

MANGALORE UNIVERSITY
CENTRE FOR DISTANCE EDUCATION
MANGALAGANGOTHRI - 574 199
DAKSHINA KANNADA DISTRICT, KARNATAKA STATE

COURSE 8
Pedagogy of School Subject – II (a)

SOCIAL SCIENCE
(Curriculum and Pedagogic Studies)
BLOCKS 1 & 2
(PART - 1)

B.Ed. DEGREE PROGRAMME
(OPEN AND DISTANCE LEARNING)

SECOND YEAR B.Ed.

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Overview of the Course

Dear Students,

You have already studied the nature of social science under course 5 during the first year. Now it is important to understand the epistemological and pedagogical bases of this subject. It is not just disciplinary or subject knowledge that a teacher needs to understand. Pedagogy is to be understood as the integration of knowledge about the learner, the subject, and the social context. This needs a deliberate attempt to integrate the critical pedagogy, which means an approach to draw upon social realities to address issues of justice and equity.

This course deals especially with the nature of social science, the aims of teaching social sciences, and the resources for social sciences. This course also deals with the curriculum, pedagogical approaches, and the required assessment procedures to help students to learn better.

The first block deals with the nature of social sciences, its relevance in the school curriculum, and the different sources to understand the content of social science.

The second block deals with the objectives of teaching social science. The objectives of different branches of social science have been discussed here. The objectives of teaching History, Geography, Economics, and Political Science have been clarified. The resources and instructional material for teaching social science also have been discussed in this block.

The third block deals with the curriculum and the pedagogical approaches of social sciences. The process of curriculum development, the syllabus of social sciences have been discussed. The pedagogical approaches of teaching History, Geography, Economics, and Political Science also have been debated in this block.

The fourth block deals with the characteristics of the textbook and the major assessment procedures of learning. The procedure of reviewing a textbook in social science has been dealt with the necessary details. The tools for assessment in social sciences, the procedure of preparing a balanced question paper also have been discussed. The nature of continuous and comprehensive evaluation procedure in social science, which is the present trend and one of the important aspects of assessment has been detailed in this block.

It is important to understand the pedagogical procedures presented in this course as general procedures. You as teachers need to understand the learners in your classroom, their nature, family background, capabilities, social context, and adapt the procedures. Your situation may require you to modify or restructure some of the procedures explained here. In total it is important to achieve the objectives specified for this subject.

Block 1 : Nature and Sources of Social Sciences

Unit 1 : Concept, Meaning, Nature, and Scope of Social Sciences

Unit Structure

- 1.1.1. Learning Objectives
- 1.1.2. Introduction
- 1.1.3. Learning Points and Learning Activities
 - 1.1.3.1. Concept and Meaning of Social Science
Check Your Progress - 1
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- 1.1.5. Answers to 'Check Your Progress - 1 and 2'
- 1.1.6. Unit end Exercises
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1.1.1. Learning Objectives

After completing this Unit, the student-teachers will be able to -

- Understand the concept of Social Science;
- Explain the nature and characteristics of Social Science;
- Appreciate the scope of Social Science; and
- Illustrate with examples of the relevance of Social Science in everyday life.

1.1.2. Introduction

Man is a social being. He lives in a society. For his successful living, he must understand himself, his surroundings, and his relationship with his surroundings. This relationship of man with other members and institutions of society forms a great subject of study. This subject may be broadly termed as 'Social Science'. In this Unit, we will understand in detail the meaning, nature, and scope of Social Science.

1.1.3. Learning Points and Learning Activities

1.1.3.1. Concept and Meaning of Social Science

We will start our study with an understanding of how the term 'Social Science' has evolved or come to use. As we know, social science is related to man, the history of social science also is as old as man himself. But the idea that society can be studied in a standardised and objective manner, with scholarly rules and methodology, is comparatively recent. While there is evidence of early sociology in medieval Islam, and while philosophers such as Confucius had long since theorised on topics such as social roles, the scientific analysis of "Man". Social sciences came forth from the moral philosophy of the time and were influenced by the Age of Revolutions such as the Industrial Revolution and the French Revolution.

Social Science is a generic term covering the scientific study of man. It is a discipline or branch of science that deals with the socio-cultural aspects of human behaviour.

The term 'Social Science' is not very old. During the 1760s, efforts were made to study man concerning society. Interest in this field gained momentum when urbanisation and population explosion was accelerated. Also, during this period, slums, alcoholism, the

brutality of manners were on the increase and became targets of social reforms. In response to this, important work with a scientific character was brought out by August Comte. He systematised and gave a complete analysis of the principles of the positive character of social sciences. He was rightly called the father of Social Sciences. By the 19th century, the contribution of Comte was accepted and proposals were made for a generalised concept of Social Science.

The idea of the social sciences developed from philosophy as did many other branches of knowledge. What is now called social science was formerly known as a social discipline, but with the onward march of time and as a result of the influence cast by the remarkable achievements of the scientific method on our way of life, the term "social discipline" got replaced by the term "social science".

The emergence of the term 'social science' is traced mainly based on - New English Dictionary, and Webster's New International Dictionary.

The term was first used in 1837 by Comte. It was used as a near-synonym with the word 'Sociology'. But today, it is an established term and experts have defined it in many ways. Social sciences are a vital part of today's culture and touch on all areas of life. Let us now understand them.

In its simplest form, social science is defined as the scientific study of human society and social relationships. It is also described as a branch of science that deals with the institutions and functioning of human society, and with the interpersonal relationships of individuals as members of society.

Webster's Dictionary defines social science as a science (such as economics or political science) dealing with a particular phase or aspect of human society.

A clear definition is given by the European Science Foundation, which says that the social sciences are those subjects that examine and explain human beings. This includes a variety of ways like from understanding how minds work to how societies as a whole function. The major social sciences are Anthropology, Archaeology, Economics, Geography, History, Law, Linguistics, Politics, Psychology, and Sociology.

According to Wikipedia, Social Science is a category of academic disciplines concerned with society and the relationships among individuals within a society. The disciplines include, but are not limited to anthropology, archaeology, communication studies, economics, folkloristics, history, musicology, human geography, jurisprudence, linguistics, political science, psychology, public health, and sociology.

The social science disciplines are branches of knowledge taught and researched at the college or university level. Social science disciplines are defined and recognised by the academic journals in which research is published, and the learned social science societies and academic departments or faculty to which their practitioners belong. Social science fields of study usually have several sub-disciplines or branches, and the distinguishing lines between these are often both arbitrary and ambiguous.

“Social science is commonly used as an umbrella term to refer to a plurality of fields outside of the natural sciences. These fields include Anthropology, Archaeology, Economics, Geography, History, Linguistics, Political Science, Sociology, and in certain context Psychology.”

The term ‘social sciences’ thus embraces all those subjects which deal with the relationship of man to society. Mitchell, in his Dictionary of Sociology, points out that the term ‘social science’ is loosely applied to any kind of study concerning man and society.

Based on the descriptions and definitions given above, we can now understand that social science is the study of a group of different fields or subjects. Based on their analysis and understanding of the concept of social science, different people include different sets of subjects to be a part of the study of social sciences.

Fairchild in the Dictionary of Sociology gives the following disciplines, which come as subjects for study under social sciences.

They are:

1. Economics,
2. Government,
3. Law,
4. Psychology,
5. Sociology, and
6. Anthropology.

Dr. S.R. Ranganathan, a pioneer in the field of Library and Information Science has identified that the following disciplines can be covered under social sciences:

1. Education,
2. Geography,
3. History,
4. Political Science,
5. Economics,
6. Sociology, and
7. Law.

Let us now move on to understand in brief about some of these subjects, which are studied in common.

Anthropology: It is called the ‘science of humanity’. It includes under its cover topics ranging from human behaviour, cultural relations, the evolution of humanity, and its influence on the society’s structure.

Its goal is to understand our evolutionary origins, our distinctiveness as a species, and the great diversity in our forms of social existence across the world and through time. It seeks to uncover principles of behaviour that apply to all human communities. To an anthropologist, diversity itself as seen in body shapes and sizes, customs, clothing, speech, religion, and worldview provides a frame of reference for understanding any single aspect of life in any given community.

Anthropology concerns us primarily with our own lives. It is a well-defined science that tells us about the various aspects of the life of man, which is both physical and cultural, from the time of his origin until the present day. It embraces a vast field of study, which views man from different angles. Anthropology is probably the most comprehensive of the sciences dealing with man and his works.

Anthropology is both a biological and social science. It deals on the one hand with the man as a member of the animal kingdom, and on the other, with man's behaviour as a member of society. Both the structural evolution of mankind and the growth of civilization are studied from the earliest times of which any record survives to the present. Similarly, in his concern with the contemporary human groups and civilizations, the anthropologist places particular emphasis on comparative studies.

Economics: Economics looks at the production, distribution, and consumption of goods and services. It focuses on the behaviour and interactions of economic agents and how economies work. It is a science which studies human behaviour as a relationship between ends and scarce means, which have alternative uses.

It studies man in the ordinary business of life. It enquires how he gets his income and how he uses it. Thus, it is on the one side, the study of wealth, and on the other and more important side, a part of the study of man.

Geography: Geography is a field of Social Science devoted to the study of the lands, features, inhabitants, and phenomena of the Earth and planets. It is an all-encompassing discipline that seeks an understanding of Earth and its human and natural complexities, and not merely where objects are, but also how they have changed and come to be.

It is a systematic study of the Universe and its features. Traditionally, geography has been associated with cartography and place names. It includes the study of the diverse environments, places, and spaces of Earth's surface and their interactions. It seeks to answer the questions of why things are as they are, where they are. The modern academic discipline of geography is rooted in ancient practice, concerned with the characteristics of places, in particular their natural environments and peoples, as well as the relations between the two.

History: History is a broad subject, encompassing large areas and periods of the world. It is the past as it is described in written documents, and the study thereof. Events occurring before written records are considered prehistory. "History" is an umbrella term that relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about these events. Scholars who write about history are called historians.

History also includes the academic discipline, which uses a narrative to examine and analyse a sequence of past events, and objectively determine the patterns of cause and effect that determine them. Historians sometimes debate the nature of history and its usefulness by discussing the study of the discipline as an end in itself and as a way of providing "perspective" on the problems of the present

Political Science: Politics affect every part of life, so it is no wonder it makes such a fascinating area of study. According to Lane, Political Science is a branch of social science concerned with the theory and practice of politics and the description and analysis of political systems and political behaviour. Political scientists “see themselves engaged in revealing the relationships underlying political events and conditions. And from these revelations, they attempt to construct general principles about the way the world of politics works”. Political science intersects with other fields including public policy, national politics, international relations, comparative politics, and political theory.

Sociology: Britannica defines sociology as follows. **Sociology**, another branch of social science studies human societies, their interactions, and the processes that preserve and change them. It does this by examining the dynamics of constituent parts of societies such as institutions, communities, populations, and gender, racial, or age groups. Sociology also studies social status or stratification, social movements, and social change, as well as a societal disorder in the form of crime, deviance, and revolution.

Sociology, as a generalising social science, is surpassed in its breadth only by anthropology a discipline that encompasses archaeology, physical anthropology, and linguistics. The broad nature of sociological inquiry causes it to overlap with other social sciences such as economics, political science, psychology, geography, education, and law. Sociology’s distinguishing feature is its practice of drawing on a larger societal context to explain social phenomena.

Psychology: Psychology is the study of mind and behaviour. Research in psychology seeks to understand and explain how people think, act, and feel. Psychologists strive to learn more about the many factors that can impact thought and behaviour, ranging from biological influences to social pressures. It is about understanding what makes people tick and how this understanding can help us address many of the problems and issues in society today.

As a science, psychology functions as both a thriving academic discipline *and* a vital professional practice, one dedicated to the study of human behaviour, and the thoughts, feelings, and motivations behind it through observation, measurement, and testing, to form conclusions that are based on sound scientific methodology.

Check Your Progress - 1

Mark the following as ‘True’ or ‘False’

1. Social Science is a subject related to the study of man and his relation to society.
2. The term ‘Social Science’ dates back to the 10th century.
3. Auguste Comte is referred to as the ‘Father of Social Science’.
4. Sociology and Social Science are the same in modern times.
5. Geography deals with the study of land features.

1.1.3.2. Nature and Scope of Social Science

As we have understood, social science is not just one subject, but a combination of many subjects. The nature of social science depends on the nature of the subjects involved in it.

1. Nature of Social Sciences

Philosophy of Social Sciences: The philosophy of social science is a meta-theoretical endeavour, a theory about theories of social life. To achieve their end, philosophers of social science investigate both the practice of the social sciences and the nature of the entities that the social sciences study, namely, human beings themselves. The philosophy of social science can be broadly descriptive (unearthing the fundamental conceptual tools in social science and relating them to the tools employed in other human endeavours), prescriptive (recommending that a certain approach be adopted by the social sciences so that they can accomplish what the recommender thinks social science ought to accomplish), or some combination of the two.

It is as old as man himself: Though there was no formal and systematic study of man and his relation to society since the ages, there always existed an activity of man and he lived with the society. Besides, we have heard about Stone Age civilization, Iron Age civilization, Indus Valley civilization, etc. It was only that the use of the term ‘social science’ as we understand it today is comparatively new.

It is interdisciplinary: Social science is a combination of many subjects. Hence, it is inherently interdisciplinary. Among the subjects of the study included in social science, for example, it is difficult to study the historical contents of a place without knowing about the people there or the sociology of the people around the place. Political science and history are intrinsically related to today’s politics is tomorrow’s history. History is linked to geography, for it is essential to know the geography of the place for clarifying its historical content.

It is related to man and society: Any aspect of social science deals with man and his progress, either in the past or in the present. Sociology includes the values of the society, the various institutions in the society, while economics talks about the finances and trade between people, and anthropology deals with the evolution of man.

It is logical: It involves the study of the logic and methods of the social sciences. The central topics include: What are the criteria of a good social explanation? How (if at all) are the social sciences distinct from the natural sciences? Is there a distinctive method for social research? Through what sorts of empirical procedures are social science assertions to be evaluated? Are there irreducible social laws? Are there causal relations among social phenomena? Do social facts and regularities require some form of reduction to facts and regularities involving only the properties and actions of individuals? The philosophy of social science aims to provide an interpretation of the social sciences that permits answers to these questions.

2. Scope of Social Sciences

Based on the meaning and nature of social science as we have understood above, the scope of social science includes the scope of all the subjects included under the umbrella of social science. The subjects under social sciences deal with man and his society at large right from his birth to death and sometimes even beyond his death. Hence, the scope of social sciences is vast and wide.

An analysis of the scope of subjects in social science indicates that the subject matter of all social sciences is society, but what distinguishes them from one another is their approach or viewpoint. Thus, economics studies society from an economic viewpoint;

political science studies it from a political viewpoint, while history is a study of society from a historical point of view. Sociology studies social relationships and society itself.

Depending on the depth and the interest to which a subject has to be studied, each branch is divided into its subject branches. For example, sociology can be divided into two branches namely, (a) General Sociology, and (b) Special Sociology. General Sociology studies (i) the properties and uniformities common to all social and cultural phenomena in their structural and dynamic aspects, and (ii) the inter-relationships between the socio-cultural and biological phenomena. In the structural aspect, Sociology studies various types of groups and institutions as well as their inter-relations to one another. In the dynamic aspect, Sociology studies various social processes like social contact, interaction, socialization, conflict, domination, subordination, etc.

The special sociologies study a specific socio-cultural phenomenon that is selected for detailed study. According to Sorokin, some of the most developed sociologies are Sociology of population- rural Sociology, Urban Sociology, Sociology of family, Sociology of Law, Sociology of religion, Sociology of Knowledge, Sociology of war, Sociology of revolution, Sociology of disorganization, Sociology of fine arts, Sociology of economic phenomena, and many others.

Another example is that of political science. The scope of political science is vast and experts have divided the field of political science into five sub-disciplines that are political theory, public administration, comparative politics, international relations, and public law. It needs to be noted that these sub-disciplines cover the entire gamut of the modern political economy and provide the basis for the study and understanding of how the global political economy works. The study of the matters concerning the allocation and distribution as well as the transfer of power is one of the main preoccupations of political scientists. The success or otherwise of the governance structures is gauged by political scientists, who examine the multifaceted and multi-layered factors at work that contribute to good or bad governance. The scope of the political scientists has now been broadened to include the realm of the study of democratic elections across the world.

As it is almost practically very difficult and almost impossible to derive the scope of social sciences, few more examples can be cited to highlight the scope of social science.

Following are a few of them:

- Evolution and history of man over the periods in different parts of the world;
- Structure, responsibilities, and functions of the society;
- Religions, norms, cultures, and values across the world;
- Education and welfare of the society;
- Financial and political administration and management of the society; and
- Management of resources.

The above list also indicates that all subjects of study are directly or indirectly a part of social sciences or social science is an integral part of the study of any subject.

Check Your Progress - 2

1. Write any five disciplines included in the study of social science.
2. Discuss the inter-disciplinary nature of social science.

1.1.4. Let us Summarise

- Social science deals with man and his society.
- Social science is comparatively a new term and is developed from philosophy like many other terms.
- The term ‘social science’ was first used by Comte in 1837. Comte is recognized as the ‘father of social sciences.’
- Social science has several fields of study under its cover. They are all inter-related.
- Economics, sociology, anthropology, political science, geography, etc. are some of the fields under social science.
- The philosophy of social science is meta-theoretical.
- The scope of social science is very vast and depends on the angle and the interest from which it is studied.

1.1.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

1. True
2. False
3. True
4. False
5. True

Check Your Progress - 2

For answers, refer to Section 1.1.3.2 of the study material

1.1.6. Unit end Exercises

1. Select a social science subject of your choice and describe the inter-disciplinary nature of the subject.
2. Discuss the meaning of social science.

1.1.7. References

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Block 1 : Nature and Sources of Social Sciences

Unit 2 : Understanding Social Science as a Discipline and School Subject

Unit Structure

- 1.2.1. Learning Objectives
- 1.2.2. Introduction
- 1.2.3. Learning Points and Learning Activities
 - 1.2.3.1. Concept and Characteristics of a Discipline
Check Your Progress - 1
 - 1.2.3.2. Concept and Characteristics of a School Subject
Check Your Progress - 2
 - 1.2.3.3. Social Science as a School Subject and Academic Discipline
Check Your Progress - 3
- 1.2.4. Let us Summarise
- 1.2.5. Answers to ‘Check Your Progress - 1, 2 and 3’
- 1.2.6. Unit-end Exercises
- 1.2.7. References

1.2.1. Learning Objectives

After understanding this Unit, the student-teachers will be able to -

- Understand the meaning of a discipline and a school subject;
- Explain the characteristics of a discipline and a school subject;
- Relate the characteristic features of social sciences to a discipline and a school subject; and
- Appreciate the importance of social science in the realm of knowledge.

1.2.2. Introduction

Throughout our experience of teaching and learning, we frequently hear about discipline and subject. We have studied many subjects too in the process of our education. In the previous unit, we have also understood the meaning, nature, and scope of one of the subjects of study, namely, social science.

In light of this, we need to be very clear about what exactly is a subject and a discipline. Let us make ourselves clear in this Unit and appreciate its significance.

1.2.3. Learning Points and Learning Activities

The title of the Unit under study, namely, ‘Understanding Social Science as a Discipline and a School Subject’ has three important terms in it. They are ‘Social Science’, ‘Discipline’, and ‘School Subject’. To understand the relationship between the three, we need to be clear about each of these terms. We have already understood in detail the meaning and scope of social science in the previous unit. Now, let us understand the meaning of discipline and school subject and see how social science is both a discipline and a school subject.

(Recall the points that you have learnt about the nature of Social Studies under course 5 of the first-year syllabus)

1.2.3.1. Concept and Characteristics of a Discipline

The word "discipline" is derived from the Latin word *disciplina* meaning "instruction and training". It is derived from the root word *discere* meaning "to learn". Discipline is a

common word that we use in everyday life. We keep saying you should be disciplined; you should have a disciplinary life. Here, discipline refers to “the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience”. But the concept of ‘discipline’ that we are talking about in this Unit is completely different. Here, it relates to knowledge, organised information, a field of study, etc. It is related to the academic aspects of education and hence, it is called academic discipline or for the purpose of our study, simply discipline.

Discipline is defined by the *Oxford English Dictionary* as "a branch of learning or scholarly instruction". Fields of study as defined by academic discipline provide the framework for a student's programme of the college, and as such, define the academic world inhabited by scholars. Training in a discipline results in a system of orderly behaviour recognised as characteristic of the discipline. Such behaviours are manifested in scholars' approaches to understanding and investigating new knowledge, ways of working, and perspectives on the world around them.

Janice Beyer and Thomas Lodahl have described disciplinary fields as providing the structure of knowledge in which faculty members are trained and socialised; carry out tasks of teaching, research, and administration; and produce research and educational output. Disciplinary worlds are considered separate and distinct cultures that exert varying influence on scholarly behaviours as well as on the structure of higher education.

We are familiar with economics, physics, mathematics, geology, etc. Each one of them is a branch of knowledge with its own characteristics. Hence, in its simplest term, discipline is a field of study or a branch of knowledge.

They are the fields of human knowledge that students generally study at universities and colleges. The number of disciplines is also vast. Each has its methods, objectives, and subject matter. As Becher and Trowler say, “Academic disciplines represent a logical source of differentiation in organizational structure because each discipline possesses some common cognitive or social rationale that defines its boundaries”. They continue, “Both the cognitive and the social structures of disciplines illustrate their manifestation as dynamic organizational components of the higher education system”.

According to Dogan, "The term - ‘discipline’ refers both to organizational units in educational programs (for example, in schools) and to organizational units in knowledge production”. The term ‘discipline’ is inherited from the vocabulary of the nineteenth century and is understood as a branch of instruction for the transmission of knowledge and as a convenient mapping of academic administration.

Disciplines are not stable. They are dynamic and continuously change with knowledge exploration in society. Due to social and academic demand, they enrich their content, modify their methodology, and become differentiated into new branches to focus in a more penetrating manner on an area of the problem. Sometimes their overlapping leads to the interdisciplinary study of a problem.

Every discipline has some specific characteristics to distinguish it from a non-discipline. These characteristics are considered to give a respectable academic status of a “discipline” to a 'field of study'. But due to the varied nature of each of the disciplines, it is very difficult to give a specific set of criteria that suits every discipline. The criteria or

weightage is given to a subject of study to be considered as a discipline also has changed over the decades. However, experts in the field have focussed on the possession of a well-defined subject matter, suitable methods for research, definite objectives, and scope of inquiry as essential characteristics to recognise a discipline, and have put in their efforts to identify the characteristics of discipline.

As mentioned above, the concept of discipline has changed over the years. During the 1960s, Sherwin S. Shermis identified the following as the criteria for a discipline:

- the impressive body of time-tested works;
- technique suitable for dealing with their concepts;
- defensible claim to being an intimate link with basic human activities and aspirations;
- the tradition that links the present with the past and provides inspiration and sustenance for the future; and
- considerable achievement in both eminent men and significant ideas.

Marc Belth (1965) in his book “Education as a discipline” describes the criteria for a discipline. According to him, disciplines are distinct from one another in one or more of the following:

- In the level of abstraction of the concept with which they are concerned, the level of abstraction of familiar disciplines of physics, psychology, mathematics, and sociology are identified by their concern with the specifics of human experiences. However, the level of abstraction of education is identified by the methods by which ideas are produced, tested, and recreated.
- In the modes of thinking by which they are characterized, Belth describes three types of thinking – mathematical, scientific, and philosophical, but considers educational thinking different from these because it has a quality of its own.
- In the objectives they seek, for example, the objective of science is the development of laws and theories, and the objective of philosophy is to draw out and set forth clearly and understandably to discover the range of their meanings, and the presuppositions on which we undertake all of our pursuits such as physical, logical, and valuational. The objective of the study of education, then, would be to improve the methods of inquiry and creativity by which science and philosophy perform their functions and pursue their objectives.
- In the types and manifestations of the moral rules by which they are limited and evaluated, every discipline is guided by a basic set of rules, which enable it to perform its proper functions in the direction toward which it is turned, and in the character by which it is to accomplish its goals.

Liles et al. (1995) after a review of literature on what constitutes a discipline identified six basic characteristics during the 1990s as:

- the focus of study,
- a world view or paradigm,
- a set of reference disciplines used to establish the discipline,
- principles and practices associated with the discipline,
- an active research agenda, and
- education and professionalism.

Check Your Progress - 1

Mark the following as 'True' or 'False'

1. The word 'discipline' is derived from the Latin word 'discusina'.
2. All disciplines have a fixed set of characters.
3. Disciplines have a particular object of research.

1.2.3.2. Concept and Characteristics of a School Subject

A school subject can be defined as a branch of knowledge or a body of knowledge that is being provided to its learner. According to Zongyi Deng, a school subject refers to an area of learning within the school curriculum that constitutes an institutionally defined field of knowledge and practice for teaching and learning. It is an area of knowledge or study, especially one that is studied at school, college, or university.

More precisely, subjects are the parts into which learning can be divided. It is a field or sphere of knowledge in which the learner has chosen to specialise. School subjects are created to provide students with intrinsically rewarding experiences that contribute to the pursuit of self-actualisation, personal growth, and individual freedom.

Grossman and Stodosky (1995) defined three features of school subjects. They are

- School subjects differ in their status have in school and the larger community. Craft and physical education are considered less important than science and mathematics.
- Sequentiality is perceived as important in school subjects, where certain knowledge and skills have to be learnt before proceeding to new learning. For example, the basic calculations of addition, subtraction, multiplication, and division are to be taught before teaching fractions.
- The scope of the subject refers to the different disciplinary areas included in the subjects, which can be broad or restricted. An example of a broad-based subject is physical science, which includes physics and chemistry. Social science includes history, geography, economics, and civics.

Based on the above understanding of the school subject, we can say, a school subject

- serves as criteria by which we learn;
- is used synonymously with the term 'discipline';
- refers to a particular area of learning;
- has a specific code of conduct;
- aims to give intrinsically rewarding experience to students;
- contributes to self-actualisation, personal growth, and individual freedom;
- needs to be formulated according to the needs of the students;
- derives content from a wide range of sources;
- is constructed from the perspective of social efficiency;
- aims to maintain and enhance social productivity;
- has close reference to the needs of occupation, profession, or vocation;
- is an area of learning within the school curriculum; and
- involves the selection and arrangement of the content of knowledge, skills, and the transformation of that content.

School subjects are derived from academic disciplines. They are also organised according to the 'structure' of academic disciplines. For example, history as a school subject is derived from 'humanities', and both history (a school subject) and humanities (a discipline) are narratives structurally.

School subject serves as criteria by which we learn different topics included in the Social Studies curriculum for example, for various age groups like Festivals of India, Different types of Families, Clothes We Wear, Food We Eat, Our Country, States of India, My Community, Socio-Religious Reforms, and Challenging the Caste System helps students to observe, learn, and understand human behaviour, values, and attitudes, and the interrelationships which exist among different people. They come to know about the different religions and cultures, which exist in the world other than their own. They also learn about societal strata and norms of society and the need for various governing bodies and other institutions. This in turn helps the students to develop a wider perspective of society and the human condition.

