



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

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**Class : B.Ed.-I**

**Semester : 2**

**Paper : XI & XII (Teaching of English)**

**Medium : English**

**Unit: 2**

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***Lesson No.***

- 2.1 Current affairs in social studies meaning, importance and methods
- 2.2 Evaluation in social studies
- 2.3 Lesson planning: meaning, importance, Aims and principles.
- 2.4 Devices of Teaching Social studies

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**2.1.1 Introduction and Meaning**

The current events are those events that takes place in contemporary times. They include problems which are now under consideration, which may or may not be solved in near future. In the words of R.S. Kimbal, Current affairs, "is a field which is concerned with all those happenings, both domestic and international, social, political or economic a knowledge and understanding of which is necessary as a basis for a citizenship of loyalty and service." When we have a look on the curriculum of Social Studies, we find that by and large it fall within the purview of Social Studies. Infact, Current affairs are nothing but extortion and exemplification of major topics in the curriculum of Social Studies. The fact remains that Social Studies without current affairs will become lifeless, meaningless.

As social studies curriculum contains content which is not in close contact with pupils, so current events become a method of approaching the more difficult materials in the course of study. Generally, the pupils are interested in what is going on ? e.g. a match, an election, or a recent happenings." Thus current events serves as a motivations. It is the process of going on from the known to unknown, from the familiar to the unfamiliar current events, instead of being easy, familiar and interesting, are really involved and intricate. They constitute the ultimate problem

rather the easy means to understand other problems. They are the end and not the means. The pupils must learn the techniques of keeping abreast of current affairs. The study of current affairs also enables the pupil to understand changes in future society and to adjust himself in accordance with such changes. A study in current affairs equips the individual to face problems boldly and to think of their solutions intelligently. It also helps him to learn how to select, defend, present and modify his own point of view. The study of current affairs is important for training in dynamic citizenship.

### **2.1.2 Need and Importance**

Use of current affairs is very important in teaching of Social Studies. One of the important aims of education is to produce democratic citizens and this aim can be best achieved through the study of current affairs. The importance of study of current affairs is clear from following points :

- 2.1.2.1 To create interest in the issues of national and international importance.
- 2.1.2.2 To develop critical thinking power by analysing current affairs.
- 2.1.2.3 To train the students to take part in adult life.
- 2.1.2.4 For the preparation of world citizenship.
- 2.1.2.5 To promote national integrity.
- 2.1.2.6 To make social studies interesting.
- 2.1.2.7 To relate school life with the life outside school.
- 2.1.2.8 For the success of democracy.
- 2.1.2.9 To make the students familiar with events taking place all over the world.
- 2.1.2.10 To develop social consciousness.
- 2.1.2.11 To understand economic, social and cultural factors.
- 2.1.2.12 To promote life long learning.
- 2.1.2.13 To understand the past, present and future.

### **2.1.3 Objectives**

There are specific statements for each topic. The objectives of teaching current events are similar to these of the whole social studies field. Bruce Wesley, in his book, "Teaching social studies in elementary School" have written the following objectives achievable through the study of current events.

- 2.1.3.1 To expand popular information.
- 2.1.3.2 To develop skill in locating reading materials on particular topics.
- 2.1.3.3 To promote the critical appraisal of information obtained from the radios, news-papers, magazines, etc.
- 2.1.3.4 To promote discrimination in the choice of authors and sources of information.

- 2.1.3.5 To develop skill in resolving inconsistencies, contradictions and errors.
- 2.1.3.6 To increase the ability to distinguish between fact and opinion between a major and a minor, fact between a permanent principle and a temporary trend.
- 2.1.3.7 To develop the ability to make valid generalization.
- 2.1.3.8 To broaden and deepen sympathies.
- 2.1.3.9 To promote understanding and retoleration.
- 2.1.3.10 To increase faith in the democratic process.
- 2.1.3.11 To valize citizenship.
- 2.1.3.12 The appreciate the interdependence of peoples and nations.
- 2.1.3.13 To promote the cause of world peace.

#### **2.1.4 Purpose of Teaching Current Affairs**

The inclusion of current affairs in school curriculum serves the following purposes :

- 2.1.4.1 It promotes interest in current affairs and news development. It helps to keep the individual upto date on the rapidly changing course of events. Its study helps to promote interest in world happenings.
- 2.1.4.1 It promotes the growth of certain desirable skills and abilities such as :
  - 2.1.4.1 the ability and skill of reading the news material ;
  - 2.1.4.1 the ability to distinguish between more important and less important news-items;
  - 2.1.4.1 the ability to take a position on conflicting issues; and
  - 2.1.4.1 the ability to foretell the likely consequences in terms of present developments.
- 2.1.4.1 A course in current affairs is helpful to the child in relating school learning to life outside the school. The revision of text-books and reference books takes sometime and a study of current affairs is thus quite essential to make social studies up to date and more functional.

#### **2.1.5 Criteria for Selecting Current Affairs :**

Thousands of events take place, but events are not of equal importance. We have to select only important and valuable current events to include in teaching of social studies. Following criteria should be kept in mind while selecting current events :

- 2.1.5.1 Suitability :-** Current events should be suitable for pupils, their age, experience and understanding. While selecting current affairs,

mental level of the pupils should be taken into account.

- 2.1.5.2 Reliability :-** The events selected should be reliable and accurate. Difference should be reliable and accurate. Difference should be made clear between rumours and reality. Before including any event, it should be verified from different available sources.
  - 2.1.5.3 Scope :-** Only those events should be selected which have wide scope. Before selecting an event, teacher should evaluate its importance and judge its educational value.
  - 2.1.5.4 Recency :-** Current events are contemporary items. Only recent events should be selected. Recency creates interest and curiosity among students.
  - 2.1.5.5 Utility :-** Only those items should be selected which have utility for students, such as, news related to economic affairs, sports, scientific discovery etc.
  - 2.1.5.6 Qualitative :-** Only those events should be selected which have utility for students, such as, news related to economic affairs, sports, scientific discovery etc.
  - 2.1.5.7 Consequence :-** Events which result in sudden change and demand immediate action should be given importance.
  - 2.1.5.8 Continuity :-** The events which shows continuous process of change should be selected on priority basis.
- 2.1.6 Methods Techniques for the Study of Current Affairs :**  
Different procedures may be used for dealing with current events :
- 2.1.6.1 Panel Discussion :-** A particular current topic is selected. The topic and the students of a class divided into sub-groups. One topic is assigned to each sufficient time is allowed for discussion. The leader of the group will record the findings and the result of discussion. After the appointed time, the whole of the class will sit together, each leader of the group will present in findings of group members, the whole of the class will discuss and criticize it. The findings, thus, will be finalized by the whole of the class.
  - 2.1.6.2 Round Table Discussion :-** It is an open discussion on a topic by members of a class, there is no formal division into sided for and against. The purpose in just to clarify and issue rather than to come to a definite conclusion.
  - 2.1.6.3 Talk by Experts :-** Brings the latest and authentic information about current events with in easy/reach of children.
  - 2.1.6.4 Drawing Cartoons to illustrate a current Event :-** This produce can provide useful information in a humorous way. Cartoons dealing

with current events such as an election campaign, change in Government, handling an important national issue by the Prime Minister and party politics etc., can provide intellectual interests to the pupils.

