



**Centre for Distance and Online Education  
Punjabi University, Patiala**

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

**Semester-I**

**Paper : IV & V (Opt. XII)**

**TEACHING OF SOCIAL STUDIES**

**Unit : I**

**Medium : English**

***Lesson No.***

**Section-A**

- 1.1 : Concept, Scope & Nature of Social Studies, difference between Social Sciences & Social Studies.
- 1.2 : Aims & Objectives of Teaching Social Studies at School Level, Significance of Social Studies as a Core Subject
- 1.3 : Curricular Approach to Teaching of Social Sciences: Curricular Approaches : Coordination, Correlational Concentric, Spiral, Integrated & Regressive
- 1.4 : Instructional Planning : Concept, Need & Importance, Unit Plan & Lesson : Need & Importance; Procedure of Unit & Lesson Planning.

**Department website : [www.pbidde.org](http://www.pbidde.org)**

**PAPER-IV & V: Pedagogy of a School Subject  
(Part-I)**

**(xii) Teaching of Social Studies**

**SUBJECT CODE : EDUBED1104T**

**M.Marks: 50**

**SUBJECT CODE : EDUBED1105**

**External: 35**

**Internal:15**

**(A) COURSE OUTCOMES**

After completion of the course, the student teacher will be able to:

- Develop understanding about the basic differences between Social Studies and Social Sciences.
- Explore the need for teaching Social Sciences as an integrated discipline.
- Develop critical understanding to justify the relevance of social Sciences in terms of Contemporary events.
- Gain knowledge about the different approaches associated with the discipline.
- Define and differentiate the concept of social studies and explain its relative position in the syllabus.
- Understand the aims and objectives of teaching Social Science.
- Prepare Unit plans and lesson plans for different classes.
- Apply appropriate methods and techniques of teaching to particular topics at different levels.
- Prepare; select and utilize different teaching aids.

**(B) SYLLABUS**

SECTION–A

- (i) Concept, scope and nature of social studies, difference between social sciences and social studies, aims and objectives of teaching social studies at school level, significance of social studies as a core subject;
- (ii) Curricular approaches to teaching of Social Studies: : Coordination, Correlational, Concentric, Spiral, Integrated, and Regressive.
- (iii) Instructional planning: concept, need and importance.

SECTION–B

- (iv) Need and importance of Social studies room, Social Studies Text Book: Need, importance and qualities,
- (v) Social studies teacher : qualities androle,
- (vi) Audio visual aids: meaning, importance, projective and non-projective teaching-aids: LED projector, Interactive Boards, chalkboard, maps,

charts, diagram, model, picture, graphs and globe.

**Activities** (Any one of the following)

- (i) Writing instructional objectives in behavioural form for five topics from the text book.
- (ii) Top reparea scrap book of current issues/ them espertaining to the broad area of discipline/subject taken up by the print media.
- (iii)Preparation of a low-cost tea ching aid.

**(C) BOOKS RECOMMENDED**

1. Aggarwal,J.C.:Teaching of Social Studies.
2. Binning and Binning:Teaching of Social Studies in Secondary Schools, McGraw Hill.
3. Kochher,S.K.: Teaching of Social Studies.
4. Nasiah,K.: Social Studies in Schools, Oxford.
5. Sandhu,P.K.: Teaching of Social Studies (Punjabi).
6. Shaida,B.D. and Shaida,A.K. : Teaching of Social Studies
7. Wesley,E.N. : Teaching of Social Studies in High School

**(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Projectwork/ Response Sheets	6
Two Mid-term Examinations/House Test	6

**(E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**STRUCTURE**

- 1.1.1 Objectives
- 1.1.2 Introduction
- 1.1.3 Concept and Meaning of social studies
- 1.1.4 Definitions of Social studies
- 1.1.5 Nature of social studies
- 1.1.6 Scope of Social Studies
- 1.1.7 Difference between Social studies and Social Sciences
- 1.1.8 Significance of Social Studies as core subject
- 1.1.9 Summary
- 1.1.10 Key Concept
- 1.1.11 Self-check exercise
- 1.1.12 Suggested questions
- 1.1.13 Suggested readings and Web Sources

**1.1.1 Objectives**

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

- i) understand the meaning of social studies
- ii) define the term social studies
- iii) explain the nature and scope of social studies
- iv) describe the importance of social studies
- v) explain the objectives of teaching social studies

**1.1.2 Introduction**

In America the use of the term 'Social Studies' started around the year 1916, however in India it is of recent origin. The field of Social Studies has developed as a discipline in our education system. Social Studies provides the necessary information to the future generations about the social surroundings and the environment in which the past generation survived successfully.

**1.1.3 Concept and Meaning of Social Studies:**

The term Social Studies includes the study of society, for society and through society. It deals with the study of man through different angles. It is the study of society in both time and space.

**1.1.4 Definitions of Social Studies:**

1. James Hammings define, "Social studies are the study of relations and

interrelations of historical, geographical and social environment”

2. According to J. F. Forrester, “The social studies are studies of society and its chief aim is to help pupils to understand the world in which they have to live and how it came to be, so that they become its responsible citizens. Its aims at promoting critical thinking, encouraging a readiness for social change, at creating a disposition for acting on behalf of general welfare, at an appreciation of other cultures and a realization of the interdependence of man and man and of nation and nation.”