Check Your Progress - 2

Answer the following questions -

1. What do you understand by school subject?
2. Mention any three criteria of a school subject.

1.2.3.3. Social Science as a School Subject and Academic Discipline

As mentioned above, school subjects can have different and variable relationships to academic disciplines depending on their aims, contents, and developmental phases. Stengel identifies five possible relationships between academic discipline and school subjects as follows:

- Academic discipline and school subjects are essentially continuous;
- Academic disciplines and school subjects are discontinuous; and
- Academic disciplines and school subjects are different, but are related in one of the following three ways:
 - ✓ Academic disciplines precede school subject;
 - ✓ School subjects precede academic discipline; and
 - ✓ The relation between the two is dialectic.

Each of the relationships implies a curricular position, reflecting particular political and moral interests.

We have recapitulated the meaning of an academic discipline as well as a school subject. Against this background, let us analyse how well social science proves itself to be both a school subject and an academic discipline.

Let us consider the statement, “Disciplines have developed specific research methods according to their specific research requirements”. In light of this, consider the table given below.

| Research Methods | | |
|---|---|--|
| History | Economics | Political Science |
| Historical method, letters, diaries, speeches, photographs, etc. act as source of information | Deduction and Induction, Quantitative and Qualitative analysis, etc. act as methods | Causal inference, interpretation, Observation, interviews, surveys, focal groups, narratives, etc. are important research activities |

A study of the above table indicates that social science is a discipline.

Let us look at another statement, “Disciplines use specific terminologies or a specific technical language adjusted to their research objective”. Consider the table given below.

| Technical jargons | | |
|--------------------------|--------------------|--------------------------------|
| History | Economics | Political Science |
| Aristocracy | Cash reserve ratio | Right wing |
| Demography | Fiscal policy | Left wing |
| Elite | GDP | Frankenfood |
| Plethora | Devaluation | Lame duck |
| Venerate | Stock market | RINO (Republican In Name only) |

A study of the above table indicates that social science is a discipline

Consider another statement, “It is an area of learning within the school curriculum”. All of us know social science is one of the subjects included in the school curriculum. Hence, it is a school subject.

Observe another statement, “It derives content from various sources”. We are all aware that social science is a subject with many branches like history, economics, geography, and political science. Each of these subjects has its credentials. The source of information for social science has to be therefore from a variety of sources from each of these subjects. Hence, social science is a school subject.

From the above discussions, we can say that social science is both a school subject and an academic discipline

Check Your Progress - 3

1. Describe any three points to illustrate the relationship between an academic discipline and a school subject.
2. Give any two reasons to say social science is an academic discipline.
3. Give any two reasons to say social science is a school subject.

1.2.4. Let us Summarise

- The word "discipline" is derived from the Latin word *disciplina* meaning "instruction and training".
- Discipline is "a branch of learning or scholarly instruction".
- The concept of discipline has changed over the years.
- The characteristics of discipline may be listed as -
- Disciplines have a particular object of research (e.g., plants, law, society, politics), though the object of research may be shared with another discipline.
- Disciplines have a body of accumulated specialist knowledge referring to their object of research, which is specific to them and not generally shared with another discipline.
- Disciplines have theories and concepts that can organise accumulated specialist knowledge effectively.

- Disciplines use specific terminologies or a specific technical language adjusted to their research object.
- Disciplines have developed specific research methods according to their specific research requirements.
- Disciplines must have some institutional manifestation in the form of subjects taught at universities or colleges, and the respective academic departments and professional associations connected to it.
- A school subject can be defined as a branch of knowledge or a body of knowledge that is being provided to its learner.
- Some of the features of school subjects are:
 - ✓ serves as criteria by which we learn;
 - ✓ is used synonymously with the word ‘discipline’;
 - ✓ refers to a particular area of learning;
 - ✓ has a specific code of conduct;
 - ✓ aims to give intrinsically rewarding experience to students;
 - ✓ contributes to self-actualisation, personal growth, and individual freedom;
 - ✓ needs to be formulated according to the needs of students; and
 - ✓ derives content from a wide range of sources.
- Stengel identifies five possible relationships between academic discipline and school subjects as follows.
 - ✓ Academic discipline and school subjects are essentially continuous;
 - ✓ Academic disciplines and school subjects are discontinuous; and
 - ✓ Academic disciplines and school subjects are different, but are related in one of the following three ways:
 - ✓ Academic disciplines precede school subject;
 - ✓ School subjects precede academic discipline; and
 - ✓ The relation between the two is dialectic.
 - ✓ Each of the relationships implies a curricular position, reflecting particular political and moral interests.
 - ✓ Social science is both a school subject and an academic discipline.

1.2.5. Answers to ‘Check Your Progress - 1, 2, and 3’

Check Your Progress - 1

For answers, refer to 1.1.3.1 of this study materials.

Check Your Progress - 2

For answers, refer to 1.1.3.2 of this study material.

Check Your Progress - 3

For answers, refer to 1.1.3.3 of this study material.

1.2.6. Unit end Exercise

Select a Social Science textbook of your choice and analyse the contents to establish that social science is both a school subject and an academic discipline.

1.2.7. References

1. https://www.academia.edu/35308919/C-3_UNDERSTANDING_DISCIPLINES_AND_SUBJECTS
2. <https://www.slideshare.net/abubashars/subject-and-disciplinehttps://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf>

Block 1 : Nature and Sources of Social Science

Unit 3 : Relevance of Social Science

Unit Structure

- 1.3.1. Learning Objectives
- 1.3.2. Introduction
- 1.3.3. Learning Points and Activities
 - 1.3.3.1. Relevance of Social Science in School Curriculum
Check Your Progress - 1
 - 1.3.3.2. Relevance of Social Science Research in Society
Check Your Progress - 2
- 1.3.4. Let us Summarise
- 1.3.5. Answers to ‘Check Your Progress - 1 and 2’
- 1.3.6. Unit end Exercise
- 1.3.7. References

1.3.1. Learning Objectives

After studying this unit, the student-teachers will be able to -

- Understand the importance of social science in everyday life;
- Analyse the role of social science in the school curriculum;
- Appreciate the value of the study of social science in school education; and
- Help students to realise the importance of the study of social science.

1.3.2. Introduction

In the previous units, we have very clearly understood the vast scope of social science. We have also identified that every human activity in society is a part of the study of social science, either directly or indirectly. Be it the study of a family, solving a social problem, educating the downtrodden, providing shelter to people suffering due to natural calamities, etc. all come under the umbrella of the study of social science.

With the advances in technology, fighting the spread of diseases, cybercrime, defence, and security challenges are getting coverage under the broad spectrum of social science. In this Unit, we will focus our attention on the relevance of social science in the curriculum of our primary and secondary education.

1.3.3. Learning Points and Learning Activities

The relevance or importance of social science in a student’s education can be better understood if we just recapitulate the scope of social science. Social Science is a branch of study which deals with human beings as in their behaviour, growth and development, relationships, resources they use, and the various institutions they require to function and carry on their life smoothly. For example, family, school, workplace, government, judiciary, recreation clubs, etc. All these aspects of life are interrelated and interdependent on one another. Sower whether one wants to become a doctor or an engineer or a chartered accountant, an artist or a teacher, we all have to live in a society, interact with individuals belonging to different cultural and socio-economic backgrounds, adapt to various situations and circumstances, and adhere to certain societal norms to lead a peaceful and productive life.

Social Studies is a key tool in this changing world. It serves as the foundation of social development across the country. It acts as an agent of change, which transforms an individual to be an effective citizen of the country. The inclusion of Social Studies in the curriculum right from primary to secondary classes signifies the importance of the subject and the role it plays in a student's life. Social Studies is incorporated in the school curriculum through a combination of subjects like History, Geography, Cultural Studies, Economics, Political Science, Sociology, Psychology, Anthropology, etc.

1.3.3.1. Relevance of Social Science in School Curriculum

Simply put, social sciences are important because they create better institutions and systems that affect people's lives every day. Creating frameworks for understanding the origins and effects of regime type, the purpose of political parties, the reasons for polarisation, the structure of social networks, the goals and structures of government agencies or the challenges and opportunities faced by service providers and non-profit organisations are all attempts to make sense of structures that have real and profound on-the-ground impacts.

While many social science disciplines are important in helping people to understand and engage with the wide variety of institutions that shape their lives, political science is particularly valuable in helping people learn to become good citizens. Through participating in government at all levels, holding lawmakers accountable, and upholding democratic norms and values, individuals must have the resources to understand how the government works and how laws and regulations are made, evaluate policies and outcomes based on effectiveness and values, make informed decisions about policy preferences, and especially understand the importance of participating in government, from voting to protesting. Political scientists are essential in providing these resources, in classrooms and the public sphere.

Consequently, political science through teaching and research provides a solid framework for understanding the political and social systems that shape our lives. Social science research tells us that effective public services, active participation in public policy, and engagement with local community organisations are very challenging if the government is not transparent and accountable and citizens are not sufficiently engaged. Thus, social science is important because it provides an evidence-based foundation on which to build a more effective government and democracy. Thus, it helps people understand and engage with key political and social institutions, thus benefitting individuals and society as a whole.

The relevance of social science can be described under the following heads:

Develop Awareness of The World and Environment: Lessons in Social Studies related to topics like My Family, My Neighbourhood, Community Helpers, Early Man, Indus Valley Civilisation, Modern Period in Indian History, The French Revolution, Great World Leaders, etc. teach students about the various civilizations, movements, and renaissances that occurred over the years. This knowledge enables the students to understand how the world and different societies have evolved, and the important events that have occurred in the past, enduring ideas, and eminent personalities that have created an impact and affected the lives of people both locally and globally. It also helps students to understand how different societies are structured, managed, and governed. This, in turn, helps students to understand their place in the world.

Lessons such as Our Earth, Solar System, Major Landforms, Water Resources, Natural Vegetation, and Wildlife Resources, Natural Disasters, Disaster Management, Pollution, enable students to learn about outer space, the formation of different landforms, the evolution of animals, flora, fauna and man, water bodies, available resources, the importance of conservation and preservation, and the environmental impact on the present life and future generations. This information helps students to eventually develop a holistic understanding of their environment and the inter-relationship which exists between the natural and human habitats.

Helps to Develop Critical Thinking Abilities: Social Studies inculcate higher-order thinking abilities and skills like Comprehension, Application, Analysis, Evaluation and Synthesis, and Creativity in students. Learning a variety of topics such as Natural Resources, Water Resources, Transport, Communication, Caste System, Political Ideologies, Social Reformers, Our Cultures, United Nations, etc. give students a chance to gain appropriate information and data in various contexts. The information gained allows students to make relevant observations, identify similarities and differences, and make connections between related concepts, ideas, and resources. Appropriate experiences further enhance the students' understanding of how different things and people affect their day-to-day lives. For example, to investigate poverty in society, students require knowledge of subjects like History, Economics, and Politics. Students first have to gain information and comprehend ideas such as discrimination, resource allocation, and political priorities. They then need to understand, analyse, and evaluate the existing connections between those ideas and theories to make sense of how poverty affects certain populations in the country. This knowledge can be further put to use to foster creativity if students are asked to think about ways or come up with new solutions and policies which they think can help reduce poverty. They could be given a chance to present their ideas in the form of debates, essays, role plays, or class projects.

Helps to Enhance the Social Understanding of Students: Different topics included in the Social Studies curriculum for various age groups like Festivals of India, Different Types of Families, Clothes We Wear, Food We Eat, Our Country, States of India, My Community, Socio-Religious Reforms, and Challenging the Caste System helps students to observe, learn, and understand human behaviour, values, and attitudes, and the inter-relationships which exist among different people. They come to know about the different religions and cultures, which exist in the world other than their own. They also learn about the societal strata and norms of society and the need for various governing bodies and other institutions. This in turn helps the students to develop a wider perspective of society and the human condition.

Furthermore, learning about different religions, social and cultural beliefs, castes and creed, nationalities and ethnicity, values, languages, festivals, food and clothing, types of families, etc. makes students aware that the society they live in, is diverse and multicultural, and yet there are interdependence and inter-relatedness between different people, families, cultures, religions, and countries. This helps students to recognise the benefits and challenges of living in a world with multiple cultures and ideologies. This awareness helps them to understand the importance of democracy, rights, and freedoms, and the fact that to live and coexist peacefully, each and everyone needs to respect, trust and balance the various opinions, values and attitudes, lifestyles, cultures, and practices, and ideologies existing in society.

Helps Students to Become Better Citizens: Subjects in Social Studies like Economics, Political Science, and History educate students on Political Ideologies, Constitutional Laws, Citizenship, Rights and Duties, Morals and Virtues, Social Code of Conduct, thus making children aware of their roles and responsibilities particularly with social and civic affairs. By providing relevant information and knowledge, skills, and attitudes, the study of Social Science prepares students to grow up as active, responsible, and reflective members of society. It also teaches them to address societal and global concerns using literature, technology, and other identifiable community resources.

Thus, we can conclude that incorporating Social Studies in the school curriculum ensures all-round development of the children and makes them educated about the society they live in.

Check Your Progress - 1

1. List any two points to justify the inclusion of social science in the school curriculum. Justify your answer.
2. Select a textbook of social science of Class 8 and give three points to prove the utility of studying it. Comment on “What should not have been there or what else should have been there as part of the content”.

1.3.3.2. Relevance of Social Science Research in Society

Generally, social science is defined as the scientific study of human society and individual relationships in and to society. Hence, compared with other natural science subjects, social science has a greater role in shaping and reshaping our society and social order. In the previous section of this Unit, we have analysed the relevance of social science in the school curriculum. In this section, we will focus on the relevance of social science research to the development of society at large. Social science cannot be and should not be practiced in isolation from what is happening in society and from what is being done. Hence, it has a major role in understanding and solving contemporary problems. This role can be briefly described as follows:

- **Discovery of facts and their interpretation of social mysteries:** Research in social science provides answers to questions like what, when, where, how, and why of man, social life, and institutions. The Discovery of facts and their interpretation helps us to discard such distortions and enlighten us and contribute to our understanding of social reality.
- **Diagnosis of problems and their analysis leads to appropriate remedial actions:** Developing countries face innumerable problems such as poverty, unemployment, inequality, social tension, low productivity, technical backwardness, etc. The nature and dimension of such problems have to be diagnosed and analysed. Research in social sciences plays a significant role in this respect. An analysis of the problems leads to an identification of appropriate remedial actions. This in turn leads to the prosperity of individuals, society, and the nation at large.
- **The systematisation of knowledge:** The facts and knowledge discovered through research are systematised and the body of knowledge is developed. A systematised body of knowledge will properly help to understand and implement better social planning for the development of the entire human society.

- **Control over social phenomenon:** Research in social science areas equips us with first-hand knowledge about the organising and working of the society and its institutions. This knowledge gives us greater power of control over the social phenomenon.
- **Predicts and ensures order among social facts:** Research in social sciences aims at finding order among social facts and their casual relations. This affords a sound basis for prediction in several cases. Although the prediction cannot be perfect because of the limitations of social sciences, it will be fairly useful for better social planning and control.
- **Development planning:** Planning for socio-economic development calls for baseline data on the various cross-sections of our society and economy, recourse endowment, people's needs, and aspirations, etc. Systematic research can give us the required database for planning and designing developmental schemes and programmes. Analytical studies can illuminate critical areas of policy and testing the validity of planning assumptions. Evaluation studies point out the impact of the plans, policies and programmes and suggestions for their proper reformulation.
- **Social welfare:** Research in social science can unfold and identify the causes of social evils and problems. It can thus help in taking appropriate positive measures of reform and social welfare.

Social science is of immense importance to societies around the world. However, there is still much work to be done to increase the level of support that they receive.

Several issues have been identified to establish the rationale for the study and research of social sciences:

- Social scientists help us imagine alternative futures;
- Social science can help us make sense of our finances;
- Social scientists contribute to our health and well-being;
- Social science might save our life by predicting and planning for a safe environment;
- Social science can make your neighbourhood safer;
- We need social scientists as public intellectuals;
- Social scientists have to make their work interesting and engaging with the rest of us. They need to explain not only why social science is relevant, but do it compellingly;
- Social Science can improve our children's lives and education;
- Social science can change the world for the better;
- Social science can broaden our horizons;
- Social science is needed to guarantee our democracy.

Check Your Progress - 2

Answer the following

1. Give three reasons to signify the importance of social science in society. Justify your answer.
2. How is social science useful to guarantee our democracy?

1.3.4. Let us Summarise

The relevance of Social Science can be listed as under -

- Social Studies is a key tool in this changing world.
- It serves as the foundation of social development across the country.
- It acts as an agent of change, which transforms an individual to be an effective citizen of the country.
- Develops awareness of the world and environment.
- Helps to develop critical thinking abilities.
- Helps to enhance the social understanding of students.
- Helps students to become better citizens.

The relevance of social science in society

- Discovery of facts and their interpretation of social mysteries.
- Diagnosis of problems and their analysis leads to appropriate remedial actions.
- Systematisation of knowledge.
- Control over social phenomenon.
- Predicts and ensures order among social facts.
- Development planning.
- Social welfare.

1.3.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

For answers, refer to Section 1.3.3.1 of this study material.

Check Your Progress - 2

For answers, refer to Section 1.3.3.2 of this study material.

1.3.6. Unit End Exercises

1. Clarify the need for integrating social sciences in the school curriculum
2. Explain the importance of research in social sciences in the present context.

1.3.7. References

1. <https://www.palgrave.com/gp/campaigns/social-science-matters/10-reasons-for-social-science>
2. https://www.jstor.org/stable/1824581?seq=1#metadata_info_tab_contents
3. <https://classroom.synonym.com/importance-social-studies-education-6547605.html>

Block 1 : Nature and Sources of Social Sciences

Unit 4 : People as Resource: The Significance of Oral Data

Unit Structure

- 1.4.1. Learning Objectives
- 1.4.2. Introduction
- 1.4.3. Learning Points and Learning Activities
 - 1.4.3.1. People as Source of Information
Check Your Progress - 1
 - 1.4.3.2. Concept and Significance of Oral History
Check Your Progress - 2
- 1.4.4. Let us Summarise
- 1.4.5. Answers to ‘Check Your Progress - 1 and 2’
- 1.4.6. Unit end Exercise
- 1.4.7. References

1.4.1. Learning Objectives

After studying this unit, the student teachers will be able to -

- Explain the meaning of ‘people as a resource’;
- Describe the importance of people as a source of information;
- Understand the significance of oral data; and
- Appreciate the value of oral data in the study of a subject.

1.4.2. Introduction

Consider the following examples:

- Your grandfather is telling you about his experiences in the struggle for the freedom of India, which included their processions, rallies, speeches, jail experiences, etc.
- Your mother is telling about her mother’s house where they used to sit and enjoy moonlight dinners, have a good time celebrating important festivals and giving you details about the way those festivals were celebrated, etc.
- Your brother is giving a commentary on the movie he watched last night.

What is the source of information in the above three cases? It is your grandfather, mother, and brother. They are individuals giving you information. These individuals are considered as sources of information. The information given by them is not recorded anywhere and is just passed on by word of mouth. This constitutes oral data

In this Unit, we will study people as sources of information and the significance of the oral data given by them.

(A word of caution. In this Unit, we are not discussing people as capital or productive human resources. They are just people giving information.)

1.4.3. Learning Points and Learning Activities

Before understanding people as a source of information, let us first understand what is an information source. An Information Source is a source of information for somebody, i.e., anything that might inform a person about something or provide knowledge to somebody. Information sources may be observations, people, speeches, documents, pictures, organisations, etc. In the above examples, we have cited some information given by each individual, and hence, these individuals become the source of information.

1.4.3.1. People as Source of Information

Human expertise is a unique source of information. People or humans as a source of information refers to a group, an organization, institution, or person that provides information through formal or informal conversation. Usually, the person providing information in the form of either facts or statements, possess hands-on experience taking on the role of being a layperson or expert in terms of the quality of the information provided. This information may be the result of an interaction with experts, knowledgeable persons, fellow beings, subject specialists, etc. This information is characterised by the following features:

- The information, data, and knowledge credited by these people are due to their observation, experience, activities, creative abilities, ingenuity, etc.
- This data is documented systematically through different channels and media of communication and made accessible for study, research, application, and further developments.
- These people will be willing to share their knowledge and skills with others, and offer help or guidance to those who need it.
- They constitute a very valuable resource, e.g., consultants.

The importance of tapping such valuable resource may include the following:

- It helps to answer queries on persons, institutions, intricate subjects, at micro levels, rules, and regulations of manufacturing, diagnostic equipment for various medical tests, etc.
- The host institution may not have the right resources for answering such questions.
- These people may be aware of the sources of information to solve problems.
- Such expertise may be available within the parent organisation.
- It may be necessary to seek the services of other institutions or freelancers.
- It is not possible to identify every such person and seek a person's skill or knowledge.
- Such expert persons may or may not always be available for such help or guidance even after identifying the right person.

Categories of People as Sources of Information

The following categories of people have been identified as sources of information.

Categories of human sources of information

Information generators

- They generate knowledge or create information. They are involved in different kinds of activities. The knowledge or information arising out of these activities may be made available in the form of books, journal articles, etc.; and they are experts in their area of specialisation and hence, constitute a very valuable source of information, particularly when do not make their information available in any published form. For example, researchers, inventors, authors, writers, planners, policymakers, etc.

Information Gatherers

- They gather information and report it through appropriate channels; and they may be compilers of reference books. For example, bibliographers, encyclopaedists, lexicographers, cartographers, reporters, detectives, etc.

Information Processors

- Newspaper editors, journal editors, software documentation specialists, and persons who are involved in giving a shape to collect information for ease of use to another category of specialists; and transforming a draft into fine reading material. For example, technical editors, style editors, language editors, and general editors.

Information Recorders

- Persons involved in translation work, printing, publishing, data entry operators, etc., and
- These types of skills/expertise do not get recorded and would never be available in any published sources.
- For example, engravers, scribes, calligraphers, printers, typists, videographers, photographers, painters, sculptors, etc.

Information Disseminators

- People who are involved in the dissemination of information or knowledge already collected and available in some form, for example, extension workers disseminate information to farmers and village people about low-cost housing, family planning, healthcare, social welfare, etc.

Information Condensers

- Often information needs to be condensed as per the requirement of the user. For example, a minister has spoken about the education policy of a country for about an hour. A broadcasting agency needs to condense the speech and adjust it to the appropriate time available.

Check Your Progress - 1

Answer the following questions -

1. What is the information source?
2. What do you mean by 'people as a source of information'?
3. List any three points to highlight the importance of people as a source of information.

1.4.3.2. Concept and Significance of Oral History

a. Concept of Oral History

Before understanding the significance of oral history, let us understand what is oral history. It is generally understood as the collection and study of historical information about individuals, families, important events, or everyday life using audiotapes, videotapes, or transcriptions of planned interviews. These interviews are conducted with people who participated in or observed past events and whose memories and perceptions of these are to be preserved as an aural record for future generations. Oral history strives to obtain information from different perspectives, and most of these cannot be found in written sources. Oral history also refers to information gathered in this manner and to a written work based on such data, often preserved in archives and large libraries. The term is sometimes also used in a more general sense to refer to any information about past events that people who experienced them pass it on to another person.

Oral history collects memories and personal commentaries of historical significance through recorded interviews. An oral history interview generally consists of a well-prepared interviewer questioning an interviewee and recording their exchange in audio or video

format. The recordings of the interview are transcribed, summarised, or indexed, and then placed in a library or archive. These interviews may be used for research or excerpted in a publication, radio or video documentary, museum exhibition, dramatisation, or another form of public presentation. Recordings, transcripts, catalogues, photographs, and related documentary materials can also be posted on the Internet. Oral history does not include random taping such as a conversation, nor does it refer to recorded speeches, wiretapping, personal diaries on tape, or other sound recordings that lack the dialogue between interviewer and interviewee.

This important activity is considered by professional historians as the oral tradition. It is established that primitive societies have long relied on oral tradition to preserve a record of the past in the absence of written histories. In Western society, the use of oral material goes back to the early Greek historians Herodotus and Thucydides, both of whom made extensive use of oral reports from witnesses. The modern concept of oral history was developed in the 1940s by Allan Nevins and his associates at Columbia University.

According to Wikipedia, oral tradition, or oral lore, is a form of human communication wherein knowledge, art, ideas, and cultural material is received, preserved, and transmitted orally from one generation to another. The transmission is through speech or song and may include folktales, ballads, chants, prose, or verses. In this way, a society can transmit oral history, oral literature, oral law, and other knowledge across generations without a writing system, or in parallel to a writing system. In a general sense, "oral tradition" refers to the recall and transmission of a specific, preserved textual and cultural knowledge through vocal utterance. As an academic discipline, it refers both to a set of objects of study and a method by which they are studied.

The following are the advantages of oral tradition:

- It can take place anywhere and at any time by adults who have some historical facts;
- It is less expensive compared with other sources of historical information such as books and museums. This is because it does not need selling and buying of information;
- It does not need a person to know how to read and write;
- It is possible to ask questions to the oral informant to have in-depth information;
- Easiest and interesting way of achieving knowledge;
- Can gather lots of views about any incident reliably; and
- Can gather way more data about any culture because in many cultures like Indian, Greek, European, etc. the historian writes history based on the reports by witnesses.

The following are the disadvantages of oral tradition:

- Oral tradition does not go very far in the past. The transmission of information depends on the power of memories of successive generations;
- Oral tradition does not maintain the same value of the oral history; instead, the values keep on changing as time goes;
- Oral tradition may be biased. This is possible because of the nature of transmission itself. Oral transmission is full of exaggeration, creativity, and sometimes the informant may talk of good things only;
- You cannot be sure that the gathered data is correct; and
- Sometimes the data is not precise. The imprecision or mistakes are usually concerned with numbers, ranks, and dates.

b. Significance of Oral History

Source of genealogical research: Oral history is of great significance in genealogical research. Preserving oral history is a critical first phase of this research and data preservation. Those who provide the information are generally older members of the family. Both their lives and their memories are at risk of being lost to time. Therefore, it should always be the priority of a beginning genealogist or family historian to identify such people in the family who can give such information and collect and record it. Due to the risks mentioned above, these oral histories should not be considered as ultimate data, but they can act or support as guidelines in furthering the research. Important among such information could be stories, anecdotes, and family traditions, songs, and especially, information associated with pictures, documents, and other records.