- 2.1.6.5 Debates :-** Debates on topics Foreign Policy, Elections, Democracy versus exploitation etc., increase knowledge and intellectual ability of the students. After the discussion of two groups of pupils, resulting outcome will clear the thinking style of the pupils.
- 2.1.6.6 Keeping Scrap Books of News, Stories or Pictures :-** The students are required to read certain newspapers, Journals, magazines and periodicals and collect cutting relating to the significant current events. This will make the students work regularly and develop in them, the habit of reading and writing and the ability to select the relevant and important news items and arrange them properly.
- 2.1.6.7 Dramatizing News Events :-** This producer is useful where others are required to be enlightened, as for example a social evil. The interesting and beneficial technique as pupils and important topics.
- 2.1.6.8 Mock Broadcasts :-** They can highlight the current events and focus the interest of pupils and important topics.
- 2.1.6.9 Quiz Competition :-** These competitions regarding men and events in the news may prove a very interesting techniques for reading interest in current events.
- 2.1.6.10 Forum Method :-** A selected current topic is discussed by a few selected students. In form of the whole of the class. The discussion starts among the members of the forum only, but after sometime, the other members of the class can also take part in the discussion.
- 2.1.6.11 Daily Discussion of News Topics :-** The teacher helps the child in developing his powers of critical thinking and his ability of discriminate between significant news and the sensational. The children may report news items and they may be discussed by the teacher and pupils. Current topics may be discussed in the morning assembly. In discussion, controversial issues, the teacher has a special responsibility to help children evaluate sources of information appraise soundness of facts, develop habits of critical judgement and open-mindedness.
- 2.1.6.12 Wall of the World :-** In the Social Studies laboratory and colourful device "wall of the world" may be used. In the centre of the wall

opposite the entrance door there should be a large design showing a great compass superimposed upon a curricular map of one hemisphere. Around this circle, at the four points of the compass should be put the usual letter indicating the directions, but the E for East and W for West should be repeated in a vertical column between the N and the S, so that column spells out N-E-W-S and suggests the origin of the News and the four comers of the world.

The space should be filled with posters and such news materials as colourful maps, newspaper headlines, news-items and illustration. Sprinkled these W materials, as a special seasoning should be news cartons. The space on the right of the compass can be reserved for the student's own contributions.

R.S. Kimball has beautifully summed up, "Current affairs can be taught successfully when a teacher is successfully interested himself. The very degree of success, however, seem to indicates that the ability of the teacher rather than the quality of the medium or the method is the determining factor. Almost any device can be used effectively. The teacher's own interest, his own enthusiasm his own understanding of what should be accomplished are the matters which determine the failure or success of current events teaching. The best available media fail in their progress when used by a class guided by a teacher unskilled in methods of current events instructions."

#### **2.1.7 Suggested Questions :**

- 2.1.7.1** Define the term Current Affairs. Bring out its significance in the teaching of Social Studies.
- 2.1.7.2** Describe the different methods of teaching Current Affairs by giving examples from the Indian scene.
- 2.1.7.3** Explain the role of Social Studies Teacher in the teaching of Current Affairs.

**Note :** Lesson written under the financial assistance of D.E.C.

#### **2.1.8 Suggested Books :**

- (i) Aggarwal J.C. : Teaching of Social Studies
  - (ii) Sandhu P.K. : Teaching of Social Studies (Pbi.)
  - (iii) Manjit Kaur : Teaching of Social Studies (Eng.)
- Gurmeet Singh

**2.2.1 Meaning of Evaluation**

**2.2.2 Need and Purpose of Evaluation**

**2.2.3 Importance of Evaluation**

**2.2.4 Different types of tests**

**2.2.5 Suggested Questions**

**2.2.6 Suggested Books**

For achieving aims of teaching of social studies, different methods, techniques, teachings, aids and text books are used. Are these prove useful for learning ? It can be judged through evaluation.

Evaluation not only concerned with the determination of learning results but it also involves value judgement of the desirability of these results. It is continuous process in which various techniques of testing or measurement can be utilised "Evaluation is a co-operative activity in which the principal, teachers, the pupil and the parents participate."

**2.2.1 Meaning of Evaluation**

To evaluate means to characterise the work or value of something. It is a checking or assessment of what goes on, so that actual facts of a situation may be ascertained and remedial action taken where necessary. It is a process of making an overlay of the outcomes as an educative experience against the background of anticipated or stated objectives.

Different educationists define the term evaluation as follows :

According to **Clora M Brown**, "Evaluation is essential in the never-ending cycle of formulating goals, measuring progress towards them and determining the new goals which emerge as a result of new learning. Evaluation involves measurement which means objective quantitative evidence but is broader than measurement and implies that considerations have been given to the particular situation." **H.H. Remmers & N.I. Gage** point out. "It is the felt need that has caused the shift from the term 'measurement' implying mathematically precise 'measurement of knowledge to the term 'evaluation' 'which winds the areas to be studied to include subjectives, opinions and qualitative changes as well as objective and quantitative changes to include change on attitudes, appreciations, understanding as well as acquisitions of knowledge and skills".

**John V Michaelis:** Evaluation is the process & determining the extent to which objectives have been achieved. It includes all the procedures used by the teacher,

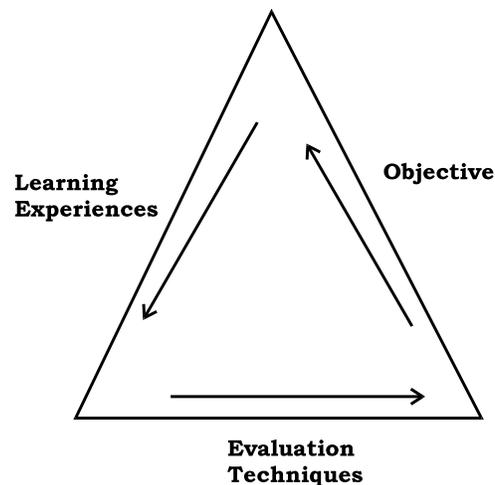
children, principal and other school personnel to appraise outcomes of instruction. Evaluation is process by means of which changes in behaviour of pupils are studied and guided towards goals sought by a school.

**Wiles** defines evaluation as, "Evaluation is a process of making judgements that are to be evidenced and revising procedures and goals in the light of the judgements. It is a procedure for improving the product, the process and even the goals themselves."

**Thomas, H. Brigs and Joseph** writes the "Evaluation is process by which the values of the enterprise are ascertained. **Shave and McSwan** conceive evaluation, as a process of inquiry based upon criteria co-operatively prepared and concerned, with the study intepretation and guidance of socially desirable changes in the developmental behaviour of children. It is a process within the child as a result of which he responds to the psychological interpretations he makes of his school-Community environment."

Evaluation is the process of determining the extent to which an objective is being obtained. Evaluation rests upon three pillars :

- (i) Educational objectives
- (ii) Learning experiences and behavioural changes.
- (iii) Tools and techniques of evaluation. It can be shown as follows :



Objectives are central to both learning experiences and evaluation. Evaluation comes in at the planning stage when objectives are determined so it is a continuous process, related to the total learning situation.