#### 1.1.5 Nature of Social Studies

The subject matter of social studies is centered around man living in society and deals with his physical and social environment. Social studies explain how man stands in his social relations to the other. P.H. Martorella has very rightly pointed out that Social Studies act as an applied field which attempts to use scientific knowledge with ethical, philosophical, religious and social considerations which arise in the process of decision making. The word Social Studies was first incorporated in Indian education in 1937 with the idea of Basic Education given by Mahatma Gandhi. The term Social Science has also been used in place of Social Studies. In fact, Social Sciences are the genesis of Social Studies but the focus of study is different in both the subjects. The difference can be explained by giving an example. If a student studies geography as a social science his focus of attention is methods, tools and concepts of geography, but Social Studies refers to man as a pivotal point.

#### 1.1.6 Scope of Social Studies

The scope of social studies is indeed very wide and ever-growing as it is to prepare a man to face problem of life and to work out their solutions in day to day life. It is thus essential to make him familiar with past and present historical, geographical and social environment so that he becomes familiar with the environmental setting at home, in neighborhood, in town, region, country and world at large. It is to let him know the heritage, to govern their environments going on in the world so that he understands the dimensions of civilization. He is also to know the international peace and co-operation. The local environment should act as basis for acquainting children with the social environment.

Social studies are a compound of history, geography, economics and civics. History gives him time-sense and makes him understand how the present life came into being. It gives him understanding of historical cultural heritage. The geographical content trains future citizens to imagine accurate conditions of the great world stage, so that they can understand and think about the political and social problems of the world. The civic content helps to improve the daily life at home, school and community and the eventual participation by pupils. In the life of the country in a systematic and democratic manner. Economics content makes him familiar with

the multifarious economic activities and the economic structure of the society which would help to meet his basic needs and offer him various channels at the close of the school. He is taught to maximize his activity with his limited resources as the main purpose of economics is to get maximum utility out of the limited resources. It is to reach him to plan both at micro and macro level. Thus the area is vast and the range is wide. In nutshell, the vital information is fused in such a way which gives youth the elementary knowledge of social, physical and cultural world around him and also to develop his understanding and interest in man and his environment, as well as to develop an insight into human relationship, social values and attitudes which might differ from area to area and country to country. It is thus essential that historical development which built up such value systems should also be studied by the students. For example, if one wants to study the economic justice of USSR and wants to make it a part of life situations, then it is essential that the historical background should be understood which leads to such a revolution. It will not only help him to understand the problem in proper context but also help him to make it a way of life.

So the scope of social studies is very wide and it is to be understood that the total area of one's living in one way or the other becomes a part of social studies as almost real life situations either deal with human relations i.e. relationship of man with man or with geographical environment i.e. interaction with natural situations. These situations have manifold dimensions in which at times the knowledge of geography is essential or that of history is needed. In other situations, the knowledge of civics helps in solving that real life situation. The life is becoming so complex that the economic situations so often arise and need to be solved. These situations are to be studied and their solution found to make adjustment based on the fundamental principle that desire are unlimited while the resources are limited. It is to find out as to how to get the maximum utility from the limited resources. In nutshell, the life situations are so multidimensional that one is to draw different types of knowledge to cope with that type of situation and it is very difficult to prepare a readymade prescription to meet the real life situations. For this purposes such a pattern of personality is to be developed that one adjusts in such situations with ease and clarity. Thus the instruction in social science should promote the values and ideals of humanism and democracy. It should inculcate attitude and in past the knowledge necessary for the achievement of the principle values of a world order, maximization of economic and social welfare, minimization of violence and maximization of ecological stability.

#### 1.1.7 Difference between Social Science and Social Studies

1. Social Sciences are advanced studies of human society and which are taught at the higher school stage, higher secondary stage and at college stage. Social Studies are simplified portions of social sciences selected for

- instructional purposes at primary & middle school level.
2. Social Science represent an adult approach while social studies represent a child centered approach.
  3. Social science is the theory part of human affairs & social studies as the practical part of human affairs.
  4. Social science lay more emphasis on knowledge & social studies on the functional part of knowledge.
  5. Social science is concerned with the investigation of a diversity of human relation & pile up considerably more data than it is possible or desirable to include in social studies.
  6. Social sciences aim at finding out how new truth about human relationship and social studies aim at guiding adolescents in their learning of selected portions of what has been discovered in social sciences.

#### 1.1.8 Significance of Social Studies as a Core Subject:

The traditional approach to social studies was to teach a bundle of subjects for which some parts of the book were devoted. But the social studies as core-curriculum aims at enabling a child not only to adjust himself but also to improve his social, cultural & economic environment in active cooperation with others.

Social Studies curriculum may be considered as a tool in the hands of the artist (Social Studies teacher) to mould his material (the pupil) in accordance with the nature of the society and the child in his studio (the school). Modern approach is a unified whole which develops certain aspects of social life. It includes not only the curriculum but co-curricular activities such as reading, writing, listening, creating, playing observing, practicing, problem solving, visits films, films strip, newspapers etc.

#### 1.1.9 Summary

Social sciences and social studies are not the same thing. They have many similarities and dissimilarities among them. Social studies are meant to cover the ground traditionally associated with history, geography, economics and civics etc. The whole ground of the subject is to be viewed as a compact whole where objective is to adjust the students to the social environment which includes the family, community, state and nation. Social studies are compound in which each subject loses its identity. Its aim is socio-economic usefulness. It studies the relationship of man with man, man with environment, man with institutions; between man and earth; man and goods. Its chief objective is to produce "good citizens". Its place lies in "humanities". It studies 'human life' — horizontally as well as vertically. Horizontal approach means it studies the present conditions of human beings over an area. Here, it draws its content mainly from geography, economics and civics etc. In vertical approach, it studies the 'past' where it depends upon "human history", anthropology etc. It has many objectives such as (1) to give knowledge about past and present, historical and

geographical conditions, so that the student may become able to appreciate rich cultural heritage, (2) to build social competency to make democratic citizens, to develop right type of attitudes, (3) to enrich with economic, political and spiritual values, (4) to develop personality. (5) to get insight into the future by studying the past and the present. (6) to develop sense of belongingness etc. (7) to develop democratic values and utilization of leisure properly. (8) to promote local, national and international feelings, (9) to learn to be good honorable citizens. (10) to promote world peace.