Helps in creating our family's history: Oral history is of great use when creating a family history of our own, but needs some guidelines to be followed. Important among them are:

- ✓ Be sure to take the time to prepare for the interview and decide on the most important questions you want to ask.
 - ✓ Establish rapport with family members before interviewing them.
 - Oral history recordings help listeners better understand how individuals from various viewpoints and different stations in society encountered the full range of life in their day, from everyday routines to catastrophic events. Carefully preserved, the recordings carry the witness of the present into the future, where through creative programmes and publications, they can inform, instruct, and inspire generations to come.
 - Preserving the recorded interview fulfils the purpose of creating oral history in the first place. Preservation begins with making recordings safe, advances to make them useful and accessible, and culminates with sharing them in creative ways with others.
-
- **Oral history helps roll out the story of the past:** Oral history provides a fuller, more accurate picture of the past by augmenting the information provided by public records, statistical data, photographs, maps, letters, diaries, and other historical materials. Eyewitnesses to events contribute various viewpoints and perspectives that fill in the gaps in documented history, sometimes correcting or even contradicting the written record. Interviewers can ask questions left out of other records and to interview people whose stories have been untold or forgotten. At times, an interview may serve as the only source of information available about a certain place, event, or person.
-
- **Oral history helps us understand how individuals and communities experienced the forces of history:** Just think of the breadth and width of history that today's students have to learn! Traditional history courses in high school and college usually touch only on the major events of the past, covering the fundamentals of who, what, when, where, why, and so what. Oral history deepens our understanding of the past by carrying us into the experience at an individual level. Thoughtful, personal answers to questions like What did you do in the war, reveal the ways decisions made by the movers and shakers of the day changed the lives of ordinary people and their families and communities. Oral history teaches us what has changed and what has stayed the same over time. Change is obvious to the eye, but oral history allows people to express the personal consequences of change, from the simple things of life like the wood stove to microwave, dial phone to cell phone, phonograph to iPod. During interviews, narrators may also reflect on ways their lives remained the same despite the change, particularly in the area of values, traditions, and beliefs. Oral history preserves for

future generations a sound portrait of who we are in the present and what we remember about the past. Inevitably, future generations will view and judge today's generation through the lens of their own experiences in their own time. The story of the past is continually revised in light of new interpretations.

- **Oral history helps share personal experiences of historical events:** Oral history enables people to share their stories in their own words, with their voices, through their understanding of what happened and why: With careful attention to preserving our sound recordings, the voices of our narrators will endure speaking for them when they are gone. By complicating the story with individual experience, oral histories will help future historians avoid sweeping generalisations that stereotype people, engender prejudice, and overlook important variables in the historical context.

Check Your Progress - 2

Answer the following questions

1. What is oral history?
2. Mention two advantages and two disadvantages of oral history.
3. Explain the significance of oral history.

1.4.4. Let us Summarise

- An Information Source is a source of information for somebody, i.e., anything that might inform a person about something to provide knowledge to somebody.
- Information sources may be observations, people, speeches, documents, pictures, organisations, etc.
- People or humans as a source of information refers to a group, an organisation, institution, or person that provides information through formal or informal conversation.
- Information generators, information gatherers, information processors, information recorders, information disseminators, information condensers, etc. are the different categories of people as an information source.
- Oral history is generally understood as the collection and study of historical information about individuals, families, important events, or everyday life using audiotapes, videotapes, or transcriptions of planned interviews.
- Oral tradition or oral lore is a form of human communication wherein knowledge, art, ideas, and cultural material is received, preserved, and transmitted orally from one generation to another.

1.4.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1

For answers, refer to Section 1.4.3.1 of this study material.

Check Your Progress - 2

For answers, refer to Section 1.4.3.2 of this study material.

1.4.6. Unit end Exercise

Collect some oral histories. Examine their features. Discuss with your friends/colleagues.

1.4.7. References

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Block 1 : Nature and Sources of Social Sciences

Unit 5 : Types of Primary and Secondary Sources

Unit Structure

- 1.5.1. Learning Objectives
- 1.5.2. Introduction
- 1.5.3. Learning Points and Learning Objectives
 - 1.5.3.1. Primary Sources
 - Check Your Progress - 1
 - 1.5.3.2. Secondary Sources
 - Check Your Progress - 2
- 1.5.4. Let us Summarise
- 1.5.5. Answers to ‘Check Your Progress - 1 and 2’
- 1.5.6. Unit end Exercises
- 1.5.7. References

1.5.1. Learning Objectives

After studying this unit, the student teachers will be able to -

- Understand the importance of the various sources of information in study and research;
- Define and identify the characteristics of primary, secondary, and tertiary sources of information;
- Differentiate between the various types of information sources; and
- Develop skill in selecting the right source for the right requirement in question.

1.5.2. Introduction

Let us start our understanding of the subject with a small exercise.

Consider the following cases and answer the questions given there.

1. You want to study for your examination. What do you read?
2. Your sister is researching her subject. What does she use to get information?
3. Your father gets information about the latest happenings in the world every morning. What does he read?
4. Your mother reads serial stories every week. How will she do this?

The answer to these questions would be

1. Textbook/Guide
2. Journal articles/Research reports
3. Newspaper
4. Magazines

The source from which they got the information is called an information source or reference source. In this case, textbooks, journal articles, research reports, newspapers, and magazines are all sources of information. If you just close your eyes and think for a moment, all our activities throughout our life are based on some or other source of information. The nature of the source may be oral, printed, visual, multimedia, etc. Being able to research and use materials that back up the study or offer different interpretations of the study area is an essential aspect of studying and learning. In this Unit, let us understand in detail the various types of information sources. They are also called reference sources or reference materials.

1.5.3. Learning Points and Learning Activities

Before understanding the various types of information sources, let us make ourselves clear as to what these information sources mean. The phrase 'information source' has two words, namely, 'information' and 'source'. Any 'source' refers to the origin of something. It means from where we have got it. Applying the same criterion, an information source refers to the origin of that piece of information. It has been described in different ways. Let us look at some of the descriptions.

An Information Source is a source of information for somebody, i.e., anything that might inform a person about something or provide knowledge to somebody. Information sources may be observations, people, speeches, documents, pictures, organisations, etc. According to Wikipedia, "An information source is a person, thing, or place from which information comes, arises, or is obtained".

The information source is any system producing information intended for or containing information intended for transmission. In Information Science, they refer to the conventional designation for scholarly documents or publications, which serve not only as important sources but also as the means of transmission of information in space and time.

A reference work/book/source is a compendium of information, usually of a specific type, compiled in a book for easy consultation. The entries are disjointed, but arranged in such a way that the intended information can be quickly found when needed or referred to, the sequence of which is determined by the scheme of the arrangement chosen for that purpose. It might be alphabetical, classified, or some other type of arrangement. Even then the connection between consecutive entries is not as compelling and continuous or as free from jerks as between the paragraphs in an ordinary book. The writing style used in these works is informative; the authors avoid the use of the first person and emphasize facts. Indexes are commonly provided in many types of reference work. Updated editions are published as needed, in some cases annually. Sometimes reference sources are also described as approach material. Broadly speaking, any book can be called a reference book provided the information contained in it is so organised that it becomes readily accessible. It may consist mostly of formulae, statistics, diagrams, tables, maps, charts, or a list of documents with or without abstracts or annotations or other features. All reference sources are also documentary sources of information.

According to the American Library Association Glossary, a reference book is defined as "a book designed by its arrangement and treatment to be consulted for the definite item of information rather than to be read consecutively". Most of the reference books anticipate a particular need and approach to information.

Generally, a reference source has the following characteristics:

- They are intended primarily for occasional consultation;
- They are consulted for definite items of information;
- The information included in them is collected from a vast number of sources;
- It is a miscellany of information and facts;
- The arrangement of information is such that it can be conveniently and quickly recalled;
- It follows some methods of arrangement, e.g., alphabetical, chronological, or other methods;
- They include only the bird's eye view of the topics and rarely deal in-depth;

- They usually concentrate on facts;
- They are normally not issued on loan and kept for use in the library only; and
- Information in a reference book is so organised that anyone can easily get their desired information.

These sources of information are found in a variety of forms. Some of them are textbooks, journal articles, conference proceedings, research reports, maps, almanac, atlases, etc. The basic requirement in using these resources is to be aware of where to look for information, how to access it, and how to use it. You must also be able to scrutinise your sources to check that they are relevant and of a suitable nature to be included within your work or use for your intended purpose.

All sources of information are primarily grouped into three categories. They are:

1. Primary sources,
2. Secondary sources, and
3. Tertiary sources.

Sometimes a source may be categorised to belong to a particular category based on the question and the purpose for which information is being sought. Let us look into each of these categories in a little more detail.

1.5.3.1. Primary Sources

A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or period and offer an inside view of a particular event. "A primary source is raw evidence that has not yet been interpreted."

First- hand accounts or sources include:

- Original Documents, including eyewitness accounts or the first record of events such as diaries, speeches, letters, manuscripts, interviews, news film footage, autobiographies, or official records.
- Creative Works such as literature, music, art, film, etc.
- Relics or Artefacts such as pottery, furniture, clothing, and buildings.
- Data from original research whether statistical or scientific.

Also, different academic disciplines have different definitions of what constitutes a primary source. Following are a few examples.

In the **Humanities** (history, literature, religion), primary sources focus on original documents or accounts contemporary to a specific event or an individual's life. Terms such as "eyewitness" or "first-hand" are also commonly used to describe these sources. Autobiographical accounts written at a later date are also considered primary sources. Letters, diaries, journal entries, public records as well as contemporaneous newspaper articles offer solid examples of this type of primary source. Fictional works such as short stories or novels written during that specific period constitute primary documents too.

In the **Arts** (art, dance, music, theatre), primary sources are as diverse as the various disciplines in the category. They may include paintings, sculptures, prints, performances, video or audio recordings, scripts, or musical scores.

Social Sciences (psychology, sociology, education) place a heavy emphasis on unanalysed data sets as primary sources. Numerical data sets such as census figures, opinion polls, surveys, or interview transcripts constitute this type of raw, uninterpreted data. A researcher’s field notes are also primary sources in the social sciences.

In the **Sciences** (biology, ecology, chemistry), primary source documents focus on original research, ideas, or findings published in academic journals. These articles mark the first publication of such research, and they detail the researcher’s methodology and results. Plant or mineral samples and other artifacts are primary sources as well.

A primary source provides direct or first-hand evidence about an event, object, person, or work of art. Primary sources provide the original materials on which other research is based and enable students and other researchers to get as close as possible to what happened during a particular event or period. Published materials can be viewed as primary resources if they come from the time that is being discussed, and were written or produced by someone with first-hand experience of the event. Often primary sources reflect the individual viewpoint of a participant or observer. Primary sources can be written or non-written (sound, pictures, artifacts, etc.). In scientific research, primary sources present original thinking, report on discoveries, or share new information. The primary source is a term used in several disciplines to describe source material that is closest to the person, information, period, or idea being studied.

Primary sources are the foundation of original research. They allow you to:

- Make discoveries;
- Provide credible evidence for your arguments; and
- Give authoritative information about your topic.

Some examples of primary resources are tabulated below.

| Original Documents | Creative Works | Relies and Artifacts |
|---------------------------|--------------------------------|-----------------------------|
| Diaries | Art Works | Poetry |
| Speeches | Novels | Decorative Arts |
| Correspondence | Poetry | Clothing |
| Interviews | Music | Buildings |
| Manuscripts | Architectural drawings / plans | Textiles |
| Government Documents | Photographs | Needleworks |
| News film footage | Film | |
| Archival Materials | | |
| Autobiographies | | |

Primary sources may also include data from the field, textual materials, journals, magazines, newspapers, etc. In the study of history, as an academic discipline, for example, a primary source (also called a source) is an artifact, document, diary, manuscript, autobiography, recording, or any other source of information that was created at the time under study. A study of cultural history could include fictional sources such as novels or plays. In a broader sense, primary sources also include artifacts like photographs, newsreels, coins, paintings, or buildings created at the time. Historians may also take archaeological artifacts and oral reports and interviews into consideration. It serves as a source of information about the topic.

To ascertain the validity of a primary source, the following questions are asked:

- What is the tone?
- Who is the intended audience?
- What is the purpose of the publication?
- What assumptions does the author make?
- What are the bases of the author's conclusions?
- Does the author agree or disagree with other authors of the subject?
- Does the content agree with what you know or have learned about the issue?
- Where was the source made?

Let us study some primary sources in detail.

Fieldwork: Fieldwork implies getting into space you are studying and researching it on the ground. It is also called field research or field studies and is the collection of raw data outside a laboratory, library, or workplace setting. For example, in the field of geography, geographers conducting fieldwork may measure or scientifically describe landforms, count the number and distribution of plants in an area, collect statistical data on human populations and demographics, or simply walk around and describe the sights, smells, sounds, and experiences of being within a natural or artificial landscape.

Fieldwork gives geographers access to different kinds of data. Some are quantitative, which means it can be expressed in numerical or statistical terms. How many people live in a region, how many times a month do they travel beyond a 50-mile radius, what is the average distribution of life forms across a geographic feature?

These are questions that can be answered by compiling numerical data. To assist with this, many geographers rely on the geographic information system (GIS) software, which compiles statistical data into maps, providing a clear spatial dimension to numerical figures.

At the same time, geographers also use fieldwork to compile qualitative data, which is evidence that is not so easy to define in statistical terms. Geography is often about relationships in space, so how do people talk about their environments? What does the urban landscape look like, and how is it different from a natural landscape? How do people feel about nature? What colours, sights, sounds, or smells define a forest or a coastline?

All of these questions can provide important insight into how we understand physical space, and these can be answered through fieldwork.

Manuscripts, Letters, and Diaries: Manuscripts and archives are unique documents (handwritten or typed letters, diaries, meeting minutes, photographs, financial records, etc.) produced by people and organisations. Manuscripts generally refer to personal papers, while archives usually refer to organisational, institutional, or business records. Oftentimes the terms are used interchangeably. Some collections may be a single folder containing a few letters, while others can span hundreds of boxes containing thousands of documents.

Written records can be used in a diversity of ways to make inferences about historical questions, which could not have been communicated from the minds of the scribes who penned the words. Financial and legal records are a mine of information about social history, with little help from an interpreter. The granting of privileges or the dispensing of justice reveals much about social conditions, relations, and expectations.

Manuscripts form an invaluable part of India's documentary heritage. They capture our thoughts, achievements, experiences, and lessons learnt from history. In other words, they constitute our memory. The Vedas are the first literary documents in the history of humankind. Initially passed down through generations by oral tradition, this valuable treasure of the ancient world has been preserved in different parts of the country. UNESCO declared the oral tradition of Vedas in India as a "Masterpiece of the Oral and Intangible Heritage of Humanity".

Archives in the form of letters are also great primary sources. Letters written by Jawaharlal Nehru, Gandhi, etc. to various people on various occasions reveal a fund of information about the people of that time, the relationship between countries, etc.

Diary: A diary is a personal record of events, experiences, thoughts, and observations. Both letters and diaries emerge directly from the writer, fresh and intimate, bringing us close to who that person was. Both satisfy us by showing how people in the past shared many of our hopes, worries, and common sense. At the same time, both fascinate us by revealing differences between times past and our own time. They make us curious to explore differences in language and expressive styles, in what people felt needed saying and what did not. These differences in turn point to historical changes and continuities in self, social relations, work, and values, which personal letters and diaries capture with special sharpness.

Thus, the historical value of reading diaries and letters involves understanding the significance of how individual writers employed, experimented with, or altered the conventional forms alive in their time. Perhaps more than any other kind of historical text, the personal writing we are considering reveals how people both embraced and resisted the time and place in which they lived. Their motives for employing either form, the emotional and intellectual energy infusing the form with life each time it is written with a new subjectivity, suggest much about how people in the past made their cultures but made them from the materials at hand.

Newspapers: For centuries, newspapers have been serving the human community as a powerful medium of communication. Newspapers appear from almost all parts of the world in numerous languages. In India also, newspapers appear not only in English and Hindi, but also in numerous regional languages like Bengali, Marathi, Gujarati, Tamil, Telugu, Assamese, Oriya, and so on. Circulation of newspapers varies from a few hundred to a few million. The usual frequency of a newspaper is daily. However, there are also newspapers, which are tri-weekly, bi-weekly, or weekly. Newspapers can also be categorised as general newspapers and specialist newspapers. General newspapers include current information about any important event occurring in any part of the world and any part of the universe. Besides news, we find in it, editorials and articles based on current events. In general, these newspapers publish news, editorials, articles, etc., on politics and government, crime, business and trade, accidents, sports, cultural events, and so on. Very important events relating to science, medicine, technology, literature, religion, etc., are also covered. Newspapers are usually biased nationally or locally. For example, The Times of India is biased towards Indian news, whereas Ananda Bazar Patrika appearing from Kolkata is biased towards news from West Bengal. Unlike e-newspapers, updating of news several times a day is not possible in the printed newspaper. The newspaper as a form of document enjoys the largest leadership. For example, the circulation of Hindustan Times appearing from several cities in India is more than one million. A newspaper in a house, club, library, office, and in other places is read by many people. If we consider that a copy of Hindustan Times is read on

average by four persons per day, then the daily readership of Hindustan Times comes to more than four million. You cannot think of any other type of document whose readership will be so large per day. A specialist newspaper is usually devoted to a particular subject. The Financial Express, The Economic Times, etc., are examples of specialist newspapers. In these newspapers, you will find a predominance of the news on the subject to which the newspaper is devoted. Other important news also appears in these newspapers.

Check Your Progress - 1

I. Answer the following questions:

1. What is an information source?
2. List any four characteristics of an information source
3. What are the different types of information sources?
4. Define a primary source of information.
5. How do you validate a primary source of information?

II. Mark the following as 'True' or 'False'

1. Different disciplines have different definitions for the primary source.
2. An information source can be classified as primary/secondary/tertiary.
3. A research report is a primary source of information.
4. Written records can be made use of to make inferences on historical questions.

1.5.3.2. Secondary Sources

Secondary sources of information are those which are either compiled from or refer to primary sources of information. The original information having been casually modified selected or reorganised to serve a definite purpose for a group of users. Such sources contain information arranged and organised based on some definite plan. These contain organised repackaged knowledge, rather than new knowledge. Information given in primary sources is made available in a more convenient form. Due to their very nature, secondary sources are more easily and widely available than primary sources. These not only provide digested information but also serve as bibliographical keys to primary sources of information. The primary sources are the first to appear, followed by secondary sources. Sometimes it is difficult to find information from primary sources directly. In such cases, a secondary source will be of great help.

Like primary sources, secondary materials can be written or non-written (sound, pictures, movies, etc.). Secondary sources are often in the form of scholarly discourse or reviews. Secondary sources are useful for introducing a topic and providing historical or broader context.

“Bonn” has divided the secondary sources into three types, which are as below:

1. Index Type

- a. Index,
- b. Bibliography,
- c. Indexing periodicals, and
- d. Abstracting periodicals.

2. Survey Type

- a. Review,
- b. Treatise, and
- c. Monograph.

3. Reference Type

- a. Encyclopaedia,
- b. Dictionary,
- c. Handbook or Manual, and
- d. Critical Tables.

Secondary sources are good for gaining a full overview of the topic under study and to understand how other researchers have approached it. They often synthesise a large number of primary sources that would be difficult and time-consuming to gather. Secondary sources are useful for introducing a topic and providing historical or broader context.

They help to:

- Gain background information on the topic;
- Support or contrast your arguments with other researchers' ideas; and
- Gather information from primary sources that you cannot access directly (e.g., private letters or physical documents located elsewhere).

Common examples of secondary sources are:

- Biographies,
- Indexes, Abstracts, Bibliographies,
- Journal articles,
- Literary criticism,
- Monographs are written about the topic,
- Reviews of books, movies, musical recordings, works of arts, etc., and
- Newsletters and professional news sources.

The difference between a primary and a secondary source can be understood easily by the following table.

| Primary Source | Secondary Source |
|--|--|
| Letters and diaries written by a historical figure | Biography of the historical figure |
| Essay by a philosopher | Textbook summarising the philosopher's ideas |
| Photographs of a historical event | Documentary about the historical event |
| Government documents about a new policy | Newspaper article about the new policy |
| Music recordings | Academic book about the musical style |
| Results of an opinion poll | Blog post interpreting the results of the poll |
| Empirical study | Literature review that cites the study |

Sometimes, a source can be primary or secondary depending on the nature of the research. The examples of sources that can be primary or secondary.

A secondary source can become a primary source depending on the research question. If the person, context, or technique that produced the source is the main focus of research, it becomes a primary source.

- If you are researching using a documentary on the causes of World War II, a recent documentary about the war is a secondary source. But if you are researching the filmmaking techniques used in historical documentaries, the documentary is a primary source.

- If your paper is about the novels of R. K. Narayan, a magazine review of one of his novels is a secondary source. But if your paper is about the critical reception of R. K. Narayan's work, the review is a primary source.
- If you aim to analyse the government's economic policy, a newspaper article about a new policy is a secondary source. But if you aim to analyse the media coverage of economic issues, the newspaper article is a primary source.

Primary vs. secondary sources: Which is better?

Most research uses both primary and secondary sources. They complement each other to help you build a convincing argument. Primary sources are more credible as evidence, but secondary sources show how your work relates to existing research.

Tertiary Sources

The third group of information sources is the tertiary source. It presents summaries or condensed versions of materials, usually with references back to the primary and/or secondary sources. They usually act as pointers to primary and secondary documents. They are indexes, directories, bibliographies, and other categorised collection of information, documents that can guide to other potentially relevant documents on a particular subject. For example, checking the bibliographies of books can help to find some relevant material source on the topic under consideration or research.

Check Your Progress - 2

Answer the following questions:

1. What is a secondary source of information?
2. Give four examples of secondary sources of information.
3. How do you identify an information source as primary or secondary?
4. List three advantages of secondary sources of information.

1.5.4. Let us Summarise

- An information source is a person, thing, or place from which information comes, arises, or is obtained.
- They are characterised by occasional use, a specific arrangement of information, a bird's eye view of the topic, etc.
- They are classified into primary, secondary, and tertiary sources.
- A primary source provides raw information from which interpretations can be made.
- Original documents, creative works, relics, poetry, etc. are examples of primary sources.
- The authenticity of a primary source can be tested by asking several questions like what is the purpose of the document, who is the audience, what is the basis for the conclusion, where was the source made, etc.
- Fieldwork, manuscripts, diaries, letters, etc. contain first-hand information and hence, are primary sources.
- Newspaper is another primary source that gives the latest information about what is happening around the world.
- Secondary sources are compiled based on primary sources.
- They are useful in gaining information and understanding, support argument, and collect information from the primary source.
- Biographies, encyclopedias, dictionaries, etc. are examples of secondary sources.

- Tertiary sources are another group of resources, which present a summary based on primary and secondary sources.

1.5.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

I. Answer the following questions

For answers, refer to Section 1.5.3.1 of the study material.

II. Mark the following as ‘True’ or ‘False’

For answers, refer to Section 1.5.3.1 of the study material.

Check Your Progress - 2

Answer the following questions

For answers, refer to Section 1.5.3.2 of the study material.

1.5.6. Unit end Exercises

1. What are the sources? How are they classified?
2. Explain primary and secondary sources for social science studies.

1.5.7. References

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3. <http://www.lisbdnet.com/reference-book-its-characteristics-and/>
4. <https://guides.library.cmu.edu/c.php?g=215581&p=1421659>
5. <https://guides.lib.wayne.edu/PrimarySources>
6. <https://sccollege.edu/Library/Pages/primarysources.aspx>
7. <https://www.scribbr.com/citing-sources/primary-and-secondary-sources/>
8. <https://www.skillsyouneed.com/learn/sources-info.html>

Block 1 : Nature and Sources of Social Sciences

Unit 6 : Secondary Sources to the Study of Social Science

Unit Structure

- 1.6.1. Learning Objectives
- 1.6.2. Introduction
- 1.6.3. Learning Points and Learning Activities
 - 1.6.3.1. Secondary Sources: Dictionaries and Encyclopaedias
Check Your Progress - 1
 - 1.6.3.2. Other Secondary Sources
Check Your Progress - 2
- 1.6.4. Let us Summarise
- 1.6.5. Answers to ‘Check Your Progress - 1 and 2’
- 1.6.6. Unit end Exercises
- 1.6.7. References

1.6.1. Learning Objectives

After studying this unit, the student teachers will be able to -

- Understand the different secondary sources of information;
- Explain the salient features of the secondary sources;
- Differentiate between the various types of secondary information sources; and
- Develop skill in selecting the right source for the right requirement in question.

1.6.2. Introduction

In the previous unit, you have understood the meaning of primary and secondary sources of information, the differences between them, and how to identify whether a source is primary or secondary. You have also studied in detail some of the important primary sources of information. But in our daily life, we come across the requirement for the study of secondary sources more than primary sources. For example, understanding a subject, knowing the meaning, searching for an address of an institution or information about a person, an institution, etc. This information is available more in a secondary source than a primary source. It may not be practically possible to have a personal collection of all these resources. Hence, the major source for all this information is the library. In this Unit, we will understand how a library can be made use of for getting information from secondary sources. We will also know about some of the important secondary sources in the field of social sciences.

1.6.3. Learning Points and Learning Activities

Let us recall from the previous Unit that secondary sources of information are those which are either compiled from or refer to primary sources of information. The original information having been casually modified selected or reorganised to serve a definite purpose for a group of users. Such sources contain information arranged and organised based on some definite plan. These contain organised repackaged knowledge, rather than new knowledge. Information given in primary sources is made available in a more convenient form. Due to their very nature, secondary sources are more easily and widely available than primary sources. These not only provide digested information but also serve as bibliographical keys to primary sources of information. Dictionaries and encyclopedias are examples of secondary sources. Let us study them in a little more detail.

1.6.3.1. Secondary Sources: Dictionaries and Encyclopedias

Dictionaries

In simple terms, a dictionary is an alphabetical listing of words and their meanings. This may include information on definitions, usage, etymologies, pronunciations, translation, etc., or a book or an electronic source of words in one language with their equivalents in another, sometimes known as a lexicon. Other words related to the dictionary are lexicon, concordance, and thesaurus.

Lexicon: A dictionary of some ancient language that generally provides more grammatical analysis is known as a lexicon.

Concordance: A concordance is an alphabetical list of the principal words used in a book or body of work showing the location in the text with immediate contexts. Due to the time and difficulty and expense involved in creating a concordance in the pre-computer era, only works of special importance such as the Bible, Qur'an, or the works of Shakespeare had concordances prepared for them.

Glossary: A list of difficult terms along with some explanation or definition in a special field. The glossary is sometimes also referred to as a word book.

Thesaurus: It is designed for drawing distinctions between similar words and assisting in choosing exactly the right word. So, entries in a thesaurus should not be taken as a list of synonyms and antonyms. It also does not define words. That work is left to the dictionary. A formal definition of a thesaurus designed for indexing is a list of every important term (single-word or multi-word) in a given domain of knowledge arranged in a systematic order and manifesting various types of the relationship existing between the terms, and a set of related terms for each term in the list. The word “thesaurus” more commonly means a listing of words with similar, related, or opposite meanings (this new meaning of thesaurus dates back to Roget's Thesaurus). For example, a book of jargon for a specialised field, or more technically, a list of subject headings and cross-references used in the filing and retrieval of documents (or indeed papers, certificates, letters, cards, records, texts, files, articles, essays, and perhaps even manuscripts), film, sound recordings, machine-readable media, etc. Some examples of the thesaurus are *Thesaurus of English Words & Phrases* (ed. P. Roget), *The Synonym Finder* (ed. J. I. Rodale), *Webster's New World Thesaurus* (ed. C. Laird), etc.

But dictionaries are not just a listing of words. They have many great features. Following are a few types of dictionaries:

- **General dictionaries** are the most familiar to us. This group includes *Webster's International Dictionary*, the *Random House Dictionary of the English Language*, and the *Merriam-Webster Collegiate Dictionary*. These sources generally provide definitions, pronunciations, syllabication, and usage.
- **Historical dictionaries** provide the history of a word from its introduction into the language to the present. The *Oxford English Dictionary* is an excellent example of this type of dictionary.
- **Etymological dictionaries** are dictionaries that emphasise the analysis of components of words and their cognates in other languages. These dictionaries emphasise the linguistic and grammatical history of the word usage. The *Oxford Dictionary of English Etymology* is an example of an etymological dictionary.