### 2.2.2 Need and Purposes of Evaluation

As it is qualitative term so it serves following purpose :

- (i) Evaluation discloses pupil's needs and possibilities.
- (ii) Evaluation appraises the status of and changes in pupil behaviour.
- (iii) Evaluation expends the concept of worthwhile goals beyond pure

achievement.

- (iv) Evaluation aids pupil-teacher planning.
- (v) Evaluation serves as a means of improving school community relation. Evaluation familiarizes teacher with the nature of pupil learning, development, and progress.
- (vi) Evaluation relates measurement to the goals of the instructional programme.
- (vii) Evaluation facilitates the selection and improvement of measuring instrument.
- (viii) Evaluation appraises the teacher's competence.
- (ix) Evaluation appraises the supervisor's competence.

### 2.2.3 Importance of Evaluation

The chief aim of education i.e. "an all-round development of the person", can be achieved only through evaluation.

- (i) **Evaluation leads to improvements of instruction :-** As evaluation relates measurement to the instructional programme, the drawback in the programme, find out at an earlier stage and removed to improve the instructional material.
- (ii) **Evaluation helps the learners of different categories :-** Some students satisfied in one class whereas others not. Money techniques of evaluation as oral test, for judgements of skills in general as well as unspecific areas helps the learners.
- (iii) **It provides basis for guidance :-** Through evaluation the teacher comes to know about strong points and weak points of different pupils tells us the achievement of a particular pupil may be good in one field and poor in another field so the reason of poor performance can find out and removed to achieve actual performance of the pupil.
- (iv) **It judges the progress of the pupils in the field of education :** The general aims of education is all-round development of pupils. This aim can be attained only through evaluation means qualities improvement. Evaluation based on objectives held the subject teacher in clarifying his ideas about the objectives of teaching. It also enables him to select worthwhile and realistic objectives and to adopt such methods of teaching that would best achieve the objectives. It also appraises the teacher's competence.
- (v) Evaluation is essential for sound education.
- (vi) Evaluation techniques are essential for an adequate teaching learning situation. A sound choice of objectives depends upon sound information is obtained through the techniques of evaluation.
- (vii) Evaluation attempts at relating the subject-matter content, classroom

instruction (teacher learning process) and testing procedure to educational objectives and it helps in developing a scientific approach to education problems.

#### **2.2.4 Different type of tests :**

- (1) Essay Types Tests
- (2) Short Answer Type Tests
- (3) Objective Type Tests

##### **2.2.4.1 Essay Type Tests :**

In these tests, pupil's written expressions can be judged. Attempt is made to test the student's abilities to interpret data organise and summarise ideas, apply principles, describe events, persons and place, think creatively and critically. The essay test refers to any written test that requires an examinee to write a sentence, a paragraph or longer passages and that demands a subjective judgement about its quality and completeness when it is scored e.g.

- (i) Describe factors responsible for poverty in India.
- (ii) Write in detail about population explosion.
- (iii) How can we improve the feeling of nationalism and internationalism among our pupils ?

#### **\* Merits of Essay Type Test :**

- (i) As these contain less number of questions so it is easy to construct.
- (ii) It is the only means that can assess an examiner's ability to organise and present his ideas in a logical and coherent fashion and in effective prose.
- (iii) Logical thinking and critical reasoning, systematic presentation etc. can be best development by this type of test.
- (iv) It helps in inducing good study habits such as making outlines and summaries, organising the arguments for and against etc.
- (v) The students can show their initiative, the originality of their thought and the fertility of their imagination as they are permitted freedom of response.
- (vi) The response of the students need not be completely right or completely wrong. All degrees of comprehensiveness and accuracy are possible.
- (vii) It largely eliminates guessing.

#### **\* Disadvantages or the Essay Test :**

These tests also possess some demerits :

- (i) These are subjective as different examiners assign different marks for the same answer.
- (ii) They could not cover the whole syllabus as the number of questions is less.
- (iii) Many students have handicap of bad handwriting or spelling mistakes due to carelessness, they lose marks for these examiners could not

check their expression due to these handicaps.

- (iv) They encourage cramming rather than independent thinking. They possess both merits & demerits but if they are administered according to age, interest & mental level of the pupils. They can serve the purpose to some extent.

#### **2.2.4.2 Short Answer Type Test :**

In this type, questions are set to which answers have to be given which may vary from some words to fifty words. The main purpose is to test a large amount of knowledge, abilities and understanding within a short time e.g. :

- (i) Explain two main factors which hinders the promotion of national international among the students.
- (ii) Give two points of differences between primitive agriculture and modern agriculture.

#### **\* Merits :**

These tests have some advantages more than others e.g.

- (i) They are comprehensive as compared to essay type test because they cover the syllabus to a large extent (due to their large number).
- (ii) They keep the students on the track as student could not write vague statements to increase the length of the answer.
- (iii) It provides little opportunity for guessing as the student is required to supply information.
- (iv) It helps the students how to organise the information in a few words.

#### **\* Demerits**

- (i) Time consuming as large number required much time.
- (ii) They do not evaluate the pupil's appreciations, interests and ideals.
- (iii) The students are not in a position to develop their expression powerfully in short answer type test.

#### **2.2.4.3 Objective Type Test :**

It refers to any written test that requires the examiner to select the correct answer from among one or more the alternatives or supply a word or two and that demands an objective judgement when it is scared. Objective type tests require the students to develop creative, original thought, the basis for choice among the alternatives. Good objective type tests do not permit correct response merely on the basis of simple recognition.

#### **\* Types of Objective Type Test :**

The types of objective test are as follows :

##### **(i) True False :**

In this type, there are test terms that measure the ability to identify the correctness of statements of facts and definitions of terms.

(Tick (√) in the blanks against statements.)

- (i) Saving = Income - Consumption.
- (ii) War of Placy was held in 1957
- (iii) Maharaja Ranjit Singh was a Mughal Emperor.

**Merits :**

The scoring of test is higher than the other tests. Construction is easier and consuming less time.

**Demerits :**

Difficult to construct and has 50-50 chance of guessing.

**(ii) The Competition Test :**

Sentences are left incomplete and students are asked to complete the sentences e.g.

- (i) The population of India in 1991 was.....
- (ii) ..... is the currency of U.S.A.
- (iii) The Holy Bodh tree is situated at.....

**Merits :**

Develops factual knowledge of the students, helps the pupils to learn important words & phrases.

**Demerits :**

Includes the possibilities of memory and does not develop understanding.

**(iii) Multiple Choice Test :**

It consists of a problem or an incomplete statement and a list of suggested solutions. Students are made to choose one right word out of the suggested lot.

**A. The Japanese people use silk freely in their dress because :**

- (a) They grow mulberry trees in plenty.
- (b) They are religious minded.
- (c) They can import silk at low cost from China.
- (d) There are many silk factories and mills in Japan.

**B. During whose reign Fahien visited India ?**

- (i) Harsha Vardhana
- (ii) Ashoka
- (iii) Chandragupta

**(iv) Matching Test**

It consists of two parallel columns with each word, number of symbol in one column being matching to a word, sentence in other column. The students have to identify the pairs of items of that are to be associated.

Under column A names of some religions and under column B names of their founders are given, write down the correct names under column C.