#### 1.1.10 Key Concept

1. Concept and meaning of social studies
2. Nature and scope of social studies
3. Significance of the social studies as core subject
4. Difference between social studies and social sciences

#### 1.1.11 Self-check Exercise

Fill in the Blanks

1. The word social studies were first incorporated in Indian education in \_\_\_\_\_.
2. Social Sciences are advanced studies of \_\_\_\_\_.
3. In America the use of the term 'social studies' started around the year \_\_\_\_\_.

Answers: 1. 1937 2. Human Society 3. 1916

#### 1.1.12 Suggested Questions

1. What do you mean by Social studies ? What is the scope of Social studies?
2. Describe the objectives of teaching Social studies?
3. Write short notes on the following topics:
  - (a) Meaning of Social studies.
  - (b) Difference between Social studies and Social Sciences,

#### 1.1.13 Suggested Readings and Web Sources

1. J.C. Aggarwal : Teaching of Social Studies.
2. S.K. Kochhar : Teaching of Social Studies,
3. P.K, Sandhu : Teaching of Social Studies. (Punjabi)
4. A.S- Kohli : Teaching of Social Studies.
5. Manjit Kaur : Teaching of Social Studies. (English)  
Gurmeet Singh (2004)
6. Manjeet Kaur, : Teaching of Social Studies  
A.K. Kansal,  
Chanchal Kumar (2010)
7. Egyaankosh.ac.in
8. [www.wikipedia.in](http://www.wikipedia.in)

**STRUCTURE**

- 1.2.1 Objectives
- 1.2.2 Introduction
- 1.2.3 Aims & objectives of teaching social studies at school level
- 1.2.4 Summary
- 1.2.5 Key Concept
- 1.2.6 Self-check Exercise
- 1.2.7 Suggested questions
- 1.2.8 Suggested readings and Web Sources

**1.2.1 Objectives:**

Dear Students after reading this lesson you will be able to understand:

- (1) The objectives of teaching social studies.
- (2) Why objectives are important in teaching social studies.

**1.2.2 Introduction**

For selection of significance & meaning content, determination of aims & objectives is must. The aim of teaching social studies will have to be in order of broader aims of education here & now. The Education Commission (1964-66) outlined the role of social studies as, "The aim of teaching social studies is to help the students to acquire a knowledge of their environment, an understanding of human relationships and certain attitudes & values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world. An effective Programme of social studies is essential in India for the development of good citizenship and emotional integration."

**1.2.3 Objectives of teaching social studies**

It has many aims and objectives which might be difficult to count and mention. However, some of the objectives of teaching social studies are as under: -

- 1. To provide knowledge to the students of past and present, of historical, social and geographical environment and to make them wiser, to be able to predict future on its basis. This needs a different type of understanding which comes as a result of proper understanding of the synthesis of social studies to considerable extent.
- 2. It must enable the students to understand properly the rich cultural heritage. It is must for bringing a social change which is fundamental for all types of educational, economic and social development. There are some matters

- which need to be dealt in such a way that people should develop a type of hatred for narrow parochial chauvinistic and obscurantist tendencies. This will help the students to work for national and emotional integration.
3. It helps to build up social competency. It is in fact a part of the social science which provides an insight as to how to cultivate good relations with the co-workers, family members, of the community and men at large. Social education has a broader concept of dealing with the human beings but social studies lays foundations of that broader concept.
  4. Social studies help in building up democratic values. Why a man should not enjoy at the cost of other? Why a well-to-do man should pay tax for the education of the children of those who do not pay tax? Why should education be provided at the cost of state exchequer? Why should there be elected government? All such questions need to be understood by the students before they become adults. One of the methods to do so is to provide the content of such education to the students through the media of democracy. Every citizen needs to understand his duties as well as his rights. One can very well see the bankruptcy of Indian citizenship in which one can find that people know of their rights only and not their duties. The result is that there are strikes and bandhs to get their demands accepted without caring for the hardships and discomforts of others. S.K. Kochhar is of the opinion, "A special purpose of social studies in Indian schools is to spread a clear understanding of democracy and to secure the wholehearted acceptance of the values on which it is based. It is a fact that modern democratic institutions and ideals are so different from the social political pattern of our past.
  5. Social studies inculcate right type of attitude, understanding, knowledge and competency amongst the students. Social studies, no doubt, enriches knowledge of social interaction and physical environment amongst the students but it also makes it functional so that they can understand as to how to give maximum satisfaction to human needs.
  6. Human behaviour and human relationship have different aspects of life i.e. political, economic and social. The area of operation of political values, economic values and spiritual values are at time in line and at time in diversified directions. One needs to be clear in his mind as to how to look into different aspects and combined effects of these values. It can be possible only if social studies are taught in an effective way so that one can get insight into complex human relationship. This process is so difficult that it cannot be clarified without the help of this discipline of social studies.
  7. For any type of specialization, it is essential that some basic knowledge of social studies be acquired so that a broader outlook is developed. In this