- Dictionaries, like other reference sources, may belong to more than one category. For example, an English-Russian engineering dictionary is both a foreign language and a subject dictionary.

Dictionaries may be abridged or unabridged. Abridged dictionaries are smaller and contained the most commonly used words. Unabridged dictionaries try to include all words in current usage. Like other reference sources, dictionaries may become outdated as language evolves. Care should be taken to carefully identify the publication date and focus of the dictionary selected.

1. Encyclopedias

The word encyclopedia is derived from two Greek words ‘Enkyklios’ which means ‘circle’ and ‘Paideia’ which means “of learning”. The word ‘encyclopedia’ itself is synonymous with cyclopaedias, which means compendium of information or knowledge or a circle of knowledge, a work that represents the synthesis of knowledge. It contains comprehensive written information on all branches of knowledge or a particular branch of knowledge, with the entries arranged in alphabetical order. Multi-volume encyclopedias often include an index in the last volume.

The Oxford English Dictionary has defined an encyclopedia as “a literary work containing extensive information on all branches of knowledge usually arranged in alphabetical order”. The ALA Glossary of Library Terms defines an encyclopedia as “a work containing informative articles on the subject in every field of knowledge usually arranged in alphabetical order or a similar work limited to a special field of a subject”.

The four major characteristics of an encyclopedia are its subject matter, its scope, its method of organisation, and its method of production. It attempts to bring some order to the knowledge reflecting the state of knowledge as it exists during the period of its compilation. The included knowledge is related to the kind of readership, which an encyclopedia intends to serve. There have historically been two main methods of organising printed encyclopedias: the alphabetical method (consisting of several separate articles organised in alphabetical order), or organisation by hierarchical categories. The former method is the most common by far, especially for general works. The encyclopedias are written by several employed text writers, usually, people with an academic degree but some modern encyclopedia articles are collaboratively written by the experts on the subject.

Encyclopedias can be general, containing articles on important topics in every field that describe the total accumulated knowledge on each topic or all that came before them. The general encyclopedias are larger compendia and often contain guides on how to do a variety of things, as well as embedded dictionaries and gazetteers. Every general encyclopedic work is, of course, an abridged version of all knowledge discussed in-depth. However, the discussion of the included topic represents the opinions and worldviews of a particular time and the target audience is kept in view while discussing the topics. For example, New Encyclopaedia like Britannica, Encyclopaedia Americana, Collier’s encyclopedia, and German Brockhaus. The encyclopedia can also specialise in a particular field such as an encyclopedia of medicine, philosophy, or law, encyclopedia of library and information science, International encyclopedia of social sciences, McGraw hill encyclopedia of science and technology, etc.

Encyclopedias constitute the backbone of the reference collection of any library. They are a compendium of knowledge and form an important part of the reference collection. They provide access to reliable and updated information of all valuable knowledge of the time.

An encyclopedia covers the following information:

- An overview of every known subject relevant to the scope of the encyclopedia;
- Definition of the subject and related concepts;
- Explanation about them;
- Historical or background information along with data;
- Photographs and sketches of notable persons;
- Detailed index with cross-references to locate information quickly and easily; and
- Bibliography.

The most popular general encyclopedia is the Encyclopaedia Britannica. It is a general knowledge English-language encyclopedia. It was formerly published by Encyclopaedia Britannica, Inc. and other publishers (for previous editions). It was written by about 100 full-time editors and more than 4,000 contributors. The 2010 version of the 15th edition, which spans 32 volumes and 32,640 pages, was the last printed edition. It is now continuing as E Encyclopaedia Britannica Online

The 15th edition had a three-part structure: a 12-volume Micropædia of short articles (generally fewer than 750 words), a 17-volume Macropædia of long articles (two to 310 pages), and a single Propædia volume to give a hierarchical outline of knowledge. The Micropædia was meant for quick fact-checking and as a guide to the Macropædia; readers are advised to study the Propædia outline to understand a subject's context and to find more detailed articles.

Subject Encyclopaedia

Subject Encyclopaedias, like subject dictionaries, provide information about concepts in a subject beyond what is given in a general encyclopedia. The focus is more on the subject content. Other features remain more or less like a general encyclopedia. McGraw Hill International Encyclopaedia of Science and Technology and the International Encyclopaedia of the Social and Behavioural Sciences are examples of a subject encyclopedia. Let us look at a few examples of subject encyclopedia in detail.

- **International Encyclopaedia of Social Sciences**

This encyclopedia highlights the growing influence of economics and sociology in social science research. Featuring 2,990 commissioned essays contributed by thousands of scholars from around the world, the set also covers the disciplines of political science, anthropology, and psychology, offering current perspectives on a wide variety of topics of global relevance, including achievement testing, censorship, personality measurement, aging, income distribution, political and economic aspects of foreign aid, food security and consumption patterns, comparative healthcare systems, agricultural innovation, political correctness, discrimination, the legislation of ethics and morality, terrorism, free trade, and currency devaluation/revaluation. The Encyclopaedia features compelling biographical entries profiling past and contemporary contributors to the study of the social sciences while summarising the critical responses to their work. Besides, many articles explore specific social movements (e.g., the Chinese Revolution, September 11, 2001, Iraq-US War, Darfur conflict). A thematic outline provides a general view of the conceptual scheme of the encyclopedia while helping readers to navigate and access the wealth of articles on a given subject.

- **Encyclopedia of Sociology**

This encyclopedia reflects many changes in society and the field of sociology in recent years. Articles covering core issues such as race, poverty, violence, economics, pregnancy, and abortion have been updated and expanded, and completely new articles have been added on topics such as the Internet, privacy, and epidemiology.

- **International Encyclopaedia of Education**

The key features of this work include the following: It incorporates 1350 articles, with timely coverage of such topics as technology and learning, demography and social change, globalisation, and adult learning to name a few. It offers two content delivery options such as print and online, and the latter provides any time anywhere access for multiple users and superior search functionality via Science Direct, as well as multimedia content, including audio and video files

Check Your Progress - 1

Answer the following questions:

1. What is a dictionary? Mention any two of its uses.
2. How is a subject dictionary different from a language dictionary?
3. Differentiate between a general encyclopedia and a subject encyclopedia.

1.6.3.2. Other Secondary Sources

In the previous Unit, we have understood two major sources of information, namely, dictionaries and encyclopedias. In this section, we will learn about other sources.

- **Bibliographical Sources:** A bibliography is a systematic listing of the records of human communication. In its most general sense, it is the study and description of books or other multimedia material. Bibliographical works are almost always considered tertiary sources of information. They differ from library catalogues by including all relevant publications, rather than the items found in a particular library. However, the catalogues of some national libraries also serve as national bibliographies, as they contain almost all the publications of the concerned country. Standard citation formats are used in writing bibliographies. The main advantages of bibliographic entries are that they contain enough information for readers to locate the materials and are presented in a consistent format. In many cases, a bibliography is the result of any literature search. For example, Indian National Bibliography, Indian Books in Print, etc.
- **Indexing and Abstracting Periodicals:** An index is a systematic guide to - i) item contained in, or ii) concept derived from a collection. These items and derived concepts are represented by entries arranged in a known or stated searchable order.
- The indexing and abstracting periodicals present a condensed form of the literature of the subject and provide a scientific or specialist bird's eye view of the progress and development of the subject so that the inquirer can select the most relevant documents relating to his work in hand. An indexing and abstracting periodical helps to find out specific information in the literature of a subject. British Education Index, Educational Management Abstracts, ERIC, Education Research Index, and the Social Science Citation Index are some examples of indexing and abstracting periodicals.

- **Citation Index:** A citation index is an index of citations between publications. It allows the user to easily establish which later documents cite which earlier documents. It is an ordered list of cited articles, each of which is accompanied by a list of citing articles. The cited articles are identified as references and the citing articles as the source. Simply, it can be said that cited articles are ancestors and the citing articles are descendants, and this descending relation of subjects is reflected through the citation index. Citations provide a further reading list besides paying homage to the pioneers and giving credit for their work; sometimes it also criticises, corrects, and disputes the previous contributions.
- **Gazetteer:** A gazetteer is a geographical dictionary, an important reference for information about places and place-names, used in conjunction with an atlas. It typically contains information concerning the geographical makeup of a country, region, or continent, the social statistics and physical features, such as mountains, waterways, or roads. It also includes information about the location of places, dimensions of physical features, population, GDP, literacy rate, etc. World gazetteers usually consist of an alphabetical listing of countries, with pertinent statistics for each one, with some gazetteers listing information on individual cities, towns, villages, and other settlements of varying sizes. Examples include The World Gazetteer, Worldwide Index, etc.
- **Map:** A map is defined as “a representation of a part of the whole of the surface of the earth or a celestial body delineated on a plain surface, each point in the drawing intended to correspond to a geographical or a celestial position”. It represents the outer boundaries of a part of the earth or the earth as a whole on a plain surface. In simple words, it is a simplified depiction of a space that highlights relations between components (objects, regions) of that space. Most usually a map is a two-dimensional, geometrically accurate representation, normally to scale, of all or a portion of the three-dimensional earth's surface or the heavens, or another celestial body. More generally, maps can be devised to represent any local property of the world or part of it. Maps are usually stored in specially designed cases, which allow them to lie flat.
- **Atlas:** An atlas is a collection of maps, traditionally bound into book form, but also found in multimedia formats. It gives geographic features, political boundaries, and sometimes geopolitical, social, religious, and economic statistics. It may be an independent publication or it may have been issued to accompany one or more volumes of text. Some cartographically or commercially important atlases include Times Atlas of the World (the United Kingdom, 1920-present), Atlas Mira (Russia, 1937-present), National Geographic Atlas of the World (the United States, 1963-present), and the Historical Atlas of China (China). Some other atlases are thematic, for example, The Times Atlas of World Exploration.
- **Globe:** A globe is a three-dimensional scale model of the Earth (terrestrial globe) or other spheroid celestial bodies such as a planet, star, or moon. It may also refer to a spherical representation of the celestial sphere showing the apparent positions of the stars and constellations in the sky (celestial globe).

Almanac: The word ‘almanac’ (also spelled almanack) is an annual publication containing tabular information in a particular field (mostly covering information about rising and setting of moons, periods of low and high tides, climate or weather-related information) often

arranged according to the calendar. According to the ALA Glossary, an almanac is - a) an annual publication containing a calendar frequently accompanied by astronomical data and other information, or b) An annual yearbook of statistics and other information sometimes in a particular field. It records most of the astronomical data and various statistics such as the times of the rising and setting of the sun and moon, eclipses, hours of full tide, stated religious festivals, terms of courts, etc. The contents also include discussions of topical developments and a summary of recent historical events. The major topics covered by almanacs (reflected by their tables of contents) include geography, government, demographics, agriculture, economics and business, health and medicine, religion, mass media, transportation, science and technology, sport, and awards/prizes. Sometimes almanac is grouped with yearbooks as this is also an annual publication giving current events, developments, statistics, etc. For example, World Almanac and Books of Facts, Whitaker's Almanack, Information Please Almanac, The Old Farmer's Almanac, etc.

- **Directory:** A directory is a list of names and addresses of persons, organisations, manufacturers, or periodicals. It may list information in a way which best serves the requirements of its user to enable them to get the required information readily. S. R. Ranganathan defines a directory as “a book containing the names, address, occupation, etc of the inhabitants of a town or a district, a list of the user of a telephone system or the members of a particular profession or trade or a descriptive list of institution, enterprises or trade”. The ALA(American Library Association) Glossary of library terms defines a directory as “a list of persons or organizations, systematically arranged usually in alphabetical or classified order giving the address, affiliation, etc. for individual and address, officers, functions and such data for the organization”. In a wider sense, even a list of periodicals or newspapers or places may also be termed a directory. For example, Times of India Directory and Yearbook including Who's Who, Bowker Annual of Library and Book Trade Information, World of Learning, Universities Handbook, etc.
- **List of Research in Progress:** A list or directory of research in progress covers the research activities of a single institution, a laboratory, or a group of institutions, i.e., universities. The information content is usually a short description of projects, names of investigators, a period of investigation, and names of funding agencies, and in some cases, reference to sources where preliminary results have already been published or likely sources of publication of results.

A list of research in progress helps an individual information seeker to get in touch with the investigation, to get additional information about the work, or can anticipate as to when and where to get the full report or results of an investigation, and thus, avoid duplication in research.

- **Manual:** The word ‘manual’ is derived from the Latin term ‘manual’, which means a guide book or instruction book to pursue an occupation, art, or study. The term ‘manual’ in common parlance refers to instructions to do something with the aid of very explicit step-by-step directions. Louis Shores opined that “manuals are sources that contain instruction for doing”. The ALA Glossary defines a manual as - a) a compact book, a handbook, and b) a book of rules for guidance or instructions in how to perform a task, process, etc., or make some physical subjects. For example, Fay, G.S. (1972), Rockhound's Manual, New York, Harper, and Row.

- **Statistical Sources:** Statistical information is distributed in other reference sources. The dictionaries may contain population statistics. The encyclopedia may provide socio-economic data about large geographical areas, which may be updated by their yearbook; the statistical yearbook may provide some other kinds of statistics over a longer period, and so on. Examples include Demographic Yearbook, Statesman's Yearbook, etc.
- **Mathematical Table:** In the early days, before calculators were cheap and plentiful, people were using mathematical tables, i.e., lists of numbers showing the results of calculation with varying arguments to simplify and drastically speed-up computation. The most common are multiplication tables, which most people know from their early mathematics classes. Nowadays, people use logarithm tables, and so on.

A quick guide for selecting the right type of reference source can be as follows:

| For information about... | Choose... |
|---|---|
| Words | Dictionaries |
| General information/Overview of topic | Encyclopaedias |
| Names & addresses of people, organisations, institutions, companies | Directories |
| Profiles of people | Biographical Dictionaries |
| Places/Maps | Gazetteers or Atlases |
| Facts and Statistics | Almanacs |
| Formula, Tables, How-To-Do-It | Handbooks and Manuals |
| A person's work | Reviews or Criticisms |
| Dates, outlines, historical timelines | Historical tables, Chronologies, Historical yearbooks |
| Periodical Articles | Indexes or Abstracts |
| Books and other sources | Bibliographies or Guides to Literature... |

Check Your Progress - 2

Match the following

| Information required on | Source |
|--|---|
| 1. Meaning of words | a. Encyclopaedia |
| 2. Periodical articles on educational technology | b. Gazetteer |
| 3. Profiles of people | c. Indexing and abstracting periodicals |
| 4. Geographical features of a place | d. Language Dictionary |
| 5. Overview of a topic | e. Biographical Dictionary |

1.6.4. Let us Summarise

- In simple terms, a dictionary is an alphabetical listing of words and their meanings.
- Other words related to the dictionary are lexicon, concordance, and thesaurus.
- Dictionaries may be monolingual, bilingual, or multilingual.
- There are many types of dictionaries. General dictionaries are the most common. Others being Historical dictionaries, Etymological dictionaries, Period or scholarly

specialised dictionaries, Foreign language dictionaries, and subject dictionaries are a few types.

- Subject dictionaries refer to technical words or phrases in a subject.
- The encyclopedia is a compendium of information or knowledge or a circle of knowledge, a work that represents the synthesis of knowledge.
- Four major characteristics of an encyclopedia are its subject matter, its scope, its method of organisation, and its method of production.
- The most popular general encyclopedia is the Encyclopaedia Britannica.
- Subject Encyclopaedias, like subject dictionaries, provide information about concepts in a subject beyond what is given in a general encyclopedia. The focus is more on the subject content.
- Bibliographical sources, indexing, and abstracting periodicals, gazetteers, maps and atlases, almanac, directories, etc. are some other examples of secondary sources.

1.6.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

For answers, refer to Section 1.6.3.1 of this study material.

Check Your Progress - 2

For answers, refer to Section 1.6.3.2 of this study material.

1.6.6. Unit End Exercises

Collect two resources under each category of secondary resources and list their features.

1.6.7. References

1. <https://sia.libguides.com/c.php?g=521408https://guides.lib.wayne.edu/PrimarySources>
2. <https://sccollege.edu/Library/Pages/primarysources.aspx>
3. <https://www.scribbr.com/citing-sources/primary-and-secondary-sources/>
4. Read more at: <https://www.skillsyouneed.com/learn/sources-info.html>
5. <https://www.edglossary.org/about/>
6. <https://www.shabdKosh.com/dictionary/english-kannada/>
7. <https://elt.oup.com/catalogue/items/global/dictionaries/oxford-advanced-learners-dictionary/?cc=global&selLanguage=en>
8. https://shodhganga.inflibnet.ac.in/bitstream/10603/40587/9/11_chapter2.pdf
9. https://www.researchgate.net/publication/320010397_Primary_Sources_of_Data_and_Secondary_Sources_of_Data
10. <https://guides.lib.uw.edu/research/iss/sourcetypes>

Block 2 : Objectives of and Resources for Social Science Teaching

Unit 1 : Objectives of Teaching History

Unit Structure

- 2.1.1. Learning Objectives
- 2.1.2. Introduction
- 2.1.3. Learning Points and Learning Activities
 - 2.1.3.1. Nature and Scope of History
 - Check Your Progress - 1
 - 2.1.3.2. Aims and Objectives of Teaching History
 - Check Your Progress - 2
- 2.1.4. Let us Summarise
- 2.1.5. Answers to ‘Check Your Progress - 1 and 2’
- 2.1.6. Unit end Exercises
- 2.1.7. References

2.1.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Bring out the meaning and scope of history;
- Analyse the importance of history in the school curriculum;
- List out and explain the objectives of teaching history; and
- Appreciate the benefits of learning history.

2.1.2. Introduction

The word ‘History’ is one of the most commonly used and applied words in our day-to-day life. We often say, history of mankind, history of a building, history of a place, history of a dynasty, history of science, etc. That means that the word history is associated with almost every activity of life. The study of history has become a part of the school curriculum and the objective of teaching history has also gained significance. To understand the objectives and importance of teaching history, it is necessary to know the meaning, nature, and scope of history, based on which the objectives can be determined. Hence, we can start with an understanding of the meaning and scope of history followed by the objectives of teaching history. What does this word mean then? What is its scope? How is it understood? What is its importance or why should it be studied or taught? Answers to these questions form the content and scope of this Unit. Different people have defined and explained it in different ways. Let us analyse a few of the definitions and explain it in our own words to dwell more on the objectives of teaching history.

2.1.3. Learning Points and Learning Activities

2.1.3.1. Nature and Scope of History

The word History is derived from the Greek word historia which means inquiry, research, exploration, or information. It encompasses and relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about these events. History is not what “shall be,” or what “is.” Rather, it is what “was.” The construction of the pyramids is history. The founding of our nation is history. Your birth is

history. History was yesterday - even earlier today. But different people have interpreted it in different ways.

It has been said that it is easier to write history than to define it. This is mainly because history has meant different things at different times to different people from the ancient world to the present and that there have been as many varieties of history as there have been schools of sculpture, painting, or philosophy. Historians have differed in their method, content, and purpose of their work. Some have been primarily interested in telling a story, others in determining and recording facts or re-creating events as they happened, others in interpreting their findings.

Let us understand some definitions of history

- According to Polybius and Thucydides history is a story of things worthy of being remembered
- Francis Bacon defines history as a discipline that makes men wise
- Rousseau regards history as ‘the art of choosing from among many lies that one which most resembles the truth’
- According to Henry Johnson ‘History in the broader sense is everything that ever happened, and we have to limit our understanding and study those events that are very significant and have left behind a deep impression on man’.
- “History is the record and explanation of moral values,” says Lecky.
- A L Rowse said, “history is essentially the record of the life of men in societies in their geographical and their physical environment”
- History is a science that investigates and presents events/happenings in their context of psychophysical causality, the facts determined by space and time of evolution of men in their individual as well as typical and collective activity as social beings.
- NCERT: “History is the scientific study of past happenings in all their aspects, in the life of a social group, in the light of present happenings.”
- According to Jawaharlal Nehru: “History is the story of Man’s struggle through the ages against Nature and the elements; against wild beasts and the jungle and some of his kind who have tried to keep him down and to exploit him for their benefit.”

Based on the above definitions, we can understand that history is a record of the various events of the past, a meaningful story of mankind describing how and why of the development of mankind. The above definitions also indicate the nature of history to be a unique, continuous coherent study of mankind.

The scope of history has been undergoing constant change. In the past, the world was divided into several social, political, and cultural units. With the development of integrated and unified culture and economy, history assumed a universal nature. With the numerous discoveries in various fields and the availability of numerous inscriptions, the scope of history has also widened. The knowledge of ancient history was further widened by geology and archaeology in the mid-nineteenth century.

With the development of historiography, the scope of the study of history was also changed. till the 19th century history was confined to the study of political events and institutions. But at present, the social, economic, moral, and literary life of the people is also included in the scope of history. The study of history emphasizes the systematic and

exhaustive collections of source materials and the adoption of scientific, analytical, and critical attitudes in their understanding and explanation.

Paominlen Kipgen has identified the following as the scope of history.

History is no longer a branch of literature or politics or philosophy or any other discipline. It has an independent status and its aim whose main function is now to study society in its aspects of promoting a culture, which constitutes knowledge, faith, belief, art, morals, customs, and any other capabilities or habits acquired by man as a member of society. History has gradually assumed in three dimensions. Its main job is to narrate what happened, to discuss how it happened, and to analyze why it happened. It mainly has two functions to perform. One is the collection of data and the other is the interpretation of the data to explain the fundamental forces of history. The first part has to be objective and therefore scientific. The second part is subjective and hence humanistic. Following is the scope of History.

The scope of history includes both humans and nature. Though history excludes from its scope the study of nature and confines its attention to the story of man's evolution from humble beginnings to complex achievements, nature also comes within the scope of history, if it has anything to do with man. For, the rivers, hills, lakes, mountains, and seas figure greatly in history in the context of their shaping man's destiny.

The scope of history includes all activities of human beings. The historian must look beyond government to people, beyond laws to legends, beyond religion to folklore and the arts, and he must study every phenomenon, whether intellectual, political, social, philosophical, material, moral or emotional relation to man in society. History has to consider all human achievements in all their aspects such as science, technology, discoveries, inventions, and adventures. But primarily the social life of man, his political achievements, his cultural attainments, his constitutional management, and his economic endeavours form the main scope of history, as it is through the medium of state and society that man finds his identity. Further, it was always the great men who have become the centre of attraction even though the common men were the ones who played a vital role in assisting the great men to achieve fame. Now, the common man and his life is attracting the attention of the historian, who had so long neglected the study of this essential element.

The scope of history includes the study of economic and social change which is gaining greater prominence in recent years. In communist countries, the entire orientation is on Marxist-Dialecticism. The labour movement, the class struggle, inland, and international trade, arts, crafts, industry, business, commerce, agriculture, peasant movement, and so on are receiving increasing attention. Likewise social reforms, caste and class distinctions, family life, the position of women, customs, manners, and way of life are exciting the interest of historians.

Anthropology has also excited the interest of historians and much useful work have been done in this field by scholars who have traced historically the customs and manners of the aborigines; social stratification of small communities who are a little higher up than the aborigines has been greatly facilitated by the availability of modern sophisticated techniques. Further, the scope of history has been enlarged from objective empiricism to historicism. Objective empiricism means the establishment of facts as they were. It is sometimes like presenting a photographic copy of how things existed in the past. Historicism means tracing the growth and development of an event from its early stages. It is like a

genetic process that takes into account evolutionary trends and how progress has been made from age to age.

Finally, the scope of history was further widened when attempts were made particularly in the USA to develop a new concept called 'historical relativism'. This concept was the by-product of the closer study of Freud and Einstein whose principles were applied to historical growth and development.

The ties of history extend not only to the social sciences and the humanities but also to natural and applied sciences. In the pursuit of truth, modern historians share with scientists the spirit of critical inquiry and utilize scientific procedures and methods to gather reliable data. Furthermore, since man's life is intertwined with his environment, the historian must take into account the impact of geography, climate, and natural resources: the invention of labor-saving devices: the revolution in transportation, communication, agriculture, physics, chemistry, and medical science; and the application of atomic energy. To understand and portray recent American history, for example, the historian must be aware of the effects of the great changes in space and time factors wrought by the new technology in transportation, communications, and weaponry-fast ships, airplanes, communication satellites, and missiles. Historian David McCullough has said, "we need history as much as we need bread or water or love." History is tremendously important.

With this background of meaning and scope of history, you may feel what is the use of history? What purposes does it serve? What can history do for the men of thought or action? Of what benefit is it to the students? Perhaps the simplest reason for studying history is that man cannot help being interested in his past. He is surrounded by history and is himself a part of it. Just as an individual draws upon recollections of his past, his personal history, so a nation or race uses history as its collective recollections. History may also be read for entertainment, and the tradition of history as the art of the storyteller is old. The study of history is a form of vicarious experience, of learning from the experience of others. "It provides us with the opportunity to profit by the stumbles and tumbles of our forerunners," wrote the British military theorist and historian, Sir Basil Liddell Hart.

Check Your Progress - 1

Mark the following as 'Agree' or 'Disagree'

1. Only the discovery of new information makes it necessary to rewrite history:
2. Given enough effort it is possible to discover the one true version of an event:
3. Historians interpret the past differently because they have different biases and values:
4. Since history is subjective, it can never teach us anything about the past:
5. Historians decide which facts are important to include in any account of the past:
6. Historians have an obligation, to tell the truth:

2.1.3.2. Aims and Objectives of Teaching History

The aims and objectives of teaching history have changed with the shift in the philosophical thinking of the time and changes in the social and political practices. Education is the process of bringing about desirable changes in the behavior of pupils. The idea of the desirable changes has varied at different times under the dominant philosophical creed of the society and prevalent social and political practices. The teaching of history helps the students to explain the present, to analyze it, and to trace its course. The cause-and-effect relationship

between the past and the present is lively presented in history. History thus helps us to understand the present-day problems both at the national and international level accurately and objectively. This understanding enables us to lead useful and efficient lives. We should understand and realise that history is interesting and that it has a real bearing on our everyday life and that it is, therefore, worthwhile taking the trouble to assimilate its facts.

The general aims and objectives of teaching history are the following.

- To know more about the past in both internal and external relationships.
- To satisfy man's instinct of curiosity about the lives lived by our forefathers
- To link the present with the past.
- To stress the continuity of human consciousness from generation to generation.
- To enable us to know the truth about the past by sifting facts from myths legends or fairy tales
- To offer and promote the examination of situations critically.
- To sharpen intellectual experience and imagination about the knowledge of the past.
- To know the places of origin, relationship with other people's environment, economic crises, famine, and good administrators, and bad rulers.
- To identify the root of events and promote better understanding among the people.
- To understand the contemporary economic and political problems of a nation.

The main objectives of teaching history as identified by Pallavi Talekau and others are the following.