A	B
Islam	Mohammad
Jainism	Buddha

Buddhism

Christ

Christianity

Mahavira

**(v) Simple Recall Type Test :**

In this test, the student is required to supply missing items of information, usually words, numbers to complete statements.

Write in one word the answer of the following :

- (a) What is the literacy rate in India ?
- (b) What is the per capita income in India ?

**\* Merits of Objective Type Test :**

- (i) It can be scored objectively and easily. The scoring will not vary from time to time or from examiner to examiner.
- (ii) It possess economy of time for it takes less time to answer than an essay test. It also saves a lot of time of the scorer.
- (iii) They have greater reliability and better content validity.
- (iv) It eliminates extraneous factors such as speed of writing, fluency of expression, good handwriting etc.
- (v) It creates an incentive for pupils to build up a base of knowledge, skills and abilities.
- (vi) It measures the higher mental processes of understanding, application, analysis prediction and interpretation.

**\* Limitations :**

- (i) Guessing is possible. The construction of adequate objective type test items is difficult.
- (ii) Objectives like ability to organise matter, ability to present matter logically and in a coherent fashion etc. can not be evaluated.

**2.2.5 Suggested Questions**

- (i) What points would you bear in mind while appraising pupil behaviour ? Would you give special weightage to any of the points ? Why ?
- (ii) Define the term 'Evaluation' ? Describe the need and purposes of Evaluation.
- (iii) Describe the term Evaluation ? Write in brief various methods of evaluation of knowledge in Social Studies.
- (iv) Distinguish between short-answer type test and objective type test.

**2.2.6****Suggested Books**

1. Wesley E.B., : Teaching of Social Studies in Elementary Schools.
2. Kochhar. S.K. : The Teaching of Social Studies.
3. Aggarwal J.C. : Teaching of Social Studies.
4. Sandhu P.K. (2003) : Teaching of Social Studies.
5. Manjeet Kaur, Gurmeet Singh (2004) : Teaching of Social Studies (Eng)

- 2.3.1 Meaning of Lesson Planning
- 2.3.2 Need of Lesson Planning
- 2.3.3 Importance of Lesson Plan
- 2.3.4 Principles of lesson Plan
- 2.3.5 Aims of Lesson Planning
- 2.3.6 Steps for lesson Planning
- 2.3.7 Suggested Books

Lesson Planning means a plan of the lesson which is fundamental to the effective teaching. Careful planning of lessons is essential for teachers. For competent teaching the teacher should select and reorganise the material for a day's lesson so as to achieve the desired results.

**2.3.1 Meaning of Lesson Planning :**

Lesson plan is the core of the heart for effective teaching. In the words of **L.B. Sands**, "a lesson plan, is actually a play of action. It, therefore, includes the working philosophy of the teacher, her knowledge of philosophy, her information about and understanding of her pupils, her comprehension of life objectives of education, her knowledge of the material to taught and her ability to utilise effective methods." It is the teacher's mental and emotional visualization of the classroom experience as she plans it to occur. **N.L. Bossing** has given a comprehensive definition of lesson plan "Lesson plan is the title given to a statement of the achievements to be realised and specific meaning by which these are to be attained as a result of the activities engaged during the period."

**Bining and Bining** have explained the structure and purpose of lesson plan in their definition. "Daily lesson planning involves defining the objectives, selecting and arranging the subject-matter and determining the method and procedure." **Rybuth** considers that a pupil-teacher gains experience about his classroom work through lesson planning, so that he is able to perform his tasks successfully in his teaching. He has defined this concept in brief. "To teach we must use experience gained as starting point of our work."

**2.3.2 Need of Lesson Planning**

1. Lesson plan helps the teacher to achieve the teaching objectives and processes in the form of complete objectives and processes.
2. It helps in planning the process of teaching.
3. It develops the possibilities of adjustment in the classroom situations.

4. It helps in recalling every step of curriculum.

### 2.3.3 Importance of Lesson Plan :

Lesson planning is the base of competent teaching. It performs some specific functions :

- (i) **It motivates the Teacher :** It keeps the teacher on the track, ensures, steady progress and a definite outcome of teaching and learning procedures. It keeps the teacher to become systematic and orderly.
- (ii) **It helps the teacher in Managing Material :** During the planning of lesson, the teacher selects and organise the material in required manner. Lesson planning correlates the various aspects of subject matter involved in the lesson.
- (iii) **Selection of teaching methods :** In the plan, teacher mentions the teaching method which might be suitable for the material to be taught and mental level of the pupils.
- (iv) **Save time and energy :** Lesson planning saves time and energy, as the teacher thinks and writes about each small bit of interaction before entering the class.
- (v) **Helps the Interaction to be Systematic :** It prevents haphazard teaching. It provides a framework to help the teacher in improving his teaching behaviour patterns.
- (vi) To help the teacher able to make the best planning of learning activities during his teaching.
- (vii) To maintain continuity in importing learning material to the students.
- (viii) To modify students attitudes, habits, information and abilities properly in right and desired direction. As lesson planning provides opportunities to the teacher to think about subject matter.
- (ix) To enable the teacher to become resourceful, imaginative and tactful. As teacher has planned already about classroom interaction so he is confident, cheerful he enters the class and hopeful when he enters the class and satisfied when he leaves the class.
- (x) To ensure proper use of adequate audio visual aids in teaching. As the teacher plans the lesson he/she must have prehand information about the A.V. aids, So he can use them efficiently.
- (xi) To enable the teacher to become more competent in dealing with various difficulties and problems of the students that would arise in the class.
- (xii) **Develops Skills in the Teacher :** As the teacher writes in plan/how

many meaningful questions to be posed per unit time, how probing in questioning takes place, expected response of the pupils, chalk board work etc. interaction patterns. Introduction of the lesson, achieving closure of the lesson. Attending behaviour of the pupils, all these aspects develop certain required teaching skills, in the teacher.

- xiii) Modification of Teacher behaviour:** It helps the teacher in accepting and using ideas, feelings of the pupils as the teacher write down about expected response of the pupils. Through evaluation the teacher knows not only about his own teaching but also learning of his pupils. Lesson planning enable the teacher how to know the effectiveness of his teaching and desired teaching outcomes of the students through suitable tools and techniques of evaluation.

#### **2.3.4 Principles of Lesson Plan :**

The teacher has to plan the lesson. He must keep following principles in mind while planning his lesson.

1. The teacher must have a though knowledge of the lesson. The teacher cannot write good lesson plan if his knowledge of the subject is poor.
2. The teacher must be practical for the methods and techniques mentioned in the lesson plan, so that lesson plan can become guide not a burden for the teacher.
3. Subject matter should be organised in psychological manner i.e. from known to unknown or easy to difficult. Subject material should be according to varied interests, needs, attitudes and mental level of pupils.
4. The teacher must ensure active participation through the good framing of subject material.
5. The teacher has to visualise and anticipate the classroom situation. The teacher should be imaginative enough to realise the difficulty which the pupils will face and the way these difficulties are to be removed. Teacher should approach the lesson plan imaginatively, resourcefully and wisely.
6. Suitable evaluation tools and techniques of evaluation should be included to determine the desired learning outcomes of the students and teaching competence of the teacher.

