

PEDAGOGY OF SOCIAL SCIENCE EDUCATION

UNIT-1

CONCEPT, NATURE, AND SCOPE OF SOCIAL SCIENCES: EXISTING APPROACHES OF TEACHING LEARNING OF SOCIAL SCIENCES

SOCIAL SCIENCE: Man is a social animal and he cannot live apart from society. Social science is a study of person, social institution, social skills, social standards, social problems, social changes, social customs and heritage etc. It deals with man's relationship with his social and physical environment. Thus social science deal with man and his interaction with other people, with the earth and with goods and services.

Meaning: Social science, which may help in the development of social skills, attitudes and behavior pattern, is drawn. Social science is the study of man in the society and his interaction with his environment in the past, present and emerging future. The primary purpose of social science is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

According to Michaeli's view: "The social sciences are concerned with man and his social and physical environment, they deal with human relationship."

According to Hamming's view: "Social science is a study of relations and interrelations, historical, geographical and social."

According to Wesley: "The term social science indicate material whose content as well as aim prominently"

Nature of social studies

1. **Interdisciplinary course:** Social science is an interdisciplinary course. It draws functional and practical knowledge from social sciences, natural or physical sciences and fine arts. It is an integrated discipline studying man in his multilateral relationships with his environment
2. **Integrated and unified:** Social science is not economics + history + geography + sociology + philosophy + psychology + religion + literature + physiology etc. but an integrated and unified version of all these and their interaction with man and his

environment. It relates directly to the organization and development of human society and to man as a member of social group.

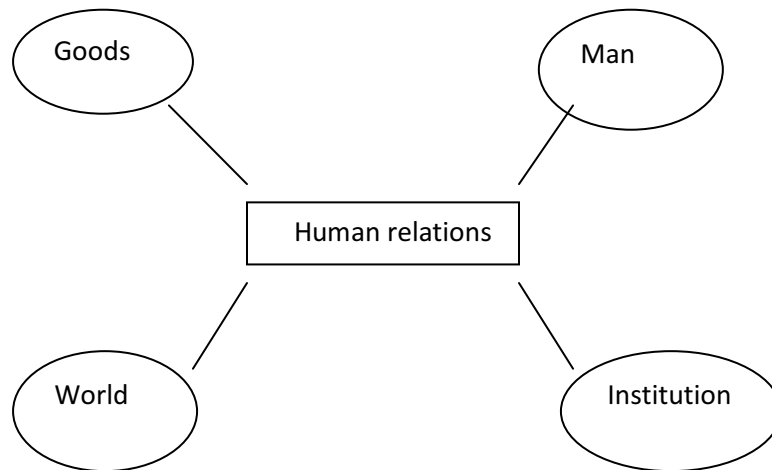
3. **Applied branch of social sciences:** Social science is the applied branch of social sciences, placed in school curriculum with a view to developing proper attitudes, sensibilities and skills in future citizens.
4. **Dynamic subject:** Social science is a dynamic subject. It is continuously developing, as the social process and problems are changing from time to time.
5. **Pragmatic approach:** Approach of social science in teaching is based on a pragmatic philosophy to serve the present needs of a particular society and humanity and to help students to have social adjustment in their future lives in their family in their community country and world.
6. **Emphasis on contemporary human life:** Emphasis of social science is more on contemporary human life and its problems rather than on the past history of man.
7. **Study of communities:** The field of social science covers the study of communities at all levels with focus on man and his social environment.
8. **Study of web of relationship:** Social science is the study of web of relationships that develop between the masses and their environment. The aspects of social living are understood by developing social skills and attitudes among the learners.
9. **Preparation for social living:** The central theme of social science is to prepare the students for wholesome social living. They get opportunities to develop socially desirable habits, attitudes and values besides becoming broadly acquainted with the functioning of social and political institutions.
10. **Creation of responsible citizens:** The true nature of social science is to help the students to understand the world in which they have to live, so that they become responsible citizens to realize the interdependence of man and man and of nation and nation.

Scope of social studies

It is true that the scope of social science is very vast and wide but this does not mean that the course in social science is limitless and fathomless ocean and that it knows no ends.

Scope of social science includes the following contents:

1. **Study of human relationship:** A study of human relationship forms the nucleus of this subject. The study of those social sciences and humanities is to be included which can be applied for practical understanding of human relationships. Social sciences describe the entire time down to the latest moment and the widest reaches of contemporary society.
2. **Functional study of natural sciences:** Both social sciences and natural sciences are related to each other. The functional study of natural or physical sciences like physics, chemistry, botany, zoology and physiology etc. While chemistry has helped a lot to eradicate various diseases, history has helped chemistry in providing past human experiences dealing with those diseases to serve as a foundation for further research and investigation.
3. **Functional study of fine arts:** Functional study of fine arts like drawing, painting, music, dance and dramatization is also included in the instructional programme of social studies.
4. **Study of current affairs:** Current affairs are those events which deals with our present problems and issues, every current affairs has its background in the past. These current affairs make us think about the social structure of the community and the effect of social forces in their making.
5. **Study of international affairs:** Contents of social science include a study of international affairs for promoting brotherhood of mankind. Understanding of independence and interrelationship among the nations can foster international understanding.
6. **Practical study of different resources:** Besides social and natural sciences, new elements like inter cultural relations, social behavior, civil rights, character education, planning working of social institution, like the village panchayat, state legislature and parliament etc
7. **Study of human relationship:** Social science deals with the entire human life and the relations connected with the physical and social life of human being. These relations may take various forms i.e (A) relation between man and man. (B) Relation with man and institutions. (C) Relations with man and world. (D) Relations with man and goods.



8. **Social scienceIs the Study of People:** People are the domain of social studies. This includes people as nearby as family and as far away as those who live in the most distant nations. It includes people living now, those who lived long ago, and those who will live in the future. Social sciencehave the potential to be the best
9. part of the school day because it is when children connect with other people. As children learn about others, they will be fascinated by differences among cultural groups, while at the same time they will find the commonalities that create a shared sense of humanity.

Conclusion: Social scienceare very vast and wide. Social science, which may help in the development of social skills, attitudes and behavior pattern, is drawn. Social science is the study of man in the society and his interaction with his environment in the past, present and emerging future.

