

Method

THE TEACHING OF

CIVICS



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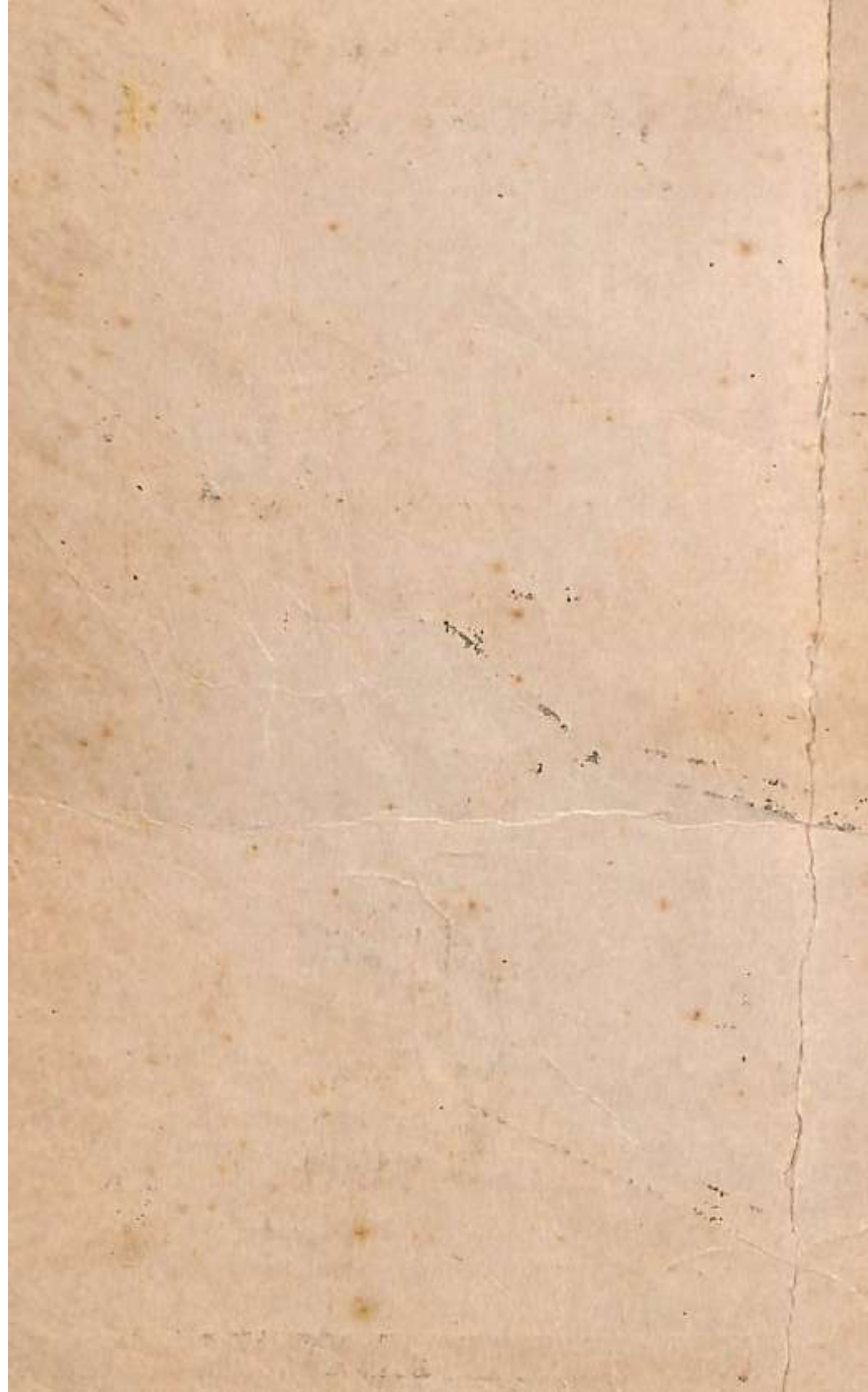


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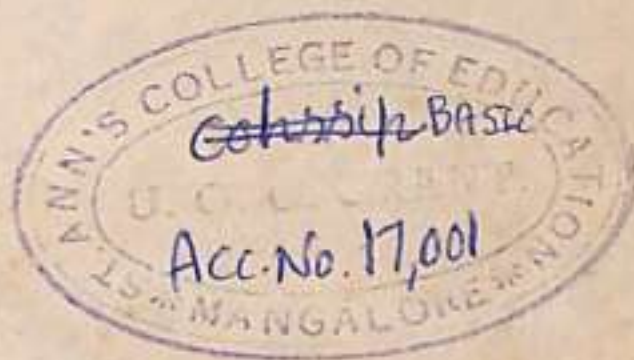
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METHOD TEACHING OF CIVICS



By
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Dedicated to
Shri Padmadhar Malaviya
as a token of deep reverence, nobility and system
for introducing scientific management
as a Director of Text-book Bureau
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Publisher's Note

'TEACHING OF CIVICS' is a book intended to serve the needs of the students of L. T., B. T. and B. Ed. classes of various Training Colleges and Universities.