- **To Promote Self-Understanding:** History needs to be taught to promote self-understanding. Everyone has a heritage that is uniquely his, a combination of racial, national, family, and individual traditions that are woven into his very being. Without inquiry into these historical factors, man will remain a stranger to himself. Similarly in the absence of historical study, groups and persons will fail to comprehend their own identity. Being a key subject, history provides useful information necessary for understanding the common allusions in daily reading-names, places, dates, and events, etc. Thus the knowledge of history is a part of the self-awareness and realization of our environment.
- **To give the Proper Conception of Time, Space, and Society:** History gives a proper understanding of the concept of time, space, and society. It reveals the relationship of the present with the past, the local with the distant and personal and national life with the lives and the cultures of men and women in other countries, in time and space. History is a link uniting each of us as an individual with a whole greater than ourselves.
- **To Enable the Pupils to Assess the Values and Achievements of their Age:** History provides the youths with the standards of reference against which they can measure the values and achievements of their age. This enables them to have an enlightened awareness of the problems of modern communities, political, social, and economic.
- **To Develop Right Attitudes:** The development of right attitudes is based on an appreciation of things which are worth-while in life. Attitudes depend on intellectual and emotional factors. Scientific attitude is intellectual, like, judgment based on facts are unaffected by personal feelings. The teacher has to help his pupils in building up the right attitudes. But before being able to develop desirable attitudes among his

pupils by his example, he/she must exhibit self-control, patient, sympathy, and self-respect.

- **To Foster National Feelings:** An important objective of teaching history is the emotional and national integration of people. Emotional integration is a feeling of oneness among the people of different cultures, religions, castes, and languages. It is the sharing of certain common objectives, ideals, and purposes and giving them a high place over smaller and sectional loyalties. History can play a very important role in realizing this aim.
- **To Develop International Understanding:** The swift growth of means of communication among various nations has hastened the exchange of ideas and dependence on each other on various aspects of life. History is one subject that can promote international understanding in the best possible way. It can remove prejudices existing among nations; it can also overplay the fundamental unity and interdependence among nations and underplay the sources of disunity.
- **To Give Training for Handling Controversial Issues:** Teaching history helps pupils to handle controversial questions in a spirit that searches for truth-insists on free discussion and permits compromise. It can expose the pupils to a vast knowledge which will enable them to tackle controversial issues objectively.
- **To Impart Mental Training:** History can stimulate thought, judgment, and discrimination and create a scientific attitude in the adolescent as a counterbalance to his/her emotional instability. It trains the pupils to be accurate in comprehension and expression.
- **To Teach Moral Principles:** A history teacher is in an excellent position to inculcate moral values in pupils' minds. Life stories of great saints, heroes, and reformers, like Shankracharya, Buddha, Rama, Maharana Pratap, Guru Nanak, Swami Dayananda, Swami Vivekananda, and Mahatma Gandhi, etc. encourage pupils to be truthful, courageous, just, and selfless.
- **To Help Resolve Our Contemporary Social and Individual Problems:** History helps in resolving our contemporary social and individual problems and developing mature judgments on immediate social issues, trends, and prospects in the field of commerce, industry, international affairs, regional politics, and other aspects of the contemporary society.
- **To Promote Socialization among Pupils:** An important aim of history teaching is the socialization of pupils to make them well informed and enlightened citizens, capable of promoting common welfare. Socialization awakens a sense of developing confidence, courage, and happiness within oneself. It develops individual and social virtues of initiative, thoughtfulness, righteousness, constructive thinking, critical judgment, justice, tolerance, co-operation, fellow feeling, and sacrifice, etc.

The aims of teaching history in terms of learning outcomes can be listed as under.

Knowledge: The pupil should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trends, personalities, chronology, and generalizations, etc. related to the study of history. The pupil should be able to:

- Recall facts, terms, concepts, events, etc;
- Recognize facts, terms, concepts, events, etc;
- Locate information on maps, charts, diagrams, etc;
- Read information presented in various forms.

Understanding: The pupils develop an understanding of terms, facts, events, years, principles, etc. related to the study of history. They: -

- Classify facts, events, terms, concepts, etc.
- Compare and contrast the events, trends, concepts, etc.
- Discriminate between the significant and insignificant matters,
- Illustrated events, principles by citing examples,
- Identify the relationship between causes and effects etc.
- Detect errors in the statements and rectify,
- Arrange facts etc. in a particular known order, and
- Interpret the maps, charts, etc. from the other sources of history.

Critical thinking: The pupils develop the ability of critical and logical thinking. :

- Identify the problems;
- Analyse the problems;
- Select relevant facts, principles, etc.
- Establish relationships;
- Advance arguments in support of or against an issue;
- Draw inferences and conclusions;
- Verify the inferences; and
- Evaluate the results

Practical Skills: The pupils develop practical skills helpful in the study and understanding of historical events. :

- Draw historical maps, charts, diagrams, chronology, timelines, etc.
- Prepare models, tools, etc.

Interests: The pupils develop interests in the study of history and activities relating to history:

- Collect ancient arts, old coins, and other historical materials;
- Participate in historical drama and historical occasions;
- Visit places of historical interests, archaeological sites, museums and archives;
- Read historical documents, maps, charts, etc.
- Play active roles in activities of the historical organizations and associations; and
- Write articles on historical topics.

Attitudes: The pupils develop favorable attitudes relevant to history study:

- Show respect towards other peoples, ways of life, ideas, etc.,
- Know about other religions and faiths;
- Establish friendship with other peoples;
- Practice the noble religions and their principles;
- Cooperate with others in social and historical activities;
- Appreciate cultural differences; and
- Believe in equality for man irrespective of caste, class, creed, color, and religion.

On the whole, general aims along with objectives can be realized through the teaching of history with the active interest, sincerity, competence, and skillful teaching of the teachers. Thus the teaching of history is expected to result in the development of values. The specific values include:

- Pedagogical or educational value,
- Informative or knowledge value,
- Intellectual disciplinary value,
- Cultural value,
- Political or citizenship value,
- Vocational value,
- Ethical value,
- Nationalistic value and
- Internationalist value.

Check Your Progress - 2

2.1.4. Let us Summarise

- History is a record of the various events of the past, a meaningful story of mankind describing how and why of the development of mankind.
- History is no longer a branch of literature or politics or philosophy or any other discipline. It has an independent status
- The scope of history includes both human and nature, all activities of human beings.
- The ties of history extend not only to the social sciences and the humanities but also to natural and applied sciences.
- The general aims of teaching history are:
 - ✓ To know more about the past in both internal and external relationships.
 - ✓ To satisfy man's instinct of curiosity about the lives lived by our forefathers
 - ✓ To link the present with the past.
 - ✓ To stress the continuity of human consciousness from generation to generation.
 - ✓ To enable us to know the truth about the past by sifting facts from myths legends or fairy tales
 - ✓ To offer and promote the examination of situations critically.
 - ✓ To sharpen intellectual experience and imagination about the knowledge of the past.
 - ✓ To know the places of origin, relationship with other people's environment, economic crises, famine, and good administrators, and bad rulers.
 - ✓ To identify the root of events and promote better understanding among the people.

- ✓ To understand the contemporary economic and political problems of a nation.
- The main objectives of teaching history as identified by Pallavi Talekaur and others are:
 - ✓ To Promote Self-Understanding
 - ✓ To give Proper Conception of Time, Space and Society
 - ✓ To Enable the Pupils to Assess the Values and Achievements of their Age:
 - ✓ To Develop Right Attitudes
 - ✓ To Foster National Feelings
 - ✓ To Develop International Understanding
 - ✓ To Give Training for Handling Controversial Issues
 - ✓ To Impart Mental Training
 - ✓ To Teach Moral Principles
 - ✓ To Help Resolve Our Contemporary Social and Individual Problems
 - ✓ To Promote Socialization among Pupils
- The values of teaching history are:
 - ✓ Pedagogical or educational value,
 - ✓ Informative or knowledge value,
 - ✓ Intellectual disciplinary value,
 - ✓ Cultural value,
 - ✓ Political or citizenship value,
 - ✓ Vocational value,
 - ✓ Ethical value,
 - ✓ Nationalistic value and
 - ✓ Internationalist value.

2.1.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

1. Disagree.
2. Agree.
3. Agree.
4. Disagree
5. Agree.
6. Agree.

Check Your Progress - 2

For answers refer to section 2.1.3.2 of this Unit

2.1.6. Unit end Exercises

What according to you are the objectives of teaching history?

To what extent do you agree with the aims and objectives described above. Discuss.

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Block 2 : Objectives of and Resources for Social Science Teaching

Unit 2 : Objectives of Teaching Geography

Unit Structure

- 2.2.1. Learning Objectives
- 2.2.2. Introduction
- 2.2.3. Learning Points and Learning Activities
 - 2.2.3.1. Meaning and Scope of Geography
 - Check Your Progress - 1
 - 2.2.3.2. Aims and Objectives of Teaching Geography
 - Check Your Progress - 2
- 2.2.4. Let us Summarise
- 2.2.5. Answers to ‘Check Your Progress - 1 and 2’
- 2.2.6. Unit end Exercise
- 2.2.7. References

2.2.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Explain the meaning and scope of geography;
- Bring out the importance of geography in the school curriculum;
- List out and explain the objectives of teaching geography; and
- Appreciate the benefits of learning geography.

2.2.2. Introduction

In one of the previous Units, you have understood that social science is a vast subject with a wide scope. It includes under its umbrella different branches of knowledge like history, economics, political science, geography, etc. In the previous Unit, you have understood the meaning and scope of history and the aims and objectives of teaching history. In this Unit, we will study another branch of social science namely geography with a focus on the aims and objectives of teaching geography. The aims and objectives of teaching Geography can be well understood only when we understand the meaning, scope, and value of geography. Let us start our learning with the meaning and scope of geography.

2.3.1. Learning Points and Learning Activities

2.3.3.1. Meaning and Scope of Geography

Geography is a broad division of human knowledge that is concerned with the study of the earth's surface and its relation to the activities of man. It is derived from the Greek word ‘geographia’, literally meaning earth description. The Greeks wanted a word to describe the writings and maps that were helping them to make sense of the world in which they lived. It is a field of science devoted to the study of lands, the features, the inhabitants, and the phenomena of the earth. Geography is the study of the earth as the home of man. It is defined by different people in different ways. Let us understand some definitions of geography given by experts in the field.

Geography is defined as “the description of the earth”.

“Geography is a description of the world and its inhabitants” - Dr. L. Dudley Stamp.

“Geography is the study of the earth as the home of man, or in other words, geography is the study of the environment of man -physical and social, particularly in its relation to human activities”. - E.A. Macnee

"Geography is the science which deals with forms of relief on the earth's crust, and the influence which these forms exercise on the distribution of other phenomena". - Prof. James Fairgrieve

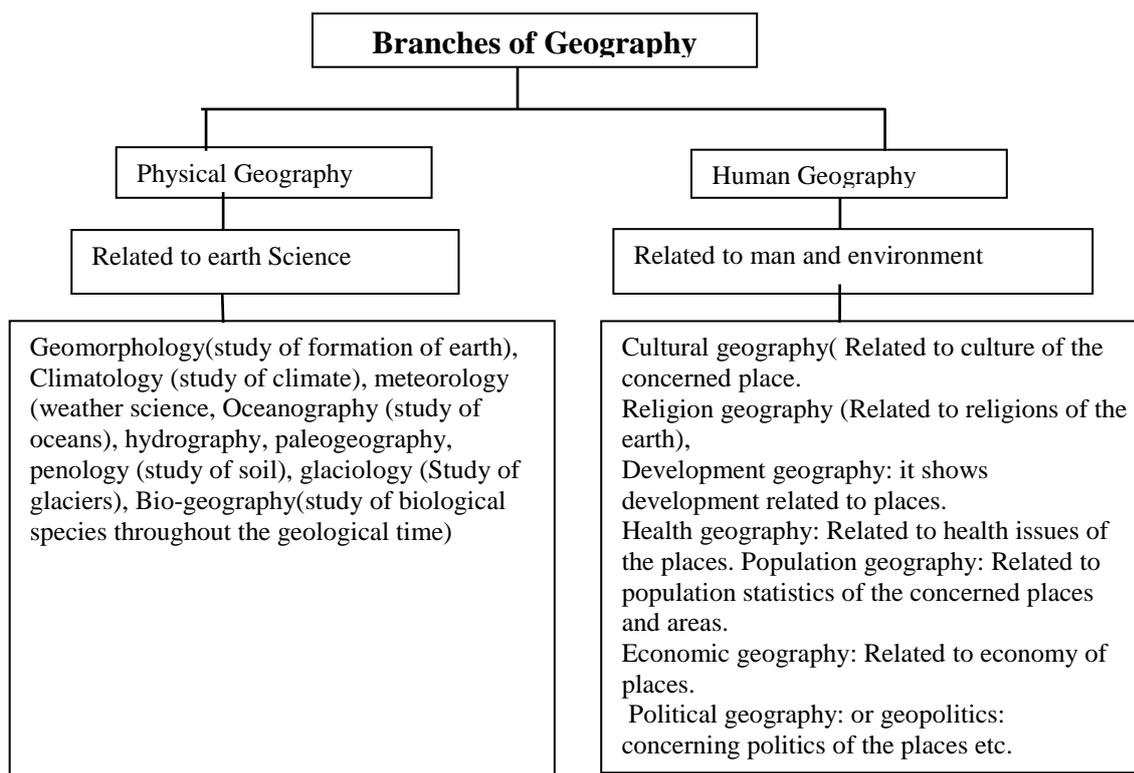
Analysis of the above definitions indicates that there is a change in the meaning of geography. It was earlier merely a study of the earth. Subsequent changes have included a human element in it and the interaction of man with the environment. That is geography is a dynamic subject. Today, Geography is the study of places and the relationships between people and their environments. It also examines how human culture interacts with the natural environment and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time. Hence, it can be said that geography is the study of the interaction between man and his environment.

Geography is a discipline bridging the social and natural sciences and includes the study of different spatial and social phenomena on the earth's surface. There are two main branches of Geography- Physical Geography and Human Geography. Physical Geography deals with the study of spatial characteristics of the various natural phenomena relating to the earth. On the other hand, Human Geography is the study of human behaviour and processes and how they relate to the physical space they live in. Physical Geography falls within natural sciences while Human Geography is included in Social Sciences.

The scope of geography includes everything about the earth and how things differ from area to area. This would include how these changes came about, how we can measure and record them, and even from the scientific study of these differences predict them. These differences in areas lead to the activities of their inhabitants-such as economic trade, migration, and customs. Almost everything on earth has geographical aspects. The importance of the scope of Geography is felt in all areas of our daily activities which ranges from commuting, technology transfer, businesses to religion, natural disaster, agriculture, etc.

Prof. O.P.Verma has explained the scope of geography in the following words “In a broadway we can conveniently say that the subject matter of geography is the earth. It studies not only the rock or the water that encircles it or the universe or the man who inhabits it or the atmosphere that surrounds it, but it studies one and all.

Geography has many branches under its umbrella. Following is a brief outlook of the same.



With this background of the meaning and scope of geography, let us move on to understand the aims and objectives of teaching geography.

Check Your Progress - 1

Answer the following questions

1. Quote any two definitions of geography
2. What are the branches of Human geography?

2.2.3.2. Aims and Objectives of Teaching Geography

Geography has great relevance in education for a better understanding of our society and environment. It is this understanding, as well as having empathy for people in the world, that is necessary if students are to contribute to improving our world. The knowledge, skills, and values developed in learning geography can be used to improve the world through social and environmental action, and through a contribution to action about contemporary community concerns.

Geography matters more now than ever because students need to know human geography. They need to understand the relationships that exist between cultures. They need to see not just the differences in cultures, but the similarities.

Geography matters today more than ever because our children are growing up in a globalized world. Nearly all business is international and our children never work in isolation. They need to know about the other people they work with either in the same office or across the globe. They also need to cope up with global crises that range from migration to climate change to pandemics like Covid-19(caused by Novel Corona Virus). Geography matters because we are all connected and we all belong to this world.

Aims of the teaching of geography are determined by its utility and usefulness in our day to day life. The general aims and objectives of teaching geography are:

- To acquaint the pupils with the living conditions of men in different parts of the globe.
- To enable the pupils to acquire a knowledge of natural resources.
- To develop in pupils an understanding of how the environment and climatic factors have influenced our life.
- To help the pupils to acquire knowledge of their physical and social environment and thus to broaden their outlook.
- To develop in them an understanding of basic concepts, principles, and theories relating to geographical phenomena.
- To train the pupils in nature study.
- To develop the power of thinking, reasoning, memory, and the power of imagination of pupils.
- To develop their ability to draw conclusions and to generalize.
- To develop a love for the nation and to develop a cosmopolitan and internationalist outlook.
- To develop the creative talents of pupils and to develop an attitude of discovery in them.
- To develop the skills of reading maps and globes, to develop drawing and measuring skills, and to develop the skill of using and manipulating geographical instruments.
- To enable the pupils to appreciate the natural beauty and other physical forces.
- To help the pupils to acquire economic efficiency and lead a successful life.
- To adjust human life following geographical circumstances.
- To develop a scientific attitude and to develop the ability to draw valid conclusions and independent thinking.

More specifically, the aims and objectives of teaching Geography may be studied under the following heads:

- **Intellectual Development:** The development of intellect is a matter of knowledge and reasoning. Geography provides ample knowledge to the pupils about the various aspects of earth and natural phenomena. It also provides knowledge about different aspects of all the countries of the world. The acquisition of this knowledge helps to bring about the intellectual development of the pupils.
- **Create Awareness of Place:** Studying geography creates an awareness of place. Just like our founding fathers identified, understanding geography in stills an identity of our place.

More importantly, understanding geography helps us make sense of current and historical events, whether of economic, political, or social importance. We become *better critical thinkers* knowing this information. Geography pervades just about every aspect of our lives!

- **Develop Non-Fiction Reading Skills:** Studying geography develops non-fiction reading skills. Geography uses complex visual representations such as maps, pictures, charts, and graphs that must be interpreted depending on the purpose. Students of geography must use higher-order thinking skills to analyze and synthesize

information. Studying geography also naturally develops a working knowledge of how to read and process non-fiction text features since those features are woven throughout all aspects of the content. Finally, studying geography builds important vocabulary and background knowledge about our country and the world too.

- **Broadening of Outlook:** Geography provides the students with knowledge about various countries of the world. They study people from different countries. They also come to know about the geographical conditions of the various countries. This helps the students to broaden their outlook.
- **Development of International Outlook:** The development of an international outlook is also one of the aims and objectives of teaching Geography. The students study about the ways of life and conditions of the people of different countries. They also come to know about the interdependence of the countries of the world. This naturally helps to develop an international outlook in the pupils.
- **Create a Global Community:** Studying geography creates a global citizen. Those who know geography better understand the interdependence of our world and how we are connected through location, place, movement, region, and human-environment interactions. Think about it. As we develop our understanding of the important themes of geography, we also help build awareness for cultural diversity—how and why people live the way they do. Students need to understand this information in our global society.
- **Development of the Quality of Adjustment with the Environment:** Through the study of Geography the students come to know how man has been adjusting to his environment even when it has been very inconvenient to live there. They will also learn about the modes of adjusting to the environment as well as molding the environment to make them congenial to live in. This helps the pupils a lot in adjusting themselves to the environment, which is a quality worth acquiring.
- **Development of Love for Nature and Travels:** Love of nature is developed through the study of Geography. When the student is told and taught about the beauties of nature, such as snow-clad mountain peaks, green forests, and animal wealth, he is sure to be attracted to the beauties of nature. Moreover, the student also reads about other countries. This develops in him/her a love for traveling and acquiring knowledge of other countries.
- **Acquisition of Knowledge of Natural Resources:** Economic development of a country largely depends upon the natural resources of a country. Therefore, their knowledge is very essential for every individual as a citizen of the country. The knowledge of natural resources is provided by Geography. This helps the citizen to play their part effectively in the economic development of their motherland.
- **Knowledge of the Influence of Geographical Factors on Man:** Geography aims at the study of the influence of geographical factors on man. By the study of geography, a person can know the influence of natural factors and the geographical factors on human life. This knowledge helps individuals in their practical life.

- **Knowledge of Development of Civilizations:** There are geographical factors that influence the development of civilization and culture. It is a well-known fact that civilizations have grown on account of geographical factors. Thus, the study of Geography throws light on and provides knowledge about the growth and development of various civilizations of the world.
- **Inculcating Mental Discipline:** The aim of teaching Geography is that it provides mental discipline in the pupils. This means that the subject of Geography trains the pupil's mode of thought which in turn influences his /her intellectual life and also disciplines his/her mind. This mental discipline comes through the application of scientific view in distinguishing facts, interpreting them, and drawing valid and correct conclusions and inferences. This helps in disciplining the mind.
- **Encouraging Independent Thinking:** The study of Geography encourages independence of thought and action. An independent person will come to his/her conclusions only after thoughtful deliberation. Thus, he/she will develop the habit of independent thinking.

The long-term objectives of teaching Geography are:

- To impart basic knowledge of the physical world.
- To develop the student's observational skills.
- To understand the interrelation of the subject and society.
- To infuse a thorough understanding of its concepts and theories.

These long-term objectives aim at providing young pupils such types of knowledge, skills, and attitudes as would develop an acceptable behaviour in a democratic society in which they live.

Check Your Progress - 2

Answer the following questions

1. List any four aims and objectives of teaching geography
2. What according to you should be the long-term aims and objectives of teaching geography?

1.2.4. Let us Summarise

- The word geography is derived from the Greek word geographia, literally meaning earth description.
- Geography is a discipline bridging the social and natural sciences and includes the study of different spatial and social phenomena on the earth's surface.
- The scope of geography includes everything about the earth and how things differ from area to area.
- Intellectual Development, Broadening of Outlook, Broadening of Outlook, Development of the Quality of Adjustment with the Environment, Development of Love for Nature and Travels, Acquisition of Knowledge of Natural Resources, Knowledge of Influence of Geographical Factors on Man, Knowledge of Development of Civilisations, Inculcating Mental Discipline are some of the broad aims and objectives of teaching geography.
- The long-term objectives of teaching Geography are:
 - ✓ To impart basic knowledge of the subject.
 - ✓ To develop the student's observational skills.

- ✓ To understand the interrelation of the subject and society.
- ✓ To infuse a thorough understanding of its concepts and theories.

1.2.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

For answers refer to section 2.2.3.2 of this Unit

Check Your Progress - 2

For answers refer to section 2.2.3.2 of this Unit

1.2.6. Unit end Exercises

Discuss in detail the aims and objectives of teaching geography based on

- The importance of geography
- Present-day needs of education

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Block 2 : Objectives of and Resources for Social Science Teaching

Unit 3 : Objectives of Teaching Economics

Unit Structure

- 2.3.1. Learning Objectives
- 2.3.2. Introduction
- 2.3.3. Learning Points and Learning Activities
 - 2.3.3.1. Meaning and Scope of Economics
Check Your Progress - 1
 - 2.3.3.2. Objectives of Teaching Economics
Check Your Progress - 2
- 2.3.4. Let us Summarise
- 2.3.5. Answers to ‘Check Your Progress - 1 and 2’
- 2.3.6. Unit end Exercise
- 2.3.7. References

2.3.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Explain the meaning and scope of Economics;
- Bring out the importance of Economics in the school curriculum;
- List out and Explain objectives of teaching Economics; and
- Appreciate the benefits of learning Economics.

2.3.2. Introduction

In one of the earlier Units, you have understood in detail the meaning and scope of social science. You are also aware that Economics is one of the branches of social studies. In brief, you have also studied that Economics is that branch of Social Science which is concerned with the study of how individuals, households, firms, industries, and governments take decisions relating to the allocation of limited resources to productive uses, to derive maximum gain or satisfaction. Experts in the field of education and Economics have agreed that Economics is an important subject of study with specific objectives. To understand more about this, in this Unit we will study the different definitions and meaning of Economics and the objectives of teaching it to students.

2.3.3. Learning Points and Learning Activities

In our daily lives, we all come across situations where we have to analyse or plan how much to spend and save, how to allocate our savings between different kinds of financial assets, whether to go by train or fly, how much to pay for health insurance, whether to switch jobs, to move to a different city, where to go for vacation, and so on. Decisions on such questions play a vital role in deciding our life activities.

We cannot answer such questions without having a proper understanding of Economics. It is a basic educational requirement. It teaches us how to make choices, how to interact in society, and much more. Every citizen in a country needs to know Economics to live and participate meaningfully in society.

2.3.3.1. Meaning and Scope of Economics

The word 'Economics' comes from two Greek words, 'eco' meaning home and 'nomos' meaning accounts. The subject has developed from being about how to keep the family accounts into the wide-ranging subject of today.

Economics has grown in scope, very slowly up to the 19th century, but at an accelerating rate after that period. Today it has many of the features of a language. It has linguistic roots, grammatical rules, good and bad constructions, dialects, and a wide vocabulary that grows and changes over time. Let us understand the meaning of Economics beginning with a definition.

According to Alfred Marshall, a standard definition of Economics could describe it as a social science directed at the satisfaction of needs and wants through the allocation of scarce resources which have alternative uses

We can go further to state that:

- Economics is about the study of scarcity and choice.
- Economics finds ways of reconciling unlimited wants with limited resources.
- Economics explains the problems of living in communities in terms of the underlying resource costs and consumer benefits.
- Economics is about the coordination of activities that result from specialisation.

By extension of our basic definition, Economics as applied to agricultural and environmental issues is concerned with the efficient allocation of natural resources to maximise the welfare of society.

Like many other terms, Economics has been defined in different ways. These different definitions are grouped into three categories. They are:

- Smith's Wealth definition;
- Marshall's Welfare definition; and
- Robbins' Scarcity definition

Let us understand each of these definitions in a little more detail.

Smith's Wealth definition

Adam Smith and his followers regarded Economics as a science of wealth that studies the process of production, consumption, and accumulation of wealth.

He defined wealth as those goods and services which command value-in-exchange. Economics is concerned with the generation of the wealth of nations. Economics is not to be concerned only with the production of wealth but also the distribution of wealth. How production and distribution of wealth will take place in a market economy is the Smithian 'invisible hand' mechanism or the 'price system'. He regarded Economics as the 'science of wealth.'

Marshall's Welfare Definition

Marshall defines Economics as "a study of men as they live and move and think in the ordinary business of life." He argued that Economics, on one side, is a study of wealth and, on the other, is a study of man.

Emphasis on human welfare is evident in Marshall's own words: "Political Economy or Economics is a study of mankind in the ordinary business of life; it examines that part of individual and social action which is most closely connected with the attainment and with the use of the material requisites of well-being."

Thus, "Economics is on the one side a study of wealth; and on the other and more important side, a part of the study of man." According to Marshall, wealth is not an end in itself as was thought by classical authors; it is a means to an end - the end of human welfare.

The American Nobel Prize winner in Economics in 1970, Paul Samuelson, observes: "Economics is the study of how men and society choose, with or without the use of money, to employ scarce productive resources which could have alternative uses, to produce various commodities over time, and distribute them for consumption, now and shortly, among various people and groups in society."

Robbins' Scarcity definition

The most accepted definition of Economics was given by Lord Robbins in 1932 in his book 'An Essay on the Nature and Significance of Economic Science. According to Robbins, neither wealth nor human welfare should be considered as the subject-matter of Economics. His definition runs in terms of scarcity: "Economics is the science which studies human behaviour as a relationship between ends and scarce means which have alternative uses." According to Robbins, Economics is the study of the problem of using available factors of production as efficiently as possible to attain the maximum fulfillment of society's demands for goods and services. The ultimate purpose of the economic endeavour is to satisfy human wants for goods and services.

