

SEMESTER – I

C-6&7

TEACHING OF SOCIOLOGY-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

UNIT-I

1. Meaning, nature, scope and importance of sociology in modern context.
2. Relation of Sociology with other subjects: Political Science, History, Literature (languages), Psychology and Geography.
3. Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

UNIT-II

1. Methods of teaching
 - a. Lecture method
 - b. Source method
 - c. Discussion method
 - d. Problem method
 - e. Project method
 - d. Survey method
 - f. Sociometric technique
2. Modern techniques and Devices:
 - a) Assignment d) Seminars
 - b) Symposium e) Dramatization,
 - c) Illustration f) Questioning
3. Sociology text-book- importance and qualities, Supplementary material: Magazines. Journals, News papers, reference books.

UNIT-III

1. Unit Plan: Need, importance and steps of writing it in teaching of Sociology.
2. Use of ICT in teaching of sociology.
- 3 Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs.

UNIT-IV

1. Social Institutions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
3. Brief Contributions of Social Thinkers:
Shri Guru Nanak Devji, S.C.Dube, Swami Vivekananda, Mahatma Gandhi

UNIT-I

1. Meaning, nature, scope and importance of sociology in modern context.
2. Relation of Sociology with other subjects: Political Science, History, Literature (languages), Psychology and Geography.

Relationship of Sociology with Psychology, History, Political Science ?

Sociology is an independent subject. It is considered the mother of all social sciences. That is why sociology is related with other social sciences. Sociology is the science of society in its totality and society by their own Social Sciences. The study of sociology comes under social science. Hence, the relationship of sociology with other social science such as political science, psychology, history etc. is evident.

The views of some main scholars are like this :

1. **Views of August Comte** : August Comte, the father of sociology considers sociology an independent and modern science. According to him, "Sociology could not have any relationship with other social sciences."
2. **Views of Sorokin**, "Sociology is neither a social science nor a peculiar science. It is **a general science related to social sciences.**"
3. **Views of Lester –word**, "The relation of sociology with other social sciences should be elucidated on the basis of similarity."

Sociology and History:

History and sociology both study the human relationships. History prepares the details of main incidents of human society right from the primitive period upto present time and presents it as a story of human life after improving it period rise. So, History can be said to be the study of part of human life.

Sociology studies modern human life. In it, the study of social relations means social groups and their inter-relations social structure and functions is made.

Relations between the two : History is the chronological study of past which describes the events of past social life. History does not only study the kinds of event of past, but also studies why and how it happened. This study helps in understanding the present Society, some scholars do not consider history a science like that of sociology but a compilation of events. According to them, History is the concrete..... Science of human experience and human nature."

Sociology and history have a close relationship. The understanding of present is not possible in the absence of study of past. In history, the events of human life, fro the very beginning upto present society on the basis of past sociology analysis the present social events on the other hand, social circumstances influence the historical events. Present society is consequence of past and past and present determine the society of future. Thus, history and sociology both are related as well as dependent on each other. White hand states, "Each emerging thing is perceived as containing within itself its past and seeds of future.

Sociology is related to History in many others respects :

Sociology is related to History in many other respects. History provides it such material, which it makes the basis of its study. The relationship of both has been told by Prof. Kulkarni and Banerjee as –If history has to prove itself beneficial understanding present and has to work as a guide in future, then sociological explanation is essential.

Differences : Despite the mutual relationship of both the outlook of

Studying subject matter of both is different. Main differences can be explained as under:

1. Both have separate fields. Sociology studies man from the outlook of social relations, but history may past incidents.
2. History does not keep the outlook of human relation before it, as sociology does.
3. Sociology takes interest in the study of institutions but history does not do so.
4. The field of history is concerned with real facts, but sociology paints out towards minute facts.
5. Sociology can be more helpful in the building of a good society as compared to History.

Conclusion : We can conclude that history also uses the sociological matter as much as sociological sociology is to know the rules or norms of chronological development of society or any of its organs. Where there are some similarities between sociology and history, there are some differences too.

Sociology and Psychology :

Sociology is also related with psychology. Psychology is the knowledge acquired by the study of man's mind. Social psychology is such a subject which is common to both subjects. It includes study of group mind.

Relation between both the Sciences : Sociology and psychology are closely related. In psychology mental life and processes of man are studied.

According to Woodworth, “ Psychology is the scientific study of the activities of the individual in relation to his environment.”

Psychology studies the mental views arising from human brain and its experiences which includes the study of nervous system, memory, intellect, imagination, personality etc. Thus, psychology is related to mental activities but these activities and influenced by social environment and circumstances sociology studies these social circumstances, environment etc. Thus, it is clear that sociology and psychology are mutually related. The development of social psychology has made the relationship of sociology and psychology more intimate and close. Sociology is related to society, psychology to mental activities and social psychology to individual.

Differences : Psychology and sociology are closely related but still there are important differences between the both.

1. **Differences in subject-matter :** The unit of psychology is man, whereas group is considered unit of sociology. Psychology studies man by separating him from his social circumstances whereas sociology studies man in contact with society.
2. **Difference in regard to method :** In psychology experimental method is mostly used, whereas in sociology the comparative method, historical method and structural method etc. are mainly used. Social incidents are more qualitative than psychological method or facts.

Conclusion : Sociology and psychology both have close relationship. Both these subjects are inter-related. Both influence each other. But despite this both of these have many differences. These differences are natural, because both subjects are independent and both have different subject-matter.

Sociology and Political Science :

Sociology and political science seem different form each other, which have no relation between them. We get sufficient knowledge about sociology from its definition. Maclver and page say that subject of sociology is social relations.

What is Political Science : Political Science Studies man's political life and groups and institution related to it. In other words this science studies the origin of state, development, characteristics and beginning from their aims and objectives to the

organization of state, administrative system of government and institutions related to them and their functions.

Sociology has its roots in Political Science : Morris Ginsberg has painted out towards this. He writes – Historically Sociology has its main roots in politics and philosophy of History.’

Both are related : Ross stresses upon this thing that political element is included in Sociology and if political science remains separate from sociology, then it is because it is the demand of its field and not because of this that this has its limitations, which separate it from sociology. Sociology settles social and its internal matters. Politics is a part of society or say that it comes under preview of society. In this way both of these are inter-related.

Difference between Sociology and Political Science :

Where Sociology and political Science are related with each other, there they have difference as under, which are described as under :

1. Political Science is a special science, whereas sociology is a general science.

3. Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy.

Aims, Objectives and Values of Teaching Sociology

Aims, objective and values are very important in teaching. Firstly a teaching has to set his aim to achieve his final goal. Values are the most results of aims. Objectives is a definite statement whereas, Aim is a general statement. The all have to follow in a systematic way.

1. **According to John Dewey,** “ An aim is a foreseen and that gives direction to an activity or motivate behavior.”

2. **According to Prof. Ghate**, “While a great aim or ideal may lead us to undertake an ability. We may meet with manifold experiences in the course of realizing that ideal. These experiences are the values which we gain.”

General Aims of Teaching Sociology:

1. **Acquaintance with the environment** : Sociology acquaints the child with his past and present geographical cultural and social environment. Ways in which people influenced by their cultural heritage. Insight into the problems of the past gives direction to decision making for the present for the future.
2. **Appreciation of rich cultural heritage** : The teaching of sociology enables children to appreciate India’s such cultural heritage and to act rid of what is undesirable and integrated, especially in the sociology change.
3. **Interest in Socio-economic and Political Institutions** : Sociology aims at helping the students to take a keen interest in the ways people live through various socio-economic and political institutions.
4. **Development of a sense of belongingness** : Sociology helps in developing a sense of belongingness towards the society, the nation and the world as the home of mankind. Belongingness is a motivating force for development.
5. **Development of social Competence** : One of the important aims of teaching sociology is to build social competence, by providing those elements of sociology education that can no longer be provided elsewhere. The greater is the sociology competence, the faster is the development. Sociology competence helps in meeting their social and basic needs.
6. **Development of Social Commitment** : Sociology helps in developing a will and ability in every student to participate in an important task of the reconstruction of society and economy with a sense of social commitment.
7. **Development of Social Insight** : Sociology aims at helping students in development of an insight into human relations, values and attitudes.
8. **Development of Social Skills and habits** : Sociology aims at socializing the pupils by developing desirable social skills, habits and qualities like cooperation, tolerance, accommodation adjustment, consideration for others, social awareness, sense of social unity, sense of social sensitivity, sense of sharpening their intellect and cultivating emotional balance.