EPISTEMOLOGICAL FRAME PROPOSED IN EDUCATIONAL POLICY DOCUMENTS AND VARIOUS NATIONAL CURRICULUM FRAMEWORKS CONCERNING TEACHING-LEARNING OF SOCIAL SCIENCES

The Proposed Epistemological Frame Based on certain considerations of dominant perceptions as well as issues to be addressed the following points serve as the foundational logic in the drafting of new syllabi:

-

The curriculum must be able to show, how the nation and national unity figures in local perceptions of the people. Local perceptions, therefore, have to be articulated through reorienting curriculum

-

The notion of textbook be changed from being merely instructive to more suggestive. It is argued that this would offer enough scope for the learner even to go beyond the very textbook, creating more appetite for further reading that is necessary to enrich the understanding of a given social phenomenon.

-

The major thrust of the social science curriculum, has remained utilitarian in nature. That is to say, it puts more emphasis on developmental issues that are important but not sufficient to understand the normative dimension – issues of equality, justice and dignity of society polity. Teaching of social sciences, has thus been linked up to the role of an individual in contributing to this ‘development’. In view of this gap, there is a need to achieve a shift in focus from utilitarianism to egalitarianism that would address the normative concerns as mentioned above.

-

It is suggested to bring a change in nomenclature from civics to political science. Civics as a subject had appeared in the Indian school curriculum in the colonial period in the background of increasing ‘disloyalty’ among Indians towards the Raj. Emphasis on the obedience and loyalty of the citizens and creation of civil society according to the universal values of progress were the key features of the colonial civics. Whereas, political science suggests dynamism that involves the process that produces structure of dominations and their contestations by social forces. Political science imagines civil society as the sphere where more informed, receptive and responsible citizens could be produced.

-

Gender concerns need to be addressed in terms of making the perspectives of women integral to the discussion of any historical event and contemporary concern. This shift from highlighting individuals to forefronting women’s struggles both historically as well as on a daily basis, requires an epistemic shift from the patriarchal nationalist frame.

Planning the Curriculum At the primary stage , the natural and social environment should be taught as an integral part of language and mathematics (with gender sensitivity). Children should

be engaged in activities that would help them in promoting an understanding about the natural and social environment. Understanding at this level should be based on observation and illustration rather than abstractions. Illustrations need to be drawn from the physical, biological, social and cultural aspects of life. It is important for the child to develop the skill of observation, identification and classification.

For classes III to V, the subject Environment Studies will be introduced. A child may be initiated to locate and comprehend the relationships between the natural and social environment, and introduced to analogies between natural diversity and socio-cultural diversity. That is to say, social science teaching based on observation and experience can create cognitive capacity within the child. It is this aspect of social science teaching that is so frequently missing in our curriculum.

At the upper primary stage

, the subject-area of Social Science drawing its content from history, geography, political science and economics will be introduced. Simultaneously, the child may be introduced to contemporary issues and problems. Contemporary issues may be looked at from multiple perspectives introducing the child to social and economic problems of society. Emphasis needs to be given to issues like poverty, illiteracy, child and bonded labour, class, caste, gender and environment. Geography and Economics may together help in developing a proper perspective related to the issue concerning environment, resources and development at different levels from local to global. Similarly, Indian history will be taught emphasizing the concepts of plurality and change. The child will be introduced to the formation and functioning of governments at the local, state and central level and the democratic processes of participation.

At the secondary stage

, social sciences comprise elements of history, geography, political science and economics. The main focus will be on contemporary India and the learner will be initiated into a deeper understanding of the social and economic challenges facing the nation. In keeping with the epistemic shift proposed, contemporary India will be discussed from the perspectives of the adivasi, dalit and other disenfranchised populations and effort should be to relate the content much as possible to the children's everyday lives. India's freedom struggle and the contributions of various sections/regions shall be studied. India's nationalist movement and its developments as an independent nation will be taught in the context of developments in the modern world.

Issues relating to geography should be taught keeping in mind the need to inculcate in the child a critical appreciation for conservation and environmental concerns. In political science the focus should be on discussing the philosophical foundations that underlie the value framework of the Indian Constitution, i.e. an in-depth discussion of equality, liberty, justice, fraternity, dignity, plurality and freedom from exploitation. As the disciplinary area of economics is being introduced to the child at this level, it is important that the topics discussed are from the perspective of the masses. For example, poverty and unemployment may be derived from an understanding of the functioning of economic institutions and the inequalities sustained by economic relations.

The higher secondary stage

is considered important as it offers diverse choice of streams to the students according to their need, interest and aptitude. For some of the students, this stage may be the end of their formal education leading to the world of work, for others, a foundation for higher education. They may choose either specialized academic courses or job oriented vocational courses depending upon their preferences. The foundation laid at this stage should be able to equip them with basic knowledge, skill and attitude to make meaningful contribution in any field, they choose. A variety of courses from Social Sciences and Commerce may be offered to students and they may exercise their choice keeping in view their inclinations and preferences. Subjects and courses need not be grouped into separate streams but students may be given the choice of subjects or courses from any group according to their needs, interests and aptitude. At this stage, social sciences may include disciplines like Political Science, Geography, History, Economics, Sociology and Psychology. Commerce may include Business Studies and Accountancy.

UNIT-2

APPROACHES TO ORGANISATION OF SOCIAL SCIENCE CURRICULUM; SOCIAL SCIENCE CURRICULUM AT VARIOUS STAGES OF SCHOOL EDUCATION

Social science Curriculum

Social science curriculum plays a vital role in realizing the aims and objectives of social studies. It reflects the curricular and co-curricular trends in our institutions i.e, the courses of study, the aims and objectives of social studies, the methodology of teaching including teaching aids, and

evaluation techniques. Social science curriculum is not an end in itself but as a means to realize the educational objectives of social studies.

A curriculum is prescriptive, and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard. Curriculum has numerous definitions, which can be slightly confusing. In its broadest sense a curriculum may refer to all courses offered at a school. This is particularly true of schools at the university level, where the diversity of a curriculum might be an attractive point to a potential student. A curriculum may also refer to a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education. For example, an elementary school might discuss how its curriculum, or its entire sum of lessons and teachings, is designed to improve national testing scores or help students learn the basics. An individual teacher might also refer to his or her curriculum, meaning all the subjects that will be taught during a school year.

