

Teaching Learning Processes In Social Science Class

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Abstract

A teacher has to make use of various kinds of methods, devices and techniques of teaching. A teacher has to make use of a suitable method for making his teaching meaningful, purposeful, interesting and effective. A good method of teaching can bring out good results even from a weak curriculum. On the other hand a bad method of teaching can make a mess of a good curriculum. Therefore, it can rightly be said that success or failure of teaching depends on its methods. The methods of teaching should be according to the needs and interests of learners. The objective of this paper is to study on teaching learning processes in Social Science class.

Keywords: Teacher, methods, devices, techniques, curriculum etc.,.

Introduction

Teaching learning processes in any subject are pivotal since they are concerned not only with social progress but also with moral, social, cultural, civic, personal and aesthetic development of the individual. This study was conducted to know the strategies of teaching learning processes in secondary school social science class. A check list on teaching learning processes in social science is administered on 50 secondary school students of 5 different schools in Hyderabad. The responses of the secondary students on the check list were analyzed on the basis of the strategies of teaching learning processes followed in their social science class. It was observed that 80% of the teaching learning processes in social science class are at low level. 14% of teaching learning processes in social science class is at medium level and just 6% of teaching learning processes in social science class is at ideal level. The results indicate there is a majority of low level teaching learning process in the social science class and identify the need of ideal practices regarding the same.

It has been rightly remarked that the destiny of a nation is being shaped in her classrooms. This process to a great extent depends upon the kind of curriculum it envisages. Thus there is no

doubt the national issues of a country are invariably linked with both the system of education and the degree of effectiveness of its curriculum transaction.

It can be understood that both in the individual and societal point of view teaching learning processes in any subject are pivotal since they are concerned not only with social progress but also with moral, social, cultural, civic, personal and aesthetic development of the individual. The recommendation of the Indian Education Commission 1964-66 deserves special mention here. It emphasized that every teacher whatever his/her subject, must necessarily accept the responsibility of value development of their students. In this connection, the NCTE (1998) recommends that a teacher in the technological age must be having commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values.

As per the National Curriculum Frame Work 2005, the objectives of teaching social sciences at the secondary stage are to develop among the learner, analytical and conceptual skills to enable him/her to:

- understand the processes of economic and social change and development with examples from modern and contemporary India and other parts of the world.
- critically examine social and economic issues and challenges like poverty, child labor, destitution, illiteracy, and various other dimensions of inequality.
- understand the rights and responsibilities of citizens in a democratic and secular society.
- understand the roles and responsibilities of the state in the fulfillment of constitutional obligations.
- understand the processes of change and development in India in relation to the world economy and polity.
- appreciate the rights of local communities in relation to their environment, the judicious utilization of resources, as well as the need for the conservation of the natural environment.

Objective of the study

The basic objective of this study is intended to examine the teaching learning processes in social science class.

Methodology

A check list on teaching learning processes in social science is administered on 50 secondary school students of 5 different schools in Hyderabad. The check list consists of 20 items. Each item has contents from different units of 8,9,10 social science text books and the strategies of teaching learning processes followed to transact those contents. The strategies (Oral explanation, discussion, small debates , very small projects ,collection of pictures/photos/information, imagine and write/express, role plays, storytelling, seminars, projects, field visits) of teaching learning processes are classified into 3 categories which are: Low levels of teaching learning processes, medium level of teaching learning processes, ideal level of teaching learning processes.

Oral explanation is included in the category of Low level of teaching learning processes. Discussions and debates are included in the category of medium level of teaching learning processes. Collection of pictures/photographs/information, imagine and write/express, role plays, storytelling, seminars, projects and field visits are included in the category of ideal level of teaching learning processes.

Data analysis

Percentages were calculated for the different responses given by the students to the items provided in the check list on teaching learning processes in social science. The responses of the secondary students on the check list were analyzed on the basis of the strategies of teaching learning processes followed in their social science class.

Results and discussion

Out of 50 students, 40 of them responded with 18 out of the 20 items revealing that their teachers followed oral explanation in social science class. 7 students responded with 2 out of the 20 items revealing that their teachers conducted discussions, debates in social science class. Only 3 students responded with 2 out of the 20 items revealing that their teachers conducted seminars, field visits, insisted on collection of pictures/photos/information and encouraged to imagine and write or express. Considering the various responses obtained from the students, it was observed that 80% of the teaching learning processes in social science class are at low level. 14% of teaching learning processes in social science class is at medium level and just 6% of teaching learning processes in social science class is at ideal level.

Conclusion

In this study the results indicate that there is a majority of low level teaching learning process in the social science class. These practices will hinder the process of achieving the desired objective of the social science teaching at secondary level. There is a need for improvement in social science class to achieve an ideal level of teaching learning process.

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