- 9. Development of democratic citizenship :** We are living in a democratic country. Liberty, equality, fraternity and justice are the corner stones of democracy. Sociology aims at making the pupil conscious of his rights and duties, enabling him to become an enlightened democratic citizen who can take his rightful place in society and contribute towards progress and development of the nation.
- 10. Development of Problem Solving ability :** Sociology aims at developing problem solving ability among the students. We face social, economic, industrial, political, cultural and religious problems. Sociology provides opportunities for understanding their problems in right perspective and solving them.
- 11. Development of National feelings :** Sociology aims at helping the pupils in developing a feeling of nationalism to preserve national unity and integrity. It is an effective tool of creating national awareness, which causes the heart to beat at our countries past and present. The students should develop a faith in the destiny of our nation in terms of promoting a spirit, different loyalties, different ideas, different ideals is different cultures.
- 12. Development of International Understanding :** Sociuology aims at developing an understanding of the interdependence of all people and the need for international cooperation for promoting world peace. It aims at developing the child's ability to understand the global relationships in the modern world and prepare him for the golden ideal of world place.
- 13. Development of all round Personality :** The Primary objective of Sociology is to help the students in the development of personality physically, intellectually, emotionally and socially aims at developing program stringent, qualities, emotional maturity, social maturity and social effectiveness.
- 14. Foundation of specialization :** Sociology aims at laying the foundation for specialization by giving unified and integrated knowledge of economics, history, geography, civics, sociology philosophy psychology and religion which are allied subjects. A student can select any of these fields subjects. A student select any of these fields according to his interest for specialization at a later stage.

Conclusion : To conclude sociology should promote the values and ideals of democracy, socialism, secularism, nationalism, internationalism, humanism and world

peace. It should inculcate attitudes and impart the knowledge necessary for the achievement of the principal values of a just world order maximization of economic and social welfare, minimization of violence and maximization of ecological stability.

Value or Rationale of Sociology:

- 1. Informative Value :** Sociology is a wonderful treasure house or mine of life experience and information. Our past, present and future are linked together in the endless chain of sociology which is loaded with tremendous information. Students collect information about facts-facts of economics, history, geography, civics, sociology religion, psychology, philosophy and education etc.
- 2. Intellectual Value :** Sociology includes the wisdom of economics, history, geography, civics, sociology, psychology, philosophy and education etc. All these social sciences expand our thinking reasoning imagination and creativity social studies finishes us with examples wherefrom values are spontaneously derived.
- 3. Social Value :** Sociology helps the students in developing social values like co-operation, we-feeling, tolerance, sense of responsibility and social adjustment. Sociology provides ample opportunities to students to become socially responsible citizens. They have to make their customs, cultural heritage, contribution for social goods and upliftment.
- 4. Cultural Value :** Sociology can very well serve as an instrument of civilizing the human mind. It enables the students to understand our present culture. It acquaints the students with the culture of the society i.e. our institutions, customs, traditions, habits, technique ideas, values, norms, literature etc. Sociology has been regarded as the mirror of culture.
- 5. Ethical Value :** Sociology has great ethical value. It inculcates morality, nobility of action, heroism, self-sacrifice and devotion of duty etc. It serves as a lap of experience pointing the way to right action, right conduct and right judgement. Sociology can develop values to eliminate religious fanaticism, violence, superstition and fatalism. Ethic values like non-violence, truth, goodness, love, altruism can be developed through sociology.
- 6. Practical experience :** Sociology not only provides information about the surroundings but also affords an opportunity to the children to have practical experience by participating in various types of activities. The teacher can create

situations in which children learn by doing for example keeping the school campus neat, clean and green holding nutritional election; arranging mock parliament.

7. **Guidance Value** : Sociology can offer guidance for the solution to human problems pertaining to social and political life, philosophical speculation and economic development etc.
8. **Interactive Value** : Students engage themselves in physical, mental and social activities under the guidance of the teacher. They develop many social habits and skills.
9. **Adjustive Value** : Sociology inculcates in children a sense of responsibility, flexibility and adjustability. It enables them to adjust themselves to changing circumstances and environment of their adult life.

10. **Getting rid of undesirable feelings** : The content of sociology is very rich with respect to fellow-feeling to imbibe cooperation and world peace. The undesirable feeling, frustration and doubt can be attacked by self-expression and creative activities.

11. **Healthy teacher taught relationship** : Sociology when taught properly brings students very close to the teachers have, affection and mutual respect are generated in the process of learning and teaching. The students can make discussion in an atmosphere of friendship and freedom.

12. **Nationalistic Value** : Sociology is an instrument of inculcating into the child's mind love for his country. It renders an effective service in imbibing the young minds with a sense of patriotism. Students study the life and culture of the people of different regions of the country, their similarities and dissimilarities affected by the economic, historical and geographical factors. A properly teaching of sociology can prepare the way for sober nationalism.

Conclusion : Sociology has informative, intellectual social, cultural ethical practical interactive nationalistic and internationalistic value. It is left to noble teachers to play a vital role, through the prescribed courses in including these values among the students.

General Objectives of Sociology

1. Acquaintance with the environment.
2. Appreciation of rich cultural heritage.
3. Interest in socio-economic and political institutions.
4. Development of a sense of belongingness.
5. Development of social competence.
6. Development of social insight.
7. Development of social skills and habits.
8. Development of democratic citizenship.
9. Development of problem solving ability.

10. Development of national feelings

11. Development of international understanding.

12. Development of all round personality.

13. Foundation of specialization.

*** Instructional Objectives of teaching sociology:**

1. Importance of stating instructional objectives in Behavioural terms.

1. Direction : Instructional Objectives Provide Direction for the teacher.

2. Instructional content : They convey clearly instructional content to others.

3. Selecting the subject-matter : They provide a guideline for selecting the subject-matter content.

4. Selecting suitable material : They provide a guidance for selecting suitable material to be used during instruction.

5. Sequencing topics : They provide a guidance for sequencing the topics.

6. Allocating teaching time : They provide a guideline for allocating teaching time.

7. Evolving teaching strategy : They provide a guideline for evolving appropriate teaching strategy and methods.

8. Motivating Learner : They are helpful in motivate learners.

9. **Measuring achievement** : They are helpful in providing standards for measuring achievement of the standards.
10. **Evaluating efficiency and Construction** : They provide a guideline for providing criterion for evaluating the efficiency and quality of the instruction.

UNIT-II

1. Methods of teaching: . Lecture method, Source method, Discussion method, Problem method, Project method, Survey method, Sociometric technique

METHOD:

Method is a procedure adopted by the teacher to make learning easy and effective. Generally speaking method is the “process of planning, guidance sharing and evaluating learning with a group of students”. A method is composed of several important steps. These steps are systematically and logically arranged by the teacher. Many of steps which are used in one method may also be used in other methods.

According to Broudy:- “Method refers to the formal structure of the sequence of acts commonly denoted by instruction .The term ‘method’ covers both strategies and tactics of teaching and involves the choice of what is to be taught, and in which order it is to be presented.”

According to Wesley’s view:- “Teaching method is the teacher-operated activity by which students get knowledge.”

According to Binning and Binning: - “Teaching method is the mobile activity of educational process.”

