providing them with the best possible preparation and creating satisfactory conditions of work in which they can be fully effective. In view of the rapid expansion of educational facilities expected during the next three plans, and specially in view of the urgent need to raise standards to the highest level and to keep the continually improving these problems have now acquired

importance and urgency. The efficiency of the teaching Profession and its contribution to national development general and educational important in particular will depend largely on its social status and morals. This will, in its turn, depend upon two interrelated factors. Economic status and civic rights of teachers and their professional competence, characters and sense of dedication.” (Kothari Education Commission 1964-66, pp. 43 and 60). Considering the views of commission it is the teacher, who is the key to success or failure of the entire educational progress. If we want to make the students able to understand and adjust in this complete world, we will have to so in for well trained teachers in teaching of social studies. It is most so because with the passing of time scientific investigations are nothing the world smaller in terms of time and space leading of mining up of different culture, histories and cessions proditionous leading to social changes. All this needs a global & outlook and understanding. His understanding of the complex problem of social studies needs national as well as international outlook. The teacher of social studies should have a wide outlook to understand past, present and future trends in the country as a whole as well as the world prospective. According to Aggarwal there are certain criteria for teaching profession as follows :

- (a) A progress of formal training.
- (b) A body of specialized knowledge.
- (c) A procedure for certifying or validating, membership in the profession.
- (d) A set of standards of performance-intellectual, practical and ethical- that are defined and enforced by members of profession.

According to the Lord Beyce, “The teacher of social study must have the power of realizing the dead post and should be careful about the future in a living present, must in fact have a touch of imagination, as well as a vastly larger amount of positive knowledge.”

Jacks states in his book, “Total Education”. The teacher is an interpreter- interpreting not only the experiences of his pupils but also the community to which they belong, its past no less than its present, its purposes, and its efforts to achieve those purposes, its cultural and technical achievements, it opportunities and possibilities, the invitations to service which it extends and the rewards, glittering or dimly discovered which it offers. The social studies teacher explain life while preparing for it.

### **2.3.2 Qualities of Social Studies Teacher :**

The qualities of the teacher are, the most important factor in the teaching learning programme. The teacher must be wise, imaginative, courageous, sympathetic, impartial, self-confident, resourceful, warm & indirect in his teaching behaviour. Unless the teacher has a will and ability

to discharge his duties efficiently, he cannot prove worthy of the responsibility placed on him. To discharge his function properly and adequately the teacher of social studies must have certain qualities and characterise. The 15th Annual Gall up Poll of the Public's Attitude. Towards the Public School in the USA in 1983 mentioned the following qualities of a teacher.

1. Ability of Communicate, to understand and to relate.
2. Patience.
3. Ability to be firm and fair.
4. High moral character.
5. Friendliness.
6. Good personality.
7. Sense of humour
8. Dedication of teaching profession.
9. Enthusiasm

In summing up all these qualities the social studies teacher should develop in himself/herself qualities, which can be regrouped following headings :

1. Scholarship
2. Professional training
3. Personality
4. Teacher and pupil relationship
5. Teacher-Community relations

#### **1. Scholarship**

The teacher of social studies must have mastery over the subject. It includes the awareness of developments in the subject at a national and international level. He must develop attitudes, skills, what ever he wants to develop among his students. It means he must have up-to-date knowledge about the subject as well as the current affairs of the economy. As social studies has a vast area to cover different aspects. So the teacher should also have the knowledge about History Geography, Civics, Economics etc. with the knowledge of basic concepts of civics he can understand political, economy, whereas with the knowledge of economics he can understand economic trends the position of his/her own country in the international market. As socio-political economic system of a country depends upon the educational systems of that country and vice-versa, so teacher must be a good scholar. He should develop his scholastic attitude to the maximum possible limits of his/her capacity. According to Dr. Arnold, "A teacher ought to be" Perpetually learning and so constantly be above the level of his scholars."

Here a word of caution needs to be added that changes in the social set up, cultural areas, economic trends, population companion and migrations within and outside the country are adding many new dimension to the subject of social studies that the teacher needs to be an ambitious learner or his knowledge is like be become state & obsolete. This will badly reflect open the academic health of the schedule.

## **2. Professional Training**

The teacher must have training in teaching skills to develop competency. He should be given the proper training about the latest techniques of teaching as well as about the innovation of teaching for how to use different sources. The courses regarding democracy, current affairs, events at international level must be given to student-teachers. The prospective teachers should also be given proper training for the preparation of the lesson planning in teaching of social studies. The teacher must ever be a student. He can keep knowledge alive by reading different extra reference material in the form of books, pamphlets, magazines and papers etc. The teacher of social studies can improve his professional efficiency through other sources as follows :

### **(a) To go through professional literature**

It is vast subject Social Studies contains topics on tall subjects like History, Geography, Economics, Civics etc. So the teacher should go through the different periodicals which will help to keep his knowledge up-to-date.

### **(b) To Attend Conferences**

The teacher from different areas gather in conferences and discuss practical problems and pay attention by the speeches based on national events. They exchange their views regarding classroom interaction patterns, teaching skills, classroom problems etc. and can reach (process) a solid explanation for every aspect.

