UNIT 2 INSTRUCTIONAL INPUTS IN SOCIAL STUDIES

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2.1 INTRODUCTION

You may have got experience of teaching social studies to students. If you have, you must surely have realised that you have to deal with a variety of contents from different disciplines associated with social studies to a student group which may range, say, from 30 to 60. The students may also have different intellectual and personality backgrounds. You also set certain objectives or output specifications which you want to achieve at the end of your teaching. To teach different topics in social studies and to achieve instructional objectives associated with
these topics, you use a number of alternative instructional methods or techniques. These may be:

i) Explaining with illustrations

ii) Giving detailed notes

iii) Carrying out demonstrations wherever possible

iv) Organising field trips, and

v) Inviting guest speakers.

You may add further to the list of instructional alternatives. These instructional alternatives are called input alternatives, because they act as inputs to achieve certain outputs. Instructional inputs may be teacher-directed or learner-directed. In this unit, we will discuss the need for instructional inputs, the types of instructional inputs and the utility of these inputs in teaching of social studies.

2.2 OBJECTIVES

After going through this unit, you will be able to:

• discuss the need for instructional inputs in social studies;

• classify various types of instructional inputs;

• differentiate between teacher-directed and learner-directed instructional inputs;

• acquaint yourself with various kinds of group-directed instructional techniques;

• list various instructional media adopted in social studies teaching; and

• organise classroom instruction using various instructional inputs discussed in the unit.

2.3 NEED FOR INSTRUCTIONAL INPUTS IN SOCIAL STUDIES

There is a need for using a variety of instructional inputs in social studies. Based on research evidence Woolever and Scott (1988) say that social studies teachers, left to themselves, use only a limited number of teaching strategies which students find “boring”. The boredom could be relieved if teachers use a variety of teaching techniques not just large group lectures and discussions. Therefore, there is a need for providing a variety of instructional inputs which teachers can use in teaching. Variety in instructional inputs promotes and maintains student interest, accommodates individual learning styles, adjusts for different stages of development and helps in achieving diverse types of instructional objectives. Instructional inputs could broadly be classified into two categories - teacher-directed and learner-directed. Let us discuss in detail instructional inputs falling in each category.

2.4 TEACHER-DIRECTED INSTRUCTIONAL INPUTS

Teacher-directed instruction implies that all those students being taught at a particular time need to learn the same thing, can benefit from the same type and level of instruction, and can learn at the same pace (Woolever and Scott, 1988). Teacher-directed instructional inputs are used to provide instruction with less active student participation. Hence, in teacher-directed instructional inputs the teacher assumes a major role in the instructional process. He directs as well as controls all the instructional activities. He determines the exact process of instruction including the pace of presenting the messages, their sequence, etc.

In this unit we discuss a few teacher-directed instructional inputs which are important in teaching of social studies.

2.4.1 Lecture

The lecture is one of the most common teaching methods used by teachers of social studies at the secondary level. It is an example of “expository” teaching, in which the input is directly
provided by the teacher who communicates the new information or process. Apart from its major function of giving information, it plays certain unique functions which cannot be performed by other inanimate sources. Firstly, the teacher may use it to motivate the students. It is through listening to lectures that students are attracted to different areas of studies in social sciences. Secondly, the teacher may use it to integrate various sources of information. The lecture follows some specific steps through which it is carried out. These are planning and delivery. The delivery of a lecture is again divided into three phases: introduction, development and consolidation.

Planning of a lecture

Unlike what is commonly believed, the lecture does require systematic planning. Planning a lecture entails a number of activities. The teacher must prepare a lesson plan for the lecture to be delivered. This contains the instructional objectives to be achieved, the amount of content to be covered, the kinds of additional interactional modes to be used, the feedback mechanism to be used, the kinds of audio-visual aids to be used, etc. Thus, planning a lecture boosts the confidence of the teacher in handling the class. He knows in advance what to do when, and what not to do. Sometimes, the teacher can plan for humorous interludes, jokes, etc; to make the lecture more interesting.

Delivery of a lecture

Delivery of a lecture may be done in three phases as follows:

i) Introduction of a lecture: Sometimes, the introductory phase is also called the warm-up phase. The main task of the teacher here is to establish rapport with the students, create interest and motivation among them and gradually lead the learners to the next phase. At this stage the teacher relates the new topic to the one already taught and to the previous experience. The main function here is to arouse interest and motivate the students. The teacher also uses the blackboard or any other visual medium to highlight the theme.

ii) Development phase: This is the most important phase of a lecture. The transaction of ideas and information between the teacher and the learner takes place at this phase. This is also called the presentation phase.

The teacher explains the concepts and principles, provides facts, furnishes data, quotes figures, etc., to the learners. In order to explain the content matter, the teacher cites examples, uses communication aids, gives analogies and illustrations, etc. Where required, the teacher also adopts different non-verbal communication techniques such as gestures, postures, etc., to facilitate teaching.

iii) Consolidation phase: This is the concluding phase of a lecture. Here the teacher recapitulates whatever he has explained; then summarizes the main teaching points of the lecture either verbally or by writing them on the blackboard or by using an overhead projector (OHP). The teacher also asks a few questions on the content matter covered in order to evaluate the students' understanding of the lecture. Thus, the teacher gets to know the learning difficulties of students and accordingly modifies his teaching. The teacher also gives some assignments to the students which they are expected to complete and bring back for the teachers remarks. The teacher also informs the students what the next lecture would deal with.