- way one is in a position to select also as to what type of career attracts him. This will not only provide him with broader type of experience but will also help to correlate the subject matter in an effective way.
8. Social studies also provide the individual with a type of experience which helps in all round development of the personality. Social studies develop qualities of spontaneity, flexibility of mind, tolerance, courage to face problems of life. It gives him insight into intellectual conscience and clarity of thought. All these qualities are essential for the development of personality.
  9. Social studies are also essential for use of knowledge for the development of society and social change. One can easily visualize that in order to control the growth of population, family planning programme was launched by the Government of India. It did not work well because people did not have the proper attitude towards this programme. So the Government had also to switch over to population education and to enrich the curriculum of school subjects especially social studies to provide knowledge for the social change. Where both the programmes were launched at the same time, it is only that requisite results for social change were achieved.
  10. Social studies develop the sense of belongingness by way of making student know as to how people of his race, religion, place and country had made sacrifices for wider and broader interests of the community, race and the world. Take for example that one who knows about Guru Gobind Singh will always feel proud of the sacrifices made by him for the sake of humanity and down-trodden. It might perhaps not be possible for one individual to sacrifice all his family for the broader interest of others. After knowing the Guru one feels proud of our association with him.
  11. Social studies also help for the proper utilization of leisure. Every person gets leisure but some are in a position to utilize it while others feel pleasure in wasting it. One who knows social studies can, due to his multidimensional knowledge, utilizes it in real life situations. Social studies provide enough for reading and understanding one's interest which leads to the utilization of leisure time.
  12. Life is full of problems and these problems pertain to different aspects of life for which one needs to be well versed with the knowledge pertaining to himself and his environment, so that he can be able to make mature judgements. For such type of solutions of the problem the knowledge pertaining to politics, commerce, industry and local/national/international matters is a must. Such knowledge is provided by the subject matter of social studies.
  13. Social studies create social awareness, national feelings and love for one's

culture, race, nation and national leaders: Who will not feel proud of being associated with the people or nation of Mahatma Buddha and Guru Nanak Dev? Guru Nanak Dev was so well informed and well versed with social problems that he raised his voice against Emperor Babar.

14. Social studies provide a man with the relevant international knowledge. The world is shrinking in terms of time and space. It is now possible to take lunch in Asia and dinner in Europe. It will be possible to do so if one knows the people, customs and traditions of the people of other countries for which again the ground is prepared with the help of social studies. Social studies provide such type of information about people, their faiths, their mode of living and behaving. This helps to cultivate the atmosphere in the broader world. It is because of the knowledge of social studies that at national and international level the conferences of World Peace are being organized and knowledge of different nations is being shared with each other.
15. Social studies help in the understanding of the habits and principles of other nations and how due to these principles they have marched on the road of progress. Take for example work values of Britishers who once ruled almost half the raking world. One will never come across a Britisher to take his duties lightly and halfheartedly. When he is busy with his duty, he will not bother about any other thing but for his duty. On the other hand, one will seldom come across an Indian dedicated to his duties. Now India can learn it from the example of Britishers. Similarly, it is interesting to know about the progress of JAPAN so that the nation can learn some valuable things from the people of the nation. All this falls within the sphere of teaching of social studies.
16. Social studies also make people interested in the minimization of violence. The man with broader interest and affiliation will not become a violent man but will also channelize his violent tendencies in different spheres of life. For example, in creative activity, one who is violent by nature will satisfy his desire to do so with creative abilities i.e. painting, art, music, writing and dramatics etc., the foundation of which is laid down by the knowledge of social studies.

#### 1.2.4 Summary:

In the same way one can find ways and means of channelizing one's violent tendencies in the service of humanity, social studies, and helping others to overcome their problems for which social studies prepares the ground. It was because of feeling that Red Cross Movement was organized and is even now helping the people to serve the humanity. It is through such services that one is in a ventilate his feelings, emotions and problems in an effective and socially adjustable way.

### 1.2.5 Key Concept

1. Aims and Objective of teaching Social Studies

### 1.2.6 Self-check Exercise

Fill in the Blanks

1. Social studies created \_\_\_\_\_
2. Social studies also help for the proper utilization of \_\_\_\_\_.
3. Social studies develop the \_\_\_\_\_ by way of making students know as race, religion, place and country of the people in the world.

Answers: 1.. social awareness 2. Leisure 3. Sense of belongingness

### 1.2.7 Suggested Questions

1. What are the main objectives of teaching social studies?
2. Discuss in detail the importance of teaching social studies?
3. Throw light on the aims & objectives of teaching social studies in schools?

### 1.2.8 Suggested Books

1. Manjeet Kaur, A.K. Kansal, Chanchal Kumar (2010), Teaching of Social Studies.
2. Dr. T.S. Sodhi, Dr. Aruna Suri, Dr. Harinder Kaur Sodhi (2003), Teaching of Social Studies.
3. Manjeet Kaur & Gurmeet Singh (2004), Teaching of Social Studies.
4. Egyaankosh.ac.in
5. [www.wikipedia.in](http://www.wikipedia.in)

## STRUCTURE

- 1.3.1 Objectives
- 1.3.2 Introduction
- 1.3.3 Curricular approaches to teaching of social studies
  - 1.3.3.1 Coordination approach
  - 1.3.3.2 Correlation approach
  - 1.3.3.3 Concentric approach
  - 1.3.3.4 Spiral approach
  - 1.3.3.5 Integrated approach
  - 1.3.3.6 Regression approach
- 1.3.4 Summary
- 1.3.5 Key Concept
- 1.3.6 Self-check exercise
- 1.3.7 Suggested Questions
- 1.3.8 Suggested Readings and Web Sources

### 1.3.1 Objectives:

After going through this lesson, students will be able to :

1. Understand the curricular approaches
2. To know the various approaches to teaching of social studies
3. To use these approaches in their teaching.