An analysis of the definitions of Economics results in the following conclusion on the meaning of Economics:

Human wants are unlimited; wants multiply, luxuries become necessities. There is no end to wants. If food were plentiful, if there were enough capital in the business, if there were abundant money and time—there would not have been any scope for studying Economics. Had there been no wants there would not have been any human activity. Prehistoric people had wants. Modern people also have wants. Only wants change, and they are limitless.

The means or the resources to satisfy wants are scarce in relation to their demands. Had resources been plentiful, there would not have been any economic problems. Thus, scarcity of resources is the fundamental economic problem to any society. Even an affluent society experiences resource scarcity. Scarcity of resources gives rise to many 'choice' problems.

If we take a broad view of the subject matter of Economics we may say that Economics is the study of all phenomena relating to wealth and value. It is one of the social sciences that deal with economic goods, the creation of wealth through the satisfaction of human wants, the explanation of wealth, value and price, the distribution of income, and the mechanism of exchange and markets of an economy.

Nature of Economics

Economics is a science:

Science is an organised branch of knowledge, that analyses the cause and effect relationship between economic agents. Further, Economics helps in integrating various sciences such as mathematics, statistics, etc. to identify the relationship between price, demand, supply, and other economic factors.

- **Positive Economics:** As positive science Economics studies the relationship between two variables but does not give any value judgment, i.e. it states 'what is'. It deals with **facts about the entire economy**.
- **Normative Economics:** As a normative science, Economics **passes value judgment**, i.e. 'what ought to be'. It is concerned with economic goals and policies to attain these goals.

However, Economics does not study the behaviour of human beings in the way other subjects like Physiology or Psychology study it. Economics is no doubt a Science, but it is not a pure (exact) science like Physics, Chemistry, Biology, or even Mathematics.

Economics is an art:

Art is a discipline that expresses the way things are to be done, to achieve the desired end. Economics has various branches like production, distribution, consumption, and Economics that provides general rules and laws that are capable of solving different problems of society.

Economics is a social science concerned with how we solve society's economic problems. Because of the abundance of economic data and the ample opportunity for scientific research in the real world, Samuelson calls it 'the queen of social sciences'.

Therefore, Economics is considered as a science as well as an art, i.e. **science in terms of its methodology and arts as in application**. Hence, Economics is concerned with both theoretical and practical aspects of the economic problems which we encounter in our day to day life.

Economists differ in their views regarding the scope of Economics. The scope of Economics' is broad and encompasses not only its subject matter but also various other things, such as its scientific nature, its ability to pass value judgments, and to suggest solutions to practical problems.

Inflation, unemployment, monopoly, economic growth, pollution, free markets versus central planning, poverty, productivity, and other current issues are all covered in the study of Economics. Economics is a problem- based social science, and the problems with which it is especially concerned are among the central issues of our times.

The accomplishments of Economics have established it as perhaps the most successful social science. No other social science has had an equivalent impact in applying reason and science to the shaping of the nation's social destiny. No other social science has a Nobel Prize.

Nineteenth-century historian Thomas Carlyle gave Economics the nickname ‘the dismal science’. Perhaps Economics acquired its reputation as a dismal science because economists emphasise costs, or because they focus on the negative aspects of each phase of the business cycle-inflation during expansion and unemployment during recessions. Economics is a very optimistic subject in many ways.

Economics today is studied under two main groups namely Macroeconomics and Microeconomics.

- **Microeconomics:** It is that part of Economics whose subject matter of study is **individual Units**, i.e. a consumer, a household, a firm, an industry, etc. It analyses how the decisions are taken by the economic agents, concerning the allocation of the resources that are limited in nature. It studies consumer behaviour, product pricing, firm’s behaviour. Factor pricing, etc.
- **Macroeconomics:** It is that branch of economics that studies the entire economy, instead of individual Units, i.e. level of output, total investment, total savings, total consumption, etc. It is the study of **aggregates and averages**. It analyses the economic environment as a whole, wherein the firms, consumers, households, and governments make decisions. It covers areas like national income, general price level, the balance of trade and balance of payment, level of employment, level of savings, and investment.

The **fundamental difference between micro and macroeconomics lies in the scale of study**. Further, in Microeconomics, more importance is given to the determination of price, whereas Macroeconomics is concerned with the determination of income of the economy as a whole. Nevertheless, Microeconomics and Macroeconomics are **complementary** to one another, as they both aimed at **maximising the welfare of the economy as a whole**.

From the standpoint of Microeconomics, the objective can be achieved through the **best possible allocation of scarce resources**. Conversely, if we talk about Macroeconomics, this goal can be attained through the **effective use of the resources of the economy**.

Check Your Progress - 1

Answer the following questions

1. What are the different dimensions considered while defining Economics
2. What is macroeconomics
3. What is microeconomics?
4. How is it different from macroeconomics?

2.3.3.2. Objectives of Teaching Economics

The objectives of teaching Economics can be studied with the background of the values in the teaching and learning of Economics. The values can be grouped broadly into two categories as follows.

Theoretical values of Economics: This includes

- A field of knowledge
- A field of training in the mental horizon
- A field of cultural value
- A field of cooperation
- A field of citizenship

Practical Values of Economics: This includes

- Home management
- Business management
- Employment opportunities
- Reformation of society
- Solving labour problems
- Developing political values
- Remedy for under-developed countries
- Making an effective economic strategy

The book “Teaching Economics in India: A Teacher’s Handbook” edited by M V Srinivasan and published by NCERT has identified the importance of Learning Economics as threefold. They are:

- personal satisfaction;
- social benefits and
- an intellectual exploration.

These are further explained as follows.

Personal Satisfaction: Most of the activities carried out in a family are economic in nature. As a member of the family, a student of Economics witnesses his parents going to work, earning their wages or salaries, purchasing goods and services in the market, saving a part of their income and depositing it in a bank, chit fund, investing in land, shares, and bonds, borrowing for various purposes, and paying income tax to name only a few activities. The advantage students of Economics have is that they learn a lot about real-life economic activities systematically in schools. This enables them in understanding various economic activities taking place in their surroundings compared to those who do not study Economics.

Social Benefits: The study of Economics widens our understanding of and adds value to democracy and good citizenship. As Barbara Wooten says, “No one can claim to be a citizen of the country unless he/she knows Economics.” Students of Economics get the opportunity to learn about various economic issues faced by the nation. A large variety of economics curricular activities helps them to critically analyse economic issues and make suggestions based on economic principles that are studied over the years.

Intellectual Exploration: Learning Economics is an exciting intellectual adventure. Indian economy, for instance, contains hundreds and thousands of economic activities. There are many organisations and institutions in both the private and public sectors engaged in solving the basic economic problems of India. While trying to understand the Indian economy, students of Economics learn and use various skills that economists need to possess. Economics students also get excited when they master many facets of the Indian economic system. "Learning Economics is the real adventure," Lipsey says. At first students of Economics encounter economic theories. These theories add to their understanding of the world. Like in any other discipline, there is a constant interplay between theories and facts in Economics, and students learn to think like an economist.

Various discussions on the objectives of secondary school teaching have made it clear and emphasised economic efficiency for the present and future life of the individual as an educational objective. This can be achieved only through the teaching and learning of Economics.

Different people have expressed different, but overlapping views on the aims and objectives of teaching Economics both inside and outside the country. Following are a few of them.

Binning and Binning in their book entitled “Teaching of Social Studies in the Secondary Schools” expressed their views as “the new Economics aims to train pupil in economic citizenship. It plans to aid the pupil in acquiring knowledge and understanding of the fundamental principles of our economic life, so that he may be able to adapt himself intelligently to this phase of his environment and to face with understanding and ability to solve the problems that arise. In secondary schools, the study of economic problems and principles relating to present-day life, an understanding of the economic relationship, and the recognition of the social nature of the economic activity should provide the basis for a course to achieve the aims of training pupil in the economic citizenship.....”

M.H. Siddiqui, in his book “Teaching of Economics,” has identified the following as the aims and objectives of teaching Economics in India. They enable the students to understand the

- Impact and consequences of British rule in the Indian economy
- Acquire knowledge of various terms and phrases relevant to the context
- Causes of population explosion, consequences, and remedial measures
- Institutional setups like private and public sectors
- Significance of various sectors and their productivity, importance of productivity in economic development, etc.
- Various causes of poverty, unemployment, inflation, etc. and their remedial measures
- Consumer rights and exploitation
- Infrastructure of Indian economy including irrigation, transport, power, communication, etc.
- Contribution of agriculture to national development
- Problems of labourers of different sections
- Importance of foreign trade in the Indian economy and its volume and composition
- Role of state in the economic development of the nation
- Statistical analysis of Indian economy
- Develop attitudes of students towards the constructive social and economic development of the nation as a whole.

Another set of aims and objectives identified for teaching Economics at the Secondary level are:

- To acquaint the students with the contemporary economic problems and enable them to appreciate the efforts being made to tackle them.
- To foster an urge to participate in the task of economic reconstruction.
- To prepare them to cope with the stress and strain involved in the process of economic development.

- To familiarize them with the different criteria of dividing the world economy and to know why some countries are rich and some poor.
- To enable them to know about the nation's physical and human resources and their potentialities for economic development.
- To deepen their understanding and knowledge about the impact of development on the environment.
- To develop favourable attitudes towards conservation and wise use of natural resources.
- To help them to understand that different sectors of the Indian economy are interlinked and they should develop simultaneously through planned and coordinated efforts.
- To acquaint them with the basic terminology and elementary ideas of Economics.
- To enable them to acquire skills in interpreting simple statistical data.

An analysis of the objectives of teaching Economics indicates that teaching of Economics is intended to make students understand the development of Economics in the country, economic problems, and the various measures adopted or to be adopted to overcome those problems with a proper study and interpretation with statistical analysis if required.

We understood earlier that today Economics is studied under two headings namely Macroeconomics and Microeconomics. The objectives of teaching Macroeconomics are the same as Microeconomics, just on a larger scale. Macro Economics studies the effects of decisions made by groups of people, rather than the effects of decisions made by just a few people. Inflation, unemployment, and exchange rates are all parts of macroeconomic theory -- the combined effect of aggregate decisions.

The objective of teaching Macroeconomics is for students to ultimately understand how the large forces that affect them come about. Someone who understands Macroeconomics will understand, for example, how a strong currency affects exports. What's more, he will understand what made that currency strong in the first place.

Check Your Progress - 2

Answer the following questions

1. List the theoretical values of Economics.
2. List the practical values of Economics.
3. What is the importance of studying Economics?
4. List any four objectives of teaching Economics.

2.3.4. Let us Summarise

- Study of Economics is an essential and integral part of education at the secondary level.
- It is defined by different people in different ways.
- Economics means home accounts. But today it has grown into a wide range of subjects especially in the 20th century and thereafter.
- Economics is about the study of **scarcity** and **choice**.
- Economics finds ways of reconciling **unlimited wants** with **limited resources**.
- Economics explains the problems of living in communities in terms of the underlying **resource costs** and **consumer benefits**.
- Economics is about the **coordination of activities** which result from specialisation

- Three important concepts are associated with defining it. They are wealth, welfare, and scarcity management.
- Economics is both a science and an art.
- Economics has been described as the dismal science. It is credited as the queen of social sciences.
- Today Economics is studied under two groups namely Macroeconomics and Microeconomics.
- Microeconomics deals with the study of **individual units**, i.e. a consumer, a household, a firm, an industry, etc.
- **Macroeconomics studies** the entire economy, instead of individual units, i.e. level of output, total investment, total savings, total consumption, etc.
- The objective of teaching Economics is to make students understand the development of Economics in the country, economic problems, and the various measures adopted or to be adopted to overcome those problems.

2.3.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

For answers refer Section 2.3.3.1 of this Unit

Check Your Progress - 2

For answers refer Section 2.3.3.2 of this Unit

2.3.6. Unit end Exercises

1. Discuss the nature and scope of Economics.
2. Based on your experience, what should be the objective of teaching Economics?
3. How far have you achieved in your effort?
4. What problems you have faced in not achieving the objectives?

2.3.7. References

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Block 2 : Objectives of and Resources for Social Science Teaching

Unit 4 : Objectives of Teaching Political Science

Unit Structure

- 2.4.1. Learning Objectives
- 2.4.2. Introduction
- 2.4.3. Learning Points and Learning Activities
 - 2.4.3.1. Meaning and Scope of Political Science
Check Your Progress - 1
 - 2.4.3.2. Objectives of Teaching Political Science
Check Your Progress - 2
- 2.4.4. Let us Summarise
- 2.4.5. Answers to ‘Check Your Progress - 1 and 2’
- 2.4.6. Unit end Exercise
- 2.4.7. References

2.4.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Bring out the meaning and scope of Political Science;
- Justify the importance of Political Science in the school curriculum;
- List out and explain the objectives of teaching Political Science;
- Appreciate the benefits of learning Political Science.

2.4.2. Introduction

In the previous two Units of our study in this Block, we have discussed in detail the objectives of teaching History and Geography. For an effective understanding of the objectives of teaching History and Geography, we have also understood the meaning and scope of those subjects. On similar lines, we can move on to understand yet another branch of Social Science namely Political Science which is also of great importance and about the aims and objectives of teaching Political Science. Like before we will start with a study of the meaning and scope of Political Science.

2.4.3. Learning Points and Learning Activities

2.4.3.1. Meaning and Scope of Political Science

Political Science is that branch of social science that studies the state, politics, and government. Political Science deals extensively with the analysis of political systems, the theoretical and practical applications to politics, and the examination of political behavior. The noted Greek philosopher, Aristotle, defined Political Science as the study of the state. Political Science is a Social Science concerning the allocation and transfer of power in decision making, the roles, and systems of governance including governments and international organizations, political behaviour, and public policies. They measure the success of governance and specific policies by examining many factors, including stability, justice, material wealth, peace, and public health. Some political scientists seek to advance positive (attempt to describe how things are, as opposed to how they should be) theses by analysing politics. Political Science is the systematic study of the state and the workings of the political economy. The study of Political Science gives people the ability to influence and persuade the authorities to conform to broad developmental

thrusts and to steer the state in the direction in which the government should proceed. It is that branch of the social science that is concerned with the workings of the global political economy and hence, shares a symbiotic relationship with the other social sciences that study the other parts of the global political economy.

The words 'politics' and 'Political Science' are generally used interchangeably. The term politics is derived from the word Polis the exact meaning of which is a city-state. There is a difference between the terms though this difference can easily be ignored. In ancient Greece, the polis or the city-state was the most popular and general form of political organization. Every polis or city-state had its form of government, administration, management, etc and all these did not depend upon the size of the polis or city-state. Thus, politics means the political affairs or administration of the polis. Thus, politics is understood to denote something about polis or city-state.

Political Science is not only the study of government and state but also it is the application of empirical theory and scientific methods to the analysis of political matters. After the Second World War (1939-1945) a very good number of political scientists of the United States applied several scientific methods for the investigation and analysis of political matters, incidents, and issues and after that, they framed models and concepts and all these have finally constituted body of Political Science.

During the early part of the 20th century, political scientists such as J W Garner, Henry Sidgwick, R G Gettel, and others opined that politics deals mainly with the study of the state and the government or related institutions.

R.G. Gettel defined politics as "the study of the state in the past, present, and future, of political organization and political function, of political institutions and political theories."

According to H.J Laski, the study of politics concerns itself with the life of man in relation to organized states.

Leacock says "Political Science deals with the government."

From the above definitions, it is clear that the traditional view of politics was narrow, static, and limited and included only the study of state and government, its structure and organization, etc.

In the later part of the 20th century, political scientists such as Laswell, Powell, Merriam, Morgenthau, Weber, etc. covered a wider and broader meaning of the term and gave a more realistic analysis of the political activity in terms of power.

Harold Laswell defining politics in empirical terms maintains that politics is the study of the shaping and sharing of power. The fundamental issue in politics according to him is who gets what, when, and how?

Robert Dahl holds that "Politics involves to a significant extent power, rule or authority

According to Shaw and Pierce, Politics is the struggle for power to make authoritative decisions for the whole society.

Definitions emphasizing power-focused attention on the fact that functions are more important than forms or structures. Power is indeed a central idea of politics and examining this element takes political inquiry into the core of the matter.

Many political scientists view themselves as being engaged in fleshing out the connections between political events and conditions, and by this understanding, they hope to construct a system of general principles that posit the way the world of politics works. Political Science is not a standalone field and it intersects many other branches like Sociology, Economics, History, Anthropology, Public Administration among others. Political scientists are much sought after these days because of the changing landscape of politics across the world and since society wants to understand how the political world works, they need someone to explain the nuances of the political economy. Any casual perusal of the newspapers and the television channels reveals that political scientists are at the forefront of debates and discussions for their knowledge and expertise. Thus, the scope of Political Science has grown quite wide.

According to Willoughby, Political Science has to deal with three great topics; State, Government, and Law. The view of Prof. Goodnow is that Political Science has divided itself into three distinct parts; the expression of the state will, the content of the state will as expressed and the execution of the state will. At the UNESCO conference held in September 1948, distinguished political scientists from various parts of the world marked out the subject-matter of Political Science which included 1) Political Theory 2) Political Philosophy 3) Political Institutions 4) Public Administration and 5) Political Dynamics 6) International Relations and International Law 7) Relation between the State and the Individual.

As the importance of Political Science is increasing day by day, its scope is also increasing and becoming wider. Thus, the general scope of Political Science includes the following.

- **Political Theory:**
 - ✓ It deals with the definition and meaning of fundamental concepts of Political Science like state, government, law, liberty, equality, justice, sovereignty, separation of powers, methods of representation, forms of government, grounds of political obligation, and various ideologies.
 - ✓ A clear understanding of these basic terms and concepts is essential for the study of Political Science.

- **Political Philosophy:**
 - ✓ It is concerned with the theoretical and speculative consideration of the fundamental principles used by Political Science.
 - ✓ Eminent political philosophers like Plato, Aristotle, Hobbes, Locke, Rousseau, Hegel, Mill, Marx, and Gandhi have expressed their views on nature, functions, and ends of the state and government.
 - ✓ An important function of political philosophy has been to project values and ideals which political institutions strive hard to attain.

- **Political Institutions:**
 - ✓ It is also concerned with the study of formal political institutions such as the state and the instrument through which the government functions.

- ✓ Hence, the scope of Political Science extends to the study of the organization and working of formal institutions like the legislature, the executive, and the judiciary, and in these days, of the electorate and even the administration.
- ✓ The study of constitutions and political institutions of various countries (comparative politics) enables the political scientists to evolve sound and workable principles for the conduct of government.
- **Political Dynamics:**
 - ✓ The term refers to the forces and processes at work in government and politics.
 - ✓ Government and Policies influence and explain political action.
 - ✓ They include the study of political parties, pressure groups, interest groups, lobbies, public opinion, propaganda, and political semantics (the meaning of words) which influence and manipulate political behaviour and attitudes of individuals and groups.
- **Public Administration:**
 - ✓ Public Administration is a major branch of Political Science and is emerging as an independent discipline in recent times.
 - ✓ It deals with the organization, control, and coordination of administrative machinery, personnel administration, financial administration, public relations, management, administrative law, and adjudication, etc.
 - ✓ It also covers the study of local self-governing institutions like corporations, municipalities, and Panchayati Raj institutions.
- **International Relations and International Law:**
 - ✓ International Law is a body of general principles and specific rules which regulate the relationship among states and international institutions.
 - ✓ The study of international relations is a growing area of Political Science.
 - ✓ It covers such important subjects as diplomacy, international politics, foreign policies, and international organizations.
- **The relation between the State and the Individual:**
 - ✓ The perennial and central problem, with which Political Science is concerned, is to establish a proper relationship between the state and individuals.
 - ✓ The state guarantees certain rights and freedoms to individuals and regulates their conduct and action through the legal system.
 - ✓ The proper adjustment between the authority and power of the state and liberty of the individuals is a knotty problem.
 - ✓ Political Science deals with the proper sphere of state action, the limits of political control, and the area of individual freedom.

A renowned author has analysed the scope of Political Science from four different angles and these are Politics as the art of government, politics as public affairs, politics as compromise and consensus, politics as power and distribution of resources. But this categorization of the scope of Political Science cannot be treated as final because the emergence of new phenomena and situations will Impact the decision-making process of government, government and governed relation, the attitude of people towards politics and government, people's ideas about the functions of state, etc.

The scope of Political Science is also described by experts as being into five sub-disciplines. They are political theory, public administration, comparative politics, international relations, and public law. It needs to be noted that these sub-disciplines cover the entire gamut of the modern political economy and provide the basis for the study and understanding of how the global political economy works. The study of the matters concerning the allocation and distribution as well as the transfer of power is one of the main preoccupations of political scientists. The success or otherwise of the governance structures is gauged by political scientists who examine the multifaceted and multilayered factors at work that contribute to good or bad governance. The scope of the political scientists has now been broadened to include the realm of the study of democratic elections across the world. In other words, with the explosion in the political systems all over the world, political scientists, and their scope of the study has been considerably enhanced.

The importance of Political Science lies in the fact that all of us live within political systems and we are affected by the changes in the global political economy. With the advent of globalization, there has been a concomitant rise in the interest taken by the people of the world in understanding the political systems of other countries. Hence, political scientists have become valued and important individuals as they provide the lens through which we can understand the global political economy.

Check Your Progress - 1

Answer the following questions

1. Explain any three definitions of Political Science.
2. Which are the other Social Sciences that are related to Political Science?

2.4.4.2. Objectives of Teaching Political Science

An understanding of the meaning and scope of Political Science will be very useful in understanding the aims and objectives of teaching Political Science.

- To deepen our knowledge and understanding of one of the most powerful forces operating on people, communities, and corporations today, namely government and politics in our own country and around the world.
- Political Science is fundamental to understanding the rights and responsibilities of a citizen. A proper understanding of the constitution helps in discharging the duties and live as a responsible citizen for the good of the self and the society at large.
- Students have to be exposed to a broad range of political ideas, events, actions, and institutions. It includes both understanding and explaining the politics that take place in local communities, national institutions, and around the world. Politics affect virtually every aspect of our lives, including the availability of education, jobs, housing, and healthcare.
- Knowledge of Political Science helps students to learn to think independently, communicate effectively, understand complex social structures, and function effectively in a multicultural world. Since Political Science gives basic intellectual skills that are useful in an ever-changing job market, it is not a surprise that it is known as one of the most economically valuable subjects of learning.

Few events symbolise democracy better than elections. Elections can change the course of a country. Studying elections can be about predicting results, trying to work out why people vote as they do, or even why they don't vote at all. Party campaigns, what policies are

put forward, how parties select candidates and related questions are all important and fascinating areas of study

International relations cover topics such as the role of international organizations (like the UN), the strategies of various actors on the international political stage, the role of international non-governmental actors (for example large corporations), and vital international policy areas like the environment. It addresses questions such as why wars occur, how peace is negotiated and maintained and what is international justice

To acquire a working knowledge of the country's political system. This will include gaining an understanding of the nation's political institutions, political culture, and political ideologies, as well as how public policy is decided upon and implemented.

To make students aware of the crucial questions raised by classical and contemporary political philosophers, and of some of the solutions proposed by them to answer fundamental questions about the role of politics in human life.

To make the student understand the means of inquiry in the social sciences generally, and in Political Science in particular. This will include an understanding of how knowledge about politics and government is generated by political scientists working within their discipline.

To prepare students to take entry-level jobs in the public or private sector or to undertake graduate study, whether academic (e.g., master's or doctoral programs in Political Science) or professional (e.g., law or public administration).

For example, study or learning about the Constitution of India helps a student

- To know the structure of our government
- The scope of our government
- Rights and duties of a citizen
- Provision of different facilities different groups of people etc.

A proper understanding of this information will help in becoming an effective citizen.

Check your Progress - 2

Answer the following questions

1. Mention any two aims of teaching Political Science.
2. What are the benefits of studying the Indian Constitution?

2.4.4. Let us Summarise

- Political Science is that branch of the social sciences that studies the state, politics, and government.
- It is concerned with the allocation and transfer of power in decision making.
- The study of Political Science gives people the ability to influence and persuade the authorities to conform to broad developmental thrusts and to steer the state in the direction in which the government is headed.
- At the UNESCO conference held in September 1948, distinguished political scientists from various parts of the world marked out the subject-matter of Political Science which included 1) political theory 2) Political Institutions 3) Political Dynamics and 4) International Relations and International Law, 5) Public Administration, 6) Political Philosophy, 7) Relation between the state and the individual.

- A renowned author has analysed the scope of Political Science from four different angles and these are Politics as the art of government, politics as public affairs, politics as compromise and consensus, politics as power and distribution of resources.
- The scope of Political Science is also described by experts as being divided into five sub-disciplines that are political theory, public administration, comparative politics, international relations, and public law.
- The importance of Political Science lies in the fact that all of us live within political systems and we are affected by the changes in the global political economy.
- Some of the aims and objectives of teaching Political Science are to deepen the knowledge and understanding of our government, for career growth by taking entry-level and advanced jobs, to develop as a responsible citizen, to help think independently and contribute to the development of society.

2.4.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

For answers refer Section 2.4.4.1 of this Unit

Check Your Progress - 2

For answers refer Section 2.4.4.2 of this Unit

2.4.6. Unit end Exercises

1. Discuss briefly the meaning and scope of Political Science
2. What are the aims and objectives of teaching Political Science?

2.4.7. References

1. <https://www.psa.ac.uk/psa-communities/specialist-groups/schools/studying-politics-benefits>
2. <http://www.politicalsciencenotes.com/political-science/political-science-definition-theory-nature-and-scope/711>
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6. https://en.wikipedia.org/wiki/Political_science
7. <https://www.prodigygame.com/blog/active-learning-strategies-examples/>
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Block 2 : Objectives of and Resources for Social Science Teaching

Unit 5 : Meaning and Scope of Instructional Materials and Major Instructional Materials for Teaching Social Science

Unit Structure

- 2.5.1. Learning Objectives
- 2.5.2. Introduction
- 2.5.3. Learning Points and Learning Activities
 - 2.5.3.1. Meaning and Scope of Instructional Materials
 - Check Your Progress - 1
 - 2.5.3.2. Instructional Materials in Social Science
 - Check Your Progress - 2
- 2.5.4. Let us Summarise
- 2.5.5. Answers to 'Check Your Progress - 1 and 2'
- 2.5.6. Unit end Exercise
- 2.5.7. References

2.5.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Explain the meaning and usefulness of Instructional Materials;
- Identify the differences between Teaching aids and Instructional Materials;
- List the various Instructional Materials available in different branches of Social Science; and
- Appreciate the benefits of using Instructional Materials while teaching Social Science.

2.5.2. Introduction

We have all very clearly understood that one of the most important resources in a classroom is the teacher. But sometimes teacher's teaching needs to be supported by certain materials to ease, encourage, improve, and promote teaching and learning activities. They are the materials used in the process of instruction. They are a broad range of resources that can be used to facilitate effective instruction. They indicate a systematic way of designing, carrying out, and employing the total process of learning and communication and employing human and non-human resources to bring out a more meaningful and effective instruction. These materials are called Instructional Materials.

Let us learn about them in detail in this Unit.