Advantages of lecture method

The lecture method has certain merits for which it can be used in teaching social studies. Some of these are mentioned below:

- Lecturing can be used to impart knowledge pertaining to all branches of social studies.
- Lecturing is a method that can easily adapt itself to suit a wide range of personality characteristics.
- This alternative is adaptable to a variable teacher-student ratio.
- The lecture technique is very economical and can be made very effective with proper planning and execution.

Here is an example of a lecture-based lesson in social studies. This example has been reproduced from Unit 7, Block-2 of ES-331: Curriculum and Instruction of the B. Ed. programme.
Pedagogy of Teaching Social Studies

An Example of Lecture based Lesson in Social Studies

Today we shall discuss how India can meet her ever growing need for increased agricultural production. To find a solution to this problem we shall have to discuss the following related problems:

- What is meant by extensive and intensive cultivation?
- Whether agricultural production in India can be increased through extensive or intensive cultivation.
- Why intensive cultivation is not possible in areas dependent on the monsoon for irrigation.
- How the expansion of irrigation facilities can promote intensive cultivation and thereby bring about a consequent increase in agricultural production.

There are two ways of increasing agricultural production:

- Extensive cultivation,
- Intensive cultivation

Let me first of all explain the meaning of these two terms (Introductory Statement).

"Extensive cultivation" is the method in which increase in agricultural production is brought about by bringing more land under cultivation. On the other hand, "intensive cultivation" is the method in which increase in agricultural production is brought about by the use of more labour and material on the same piece of land. By material we mean such resources as water, better seeds, chemical fertilizers, etc. (Explanation).

Thus we see that extensive cultivation relies on the extension of the area for bringing about an increase in agricultural production, whereas intensive cultivation brings this about through the use of more labour and non-materials on the same piece of land than before (Concluding Statement).

Having known the meaning of extensive and intensive cultivation, let us first consider the possibility of increasing agricultural production through extensive cultivation (Introductory Statement). As India is an over-populated country, there is not much scope for bringing new land under cultivation. What to speak of extension, in the years to come the area of land under cultivation is likely to decrease. This will happen on account of economic development which necessitates diversion of land from agricultural use to non-agricultural use such as for building roads and rail tracks and establishing factories, etc. As India progresses in development, land under development projects is bound to increase thereby reducing the area available for cultivation. (Giving Reasons). Thus increasing agricultural production through extensive cultivation in India is not possible. (Concluding Statement).

Increasing agricultural production is possible through intensive cultivation also. Let us examine whether in those areas which are dependent on monsoon rain intensive cultivation is possible. (Introductory Statement). One of the most important pre-requisites of intensive cultivation is the availability of assured water supply for irrigation. Wherever this is available, farmers will be bringing about improvements in land and also make use of such inputs as chemical fertilizers, better seeds, pesticides, etc. If water is scarce, they will not invest in these inputs. In India most of the agricultural land does not get assured water supply through the monsoon because of two characteristics of the monsoon. First, monsoon rain is unevenly distributed. For example, 30% of the total land area receives less than 75 cms of rain, 60% between 75 cms and 185 cms, and 10% over 185 cms. From these figures it is evident that only a small percentage of the area gets plentiful and assured rain while a greater part of area gets insufficient and scanty rain.

Secondly, monsoons are of uncertain character. In some years, there is too much rain, resulting in destruction of crops. In others rainfall is too little leading to drought conditions. As a consequence there is a failure of crops. Even during the year when rain is free from these two extremes, it cannot assure adequate supply of water to farmers; they have no control over it. They are likely to get more of water or less of it than needed and that too at inappropriate times.

Because of these characteristics, the monsoon in India does not provide a sure supply of water to farmers. This source is, therefore, unsuitable for intensive cultivation. In contrast,
expansion of irrigation facilities can supply assured and timely water supply to farmers. (Supporting One's Contention with Facts and Arguments).

In conclusion, it may be said that as monsoon rain cannot ensure needed water supply to farmers, it does not promote intensive farming. (Concluding Statement).

Let us now examine how expansion of irrigation facilities promotes intensive cultivation and thereby brings about an increase in agricultural production (Introductory Statement).

This increased control over water resources helps in intensive cultivation in two ways:

Firstly, expansion of irrigation facilities makes possible double or multiple cropping. In other words, the farmers can grow two or more than two crops in place of one crop.

Secondly, expansion of irrigation facilities promotes the use of other inputs like better seeds, chemical fertilizers, etc. Consequently, productivity per hectare of a crop increases tremendously. (Giving Reasons in Support of One's Contention). In sum, we can say that expansion of irrigation facilities makes possible intensive cultivation and thereby can increase agricultural production (Concluding Statement).

Let me summarize the main themes of my talk. At first I distinguished between extensive and intensive cultivation. Whereas under extensive cultivation more land is brought under cultivation to increase agricultural production, under intensive cultivation production is increased through more inputs like better seeds, fertilizers, and pesticides on a given piece of land. Secondly, I put forward the thesis that in India increase in agricultural production can be brought about through intensive cultivation, and not through extensive cultivation. Thirdly, I discussed the proposition that intensive cultivation is not possible in areas which are dependent upon the monsoon for water supply. The main reasons are that the monsoon cannot ensure timely and the right quantum of water supply. Lastly, the case for the expansion of irrigation facilities for raising agricultural production was made out.