On the other hand, a high school might refer to a curriculum as the courses required in order receiving one's diploma. They might also refer to curriculum in exactly the same way as the elementary school, and use curriculum to mean both individual courses needed to pass, and the overall offering of courses, which help prepare a student for life after high school.

The word 'curriculum' is derived from the Latin word 'currere' which means 'run'. Thus curriculum means a run away, 'a course which a person runs to reach a goal'. It consists of a number of subjects taught in the school. This is a narrow view point. Hence it is not acceptable.

According to Ross, "Curriculum includes cognitive, affective and conative activities. Cognitive activities include Language, literature, Arithmetic, Science, Geography and history. Affective activities include Music, Art and Poetry. Conative Activities include activities which satisfy the basic needs of food, clothes and shelter which may be called practical arts and capacities of work."

According to Crow and Crow, "Curriculum includes all the learner's experience. In or outside school that are included in a programme which has been devised to help him to develop mentally, physically, emotionally, socially, spiritually and morally."

According to Cunningham, “Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideals (aims and objectives) in his studio (school).”

Characteristics of curriculum

- 1. Totality of experience:** Curriculum is the totality of experience that a pupil receives in the school (i.e, the classroom, library, laboratory, workshop, playground and in the numerous informal contacts between the teacher and the pupils) and outside the school. These experience help him in the development of personality.
- 2. A means to an end:** Curriculum is not an end in itself, but a means to an end, because it is created in order to achieve the aims of education. The curriculum will change with every change in the aims of education.
- 3. Totality of activities:** Curriculum implies all the school activities which are meant to promote the development of the pupils. It is characterized as the totality of subject matter, activities and experiences which constitute a pupil’s school life.
- 4. Total school environment:** Curriculum is characterized by the total environment of the school. It is made up of everything that surrounds the learner in all his working hour. It is “the environment in motion”
- 5. Development of balanced personality:** Curriculum helps in the development of balanced personality. It touches the life of students at all points. In curriculum the activities concerning physical, intellectual, emotional, social, economic, aesthetic and cultural development play their role in the development of balanced personality.
- 6. Process of living:** Curriculum is a process of living. In life there is growing interaction between the individual and his environment. Curriculum has its concerns both with the life of the individual and his environment.
- 7. Dynamic:** A good curriculum is dynamic. It has to be different for different students, different classes and different school. It has to be kept dynamic in order to keep with the needs, interest, abilities, attitude and life of the pupils.
- 8. Mirror of educational trends:** Curriculum is the mirror of educational trends. It gives the total picture about the prevailing educational system. The objectives behind the educational system stand highlighted through the series of experiences which are provided by the curriculum.

9. **Mirror of educational trends:** Curriculum is the mirror of educational trends. It gives the total picture about the prevailing educational system. The objectives behind the educational system stand highlighted through the series of experiences which are provided by the curriculum.
10. **Mirror of philosophy of life:** Curriculum is the mirror of philosophy of life. It depicts philosophy of life. Democratic or autocratic way of life is reflected in the curriculum.
11. **Achievement of goals:** Curriculum is prepared to achieve some set goals. The goals and objectives of education are set by society. Curriculum helps in achieving the aims and objectives of education.

PRINCIPLE OF DESIGNING CURRICULUM FOR TEACHING OF SOCIAL STUDIES

The following principles should be kept in mind while framing curriculum in social studies:

1. **Principle of student-centeredness:** Social science curriculum should be based on the needs, interests, abilities, aptitudes, developmental level and circumstances of the students. It should provide rich experiences to students for proper development. It should revolve around the student because he is the central factor in the curriculum.
2. **Principles of community-centeredness:** Along with the need of the student attention must be paid to the needs and problems of the community. Let the customs, traditions and values of the community condition the curriculum. In fact social science curriculum should grow out of community life. It should be based on the needs and problems of the community.
3. **Principles of activity centeredness:** Social science curriculum should be based on the activities of the students in which they are interested. It should provide opportunities for play activity, constructive and creative activities and project activities. It should be based on learning by doing
4. **Principle of variety:** Social science curriculum should be as broad based as possible because narrow curriculum cannot develop varied faculty of the students. At every level, the curriculum should have variety to allow for individual differences and adaptation to individual needs and interests. It should not only be confined to books but include wholesome.

5. **Principle of flexibility:** Social science curriculum should be flexible and adjustable to needs of the pupil at every stage. Curriculum of the girls cannot be identical with that of boys. The special needs of both the sexes should be given their due consideration.
6. **Principle of integration:** Social science curriculum should provide knowledge in an integrated way. Activities of teachers as well as those of students should be integrated. Units of teaching should be correlated with the life and environment of students rather than with narrow bits of information. They should be taught as to lead the student to a functional unity with environment.
7. **Principle of totality of experience:** Social science curriculum should be based on the principle of totality of experiences that a pupil receives through manifold activities that go in the school, in the classroom, library, laboratory, playground and in numerous informal contacts between teachers and pupils.
8. **Conservative principle:** Social science curriculum should help in preserving and transmitting culture and civilization. The past is a great pride for the present as it helps us to decide what has been useful to those who are living now. Conservative principle will help only when we carefully select as to what things of past are likely to help us in the present and the future.
9. **Creative principle:** Social science curriculum should encourage each pupils to develop his creative ability as far as possible. Those topics and activities should be included in the curriculum which enables the pupil to exercise his creative and conservative powers.
10. **Principle of preparation for life:** Social science curriculum should be prepare the pupils for life. It should be linked with life. Hence social science curriculum should include those activities which enable the pupil to take his part effectively and amicably in the activities of the community when he becomes as adult.
11. **Forward looking principle:** The child of today is an adult of tomorrow. Social science curriculum should enable the pupil, after he has left school to adjust himself to the conditions of the community outside the four walls of the school. The pupils will be able to adjust themselves with the society only if they leave the school as progressive minded persons.
12. **Principle of functional relationship:** Social science curriculum should provide functional relationship among different social sciences i.e taken together it should appear

as organic whole and not isolated experiences. The curriculum of social sciences should be well knit in two directions i.e vertical and horizontal direction. On the one hand each year's course should be built on what has been done in previous years and at the same time should serve as basis for subsequent work. It is essential that the entire curriculum should be connected and coordinated.