LECTURE METHOD

Simply stated lecture method means ‘teaching through lecture’. In this method the teacher tries to explain the subject matter in a simple and understandable language. He

neither makes use of a text book nor of any other method. The teacher prepares his lecture. Teacher who use this method always have in mind what they have to teach and how. They try to present the subject matter in such a way that the students may understand it. So the formal lecture given by the teacher to teach the subject matter is known as Lecture Method. Sometimes the teacher makes use of Audio visual aids to elucidate his lecture. Lecture Method is time honored device for imparting knowledge. This method involves teaching by means of spoken words. Traditionally it is considered equivalent to formal talk by the teacher.

The lecture method of teaching needs to be very flexible since it may be used in different ways. For example, there are several types of lectures such as the illustrated talk where the speaker relies heavily on visual aids to convey ideas to the listeners. With a briefing, the speaker presents a concise array of facts to the listeners who normally do not expect elaboration of supporting material. During a formal lecture, the speaker's purpose is to inform, to persuade, or to entertain with little or no verbal participation by the students. When using a teaching lecture, the instructor plans and delivers an oral presentation in a manner that allows some participation by the students and helps direct them toward the desired learning outcomes.

According to Thomas, M. Risk – “The lecture is an exposition of facts, principles or other relationship that the teacher wishes his listener to understand.”

Purpose of lecture method

- 1. Motivational purpose:** By presenting the outstanding aspects of the lesson by means of appropriate questioning and audio visual aids, the lecture method can be used to motivate the learners.
- 2. Clarification purpose:** The lecture may be used to clarify a common difficulty faced by the students. It may review, present a new interpretation or establish a new association, to clarify their common difficulties with regard to the contents which are being explained.

3. **Review purpose:** By summarizing the main points of his topic, a lecturer can also present a profitable review of his lecture to benefit his students.
4. **Expanding contents:** Another important purpose of lecture method is to present additional materials and detail. The teacher can expand the detail. But he must relate the new information to the content of the prescribed text.

Main principle of lecture method

1. **To motivate:** This method can be very profitable used for motivating or stimulating the students. When a new topic or unit is introduced in the class, the students can be motivated by the teacher by presenting the outstanding aspects of the events or movements in a very simple and interesting style.
2. **To clarify concepts:** Every lesson has certain aspects which majority of the students does not understand easily. Similarly a lesson can have some technical words which are not intelligible to the students. The teacher can clarify all these principles or technical words etc through a lecture. It can in this way save the valuable time of both the teacher and students
3. **To review:** The teacher can guide the students by giving the main points of a chapter and review the subject.
4. **To summarize:** When the topic is very comprehensive, the students find it very difficult to comprehend the lesson. Therefore, it becomes necessary that the whole lesson should be presented to the students in a summary form.
5. **To expand contents:** Lecture method can supplement the knowledge of the pupil. If the students want something additional from what they have studied from a text book. Lecture method is the best under such situation.
6. **To save time:** Learning through text book comparatively takes longer time than through lecture method. Sometimes there can arise occasions when saving of time becomes very important. Lecture method, In this way, can save the time of the students.
7. **Preparing the students to undertake projects or activities:** Psychological researches have proved that the child learns better through undertaking certain

projects and activities. An informal lecture is very useful for preparing the students to undertake an assignment, a project or an activity.

8. **To give assignment:**After every lesson, home task is given to the students.

MERITS OF LECTURE METHOD

1. **It is a good means of stimulating the students:** A teacher can make the lesson interesting through good lecture. A teacher can bring life into his lecture by his sincere preparation of the lesson. His interest can stimulate good students.
2. **It can give effective interpretation of contemporary events:** Such interpretation is not possible in the books, Those events can be elucidate only by the lecture of the teacher.
3. **Direct contact with the students:** It is only through lecture method that a teacher can come in direct contact with the students. If he is an alert teacher, he can very well know whether the students are understanding well of what he is talking. If a student does not follow anything in the lecture of a teacher, he can at once bring it to the notice of the teacher.
4. **Good lectures stimulate brighter pupils:** They are promoted to put in more work.
5. **Provide knowledge about supplementary material:** Sometimes the teacher has to provide information to the about some supplementary material like newspaper, magazines, pictures and article etc over and above to what is written in the books.
6. **Difficult topics can be made more intelligible:** There are certain topics in Social Studies which can by no means be called easy ones. A normal student with average intelligence cannot comprehend them only with the help of textbooks.
7. **Lecture prepares the students to undertake an assignment a project or an activity as a part of home work:** Before giving home work to the students in any form, it is always advisable to give them an information talk. It will save a lot of time of the students. They will come to know what exactly they are to do.
8. **Good training and experience in learning by hearing:** When students listen to a lecture, they get useful experience in listening. It prepares them for

- successful adult life because in adult life there is lot of importance of listening experience. The students get a lot of practice of how to listen attentively and take notes.
9. **A base for other method:** The teacher may adopt any method but he will introduce it only with the help of a teacher.
 10. **Enough scope for modification and repetition:** It is possible that during the delivery of the lecture a teacher may realize that whatever he is talking is not being followed by the students. Even the blank facial expression of students can betray them. At such occasions the teacher can modify, repeat or reframe his ideas so that the lecture may become more intelligible.
 11. **Spoken scope is more effective than printed ones:** It is because spoken words have more vividness and clarity than printed words.
 12. **Useful for factual information:** Factual information and historical anecdotes can be easily imparted by this method. The interesting life histories of the great people like adventurers, experimenters, investigator and thinkers as well as philosopher can be imparted effectively through this procedure.
 13. **Economical:** Lecture method is very economical because it can be applied easily at higher grade classes where sizes of the classes are very large in number. In this way it is applicable in Indian situation where the size of the class is big.
 14. **Effectiveness of spoken word:** Spoken word is frequently more effective than a printed one. While lecturing, the teacher can indicate by his tone, gesture and facial expression the exact sense or meaning which he wishes to convey.
 15. **Opportunity for clarification:** Lecture method provides opportunity for clarification. When the teacher lectures, he is in immediate contact with the students.
 16. **Development of skills:** Lecture method gives students good training and experience in development of certain skills like learning by hearing, writing while taking notes, and those of attending the auditory and visual presentation.

17. **Means of stimulating:** A good lecture serves as a pattern of good oral expression, which may tend to counteract careless, incorrect speech of the students. It lectures stimulate good orator.
18. **Means of supplementing:** Lecture method supplements practically various devices and methods of teaching like question answer technique, discussion method and project method.
19. **Pupil-centered:** A lecture can be adapted to the abilities, interest, previous knowledge and needs of the students. It can be organized in accordance with the principles of child psychology and educational psychology rather than the logical organization of the text book material.
20. **Achievement of the objectives:** Very high order of cognitive objectives can be achieved.
21. **Personal contact:** Lecture method brings a personal contact and touch to impress or influence the students.
22. **Previous knowledge and co-relation:** Lecture methods enables the linkage of previous knowledge with the new one and provides opportunities of co-relating events and objects.
23. **Clarification:** Lecture method provides large scope for clarification and of laying stress on significant ideas.