2.4.2 Demonstration

Demonstration is another useful instructional technique which is employed in teaching social studies. What is the meaning of demonstration? Demonstration means showing how something is to be done or not to be done. Through demonstration, a teacher models the behaviours of presentation, analysis and synthesis. The student's role is that of the observer and recorder of information and skills. In schools, teachers of social studies adopt this technique especially when something related to the development of skills is required. For example, how to draw a map of a country is a skill which has to be demonstrated. Demonstrations are most effective when followed by a corresponding student activity. A teacher demonstrating a measuring technique for determining distances on maps should be followed by students using the same technique in a follow-up activity. Demonstration involves the art of depicting the skills associated with an action. Sometimes, ideas, attitudes, processes and other tangibles are also demonstrated consciously.

Preparing a classroom demonstration

While making preparation for a classroom demonstration the teacher has to:

- Plan a demonstration that will create interest among students.
- Plan every step in the task of demonstration carefully.
- Relate the task to be demonstrated.
- Outline the various steps of the task to be demonstrated on the chalkboard.
- Make sure that everyone can see and hear.
- Prepare written materials, handouts etc. on the task to be demonstrated.

Performing a classroom demonstration

The following points should be remembered by the teacher while demonstrating a skill.

- Communicate properly while demonstrating.
- Keep the demonstration simple and precise.
- Do not digress from the main theme.
Do not hurry through the demonstration.
Do not drag out the demonstration too much.
Make sure that the demonstration is observed by all the students.
Summarize as the demonstration goes on.
Distribute handouts in the end.

The danger of the demonstration strategy lies in the passive role of the students who may or may not understand the concept or skill the teacher is demonstrating. The solution is to follow up the demonstration with replication by the class. Ideally, the students will perform exactly the same activity the teacher has demonstrated in much the same way the teacher has done. In some cases, however, that is not possible. For example you may, using a chart, demonstrate the flow of wealth in our economic system. The follow-up might comprise record keeping by the students of how they spend money.

2.4.3 Guest Speakers

Inviting guest speakers to the classroom is another effective teaching strategy in social studies. In social studies, there are a number of experts whose rich experience, of knowledge and skills could be made use of in instructional activities. They not only provide students the experience of the real world but also motivate them for effective learning. For example, a political worker may be invited to talk on the national character of India and on the forces which act against the unity of the country. Similarly, an economist, when invited as a guest speaker, would provide comprehensive knowledge on the factors responsible for the economic growth of the country. Though textbooks and classroom teaching in social studies do provide students knowledge on various content areas, lectures given by guest speakers strengthen the knowledge acquired by students from textbooks and classroom teaching.

Sometimes, guest speakers can also serve as role models for students. For example a freedom fighter, if invited to speak on the role of freedom fighters during the independence movement, would certainly act as a role model for students. Students would, thus, learn the virtue of patriotism and mould their character for the cause of the nation. Guest speakers could be chosen from any discipline or from any human occupations. They may be academicians, social workers, businessmen, religious workers, political workers, parents, etc. Woollever and Scott (1988) have given certain guidelines which may be followed while selecting and preparing for an outside speaker. These are:

i) Determine specific instructional objectives for the guest speaker person.

ii) Choose a speaker with acknowledged expertise.

iii) Select a speaker who can be effective with students and who won’t talk over their heads or down to them.

iv) Communicate the expected learner outcomes to the speaker, and encourage him or her to tell you what is planned; make suggestions or additions or changes as appropriate.

v) Encourage your guest to use audio-visual and tactile materials to enhance the value of the presentation.

vi) Check with the guest speaker to determine if any special equipment or material (overhead projector, paper and crayons, slide projector, etc.) will be required.

vii) Reconfirm the date and time a day or two before the scheduled visit.

viii) Prepare students for the speaker; establish motivation and a focus for learning from the guest.

ix) Follow up with one or more lessons to ensure that expected outcomes have been achieved.

x) It is customary to send a classroom guest a thank you letter.

2.4.4 Questioning

Questioning is a powerful technique of teaching social studies. Through this technique, the teacher transacts a lot of learning experiences. The teacher asks questions and the responses
given by the students are strengthened and elaborated. According to Lorber and Pierce (1990), questions can be used to find out how well students understand a particular block of information, to shift student's attention from one point to another, to increase retention of important points by isolating and emphasizing them, and to put students in the right direction before starting assignments. Questioning facilitates high order thinking skills like analysis, synthesis and evaluation in the students. In order to increase the effectiveness of questions you may take the following steps:

i) **State the question clearly and precisely**: A question must be clear and precise. There should not be any ambiguity in the question. For example, a question like “What about Buddhism?” does not convey any meaning to the students. It would be better to ask “How does Buddhism differ from Jainism?”

ii) **Pause after asking the question and allow it to “hang overhead”**: The teacher should ask the question clearly and then pause before calling on someone to respond. This helps students to think about their answer.

iii) **Call on students at random**: While calling on students, the teacher should not follow any specific pattern such as seating arrangement, alphabetical arrangement, etc. Rather, he should call on students at random.

iv) **Provide immediate feedback to students**: The teacher should give immediate feedback after receiving students’ responses. He should tell the students if the response is partially correct or wholly correct.