### 1.3.2 Introduction

Social studies enable the child to understand his own nature and the conditioning factors in the environment. It helps the individual to develop attitudes and skills of social- mindedness, truthfulness, loyalty, tolerance and cooperation. It creates new patterns of thought and ideals for social living. The development of curriculum in social studies is complex process. So, whatever is to be taught to the students must be carefully selected to help students develop major ideas, skills, attitudes and habits conducive to good citizenship education. The contents of social studies should be organized according to the aims of curriculum. Therefore, there is need to discuss different approaches to organize social studies curriculum.

### 1.3.3. Curricular approaches to teaching of social studies

There are different types of approaches to the making, forming, constructing or

organizing curriculum in social science. These approaches are very important to teach in effective and coherent manner. These are as follows:

#### 1.3.3.1 Coordination approach

This approach in social studies allows the identity of the social sciences to be preserved but the boundaries between them are more or less blurred or ignored.

#### 1.3.3.2 Correlation approach

The concept of correlation is mainly concerned with comparison or contrasting the subject matter of one or more than one social sciences with social studies. According to Herbert, correlation should be established in school subjects by which the knowledge of one subject can be useful for another.

#### Aims of correlation

1. To reduce the burden of syllabus by correlating the teaching of social studies with different subjects.
2. To arouse interest in the lesson by correlating with other subjects.
3. To understand Indivisibility of knowledge by integration of knowledge.
4. To make the students understand the practical aspect of education by correlation.
5. To develop social qualities in students through correlation.
6. To understand human relationship by correlating with other subjects.

#### Methods of Correlation Approach

There are three forms of correlation approach:

1. Vertical correlation
  2. Horizontal correlation
  3. Correlation with life
1. Vertical correlation: Different components of subject are correlated. Like the components of subject of economics like origin, consumption, distribution, exchange and revenue etc. so a teacher while teaching can correlate the topics and make it more interesting
  2. Horizontal Correlation: In this type of correlation different subjects in the syllabus are correlated with each other. This is of two types:
    - (a) Incidental correlation: In this type, subject matter of different subjects is used by the teacher to teach one subject and make it interesting. For example, if teacher is teaching about sugar production then he can provide geographic details of sugarcane and can also discuss the soil, climate, water etc.
    - (b) Planned correlation: Here the subject matter of different subjects is chosen to teach one subject. So the material taught in one subject can be used in other subjects.
  3. Correlation with life: The topic under instruction is related with actual life

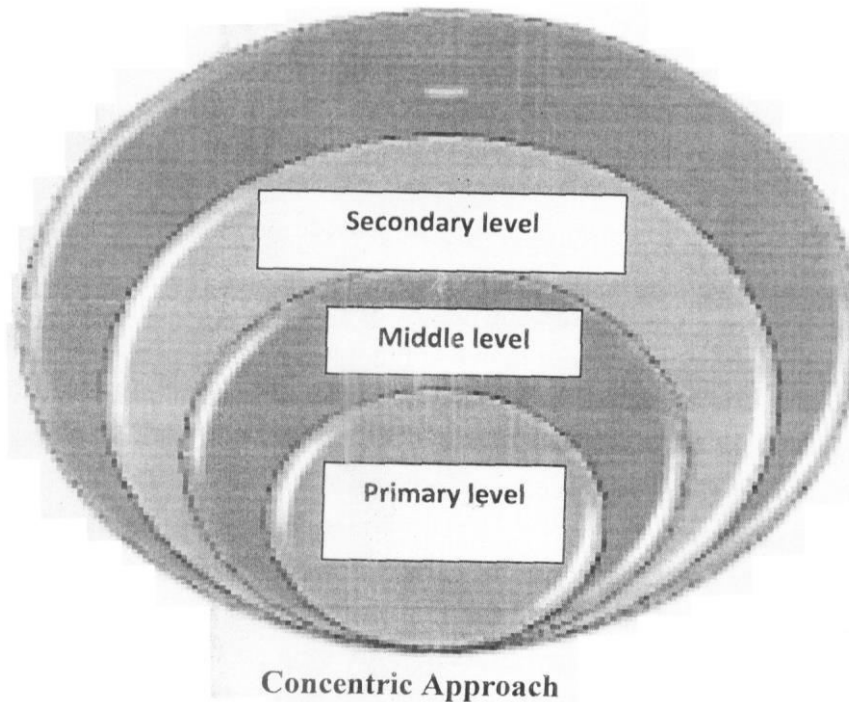
circumstances. The relationship of social studies with other subjects is evident. For instance, social studies/science with language, science, mathematics. Arts etc.

#### 1.3.3.3 Concentric approach:

Concentric approach is based on the principles -of teaching and learning. Social studies curriculum is built around the familiar experiences of the child beginning from him/herself and expanding gradually to include experiences remote to the child's real life. According to this approach, children in the primary classes begin to develop simple generalizations about carrying on his everyday activities. Gradually as they progress they work with more difficult arrangement of information as they reach higher level of education. Under this approach, the study material is taken as a whole at each level of education. Material is developed in different small levels.

For example: Topic of freedom movement

- # At primary level: Giving introduction about Leaders of freedom movement
- # At middle level: Introduction of related incidents and institutions
- # At secondary level: Understand the multi-dimensional efforts for struggle for freedom



**Advantages of concentric approach:**

1. Assisting in continuous learning of text material from primary to secondary level.
2. Follows the principle of simple to complex.

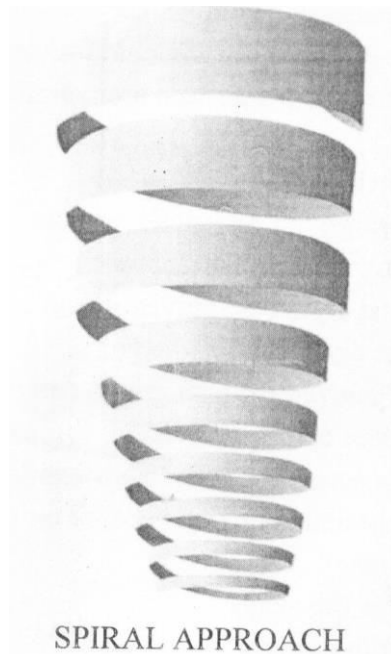
3. Progress from known to unknown.
4. Provides basis for specialization.
5. Creates interest in social studies among students from their childhood.