13. Principle of loyalties: Social science curriculum should be planned in such a way that it teaches a true sense of loyalty to the family, the school, the community, the town, the state, the region, the country and the world at large. It should enable the student to understand that there is unity in diversity.

14. Principle of concentric growth: This principle states that we should proceed from 'known to unknown', 'simple to complex', 'easy to difficult', 'concrete to abstract' and 'psychological to logical' etc. It means that first of all known, simple, easy, concrete and psychological facts should be presented. It means that while teaching social science first problems dealing with the local aspect of citizenship should be presented before the children.

15. Principle of national unity and world unity: Social science curriculum should lay emphasis on national unity and the unity of mankind (i.e world unity), throughout the school course with due regard of course, to the students age and understanding.

16. Principle of studying current affairs: Study of current affairs should be included in social science curriculum. Students should be encouraged to appreciate critically and learn intelligently the current events.

17. Principle of all round development of personality: Social science curriculum should help in all round development of personality i.e of body, mind and spirit. All kinds of experiences should be provided to the students so that they may develop all their powers and wholesome behavior patterns i.e social, moral, culture, economic behavior.

DIFFERENT APPROACHES TO ORGANIZE THE SOCIAL SCIENCE CURRICULUM.

CONCENTRIC METHOD

Introduction

In concentric method efforts are made to finish the whole course in a single stage and to repeat it again and again in the next stages, the process being more detailed in the higher stages. To provide knowledge about fight for freedom this method is useful through thus example. For e.g.

- (i) Primary stage: learning through personalities.
- (ii) Middle stage: learning through events.
- (iii) High stage: learning through (find out cause effect) ideas.

Advantages of Concentric Approach

1. **Psychologically Sound:** Teacher think about the mental level of student in this approach. It's basically based upon interest, abilities and needs of students.
2. **Based upon maxims of teaching:** for e.g. known to unknown, simple to complex, concrete to abstract.
3. **Arousal of interest:** It provide interest among students towards Political Science.
4. **Easy revision:** Cause it helpful to learn and remind the content.
5. **Simple path:** It's a easy method.
6. **Development of intellect:** It broaden widens the mental level of student. It develops imagination, primary and logical power of students.
7. **Basis for specialization:** Children specialized in their content.

Limitations or Demerits of concentric approach

1. **Lack of Novelty:** No new material in this method provided to students it's based on repetition.
2. **Repetition and boredom:** When students learn whole course again and again they become bore and feel monotonous.
3. **Lacking of understanding:** It's not helpful to understand complex things.
4. **No development of time and space sense:**
5. **No joy of discovery and adventure:** Back of novelty, research, geo. aspects etc.
6. **No detail:** about curriculum or contain.

7. **Non availability of capable teachers:** To follow this procedure an efficient teacher should be needed but non availability of teachers is a main demerit of this method.

Conclusion

To conclude all these views we can say that for some shortcomings this method is useful for such extent. It is psychologically sound and based upon maxims of teaching. It is based upon need, interest, abilities of students and it broadens their outlook.

TOPICAL METHOD

Introduction

Topical arrangement means that a topic should be finished completely at one stage. It takes a topic as a unit. In this approach, the organization of content matter is done on the basis of topics. It implies the revolving of contents of Social Science around a series of topics connected together.

Merits / Advantages of Topical Method

1. **Psychologically Sound:** based upon interest abilities and needs of students.
2. **Integrated knowledge:** "Topic as a whole."
3. **Rational organization:** It is based upon simple to complex so that student can learn easily.
4. **Concentration of attention:** Student pays attention towards topic because in this method topic is presented as a whole.
5. **Arousal of interest and motivation**
6. **Related to life:** based upon life and environment.
7. **Link and sequence:** Daily routine systematization should be there.
8. **Advantages of correlation**

9. **Meaningful and purposeful teaching and learning:** It's specifically based upon maxims of teaching for e.g. known to unknown, simple to complex, easy to difficult which makes teaching and learning purposeful.

Limitations or Demerits of topical method

1. **Difficult task:** It's difficult to attempt this method because it's not possible to explain all aspects.
2. **Not helpful in developing sense of time and space.**
3. **Development of wrong concepts:** If teacher doesn't explain topic in briefly it develops wrong concepts among students.
4. **Bookish and non-functional knowledge:** For e.g. lack of research, adventure and project method.

Pre-supposes library facilities

Non-development of social stalls.

Non-availability of competent teachers.

Non availability of instructional material.

Lack of Revision: Which results lack of recognition of topics at the end of the school.

Conclusion/Let us sum up

At the end of we can say that if topic choose intelligently and on the basis of interest abilities and need of students thus method could be usefulness.

CHRONOLOGICAL APPROACH

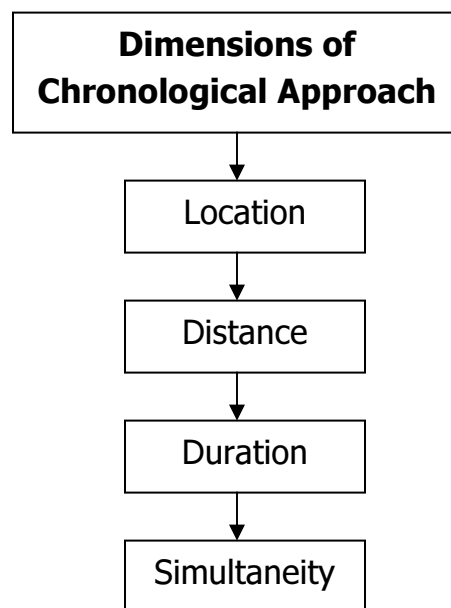
Introduction

Chronological approach is used in teaching social studies, particularly history. It provides a chronological framework within which events and developments may be recorded. According to

chronological approach the whole course of history is divided into certain marked stages called periods which have to be taught in chronological order.

Dimensions of chronological approach

1. **Location:** To show incidents on time line and to show time and place also.
2. **Distance:** Distance between two incidents or two personalities or two times. For e.g. distance between two times show the social, eco., pol., cul. aspect of society.
3. **Duration:** It shows the duration of time in which ideologies, audolans, literature takes place. For e.g. historical incident related to Indians fight for freedom starts from 1857 and ends at 1947.
4. **Simultaneity:** It shows simultaneous development in between different nations and states.