### **(c) Visits**

To collect first-hand information on various multipurpose, social studies teacher may arrange visits. The teacher can increase his knowledge about the different incidents, events and systems to make visits to the institutions of historical, political, social and economic importance. This may help the students to know, how to collect, organize, interpret, analyses and record data.

### **(d) To Conduct Workshop**

The workshop generally have a group of teacher who gather to study some educational problem. The social studies teacher should conduct and attend different workshop to refresh and enrich his knowledge. The Government of India has opened the Institute of Advances Study in

Education for carrying out research and organising workshops etc. for the improvement of teaching learning process teachers and District Institute of Education and Training for elementary school teachers. The Social Studies teacher should attend workshops conducted by these institutes and can conduct workshops with the help of other intellectuals for their own professional growth.

### **3. Personality :**

According Allport "Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment."

He stated that organization must be regarded as constantly changing as motivational and self-regarding that leads to dynamic personality. The individual should have better adjustment to his behaviour and geographical environment in which he is living. On the basis of this concept of dynamic personality the teacher must have the following aspects.

#### **(a) Cognitive Organisation :**

As social studies cover a vast area of knowledge, the teacher assess the intellectual group of his subject matter. He must understand the process of concept formation as well as the process of concept attainment. He should have command over the different concepts of social studies. His/her students should learn to differentiate between right or wrong structures.

#### **(b) Friend, Philosopher and Guide of Students :**

He can understand the feelings, emotions, mental health and mental level of the pupils. The classroom interaction should be congenial so that both teacher students can exchange their views for the benefits of total teaching process. He must be sincere, tactful and extend every possible co-operation to the students.

#### **(c) Initiative Resourcefulness and Imagination :**

The teacher should be able to think independently to act and decide independently. He should be resourceful to adopt his plans to changing circumstances. He should have clarity of vision. He must know what he wants and what he does not want.

#### **(d) Optimism; Faith and self-confidence :**

The teacher must be optimist about life and its realities. He must have faith in himself and his subject. He should have confidence in explaining the facts in the class. He must be indirect in his teaching behaviours so that he can accept the ideas and feeling of the pupils.

#### **(e) Industriousness :**

He must be progressive and be enthused with the desire to improve his teaching and learning of his pupils. He should act properly, so that he

can accomplish many tasks of teaching learning process at a time.

**(f) Ability to Solve Problems :**

He must be cool and having tolerance spirit under all provocation circumstances. He must possess ability to solve and make appropriate solutions for technical problems in instruction. In fact, a good teacher improves his own way of teaching instead of offending others everytime.

**(g) Audience Voice :**

The works have power is a well known fact. So a teacher should have audible voice. It should have its fairly and general pitch in order to express different technical terms in the classroom. The teacher should avoid a monotonous voice because the students will feel bore that ultimately affects poor learning.

**(h) Indirectness :**

It is a tendency to provide opportunities to the student to engage in over behaviour. He should justify his authority much. The students are provided with a change to express themselves initiate themselves in the classroom interaction. Their good ideas should be accepted and used in the class, to reinforce the pupils. The students must be given academic freedom to ask certain questions from the teacher.

**(i) Spirit of Inquiry :**

It means to inquire independently and get more knowledge. This will help to develop reasoning power and critical thinking among the students. The teaching must have the intensive study of the present complexities of the society to get more new knowledge. It can satisfy his students only if he has a spirit of inquiry

**(j) Proper use of Adequate Teaching Aids :**

Teaching with the help of prodequate aids will induce permanent learning among the students. Therefore social studies teacher must know the proper use of Globe, charts, maps, Time lines, models and various other aids. The teacher should correlate his teaching with the presentation of aids e.g. of today a teacher explains. The civil Station of Sindh Velly he must show the required models and charts or ornaments, instruments used for forming weapons used etc. at the same time. With side by side vision and explanation concepts becomes clear and interesting for students.

**(k) Execution :**

Whatever students learn from his teacher, they must know how to apply it in practice of his real life. The teacher must have the ability of execution. He should must also be enthusiastic so that the spirit of the work can be developed among his students.

The teacher should have balanced personality. A sound mind in a sound body is right in this context the teacher should be concerned enough for the physical development of his students. The teacher must have his unique personality means his views about life, spirit for work, importance of time, punctuality, creativity etc. He should try to develop these qualities among students. The teacher can develop moral, aesthetic, social and spiritual values among the students. This will help the students in developing their self expression power, boldness and healthy social relationship.

#### **4. Teacher and Pupils Relationship :**

The teacher should have cordial relations with the students. The teacher should try to win the goodwill and cooperation of students. The teacher should act as their friend in one situation and guide in another. He should not dictate things to them but encourage to explore this facts and information. He should understand their feelings, problems and behaviour with his tactful and cheerful nature. Only a competent teacher can inspires and behaviour with through his knowledge and manners. The teacher always has a direct relation with the students not only in the classroom but also outside the classroom i.e. in surrounding or the Institution. Therefore, he should create a positive and congenial environment in the classroom as well as in institution.