DISADVANTAGES OF LECTURE METHOD

1. **Makes the students passive:** In this method, students become passive listeners. Nowadays an effective method is that which involves the student's participation. Social Studies is based on analytical and practical aspects in respect to Geography and Economics etc. But the actual situation is that during the period, students have nothing to do but to listen to the lecture of

- the teacher. Most of the time their attention wanders from the main topic during the lesson.
2. **Not suitable for all types of teachers:** This method cannot be used effectively by all types of teachers. Many teachers do not know how to lecture in an effective way.
 3. **Its extensive use is harmful:** An extensive use of this method tends to substitute the teacher for the pupil. If the teacher falls in the habit of giving frequent lecture, he probably secure valuable experience, but in the meantime, the pupils are deprived of their chance to similar experience.
 4. **Lessons become dull and dry:** Lecture method is generally monotonous and dull. If lecture method is not supplemented with other methods, there is a danger of its becoming dull, monotonous and dry.
 5. **Heavy teaching load on teachers:** Naturally a teacher is not expected to lecture in each period. He will have neither the capacity to prepare so many simple and interesting lectures each day, nor will it be physically possible for him to speak continuously for hours together each day.
 6. **Unpsychological:** The child is active by nature. He wants learning by doing. Lecture method is only learning by knowing. Therefore, it is not in accordance with the nature of the child.
 7. **Spoon feeding:** Lecture method does not encourage independent thinking, discovering, exploring and taking initiative. It is type of spoon feeding and all the traits of child's personality are not allowed to develop.
 8. **Authoritarian:** This method is undemocratic, rather it is authoritarian. The pupils are encouraged to depend upon one authority i.e. teacher. They are not capable to challenge the verdict of the teacher.
 9. **Memory based:** Lecture method lays too much stress on memory work. Experimental work is ignored and the power of observation of a child is seldom exercised.
 10. **Less applicable:** It is not applicable for junior classes because the mental level at that stage is not so developed that they become capable to understand the teacher. Also it is applicable to teach every topic because some topics are easy and some are difficult.

Narration cum Discussion method.

You know teaching should be a two way process in order to be successful. So the narration method & storey telling methods are not fulfilling this objective. Students are not getting opportunities to actively participate in this process of teaching. But this cannot be totally revamped from our teaching process. Therefore the narration cum discussion method originated which will be more beneficial than only individual methods of teaching.

The narration cum discussion method provides dual benefits of listening to teacher as well as participation of students. This method provides adequate scope for student's participation in the selection of topic or problem presenting ideas, analyzing ideas through exchange of ideas and taking decision with suitable support material. Discussion is almost equally shared by pupils and teachers.

On the whole, truth is searched and conclusions are drawn through free exchange of opinions. Narration cum discussion is a group activity and a process of collective decision making.

Steps and procedures

Teaching of History through this method calls for systematic planning. The entire teaching – learning process is carried on mainly through three steps (1) Preparation (ii) Conduct of discussion and (iii) Evaluation.

1. Preparation It is an important step in planning. The topic must be carefully selected and the teacher must be confident of the details of the theme. Points to be discussed should be informed to students earlier. The topic and questions may be written on the black board for this purpose. Both the teacher and students should be prepared for taking active part in the discussion.

II. Conduct of Discussion

This steps is the most significant part of teaching; it includes arrangement of seats, maintenance of discipline, initiation and presentation of the topic, students

participation in a relaxed, free and informal atmosphere. All students should be encouraged to participate in the discussion and express their own points of view without any hesitation and reservation. Such discussion will be a process of loud, as well as silent thinking, it is an experience in cooperation, not in competition.

III. Evaluation

This steps on discussion and narration aims at providing information, facts figures, removing doubts and difficulties, changing attitudes, developing interests and good qualities that are necessary for effective citizenship. All these objectives are evaluated at this stage and measures are taken for making up the deficiencies, if any.

Role of Teacher The teacher has to play an important role in this teaching – learning process. He has to take initiative and all the steps that are found necessary for encouraging student's participation. Success of this method largely depends on the better qualification, wide knowledge, varied skills, ample resourcefulness and favourable attitude of the teacher. The teacher has to direct all the activities of the class and co-ordinate their opinions and views express there on the topic. He has to bring about solution of the problems faced and truth out of all controversial arguments and counter arguments. He is required to play the role of a director or manger of the whole show and take all the steps for ensuring realization of lear

Advantages

- 1) This method of teaching is very suitable for higher classes.
- 2) It discourages rote– learning and encourages understanding and critical thinking
- 3) It enables students to discover facts, collect relevant

information and clarify doubts.

- 4) It promotes academic work through joint and cooperative efforts.
- 5) It facilitates pupil's participation and individual initiative.
- 6) It enables the teacher to identify potentiality of the students and provide favourable scope for its development.
- 7) It enhances attentiveness, interest speaking, capacity and self – evaluation.

Limitations

- 1) This method is not effective for junior class students.
- 2) It calls for immense earlier planning and preparation, which most of the teacher do not afford.
- 3) Without proper control & co-ordination over the discussion, it will be difficult to arrive at conclusion and may lead to wastage of time and energy.

Students gain sufficient knowledge through narration. The main aim of narration is to provide knowledge to students of indirect things whereas discussion is an educational group activity in which teacher and the students talk over some topic. Narration cum discussion method provides knowledge about a problem or topic in which the students are actively involved and clarified about the topic. ning objectives

PROJECT METHOD

This method is a modern contribution to educational theory and practice. In a way this method is an extension of problem method. This method is based on the philosophy of pragmatism. John Dewey wanted that education should be for life and through life. He put the child in the real life situation of learning. He assigned spontaneous, purposeful and socialized activities to the child.

According to Kilpatrick- A project is, “Whole hearted purposeful activity proceeding in social environment.”

According to Ballard –“A project is a bit of real life that had been imparted into the school.”

According to Dr. J.A. Stevenson- “A project is a problematic act carried to completion in its natural setting.”

Characteristics of a good project

1. **Modern activities:** A good project is one which has the integration of various modern activities
2. **Useful and realistic:** Good projects are always useful and realistic. They are not merely theoretical.
3. **Economical:** Good projects are always economical in nature. They are never too expensive. Such projects are of such a nature that with minimum of time and expenses one can accrue the maximum advantage.
4. **Best experiences:** A good project is always based on the best experiences of children. Such type of projects also provides new wholesome experiences to the children which are of a very high standard.
5. **According to the mental level:** A good project is also according to the mental level of the students. So it can win over their goodwill.
6. **Availability of resources:** A good project is one for the execution of which the resources are locally available. Otherwise the pupils will have to face a lot of hardship and expenditure for the execution of the project.

Basic principle of project method

1. **The principle of reality:** In projects the students are provided with opportunities to exercise their powers in real life situations. So this method prepares them to face the challenges of life with zeal and determination.
2. **The principle of freedom:** In project method the children are free to choose the activities according to their tastes, capacities and powers and not forced upon them by the teacher.

3. **The principle of utility:** A good project must be valuable socially. It should have a direct bearing on children's life and must fulfill their long standing demands.
4. **The principle of purpose:** A project is never purposeless. On account of there being a purpose the students pour in their whole heart into the project.
5. **Principle of interest:** When there is a strong project in that case activity takes on great significance and becomes of absorbing interest to the child.
6. **The principle of activity:** Child is active by nature. He wants to do things. An educationally sound method is one which provides opportunities to the child to do things for himself.
7. **The principle of within reach of the children:** The material required for the completion of the project should easily be available to the teachers and students.
8. **The principle of economy:** A good project should be economical. It means neither it is expensive nor does it take much time and efforts.
9. **The principle of experience:** The ultimate aim is to gain useful experiences knowledge for the sake of knowledge is of no use. So the child should get knowledge through experiences.

Merits of Project Method

By making use of this method, following advantages are gained by teacher and students:

- a. As students get proper freedom to execute the project in accordance with their interest and abilities, because of which they get their psychological needs satisfied to considerable extent.
- b. This method is not only subject centered, but due importance is being provided to the students also. Students are permitted to choose projects on their own, as a result of which they make use of their abilities to maximum possible extent.
- c. Through this method, students are provided with various opportunities by which they can satisfy their interests and desires.

d. Habit of critical thinking gets developed among the students through this method. Not only get this, an urge to make use of scientific methods to solve various problems also developed among the students through this method.

e. With this method, students get the ample chances in which they can develop coordination among their body and mind. Through this method, teacher can lead a well balanced development of the students.

f. Through this method, science teaching can be done with considerable success, as science is a practical subject and this method is also scientific and practical in nature. The selected project correlates with the real problems of life which students confront in their everyday life. Thus, they find it quite interesting to sort out such problems. Not only this, through the information gained, they become able to solve out their own life problems independently and effectively.

g. This method helps in promoting social interaction and co-operation among the students, as they have to work in a group and have to interact with various persons for gathering information. As the student works with full agreement of the social needs, he gets moulded in accordance with the social needs of the society in which he lives or exists. Thus, through this method, sense of social cooperation and responsibility get developed among the students, by which they can become responsible citizens in the future.

h. As students gain knowledge directly through their own efforts, thus, they acquire permanent kind of information, which is retained by them since a long period of time.

i. Mostly the projects are undertaken in classroom as classroom assignments, because of which load of home work from the students get reduced to considerable extent.