#### **2.3.5 Aims of Lesson Planning :**

The chief aims of lesson planning are :

- (1) Teaching becomes systematic as the teacher prepares himself in advance, what to teach and how to teach.
- (2) Teacher comes to know about the previous knowledge of the pupils.
- (3) Teacher can motivate his pupils through lesson planning. As he

thinks in advance how can he uses various teacher skills such as correlation of verbal and non-verbal teaching behaviour can reinforce the pupils.

- (4) Through lesson planning, the organization and presentation of teaching material can be effectively done.

### **2.3.6 Steps for Lesson Planning :**

The lesson-planning is an ancient concept but still it has the important place in teacher education programmes in the teaching practices. Usually, following five steps are employed :

1. Preparation
2. Presentation
3. Comparison and abstraction
4. Generalization and
5. Application

#### **1. Preparation :**

The function of this step is to bring into consciousness relevant ideas of the subject matter the teacher plans about presentation of the content.

#### **2. Presentation :**

The new ideas or knowledge of contents is imparted in such a way that it may be linked with earlier knowledge of the students. The presentation at this stage involves the following activities.

- Teacher should impart specific content.
- Teacher should have a definite work.
- Teacher should build a definite structure of teacher activities.

Thus, kind or presentation in teaching learning has three characteristics :

- (i) Definiteness
- (ii) Predictability
- (iii) Observable specified knowledge structure.

#### **Comparison and Abstraction :**

In this step, the teacher attempts to compare between new system, new facts and ideas and to identify similarities among new facts.

#### **4. Generalization :**

In this step, teacher generates the situations so that students are able to point out similarities of element of new ideas and knowledge. The changing of learning aids in generalization. The rhythm and recitation methods are used at this stage.

#### **5. Application :**

Teacher creates situations or problems so that student may use memorized facts fix. The further facts.

#### **Outline of Lesson Plan :**

For teaching social studies competently the teacher has to proceed in a systematic manner. In preparing a lesson plan following teaching points are

followed.

**1. Subject, Topic and Class :**

A teacher selects a topic for the teaching of his own interest. He decides the date, period and section of his classes. This step also delimits his lesson plan.

**2. Formulation of Educational Aims :**

The teacher has to write the general objectives of his subjects considering the level of the students. Aims are general statements that make communication possible for long range purposes.

Following are some of the educational aims for teaching of social studies :

- (i) Arousing interest of the pupils for social studies.
- (ii) Increasing creative abilities of the pupils.
- (iii) Preparing the pupils for future life by providing the knowledge of present and past events.
- (iv) Developing feelings of the nationalism and "internationalism in the pupils.
- (v) Providing the knowledge of Socio-Politico economic system of the country to the pupils.
- (vi) Improving classroom interaction patterns and developing required skills in the pupils.

**3. Specific Objectives :**

Objectives are more precise form of the general statements of the purpose. The objectives definite and specific, it means formulating particular objectives for a topic. These are different for different lessons.

**4. Teaching Aids :**

As "one vision is better than hundred time tellings". The teacher can provide teaching material in an interesting and simple form through the proper use of adequate aids. The lesson plan must show the different lessons.

**5. Teaching Method :**

There are various methods for teaching of social studies. Required method must be mentioned in the lesson plan. He uses 'various devices such as questions, illustrations, descriptions, explanations and various audio-visual aids to make his lesson meaningful, interesting and appealing. The lesson plan has details of all these.

**6. Previous Knowledge Testing :**

As we have to proceed from known to unknown, testing the previous knowledge helps the teacher in judging the mental level and grasping power of the pupils. Sometimes, it comes true that "first impression is the last impression".

It means, if introduction of a lesson is good and the teacher provides it effectively. Pupils get motivated for whole lesson.

**7. Announcement of the Topic :**

After providing the introduction of the lesson the teacher announced the topic in an audible voice with a proper power. The statement of the aim should be clear, brief and concise. There should be no ambiguity and vagueness.

**8. Presentation :**

Following points in mind may prove helpful in good presentation of the lesson :

- (i) Divide each lesson into units and sections; of suitable.
- (ii) Meaningful questions should be posed for increasing pupil talk response.
- (iii) Material for chalk board should be mentioned in the plan stepwise. It can include points, sub-points, sketches, outline diagrams, maps graphs, pictures, time lines and directions.
- (iv) Methods and techniques for every small part of the lesson should be clearly mentioned.
- (v) Proper co-ordination must be there among the different parts of the lesson.

**9. Chalk board Summary :**

The teacher has to prepare the chalk board summary of his teaching points and explanations.

**10. Recapitulation :**

Questions from the different parts of the lesson should be asked at a suitable rate or speed'. It helps the pupils to reach at some conclusion with reference to the wider significance of the problems. An attempt is made to ask pupils to recall recognize and reproduce what they have learnt. The pupils how to express themselves and how to reproduce the material learnt.

**11. Home Work :**

For the consolidation of knowledge assignment is necessary. Let the pupils draw the maps, collect the statement write out answers for questions etc.

**Lesson Plan - 1****Pupil-Teacher's Roll No :**

Subject	:	Social Studies
Topic	:	Rise of Sikhs under Banda Bahadur
Class	:	VIII
Duration	:	40 minutes
Date	:	.....

**Aims :**

- (1) To give proper conception of time, place, society and condition.
- (2) To inculcate among the pupils an interest for teaching history.
- (3) To provide knowledge of the past.

**Objectives :**

To familiarise the pupils with Banda Bahadur who was the second leader of sikh power.

**Teacher Aids :**

A history map showing the birth place of Banda Bahadur and the places he conquered. A picture of Banda Bahadur.

**Previous Knowledge :**

The students are expected to know about the downfall of the Mughals and the rise of Sikhism.

1. Who was the last ruler of Mughal Empire ?
2. Names of the dynasties which were followed by Mughal Empire ?
3. Who was the first leader of Sikh Power ?
4. Whom did Guru Gobind Singh appoint as leader to lead Sikhs ?

**Announcement of the Topic**

Well students, today we shall discuss about Banda Bahadur who was the second leader of Sikh power after the death of Guru Gobind Singh.

**Presentation****Unit No. I (Early Life of Banda Bahadur)**

<b>Subject Matter</b>	<b>Method</b>	<b>C.B. Summary</b>
Guru Gobind Singh appointed Banda Singh Bahandur as leader of the Sikhs because Banda Bahadur there was no head at that time who could lead the Sikh power and face the cruelty of the Mughal Emperors.	Pupil teacher will use question-answer technique and ask, What was his	in 1708
<b>Subject Matter</b> His original name was Lachhman Dass He was born in 1670	<b>Method</b> original name ?  When was he born ?	<b>C.B. Summary</b> His original name was Lachhman Dass.  He was born in 1670.

**Unit No. II****His Work**

He was a native of Rajouri in Poonch. He at Rajouri in Poonch was very fond of hunting. In his youth, he became a Bairagi and used to live in an ashram at Nander on the bank of Godawari. When Guru Gobind Singh went to the Deccan in 1708 he met the bairagi. Here the Guruji advised him to take up the duties of the Killed Kashtriya. He appointed him as a military leader of the Sikhs Banda Bahadur came to Punjab and collected a large number of Sikhs and began to plunder the Mughal territory. He fought against the Mughals for eight year. He killed its Subedar Wazir Khan the murderer of Guru Gobind Singh's Son.