An attempt has been made to provide the students with standard material in regard to the method teaching of Civics in form of answers to questions on various topics. Questions are mostly of the type that are set at final examination of these students.

While keeping in mind the standard for which the book is meant the author has endeavoured to present the subject-matter in simple language and lucid style.

Suggestions for the improvement of the book shall be gratefully acknowledged.

PRAKASHAN KENDRA

Lucknow

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Meaning and Importance of Civics

Q. Define the term 'Civics' ? Is it a science or an art ? Discuss its importance in the national educational system ?

Or

What is Civics ? Argue in its favour or against that is it a science or an art.

Ans.

"The constant duty of every man to his fellows is to ascertain his own powers and special gifts and to strengthen them for the help of others".
—John Ruskin

Civics as a Subject—Civics is, in fact, a social science. In certain respects, it is part of the Political Science. Prior to its recognition as a subject, it was taught along with History and Political Science. It is not a new subject. It is as old the human civilization. It was unfortunate that this subject could take place in the curriculum only in the nineteenth century. Because of lack of consciousness on the part of the people, this subject did not get proper recognition.

The importance of Civics as a subject lies in its utility to the society. It recognizes man as a social animal and studies him accordingly. Really speaking, a man cannot develop without realising the interest of the society and its different organs and parts. Man has certain basic instincts. Gregariousness is one such instinct. Due to this instinct, man wants to live in groups. Society came into being as a result of this instinct.

(On one hand, man tries to live in the circumstance in which he is placed and, on the other, he tries to acquire supremacy over the physical and social factors.) This attempt to acquire supremacy has brought about the evolution of different branches of knowledge. Civics came into being as a result of this desire of the man to acquire supremacy over physical and social forces. In the beginning, Civics came in form of social studies, which was an integrated subject combining History, Civics, Geography, etc. Later on, Civics acquired an independent status. Now it is recognised as a social science.

Origin of Civics

Man as a social animal—Every human being is endowed with instinct of gregariousness. Due to this instinct man wants to live in a

group. On account of this instinct, man is called a social being. He cannot live without 'society'. All his instincts are fulfilled and achieved in society. It is here that his natural urges and desires are fulfilled.

In a well organised society, it is possible for a man to make unhampered progress. Since times immemorial, man has been trying to establish his superiority over other living beings. It is the society that enables him to achieve the talents and the qualities through which he can make progress and achieve superiority over other living beings.

If on one hand he tries to establish his superiority over other living beings, on the other he has to make efforts to resolve conflicts and live in harmony with other social beings. He has to look after the interests and requirements of his other fellow beings. In other words, co-existence is the ideal of man's social life. It is here that the requirement of the study of the social studies comes in. Through the knowledge of the social studies like History, Civics, Geography etc. it is possible for a man to learn about the co-operation that he has to establish with his other fellow beings. Civics is a social science and a part of Social Studies. It tries to resolve social conflict in the society and help man to live in harmony with his other fellow beings.

Origin of Civics

(The word 'Civics' has been derived from the Latin word 'Civis' which means 'a citizen'. There is another word in Latin—'Civitas' which means a City State. Both these words have given birth to the social science called 'Civics'.)

(The development of these words has a history behind it. In olden days, Greece and Rome were two great States. They had their own importance. They tried to govern the various affairs with the help of a set system of rules. These rules were actually framed by the citizens of those States. They had their small city states called 'Civitas'. The citizens enjoyed political and social rights and also had to discharge social and political obligations. By and by the population of these city-states grew and the city-states were converted into big empires. Even these big empires were called 'Civitas'. Later on the words 'Civis' and 'Civitas' came to the English language and the words like 'Citizen', 'City' and state came into being.)

With the growth of the human culture and civilization, man assumed the role of the leader of the society. He termed it as the 'crown of the creatoin'. With his intellect and intelligence he started assessing and evaluating the knowledge of various subjects. In the twentieth century things changed, but the context and the content remained more or less the same. 'Civics', 'Civis' and 'Civitas' have changed in context no doubt, but the meanings that they denoted and connoted in the olden days have lingered on,

Today the barriers of space and time have ceased to exist. The world—nay, the entire cosmos, is in the process of being linked together in one single unit. With this change in social conditions, the outlook has changed. Need for world-fraternity has grown all the more, and it is here that civics has assumed greater importance in the field of study.