Questions can be classified in various ways. One way is to categorize questioning according to Blooms’ Taxonomy of Educational Objectives.

i) **Knowledge (or simple recall)**: “What are the salient features of Indian Constitution?”

ii) **Comprehension (or understanding)**: “What do you mean by a volcano?”

iii) **Application (using information)**: “What would be the time in Paris when the time in New Delhi is 12 noon?”

iv) **Analysis (or pulling an idea apart)**: “What is the impact of the British rule on independent India?”

v) **Synthesis (putting together something new)**: “How would you have improved upon Germany’s strategy during the Battle of Britain?”

vi) **Evaluation (making and defending a judgement)**: “Do you favour the parliamentary form of government, and why?”

Questions could also be categorized according to their essential functions:

1. **Probing questions**: Probing questions are meant for motivating students to go beyond their initial responses and help themselves in solving the problem. For example, to a response, like “Barter economy means exchange of goods for goods.” the teacher may say “Good” and ask the student to provide an example of “barter economy”.

2. **Open-ended questions**: These questions have definite right or wrong answer. Students are free to think on their own and provide answers with a logic. A question like “What will happen to the Island country of Maldives if the temperature on the earth increases?” may be asked of the students.

3. **Convergent questions**: Convergent questions are designed to “converge” on a particular idea or point and are meant for inducing a principle or deducing an answer. An example of a convergent question is “How do farm subsidies affect consumer prices?”

4. **Divergent questions**: Divergent questions are helpful to draw a student’s attention away from one point and allow it creative freedom to settle on a different but related point. “What present day parallels do we have, if any, to the Indus Valley Civilization?” is a divergent question which inspires students to think divergently on two analogous situations.

Thus, we have discussed teacher-directed instructional inputs namely, lecture, demonstration, guest speaker and questioning, which can be used for teaching social studies. Now, we shall discuss learner-directed instructional inputs.
2.5 LEARNER-DIRECTED INSTRUCTIONAL INPUTS

Learner-directed instructional inputs refer to those methods, strategies or techniques in which learners organise the instructional environment with less intervention from the teacher. According to Woolever and Scott (1988), “An activity is student-directed (or independent) when each student is left to work alone or with a small group of other students with a minimum of teacher supervision or interruption. A student-centered approach is also associated with positive effects on student creativity, self-concept, attitude towards school, and curiosity (Walbergs 1979).

Although the learner assumes a significant role in learner-directed instructional inputs, the teacher plans and designs the instructional activities. Learner-directed instructional inputs may be broadly divided into individualised instructional inputs and group-directed instructional inputs.

In subsequent sections, we will discuss these two categories of learner-directed instructional inputs.

2.5.1 Individualised Instruction

Individualised instruction, as the concept indicates, refers to the process of learning in which the learner learns on his own according to his age, aptitude and abilities. A uniform teaching-learning programme provided by the teacher hardly serves the learning requirement of
different learners. The prominent individualised learning methods are programmed instruction, computer-assisted instruction, project method, assignments etc. Although we have discussed these in Unit 8, Block 2 of ES-331, we present them very briefly from the social studies point of view.

2.5.2 Programmed Instruction

Programmed instruction or programmed learning emerged out of the research conducted by B.F. Skinner on operant conditioning. According to this theory, behaviour is learned only when it is immediately reinforced. Therefore, the task of the programmer is to provide contingencies of reinforcement so that correct responses to the questions presented are immediately rewarded and incorrect responses are ignored. There are mainly two styles of programmed instruction, namely, linear and branching styles. We have discussed the styles of programmed instruction in detail in Unit 8, Block 2 of ES-331. Here, we present you an example of a linear programme with reference to social studies teaching, namely, "Money".

Example of a Linear Programme

Money is anything which is generally acceptable as a means of exchange and at the same time acts as a measure and store of value. Rupees and other coins are used for exchange of goods and services; so they are .................................

Money: “Money is a matter of function, a medium, a measure, a standard and a store.”

Thus, the functions of money are:

a) It acts as a ...................... of exchange.
b) It acts as a measure of v ....................
c) It acts as a .................. of value.
d) It acts as a .................... for deferred payment.

medium However, the primary functions of money are to act as a medium of exchange and as a measure of value.