#### **5. Teacher-Community Relations**

The teacher should be an active member of the society so that he could become an example before his students. As school is a miniature society, the teacher must have social values like spirit of cooperation, healthy attitude towards other members of the relationship with the community in which he lives. He will become a better teacher when he will understand and serve the community better. A social studies teacher must possess a number of social traits only then he can justify his existence as a teacher, in social studies. He must be aware of his civic rights and duties. He must have qualities of leadership. He must possess a sense of humour to interact effectively with community members. A competent teacher must have good relations with members of the society so that his qualities imbibe in the other community members for their betterment.

#### **2.3.3 Role of Social Studies teacher**

The role is a hidden concept relating to the ideas that the person have to expected or derived behaviour. The role of the teacher has become very challenging, complex and multifaceted on account of the vast area of social studies and innovations in the teaching learning process. The teacher

has a major role in educational development adversely by opposing innovations or nearly remaining mute in the face of a growing need for reform. His important roles are as under :

**1. To Provide knowledge :**

The teacher must always be a student side by side. In order to remain with up-to-date knowledge, the teacher should have learned continuously. He has to relate the present life structure with its previous stages. So he must have a vast stock of knowledge. He has to narrate, describe and explain facts or events. He is only to acquaint the students with certain incidents but he has also to interpret them correctly.

**2. Teacher as Agent of Change :**

The teacher makes interaction with the students of different ages and thought to ensure that educational objectional for the development of the nation can be achieved. The teacher as an agent for change must be flexible in his behaviour.

**3. To Provide Guidance :**

The teacher can guide his students properly. He should encourage his students to act independently and think scientifically. Today the centre of education is child not the teacher. So child-centred education needs only guidance of teachers not control by them.

**4. Organisation of Material :**

Teacher is to select and organise subject material for every class. He has to select suitable method of teaching for every topic.

**5. To understand the Psychology of the Learners :**

Social studies teacher has to transmit the knowledge according to the needs, aptitudes, interest of mental level of the students.

**6. Teacher as an Agent of Cooperation with community :**

As the teacher teaches his students according to the needs of the society so he acts as an agent of cooperation with community. It is the fact that when teacher takes the initiative in making educational programmes with the involvement of government agencies, and voluntary organizations, only then highly relevant programmes can be evolved and put on the ground.

**2.3. Teachers and Problem Solving Research :**

Linkage with socio-economic activity is also necessary for conducting studies and research in highly pertinent subject.

**8. Teachers to Initiate Management Change :**

It is the system approach that will replace the ivory tower approach. A system approach consists context, input, process. Output and evaluation only teacher can do this job.

If we want teachers to perform their role properly, the government must appreciate the social change through teachers and they should open minds and hearts to the new responsibilities and should discharge their responsibilities with an urgent sense of social charge considering all these role of the teachers, he should have devotion to his duty good academic record and thirst for knowledge, that is, he should also encourage and motivate his students towards learning and creative activities.

Social studies teacher needs patience, tolerance open-mindedness and scientific attitude, critical thinking for good performance. He should develop reasoning power among his students so that they can understand every incident, fact quickly and independently. So his role is important role only for school but also for community as a whole.

#### **2.3.4 Summary**

Teacher is a role model for students. The effectiveness of education system depend on teachers. They are the future builders. The teacher of social studies will always occupy the central place for explaining the social change guiding th esoical revolution & building up the cultural ethics at all levels.

#### **2.3.5 QUESTIONS**

1. "A teacher is the soul of the school." Describe the qualities desired for becoming a competent teacher of Social Studies.
2. What is meant by professional growth ? In what ways can a Social Studies teacher grew professionally ?
3. "Teacher is the pivot around which the whole educational system moves." Discuss the importance of the Social Studies teacher in the light of the above statement.

#### **2.3.6 SUGGESTED READINGS**

1. Binning. A.C. and : Teaching of Social Studies.  
Binning, D.H.
2. Manjeet Kaur, : Teaching of Social Studies (Eng.).  
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3. Sandhu, P. K. (2003) : Teaching of Social Studies.
4. Wesley, B. : Teaching of Social Studies.
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Chanchal Kumar (2010)

**OUT LINE**

- 2.4.1. Aims
- 2.4.2. Introduction
- 2.4.3. Meaning and Definitions of Audio-Visual Aids
- 2.4.4. Importance of Audio-Visual Aids in Teaching of Social Studies
- 2.4.5. Self-evaluation Test 1
- 2.4.6. Self-evaluation Test 2
- 2.4.7. Classification of Audio-Visual Aids
  - 2.4.7.1 Non-Projective Teaching Aids in Teaching of Social Studies
    - 2.4.7.1.1 *Chalk-Board and other Boards*
    - 2.4.7.1.2 *Maps*
    - 2.4.7.1.3 *Charts*
    - 2.4.7.1.4 *Diagrams*
    - 2.4.7.1.5 *Models*
    - 2.4.7.1.6 *Pictures*
    - 2.4.7.1.7 *Graphs*
    - 2.4.7.1.8 *Globe*
- 2.4.8. Self-evaluation Test - 3
- 2.4.9. Projective Teaching Aids in Teaching of Social Studies
  - 2.4.9.1 Over-head Projector
  - 2.4.9.2 Slide Projector
  - 2.4.9.3 Films
  - 2.4.9.4 Films-Strips
- 2.4.10. Self-evaluation Test - 4
- 2.4.11. Summary
- 2.4.12. Exercise Questions
- 2.4.13. Suggested Readings

**2.4.1. AIMS**

After a careful reading of the chapter, the reader will be able to:

- understand the meaning of Audio-visual Aids in Teaching of Social Studies.
- understand the Role and Importance of Teaching Aids in teaching of

Social Studies.