Demerits of Project Method

This method has certain limitations, which are as follows:

a. This method takes a lot of time to plan and execute a single project. As the time available with the teacher is limited in the schools, thus they find it difficult to make use of this method in their class.

b. It is not possible to design different projects for different topics and it is also not possible to cover all the topics or content in a single project. Thus, this method becomes impractical in nature.

c. For proper execution of a project, large number of financial resources are required, which seems difficult to arrange in our nation as we have to face shortage of resources in every sphere of life.

d. Such method can only be proving successful if the teacher is highly knowledgeable, alert and exceptionally gifted. The responsibility of teacher becomes multil-folded as right from providing situations and opportunities for the selection of projection, he provides the students with all the provisions by which they can execute the project successfully.

e. Systematic and adequate learning is not provided by this method, as it is a method of incidental learning. Through this method, students learn only what is required by them in relation to the completion of the projects. Thus, through this process, it is not possible to treat the curricular areas in systematic and orderly manner.

f. Generally it is found that teachers do not possess much information regarding the manner in which this method should be used as a result of which they hesitate from using this method, as a result of which, its utility remains more or less limited to negligible extent.

SOURCE METHOD

Source method help the pupils of high classes to construct a super structure of historical facts with the help of materials called source, which include the written records, old chromocles, diaries, charts, letters, contemporary documents, old inscriptions, coins,

states, ruins pottery, tools, clothes, arms and armour, roads and bridges, monuments, buildings etc. The lecture method has been the earliest known autocratic method of instruction given by idealism. It is still one of the important teaching methods in our schools. It may be used to achieve the cognitive and affective objectives. It can be used to realize the highest order of cognitive objective.

Types of sources

1. **Old written records:** These are the important and the most dependable sources. Written records comprise old biographies, autobiographies, letters, diaries, official dispatches, order, charts, legal decrees, business documents, sanads, account books of bankers, account of journeys, religious books, treaties, account of kings and their courts written by old historians and others.
2. **Institutions of social interest:** Hospitals, educational institutions, administrative and legislative centres as panchayat houses, town halls, legislature etc.
3. **Statues, ruins, old building and monuments:** The past has left many foot prints. Old statues, ruins, ancient building, monuments and paintings are very important sources especially of history.
4. **Ancient tools, implements and pieces of pottery and clothing:** So many tools, implements and pieces of pottery are buried in the old ruins. These sources shed some light on the social life and civilization of ancient times.
5. **Inscription on building, rocks or pillars:** Inscriptions on building, rocks and pillars shed much light on the dimmy past. Ashoka's history is known to us from his inscription. Experts can tell from the very script to which period it belongs and what it shows.
6. **Metals and stone inscription:** Indian kings issue grants of lands or cash to sages, holy places and important persons. The orders to the effect were inscribed on copper plates.

7. **Old coins:** These are valuable sources of history. They give us a clue about the dynasties and their chronology in the past. Moreover, the old coins throw light on the social conditions and the development of art of the bygone ages.
8. **Traditions recorded in literature:** We find many old accounts of social interest lying in literature such as folk songs, anecdotes and traditions. These records show how man thought and felt in the past.

Types of resources

1. **Primary resources:** Primary resources are those sources which are the accounts prepared by the persons who were either directly connected with an event or were eye witness to it. like..statues, reports, ruins, laws, rocks and pillars etc.
2. **Secondary resources:** Secondary sources are those sources which are written by those who are not on the scene of the event. They simply describe the reports of those persons who either participate in an event or were eye witness of the events.

Merits of source method

1. **Sense of reality and vividness:** Source method develops a sense of reality and vividness among the students regarding the facts and events they have read. It gives them first hand experiences, which is valuable.
2. **Insight and objectivity:** Source method develops a sense of insight and objectivity among the students. Sources can be used to explain and interpret important points referred to in the lesson in an objective and unbiased manner.
3. **Congenial and motivating environment:** Source method provides a congenial, motivating and right type of environment which stimulates the imagination of the child. Students are so much absorbed in the study through sources that they feel to have been carried back in the hazy past.

4. **Arousal of curiosity:** Source method arouses curiosity among students.
5. **Development of intellectual abilities:** Source method provides opportunities for the development of intellectual abilities like thinking, reasoning, imagining comparing, analyzing, judging, interpreting, drawing, conclusions and inferences.
6. **Development of interest:** Sources method promotes interest in the study of the subjects.
7. **Development of research-mindedness:** Source method encourages critical mindedness and research mindedness among the pupils to go in for original or primary sources for arriving at correct conclusions.
8. **Development of elementary skills:** Sources method develops elementary skills of collecting data, shifting the relevant and organizing the same.
9. **Functional learning:** Source method provides functional knowledge. Even the slow and backward students feel interested when they see original sources. Their learning becomes functional because it is gained in the real context.
10. **Supplements classroom lesson:** Source method supplements classroom lesson. Sources illustrate and supplement the textbook and other methods of teaching. They serve as visual aids in teaching various subjects.

Limitations of source method

1. **Costly and time consuming:** Source method is costly and time consuming as it needs journey to various far off sited. All the sources cannot be brought to the school.
2. **Lack of competent teachers:** Source method requires skilled and competent teachers. Most of our teachers are not skilled and competent enough to exploit the source method to the benefit of the pupils.

3. **Difficult utilization:** Utilization of original sources is a very difficult task for the school students and teachers as they lack the requisite training. They are not trained in their use.
4. **Difficult access:** It is very difficult for the school teachers to have an easy access to original sources.
5. **Complex and technical:** Source method is very complex and technical. Hence the use of this method is very difficult at the junior stage.
6. **Difficulty of language:** There is the difficulty of languages. Almost all the original sources are available in many languages and script like Sanskrit, pali, Arabic or Persian and a few in English.
7. **Subjectivity:** Contemporary authors and writes have given their own prejudices, preferences and limitations with the result that it becomes very difficult to shift fact from fiction.
8. **Incomplete:** Source method is not complete in itself. It leaves many gaps in understanding to his subject.

DISCUSSION METHOD:

Wherever there is democracy, there is bound to be discussion. In an authoritarian the dictator expects from the people 'Blind obedience to the dictates of the state'. The slogan of Hitler was "Do and Die and never ask why". Discussion has now come to challenge the authoritarian methods through which education was imparted in the old days. In those days teacher's authority was accepted in all matters. The pupil had little say in educational programmes. but such a method had to be changed due to changed socio political conditions. The present age is the age of discussion so, this method find equally important place in education. This method uses a lecturer to provide the learners with context that is supported, elaborated, explains, or expanded on through interactions both among the trainees and between the trainer and the trainees. The interaction and the communication between these two make it much more effective and

powerful than the lecture method. If the Discussion method is used with proper sequence i.e. lectures, followed by discussion and questioning, can achieve higher level knowledge objectives, such as problem solving and principle learning.

The Discussion method consists a **two-way flow of communication** i.e. knowledge in the form of lecture is communicated to trainees, and then understanding is conveyed back by trainees to trainer. Understanding is conveyed in the form of **verbal and non-verbal feedback** that enables the trainer to determine whether the material is understood. If yes, then definitely it would help out the trainees to implement it at their workplaces and if not, the trainer may need to spend more time on that particular area by presenting the information again in a different manner.