-value The secondary functions are to act as a ..........................................................

store and a ....................

standard

Source: Patel (1995)

2.5.3 Computer-Assisted Instruction (CAI)

The computer is a very useful device for a social studies teacher to provide variety, enhance student motivation and individualize instruction. The computer is ideal for developing questionnaires and surveys, writing reports and outlines, summarizing data in charts or graphs, and making the calculations required for analysis of data. In computer-assisted instruction, the computer provides instruction directly to the student and allows him to interact with it through the lessons programmed in the system. Students put questions to the computer and feed answers into it with the help of the keyboard. The computer provides feedback to the student on the basis of his performance. In order to carry out this teaching-learning function, the computer utilizes various instructional modes. We have discussed these instructional modes in Unit 8, Block 2 of ES-331. We may now discuss from the viewpoint of social studies teaching.

i) Drill and practice: In this mode, the computer presents to the student a series of exercises which he or she attempts by giving some responses. It provides the student feedback on his answers in the form of a congratulatory message if it is right, or corrective comment if it is wrong. For example, CAI packages could be developed on topics like Indus Valley Civilization, India as a Nation, Human Interaction with Environment, etc. and students would be allowed to learn through drill and practice.
ii) **Tutorial mode**: In the tutorial mode, information is presented in small steps followed by a question. The student's response is analysed by the computer and appropriate feedback is given. Computer programmes in social studies in the tutorial mode could be developed and used for providing individualised instruction.

iii) **Simulation mode**: Learning experiences related to real-life phenomena are provided to the student through this mode. For example, the flow of a river from its origin could be very well simulated through computer simulation.

iv) **Discovery mode**: This mode is the inductive approach to learning in which problems are presented and students solve them through the trial and error method. The discovery mode is very useful for teaching geographical concepts, principles, etc.

v) **Gaming mode**: In the gaming mode, teaching can be imparted through playway method. This mode is very effective for teaching history, civics, and economics. Computerized games could be developed in which students assume roles as pioneers, explorers, government officials, producers, and consumers. Games offer students a number of decision-making situations and motivate them to learn many specialized skills. Moreover, students enjoy learning from this mode.

### 2.5.4 Project Work

Project work is a learner-directed instructional input which provides learning experiences suited to individual differences. This is also called "Project Method". We have discussed project work in detail in Unit 8, Block 2 of ES-33. Here, our discussion would be focused on some examples of projects in the area of social studies and the advantages and disadvantages of this method.

Examples of projects in social studies:

i) Destruction of the Indus Valley Civilization

ii) Fall of the Moghul Empire

iii) Impact of British Rule on India after Independence

iv) The United Nations and its achievements

v) Effect of the Monsoon on Crop Production in our country

vi) Life at the South and North Poles

vii) Contribution of Agriculture to the Economic Development of the country

**Advantages of project work**

The following are the advantages of project work:

i) Working on a project enables the learner to develop knowledge of his topic and various techniques used in his area of study.

ii) Students develop independent thinking and working habits while working on a project.

iii) Project work develops fellow-feeling and democratic spirit among members of a group.

iv) Project work develops in the learners communication skills through a variety of activities.

v) It also develops various kinds of desirable personality attributes in the learners. These may be higher mental abilities like critical thinking, creative thinking, etc., and certain affective attributes like interest, social sensitivity, etc.

**Limitations of project work**

The major limitation of project work is difficulty in formulating the project. Therefore, students should be helped by the teacher while formulating project work.

### 2.5.5 Field Work

Field work is an important instructional method in social studies. It means taking the class into the "real" world. It is conducted in real-life situations where they observe a phenomenon, collect the relevant data, process and analyse the data and arrive at conclusions. Field work should be related to an ongoing unit of work. For example, while teaching the means of production, the teacher can take students to a nearby factory where students observe the various processes involved in the production of goods. Field work provides students first-
hand knowledge and enables them to see how a number of skills and processes are integrated. The experiences which students get from field work contribute towards effective and permanent learning.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

4. Define learner-directed instructional inputs.

5. What do you mean by programmed instruction?

6. Write two advantages of project work.

2.6 GROUP-DIRECTED INSTRUCTIONAL INPUTS

Instructional techniques involving group-directed instructional inputs provide room for the learner’s self-development and active participation in the teaching-learning process. In group-directed instructional inputs, the learner is not only influenced by the stimuli, that is a part of the environment around him, but he can also in turn influence them as he too has a role in generating the stimuli. Group-directed instructional inputs, apart from the development of various higher cognitive abilities, do help in the development of affective attributes. Let us discuss some of the group-directed instructional techniques which are useful in teaching social studies.

2.6.1 Discussion

The simplest form of group-based learning technique is the discussion, which can be used in a variety of situations in the secondary school context. Its value lies chiefly in the fact that it represents a type of intellectual teamwork, resting on the principle that the pooled knowledge, ideas, and feelings of several persons have greater merit than those of a single individual (Jarolimeck, 1986). The strength of discussion lies in the broad participation of members of the group. It is a process of thinking together that breaks down if one member or group dominates it. It is the responsibility of the teacher to encourage the more relevant students to participate. For example, situations like giving feedback on the responses of a class test, clarifying the doubts of students at the end of a lecture, resolving the debatable issues raised during the lecture, generating alternative solutions to a classroom problem, and breaking the monotony of “teacher talk” are some of the situations in which the discussion technique could be used.

Organisation: For effective utilisation of this technique, the teacher should give sufficient background information so that they already possess it and are ready to use it in the discussion.
This is a primary requisite for a discussion to take off. A discussion cannot operate in a vacuum of information. The ability of the teacher to initiate a discussion often decides the ability to postpone. He may give his judgement later on the issue being discussed and the responses of individual students. The teacher's judgement, through even a non-verbal clue, can affect the nature and pattern of responses.

**Instructional potential:** It can develop higher cognitive abilities effectively apart from reinforcing knowledge. The uniqueness of this alternative lies in its simplicity, but its effectiveness is related to the abilities of the moderator or leader.