#### Limitations

1. Repetition: Sometimes the facts are repeated which makes the topic/subject uninteresting. It fails to arouse the curiosity of students in the class.
2. No experience of time and place: The aim of social studies is to develop the experience of time and place to the students but this approach limits the students in that.
3. Incomplete knowledge: Students are not given complete knowledge of social studies at any level.
4. Confusion: Several sub topics of social studies are there which needs lot of understanding and with this approach it is impossible for the teacher to make them understand and thus leads to confusion.
5. Lack of newness: There is no newness in the syllabus of social studies which does not develop creativity in students.
6. Lack of extensiveness: The syllabus organized under this approach is not capable of expression of extensiveness.

#### 1.3.3.4 Spiral approach:

The knowledge about certain theme or topic may be gradually expanded like a spiral. Human development has been influenced by economic, social, geographic and political circumstances. This type of cumulative study is known as spiral approach.



Spiral approach is based on the principles:

1. Social relevance of the content
2. Utility of social content
3. Contribution of social, economic, geographic and cultural factors in human progress
4. Cumulative record of progress of man and society
5. Knowledge of the progress of man and society in specific period.
6. Integration of social science components of man and society rather than social problem.

Advantages of spiral approach:

1. It is comprehensive and broad approach.
2. It is an extensive approach i.e. it includes other approaches.
3. This approach is time centered.
4. It is man and society centered.
5. It solves the complexity of social science content.

Disadvantages:

1. This concept is complex.
2. It is not easy to understand.
3. Its structure is not well designed.
4. Every teacher cannot use it in teaching social studies.
5. Techniques used in this approach are not properly developed.

1.3.3.5 Integrated approach:

This type of approach is an American concept. It is a process of integrating different parts of the content. Under this approach, social studies are considered as whole to impart education and works as indivisible unit.

- \* The curriculum is divided into small units.
- \* The content is organized from simple to complex
- \* The student is given complete freedom for learning
- \* All students learn according to their own abilities and capabilities

Curriculum of integrated approach is based on following principles:

1. It is based on life.
2. It is according to the needs
3. It is related to life directly.
4. More emphasis is laid on practical aspect.

1.3.3.6 Regression approach:

Regressive approach is totally opposite of chronological approach. Here the subjects are placed in reverse order. It starts from present to previous period to make it more interesting and keep students curious to know about its past starting from present.

### 1.3.4 Summary

While designing a curriculum of Social studies/science, different approaches such as concentric, spiral, integrated, coordination approach should be taken into consideration to make it more effective and interesting for students. The students will be more curious to learn only if the subject matter is presented using different approaches thereby reducing monotony.

### 1.3.5 Key Concept

1. Curricular approaches to teaching of social studies
  - a) Coordination approach
  - b) Correlational approach
  - c) Concentric approach
  - d) Spiral approach
  - e) Integrated approach
  - f) Regression approach

### 1.3.6 Self-check exercise

1. Correlation is \_\_\_\_\_mixing up of all the related knowledge about certain topic.
2. Children in the primary classes begin to develop simple generalization about carrying on his everyday activities in the \_\_\_\_\_.
3. The knowledge about certain theme or topics may gradually expand like a spiral in the \_\_\_\_\_

Answers: 1. natural and harmonious 2. Concentric approach 3. Spiral approach

### 1.3.7 Suggested Questions

1. Explain correlation method for curriculum development of teaching of social studies.
2. "Concentric approach of organizing subject matter is better than other approaches". Discuss
3. Discuss in brief the integrated approach.
4. Write merits and demerits of Spiral approach

### 1.3.8 Suggested Readings and Web Sources

1. Methods of teaching of Social Studies- B.N. Dash, Dr. I.V. Radhakrishna
2. Murthy Teaching of Social Science- B.L. Sharma, B.K. Maheshwari
3. Teaching of Social Science- Prof. S.R. Ruhela
4. The teaching of Social Studies- S.K. Kochher
5. Egyaankosh.ac.in
6. [www.wikipedia.in](http://www.wikipedia.in)

**STRUCTURE**

- 1.4.1 Objectives
- 1.4.2 Introduction
- 1.4.3 Instructional Planning
  - 1.4.3.1 Concept
  - 1.4.3.2 Need and Importance
- 1.4.4 Unit Plan and Lesson planning
  - 1.4.4.1 Need and Importance of unit plan
  - 1.4.4.2 Need and Importance of lesson planning
  - 1.4.4.3 Procedure of Unit and Lesson Planning
- 1.4.5 Summary
- 1.4.6 Key Concept
- 1.4.7 Self-check Exercise
- 1.4.8 Suggested Questions
- 1.4.9 Suggested Reading and Web Source
- 1.4.1 **OBJECTIVES**

After going through the lesson, the students will be able to:

1. Understand the meaning, concept and importance of instructional planning
2. Know the need for lesson plan
3. Know the importance of unit plan
4. Follow the procedure of unit and lesson planning

**1.4.2 INTRODUCTION**

Effective planning of every lesson in advance and preparing the whole teaching process in the classroom is very important. A good teacher should always plan carefully all classroom activities in order to reach their educational goals efficiently. They should always explore a variety of materials to find suitable aids for instruction well in advance. Careful planning of lessons is essential for effective teaching.