Definition of Civics

(Civics is that branch of knowledge which deals with all the aspects of social life of a citizen. His local, national and international needs are studied under this social science.) Dr. E. M. White has defined Civics in his famous book 'The Philosophy of Citizenship' in the following words—

"Civics is that more or less useful branch of human knowledge, which deals with every thing (social, intellectual, economical, political and even religious aspects) appertaining to citizenship, past, present and future, local national, international and human."

With the study of civics we become acquainted with all the aspects of the life of a citizen. It tells us what the man originally was and what he has become today. Dr. Beni Prasad has laid stress on the social aspect of the life of the citizen, when he has defined civics in the following words—

"In the context of social relationship, there are many duties to be performed and correspondingly many rights are to be respected. It is with them that civics is mainly concerned."

Civics, in fact, is the science and philosophy of citizenship. It tells the individuals about their rights and duties and the things that they are supposed to do. In the words of F. J. Gould—

"Civics is the study of institutions, habits and spirit by means of which a man or a woman may fulfil the duties and receive the benefits of membership in a political community."

(According to A. T. Shah, "Civics may be defined as that branch of human knowledge which deals with rights and duties of man living as a member of a group of people politically organized.")

In Oxford Dictionary it has been stated that, "Civics is the theory of rights and duties of citizenship."

All these definitions very clearly bring out the fact that Civics is the study of the various facts of the citizen's life.)

CIVICS IS SCIENCE OR ART

Civics as a Science

Some scholars are of the view that civics is not a science. While

making this remark, they have in their mind the picture of the physical Sciences. Sciences are of two kinds, (a) Physical, and (b) Social Science.

In Physical Sciences, there is a rigidity of rules and the result is that two and two will definitely make four at every place and in every situation.

In Social Sciences it is not so. Social sciences have their own rules. They also follow the methodology of science in observation, collection of the data, its classification and laying down of theories etc. but these theories are not very mathematical and rigid. They change with the change in socio-economic conditions. From this point of view, Civics is certainly a science. It is not at all a physical science. Lord Bryce has remarked that Civics or Political Science is as good a science as astronomy. This only means that we can not have only conjectures in Civics. We have to base the knowledge on solid foundations. This science studies the interests, aptitudes and other aspects of the social life of the citizen and his rights and duties. These things are studied in a scientific and systematised manner. From the point of view of science, it may be stated that civics is a systematised body of knowledge that deals with citizenship.

Civics as an art

Some social scientists are of the view that civics is an art only. Art, in fact, is nothing but the practical application of the knowledge acquired by the science. From this point of view, Civics is an art as well. It is not satisfied with collection of the knowledge in a systematic manner about citizenship. It also tries to put that knowledge into practice. It tries to solve the question—Who is an ideal citizen? What is an ideal citizenship? What is a successful social life? In a practical manner. It also inspires people to put the knowledge in the practical form.

In short, it may be stated that civics is a science as well as an art. Dr. Beni Prasad has stress on this version and has defined Civics in the following words—

“Civics is both science and art in the sense that it investigates conditions and seeks to apply the results of its investigations to the furtherance of human welfare.”

Should Civics find a place in Curriculum ?

A good deal of controversy has been waged about giving a place to civics in the syllabus. Some scholars are of the opinion that it is a very important social science and it should find a place in the curriculum, while others do not agree with it. They say that its subject-matter is found in other social sciences as well and so it shall be of

little practical use to make the students study it. However, this theory is not acceptable to modern educationists. They feel that Civics must find a place in the curriculum, because it teaches us the rules and regulations of ideal citizenship and also encourages people to put them into practice. It is not a theoretical science only. The following arguments are advanced in favour of giving a place to Civics in the curriculum :-

(a) Students of today shall be the citizens of tomorrow. They should know their rights and obligations as citizens. It is the study of Civics only that can teach them about it.

(b) For a successful social life, co-operation and co-existence are essential. These elements can lead human society to a real progress. It is the study of Civics only that can teach young minds of these virtues and values.

(c) India is a democratic country. Political consciousness is a fundamental of democracy. It is very necessary to have political and social consciousness in young men. It can be achieved through the study of Civics and so it should find a place in the curriculum.

(d) Young men should be taught the art of successful living. They cannot live successfully unless they have an idea of the obligations of a social being. It is the study of Civics that imparts knowledge of this to them.

(e) Successful administration of a county depends upon its citizens. Young men can be able administrators only if they are taught the art of administration during their student life. Study of Civics helps them a lot in this direction.