- Argue for the classification of Teaching Aids in Social Studies.
- explain the Non-projective Teaching Aids in Social Studies e.g. Chalk-Board, Maps, Globe, Charts, Diagrams, Models, Pictures and Graphs.
- Describe various projective Teaching Aids in Teaching of Social Studies.

#### **2.4.2. INTRODUCTION**

Dear students in this lesson we learn about Audio-visual Aids in teaching of social studies. We will also understand the meaning of Audio-visual Aids in teaching of social studies. We understand the effective and motivative role of non-projective and projective teaching Aids in teaching of social studies. Now we will discuss the important and interesting teaching Aids in detail.

**(1) Meaning of Audio-visual Aids in teaching of Social Studies:** Learning becomes effective when student are actively involved in the process of teaching. To the extent his different senses are related, his learning becomes successful to that extent. For using various senses in the teaching-learning process, different materials are utilised in the classrooms. So the learning experiences are thus made guide relevant, meaningful and effective. These teaching material are called Audio-Visual Aids.

#### **2.4.3. MEANING AND DEFINITION OF AUDIO-VISUAL AIDS :**

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

Burton : Audio-Visual Aids are those sensory objects or images which initiate or stimulate and reinforce learning.

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.

*Kinder, S. Jamer*, "Audio-Visual Aids are any device which can be use to make the learning experience more concrete, more realistic and more dynamic."

So we can conclude that Audio-Visual Aids are also termed as multi-sensory materials and supplementary devices used by the teacher.

#### **2.4.4. IMPORTANCE OF AUDIO-VISUAL AIDS :**

Commenting on the importance of audio-visual aids the Kothari Commission (1964-66) emphasis that it should indeed bring about an educational revolution in the Country. It further stated that the supply of teaching aids to every school was essential for the improvement of the quality of teaching.

In this context Gandhiji stated that True education of the intellect can only come through a proper exercise and training of bodily organs – hands, feet, eyes,

ears and nose.

The National Policy on Education, 1986 and as modified in 1992 has laid a great stress on the use of teaching aids, especially improvised aids to make teaching-learning more effective and realistic. So that is why we can say on Audio-visual Aids:-

I hear, I forget.

I see, I remember.

I do, I understand.

Some of the important values of the proper use of audio-visual aids are given below :

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

**It helps 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.

**Based on maxims and principle of teaching** : The use of audio-visual aids enables the teacher to follow the maxims of teaching like 'known to unknown' and simple to 'complex' and principle of teaching like motivation, reinforcement, readiness, and exercise etc.

**Helpful in the spreading of education on a mass scale:** They help in promoting adult education. Audio-Visual aids like Radio and T.V. help in providing opportunities for education to people living in remote area.

**They provide Realism** : In place of listening factor, student observe demonstrative and thus cultivate scientific temper. By seeing a film show exhibiting the life of people of the Tundra region pupils learn it more effectively and interestingly in about two hours than by spending weeks by reading. So they provide a feeling of reality to the learning situation.

**Based on principle of variety** : The use of audio-visual aids enables the teacher to follow the principles of teaching like variety, because audio-visual aids give variety and provide different tools in the hands of the teacher.

**Principle of individual differences** : Some students are ear-oriented a few students can be helped through visual demonstrations, while other better learn by doing.

**Proper environment for creative discipline:** Audio-visual aids provide a positive atmosphere for creative discipline. A rational and scientific use of audio-visual aids develops motivation, attention and interests of the students and provides a creative outlets for the utilization of their knowledge and thus keeps them busy

in the classroom work.

So audio-visual aids are added devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts and enable him to make learning more concrete, effective, interesting, inspirational and meaningful.

**2.4.5. EXPLAIN THE TERM 'AUDIO-VISUAL AIDS' :**

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**2.4.6. "THE AUDIO-VISUAL AIDS PROVIDE MOTIVATION TO THE TEACHERS AND THE LEARNERS AND FACILITATE LEARNING" COMMENT ON THIS STATEMENT.**

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**2.4.7. CLASSIFICATION OF TEACHING AIDS IN TEACHING OF SOCIAL STUDIES**

There is different view point about the classification of Audio-visual aids. Some opinions are given below :

- (a) **Printed Teaching Aids** : Periodicals, reference books news papers and written historical sources etc.
- (b) **Visual Teaching Aids** : Chalk-Board and other boards, pictorial

materials, maps, globe, graphs, atlas, models, film strips, over-head projector and slide projector etc.

**(c) Audio Teaching Aids :** Tape recordings, phonograph discs, Radio.

**(d) Audio-Visual Teaching Aids :** Motion, Pictures, Films, Television, Dramatisation, and Video C.D. etc.

Another point of view about the classification of Audio-visual Aids in give below

:

**(i) Non-projective Teaching Aids :** Chalk-Board others Boards, diagrams, pictures, charts, maps, globe, graphs, objects, and puppets etc.