Types of Concepts

1. **General designations:** for e.g. A long time ago, in early times, once upon a time, during the recent past, recently, for many years, before etc.
2. **Proximate designations:** For Buddha's time period, 1940's time period 1942 to 1947, around 1857.
3. **Specific Dates:** For e.g. 2 October 1869, 15 August 1947, 30th January 1948, 26 January 1950.

4. Merits of Chronological App.

- Logical
- Knowledge of time factor
- Chronological outlook
- Intensive study
- New subject matter
- Arousal of interest
- Knowledge of natural development
- Limitations of chronological app.
- No sense of purpose
- Unsuitable for childhood stage
- Difficulty in understanding
- Possibility of forgetting

Guidelines for teaching chronology

- Use of significant dates
- Understanding concepts of B.C. and A.D.
- Development of meaningful sense of chronology
- Use of time lines

UNIT APPROACH

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

1. **Clarity of objectives:** for e.g. knowledge, understanding, skills, attitudes, interests.
2. **Clear background**

3. 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.

CRITICAL APPRAISAL OF APPROACHES TO TEACHING LEARNING SOCIAL SCIENCES – BEHAVIOURIST APPROACH; CONSTRUCTIVIST APPROACH; INTER DISCIPLINARY APPROACH, INTEGRATED APPROACH; CHILDCENTRED APPROACH; ENVIRONMENTAL APPROACH; THE OVERLAP BETWEEN THESE APPROACHES

Behaviorism (or **behaviourism**) is a systematic approach to the understanding of human and animal behavior. It assumes that the behavior of a human or an animal is a consequence of that individual's history, including especially reinforcement and punishment, together with the individual's current motivational state and controlling stimuli. Thus, although behaviorists generally accept the important role of inheritance in determining behavior, they focus primarily on environmental factors.

Behaviorism combines elements of philosophy, methodology, and psychological theory. It emerged in the early twentieth century as a reaction to depth psychology and other traditional forms of psychology, which often had difficulty making predictions that could be tested experimentally. Its early influences were Ivan Pavlov, who investigated reflexes and classical conditioning, and Edward Thorndike, one of the first to study operant (or instrumental) behavior. Together with John B. Watson and others, these investigators rejected introspective methods and sought to understand behavior by measuring observable behaviors and events. Behaviorist philosophies shifted somewhat during the 1940s and 1950s and again since the 1980s. Radical behaviorism is a conceptual variant proposed by B. F. Skinner which acknowledges the presence of private events—including cognition and emotions—and suggests that they are subject to the same controlling variables as observable behaviors.^[1]

In the second half of the 20th century, behaviorism was largely eclipsed as a result of the cognitive revolution. During this time cognitive-behavioral therapy evolved; this procedure has demonstrable utility in treating certain pathologies, such as simple phobias, PTSD, and addiction. The application of radical behaviorism—known as applied behavior analysis—is used in a variety of settings, including, for example, organizational behavior management, fostering diet and fitness, and the treatment of such mental disorders as autism and substance abuse.^{[4][5]} In addition, while behaviorism and cognitive schools of psychological thought may not agree theoretically, they have complemented each other in practical therapeutic applications, such as in clinical behavior analysis.

constructivist approach;

Constructivism is a philosophical viewpoint about the nature of knowing. Specifically, it represents an epistemological stance. There are many "flavors" of constructivism, but one prominent theorist known for his constructivist views is Jean Piaget. Piaget focused on how humans make meaning in relation to the interaction between their experiences and their ideas. He considered himself to be a genetic epistemologist, which means he considered this interaction in relation to how humans are set up by their genetic make up to develop intellectually. His views tended to focus on human development in relation to what is occurring with an individual as opposed to development as influenced by other humans. Views that focuses more on human development in the context of the social world are also of many flavors and include the sociocultural or socio-historical perspective of Lev Vygotsky, and the situated cognition perspectives of Jean Lave and Etienne Wenger; Brown, Collins and Duguid; Newman, Griffin, and Cole and Barbara Rogoff. The concept of constructivism has influenced a number of disciplines, including psychology, sociology, education and the history of science. During its infancy, constructivism examined the interaction between human experiences and their reflexes or behavior-patterns. Jean Piaget called these systems of knowledge *schemes*. These are not to be confused with "schema," a term that comes from schema theory, which is comes from information-processing perspectives on human cognition. Whereas Piaget's schemes are content free, schemata (the plural of schema) in schema theory are concepts. For example, most humans have a schema for "grandmother" or "egg" or "magnet." Constructivism does not refer to a specific pedagogy, although it is often confused with constructionism, an educational theory

developed by Seymour Papert, inspired by constructivist and experiential learning ideas of Piaget. Piaget's theory of constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results

Interdisciplinarity approach involves the combining of two or more academic disciplines into one activity (e.g., a research project). It is about creating something new by crossing boundaries, and thinking across them. It is related to an **interdiscipline** or an **interdisciplinary field**, which is an organizational unit that crosses traditional boundaries between academic disciplines or schools of thought, as new needs and professions emerge.

The term *interdisciplinary* is applied within education and training pedagogies to describe studies that use methods and insights of several established disciplines or traditional fields of study. Interdisciplinarity involves researchers, students, and teachers in the goals of connecting and integrating several academic schools of thought, professions, or technologies—along with their specific perspectives—in the pursuit of a common task. The epidemiology of AIDS or global warming require understanding of diverse disciplines to solve complex problems. *Interdisciplinary* may be applied where the subject is felt to have been neglected or even misrepresented in the traditional disciplinary structure of research institutions, for example, women's studies or ethnic area studies. Interdisciplinarity can likewise be applied to complex subjects that can only be understood by combining the perspectives of two or more fields.

The adjective *interdisciplinary* is most often used in educational circles when researchers from two or more disciplines pool their approaches and modify them so that they are better suited to the problem at hand, including the case of the team-taught course where students are required to understand a given subject in terms of multiple traditional disciplines. For example, the subject of land use may appear differently when examined by different disciplines, for instance, biology, chemistry, economics, geography, and politics.

integrated approach

Integrative Learning is a learning theory describing a movement toward integrated lessons helping students make connections across curricula. This higher education concept is distinct from the elementary and high school "integrated curriculum" movement.