(f) This is an age of internationalism. Along with internationalism, nationalism has also to flourish. An attempt is to be made to make nationalism and inter-nationalism co-exist. Study of Civics can help young men in this direction as well.

(g) It is very necessary to have a scientific outlook in the student. Study of Civics helps them to acquire this scientific outlook.

Importance of Teaching of Civics in India and its place in the national educational system

Civics as a subject has special importance for India and the Indian national educational system. Through Civics only, it is possible to create a broad national and secular outlook. This is what has been envisaged in the report of the Secondary Education Commission presided over by Dr. Mudaliar—

“The education system must make its contribution to the development of habits, attitudes and qualities and qualities of

character, which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad national and secular outlook."

(Civics is a subject that teaches us about citizenship. Its place in the national educational system of India is, therefore quite important. Through the teaching of Civics, it can be possible to develop ideal citizens.) Patric Geddes has remarked that "Civics in the youngest and last branch of science as yet, but a little noticed but on the vest and ever spreading tree of knowledge which may be recognized as one of the most fruitful of all.

(Civics needed for success of democracy—India is a democracy. In a democratic set up, there is a lot of value of the vote. It can succeed only if the citizens know the value of vote and the value of exercising it properly. This can be done only through the teaching of Civics.) This is what has been envisaged in the following lines :—

"In a democracy, if it is anything more than the thoughtless exercise of the vote, an individual must form his own independent judgment on all kinds of complicated social, economic and political issues and, to a large extent, decide his own course of action.

(Teaching of Civics can do it to a great extent.)

(Helpful in eradicating social evils—The slavery brought in its wake several social evils. They have left their reminiscent even in free India. Through the teaching of Civics only, it is possible to do away with these social evils.)

(Need to teach Civics in an interesting and scientific manner :— Sometimes it is said that the teaching of Civics is not interesting to the students. It is this very argument that is advanced against making the teaching of Civics as a compulsory subject. Those who plead for making Civics as a compulsory subject, say that it can train the Indian youth in the art of ideal citizenship, while those who oppose its compulsory teaching say that the students get bored after studying this subject. In order to meet this objection, it is necessary to make the teaching of Civics interesting and scientific. It is true to a great extent. Civics has been taught in the traditional and old manner. Attempt has not been made to make its study interesting and scientific. Today there is great need for it.) The following lines bring about its importance more clearly :—

"The outstanding purpose of instruction in Civics is to produce better citizens and to aid pupils in the formation of a higher type of civic character."*

*Bining and Bining : 'Teaching the Social Studies in Secondary Schools'.

Conclusions

- (1) Man is by nature a social animal.
 - (2) Social studies have a good deal of importance in the life of a man.
 - (3) Civics is a part of social studies.
 - (4) The word 'Civics' has been derived from the Latin words 'Civis' and 'Civitas'.
 - (5) Civics is that branch of human knowledge that deals with every thing concerning citizenship, past, present future, local, national and human.
 - (6) Civics acquaints people with their rights and obligations as citizens.
 - (7) Civics is a science as well as an art. It is a systematised body of knowledge about citizenship and tries to tell people about the practical application of the rules and regulations of ideal citizenship.
 - (8) Civics must find a place in the curriculum. It is with the help of the study of civics that the virtues of citizenship, political conscientiousness, social conscientiousness, nationalism and internationalism etc. are developed in the future citizens of the country.
-

Aims of the Teaching of Civics

Q. In what way has the values of teaching Civics in schools increased with the achievement of independence? How should this teaching be different from what it was in pre-independence days?

Or

Bring out clearly the importance of teaching of Civics and also down the aims and values of its teaching.

Or

What are the aims and objects of teaching Civics as a subject at the higher secondary stage.

Ans.

“The outstanding purpose of instruction in Civics is to produce citizens and to aid pupils in the formation of a higher type of civic character.”

TEACHING OF CIVICS IN FREE INDIA

For several centuries, our mother country had to suffer under the yoke of subjugation. It was natural for the citizens of a slave country to be deprived of the right of citizenship. Various qualities were not allowed to be developed in them by the foreign rulers; but now, the situation has changed altogether. India has not only become free, but it has declared itself a Sovereign Democratic Republic. In a democratic country citizens have a special position. Without conscious and educated citizens, democracy cannot function effectively. It is the citizens on whom the entire burden of administration rests. The citizens too have to become conscious of their duties and obligations. In order to develop the qualities of citizenship, the study of civics is quite necessary. Without the proper study of civics it is not possible for the citizens to know and understand their rights and obligations.