**(ii) Projective Teaching Aids :** opaque projector, overhead projector, slide-projector, L.C.D. Films and Film-strips.

#### **2.4.7.1 Non-Projective Teaching Aids in Teaching of Social Studies:**

Some non-projected teaching aids are give below :

**2.4.7.1.1 Chalk-Board and other Boards:** Chalk is the oldest and the best friend of a teacher. It is a mirror through which students visualise all about the teacher's mind, his way of explaining, illustrating and teaching as a whole. It is the cheapest the most valuable teaching device. The use of chalkboard in classroom teaching creates an informal atmosphere and motivates learning.

**Advantages of the Chalkboard.** Following are the uses :-

The teacher can illustrate his lesson on the Chalkboard and draw the attention of the students in the lesson.

Pupils' interest in Learning can be stimulated by chalkboard writings and drawings.

A teacher can use it for graphs, maps, sketches and various types of drawings.

The teacher can erase writings and drawings and start afresh.

A teachers can review the whole lesson for the benefit of the class with the help of the chalk-blackboard.

The lesson can be phased and summarized in the right manner. Abstract statement can be clarified in the exposition stage and a summary containing important points can be given in the recapitulatory stage.

It provides a lot of space for decorative and creative work.

It helps the teacher to focus the attention of his students on the lesson. It takes heed of varying capacities and rates of grasp of the students.

#### **Types of Chalkboard.**

**Fixed Chalkboard.** Fixed in the wall facing the class and normally made of wood or concrete cement.

**A portable Chalkboard.** A portable and adjustable blackboard put on a wooden easel can be taken out of the classroom while taking classes in the open.

**Roller Chalkboard.** Made of thick canvas wrapped on a roller mostly used for teaching higher classes.

**Graphic board.** It has graphic lines and is used for teaching mathematics, science and statistics.

**Magnetic Board.** A board which enables teachers to make three-dimensional demonstrations with objects on a vertical surface. Small magnets are used to hold suitable objects fixed wherever they are put on this vertical surface.

**How to use Chalk Board :-** Following points may be kept in mind while using the Chalkboard.

Chalkboard should be kept clean, so that writing on it could be easily read by the students from all directions of the room.

Letters and drawings should be large.

Writing on the Chalkboard should be legible.

Writing should be in straight rows.

Writing should be started from the top left corner.

Material on the blackboard should not be covered by standing in front of it.

Only salient points of the subject-matter should be written on the Chalkboard.

While writing on the Chalkboard, the teacher should ensure that the class is attentive.

Diagrammatic visual presentation involving many processes should be prepared before the beginning of the lesson.

It should be ensured that blackboard is well-lit by natural or artificial means.

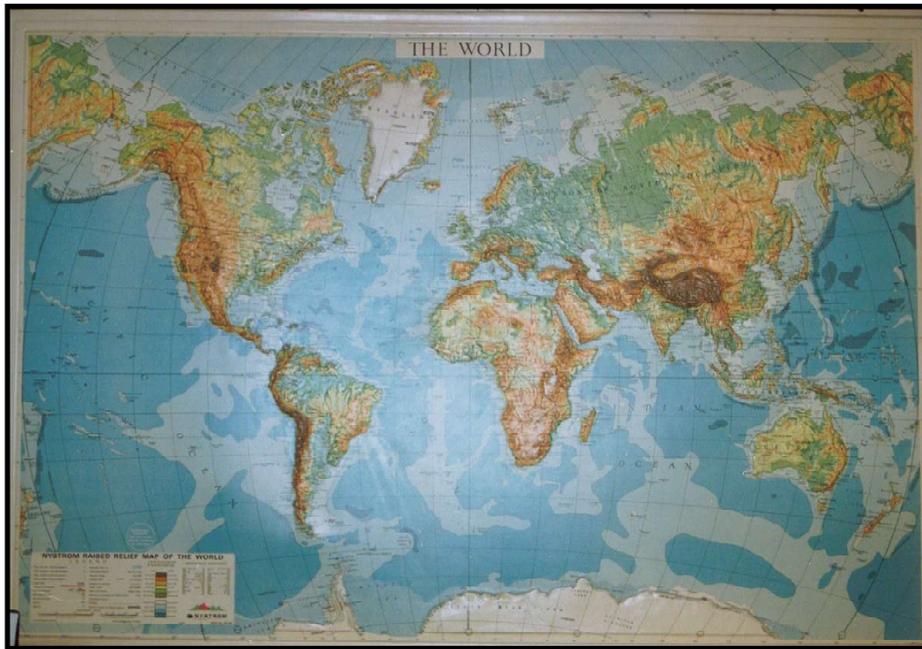
**2.4.7.1.2 Meaning of map.** A map is an accurate representation plain surface in the form of a diagram drawn to scale, the details of boundaries of continents, countries etc. Geographical details like location of mountains, rivers, altitude of a place, contours of the earth surface and important locations can also be represented accurately with reference to a convenient scale with suitable colour scheme.