Integrative Learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying skills and practices in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually."

...making connections within a major, between fields, between curriculum, cocurriculum, or between academic knowledge and practice."

Integrated studies involve bringing together traditionally separate subjects so that students can grasp a more authentic understanding. Veronica Boix Mansilla, cofounder of the Interdisciplinary Studies Project at Project Zero, explains "when [students] can bring together concepts, methods, or languages from two or more disciplines or established areas of expertise in order to explain a phenomenon, solve a problem, create a product, or raise a new question" they are demonstrating interdisciplinary understanding. For over a decade, Project Zero researchers at the Harvard Graduate School of Education have been studying interdisciplinary work across a range of settings. They have found interdisciplinary understanding to be crucial for modern-thinking students.

Edutopia highlighted Central York High School as a "School That Works" because of its successful integrated studies approach. For example, an AP government teacher and art teacher collaborated to create a joint project that asked students to create a sculpture based on the principles presented by the AP government class AP government teacher Dayna Laur states that, "Integrated studies projects [aim to] create a connectedness between disciplines that otherwise might seem unrelated to many students. Deliberately searching for ways in which you can mingle standards and content is imperative if you want to create truly authentic experiences because, in the world outside of the classroom, content is not stand-alone

Child centred approach

Student-centered learning, also known as **learner-centered education**, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving.^[5] Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

Student-centered learning puts students' interests first, acknowledging student voice as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will learn, and how they will assess their own learning. This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning.

Usage of the term "student-centered learning" may also simply refer to educational mindsets or instructional methods that recognize individual differences in learners.^[7] In this sense, student-centered learning emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole

LEARNING STRATEGIES

SQRRR or "SQ3R" is a reading comprehension method named for its five steps: **survey, question, read, recite, and review**. The method was introduced by Francis Pleasant Robinson in his 1946 book *Effective Study*,

The method, created for college students, can also be used by elementary school students, who can practice all of the steps once they have begun to read longer and more complex texts (around fourth grade).

Similar methods developed subsequently include PQRS and KWL table.

1. Survey

The first step, survey or skim, advises that one should resist the temptation to read the book and instead glance through a chapter in order to identify headings, sub-headings and other outstanding features in the text. This is in order to identify ideas and formulate questions about the content of the chapter.

2. Question

Formulate questions about the content of the reading. For example, convert headings and sub-headings into questions, and then look for answers in the content of the text. Other more general questions may also be formulated:

- *What is this chapter about?*
- *What question is this chapter trying to answer?*
- *How does this information help me?*

3. Read (R^1)

Use the background work done with "S" and "Q" in order to begin reading actively. This means reading in order to answer the questions raised under "Q". Passive reading, in contrast, results in merely reading without engaging with the study material.

4. Recite (R^2)

The second "R" refers to the part known as "Recite/wRite" or "Recall." Using key phrases, one is meant to identify major points and answers to questions from the "Q" step for each section. This may be done either in an oral or written format. It is important that an adherent to this method use his/her own words in order to evoke the active listening quality of this study method.

5. Review (R^3)

The final "R" is "Review." In fact, before becoming acquainted with this method a student probably just uses the R & R method; Read and Review. Provided the student has followed all recommendations, the student should have a study sheet and should test himself or herself by attempting to recall the key phrases. This method instructs the diligent student to immediately review all sections pertaining to any key words forgotten

RAFT

The more often students write, the more proficient they become as writers. RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written. Additionally, RAFT helps students focus on the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences. In the book, *Strategic Writing*, Deborah Dean explains that writing for differing purposes and audiences may require using different genres, different information, and different strategies. Developing a sense of audience and purpose in writing, in all communication, is an important part of growth as a writer.

RAFT assignments encourage students to uncover their own voices and formats for presenting their ideas about content information they are studying. Students learn to respond to writing prompts that require them to think about various perspectives:

- **Role of the Writer:** Who are you as the writer? A movie star? The President? A plant?
- **Audience:** To whom are you writing? A senator? Yourself? A company?
- **Format:** In what format are you writing? A diary entry? A newspaper? A love letter?
- **Topic:** What are you writing about?

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to Cooperative Learning than merely arranging students into groups, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can

be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Five essential elements are identified for the successful incorporation of cooperative learning in the classroom. The first and most important element is Positive Interdependence. The second element is individual and group accountability. The third element is (face to face) promotive interaction. The fourth element is teaching the students the required interpersonal and small group skills. The fifth element is group processing. According to Johnson and Johnson's meta-analysis, students in cooperative learning settings compared to those in individualistic or competitive learning settings, achieve more, reason better, gain higher self-esteem, like classmates and the learning tasks more and have more perceived social support.

TYPES

Formal cooperative learning is structured, facilitated, and monitored by the educator over time and is used to achieve group goals in task work (e.g. completing a unit). Any course material or assignment can be adapted to this type of learning, and groups can vary from 2-6 people with discussions lasting from a few minutes up to an entire period. Types of formal cooperative learning strategies include:

1. The jigsaw technique
2. Assignments that involve group problem solving and decision making
3. Laboratory or experiment assignments
4. Peer review work (e.g. editing writing assignments).

Having experience and developing skill with this type of learning often facilitates informal and base learning. Jigsaw activities are wonderful because the student assumes the role of the teacher

on a given topic and is in charge of teaching the topic to a classmate. The idea is that if students can teach something, they have already learned the material.

Informal cooperative learning incorporates group learning with passive teaching by drawing attention to material through small groups throughout the lesson or by discussion at the end of a lesson, and typically involves groups of two (e.g. turn-to-your-partner discussions). These groups are often temporary and can change from lesson to lesson (very much unlike formal learning where 2 students may be lab partners throughout the entire semester contributing to one another's knowledge of science).

Discussions typically have four components that include formulating a response to questions asked by the educator, sharing responses to the questions asked with a partner, listening to a partner's responses to the same question, and creating a new well-developed answer. This type of learning enables the student to process, consolidate, and retain more information.

In group-based cooperative learning, these peer groups gather together over the long term (e.g. over the course of a year, or several years such as in high school or post-secondary studies) to develop and contribute to one another's knowledge mastery on a topic by regularly discussing material, encouraging one another, and supporting the academic and personal success of group members.