2.5.3. Learning Points and Learning Activities

Teaching in this modern period is increasingly becoming more complex and technical to be effectively actualized with traditional tools alone. The development in modern technology has made available a wide range of Instructional Materials to supplement teachers' efforts in the teaching-learning process. More importantly, the curricula of the modern subjects call for extensively and frequently combined use of traditional with convectional materials in the teaching-learning process. Effective teaching and pedagogical delivery depend mainly on a cordial relationship and free flow of communication between the teachers and the students. Verbal instruction, which is seen as the easiest form of the instructional and teaching delivery system apart from real experience is always very abstract. Since students in schools are from varied cultural and socio-cultural backgrounds and training, teachers thus need instructional materials or teaching aids to help them communicate

and mix effectively and hence cope with students' needs based on their abilities and potentialities.

Teaching in secondary schools can only be made effective through the use of some instructional materials that guide the teacher in explaining topics to students effectively and efficiently. However, instructional aids are not an end in themselves but they are means intended to serve a specific instructional purpose or function. Teachers at various Ages, right from the Stone Age and Dark Ages down to the Knowledge Age or Information Age had felt the need to make use of instructional materials/aids to produce better results in the teaching-learning process. The complexity of the teaching-learning process is making the use of instructional material more useful today than at any time in the past.

2.5.3.1. Meaning and Scope of Instructional Materials

Generally speaking, Instructional materials are the tools used in classroom lessons, which include active learning and assessment. Any resource a teacher uses to help him /her teach his students is instructional material. Instructional Materials, also known as Teaching/Learning Materials, are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Instructional Materials may aid a student in concretizing a learning experience to make learning more exciting, interesting, and interactive. They are tools used in instructional activities, which include active learning and assessment. The term encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives.

Instructional materials are defined as resources that organize and support instruction, such as textbooks, tasks, and supplementary resources. The great Soviet encyclopedia defines instructional material as educational resources used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. Instructional materials also include assessment and testing methods. Any material, any information containing resources which that the teacher uses while instructing. Now testing materials don't necessarily contain information, but they help the retention and learning of information, thus, they are Instructional Materials. Sometimes, they are a means to an end, the end being the assimilation of information.

According to Tyler and Dyke, "Instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize a concept during the teaching and learning process. Traditionally, classroom teachers have relied heavily on the 'talk-chalk' method during their teaching. But recently, instructional materials help to provide variations in how messages are sent across. In using instructional materials teachers and students do not only extend the range of sense organs we use but also extend the range of materials used for conveying the same message through the same organ. For instance, in teaching a topic a teacher can manipulate real objects or use their stimulators. Instructional materials, therefore, constitute the media of exchange through which a message transaction is facilitated between a source and a receiver. In addition to extending the range of materials that can be used to convey the same instructional message to learners, instructional materials also facilitate the 'process' nature of communication. In this passage, the process nature of communication implies that both the source and the receiver of a message are actively involved in a communication encounter. It means that both the receiver and the source share and exchange ideas, feelings in any communication"

Characteristics of Good Instructional Materials

The use of Instructional Materials is a big help for the teacher to facilitate the teaching-learning process. These visual aids are important in motivating and arousing students' interest. Following are some characteristics of good Instructional Materials that will help in the teaching process.

- **The size:** It is a must that the material is big enough to be seen by the farthest students in the classroom. Consider also the font size and font style to be used.
- **The colour** Students are more interested in those materials which are colourful and beautiful. Remember that most students are more attracted to bright colours because it easily catches the students' attention and facilitates the learning process.
- **The durability:** Instructional Materials are not made for one session only. They must last if possible until a lifetime so that it can be reused. See to it that it can stand for a longer duration of time so that the effort and money we spend to have it will not lose in just one glimpse or snap.
- **The economy:** The cost of the material should be worth the investment and affordable if the teacher herself/himself has to prepare it.
- **It's portability:** Materials must be easy to handle and carry so that it is more convenient on your part to carry it wherever you will teach. Imagine if you're teaching on the fourth floor and your instructional material is too heavy and big it is not convenient for you to have it.
- **The relativity:** Of course, it must be related to the topic or lesson you are teaching. Remember that teacher uses Instructional Materials to ease the burden of teaching and so that student will understand the subject better.
- **It must be unique:** Students want to have things that make them curious about it. Let them manipulate the material to evaluate how they learn on their own.
- **Facilitate the teaching-learning process:** It should help the teacher in improving the teaching-learning process.
- **Arouse Interest:** The instructional material should arouse the interest of the pupil. The materials used to give opportunities for enrichment and remediation to ensure effectiveness.
- The most important characteristic of the material is that **it should facilitate the teacher in the teaching-learning process.**

Teaching aids and Instructional Materials work together to reach teaching goals. However, the traditional separation between the two is superficial. It breaks down based on who uses a specific tool and how it is used. Instructional Materials are largely restricted to the literature on specific pedagogies. Generally, the term 'Instructional Materials' is used in the context of reaching course-based learning goals. Instructional materials are specifically designed to be aligned with learning objectives and outcomes whereas teaching aids are not always designed to meet course-based goals. This can be made clear by the following examples.

Example 1: A teacher is using a book in the class; each student has a copy.

If a book is used as a course prescribed resource, it is an instructional material.

If the book is a student engagement activity (reading and discussing a story to build vocabulary) and isn't a part of the syllabus, it would function as a teaching aid.

Example 2: if you are studying geography using a map.

A map would be an instructional material if a course-based learning goal is 'using a map to study geography.'

However, a map would be a teaching aid for a theory class on geography. A teacher could use one to show students what it looks like to engage the class in learning about maps.

Advantages of Instructional Materials

- Conceptual knowledge requires examples, familiarity with the concept's features, contexts, and engagement/experience. These tools directly help with such goals.
- Some academic subjects like biology or electronics can benefit students in more useful ways if they know what the real-world counterparts to a theory are – circuits, the tissue under a microscope, plants, etc. Such information sticks longer because the memory encoding for these concepts involves strong sensory and experiential components. The brain acquires the concept with multiple representations in a network- right from what the concept looks on paper to how it feels to the senses.
- Using 'you tube' videos and discussing 'Ted talks' puts dense information in a familiar context. You tube is a part of human culture, so are memes, putting information in the context of the Internet culture can motivate or change the perception of the so-called 'boring' topics.
- Instructional Materials and Teaching Aids also motivate students at the level of the classroom. This goes hand in hand with confidence (security that one *can* learn) as having materials as proof of accessing information. Having access can, at the very least, encourage students to learn.
- Relying on general information on the Internet can confuse students due to an inherent lack of direction and potential misinformation. This problem can be solved by designing instructional materials to accommodate snowballing around a topic, using authority references, summarizing content, or priming content like video overviews and infographics.
- The cost of implementing Instructional Materials and Teaching Aids is not trivial. However, improved teaching efficacy and learning efficacy can significantly lower the burden of learning course content. Teachers may save time, students may require lesser effort to achieve learning goals, and primary organizational resources would be better managed (man-hours to pay for, classroom upkeep, scheduling). And even if it does cost the organization a little more, better learning would probably always be worth it.
- Testing and assessment not only help to confirm the learning of content but also helps improve learning. Research has shown that being tested (the testing effect) can promote memory and conceptual understanding. Attempting worksheet exercises, quizzes, essays, etc. reinforce learning as well as create a hub for further self-motivated learning.

Types of Instructional Materials:

Traditional Resources: Traditional resources include any textbooks and workbooks used in the classroom. For example, social science classrooms almost always have history textbooks, writing books, and even maps and atlases. In addition to these, traditional resources also include any supplemental reading material, like the history of a country or about wars outside of the textbook.

These materials can help to introduce new concepts to students. For example, when teaching about the wars, a history textbook can provide numerous reading materials all displaying the different wars in different periods in different places. In the same way, workbooks can give some useful basic practice activities or even writing activities that might

be difficult for students. Then, when mastery is shown on a basic level, a teacher can introduce more challenging material related to that concept.

Graphic Organizers: The second type of instructional material is the graphic organizer, which is any type of visual representation of information. Diagrams, charts, tables, flow charts, and graphs are all examples of graphic organizers. For instance, in a social science classroom, it is essential to use maps when learning about the different continents so that students can see the surroundings of the different continents. All of these graphic organizers allow students to physically see relationships between ideas. This is imperative for learning, especially for students who are more visually oriented. Seeing a clear relationship is always easier than an abstract idea in your mind.

Having students create their graphic organizers can be a great way to encourage active learning. For instance, you can have students read a short story or even an informational article and then create their visual representation of the information. This pushes students to internalize and apply the information, which requires more thought than simple recall.

Teacher-Made Resources: This is another type of instructional material. If the teacher is skillful enough to design and prepare the material, this would be ideal as to he/she will be knowing what resources are available, what is required for the student, and what the teacher wants to say. Workbooks and charts designed by the teacher are some examples of teacher-made resources.

Check Your Progress - 1

Answer the following questions

What are Instructional Materials?

1. How are they different from teaching aids?
2. List any four characteristics of Instructional Materials
3. Write any three advantages of using Instructional Materials

2.5.3.2. Instructional Materials in Social Sciences

Instructional Materials play an important role in teaching Social Sciences. The National Council for Social Studies (NCCS) in the USA stated that Social Sciences education needs not only teachers, textbooks, and blackboards, but also requires the usage of maps, reference books, periodicals, audio and visual materials, field trips, and guest lectures. The Council pointed out that a variety of media should be made available for learning through seeing, touching, and acting. The social sciences classroom should be a learning laboratory. Instructional Materials in social sciences have served as enrichment aids to teaching and learning. Teaching resources in social sciences mean anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they can learn faster and easier and be able to remember the material learnt for a longer time.

Two basic principles should be considered while using Instructional Materials:

- Teachers, whether poorly trained or highly competent, remain the most influential part of the learning process. (Materials merely assist in the instructional process; the teacher provides the primary source of direction in learning.)

- The amount of information a student retains is directly related to how that material is presented. This concept can be presented as a series of steps leading to the greatest retention of knowledge:

Resources in Social Sciences include humans, place, and material resources. The teacher (human resource) is concerned with the management of Instructional Materials and is a repetition of knowledge which he/she transmits to the learner. But, with the advancement in technology, the availability of e-documents, the flexibility to customize the instructional material to suit specific requirements, and above all, the high cost of printed instructional material, many of the resources are available on the Internet. That will also give us information about these Instructional Materials. Let us understand this in a little more detail.

Human Resources: Some persons other than the teacher can be invited to contribute their knowledge and experience to the students. It can even be another student who would be in a position to share his or her knowledge and experience in the classroom. Knowledge and experience are not limited by age or amount of schooling. It is not in all cases that the resource persons need to come to the class. Students can be asked to interview people to gather information from people. Though the use of a resource person can be a powerful device for getting full attention and focus on a topic, yet care should be taken to give the resource person advance notice to avoid any unfortunate embarrassment. The resource person invited should have a clear idea of what will be expected and the limit of his or her discussion.

Community as a resource: The community in which the school is located can be a rich resource for teaching social sciences. The community can be utilized as a supplement for classroom learning experiences. Information about the physical environment, the people and their socio-economic and cultural backgrounds, religious groups in the community and their influence, their economic activities, enlightened personalities in that community and the local history of that community, places of recreation, worship, public utility, the attitude of the community towards education and political set up of the community can all be a good resource for teaching. In-depth knowledge of all these aspects will help in explaining various concepts of social sciences related to economic activities, availability of local resources, both natural and human. The examples taken from the local community will arouse the interest of the students, it will help them in learning social sciences in a realistic situation and it will breathe life into what may have seemed dead to them in realistic terms.

Places: Resource places include places that 'have much value for classroom teaching. A trip to a place of interest is of obvious value and ensures the use of available resources. The value of trips can be immensely enhanced by varying or extending the format of the trip. For example, visits to more than one place of similar nature allow for comparative study. The trip could be combined with a competition aimed at knowing the student who observed the most or a quiz testing students' understanding of what they have observed during a trip. Places of interest that could be visited include a museum, factories, palaces, geographical feature sites, historical buildings, etc. A visit to places like a marketplace, slum areas, or even hospitals can be an Instructional Material in its way.

Materials: This consists of the major tools the teacher employs in transmitting knowledge, e.g. environment resources, printed materials which could be textbooks or semi-text (i.e. charts, maps, pictures, photographs which are commercially made) and non-texts which

include models, real objects, video, films, and audio aids. From the foregoing, it is evident that some schools are now able to make greater use of some of the more dynamic and attractive techniques of education now possible with the device of educational technology. Old coins/notes, pots, etc. are also good Instructional Materials.

Textbooks: You have already studied different aspects of textbooks. Textbooks are, of course, another traditional instrument of instruction. In its most the rigid form of a textbook represents a series of lessons which demands the teacher's initiative. In almost every study, pupils are required to move from textbooks to specialized references for kinds of data such as encyclopedias, dictionaries, atlases, information almanacs, government bulletins, commercial publications, and miscellaneous periodicals. Textbooks are among the most generally used instructional materials readily available for the use in the classroom for the implementation of Social Studies curriculum, hence there is a heavy reliance on textbooks. Rice gave some assumptions for rational textbook selection in Social Studies.

These include the fact that:

There is a consciously designed Social Studies curriculum for school and the curriculum has the following characteristics-

- There is a consciously designed Social Sciences curriculum for school and the curriculum has specified objectives. Therefore, the school will want to find a textbook with an objective for the Social Science programme.
- Textbooks are often the primary means of translating the curriculum into the local school teaching programme. Therefore, the school should seek to select a book that is compatible with its ongoing teaching programme.
- Textbooks often present the major source of the content for a subject. The order in which the content is presented and the depth and scope of its treatment in the classroom are essential things to note.
- Textbooks will continue to remain as essential resources of learning. But care should be taken to consider the age, readability level and the relevance of the textbooks to the students' needs and interests.

Newspapers

Raymond observed that "since many Social Studies teachers direct the attention of their classes frequently to contemporary problems and to tropical issues which can be woven into the on-going course of study, they can make a significant contribution to enlightened citizenship by examining newspaper with the student". This simply means that the teacher could use newspapers and other resources to sensitize students to the need for caution and to broaden reading habits. This is also to say that newspaper remains the most current of any printed source available.

Pictures and Charts

Pictorial presentation is effective particularly for students having reading difficulties or small vocabularies. Pictures help to illustrate and bring a sense of reality to what is taught. According to Finest Horn, the primary purpose of all pictures from flat prints to sound films is to influence the phenomena of social life with reality and to assist the student in building concepts that are clear, accurate, and meaningful. Pictures develop a sense of reality upon which the clarity of meaning largely rests. They activate the imagination by giving it something to feel upon. They stimulate questioning on the part of the students which leads to a more aggressive search for knowledge. By encouraging exact observation, raising questions, and the projection and testing of inferences, they become the basis for exercises in

critical thinking. Because the use of pictures results in the enrichment of meaning, stimulation of interest, and imagery and critical thinking, they contribute to the efficiency and permanency in learning.

Photographs of great personalities in different fields of social sciences, photos of different wars, great buildings, remains of civilizations, etc. act as a great source of information and good instructional material in this category. Following are a few samples.



A chart is a group of related facts presented in the form of a diagram, table, graph another visually organized model. Charts contain the lesson material itself. Charts are an excellent tool that can help students become independent thinkers and problem solvers when working to master the content While pictures stimulate interest, create a correct impression and bring the lesson to life, charts, on the other hands, are valuable in the presentation of materials to be taught in their simplest form. When pictures are used, the teacher should use a variety of them to impress his points on the students. When charts are used to stress some important facts, they should be clear and large enough to be seen from any part of the classroom.

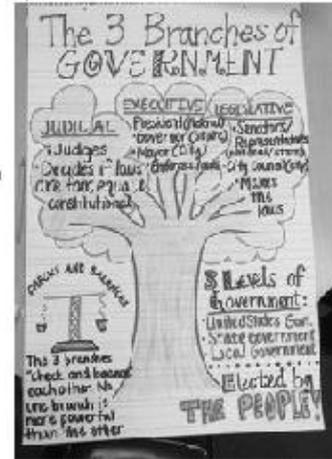
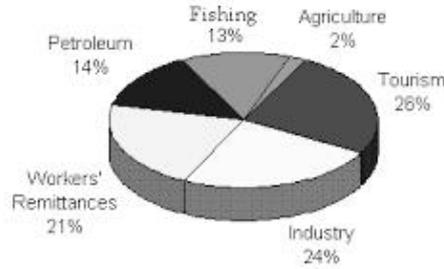
In describing a standard geography class, the following Instructional Materials are found to be useful and can be considered as a typical geography laboratory. It includes

- Climate chart
- Weather chart
- Temperature chart
- Rainfall chart
- Relative humidity chart
- Station model
- Chart of weather symbols
- Pie chart for crop distribution
- Soil profiles.

Some concept charts, timeline charts, charts presented in the form of graphs also help as useful instructional material. There are many charts and chart books available on different topics in social science on the Internet. While many of them are free, a few need to be purchased. Following are a few examples.

Timeline: Indian History

| | | | | | |
|--------------|----|--|-----------|----|---|
| 7000 BC | 1 | Civilization at Gull of Chander | 320-325 | 1 | Range of Chandragupta I |
| 2500-1500 BC | 2 | Indus Valley Civilization | 325-350 | 2 | Range of Samudragupta known as Indian Napoleon |
| 1500-1800 | 3 | Aryans across from central Asia | 350-400 | 3 | Range of Chandragupta II Vikramaditya |
| 1800-1900 | 4 | The Early Vedic Age - Rigveda | 400-450 | 4 | The end of the Chola empire in South India |
| 1800-1900 | 5 | Later Vedic Period - Samaveda, Yajurveda and Atharvaveda, Brahmanas, Aranyakas, Samhitas, early Upanishads and Sutra | 450-500 | 5 | Rule of Hala over North India |
| 500-400 | 6 | Classical India - Rise of Lushik (Maurya), attainment of knowledge - Buddha (Bihar), Jain religion - Samkhya, Yoga, Vedant (UP), Mimamsa, Kaushika (Uttar Pradesh) | 450-475 | 6 | Maurya Satrapies of Kangra, Ujjain, Gandhara, Kalinga and Malabar |
| 400-400 | 7 | Mahabharata - born at Kurukshetra near Mathura (Uttar Pradesh) and war at Panchajanya (Punjab, Bihar) | 475-500 | 7 | First Chaulukya dynasty of Ujjain |
| 400-400 | 8 | Rule of Asoka, son of Maurya, King of Magadha | 475 | 8 | Maurya's deal with Seleucus |
| 300-325 | 9 | Rule of Maurya of Magadha | 475-500 | 9 | Chalukya dynasty of Kannara |
| 325 | 10 | Increase of India by Alexander Battle of Hydaspes | 500-550 | 10 | Palas of Eastern India |
| 325-375 | 11 | Range of Chandragupta Maurya, the founder of the Mauryan dynasty | 550-600 | 11 | Range of Harsha, the Great. Starts a great land survey (AD 590) |
| 375-525 | 12 | Range of Ashoka, son of Bindusara | 600-650 | 12 | Range of Rajendra Chola. Naval campaigns against the Vijayan kingdom. |
| 375 | 13 | Kalinga war | 650-700 | 13 | South Indian and his philosophy of Advaita |
| 375 | 14 | Ashoka's conversion to Buddhism by Yashodhara | 700-750 | 14 | Arabic empire, South |
| 375 | 15 | Third Buddhist council at Pataliputra | 750-800 | 15 | Imperial decline of Gupta |
| | | | 800-850 | 16 | Construction of Khajuraho Temples |
| | | | 850-900 | 17 | Increase of Mahomed of Ghazni |
| | | | 900-950 | 18 | Following of Al-Biruni Muhammad Ghori |
| | | | 950-1000 | 19 | Following of Al-Biruni Muhammad Ghori |
| | | | 1000-1050 | 20 | Following of Al-Biruni Muhammad Ghori |
| | | | 1050-1100 | 21 | Following of Al-Biruni Muhammad Ghori |
| | | | 1100-1150 | 22 | Following of Al-Biruni Muhammad Ghori |
| | | | 1150-1200 | 23 | Following of Al-Biruni Muhammad Ghori |
| | | | 1200-1250 | 24 | Following of Al-Biruni Muhammad Ghori |



Maps

The studying, drawing, and interpreting maps are activities essential in the teaching of Social Sciences. Maps indicate economic and physical features, location of places, political boundaries cultural limitations, occupational zones, etc. Using maps in the classroom invites curiosity, encourages exploration, and inspires problem-solving. Maps can be used to explore a multitude of topics and can incorporate visual learning. Spatial thinking and quantitative skill into a lesson. The teacher should, therefore, expose the students to the use of maps so that correct interpretations can be given to the maps used in social Studies.

A map gives a miniature "picture" of a very large space. A map is a guide to a space you have not encountered before. Maps have distance, mountains, rivers, and shapes of places or destinations. With a map, one does not have to depend on local directions. For a small price, it is a direction finder and a dependable way to take a journey.

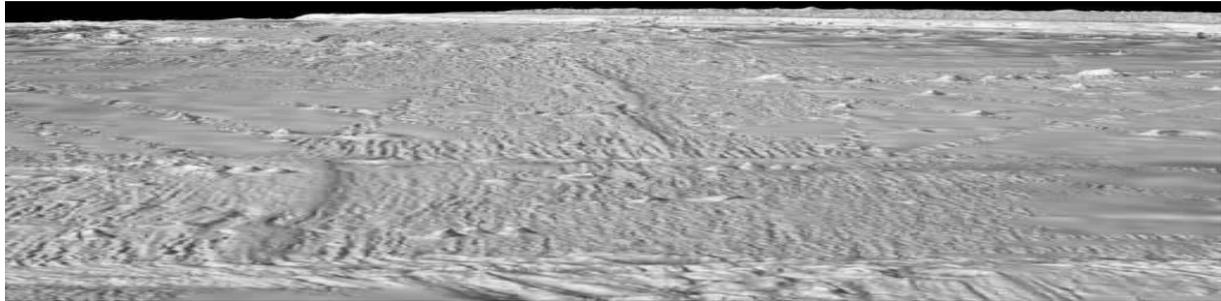


Hurricane tracks

Putting Hurricanes on the Map. Students select a storm and create its track

The ocean floor: Mid-Pacific Rise.

Related student activity: **Fathoms, Ship Logs, and the Atlantic Ocean**, an inquiry-based lab to map a transit of the ocean floor.



Urban-wetlands interface in New Orleans

Students use simplified maps to plan towns and learn how their town fits into the larger watershed.



Models

Tillman emphasized the use of models in helping the teacher organize the relevant information in the process of teaching. He asserted that "when information is presented in the format of an instructional model, we have a readymade plan or the kinds of teacher-behaviour that brings about desired student-learning. Hence, models and specimens have distinct appeal to children and attract their close attention better than a chart. The usefulness of models cannot be over-emphasized because they reduce to handy sizes things that would otherwise be difficult to study.



For example, the globe is a model of the earth. It can be used to demonstrate how to locate a place, see sea route, air route, etc. We can locate the continent, countries,

oceans, rivers, cities. A globe can also be used to

- Have a glimpse of the world
- Finding the international date line
- Measuring in degrees
- Miles in a degree
- Traveling great circle routes and measuring distances

- Using the time dial
- Understanding why we have standard time zones

For example, although a globe is round, with no beginning or end, there are two main reference lines from which all distances and locations are calculated. One is the equator, running east and west around the middle of the globe, dividing it into two halves. The other is the prime meridian, an imaginary line running from pole to pole and cutting through Greenwich, a section of London, England. Both of these lines are 0° and the globe numbering system starts at the point where they intersect. All lines running east and west, parallel to the equator, are called latitude lines. They are sometimes referred to as parallels because they are parallel to each other. Latitude lines are shown at 15° intervals north and south of the equator. Look at New Orleans on your globe and you will find it located at 30°. Since it is north of the equator, we say it is 30° north latitude, or 30N. The lines running north and south from pole to pole are called longitude lines, sometimes referred to as meridians. Longitude lines are numbered along the equator on your globe at 15° intervals east and west of the prime meridian at Greenwich. Again using New Orleans as an example, we find it located at 90° or 90° west of 0° longitude. Thus, New Orleans is located at 30N latitude and 90W longitude.

Real Objects

This category of materials resources that can be valuable in the teaching of Social Studies is the use of the actual or real object in the classroom. These things are called REALIA and can have a powerful impact on students' interest and motivate them to learn. Examples of these items include weapons, clothes, machines, implements, etc. These things bring the real outer world into the classroom. Real objects are valuable in teaching topics that are related to culture, agriculture, currencies, etc.

Resource Centres

A Resource Centre has different meanings. But generally, it refers to a place or space where the students and teachers may find information and instructional materials not available in the classroom. Among these may be toys, maps and references or library materials, instructional equipment, real objects or specimens, and artifacts. Some major resources centre of educational values to Social Studies are the library, the immediate environment, museums, and national archives. The provision of a school library with an adequate supply of books should be a priority item for schools. It is the major resource centre for learning activities. The resource offered includes not only books in abundance, but also microfilm, charts, filmstrips, videotapes, and other materials. The library is, therefore, set aside to meet the appetite for learning and to feed the hunger for understanding. Students can be assigned to read some items in the library to broaden their understanding of what the teacher has taught in the classroom. The national archives have official records of all government agencies and noncurrent records of the government considered worthy of permanent preservation. The archives help students to open many new vistas of our experience. The museums, on the other hand, provides the opportunity for the students to examine artifacts and see statues which can aid the understanding of what they have read in books.

Audio-Visual Devices

There are at present varieties of instructional tools known as audiovisual devices and materials. The application of these instructional tools range from the use of small cameras by an instructor to show close-ups within his classroom to an airborne studio broadcasting to many states. A self-contained classroom television system, camera, videotape recorder, radio,

and filmstrips offer exciting possibilities for all sorts of teaching. The videotape would be of help in the class role-playing activities. Tape recording is valuable in meeting such problems as found in mixed ability groups. The adaptability of a tape recorder for passive or active use has its great advantage. The teacher can record the students' activities i.e. discussion and this could be played back as many times as possible. Television is one of the great electronic devices which has shaped our changing world. It is a powerful medium that can be used to improve the quality of instruction, enrich the curriculum and extend the benefits of such schooling to millions of children who will otherwise be deprived of opportunities that should have been opened to them.

The students can learn from it as they can from teachers, text, and other resources. Through television programmes, current affairs, discussions on issues could be seen and heard. Filmstrips are effective for teaching Social Sciences. They serve two purposes: The projector and screen can produce pictures and sound at the same time. Presentation of a film could preclude a discussion lesson. Hence film strips help to stimulate and activate students' interest in a topic. A film projector on the other hand can only produce pictures without any sound. It could also be urged to stimulate the students' interest and attention before a discussion on the subject matter shown on the screen. Recent years have witnessed tremendous interest in the microcomputer as an educational medium. The varied capabilities of the computer could add exciting instructional features to simulation games in Social Sciences. Though the audio-visual devices have been known to improve and affect learning, the expensive and relative sophistication of these devices have, to some extent, restricted their educational use.

Chalkboard

The chalkboard or the blackboard is the commonest visual aid utilized by the teacher. The chalkboard is used to write an outline or summary, to illustrate what the teacher intends to teach, and to draw sketches, maps, and pictures. The teacher should note that whatever he or she writes on the board should be visible, bold, and legible. The chalkboard should, after use, be kept clean.