In various subjects, especially social studies, the learning of many geographical, historical and economic concepts remains, inadequate and incomplete

without map media. A resourceful teacher by motivating the pupils will turn the fear of map. Every student should also know certain elementary aspects of map preparation such as copying, enlarging and reducing, symbolizing, colouring, and preparation of key. Most of the students develop an aversion to maps because they do not know skills relating to map preparation.

### **Various Types of Maps**

**Relief maps :** (regional and the world.) This requires the knowledge of colours, contours, symbols and the other connected ethics of map making.



**Relief Map**

**Flat maps :** Flat maps of different kinds, for instance, political, physical, population, economic, rainfall, temperature, social and roads etc.

**Historical maps :** Maps in history reveal the changing times and the growth and decline of various kingdoms. Knowledge of lines of boundaries and other symbols is necessary.

**Sketch maps :** These are maps in outline. They can be used according to necessity. These maps are very useful.

### **How to use of Maps :**

Maps should be used at the appropriate time.

Maps should be both accurate and up to date.

Make sure that the students understand the symbolism of the maps.

Maps should not be over crowded.

It should be desirable to have the outline of the map and develop the contents as the lesson proceeds.

**2.4.7.1.3 Charts :** Charts may be defined as combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. The most commonly used types of charts include outline charts, tabular charts, flow charts and organisation charts. Other types of charts are technical diagrams and process diagrams. Readymade charts are available for use in teaching in almost all areas in all subjects. But charts prepared by a teacher himself incorporating his own ideas of the specific topic are more useful.

#### **Types of Charts**

The following is a list of basic types of charts in terms of arrangements and the kinds of ideas which they may express :

The narrative chart, an extended left-to-right arrangement of facts and ideas for expressing: (a) The events in a process such as shoe making, oil cracking, (b) The events in the development of a significant issue to its point of resolution or to present status. Example: the events leading to the separation of the Bangladesh from Pakistan, the events leading to the establishment of the idea that an individual should be free and that he should have a voice in his own government and the events leading to increased regulation of business by government. (c) Technological improvement over a period of years such as improvement in transportation, communication, manufacturing etc.

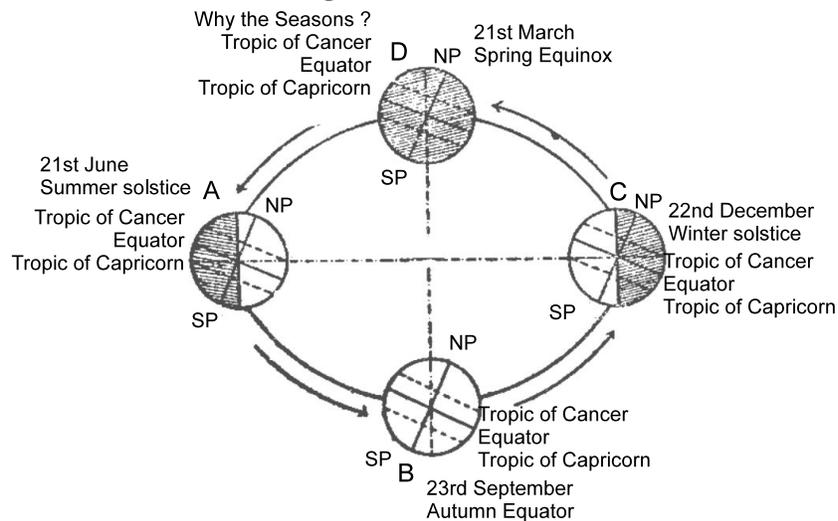
The tabulation chart, a left-to-right, top-to-bottom arrangement of facts and ideas for expression; (a) Numerical data for making comparisons, (b) Lists of products, mountains, rivers, or the like in selected areas.

The cause and effect chart, usually a limited left-to-right arrangement of facts and ideas for expressing: (a) Relationship between standard of living and such factors as economic system, availability of natural resources, level of technological advancement, (b) Relationship between a culture and neighbouring cultures, (c) Relationship between rights and responsibilities. (d) Relationship between a complex of conditions and change or conflict, (e) Relationship between the elected and the electors. (f) Relationship between community workers and the community which supports them.

The chain chart, a circular or semicircular arrangement of facts and ideas for expressing: (a) Transitions, such as the transition from raw materials to useful products, (b) cycles, such as the water cycle.

The evolution chart, a left-right arrangement of facts and ideas for expressing: (a) Changes in specific items from beginning to date, perhaps with projections into the future. Examples: origin of the automobile and its subsequent development, early basic homes and changes in basic homes to date, (b) Change in standard in food consumption, length of work, weak purchasing power of a rupee, or the like.

**2.4.7.1.4 Diagrams :** A diagram is a simplified drawing designed to show inter-relationship primarily by means of lines and symbols. A good diagram is highly simplified as only the most essential elements are shown. Diagram, being of an abstract character, require a careful foundation work before they can be used effectively with a class of students. Diagrams can be used for introduction, summary and review. It should be used along with the other aids.