According to Simpson and yokam, "Discussion is a special form of conversation. It is an exchange of ideas of a more reasoned detailed kind than that found in ordinary conversation and generally involves the conversation of important ideas and issues."

According to James M. Lee, "It is an educational group activity in which the teacher and the students talk over some problem or topic."

According to T.M.Risk, "Discussion means thought consideration of the relationship involves in the topic under study."



Characteristics of the Discussion Method

1. Experiential Learning

We learn best when we are actively involved in the learning process. Using the discussion method, a student's concrete, personal experiences are followed by observation, reflection, and analysis of these experiences. This process leads to formulation of abstract concepts and generalizations, which, in turn, leads to hypotheses to be discussed and tested in future experiences.

2. Emphasis on Students

Students' experiences serve as the basis for the discussion. Although the teacher must have a specific goal in mind and a general framework for reaching the goal, student input determines the specific direction the discussion takes.

3. Focus on Critical Thinking

Developing critical thinking skills involves consideration of three areas: instructional design, a focus on learning by doing, and strategic teaching.

4. Thoughtful consideration of relationship

While discussing the different aspects of a problem, they analyse, compare, and evaluate the problem and make a conclusion.

5. Principle of learning

The discussion method is based on principles of learning like the principle of active participation, principle of freedom for work, principle of equal opportunity.

CONSTITUENTS OF DISCUSSION METHOD

1. **leader:** teacher is the leader of the discussion. he will have to do a lot of things to perform well his role of a leader. For example for organising a discussion he will have to study a lot, make elaborate preparations and planning.
2. **The group:** In this classification come the students. The group is compared of students with different level of intelligence, taste and temperaments. Some are very shy and shirkers while others are full of imitative. The teacher's duty is to encourage every student to participate in the discussion.
3. **The problem:** The problem selected for discussion must be according to the age, stage, capacities and potentialities of the students. the problem of discussion must be one which the students feel as their own. It should never beyond their grasp. The problem should not be vague. It must be real and functional. The teacher should select the problem consulting the students and knowing their opinion.
4. **Content:** The subject matter of discussion is content. It consists of the body of knowledge and needed material of study. in a discussion of social studies, content consists of textbook, reference books and audio visual aids.
5. **Evaluation:** after the discussion has taken place, it should be evaluated. The barometer of success or failure of discussion is whether it has succeeded in bringing about desirable change in the ideas, attitudes and behaviour patterns of the students or not, whether it has led to increase in their knowledge or not.

Merits of discussion method

1. **Clarification:** Discussion helps in clarification of the concept. New concept generates instead of old ones.
2. **Development of the power of critical thinking and rational judgement:** The teacher cannot afford to think students to be only dumb driven cattle and thrust knowledge right into their throats without letting them think and judge.
3. **Encourage the students to express their opinion in group:** Some students are very shy in nature. In large sized classes they do not answer. But as discussion takes place in small groups, such students can dare to express their opinion and feel a sense of security. they are also amendable to change their opinions when they do not find them tenable during discussion.

4. **Collective decision making:** In a classroom discussion, the decision is reached after mutual consultation. It is collective decision with minimum dissent.
5. **Development of toleration:** In a classroom discussion, students have to listen to argument contrary to their beliefs. They are expected to remain tolerant and not to get agitated. Change is to be brought about through the weight of arguments. Such an attitude is very essential for making democracy a success.
6. **Discovery of known:** Discussion helps the students in discovering what he did not know, what he has overlooked and wherein he is mistaken. Both as to the facts and methods of interpreting them.
7. **Testing of understanding of concepts:** During the discussion, pupils are able to test their own understanding of concepts and principles. This helps them to take correction actions at an early age.
8. **No rote learning:** True knowledge is attained by the students only through discussion. There is no rote learning here. All the students are at liberty to give their argument and these will be listened to by all others. Such knowledge is solid, stable, concrete and everlasting.
9. **It is a psychological method:** In this method the children's needs, abilities and mental capacities are kept in mind and the topics or problems of discussion are selected accordingly. Children are given enough.
10. **This method discourages cramming:** Sometimes it is charged that social studies encourages cramming. In fact, it is not the fault of social studies but its method of teaching. If discussion method is used, we can be saved from this defect. In this method, the students themselves find out the facts, analyse them and seek removal of doubts.

Demerits of discussion method

1. **Not suitable for all topics:** Discussion method is not suitable for all topics. Some topics cannot be taught by this method.
2. **Not suitable for students:** Students can face various kinds of problems in gathering the information relating from various sources if teacher is not alert and does not take heed in executing his responsibilities properly.

3. **Dominated by some intelligent students:** As level of mental capabilities of students is found to be different in the same class, as a result of which sometimes it is found that group discussion gets dominated by only some students, -who are more intelligent and possess the confidence to explain their views and ideas.
4. **Indiscipline:** If there is lack of proper supervision on the discussion than situation of indiscipline can be arise in the classroom.

2. Modern techniques and Devices:

a) Assignment

Assignment Strategy

Yoga practices to build permanent learning in learning the 'assignment strategy' is important. Its

objective is to provide students practice. According to **Douglas Leonard** assignment act small, long,

hard, simple, Normal, etc. may vary. The link text is the year in units of the school.

Teaching theory,

demonstration and experimental work by law students clarify three aspects can be sent.

The text- **Notes**

something small-small assignment into action to schedule the students are given.

Students are required

to work in libraries and laboratories. Teachers periodically inspects the lives and problems are also

addressed. Students complete their work by the entire article has been sent.

Characteristics

- (1) Each student works suited to their ability.
- (2) Teachers have adequate guidance.
- (3) Students used to have to do themselves.
- (4) Students develop the habit of fulfil ling their responsibilities.
- (5) In this method the subject is all aspects.

(6) Emphasis is on practical work.

Demerits

- (1) Responsibility for directing the work of teachers, students increases.
- (2) Takes more time.
- (3) In the absence of good laboratory and good library, this method is not useful.

Suggestions

Do keep in mind that while giving assignment:

- (1) Every day should be sent not work.
- (2) Work must be sent to the text concerned.
- (3) Students according to ability and age.
- (4) Proper Way - appeared to be arranged.
- (5) Assignment work should clear and meaningful.
- (6) Should be meaningful.
- (7) Students are motivated to work.

d) Seminars

Seminar Method:-

A tutorial arrangement involving the instructor and groups, rather than instructor and individual.

Uses of Seminar Method

1. To provide general guidance for a group working on an advanced study or research project.
2. To exchange information on techniques and approaches being explored by members of a study or research group.
3. To develop new and imaginative solutions to problems under study by the group

Advantages

1. Provides motivation and report.
2. Stimulates active participation.
3. Permits adaptive instruction.

Disadvantages

1. Requires highly competent instructor.
2. Poses evaluation problems.
3. Is more costly than most other methods.

b) Simulation Method

Prof. Luerhman: A simulation stimulates active engagement of students. They are playing a role, not just reading and analyzing. They make decisions and see the results of their decisions in the response of other players and the outcome of the sim. Simulations generate much more energy among students than traditional lectures or case discussions.

Prof. Ernst: With simulations, students can explore the impact of multiple decisions at the same time. Simulations also allow students to validate their common sense relative to a particular situation.

Prof. Shih: A simulation forces students to synthesize and integrate what they read and make actual decisions based on facts or data presented in the case. Simulations give students a temporal dimension, an opportunity to experience outcomes that change based on their inputs over time.

Simulation training:

- Prepare students to cope with future roles.
- Provide practice in a safe environment with no risk to patient or student.
- Test/challenge trainee's technical and decision-making skills during realistic patient care situations.
- Lead to standardized teaching Skills that can be assessed/practiced using simulation

- Interpersonal and communication skills. Critical thinking and decision-making skills.

Symposium:-

Symposium is defined as a teaching technique that serves as an excellent method for informing the audience, crystallizing their opinion and preparing them for arriving at decision regarding a particular issue or a topic. Symposium is a discussion method in which different view points on a single aspect of a topic is discussed. Symposium is a series of speeches on single aspect of a topic.