**Skills associated with discussion:** Jarolimek (1986) has suggested certain skills which a teacher of social studies should develop in the learners participating in discussions. These skills are as follows:

- Listen attentively when others are speaking.
- Remain objective and do not become emotional.
- Be open-minded, respect and accept the contributions of others, but think independently.
- Assume responsibility for the discussion and be able to support ideas with factual evidence.
- Speak loudly and clearly enough for all to hear.
- Do not dominate the discussion; contributions should be stated concisely and briefly.
- Ask for clarification of ideas that are not understood; ask for evidence to substantiate statements.
- Recognise the problem of semantics in arriving at group decisions or in discussing a controversial issue.
- Assume responsibility for moving the group towards its goal.
- Have confidence in the ability of the group to come to a satisfactory decision and support the decision of the group once it has been made.

### 2.6.2 Debate

This alternative is specially suitable for controversial themes or issues and for developing certain skills like logical arguing, weighing evidence, etc., in students. In social studies, debate may be organised for topics like:

i) Is liberalisation necessary for the economic development of a country?
ii) Is the Presidential form of government better than the parliamentary form of government?
iii) British rule in India was a boon for Indians.
iv) Should India go for a capitalistic economy?

**Organisation:** The participating students could be divided into two groups, one for a proposition and the other against it. The remaining students can form the audience. Towards the end, the audience can involve themselves in a short discussion.

**Instructional potential:** The uniqueness of this alternative lies in its ability to involve the students to a very high degree in terms of gathering information, processing it and presenting to the audience, proposing, arguing and counter arguing, specially by noting the points raised by the previous speakers.

### 2.6.3 Symposium

This alternative is suitable for teaching topics or themes having various dimensions. In social studies, a symposium may be arranged on such topics as:

i) Lord Buddha and his thoughts
ii) Co-operative movement in India
iii) Coalition governments in India

**Organisation:** Selected students and different staff members can form teams to make presentations. Each team would present a different dimension of the same theme, one by
one, in a pre-planned sequence. It would then be thrown open to the “floor” for discussion. A chairman initiates and regulates the proceedings.

Instructional potential: As mentioned earlier, the uniqueness of this alternative lies in its suitability for teaching multidimensional themes or topics and thus it provides a wider perspective to the learners.

2.6.4 Panel Discussion

When the themes or topics are of a very complex or controversial nature, a panel discussion is a good choice as it brings out difficult aspects in a constructive manner. In social studies, panel discussions may be organised on such topics as:

i) Communism and its debacle in the world

ii) Future of the United Nations

iii) If Hitler had succeeded in conquering the entire world

Organisation: Members of a panel could be selected students or teachers or both. Questions regarding a topic or a series of topics could be collected in advance from among the students. The questions are given to the panel members in advance depending on their expertise on the sub-themes or sub-topics so that they come prepared with evidence, etc. A moderator initiates the discussion by explaining the purpose and scope and raises questions in a predetermined order to various members of the panel, then the members of the panel present their views one after the other. Later on each member may also react to others’ views. In the end, the different viewpoints and interactions are synthesised and summarised by the moderator.

Instructional potential: The uniqueness of this alternative lies in its ability to resolve issues and seek clarifications of controversial and multidimensional topics and themes.

2.6.5 Brainstorming

This alternative is useful in developing the creative abilities of students. Problems which demand creative or innovative solutions can be presented by the teacher to the students for brainstorming. For example, the social studies teacher asks students to watch a television programme on “Population Problem”. The next period he says to students, “we have watched the TV programme and can now find out certain solutions to the population problem of our country”. The students come out with a list of solutions to overcome the population problem. The teacher lists them on the blackboard and does not give any judgement on the list. He asks students to select appropriate solutions from the list.

Organisation: In a classroom, the teacher can select a problem-oriented topic and ask students to express themselves freely on various aspects of the topic. The teacher assures students that their expressions will not be criticised or commented on in a negative way. Students should be encouraged to freely come out with their viewpoints. The teacher takes note of all these expressions. After the session, or preferably on another day, the teacher may evaluate, elaborate and integrate the ideas exposed in order to encourage further thinking among the students along newer dimension.

Instructional potential: This technique helps students to think creatively and is suitable for problem-oriented themes.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with the given at the end of this unit.

7. What are instructional values of debates and panel discussions?

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Instructional Inputs in Social Studies

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2.7 INSTRUCTIONAL MEDIA IN SOCIAL STUDIES

In Unit 17, Block 4 of ES-33, we discussed in detail various kinds of instructional media which also function as instructional inputs to achieve the desired instructional outputs. The media are used to help the learner achieve the instructional objectives more effectively and efficiently. You may be using various kinds of media while teaching social studies which may range from chalkboard to computers. All these media are used in various phases of classroom instruction, namely, planning, presentation, and conclusion phases. In Unit 17, Block 4 of ES 331, we discussed the various functions which the media perform in the transaction of teaching-learning experiences and how they can be classified in various ways. In this part we will touch upon a few media which are frequently used in teaching social studies. They are as follows:

2.7.1 Realia and Diorama

The term “realia” refers to real objects such as tools, utensils, art objects, clothing, etc., that are made and used by people in a given culture or society (Ord, 1972). For example, while teaching tools used in agriculture, the teacher can collect some tools used by the people in agriculture and show these to the students. Sometimes, a teacher can organise a trip to a nearby museum and show to the students ornaments, arms and weapons, utensils, etc. used by the people in the past.