But, when teachers are to undertake the teaching of any topic, their choice of resources out of the wide range of resources should be determined by what is available. Their decision on what is appropriate should also be based on the students' age, ability, and interest. Where the school Instructional Materials are less than excellent, whatever available materials must be well organized and administered for effective use. Where intended aids are not readily available, there is the need to improvise and adapt materials for use in the class. It should be stressed that learning can be less tedious and more functional if efforts are made to identify and make extensive use of available resources both material and human.

Check Your Progress - 2

Answer the following questions

1. What are the factors to be considered while selecting an instructional material?
2. What are the maps? How are they useful?
3. What are the uses of a globe?

2.5.4. Let us Summarise

- Instructional Materials are the tools used in educational lessons, which include active learning and assessment.

- Instructional Materials are defined as resources that organize and support instruction, such as textbooks, tasks, and supplementary resources.
- Good Instructional Materials are characterized by size, color, durability, economy, portability, relativity, uniqueness, etc.
- Based on different criteria, they are grouped differently. The three main categories of Instructional Materials are traditional resources, graphic organisers, and teacher-made resources.
- The Instructional Materials may be human or non-human. Accordingly, they are grouped as human resources, places, and materials.
- Instructional Materials are available in different forms. Textbooks, newspapers, pictures and charts, maps and models, audio-visual devices, chalkboards are some of the different forms of Instructional Materials.
- Each form plays an important role and it is the responsibility of the teacher to select or create the right form of instructional material suitable to the topic of teaching.

2.5.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

For answers refer Section 2.5.3.1 of this Unit

Check Your Progress - 2

For answers refer Section 2.5.3.2 of this Unit

2.5.6. Unit end Exercises

Select a topic that you teach in the class and make a list of all the Instructional Materials available required for it.

Synthesize them and make a customized material to suit the class you teach

2.5.7. References

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Block 2 : Objectives of and Resources for Social Science Teaching

Unit 6 : CD-ROM, Multimedia, Internet

Unit Structure

- 2.6.1. Learning Objectives
- 2.6.2. Introduction
- 2.6.3. Learning Points and Learning Activities
 - 2.6.3.1. Concept of CD ROM and resources in that format
Check Your Progress - 1
 - 2.6.3.2. Concept of Multimedia and resources in that format
Check Your Progress - 2
 - 2.6.3.3. Concept of Internet and resources in that format
Check Your Progress - 3
- 2.6.4. Let us Summarise
- 2.6.5. Answers to 'Check Your Progress - 1, 2 and 3'
- 2.6.6. Unit end Exercises
- 2.6.7. References

2.6.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Explain the meaning and usefulness of CD ROM, Multimedia, and Internet;
- Identify the differences between these e-resources;
- List the various instructional materials available in different formats; and
- Appreciate the benefits of using e-resources.

2.6.2. Introduction

Education in the recent past has become highly demanding. This has been possible by advances in technology, diverse interests of students, the high cost of printed educational material production and maintenance, etc. As an alternate to this several resources has been developed in Electronic Format or Digital Format. These include CD ROMs, Video CDs, Multimedia texts, the Internet, and Hypertext to name a few. These are collectively called **Digital Resources**. The group of resources that are available online is called E-resources or online resources or digital resources. In this Unit let us focus on some of the digital resources in the field of social sciences with a special reference to CD ROMs, Multimedia resources, and the Internet.

2.6.3. Learning Points and Learning Activities

2.6.3.1. Concept of CD ROM and resources in that Format

CD ROM stands for "Compact Disc Read-Only Memory." A CD-ROM is a CD that can be read by a computer with an optical drive. The "ROM" part of the term means the data on the disc is "read-only," or cannot be altered or erased. Because of this feature and their large capacity, CD-ROMs are a great storage media format for educational and commercial purposes. The first CD-ROMs could hold about 600 MB of data. A CD-ROM (CompactDiscRead-only Memory) can hold the same amount of data as about 550 floppy disks or 300,000 pages of paper. CD-ROMs are



therefore very popular for storing databases and full-text materials. No special software is needed to use CD-ROMs. Using CD-ROMs to distribute and access information is useful in situations where using the Internet is costly, unreliable or unavailable.

Advantages of CD-ROMs: The use of CD ROMs have many advantages. Some of them are the following.

- can provide access to large databases
- easy to search
- fast to use
- easy to transport
- durable; not easily damaged
- can be used on any computer with a CD drive
- available in Multimedia (containing sound and movement) on a computer with Multimedia facilities
- no telephone/Internet service costs
- no reliance on telephone/Internet access/availability
- fixed subscription cost.

Disadvantages of CD-ROMs:

- data may not be completely up-to-date
- subscription costs can be high.

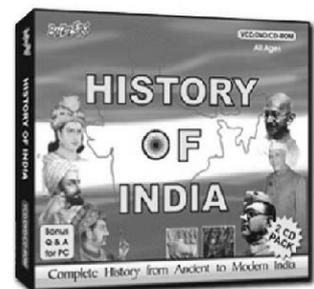
CD ROMs can cross-reference and link information together. Virtual economics from the National Council of Economic Education is an example. This CD houses 150 documents and 30000 pages of instructional material. Everything is cross-referenced by topic and by grade level so that the resources can be mixed and matched to suit the specific requirement. When studying economic development, for example, there will be some background information on the topic, some reference material that helps to define key terms, and some statistics linked to major issues. The CD allows us to put all this information together and acts as a good source of information.

CD-ROM Databases are increasing day by day in almost all fields due to their many advantages in information storage and retrieval. The majority of publishers of books and journals, online vendors, and various learned societies are bringing out new titles in CD format with powerful retrieval software. Electronic information resources in CD format include abstracting and indexing services, encyclopedias, dictionaries, directories, yearbooks, back volumes, standards, patents, and many other reference works.

Some of the other popular CD ROMs in social science are given below as examples.

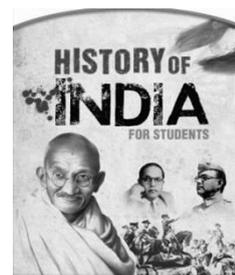
Buzzers History of India

Complete History from Ancient to Modern India - This CD-ROM essentially contains detailed history about Ancient India, The medieval India, Emperors & kingdoms, British India, freedom movement and freedom Fighters, Modern India political and economic improvements and much more.



Pebbles History of India

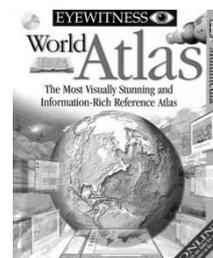
“History of INDIA”, is a home learning DVD covering the entire spectrum of Indian History. It is an attempt to showcase the rich mythology and the glorious history of India. The historical events are given in a simple manner and are complemented with beautiful illustration and video footage. It has everything which the viewers would want to know about India. The viewers can acquire a complete knowledge about India through this DVD. It covers from the early civilization to the present status of India, journeying through various phases and events. It tells us about the bitter and the sweet facts about India. The episodes have been carefully selected and give a bird's eye-view of Indian history. This will help the viewers understand the rich heritage of India and take pride in it.



Eyewitness World Atlas PC CD ROM by DK Publishing

This CD-ROM presents data as never before in a with a fusion of style and content. Detailed maps, photographs, and videos are backed up with enough facts, statistics, charts, and graphs to satisfy anyone. View the world through compelling cartographic maps, dazzling images, and exciting 3D graphics. Or, explore the huge encyclopaedia database using state-of-the-art software features. The basic features include the following

- Cartographic reference tool for students and teachers
- More than 400 detailed maps; over 500,000 words of text
- 40,000 separate data fields; 250 photographs; 33 videos
- Thousands of graphs and charts and statistics
- Search database for demographic information and more



With the availability of resources in better formats, the popularity of CD ROMs is slightly decreasing. However, some resources still continue to be in that format only

Check Your Progress - 1

Answer the following questions.

1. Mention any two advantages and two disadvantages of CD ROMs
2. Describe briefly the features of any one of the CD ROMs relevant to the subject you teach in the classroom.

2.6.3.2. Concept of Multimedia and Resources in that Format

According to Webster’s Dictionary, a medium is “an intervening agency, means, or instrument by which something is conveyed or accomplished”. The plural form of medium is media, which, in the context of education, includes the means to create, store, and present instructional content. These include tools such as chalk and talk, books and computers, slide projectors, video projection, overhead projectors, document cameras, audio systems

The term Multimedia was introduced in the 1960s to describe the combined use of several media, such as text, film, video, still images, and audio. Schnotz and Lowe defined the term Multimedia as “the combination of multiple technical resources to present information represented in multiple formats via multiple sensory modalities”.

A *Multimedia Application* is an application that uses a collection of multiple media sources e.g. text, graphics, images, sound/audio, animation, and/or video.

Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video, and interactive content. Multimedia contrasts with ordinary media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material.

Multimedia can be recorded and played, displayed, interacted with, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; for example, by including audio it has a broader scope. In the early years of Multimedia the term "rich media" was synonymous with interactive Multimedia, and "hypermedia" was an application of Multimedia.

Multimedia is a robust education and research methodology within the social science context. The five different media which supports the concept of Multimedia are

- narrative media
- interactive media communicative media
- adaptive media
- productive media.

Characteristics of Multimedia

- Multimedia presentations may be viewed by a person on stage, projected, transmitted, or played locally with a media player. A broadcast may be a live or recorded multimedia presentation. Broadcasts and recordings can be either analog or digital electronic media technology. Digital online multimedia may be downloaded or streamed. Streaming Multimedia may be live or on-demand.
- Multimedia games and simulations may be used in a physical environment with special effects, with multiple users in an online network, or locally with an offline computer, game system, or simulator.

Multimedia is concerned with the computer-controlled integration of text, graphics, drawings, still and moving images (Video), animation, audio, and any other media where every type of information can be represented, stored, transmitted, and processed digitally. Following are the different formats in which information can be presented.

Text:

- Characters that are used to create words, sentences, and paragraphs.
- **Graphics:** A digital representation of non-text information, such as a drawing, chart, or photograph.

Animation:

- Flipping through a series of still images. It is a series of graphics that create an illusion of motion.
- **Video:** photographic images that are played back at speeds of 15 to 30 frames a second and provide the appearance of full motion.

Audio:

- music, speech, or any other sound.

Advantages of Multimedia:

- The various formats of technological or digital multimedia may be intended to enhance the users' experience, for example, to make it easier and faster to convey information. It is useful in entertainment or art, to transcend everyday experience.
- In education, Multimedia can be used as a source of information. Students can search for encyclopedias such as Encarta, which provide facts on a variety of different topics using Multimedia presentations. Teachers can use Multimedia presentations to make lessons more interesting by using animations to highlight or demonstrate key points.
- A Multimedia presentation can also make it easier for pupils to read the text rather than trying to read a teacher's writing on the board. Programs that show pictures and text whilst children are reading a story can help them learn to read; these too are a form of Multimedia presentation.
- Multimedia is used for advertising and selling products on the Internet. Some businesses use Multimedia for training where CDROMs or on-line tutorials allow staff to learn at their speed, and at a suitable time for the staff and the company. Another benefit is that the company does not have to pay the additional expenses of an employee attending a course away from the workplace
- It is very user-friendly. It does not take much energy out of the user, in the sense that you can sit and watch the presentation, you can read the text and hear the audio. That is, it is a multi-sensorial. It uses a lot of the user's senses while making use of Multimedia, for example, hearing, seeing, and talking.
- It is integrated and interactive. All the different mediums are integrated through the digitization process. Interactivity is heightened by the possibility of easy feedback. It is flexible. Being digital, this media can easily be changed to fit different situations and audiences.
- It can be used for a wide variety of audiences, ranging from one person to a whole group.

Disadvantages of Multimedia

- Information overload. Because it is so easy to use, it can contain too much information at once. It takes time to compile. Even though it is flexible, it takes time to put the original draft together.
- It can be expensive. Multimedia makes use of a wide range of resources, which can cost you a large amount of money. Too much makes it unpractical. Large files like video and audio affect the time it takes for your presentation to load. Adding too much can mean that you have to use a larger computer to store the files.

Multimedia-based instruction can be efficient and effective for three reasons it is self-paced learning: the individualized pace of the learning allows students.

- To break down the group instructional setting, which often inhibits some people's natural progression.
- The course material requires less bridging effort between the learner and the information being processed.
- The sense of responsibility from the instructor to the student.

Multimedia is both an evolution of technology as well as a convergence that brings together hardware and software. It has been called digital fusion - the merger of digital technologies based on the use of computers. The technologies that are converging are

computing, television, printing, and telecommunications. Bringing them together results in a greater impact than their influence.

Many of the Multimedia resources developed for secondary education are mainly commercial and are focused on examination. They include questions and answers, a description of experiments in the case of science subjects, quiz, and some project work. Some of the selected Multimedia resources are given in the NCERT textbooks themselves. Some of them may give clues or act as suggestions or guidelines to prepare customised Multimedia for our students.

Some other examples of Multimedia are:

Explore is a multimedia organization that documents films about leaders around the world who have devoted their lives to extraordinary causes. The films profile issues facing the environment, education, human rights, public health, philosophy, animal welfare, spirituality, and disabilities. The lesson plans accompanying **explore's** films are written for use in the classroom and are connected to grade-level National Standards.

iTunes U is a Free Multimedia (video) resources for teaching and learning with technology - Over 800 universities have active iTunes U sites, and nearly half of these institutions - including Stanford, Yale, MIT, Oxford, and UC Berkeley - distribute their content publicly on the iTunes Store. Besides, cultural and educational institutions, such as the Library of Congress, public broadcasting organizations, and state departments of education, also contribute to this growing educational content repository. iTunes U is the ideal resource for educators who want to gain insight into the curriculum being taught worldwide, get access to primary resources, and find inspiration for enhancing teaching and learning with technology.

Check Your Progress - 2

Answer the following questions

1. What is Multimedia?
2. Mention two advantages and two disadvantages of Multimedia.
3. List the various formats in which information can be presented in a Multimedia
4. Give an example of a Multimedia resource

2.6.3.3. Concept of Internet and Resources in that Format

The Internet also referred to as the "Information Super Highway" or the "National Information Infrastructure," connects millions of computers around the world. It is a global, non-commercial network of networks, some of which focus on education. The Internet had its origins in the early 1970s as ARPAnet (Advanced Research Projects Agency Network). That was an effort by the Department of Defense to link the department's many research and military facilities. Since then, the Internet has evolved into a communications system that links universities, government organizations, corporations, and private citizens.

Any school with a computer and a modem can connect to the Internet through a commercial on-line service or a Bulletin board Service (a "BBS"). Access is also easily available through many mainframe computers at universities.

The Internet never rests. Every day millions of people exchange information on an almost infinite number of topics in "forums"; tap into thousands of databases to conduct research; copy files, documents, even music; participate in live, interactive conferences; and

send electronic messages back and forth by "e-mail." Students can exchange views with experts on innumerable topics, download free software, read newspapers published in different places all over the world, obtain the full records of Supreme Court decisions, download speeches made by the President of the United States and other government officials, and take part in numerous other activities that support the goals of a well-founded curriculum in Social Science.

The Internet through its World Wide Web has given a paradigm shift to information management. The information available on the net is increasing rapidly and the task of providing relevant information to patrons is gaining paramount importance in all types of libraries. Most of the reputed publishers learned and commercial societies are hosting their products on the net and also all 60 libraries are sharing their internal and external information resources using web pages and Web-OPACs. Due to the impact of the Internet, there is swift migration from offline to online, as the Web is becoming a popular user interface for providing access to remote and frequently updated resources.

Information is available on the Internet in a variety of formats for educational purposes. Following are a few examples.

E-books: An electronic book is the content of the book made available to the reader in electronic form. According to the Encyclopedia of Library and Information Science, an electronic book is “a term used to describe a text analogous to a book that is in digital form to be displayed on the computer screen”. Electronic books, or e-books, are books in computer file format and read on all types of computers, including handheld devices, designed specifically for reading e-books.

E-books are digital versions of the printed book, accompanied by extensive hyperlinking apart from textual matters, graphs, charts, illustrations, tables, etc. It includes search facilities, Multimedia capabilities. Internet is the best marketing media for e-books. Some e-book publishers are www.netlibrary.com, www.ebrary.com, etc.

E-books today are available on the Internet. Most of the school textbooks on all subjects are also available on the Internet. NCERT and many of the state governments have uploaded their full textbooks on the net. Besides, many reference materials like encyclopedias and dictionaries are available on the Internet. Some of the social encyclopedias available online are the following.

- Sage Reference/Sage Knowledge (250+ titles) (*Sociology; Psychology; Education; Management; Politics; Criminology; Media Studies; Research Methods*)
- Gale Virtual Reference Library (60+ titles) (*Business; Sociology; Law; Multicultural Studies; Criminology*)
- Oxford Reference (370+ titles) (*Politics; Geography and Environment; Business and Finance*)
- International Encyclopedia of the Social and Behavioral Sciences, 2nd edition (one title--4,000+ scholarly articles across the *Social Sciences*)
- Wiley/Blackwell Encyclopedias (42 titles) (*Communication; Criminology; Politics, Society and Social Issues; Psychology and Cognitive Science; Health*)
- **CQ Electronic Library** (27 titles) (*Law; Politics and Government; Political History*)
- SpringerLink Encyclopedias: Psychology (10 titles)
- **Elsevier [Science Direct] Encyclopedias: Psychology** (5 titles)

e-books.com provides an exhaustive list of many titles in various fields. They are available on the net. The list includes 173855 titles.

Open Access Journals (OAJ): A large number of E-journals are made available on the net freely which are termed as Open Access Journals (OAJ). Those have covered almost all areas of knowledge. Some of the sites of OAJ have covered almost all disciplines; some of them are specific to a particular subject area. E-journals made accessible through DOAJ directory (<http://doaj.org>) are freely accessible.

E-Journals: Electronic serials may be defined very broadly as any e-journal, e-magazine, e'zine, webzine, newsletter, or type of electronic serial publication which are available over the Internet. Within this broad definition, the titles can be electronically accessed using different technologies such as the World Wide Web, gopher, ftp, telnet, email, or listserv. Of course, virtually all modern electronic journals are mostly available via the Web, e-journals, and modern university libraries. Library consortium is a community (a cooperative) of two or more information agencies which have formally agreed to coordinate, cooperate, or consolidate certain function to achieve mutual objectives. It is an association of a group of the library to achieve mutually the joint benefits. Consortia may be formed on a local, regional, national, or international basis; on a functional or format basis; or on a subject basis.

A periodical is published at regular intervals longer than a day, like weekly, monthly, etc. The electronic form of such publications is designated as ejournals. Electronic journals are offering everything from search functions to the provision of final primary data as integrated services, including links to databases. The result is that many more people now have opportunities to see scientific and technical information which formerly circulated only among a few experts. E-journals or Electronic Journals are gaining more importance with the emergence of the Internet. The publishing world is undergoing a revolutionary change as more and more publications are becoming WEB centric. Online journals, whose full-text articles are available on the web for viewing and downloading free of charge, are called Open Access Journals. Open access to articles can be achieved in two ways- by publishing as an article in open access journals and/or depositing the same in open access archives or institutional repositories. The latter is often referred to as self-archiving. Open archiving or self-archiving initiative is an ambitious effort to free online full-text articles from the clutches of the commercial publishers. The use of these articles is more important to libraries in developing countries such as India as most libraries in this region are facing problems with a financial crunch. E-resources provide full-text of the document apart from its bibliographical information can be termed as Full-text E-resources. Number of Publishers are engaged in publishing E-journals with sufficiently high research value. Springers, Elsevier, American Chemical Society, Cambridge University Press, are some of them.

E-journals are specialized forms of electronic documents that can be accessed via electronic transmission. The emergence of electronic journals has made the most significant impact on the publishers as well as the users' community. Due to its faster access to journal content and all other advantages, now the academic community feels that print journals should be replaced by electronic journals. E-journals have made it considerably easier to find and obtain material they need in their work and to keep up with the developments in their field.

Web Portals: Just like facilities extended in a market for one's required items, one can search and get everything from one's portal. Portals provide a single interface to search various databases. In one way, users are required to search all the databases separately; but portals can help a user for searching the needed term in all the products from a single interface. Portal does not have its contents but all the contents have been taken from the member publishers and provide the linking facility to the full-text.

Indexes: An index is a reference source, which provides bibliographic information about journal articles, as well as other types of materials. While indexes have long existed in print, online indexes have expanded the type of work done by researchers, more options than looking for materials by subject, author, or title. Online indexes allow us to look beyond the subject, author, or title. They allow us to look for keywords or phrases throughout the bibliographic information- including the abstracts.

Blogs: New web technology tool option on the Internet to share one's views or opinions with other fellow professionals around the globe are being introduced in the form of Blogs/ Professional discussion forums is a part of web 2.0 technology. Because of the extensive use of web-based information and for the facilities of extension of remote log in individuals are availing facilities of meeting each other through their blogs. Different forums, discussion groups using blogs are increasing steadily.

Bibliographical resources: Availability of E-resources in the form of Bibliographical Resources provide bibliographical information like- title, author, name of the journal, volume, and issue number, publication date, publisher, and most importantly an abstract of the entry. Databases covering Biological Sciences (Biological Abstracts), Chemical Sciences (Chemical Abstracts) are some examples of Bibliographic Resources.

Photographs, maps, journal articles, videos, etc. are some of the other different forms in which information is presented on the net.

Some of the specific resources are the following.

School Tube: It is a place for teachers and students to share videos online and in the 21st-century classroom, it offers free channels where teachers can post student videos, to premium channels and super-channels with more features

Teaching History.org: This robust site provides lesson plans, quizzes, teacher guides, and interactive projects for students, as well as instructional videos for English Language learners. The content is interesting, easy to understand, and categorized by elementary, middle, and high school-appropriate materials. The site also has an instructional video on transforming a traditional classroom into a "digital classroom." Their Best Practices page focuses on the importance of using primary sources as the most effective means of learning history.

Think About History is a fun trivia game on History.com. The object of the game is to cross the playing board by correctly answering a sequence of history trivia questions. The questions on "Think About History" are a mix of simulation-based and text-based questions. The game can be played as an individual game or a two-player game.

Flags of the World asks students to match flags to their respective countries. After matching each flag to its country students can click the “learn more” link to find more information about that country.

National geographic.org at National Geographic teaches kids about the world and how it works, empowering them to succeed and to make it a better place. Inspiring people to care about the planet, National Geographic is the world’s premium destination for science, exploration, and adventure. Through their world-class scientists, photographers, journalists, and filmmakers, national geographic is closer to the stories that matter and past the edge of what is possible.

iTunesU: It is considered as the ideal resource among all the resources available for educators who want to gain insight into curriculum being worldwide, get access to primary resources and find inspiration for enhancing teaching and learning with technology. iTunesU is one of the resources that over 800 universities are having access to iTunesU sites and nearly half of these institutions including Stanford, Yale, MIT, Oxford, and UC Berkeley distribute their content publicly on the iTunesU store. Besides, cultural and educational institutions, such as the Library of Congress, Public Broadcasting Organization, and state departments of education also contribute to this growing education content response.

ED435582 1999-11-00 Teaching Social Studies with the Internet: Provides an ocean of information right from using primary sources of information to detailed lesson plans on various topics. Nearly all of them can provide useful ideas for teachers, although the lessons may require some revision to meet the specific needs of local curriculum guides and student/teacher needs. A Pentium-based computer and a fast Internet connection are necessary to use these resources effectively. Teachers and students can take field trips via the Internet.

Social Sciences - Internet Resources: is another major guide that provides a list of useful Internet resources in the social sciences recommended by URI librarians. The list is arranged alphabetically by title. Some of the topics included are census data, facts, and history, the National Archeological Database.

The National Archives’ Digital Classroom – DocsTeach.org is an online teaching tool from the US National Archives for teachers to find and create interactive learning activities with primary-source documents that promote historical thinking skills in the 21st-century classroom.

History Departments Around the World is a searchable database linking to roughly 1,200 history departments around the world.

Historic Newspapers is the world’s largest original newspaper archive, have put together free of charge educational resources using past newspapers to give insight into historical events. Newspapers are a fantastic way to discover the cause and consequence of historical events.

Google Life Archive is a wonderful resource of historical images. It features millions of searchable photographs from the Life photo archive stretching from the 1750s to the present day. Most of these images were never published and are now available for the first time

through the joint work of Google and Life magazine. (Search tip: Add “source: life” to any Google image search and search only the LIFE photo archive.

Check Your Progress - 3

Answer the following questions

1. What is the Internet?
2. What are the advantages of using the Internet?
3. List any four formats in which information is available on the net
4. Make a list of any four websites that provide a list of resources on economics

2.6.4. Let us Summarise

- The group of resources that are available online is called e-resources or online resources or digital resources
- CD ROM stands for "Compact Disc Read-Only Memory
- A CD-ROM (compact disc read-only memory) can hold the same amount of data as about 550 floppy disks or 300,000 pages of paper.
- CD-ROM Databases are increasing day by day in almost all fields due to their many advantages in information storage and retrieval.
- The term Multimedia was introduced in the 1960s to describe the combined use of several media, such as text, film, video, still images, and audio.
- The five different media which supports the concept of Multimedia are narrative media, interactive media, communicative media, adaptive media, and productive media.
- The different formats in which information can be presented on Multimedia are texts, graphics, animation, video, and audio.
- Multimedia-based instruction can be efficient and effective for three reasons
 - ✓ It is self-paced learning: the individualized pace of the learning allows students to break down the group instructional setting, which often inhibits some people's natural progression.
 - ✓ The course material requires less bridging effort between the learner and the information being processed.
 - ✓ The sense of responsibility from the instructor to the student
- The Internet also referred to as the "Information Super Highway" or the "National Information Infrastructure," connects millions of computers around the world. It is a global, non-commercial network of networks, some of which focus on education.
- The Internet through its World Wide Web has given a paradigm shift to information management.
- e-books, e-journals, Open Access Journals, web portals, indexes, bibliographical references, journal articles, blogs, you tubes, photographs are the different formats in which information is presented on the Internet.

2.6.5. Answers to ‘Check Your Progress - 1, 2 and 3’

Check Your Progress - 1

For answers refer to section 2.6.3.1 of this Unit

Check Your Progress - 2

For answers refer to section 2.6.3.2 of this Unit

Check Your Progress – 3

For answers refer to section 2.6.3.3 of this Unit

2.6.6. Unit end Exercises

Select any five topics of your choice and make a list of the different CDs, Multimedia, and Internet resources available for each of them.

2.6.7. References

1. <https://classroom-aid.com/educational-resources/Multimedia-resources/>
2. <https://files.eric.ed.gov/fulltext/ED435582.pdf>
3. <https://www.tandfonline.com/doi/abs/10.1080/00220973.1936.11016666?journalCode=vtss20>
4. <https://serc.carleton.edu/k12/maps.html>
5. https://shodhganga.inflibnet.ac.in/bitstream/10603/18151/13/13_chapter%203.pdf
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7. <http://www.socialstudies.org/sites/default/files/publications/se/6103/610306.html>
8. https://en.wikipedia.org/wiki/Educational_software
9. <https://www.ericdigests.org/pre-929/computers.htm>
10. <http://www.bdu.ac.in/cde/docs/ebooks/BEd/I/TEACHING%20%20OF%20SOCIAL%20SCIENCE.pdf>