Place of civics in curriculum

Civics on account of its importance for the citizens of a democratic country, must find a suitable place in the curriculum of studies. In fact it should have a privileged position, which it has yet to achieve. In lower classes, specially up to Junior High Schools, it is

taught as part of social studies, that is, it is taught along with History and Geography.

The teachers themselves have yet to realise the importance of Civics. Unless they become aware of this importance, it shall not be possible for them to do justice to it.

Aims of teaching Civics

No subject can be effectively taught, unless the teacher is well aware and conscious of its aims and objectives. The teacher should have the capacity to modify these aims and objectives, according to the requirements of the society. The aims and objectives cannot remain the same in all times and under all circumstances. The teacher should handle these things with a very dexterous hand. He should utilise these aims and objectives in such a way that he may produce ideal citizens of the country. Given below are a few of the aims of the teaching of Civics :—

(1) Ideal Citizenship

The most important aim of teaching Civics is to produce ideal citizens. In other words young men that come out of the educational institutions should have all the qualities of a successful citizen of a democratic country. They should have a democratic outlook, they should also be fully conscious of their rights, duties and obligations. They should not only be conscious of all these things, but be prepared to play their part in the development of the society. If the young men play their role effectively, the country is bound to progress by leaps and bounds. They should also be guided by the ideal of 'Live and Let Live'. These things can be taught only by Civics. In other words Civics is the subject that deals with every thing appertaining to citizenship, past, present and future, local, national and human. The teacher should aim at inculcating these virtues in the young citizens of motherland.

Ideal Citizenship—The Main Aim of Civics

Ideal citizenship is the main aim of Civics. For a democratic set up, it is all the more important and necessary. Really speaking, a democracy can succeed only if the citizens of that country are ideal and prepared to face the challenging responsibilities that have been put on them. Democracy requires different intellectual, social and word qualities that can grow only with the help of Civics. That is what has been recognised in the following lines :—

“Citizenship is a man's place in the States. As the State is one of the permanent institutions of society and as man must ever live in organized relations with his fellows, citizenship cannot be omitted from the constituency of the educational ideal.”

—H. H. Horne

This fact was recognized even in ancient days. Greek philosophers have also recognised that ideal citizenship is the main aim of the Civics. This is contained in the 'Civic Oath' :—

"We will never bring disgrace to this our city by any act of dishonesty or cowardice, nor desert our suffering comrades. We will fight for the ideals and sacred things of the city, alone and with many; we will revere and obey the city's laws and do our best to incite alike respect in those among us who are prone to annul them or set them at naught; we will strive unceasingly to quicken the public sense of civic thought. Thus in all these ways we will transmit this city and not only not less, but greater, better, more beautiful than it was transmitted to us."

The Secondary Education Commission appointed by the Government of India also recognised this fact and gave it out in its report, as shall be evident from the following lines :—

"To be effective, a democratic citizen should have the understanding and the intellectual integrity to sift truth from falsehood, facts from propaganda, to reject the dangerous appeal of fanaticism and prejudice. He must develop a scientific attitude of mind to think objectively and base his conclusions on tested data. He should have an open mind receptive to new ideas and not confined within one prison walls of out-moded customs, traditions and beliefs. It should neither reject the old because it is old nor accept the new because it is new, but dispassionately examine both and courageously reject whatever arrests the forces of justice and progress."

Report of the Secondary Education Commission (Government of India).

(2) Development of civic-character

Teaching of Civics should aim at producing citizens endowed with ideal civic-character. They should have full knowledge of the administrative set up of the country and they should also be prepared to play their part as citizens of a Sovereign Democratic Republic.

(3) National Character and Patriotism

(No country can progress effectively unless its citizens are soaked in the spirit of patriotism. They should be prepared to sacrifice everything for their motherland. They should also be proud of their cultural heritage and uphold the values of the society. These things can be inculcated only if the teacher of Civics tries to handle them at their impressionable age, in a psychological and scientific manner.) He should try to develop national character in them and base it on the virtues of co-operation, love, sympathy etc.

(4) Political Consciousness and Social Efficiency

Teaching of Civics should aim at generating political consciousness in the students and also make them socially efficient. They should be well aware of the political and social problems of the country and should try to take active part in them. It is the students of today on whom depends the future of the country.

Social efficiency requires that the young men should have the qualities of sympathy, co-operation, patriotism etc. All these things are possible, if the study of Civics is carried out in a scientific manner.

(5) Consciousness about rights

In Civics, students study the ways of exercising our rights, that we may grow and become noble and useful members of the group and of performing our duties, in order to help others to exercise these rights.

(6) Development of Mental Power

Every subject aims at the development of certain mental powers of the students such as, imagination, reasoning, power of criticism, firmness of determination, etc. Civics being a social science, has to perform this task more effectively. It aims at development of the mental powers of the students in a successful manner. Unless these mental powers are developed the students shall not be able to grow into successful students.

