

Teaching Learning Methods in Social Science

Lecture Method: This method is best suited for large classes with senior students. Students remain passive listeners; they fail to become active partners in the bipolar process of teaching and learning. The positive features of Lecture Method is that it can be immediately repeated and modified and it gives students good training and experience in learning by hearing. It also saves time and energy of the students and is a good means of stimulating them.

Discussion Method: The main purpose of discussion is to learn and educate individuals in the process of "group thinking" and "collective decision". Discussion is an important means of exchanging ideas with others and "often results in pooling opinions and joint action". Agreement is the declared purpose of a discussion. It is always organized and undertaken in a disciplined atmosphere.

The essential parts of a discussion are:

- (i) A Leader- is the teacher himself/ herself. But the teacher must not dominate the entire scene; s/he should act as a prompt guide when the students face with difficulties.
- (ii) The Group- is the students who are generally composed of all types of temperament and varieties of mind. The teacher's duty is to encourage every student to participate in the discussion.
- (iii) The Content- is the body of knowledge to be transacted during discussion. It should also include maps, charts, diagrams, etc.

Debate method: Debate method is widely used for teaching certain topics of Political Science to a large group of people. Teachers often use the debate to effectively increase students' interests, involvement and participation during tutorial/seminar sessions. When a teacher uses the debate as a framework for learning, s/he hopes to get students to conduct comprehensive research into the topic, gather supporting evidence, engage in collaborative learning, delegate tasks, improve communication skills and develop leadership.

Seminar method: The seminar method is the most modern and advanced method of teaching. It is an instructional technique as it involves generating a situation for a group to have a guided interaction among themselves on a particular theme. This method is employed to realize the higher objectives of cognitive and affective domains.

Educational Panel discussions:

- provide factual information and conceptual knowledge.
- generate awareness of theories and principles.
- provide a set of solutions to certain problems.

TEST SERIES

Bilingual



KVS TGT
30 TOTAL TESTS

Validity : 12 Months

Constitution of India: The Constitution of India can prove to be an important teaching-learning resource in a political science classroom. While teaching several topics of political science, it is important for the teacher to explain to the students what our constitution makers had to say about those significant topics.

Atlas, Maps and Globe: These are used in explaining the details of boundaries of states, continents and countries. These are helpful in explaining the regional conditions, locations and significance of regional organizations.

Questioning method: A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the contents to be learned and directions for what they are to do and how they are to do with them.

Demonstration method: Demonstration is a technique through which the teacher shows various geographical phenomena and processes to students so that they can have concrete experiences and understand the concept properly. It is done with the help of two-dimensional or three-dimensional models (static or functional), visual charts, flash cards, bulletin boards, power point presentations, multimedia presentations, films, documentaries, etc.

Peer learning method: In peer learning students construct their own meaning and understanding of what they have to learn. Essentially, students are involved in searching for collecting, analyzing, evaluating and applying information to solve the issues. Students engage themselves intellectually, emotionally in constructive conversation and learn by sharing and questioning each other's view point and reaching consensus.

Simulation and role play method: They work best when they are brief and discussed immediately. Students should be asked to imagine themselves in a situation or play the assigned roles. Role playing and simulation have the following advantages:

- powers of analysis and synthesis
- an ability to think ahead from an exciting situation.
- anticipating the probable actions of opponents.
- foreseeing the consequences of alternatives.

Field Trips:

Local Trips: The local trips will be valuable to the students of primary and upper primary stages. The students should be led to explore and study their surroundings for first-hand information with regard to various crops grown, types of animals found, local markets or factories, rivers or lakes.

Community Trips: These trips take a longer period of time than local trips may take the whole day or two days and involve more extensive preparation by the students. Community trips may include important industries, natural resources, mineral resources, museums, zoos, irrigation projects and other means of irrigation which are located not very far from the institution.