Base group learning (e.g., a long term study group) is effective for learning complex subject matter over the course or semester and establishes caring, supportive peer relationships, which in turn motivates and strengthens the student's commitment to the group's education while increasing self-esteem and self-worth. Base group approaches also make the students accountable to educating their peer group in the event that a member was absent for a lesson. This is effective both for individual learning, as well as social support.

UNIT-4

INTEGRATION OF ICT IN TEACHING-LEARNING OF SOCIAL SCIENCE.

Role of I.C.T. in Teaching of Social science:

The teaching of social sciences subjects can be greatly enhanced by the use of ICT as the following examples illustrate. Composing Documents and Presentations producing reports using ICT tools in history, geography or economics topics is highly motivational for students. Students enjoy adding graphics, photographs, pictures, and other information about a topic to reports they write and presentations they make. Information and Communication, A whole range of graphical information, including diagrams, photographs and other pictures, is readily available on the Internet. Other information can be researched using the Internet to include in reports, to give context to a topic discussed in the curriculum, and to make classroom learning more closely approximate to what occurs in the work place. One problem to which attention needs to be given is that some students just copy into their presentations material from the Web without acknowledgment or use materials from other students. In the social sciences, spreadsheets and databases serve a similar purpose, namely to enable students to systematize and organize information. For example, students can use a spreadsheet to make a list of dates, events, countries and persons involved. Such lists can then be organized by Indian Streams Research Journal Vol -I , ISSUE -IV May 2011 : Education ISSN:- 2230-7850 date, by country, or by a person's name and make effective study aids. Younger students like to collect information and will enjoy setting up a database, for example, on facts about countries in their region. At a more advanced level, databases and spreadsheets can be designed by students themselves in order to help solve realistic and contextual problems. Social and Ethical Issues and Professions Subjects in the social sciences provide opportunities to discuss ICT issues related to protection of privacy and attitudes towards protection of data and copyright. There is opportunity also for discussions on the impact of ICT in society (changing and new professions, unemployment, and the economic value of investing in ICT "dot.coms" and the so-called before and after new economy). Students can learn here to deal with problem issues like racism and violence, and they can obtain a better understanding of gender and intercultural issues. All these issues can be informed by appropriate use of the Internet. Statistics Especially in the study of geography at an advanced level, students may need to use a statistical package.

ALTERNATIVE ASSESSMENT: RUBRICS, PORTFOLIOS AND PROJECTS

RUBRICS

Introduction

For some learning tasks where simple “completion” of a number of requirements is the prime objective, a checklist can be an adequate assessment tool. However, if the learning requires more complicated performance, a rubric may be of greater utility. Examples of tasks in which rubrics can be valuable assessment tools include projects, writings, portfolios, and presentations. If the type of student performance requires interpretation, a rubric can be used to identify and characterize the ranges of performance that might be observed. If evaluation of a student is conducted by several different people and interpretation of performance is required, a rubric will help all involved focus on the specific aspects of the performance being evaluated. A rubric can also be an excellent learning tool for students because it clearly defines for them performance expectations.

Definition

A rubric is an assessment tool used to evaluate a range of student performance across several different categories or criteria. For each category or criterion, a rubric defines the specific attributes that will be used to score or judge the student’s performance and to differentiate between different levels of performance. Rubrics take time to develop since one has to: a) identify the criteria or categories of performance, b) determine how many levels of performance will be characterized, and c) describe clearly the different levels of performance for each category.

Levels of Performance

Once the categories or criteria are identified (rows), one must then decide on how many levels of performance will be described (columns). Keep in mind that the levels of performance should be designed to differentiate among the range of truly outstanding and truly inadequate work. To

indicate each level of performance, one could simply identify scores such as 0, 1, 2, 3, or 4. Although *you* might understand what level of learning occurred by assigning a score of a “1” or a “4,” no one else would, and this approach would not be fair to the students or enhance their learning. To reduce ambiguity and to assist students in their learning, one must think through the different levels of performance for each category and describe the key features that represent each level.

In the example above, note that the first four categories address the content of a case study write-up. The last two categories address writing mechanics and organization, both of which support the ultimate usability of the case study. Both the content of the case study and how it is written and organized constitute the purpose of the learning task. However, different levels of performance may occur across the task. Defining these different levels should be based on the specific characteristics that distinguish excellent from deficient performance. This is somewhat easier when you, the instructor, have experience with the learning task. Constructing a rubric for a new assessment that you have not had much experience with will be a greater challenge. In this situation, share your draft with colleagues for suggestions and improvements; this will save you a lot of headaches.

When creating a rubric, you also have to decide what constitutes a grade or point reward for each level of performance. In Example 1, a letter grade was assigned to each level. As shown in Example 2, one could also use a point system and the performance across all categories would be used to assign the grade, based on the total number of points.

Example 1

Category	A	B	C	Unacceptable
Background	Helps reader to understand the case; important details included	Appropriate range but lacks details in some areas	Inadequate range and missing important details	Insufficient range and detail provided

Problem identification and issues	Identified the critical problem and component issues	Identified the essential problem but needs clarification	Identified the wrong problem or missed some key component issues	Did not include problem identification or issues
Response or strategy	Clear list of responses; match of responses to problem	Mix of appropriate strategies but not prioritized	Some inappropriate responses to problem	Did not supply a response to problem or responses did not address problem
Recommendations	Prioritized list that addressed all areas of the problem	Appropriate list but too long or too broad	Some items outside the problem or not backed by the facts of the case	Did not include or not appropriate for problem
Writing Quality	Concise, consistent writing	Some inconsistencies across document	Needs significant editing	Inconsistent, rambling, unable to comprehend
Format	Included all sections and formatted consistently	Included all sections but some format inconsistencies	Used a different format but did not justify in cover letter	Did not include required sections or use a format

Additional Tips for Rubric Development and Use

- Rubrics can be used to track student performance across time (e.g., across the semester, across an academic program). This makes the rubric an excellent tool to use as part of a comprehensive program assessment plan.
- Rubrics should be shared with students up front. Make sure students understand the categories and the expected levels of performance that represent high quality.