Thousands of Muslims were put to the Sword and he brought the Sirhind Suba under his power. He made Mukhlisgarh his Capital and renamed Lohgarh At last in 1716, during the reign of Farrukhsyar. Banda was captured with his companions from Gurdaspur and was tortured to death in Delhi. Banda was a daring leader and a great follower of the sikh set.

Pupil teacher will explain the concept.

Pupil teacher will use integration of different skills to make the concept clear.

Who killed the Subedar of Sirhind ?

Name of Sons of Guru Gobind Singh Ji.

What was the Previous name of Lohgagh ?

From where Banda was captured

When Banda Bahadur died ?

Guru ji went of Deccan in 1708. He assembled Sikh power to fight against the mughals.

Banda Bahadur killed the Subedar of Sirhand Ajit Singh, Jujhar Singh, Fateh Singh, Joraver Singh.

Mukhlisgarh was the Previous name of Lohgarh

Banda Bahadur was captured from Gurdaspur

He died in 1716

**Recapitulation**

Pick out the correct answer :

- (1) The original name of Banda Bahadur was (Arjun Dass, Bairagi Lachaman Dass)
- (2) Banda Bahadur's Capital was (Gurdaspur, Lohgarh, Rojouri)
- (3) Banda Bahadur died in (1927, 1526, 1716)

**Homework :**

Describe about the early life of Banda Bahadur and his work.

**LESSON PLAN : II****Pupil-Teacher's Roll No. :**

Subject : Social Studies  
Topic : The Solar and Lunar Eclipses.  
Class : VIII  
Duration : 40 minutes.  
Date : .....

**Aims :**

1. To satisfy the natural curiosity of the students about physical objects and environment.
2. To provide the awareness about the physical principles and facts.
3. To develop the feelings of national integration by giving the awareness of economic, social and political problems in the light of geographical background.

**Objectives :**

- (i) The students are able to state the causes of solar and lunar eclipses.
- (ii) They are also to explain the influences of solar and lunar eclipses.

**Teaching aids :**

Model of Earth, Models of Sun and Moon. A Chart of Solar eclipse and lunar eclipse.

**Previous knowledge testing :**

- (i) What is the solar system ?
- (ii) Name the planets in the whole system ?
- (iii) How the Day and Night formation takes place ?
- (iv) What do you know about Solar and lunar eclipses ?

**Announcement of the Topic**

**The teacher says "today we will study the causes of solar and lunar eclipses."**

**Introduction :**

The teacher will introduce the concept of eclipse by saying, that the sun is not visible partially or wholly for a few minutes even in clear sky on middate of a month.

**Presentation of the Subject Material :**

<b>Teacher's activities</b>	<b>Pupil's Expected Answers</b>	<b>Chalk board Summary</b>
<p>The teacher uses Question and answer method for presentation.</p> <p>Why does eclipse fall ?</p> <p>To whom around does the moon revolve ?</p> <p>To whom around does the earth revolve ? Pupil teacher will demonstrate the model of earth, moon and sun and asks.</p> <p>How do these motions influence the positions of Sun, earth and moon.</p> <p>The teacher explains. Some times the earth comes in between sun and moon and sometimes the moon comes in between sun and earth.</p> <p>From where does the earth receive light and heat ?</p> <p>From where does the moon receive light ?</p> <p>During their motion, the moon comes in between earth and sun on mid-date of the month.</p> <p>What is the date of full moon. Teacher will show the model and ask. What are the positions of earth, moon and sun on Purnima ?</p> <p>Sometimes on Purnima the earth, sun and moon fall in</p>	<p>Due to Rahu and Ketu The moon revolves around the earth. The earth revolves around the sun. Pupils gain knowledge by observation.</p> <p>Pupils will listen carefully but may not provide response.</p> <p>From the sun.</p> <p>From the sun.</p> <p>Purnima</p> <p>Pupils will observe the teacher's activities of</p>	<p>Eclipse revolves around the around.</p> <p>The sun.</p> <p>Motions, influence.</p> <p>From the sun.</p> <p>Moon receive</p> <p>Purnima</p> <p>Lunar eclipse</p>

a straight line. The earth shadow falls on the moon of the sun-rays do not reach moon for few minutes partially or wholly. It forms lunar eclipse.

How does the Solar Eclipse fall ? Some times on the mid-date of the month.. the sun, earth and moon fall in a straight line and moon comes in between them, the moon is shadow fall on earth and the sun-rays do not reach on earth for a while then what do we call this situation ?

Then teacher will ask, why does solar eclipse not fall in every mid-date of a month ?

The sun, earth and moon do not fall in a straight line in every month.

The earth axis inclined  $32^\circ$  north. The moon does not complete on round of the earth completely within 30 days.

showing the model and listen carefully.

May be no response

Solar eclipse

Pupils will listen carefully for understanding the concept.

Solar eclipse

Situation

23 north within 30

**Recapitulation :**

- (1) When does the lunar eclipse fall ?
- (2) Why does not fall the lunar eclipse ?
- (3) When does the solar eclipse fall ?
- (4) Why does not fall the solar eclipse on every Amavashiya of a month ?

**2.3.7 Home Assignment :**

Describe the solar eclipse with the help of Diagramatic presentation.

Suggested Books:

Wesley E.B	:	The Teaching of Social Studies
Kochhar. S.K	:	Teaching of Social Studies
Sandhu P.K.(2003)	:	Teaching of Social Studies

**STRUCTURE**

**2.4.1 Aims**

**2.4.2 Introduction**

**2.4.3 Meaning of Teaching Device**

**2.4.3.1 Assignment Device**

2.4.3.1.1 Characteristics

2.4.3.1.2 Purposes

2.4.3.1.3 Material

2.4.3.1.4 Evaluation

**2.4.3.2 Questioning Device**

2.4.3.2.1 Purposes

2.4.3.2.2 Types

2.4.3.2.3 Characteristics of good questioning

2.4.3.2.4 Suggestions for effective questioning

**2.4.3.3 Illustration Device**

2.4.3.3.1 Advantages

2.4.3.3.2 Suggestions for effective use of illustration device

**2.4.3.4 Exposition Device**

2.4.3.4.1 Advantages

2.4.3.4.2 Suggestions

2.4.3.4.3 Importance

**2.4.4 Story telling Device**

**2.4.5 Problem solving method**

**2.4.6 Summary**

**2.4.7 Self-evaluation**

**2.4.8 Suggested questions**

**2.4.9 Suggested readings**

**2.4.1 Aims**

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

- i) describe the meaning of Teaching device
- ii) understand the characteristics of good questioning
- iii) explain the meaning of illustration device
- iv) argue for the effective use of illustration method.

### **2.4.2 Introduction**

Teaching is an art. Its special role is to impart knowledge, develop understanding and skill. Teaching is a skillful function. Teacher uses different skills to make teaching effective. Firstly, he determine the aims of lesson and then he uses different teaching methods and techniques to achieve them. In the science of teaching learning these techniques are called teaching devices.