(7) Scientific outlook

This is an age of science. Every man should have a scientific outlook. Scientific outlook is nothing but looking at things in proper perspective. Civics must aim at development of scientific outlook in the students. This thing will help them to leave unscientific and unnecessary things in their life.

(8) International outlook

With the development of science and technology, the barriers of time and space are crumbling down. It is not far off, when the entire world shall be knit in one single unit. A citizen of the country cannot keep himself away from the ways of other countries. A man can be a real citizen of his country only if he has an international outlook. It is the international outlook, which will lead him to acquire the attitude of 'Co-existence' or the principle of 'Live and Let Live.' The teacher of Civics should aim at it as well.

(9) Development of Democratic outlook

Teaching of Civics should aim at giving practical training of citizenship to the students. It should inculcate in the young souls the democratic outlook.

AIMS OF TEACHING OF CIVICS ACCORDING TO ADAM WESLEY

Adam Wesley has tried to lay down the following aims and objectives of the teaching of Civics :

(1) The teaching of civics should aim at making students capable of understanding the needs and requirements of the Government and its structure.

(2) It should also aim at acquainting students with the activities and formation of the political parties.

(3) It should strengthen the faith of the young citizens in democracy and teach them the value of co-operation among the States.

(4) At the State level, it should acquaint the citizens with their rights and duties and enable the students to play active part in the solution of the political problems. It is natural that they shall not be able to play their part, unless they are able to understand them.

(5) The teaching of Civics should aim at strengthening the feelings on human-welfare, world-peace, public-good etc. in the students.

(6) Spirit of co-operation, sympathy, love, etc. should be developed in the students. These qualities will enable them to discharge their obligations, as citizens, successfully.

Conclusions

(1) India has achieved freedom after a long duration of slavery. For it, the teaching of civics is very important. Here it is necessary to give a good place to civics in the curriculum.

(2) The teaching of civics should aim at (a) development of ideal citizenship, (b) development of ideal civic-character, (c) national consciousness and patriotism, (d) political consciousness and social efficiency, (e) Consciousness about right, international outlook, (f) development of mental powers, (g) scientific outlook, and (i) democratic values.

(3) According to Adam Wesley the teaching of civics aims at :—(a) Acquainting the students with the structure of the Government, at the national, State and local level, and the working activities and formation of the political parties, (b) It helps them to have an idea of their rights and duties and have proper realisation of the importance of the national interests, (c) It helps them to develop a democratic outlook, and (d) It enables them to play their part as citizens in an effective manner.

Values of Teaching Civics

Q. What are the values of the teaching of Civics ? Discuss.

Ans.

Teaching of Civics is of great importance and value to the society. Values are nothing but the end or the objectives that are achieved by doing a thing. Teaching of Civics is done with the following values in mind :—

1. Character-formation.
2. Development of the qualities needed for an ideal society.
3. Development of the outlook of the citizens.
4. Hygienic outlook.
5. Proper use of science.
6. Knowledge of political problems and development of capacity to solve them, and
7. Social outlook.

(1) Character-Formation. Mudaliar Commission on Secondary Education made a thorough study of the structure of the secondary education in India. In its report, the Commission has tried to give due place to various subjects in the curriculum. While talking about the importance and the value of teaching of Civics, it has said that it leads to character formation. The teaching of civics brings about the development of the qualities of co-operation, kindness, sympathy, shouldering of responsibility, etc. It is these qualities that have great value in the social set up.

(2) Development of the qualities needed for an ideal society—Teaching of Civics brings about the development of those qualities that are necessary for an ideal social set up. Because Civics helps children to understand the complex society. The spirit of co-existence, and spirit of 'Live and Let Live' can be acquired only through the teaching of Civics. This quality is very much required for an ideal society.

(3) Development of the outlook of the citizens—Our country is faced with various social and political problems like untouchability, illiteracy, low status of women etc. These problems can be solved only if the citizens develop a scientific outlook in regard to all these things. Teaching of Civics is very useful in the development of such an outlook. It also helps the citizens in the solution of these problems. /

(4) **Hygienic outlook**—Along with social and political outlook, the teaching of Civics enables us to acquire a hygienic outlook as well. Hygienic outlook is nothing but realisation of the fact that 'sound mind lives in the sound body.' Once a citizen has realised this fact, he tries to give a practical shape to various principles that bring about good health and sound physique.

(5) **Proper use of science**—This is an age of science. Various inventions, that can lead to the annihilation of human race, have been made. "Once a man has developed the outlook of a world citizen, he shall not try to employ science for the destruction of the human race. Teaching of Civics develops such an attitude.