Basic Purpose of Symposium

- To identify and understand various aspects of a theme.
- To develop the ability arrive a decision and provide judgment for a problem.

Characteristics

- Symposium provides a broad understanding of a topic or problem.
- The listener is provided with an opportunity to take decisions about a problem.

PRINCIPLES

- The speeches may be persuasive, argumentative and informative
- Original presentation is objective and accurate



Advantages

- *Symposium can be used to address a large group or class.*
- *This method can be frequently used to present broad topics for discussion at conventions and organization of meetings.*

Disadvantages

- *Symposium does not provide adequate opportunity for all the students to participate actively. It has limited audience participation.*
- *The speech is limited to 10 to 20 minutes.*

e) Dramatization,

The performance of the method, which relates to the cognitive and social skills. The students' interest, aptitude and attitude change can be brought. It is given to exemplary teaching. The character class in method acting and dramatic short - is divided into small groups and ask them to emulate the experiences of others is provided. Respectively, students have to play the role of both teacher and student.

Characteristics

(1) Students to express their inner feelings and emotions get the chance.

- (2) The students enjoy using the time (it is also fun.)
- (3) Students' attitudes change and develop.
- (4) Is also useful in small classes.
- (5) The method is related to human relations.
- (6) By low and medium level of knowledge, awareness and the ability to use that influence.
- (7) The creation of emotions, physical expression and helps Slagatmk development.
- (8) By pupil teacher's life experiences are related to the development of skills.
- (9) By the desired objective (cognitive and social) are obtained.
- (10) Teacher - behavior is possible to review and improve.
- (11) The history, literature, and science topics like Nagrikshastra educational policies is very important.
- (12) It is experience that actual copy is created.

Limitations

- (1) It is a formal method.
- (2) Is more useful with small children in educational institutions.
- (3) Students work in artificial environment, which is not possible fully to reality.
- (4) It is unable to develop specific teaching skills.

Suggestions

- (1) In this method, students are given information only on the situation of different and after this conversation the students and the subject should be left to further exempt.
- (2) This method is very intimate, theories, and methods - must understand internalized.
- (3) Before commencing the actual teaching work should give the opportunity to practice it.
- (4) Eligible full-time teacher in the classroom should be the time to act.
- (5) At the end of the acting eligible students and teachers, both should work together to review and should be detailed conversation on all sides.

Role-Acting step—by following the steps below 'role-acting' is done—

- (1) Outline of the program.

- (2) The students what they know - how and when vessels - How to play a role.
- (3) Case or selected text.
- (4) The inspection method to determine the behavior of the teacher.
- (5) Teaching practice (actual vessel act II).
- (6) To review the performance object.
- (7) Suggestions for future improvements to the conversation.

Questioning

Question-Answer Strategy

Role—Socrates' method is also known as the method of questioning. This is the ancient method of

teaching. Socrates—The famous philosopher of Athens was the founder of this. The idea was that

the teachers should introduce the learning contents in such a way that the child can assimilate him

to discern the truth. Socrates' learning process is divided into three stage progression—observation,

experience and testing. Learning contents are presented in front of students in the form of questions

through subjective methods.

Format—Question method consists of three steps—

1. Preparation of questions in an organized manner.
2. To present them in an appropriate manner to the children so that curiosity of knowledge can be generated in them.
3. Providing new knowledge by establishing a relation with their replies. The teacher understands the perception of children by their replies to questions and inspires them to learn.

Act—Following are the three levels of using the question method—

1. To prepare child-friendly questions according to their previous knowledge, mental ability and

interest.

2. To provide questions for the mental development.

3. Another question is asked by relating his reply to first question which provides innovative knowledge to children.

Example—Chapter 'wheat yield'

Teacher : Where do India's most people live?

Students : In villages.

Teacher : What do people living in villages?

Students : Do farm work.

Teacher : What is high grain harvest?

Student : wheat and rice.

Thus teacher can develop the lesson convincingly with the help of questions and make his teaching efficient.

Features—main features are as follows—

1. The child's mental level, his needs and interests are taken into account in this method.
2. In question method, student becomes a little more active and his attention is focused.
3. New knowledge is provided by establishing a relationship to the prior knowledge of the child.
4. Boys are given more opportunities to think for themselves, causing them to hold curiosity to acquire new knowledge.
5. This method is based on the regulations of psychology.
6. It is more useful for primary and secondary classes.
7. This method is more emphasized during the training period in educational institutions and the students become more active.
8. There is no problem of indiscipline in the classroom; all students have to be active.

Limitations—The major limitations are as follows—

1. It is not useful for high classes but it has to be used in the lecture method.
2. This method is mechanical. Asking questioning produces boredom.
3. The teacher is not able to satisfy all kinds of questions.
4. The children may not realize this learning content as a whole

Suggestions—The major suggestions are as follows—

1. This approach should be followed by the same teachers, who can properly compose queries and questions which includes questioning-skills too.
2. Suffices must also be clarified with the questions because it is difficult to understand the suffices through questioning.
3. Questions should be evenly distributed in class.
4. To reduce stress in the classroom, questions should be for persifl age.

3. Sociology text-book- importance and qualities, Supplementary material: Magazines. Journals, News papers, reference books.

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Sociology text-book

Introduction:

Text book has been the chief instrument in the hands of teacher. The matter covered is to memorized by pupils in the class as well as home. According to modern trends in education the text book does not enjoy monopoly over teaching. It is a tool and aid and source of knowledge. It is a fundamental tool which is found in every class-room and which is accessible to every student.

Definitions of text book

According to Keating View : Text book is the basic instrument of teaching.

According to Itill's View : A text book is a store house of basic information which the pupil uses in variety of ways.

According to Becon's View : Text book is a book designed for class room use ? Carefully prepared by experts in the field and equipped with usual teaching devices.

Importance 2

Good text books are indispensable for the study. They are helpful for teachers as well as students. They have unique place in teaching learning process. According to **Prof. Keating :** Text book is defined as basic instrument of teaching. It is an Important aid to teaching as well learning.

1. **Scope of course :** A good text book determine the scope of prescribed course. It finishes a good outline for a course.
2. **Helpful for the teacher :** A Text book helps the teacher to plan his lesson daily. It indicates the direction in which the teacher has to go.
3. **Helpful for the students :** A Text book is the accessible guide. 'The use of text book is to prepare the students in advance for examination.
4. **Standard of minimum essential :** A good text book sets a standard of minimum essential. It provides essential knowledge at one place.
5. **Uniformity of Standard :** It ensures uniformity of good standard. It focuses attention on the same issues, events and provides base.

Source of Self Education: A good new book encourages self education and Independence. A good text book can prove an insurance against illiteracy at home, which is true in case of many learners.

Source of Communicating : A Text book is source through which a teacher and pupil communication with each other in an effort to carry forward the learning process.

Basis of various methods : Text book basis serves for all teaching methods such as assignment method, Discussion methods, project method unit method and activity method are suggested at the end of each chapter.

Basis of Application : A text book suggests the application of material thought.

Development of study habit : A text book provides opportunities for the development of study habit. It is of great Importance in the development of students.

Innovations : It inspires the teacher for innovations to develop new techniques of learning.

Useful for group teaching : It is useful and economic device for group teaching.

Author : An Author who has sufficient experience of teaching has good knowledge of educations psychology.

Text Book Method :

1. To reflect and help in the realization of specific objectives.
2. To make into consideration the objectives of teaching.
3. To provide needs of students at different levels.
4. To give balance picture of life.
5. To promote moral values.
6. To Assume special responsibility towards the promotion of national goals like democracy, national Integration and national understanding
7. A good text book Abuse the following external and Internal qualities.

Internal Qualities:

1. **Objective based** : It should be objective based and objective oriented. It should aim at fulfilling the objectives of knowledge, understanding skills, Interest and attitudes.
2. **Coverage of the Course** : The content covers the topic in the syllabus prescribed for particular class.