The teacher has to make use of devices in order to facilitate the learning process and to economise efforts. A great variety of teaching techniques are being used in schools. The teacher chooses his techniques to suit the subject matter, class and number of other factors.

### **2.4.3 Meaning of Teaching Device :**

**A.H. Garlick defines**, “Teaching devices are the teacher’s tool and if good work is to be produced the right tools must be used in the right way”. So Garlick has clearly explained that the educator begins by deciding the subject he wants to teach. Then he follows it up by section and proper arrangement of the subjectmatter and finally arrives at the question of the method he should adopt to teach the subject to his pupils. Sometimes he turns to explanation, at other to exposition, at yet other time he turns to story telling. The teacher must also makes use of many illustrations. The main teaching devices are the following :

1. Questioning and answering.
2. Narration
3. Explanation
4. Descriptive
5. Exposition
6. Illustration
7. Using Teaching Aids
8. Using Library
9. Evaluation
10. Drill work
11. Home work
12. Assignments

#### **2.4.3.1 Assignment Device**

Assignment means the work has been allotted to the pupil or class. Assignment means for substituting and supplementary teaching work.

##### **2.4.3.1.1 Characteristics of Good Assignment :**

1. It should be useful and definite for pupils.
2. It aims at motivating the students.
3. It must be stimulating and co-operative.
4. It should be related to curricular activities of the students.
5. It also provides understanding of the subject-matter and learning by insight.

6. It should be related to the problem solving.
7. It provides directions to learning activities.

**2.4.3.1.2 Purposes of Assignment :**

1. To Encourage Initiative : It provides opportunities to encourage initiative of pupils.
2. To Provide Direction : It aims to provide guidance to pupils about learning activities.
3. To Develop Good Study Habits : It aims to develop good study habits and right attitudes.
4. To Provide Motivation : It motivates the pupils and arouses interest in study.
5. To Develop Learning by Insight : It develops learning by insight and understanding of the subject-matter.

**2.4.3.1.3 Material of the Assignment :** The material should be suited to the needs of the pupils.

**2.4.3.1.4 Evaluation of the Assignment :** Assessment is part of a measurable education system. If we have a system that is going to offer credits, certificates and other qualifications, we will also have assessment. It must be evaluated by teacher so that they may be able to produce positive results.

**2.4.3.2 QUESTIONING DEVICE**

The oldest and most famous of the various techniques of teaching is asking questions. The good teacher allows his pupils to express their own ideas, stimulating them to think by interposing questions in their recital. In view point of our eminent educationist Thring, "Teaching means skillful questioning to force the mind to see to arrange and to act." In this context Parker says, "questioning is the key to all educative activity." Parkers says questioning plays very important role in education, activities. In the words of Colvin, "No teacher of elementary or secondary subjects can succeed in his instruction who has not a fair mastery of the art of questioning. So Colvin emphasis that putting question is art.

**2.4.3.2.1 Purposes of the Questioning :** Purposes of the questioning are given below :

1. To motivate and arousing interest of pupils.
2. To test previous knowledge and understanding.
3. To locate difficulties and solving them.
4. To increase active participation of students.
5. To maintain social discipline.
6. To promote intellectual development.
7. To impart knowledge.
8. To arouse self-confidence.
9. To provide stimulating environment.
10. To test the understanding of students.
11. To recapitulate the lesson.

**2.4.3.2.2 Types of Questioning :**

- 1. Preliminary or Inductory Questions :** These questions are asked in the beginning of the lesson and the purpose of asking these question are to test the previous knowledge and to motivate the students.
- 2. Developing Questions :** These questions are asked by the teacher during the lesson. Teaching develops in subject-matter with the help of students' answering. The purpose of asking these questions are to stimulate mental activity in pupils, to discover new facts and to direct attention to important points.
- 3. Recapitulatory Questions :** These questions are put at the end of the whole lesson as well as at the end of each unit in the progress of the lesson. The purpose of asking these questions are to revise the lesson and to fix the knowledge learnt in the minds of the students.

**2.4.3.2.3 Characteristics of Good Questioning**

- 1. Clarity :** The question must be clear. It should not be vague. For example "Who is the Chief Minister of Punjab?" is a good question but "Who is the Chief Minister?" So question should not be ambiguous lengthy and vague. It should be clear, brief and to the point.
- 2. Simplicity :** The language should be simple. Question should framed according to the age, abilities and interest of the pupils.
- 3. Specificity :** Question should be specific. Questions should be framed in such a way that these do not encourage guess work.
- 4. Stimulating :** A good question should be challenging the child to think.
- 5. Relevance :** Question should be relevant to the topic and subject-matter.
- 6. Single Question :** A good question involves a single idea.
- 7. Question to Whole Group :** Questions should be addressed to the whole group and not to individuals.
- 8. Grammatically Correct :** Question should be grammatically correct.
- 9. Definite Purpose :** Questions should reflect a definite purpose. A question has no value unit if it does not have a definite purpose.
- 10. Avoid 'Yes' or 'No' Response :** Question should avoid yes or no response.

**Suggestions for Effective Questioning**

1. Questions should always be asked seriously. It is improper to laugh.
2. Questions should be addressed to the whole class.
3. Preparation for putting questions should be in lesson plan.
4. To provide opportunity to all students of the class.
5. After the question is addressed, sufficient time should be given to the students to think and formulate the answer.
6. The teacher should not repeat questions unnecessarily.
7. The structure of question should not be changed.
8. Question should be relevant to topic and developing subject-matter.

9. The form and language of the question should be varied in order to bring variety.
10. Teacher should occasionally ask questions to back-benchers and inattentive students.
11. Question should be asked in a pleasing and affectionate manner.
12. Teacher should avoid double-barrelled questions.

#### **2.4.3.3 ILLUSTRATION DEVICE**

In the illustration device of teaching, a subject is explained by providing examples of facts or experiences of which the learners are already aware. In this device it is implicit to adopt the principle of proceeding from known to unknown. Illustrations are used to explain some abstract idea or theory. It is implied a progress from the concrete to the abstract. In each case, the real aim in providing an illustration is to create an association between present facts and the learner's past experience in order to create the right background for presenting new knowledge.

##### **2.4.3.3.1 Advantages :**

1. Students easily understand the concept.
2. Illustrations not only help in teaching and understanding, but also memorizing or retaining the subject-matter.
3. It helps to overcome the difficulties faced by the learner, in understanding the concept.
4. It tends to increase the learner's interest in the subject and to enhance his curiosity to know more about subject.
5. They are provided mental exercise because increased interest and attention lead to greater observation and better retention and recall.
6. It also helps in the explanation of abstract concepts and many scientific principles. For this reason, teaching by illustration is considered essential for the teaching of many sciences.

##### **2.4.3.3.1 Suggestions for Effective Use of Illustrations :**

1. Illustrations should be relevant to the concept ;
2. It should be simple and comprehensive. They should be easily understood.
3. Large number of illustration should not be used in a single concept. Too many illustration sometimes spoil their value.
4. It should be exact and accurate.
5. It should also be interesting.
6. They should be presented at suitable time.

So illustrations should be wisely selected, effectively prepared, timely presented, proper handing and intelligently used.