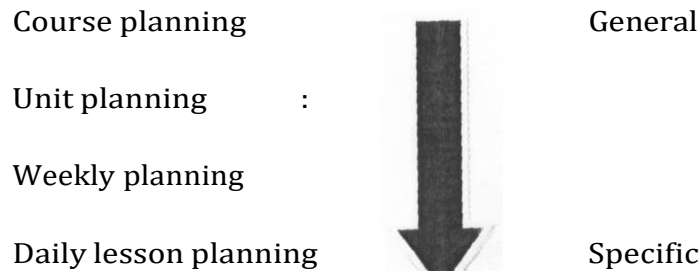
**1.4.3 INSTRUCTIONAL PLANNING**

**1.4.3.1 Concept and meaning**

Planning according to Bossing is, "An organized statement of general and specific goals together with the specific means by which these goals are to be attained by the learner under the guidance of the teacher. Thus planning results in:

- (a) Efficient organization of the subject matter
- (b) Realization of goals and objectives
- (c) Developing interest in pupils
- (d) Co-ordination in teaching-learning
- (e) Progress in the teaching learning process
- (f) Confidence and competence in the teachers

\* Levels of planning



Principles of planning:

1. It should be flexible
2. Knowledge of the subject matter
3. Teacher should be trained in methodology and techniques of teaching of social studies
4. It should encourage student participation
5. It should be done in advance
6. The teacher should provide the opportunity to the students for practical use of their knowledge
7. It should be able to use the various teaching aids for teaching the topic

#### 1.4.3.2 Need and importance

A solid planning process is integral to a teacher's efforts in identifying appropriate curriculum, instructional strategies, and resources to address the needs of all students. Furthermore, teachers' planning influences the content of instruction, the sequence and cognitive demands of subject topics, learning activities and students' opportunities to learn, and the pacing and allocation of instructional time.

Before the actual instruction starts, teachers need to decide upon valid and reliable assessment techniques that are available to solicit student learning data and judge the success of the instructional plan. Additionally, teachers should communicate to their students about what they are expected to achieve and inform them about how they will be assessed after participating in the learning activities.

Performance indicators for the instructional planning of teachers

1. Uses student learning data to guide planning.
2. Plans time realistically for pacing, content mastery, and transitions.

3. Plans for differentiated instruction.
4. Aligns lesson objectives to the school's curriculum and student learning needs.
5. Develops appropriate long- and short-range plans, and adapts plans when needed.

#### 1.4.4 Unit plan and Lesson planning

##### Unit plan

The collection of text material in the form of data, learning experiences and different skills and aptitudes of students is called a unit. Unit provides a structure or framework for the design of a course,

According to Michaels, "A unit in social studies may be carefully developed childlike experiences related to a particular topic and designed to contribute to the achievement of purpose of social studies".

According to Hanna, Hageman and Potter, "A unit can be defined as a purposeful learning experience focused upon the behavior of the learner and enables him to adjust to a life situation more carefully".

##### Lesson planning

Lesson planning is teacher's mental and emotional visualization of the classroom experience as she plans it to occur.

According to Lester B. Stands, "Lesson plan is actually plan of action. It includes the working philosophy of the teacher, her knowledge of philosophy, her information about and understanding of her pupils, her comprehension of the objectives of education, her knowledge of the matter taught and her ability to utilize effective methods".

##### Difference between unit plan and lesson plan

S.no.	Unit plan	Lesson plan
1	Unit plan is comprehensive and broad	Lesson plan is narrow
2.	The whole content is considered to be a unit	It is part of the unit plan
3	It is based on the nature of the content and teaching objectives	It is based on the content of a specific topic and its objectives
4	It is constructed keeping in view the whole unit	It is constructed keeping in view a topic
5	Proper organization of content is given importance in its construction	Presentation of content is given importance
6.	A unit plan provides a basis for evaluation	On the basis of lesson planning learning outcomes are measured

#### 1.4.4.1 Need and Importance of unit plan

Unit plan links the goals, objectives, content, -activities and evaluation a teacher has in mind.

1. The unit is organized around the purpose of the learner.
2. The unit provides a place of beginning and ending: It will suggest to the learner and to alert the teacher where he should begin and clearly indicate the point where he should conclude his topic.
3. The learning activities of the unit are educationally significant.
4. The teacher can evaluate the activities involved in the development of the unit with respect to their own worth and the extent to which activities are significantly related

Importance:

1. The unit is comprehensive: It focuses on the large unified learning situation tend to insure unity in the total learning experience.
2. The unit provides variety of activities
3. It requires and involves pupil teacher cooperation
4. It stimulates further action
5. It provides the basis for its evaluation

#### 1.4.4.2. Need and Importance of lesson planning

Effective lesson planning is the foundation of all good teaching. It is needed in advance because

- \* It keeps both the teacher and taught on right path
- \* It makes teaching activities meaningful and stimulating
- \* It tells the success or failure of teaching
- \* It reduces the wastage of time by making the lesson plan systematic and organized well in advance
- \* It makes the teacher more confident by helping the teacher to use teaching aids effectively
- \* Continuity of the lesson of a unit is maintained by avoiding unnecessary repetition of the subject matter

Importance:

- \* It provides a framework to help the work, directing along the lines of the syllabus at a suitable rate.
- \* It determines the activities of the student and teacher in advance
- \* The teacher can determine what methods, techniques, strategies and aids he will use to elaborate his topic
- \* Lesson plan act as important component to develop teaching skills in pupil teacher
- \* Lesson plan assists in giving practical form to theoretical knowledge
- \* Advance lesson plan helps to maintain discipline in the class

- \* The teacher makes a lesson plan keeping in mind the interest, aptitudes, capabilities and need of the learner

#### 1.4.4.3 Procedure of Unit and Lesson Planning

According to Davies, "Nothing is fatal for a teacher as unpreparedness". A pupil teacher who makes his lesson plan but is not able to learn it well; he can neither present the content before students in a sequence nor correlate different steps and units of the same topic fails in using prescribed method, technique and teaching aids.