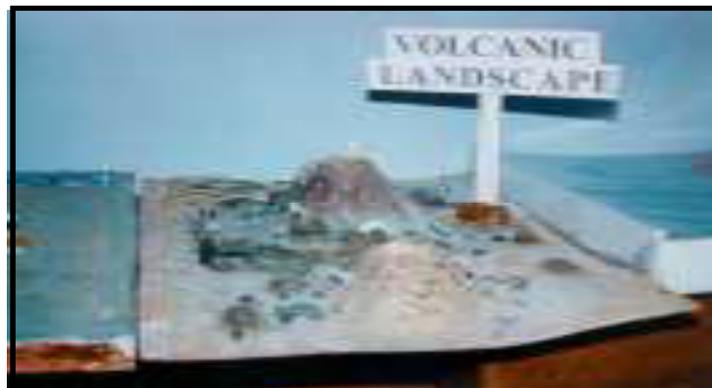
**Diagram**

**How to Use Diagrams :**

Diagram must be technically correct neatly drawn in proper proportion and completely titled.

An effective diagram can rarely be drawn free hand use of such equipment as rubber, compasses, curves and stencils is necessary.

**2.4.7.1.5 Models :** Models are substitutes for real things. A model is a three-dimensional representation of a real thing. Models are concrete object to explain clearly the structure or functions of real things. A model is a replica of the original. Models enable students to have a correct concept of the object.



**Model**

Being three dimensional, models evoke great interest and simplify matters. Models enable us to reduce or enlarge objects to an observable size. It may not be possible or even practicable to make students see the whole of a large industrial unit or even a large machine unit, but a model will give the correct perspective. Preparation of models could form a topic for project work. It is essential to create interest in creative activity in students.

Models are working as well as static. A working model will secure immediate attention and serve as motivation to learn.

Model can be prepared with several kinds of materials like cardboard, plastic, plaster of paris, wood, clay, and thermocole etc.

**Advantages of Models :** Following are the important merits of models. Models are :

- Simplify reality
- Concretise abstract concepts
- Provides the correct concept of an bridge or other projects.
- Helpful to create interest in creative activity of students and teachers also.
- A working model explains the various processes of objects.

**Qualities of Good Model :** Models should have the following qualities:

Accuracy

Simplicity

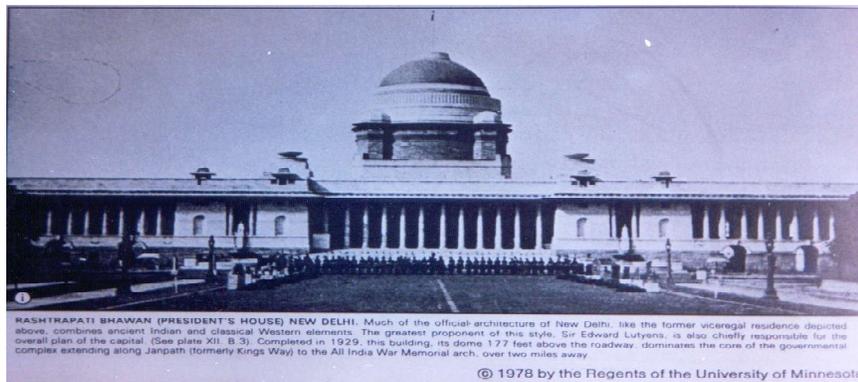
Utility

Solidity

Ingenuity

So schools should up purchase models wherever, necessary but it is advantages to try to prepare most of these models, through the joint efforts of teachers and pupils.

**2.4.7.1.6 Pictures :** Children, by their very nature are picture minded. Pictures help children to understand that social studies concerned with real things, real places and real persons. We can say pictures are representations of beautiful dreams of reality. social studies is to be made interesting, particularly for lower classes, the proper materials for teaching are dramatic scenes and heroic characteristic.



**Picture**

**Type of Pictures :**

- Pictures made and pasted on charts.
- Picture post-cards.
- Pageant type aids.
- Picture - assembly.
- Picture diagram.

**How to use of Picture :**

- Pictures should be closely related to the lesson.
- Picture must be definitely and intelligently taught.
- Small pictures should be use of for individual or group study.
- In one lesson too many pictures should not be shown.
- The student must be led to look into the picture. They must be led to see actively and critically.

**2.4.7.1.7 Graphs** Graphs are flat pictures which employ dots, lines or pictures to visualise numerical and statistical data to show relationships or statistics.

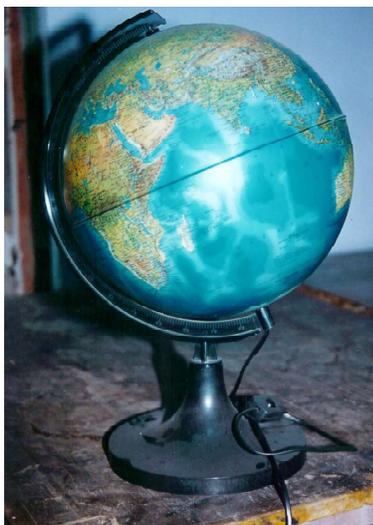
Graphs are of several types :

**Line graph.** In a line graph, data is represented with the help of simple lines horizontally or vertically drawn. For increasing the interest and readability of concepts, pictorial illustrations and cartoons are occasionally used on the line graph.

**Bar graph.** A bar graph consists of bars arranged, horizontally or vertically from a 'zero' base. The colour, length and size of the bars represent different values.