#### **2.4.3.4 EXPOSITION DEVICE**

In this teaching device, the more difficult aspects of a subject are exposed or explained in detail in order to help the learner to understand them. According to an eminent educationist, "To expose means to open, to exhibit, to display, to disclose." Exposition means to give new information to the pupils. Exposition is part of the teaching

of almost all subjects, but it has its greatest utility in the teaching of languages.

#### **2.4.3.4.1 Advantages of Exposition Teaching Device**

1. Facts and concepts are clear to the students.
2. It helps the students to memorize and retain the subject.
3. It is more beneficial for science and languages students.
4. Students explain the subject-matter easily.

#### **2.4.3.4.2 Suggestion for Effective Use of Exposition Teaching Device**

1. The teacher should make clear the objectives of the lesson.
2. There should be logical sequence and systematic exposition.
3. It is not desirable to make the exposition rapidly. The speed of exposition should conform to the linguistic abilities of the learners.
4. The teacher should use simple and comprehensive language.
5. In an exposition, the teacher should stress the main features of the lesson and if necessary also write them on the chalk-board.
6. To make the exposition useful, the teacher should also make extensive use of proper illustration and examples.
7. During exposition the teacher should be asked questions in order to sure the success of the exposition. The teacher should encourage the students to ask questions to clear their doubts.
8. Exposition should come to proper time.

#### **2.4.3.4.3 Importance of Devices of Teaching :**

Devices of teaching are very important in teaching learning process. John Mandler has given the following justification of the use of teaching devices.

1. **Teach Quickly** : Devices of teaching are used in order to teach quickly and effectively.
2. **To Increase Interest** : Devices of teaching are used in order to create or sustain interest in the pupils.
3. **To Integrate Work** : Devices of teaching serve as means of integrating number of other pieces of work, already learned by other means.
4. **To Bring Something New** : Devices of teaching are helpful in bringing something new to children in a simplified way.
5. **To Teach Thoroughly** : Devices of teaching are used in order to teach more comprehensively, so that the children may retain the subject matter taught. So that why proper use of teaching devices are makes teaching and learning quick, effective, purposeful and interesting.

#### **2.4.4 Story telling Method**

Teaching is an art. Story telling is one part of this art. Story telling is the most important method of teaching social studies. Stories of great men and women, famous rulers, reformers, saints inventors and discoverers-all need to be taught to the student with story telling method. The teacher's capacity, as a speaker can make the

topic lively and interesting to the pupils and they can almost visualise the events and personalities described before their eyes. Story telling helps in enhancing the interests of the students in the subject.

#### **2.4.4.1 Merits :-**

1. It develops the imagination power of the students.
2. It develops right attitude and good qualities among students.
3. It develops reasoning power of the students.
4. It develops creativity among the students.
5. It develops good listeners.

#### **2.4.4.2 Suggestions for effective use of story telling method :**

1. Story should be told in an orderly manner and selected according to the age of the students.
2. The stories should be short and plot shall be easy.
3. It should inspire the students to action.
4. The teacher should be able to narrate the story in realistic manner.

So story telling is an art. Every teacher should know this art.

#### **2.4.5 Problem Method**

According to C.V. Good, "The problem method is a method of instruction by which learning is stimulated by the creation of challenging situation that demands solution. It is specific procedure by which a major problem is solved through the combined situation in a number of smaller related problems".

The proper method differs from the project method to the extent that emphasizes on mental solution rather than on practical accomplishment. It is method to discover solutions to the problems of social studies, which later on can be utilized for solving the problems of life. However, the objective of teaching in schools is to afford solutions for problem of the subject and not life which is ultimately found by getting this habit. This method is also more suitable for students of higher secondary classes. For example one problem could be, "How to achieve national integration in India?"

The procedure for this method is quite comprehensive. First of all, the problem is discovered, considered, discussed and selected. Then relevant and reliable information is collected for the solution of the problem. To work out tentative solutions and finalizing the most suitable solution, evaluation conducting and recommendation for further investigations are worked out.

At the time of the selection of problem that case is taken, which is intellectually sound, should be common with many students, involve human activity and be a practical one. The fact, however, remains that problem method is not merely a method of teaching but a method dealt with the organisation of curriculum.

#### **2.4.5.1 Advantages**

This is more suitable and appropriate for the sequence of learning. It provides

intellectual exercise which gives a training that proves helpful in life. It develops logical way of thinking. Students learn to collect information quickly. It can be used as an individual as well as group method of teaching, It develops initiative and cultivated responsibility and the qualities of tolerance are cultivate. It helps in developing good teacher.

#### 2.4.5.2 Limitations

It will become monotonous if used so frequently. It cannot use all problems of the curriculum. The curriculum is not so framed that this method could be used profitably. At times, the topic selected is not appropriate and as such ends in emotional solutions than intellectual solutions of the problem.

**2.4.6 Summary** :Teaching devices are the teacher's tool and if good work is to be produced, the right tools must be used in a proper way. Sometimes he turns to explanation, exposition, at another time he turns to illustration etc. So the teacher uses different devices of teaching. The major devices of teaching are ; Questioning and Answering Narration, Descriptive, Exposition, Illustration, Using teaching aids, Using library Drill work, Evaluation, Home-work and Assignments, etc.

#### 2.4.7 Self Evaluation:

- |      |  |         |
|------|--|---------|
| i)   | Teaching is a skilful function                           | Yes/No  |
| ii)  | The teacher must not make use of many illustrations.     | Yes/ No |
| iii) | Good assignment should be related to the project method. | Yes/No  |
| iv)  | Illustration should be relevant to the concept.          | Yes/No  |

KEY

- |    |     |     |    |      |    |     |     |
|----|-----|-----|----|------|----|-----|-----|
| i) | Yes | ii) | no | iii) | No | iv) | yes |
|----|-----|-----|----|------|----|-----|-----|

#### 2.4.8 Suggested Questions

1. What do you mean by term device of teaching ? Discuss some major devices of teaching in Social Studies.
2. What do you mean by assignment? Discuss its characteristics in detail.
3. "Questioning is a tool in the hand of a teacher to make the teaching effective". Comment.
4. Define the term 'Illustrations'. How to make effective use of illustrations?
5. What is the meaning of 'Exposition'? Discuss its merits.
6. Write short notes on the following :
  - (a) Meaning of Teaching Device.
  - (b) Purposes of Assignment.
  - (c) Characteristics of Good Questioning.
  - (d) Advantages of Illustration.
  - (e) Importance of Teaching Devices.

#### 2.4.9 Suggested Readings

1. Sharma, R.N. (2000) : Principles of Techniques of Education,

- Surjeet Publications, Delhi.
2. Ahuja, M. and : Educational Technology, Bawa Publications, A. (2002) Publications, Patiala.
  3. Mohanty, J. (2003) : Modern Trends in Educational Technology, Neelkamal Publication Pvt. Ltd., New Delhi.
  4. Manjeet Kaur : Teaching of Social Studies (English)  
Gurmeet Singh (2004)
  5. Sodhi, Suri, Sodhi (2003): Teaching of Social Studies, Bawa Publications, Patiala.
  6. Sandhu, P.K. (2003) : Teaching of Social Studies, 21<sup>st</sup> Century Publications, Patiala.

**Type Setting:**  
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