- Obtain student feedback to continue to improve the rubric categories, the ranges or levels of performance, and the descriptions of each level.
- When developing rubrics for specific tasks or assignments, include categories or criteria that reflect the specific knowledge or knowledge applications required for successful completion of the tasks or assignments.
- Consider including criteria in the rubric that reflect important aspects of the *process* needed to successfully complete the task or assignment. For example, if critical evaluation of the literature is necessary in order to complete a task or assignment, add a criterion that reflects the extent to which students could perform that critical evaluation.

Portfolio

Portfolios are a form of alternative/authentic assessment in which a student's progress is measured over a period of time in various language learning contexts. Portfolios can include evidence of specific skills and other items at one particular time and language performance and progress over time, under different conditions, in all four modalities (reading, writing, listening, and speaking) or all three communication modes (interpersonal, interpretive, and presentational). Using a combination of testing instruments lends validity and reliability to the portfolio.

Portfolio assessment is closely linked to instruction, which has two educational benefits. First, linking assessment to instruction means that you are sure that you are measuring what you have taught. Second, portfolios reveal any weaknesses in instructional practices. For example, if the purpose of the portfolio is linked to making progress toward all areas of the National Standards, and, at the end of the marking period, there are no works related to oral communication in the portfolio, the teacher may decide to incorporate more oral communications work into the curriculum. This is a way of providing for systemic validity.

Portfolio assessment is by nature incorporated fully into instruction: there is no time lost on assessment. Assessment is a true learning experience, and not external to the learning process.

Student assessment portfolios promote positive student involvement. As students create their portfolios, they are actively involved in and reflecting on their own learning. Increased metacognition has a positive impact on a student's self-confidence, facilitates student use of learning strategies, and increases the student's ability to assess and revise work. Student

motivation to continue studying and succeeding in language learning tends to grow in such an environment.

Portfolios offer the teacher and student an in-depth knowledge of the student as a learner. This means that the teacher can individualize instruction for the student. Weak areas can be strengthened and areas of mastery built upon. Learners are involved in this process of tracking their learning and can take control of their learning.

Using portfolios introduces students to an evaluation format with which they may need to become familiar as more schools and districts adopt portfolio assessment.

Using assessment portfolios gives the teacher opportunities to involve parents in their children's language learning. Parental involvement is an important factor in educational success.

TYOLOGY OF QUESTIONS AS RELATED TO DIFFERENT SUBJECT AREAS VIZ., HISTORY, GEOGRAPHY,POLITICAL SCIENCE, ECONOMICS ETC.

History

History is the continuous, systematic narrative and research into past human events as interpreted through historiographical paradigms or theories, such as the Turner Thesis about the American frontier. History has a base in both the social sciences and the humanities. In the United States the National Endowment for the Humanities includes history in its definition of Humanities (as it does for applied Linguistics). However the National Research Council classifies History as a Social science. The historical method comprises the techniques and guidelines by which historians use primary sources and other evidence to research and then to write history. The Social Science History Association, formed in 1976, brings together scholars from numerous disciplines interested in social history.

Geography

Geography as a discipline can be split broadly into two main sub fields: human geography and physical geography. The former focuses largely on the built environment and how space is created, viewed and managed by humans as well as the influence humans have on the space they occupy. The latter examines the natural environment and how the climate, vegetation & life, soil, water and landforms are produced and interact. As a result of the two subfields using different approaches a third field has emerged, which is environmental geography. Environmental

geography combines physical and human geography and looks at the interactions between the environment and humans. Geographers attempt to understand the earth in terms of physical and spatial relationships. The first geographers focused on the science of mapmaking and finding ways to precisely project the surface of the earth. In this sense, geography bridges some gaps between the natural sciences and social sciences. Historical geography is often taught in a college in a unified Department of Geography. The field of geography is generally split into two distinct branches: physical and human. Physical geography examines phenomena related to climate, oceans, soils, and the measurement of earth. Human geography focuses on fields as diverse as Cultural geography, transportation, health, military operations, and cities. Other branches of geography include Social geography, regional geography, geometrics, and environmental geography. Sociology and Geography are so much related especially in the studies of urban and rural spaces, migration , ecology, Environmental studies, Planning etc.

Political science

Aristotle asserted that man is a political animal in his Politics. Political science is an academic and research discipline that deals with the theory and practice of politics and the description and analysis of political systems and political behaviour. Fields and subfields of political science include positive political economy, political theory and philosophy, civics and comparative politics, theory of direct democracy, apolitical governance, participatory direct democracy, national systems, cross-national political analysis, political development, international relations, foreign policy, international law, politics, public administration, administrative behavior, public law, judicial behaviour, and public policy. Political science also studies power in international relations and the theory of Great powers and Superpowers. Approaches to the discipline include rational choice, classical political philosophy, interpretivism, structuralism, and behaviorism, realism, pluralism, and institutionalism. Sociology and Political Science share so many aspects like Power relations , Authority, Social Mobility etc which are discussed in the works of Mosca, Pareto, Foucault ,Bourdieu etc.

Economics

According to Lionel Robbins, “Economics is a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses” [An Essay On The Nature And Significance Of Economic Science 1933]. What does Robbins stress in his definition of economics? Firstly, that economics as a subject deals with human behaviour. A critic can say

that a study of human behaviour is not a prerogative of economics only. There are other social sciences, like sociology, psychology, political science etc., which also deal with human behaviour. Like economics these subjects also deal with the behaviour of people in their individuals well as. Economics, however, deals with the behaviour of people in the pursuit of economic activities. As one author puts it, "What distinguishes economics from the other social sciences, however, is the manner in which it studies people, and Robbins' statement makes this clear. Economics interprets human behaviour as the conscious attainment of objectives, of ends". Sociology and economics both study industry but do so differently. Economics would study economic factors of industry, productivity, labour, industrial policy, marketing, etc., whereas a sociologist would study the impact of industrialisation on society. Economists study economic institutions such as factories, banks, trade and transportation but are not concerned with religion, family or politics. Sociology is interested in interaction between the economic institutions and other institutions in society, namely, political and religious. In the study of the relationship between material conditions and non material conditions especially in the works of Karl Marx and Neo Marxists there are strong arguments regarding the most influential aspect among the two. Some argue that economic conditions determines social conditions while some others oppose this argument . It is still a point of hot debate among the theoreticians. In the words of Silverman 'economics may be regarded as an offshoot of the parent science of Sociology, which studies the general principles of all social sciences'.