Different types of lesson: Three types of lesson plans are there:

1. Knowledge lessons
2. Appreciation lessons
3. Skill lessons

Procedure of unit planning:

Prof. H.C. Morrison is the exponent of this approach. Unit approach follows five steps approach like Herbartian five steps. These are:

1. Exploration
2. Presentation
3. Assimilation
4. Explanation
5. Recitation

The following are the features of teaching unit:

1. Division of content: In this the whole content to be taught is divided into small units making the students understand them attentively.
2. Giving practical shape to the teaching process: A teaching unit is further arranged into three sequential steps:
  - (a) Introductory phase
  - (b) Presentation phase
  - (c) Evaluation phase
- (a) Introductory phase: In this phase students are explained about teaching objectives and makes students acquire new knowledge.
- (b) Presentation phase: Here the contents are presented to the students and help them to gain learning experiences.
- (c) Evaluation phase: In this phase students analyze and revise the learning experiences and are evaluated on the basis of that.

Unit planning has the following Components:

1. Topic derived from Course Outline, textbook/curriculum guide.
2. Objectives-Listed Learning Intentions/Goals.
3. Content Outline -Outline of material to be covered.
4. Learning Activities-Teacher and student activities arranged in a series of daily lessons leading to learning outcomes.

5. Resource and materials -Materials to be used for the unit.
6. Evaluation-the Procedure to assess and evaluate learning.

#### Procedure for lesson planning

The social studies teacher plans, prepares and put down his plans in the form of lesson notes. The teacher should follow the broad principles of planning:

1. Subject matter should be selected properly.
2. Selected material should be presented in an organized, orderly and effective manner.
3. Pupil participation should be kept in mind while preparing lesson plan.
4. Objectives should be achieved by analyzing learning outcomes.

The lesson plan indicates the steps to be followed gradually. It also depicts the class for which the lesson is meant, previous knowledge of the students, the content and length of the lesson, the teaching aids to be used.

#### Teaching procedure: Conduct of lessons

J.F. Herbert (1776-1841) followed herbertian steps for preparing lesson plan. These are:

- i) Preparation
- ii) Presentation
- iii) Association of comparison
- iv) Generalization
- v) Application
- vi) Recapitulation

i) Preparation: According to Herbert, the mind off the child must be prepared to receive the new knowledge. It involves

\* Testing previous knowledge of students

Preparation will be sort of testing and rearranging the contents of the previous lessons or co-relating the lesson with the daily routine life. The social studiesschool teacher makes the pupil mentally active and prepares him for receiving new knowledge.

\* Announcement of the aim of the lesson

The announcement of the aim of the lesson to the students should be clear, concise and free from unknown words. So, the social studies teacher should know his aim and implicit in his teaching.

ii) Presentation: After the first step, the social studies teacher presents the new matter to the students. It involves good deal of mental activity on the part of the students. While presenting the matter, the social studies teacher should keep following principles in mind:

1. Principle of selection and division
2. Principle of successive clearness
3. Principle of integration

iii) Association of comparison: The knowledge to be learnt is compared, contrasted and associated with old experience with new one. It is very important in dealing with inductive lesson. This step is sometimes not considered as separate step but is emerged in second step i.e. presentation.

iv) Generalization: When the mind comprehends new knowledge, it compares and contrasts with what is already present. It then arrives at general ideas for formulation. This step enables the social studies teacher as well as the taught to systematize the knowledge learnt.

v) Application: After generalization, the knowledge should be applied for verification to real life situation. The purpose of this step is to enable the students to apply new knowledge.

vi) Recapitulation: This step involves revision of the knowledge learnt in the lesson. Recapitulation can be done either in between the lesson if the lesson is lengthy which is known as sectional and final recapitulation. But if the lesson is short then one should do recapitulation at the end of the topic.

#### 1.4.5 Summary

While preparing the lesson plan for any class, the social studies teacher should first do instructional planning and follow its various steps. After that, unit planning needs to be done and lastly, planning for the particular topic of social studies is required. So, if planning is done in an organized manner then social studies teacher will feel more confident and energetic before entering the class.

#### 1.4.6 Key Concept

1. Institutional Planning
2. Unit plans and lesson planning

#### 1.4.7 Self-check Exercise

1. Lesson plan \_\_\_\_\_ an outline of the tasks to be done during teaching
2. The collection of text material in the form of data, learning experiences and different skills and aptitudes of students is called \_\_\_\_\_

Answers: 1. Presents 2. a unit

#### 1.4.8 Suggested Questions

1. Define Planning and explain principles of planning.
2. Name various levels of planning.
3. What is the importance of instructional planning?
4. Give the meaning of unit plan and lesson planning.
5. Differentiate between unit and lesson planning.
6. Describe the steps followed in lesson planning.

#### 1.4.9 Suggested Readings and Web Sources

1. Methods of teaching of Social Studies- B.N. Dash, Dr. I.V. Radhakrishna Murthy
2. Teaching of Social Science- B.L. Sharma, B.K. Maheshwari
3. Teaching of Social Science- Prof. S.R. Ruhela
4. The teaching of Social Studies- S.K. Kochher
5. Egyaankosh.ac.in
6. [www.wikipedia.in](http://www.wikipedia.in)

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Note: Students, kindly click this google form link, and fill this feedback form once.