**Circle graph.** Data may be presented in a circle graph.

**2.4.7.1.8 Globe :** Knowledge of map is unreal without the knowledge of globe-the true map. It is the true representative of earth's physical personality.



**Globe**

A globe gives a true idea of the total environment at a glance in a classroom situation. It is through globe that a child can understand the concepts of time, space, wind' planetary relations and proportion. Hence, every school shall have globes. Four types of globes may be kept in every school. (1) Political globes, (2) Physical globes (3) Washable projection globes. (4) Celestial globes.

#### **2.4.2.4. ENLIST THE NON-PROJECTIVE TEACHING AIDS IN TEACHING OF SOCIAL STUDIES**

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#### **2.4.9. PROJECTIVE TEACHING AIDS TEACHING OF SOCIAL STUDIES :**

Projective teaching aids in teaching Social Studies are given below :

**2.4.9.1 Overhead Projector (OHP):** Overhead projector is a device that can project a chart, a diagram, a map, a table of for that matter, anything written on transparent plates, upon a screen or the white wall before students in a class. This makes teaching illuminative, illustrative and impressive. It also saves a great deal of the teacher time used in drawing or writing them. These transparencies can also be preserved by the teacher for future display while taking up the same topic.



**Overhead Projector**

It is very simple to prepare such transparencies. All that a teacher has to do is to draw or write, as the case may be, upon transparent plates with any dark ink with a fibre tipped pen. Any material meant for display before the class while teaching can also be typed on such transparencies using a good carbon paper. In case transparencies are to be washed out for use, washable water colour can also be used for writing on the transparencies.

**2.4.9.2 Slide Projector :** With a slide projector, photographic slides can be projected on the screen or the wall before the class. Photographs of relevant matter meant for teaching in the class can be developed on celluloid slides and displayed with the help of such a projector. The teacher's lesson can also be recorded on an audio cassette and played with a tape recorder suitably synchronising with the slides by manipulating a remote control switch.



#### **Slide Projector**

Such an arrangement is called a tape-slide sequence. In case there are several slides to be shown in quick succession, the tape-slide sequence can bring an interesting effect on the viewers as do the movie films.

An ordinary slide projector has a frame containing two slits into which slides are put for focusing. They are manually and continuously replaced by other slides one after another.

An improved type of a slide projector consists of a circular disc with more slits where even a hundred or more slides can be inserted in an sequential order which can be projected on the screen with the help of a remote control switch to be suitably manipulated by the teacher as he delivers the lesson.

**2.4.9.3 Films :** Only one picture is effective but pictures presented in sequence have an accumulative effectiveness. They enrich learning by presenting a series or sequences of meaningful experiences involving motion. We can enlarge or reduce the actual size of objects and present processes that might not otherwise be possible to duplicate.

So many types of films can be used in the teaching of social studies for example giving information films dramatizing an event or episode on the life of an individual.

**2.4.9.4 Filmstrips :** Filmstrip is a series of related still photographs on a single roll of processed film. Taken together, the separate pictures present some process or product learning in a step by step fashion.

A filmstrip is 35 mm wide and has a series of 12 to 48 picture frames arranged in a sequence so that they develop a theme. A filmstrip can be prepared by taking

a series of photographs using a 35 mm camera and then by taking a positive print of the negative film on another 35 mm film.

**2.4.10. WHICH ARE THE PROJECTIVE TEACHING AIDS IN SOCIAL STUDIES? WRITE SHORT NOTE ON OVERHEAD PROJECTOR**

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**2.4.11 SUMMARY**

Learning becomes effective when student are actively involved in the process of teaching. For using various senses in the teaching-learning process, different materials are utilised in the classrooms. These teaching material are called Audio-Visual Aids. Audio-Visual Aids are those sensory objects or images which initiate or stimulate and reinforce learning. We can conclude that Audio-Visual Aids are also termed as multi-sensory materials and supplementary devices used by the teacher. Audio-Visual Aids are very important for save time and energy, and attracting attention. Audio-visual aids are added devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts and enable him to make learning more concrete, effective, interesting, inspirational and meaningful. There is different view point about the classification of Audio-visual aids. (a) Printed Teaching Aids, (b) Visual Teaching Aids, (c) Audio Teaching Aids, (d) Audio-Visual Teaching Aids. Another point of view about the classification of Audio-visual are non-projected teaching Aids. Non-projected Teaching Aids : Chalk-Board others Boards, diagrams, pictures, charts, maps, globe, graphs, objects, and puppets etc. Projected Teaching Aids : opaque projector, overhead projector, slide-projector, L.C.D. Films and Film-strips. So these Audio-visual teaching aids are very important in the teaching Social Studies.

**2.4.12. EXERCISES QUESTIONS :**

1. Explain the term audio-visual aids as used in the field of teaching of Social Studies?
2. Discuss the importance of Audio-visual Aids in teaching of Social Studies?
3. Which are the non-projective teaching aids in teaching of Social Studies. Discusses in detail.
4. Write short-notes the following topics.
  - (a) Overhead Projector.
  - (b) Slide Projector.

**2.4.13. SUGGESTED READINGS :**

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