A diorama is a three-dimensional scene which depicts a basic human activity or way of life typical of a given culture or people (Ord, 1972). A diorama can be prepared by taking a medium-sized pasteboard box with one end cut out. The background scenes are painted on paper which is pasted to the sides and at the back of the box on the inside surfaces. The landscapes, humans, figures, trees, etc., are made by paper sculpting and are connected to the floor so as to stand, thus giving a three-dimensional effect. This can be a powerful teaching aid in social studies for depicting the actual life in a given society at a particular point of time.

2.7.2 Models

Models are three-dimensional visual aids. They represent real things in all respects except size and shape. Large objects are reduced to small size so that they could be observed by students with greater precision. Models may be simple (static), sectional or working. Simple models like deities worshiped by the people of the Indus Valley Civilization could be prepared and shown to the students. In a sectional model of the earth, for example, all parts of the earth can be separated, shown to the students and replaced.

Working models are used to show the actual operation or working of a real object. A working model of the Continental Ocean Currents would show how actually currents flow in different oceans of the world.

A variety of models can be prepared for illustrating various contents of social studies. Some examples of models in social studies are as follows:

- Models of historical architecture and sculpture.
- Models of gods and goddesses of different ages.

Models are generally prepared using materials like cardboard paper, wood, bamboo, thermocol, wax, plaster of Paris, plastics, metals, clay, strings, etc.

2.7.3 Charts

Charts are a valuable tool for use in social studies. A chart is a simple flat pictorial display material and, if used appropriately, conveys the displayed information in a highly effective manner. Charts serve as an excellent means of classifying important information that is to be referred to a number of times. They help summarize and simplify complex ideas which students face during reading. We have already given one way of classifying charts according to the style of presentation of the message in Unit 17, Block 4 of ES-331. Jarolimek (1967) classifies charts under two basic headings, Formal and Informal. Formal charts include the following kinds:

i) Narration charts portray historical developments or depict steps in a procedure, such as how a bill becomes law.

ii) Tabulation charts present data in the form of table in order to facilitate making comparisons.
iii) Relationship charts show cause-and-effect relationships such as factors related to the pollution of the environment.

iv) Pedigree charts show development that have a single origin such as the lineage of a family.

v) Classification charts point out various kinds of relations such as those in basic food charts.

vi) Organisation charts show the internal structure of organisations such as a corporation or governmental bodies.

vii) Flow charts show steps in a process such as the manufacture of steel.

Information charts are developed by the teacher and students throughout a unit of study as a means of developing standards or summaries of materials related to the ongoing study. Charts are used to convey both verbal and graphic messages. Figures, diagrams, graphs, maps, photographs, etc., can be very well displayed on charts. You can either buy charts or prepare according to your needs.

2.7.4 Graphs

Graphs are excellent means of presenting quantitative data in a form that enables pupils to understand fundamental or specific relationships (Moffatt; 1955). There are several kinds of graphs used in teaching social studies. The basic skills involved in effective interpretation of graphs include the ability to understand the significance of the title, to understand the basic units of measure used in the construction of the graph, to interpret the relationships shown, to draw inferences and important generalisations based on the data, and to relate information derived from graphs to that gained from reading and other sources of information (Ord, 1972). The major kinds of graphs used in social studies are:

i) **Bar Graph**: Through this, relative amounts or values are represented so that comparisons can be made at a glance. The bars run either horizontally or vertically from a base representing zero.

ii) **Circle Graph or Pie Graph**: This kind of graph is very useful to show the fractional parts of a whole on a percentage basis.

iii) **Line Graph**: This type of graph depicts changes/trends in the value of one variable in relation to another variable.

iv) **Pictorial Graph**: This graph is just like a bar graph. The difference is that pictures are used to represent bars.

![Population of India from 1950-51 to 1990-91](image-url)
Temperature of a particular place in four consecutive days.

![Line Graph Example](image)

Figure: Example of Line Graph

Population of India (Rural and Urban) according to 1951 census of India.

![Circle Graph Example](image)

Figure: Example of a Circle Graph
2.7.5 Maps and Globes

All of us use maps in one form or the other in our daily life. When we tour a new place, we take the help of maps. Thus, maps represent the earth or parts of the earth upon a flat surface. The earth is represented on the map through lines, dots, colours, words and signs. In social studies, maps are very important for learning many geographical, historical and economic concepts.

Globes are a scale model of the earth in three dimensions. These are the only kind of map that can give pupils a true conception of geographical relationships.

Maps are broadly classified into the following categories:

i) Physical maps: These maps show climate, resources, rainfall, soil, etc.

ii) Political maps: These maps show the political division of countries, provinces etc.

iii) Economic maps: These maps show crops, trade, land used, railroad, etc.

iv) Social maps: These maps show population distribution, languages, literacy rates of different provinces, etc.

v) Historical maps: These maps show the boundary of a particular empire, treaties, etc.