3. **Linking with life** : Text book should be drawn from practical life situations and daily life communication.

Organizing Content:

1. **Psychological Approach** : It meant to say pupil approach should be followed. The approach followed in text book should be well suited to the needs.
2. **Logical Approach** : Logical Approach should be followed while organizing the content. The approach followed in text book should be well suited to the need.
3. **Coherence** : There should be sufficient coherence and sequence in the organization of the subject matter.

Presentation of the Content :

Language : Language of text book should be clear and simple. Difficult words should be avoided.

Interesting : The presentation of content should be Interesting.

Motivating : The content should be motivating and creating Interest.

Suggestions of good learning : The presentation for adoption of effective teaching.

Verbal Communicating :

Suited vocabulary : The vocabulary should be appropriate for the class level.

Correct spellings : The spelling should be correct.

Correct Language : The language should be grammatically correct.

Free from misprints : A text book should be free from printer's devil.

Illustrations (Visual Communicating)

- (i) **Adequate illustrations** : The illustrations should be properly in size.
- (ii) **Purposeful illustrations** : The illustrations should be purposeful and appropriately placed.

Assignments (Exercise)

1. **Relevant Assignments** : There should be relevant exercises and assignments of each lesson.
2. **Wide coverage** : The assignments should cover the wide and significant content.
3. **Real projects** : The projects have close resemblance to actual life situations.
4. **Scope for Projects** : The projects provided should help in achieving various purposes of teaching.

Prelines and back pages :

Title pages : A text book have appropriate title page. Suitable title, publishers name.

1. Suitable preface
2. Appropriate Introduction
3. Correct bibliography
4. Index.

UNIT-III

1. Unit Plan: Need, importance and steps of writing it in teaching of Sociology.

UNIT Plan

Unit approach is based on the assumption that the learner reacts to the situation as a whole and not to parts in isolation.

Meaning of Unit

Dictionary of Education

“Unit is an organization of various activities, experiences and types of learning around a central theme, problem or purpose, developed co-operatively by a group of pupils under teacher’s leadership. It involves planning, execution of plan and evaluation of results.”

View of Hanna, Hageman and Potter: “A unit can be defined as a purposeful learning experience focused upon behaviour of the learner and enables him to adjust to a life situation more effectively.”

Characteristic of a Good Unit

- Purposeful
- Significant content
- Comprehensive
- Central problem
- Sizable topic
- Appropriately difficult
- Variety of materials
- Involvement of pupils
- Co-operative development
- Functional
- Useful division
- Flexible
- Use of reading material
- Modification of behaviour
- Guidance of teacher

Types of Units

- Resource unit
- Teaching unit
- Subject matter unit
- Adaptive unit
- Experience unit

Elements of a teaching unit or good teaching unit

- Overview
- Background
- Presentation

- Motivation
- Summarization
- Drill
- Review
- Organization
- Evaluation

Steps in unit planning

Clarity of objectives: for e.g. knowledge, understanding, skills, attitudes, interests.

Clear background

Selection of content

- Clear description of activities
- Mention of reference
- Mention of teaching aids
- Not too ambitious
- Evolutionary
- Teacher's remarks

Merits / Adv. of unit method

- Psychologically sound
- Helpful in child's development
- Opportunities for activities and experience
- Helpful in understanding
- Helpful in learning
- Avoid confusion
- Logical division

Limitations of unit method

- Uneven distribution
 - Non-availability of competent teachers
 - Difficulty in categorization

LET US SUM UP

To sum up all these views we can say that it's a very costly method and consumes a lot of time. It's not useful for all subjects. It doesn't train the students in the art of admiration and does not develop only the aesthetic quality.

2. Use of ICT in teaching of sociology.

3 Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs.

Teaching aids

Audio-Visual aids are those devices or procedures that help to make teaching and learning more interesting, more stimulating, more reinforcing and more effective. **Some view points of experts are as under :**

Burton's view : "Audio visual materials are those sensory objects or images which initiate, stimulate or reinforce learning"

S.P. Ahluwalia's view : Audio-visual materials reinforce the spoken or the written words with concrete images and provide rich perceptual experiences which are basis of learning. These materials make learning less non-verbalistic and reduce the boreclom of mere verbalism".

There are different types of teaching aids :

1. Audio-visual Aids.
2. Projected and Non-projected aids charts, Models, Clolees, Maps etc.

MAPS

Maps constitute an Indispensible aid in teaching many subjects like geography, history, economics and social studies. The learning of these subjects become unreal, Inadequate and incomplete without map media.

Maps are called as “Encyclopedia of Man’s existence”. A map is an accurate representation plane surface in the form of a diagram drawn to scale, the details of boundaries of whole earth’s surface, continents, countries etc.

Maps depict the climatic conditions, natural conditions, location etc of certain countries and continents.

There are different types of Maps :

1. Relief Maps
2. Political Maps
3. Soil Maps
4. Weather Maps
5. Geological Maps
6. Astronomical Maps
7. Natural vegetation Maps
8. Agricultural Maps
9. Climatic Maps
10. Population Maps
11. Historical Maps
12. Distribution Maps
13. Transport Maps etc.

GLOBES

A globe is the three dimensional representation of the surface of the earth on a very small scale. Knowledge of map is unreal without the knowledge of globe. The language of maps globes is a language of colours and symbols, standing for locations, boundaries, rivers, routes and at her features. Colours helps in the legibility as well as beauty in maps.

There are different types of Globes :

1. Political globes
2. Stated outline globes
3. Physical-Political globes

Purposes of globes and Maps

1. **Attention and Interest** : Maps are helpful in attracting attention and creating Interest of students in studies. With the help of Maps and globes knowledge becomes solid, effective.
2. **Knowledge of earth's surface** : Maps and globes are helpful in depicting geographical features of earth's surface and understanding the position of earth the universe.
3. **Knowledge of Places** : Maps and globes are useful in showing relationship between places.
4. **Knowledge of lines** : Maps and globes are helpful in understanding the lines indicating rivers, meridians, parallels etc.

CHARTS

A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. The main purpose of the chart is to show the relationship such as comparison, relative, amounts, developments, processes, classification and organization. The most commonly charts used include picture charts, time charts, table charts, graphic charts, organization charts, outline charts purpose of charts.

1. To motivate the students.
2. To show continuity in the process.
3. To show relationship by means of facts, figures and statistics.
4. To present matter symbolically.
5. To summarize information.
6. To present abstract ideas in visual form.
7. To show the development of structures.
8. To create problems and to stimulate thinking.
9. To encourage utilization of other media of communication.

Overhead projector

The overhead projector has opened the new dimension in communication for the Teacher the name of overhead projector comes from the fact that the projected image is behind and over the head of the speaker/Teacher. In overhead projection a transparent visual is placed on a horizontal stage on top of light source. The light passes through this transparency and then it is reflected at 90° Angle on the screen at the back of the speaker.

Advantages

1. **Large Image** : It projects a very large image on the screen from minimum of projection distance.
2. **Low cost** : Effective visuals can be made at minimum costs. Once a transparency is made it is permanent. It can be stored for recall at any later time.
3. **Class control** : The teacher can maintain complete class control and interest in the lesson by turning a slide on or off. He while sitting on the desk, can indicate specific items on the screen by locating them with his pencil on the slides.

PICTURES

Children by nature are picture minded pictures are representations of beautiful dreams of reality. They make the lessons clear, vivid and full of life. They simplify the abstractions and help in creating and maintaining interest.

Purpose of Pictures

1. To arouse interest.
2. To Introduce new Topic.
3. To develop appreciation.
4. To illustrate specific steps in the problem.
5. To test student's knowledge.
6. To review units of subject-matter.

So all these teaching Aids are helpful while teaching the student's in the class. They make the lessons, Topics understanding and helps the teacher to teach the topic in a good understanding way to students.

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