(6) **Knowledge of political problems and development of capacity to solve them**—Teaching of civics enables a citizen to acquire capacity to solve various political problems. He tries to apply healthy principles in the political life as well. This helps the development of a healthy political atmosphere, which is a great boon for a democratic set up.

(7) **Social outlook**—Society is all in all for us. We cannot flourish unless the society flourishes in a nice manner. The teaching of Civics enables a young man to acquire a social outlook. It helps him to realise that the proper working of the society can bring about the real pleasure. With this outlook, he tries to play an active role in this direction. He also tries to go high and make efforts to raise the society higher.

In short, we may say that the teaching and learning of Civics brings about the development of various qualities in the citizens, that are really beneficial for human race.

Conclusions

(1) The teaching of Civics has the following values :—

- (a) It develops a strong civic character and those qualities that are requisites of an ideal social set up.
- (b) It enables the students to understand various social and political problems and tries to solve them in a successful manner.
- (c) It also teaches the young ones, the principles of hygiene.
- (d) It enables them to develop a scientific outlook and realisation that science should not be used for the destruction of the mankind.
- (e) It develops a social consciousness.

In short, the teaching of Civics is very valuable for the working of the Society and the State.

Principles of the Selection and Organisation of the Teaching Material of Civics

Q. Describe briefly the principles, on the basis of which the subject material of the teaching of Civics is selected and organised.

Or

What principles would you bear in mind while selecting and organizing the subject matter of civics?

Ans.

Introduction—We have already talked about the aims and values of the teaching of Civics. Now the question is—How to achieve these aims and objectives? For this, proper organisation of the curriculum is required. We have to look towards the various informations and the subject material, the organisation of which can lead to the achievement of the aims and objectives. This is, no doubt, a difficult task. Even then educationists have tried to lay down certain principles, on the basis of which, the subject material or the content material of the civics may be organised.

Edgar Bruce Wesley has rightly remarked—

“The curriculum is an educational instrument, planned and used by the school to effect its purposes.”

Curriculum and its basic principles—Curriculum should be organized on certain principles. Principles that govern the organisation of the curriculum of Civics are narrated below:—

(a) **Principle of flexibility**—Man is a dynamic being. Activity is an essential part of his personality. He continues to progress higher and higher. In order to face the difficulties of life he has to struggle hard with the circumstances. Sometimes he has to adjust himself as well. Without elasticity or flexibility, adjustment is difficult to achieve. Sometimes it is through flexibility only that we are able to establish our superiority over other things. Through struggle, with the circumstances of life man gains certain experiences. These experiences are given place in the curriculum. This element of curriculum is helpful in acquiring further knowledge. If the present experiences are co-related and connected with the past experiences, it is easy to acquire further knowledge. If we cannot co-relate the present experiences with

the past, the link that is established is weak. Such a thing cannot make the knowledge stable and permanent. On the basis of this principle, it is the duty of every person, interested in education, to preserve the experiences of the past. If the values of the past are preserved, they shall provide with a foundation to the child, to build his own super-structures of the values. It is, therefore, very necessary to give place to the past experiences in the curriculum. This can be done only if the curriculum is framed on the principle of flexibility.

(b) **Principle of activity**—Educationists are of the view that 4 H's should find a place in the curriculum. In other words it means that the content material should be based on these 4 H's. These H's are nothing but Health, Head, Hands and Heart. It means that a co-ordination should be established between the hands and the mind. Such a co-ordination would enable the children to act intelligently. Such activities should be given place in the curriculum that may lead to the activity of the children. Child is by nature active. His path of activity and agility should not be beset with difficulties. If it is beset with difficulties his progress will be retarded. The organisation and selection of the subject material of Civics should be based on activity. Such events, instances and topics of Civics should be included in the curriculum that lead to the activity in the child. The curriculum should also be so organised that it may bring about activity in the children.

(c) **Principle of utility**—This is a world of selectivity. We follow the principle of pick and choose in regard to subject material and activity. We take to activities and materials that are useful for our life and discard those that do not seem to be useful. Selection of that subject material of Civics shall be useful which fulfils our educational needs.

Whitehead has classified the educational life into three parts or stages—(1) Romance, (2) Precision, and (3) Generalisation.

Precision is nothing but utility. Selection of the subject material should be based on precision and utility. Material that is not precise and useful should not find a place in the teaching of Civics. By and by, with the development of various mental powers, the child is able to discriminate between useful and useless. He welcomes what is useful and discards what is not useful. If the content material of teaching is not based on the principle of utility, it shall not attract the students towards the study.