The significant aspects of a map which should be taught to students are:

i) Land forms

ii) Water forms

iii) Human factors

iv) Distances

v) Political factors

vi) Climate and resources

vii) Transportation

viii) Location, namely longitude and latitude of a place.

Kenworthy (1962) suggests certain guidelines while teaching the use of maps and globes. These are:

i) Stress relationship rather than mere location. For example, in order to find New Delhi on a map of India tell students that it is situated on the bank of the river Yamuna.

ii) Relate map work as far as possible to the lives of students.

iii) Use maps frequently.

iv) Start where students are. For example, if students do not know certain symbols on the map, first teach them about these symbols.

v) Use devices to help them remember certain places like India as a kite or Sri Lanka as an earthen lamp.

vi) Do not refer to “up” or “down” on maps. Use terms north and south.

vii) Encourage students to collect new maps.

viii) Encourage students to make new maps.

ix) When testing map skills, use new maps.

2.7.6 Time-Lines

Time-lines are a very effective medium used in teaching history and other segments of social studies. The major utilities of time-lines are the following:

i) Development of a sense of time.

ii) Finding out the relationship between two periods of time.

iii) Focusing the attention of an entire class on a visual device.

iv) Used for review purposes and reinforcing learning.
Kenworthy (1962) suggests the following guidelines for the use of time-lines in social studies classes:

i) Have a large time-line pasted for weeks or months in front of the class, preferably above the chalkboard, for constant reference.

ii) Have pupils prepare simple time-lines as part of their homework.

iii) Purchase printed time-lines.

iv) Use the time-line as a teaching device.

v) Use pictures or symbols on time-lines.

vi) Make sure that time divisions are equal.

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Check Your Progress

Notes: a) Write Your answers in the space given below:

b) Compare your answers with those given at the end of this unit.

8. What is a diorama? Why is it useful in social studies?


10. State the functions of the circle graph.
11. What do physical and political maps represent?

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2.8 LET US SUM UP

The teaching of social studies requires a variety of instructional inputs. These instructional inputs are very essential to achieve the desired instructional objectives or outputs. Instructional inputs can broadly be classified into teacher-directed and learner-directed. Teacher-directed instructional inputs are used to provide instruction with less active student participation. The lecture, the demonstration, guest speakers and questioning are examples of teacher-directed instructional inputs. Learner-directed instructional inputs are used to provide instruction with less active teacher participation. Programmed instruction, computer-assisted instruction, project work and field work are examples of learner-directed instructional inputs. Group-directed instructional inputs are meant for developing group skills in the learner. These include discussions, debates, symposiums, panel discussions and brainstorming. In this unit, apart from these instructional inputs, we have also discussed certain frequently used instructional media in social studies teaching.

2.9 UNIT-END ACTIVITIES

1. Choose a topic of your choice and organise a lecture on it. Discuss the difficulties you faced during your lecture.

2. Observe a demonstration given by your colleague and assess whether he has fulfilled the requirements of the demonstration. Make a report of your assessment.

3. Prepare a programme learning material on a topic of your choice.

4. Organise a field work with students of your class and develop a report on your experience.

5. Organise an instructional session in social studies using any group-directed instructional techniques.

2.10 POINTS FOR DISCUSSION

1. "The effectiveness of teaching social studies depends on the integration of teacher controlled, learner controlled and group controlled instructional techniques." Discuss.

2. Discuss the role of instructional media in social studies.

2.11 ANSWERS TO CHECK YOUR PROGRESS

1. Teacher-directed instructional inputs include methods, techniques, strategies, etc., in which the teacher assumes a major role in the instructional process. He directs as well as controls all the instructional activities.

2. While delivering a lecture in social studies, I would follow three major steps. These are: introduction of the lecture, presentation, development of the lecture and summing up or consolidation of the lecture.

3. i) Example of a comprehension level question. "Differentiate between a capitalistic economy and a mixed economy".

   ii) Example of an evaluation level question. "Are you in favour of liberalisation of our country's economy, and why?"
4. Learner-directed instructional inputs are those methods, strategies or techniques in which learners organise the instructional environment with less intervention from the teacher.

5. Programmed instruction is a self-instructional technique. The main emphasis of this technique is that a particular behaviour is learned only when it is immediately reinforced.

6. i) Project work develops in the learner independent thinking and working habits while working on a project.

    ii) Project work develops fellow-feeling and democratic spirit among the members of the group.

7. i) A debate builds up in learners the ability to gather information, process it and present it to the audience. It also develops in learners the ability to propose, argue and counter argue on the points raised by previous speakers.

    ii) Panel discussions develop in learners the ability to resolve issues and seek clarifications of controversial and multi-dimensional topics and themes.

8. A diorama is a three-dimensional scene which depicts a basic human activity or way of life typical to a given culture or people. This teaching aid is very much needed in social studies for depicting the actual life in a given society at a particular point of time.

9. i) Pedigree charts show developments that have a single origin such as the lineage of a family.

    ii) Flow charts show steps in a process such the cultivation of a particular crop, i.e., paddy, wheat, sugarcane.

10. The circle graph or pie graph is used to show the fractional parts of a whole on a percentage basis.

11. i) Physical maps represent climate, resources, rainfall, soil etc.

    ii) Political maps show political division of countries, provinces etc.

2.12 SUGGESTED READINGS