(d) **Principle of formality and cultural heritage**—Every individual is proud of his or her cultural heritage. This is very true of India. We try to preserve the culture handed over to us by our forefathers. Along with it we also try to enrich it. This can be done if we include in the curriculum of teaching of Civics, the subject material that helps

preservation of culture and its enrichment. This is possible only if the subject-matter is selected on the basis of the principle of formality.

(e) **Principle of interest**—In the modern education, interest, aptitude and other mental faculties play a vital role. Attempt is made to base the entire education in the interest of the children. In the teaching of Civics, such subject material should be selected which is of interest to the students. Selection will not be sufficient. It should be so organised that it is interesting to the educands. If the content material is not based on interest, children shall not feel inclined to study it. The whole education today is child-centred. It is, therefore, all the more necessary, to organise the subject material of the civics, with an eye on the interest of the child. In other words, the selection and organisation of the subject material should be according to nature of the child.

(f) **Principle of selectivity**—We cannot have each and everything in the curriculum. We have to follow the principle of pick and choose. Those things that are helpful for the betterment of the society and bring about the preservation of the social values and cultural standards are given place in the curriculum. The content material should be so organised that it may help the students to understand social and political problems. The material should be in accordance with the intelligence and mental power of the students.

Principle of concentric Growth—This principle indicates that we should proceed 'from known to unknown' and 'from concrete to abstract'. First of all, those facts should be presented before the child that are already known to him. Then facts unknown to him should be presented before him and they should be connected with the known facts. This means that while teaching Civics, problems dealing with the local aspect of citizenship should be presented before the children. Then attempt should be made to present the national and international problems appertaining citizenship.

The child lives in the family. When he grows he comes in contact with his neighbourhood. Later on, he comes in contact with the town, the state, the country and the entire world. The knowledge and the teaching of Civics should begin with the knowledge of the family. First of all the teacher should try to present the citizenship before the child as it affects his family. By and by, he should go on broadening this circle of knowledge. It is in the end that the citizenship of the world or world citizenship should come before the student.

ORGANISATION OF THE FACTS OR SUBJECT MATTER

The second problem that we have to face in constructing curriculum or laying down the subject material of teaching Civics is the Organisation of the facts. The facts should be so organised that the students may acquire them and assimilate them thoroughly. For this,

various principles have been laid down. Given below are certain principles of organisation of the facts—

(a) **Principle of integration**—The selected content material should be integrated. The content material of teaching of Civics should be integrated and co-ordinated with the curriculum of Economics, History, Geography and other branches of social studies. This shall enable the students to think that various subjects are inter-dependent and co-ordinated. They shall also be able to have a thorough knowledge of other subjects.

The integration should be systematic and well-ordered. It should be so organised, that the content material, that a student studies in one class, should not be repeated in his next class. This process should go on in future as well. The teacher should keep in mind that in higher class the student should get higher knowledge about a thing that he has studied in the lower class. This shall have another advantage. The knowledge of the students shall get systematised and organised.

A systematic integration will also help the students to learn the subject material easily and thoroughly. With such a process of integration, in the end, the student shall have a thorough knowledge of the subject.

(b) **Solid or concrete circumstances**—While organising the content material of teaching, the circumstances and the conditions in which the child lives, should form the foundation of the organisation. This will help the child to grasp the subject material easily and quickly.

(c) **Individual interests and aptitude**—The organisation of the content material should be based on the interests, aptitude and mental faculties of the children. If the content material has been so organised that it suits the interests and the aptitude of the children, then it shall be useful and helpful for them.

(d) **Co-ordination of the knowledge of one subject with other subjects**—We have already talked about it under the heading of Integration. The content material of the Civics should be so organised that it is co-ordinated with the knowledge of other subjects. It should also help the acquisition of the knowledge of other subjects. This shall be the scientific way of education.

Conclusions

(1) For a successful teaching, it is necessary to select and organise the content material of education.

(2) The selection of the content material or the curriculum should be based on the following principles—

- (a) Principle of flexibility,
- (b) Principle of activity,
- (c) Principle of utility,
- (d) Principle of formality,
- (e) Principle of interest and aptitude of the child,
- (f) Principle of selectivity, and
- (g) Principle of Concentric growth.

(3) The selected content material should be organised properly and in a scientific manner. This organisation of facts should be based on the following principles—

- (a) Principle of integration,
- (b) Principle of social circumstances or local conditions,
- (c) Principle of interest and aptitude of the children, and
- (d) Principle of co-ordination with other subjects.



Curriculum of Civics for the Various Stages of Education

Q. What place would you give to Civics in the Junior and Senior High School syllabus ? Draw up briefly a syllabus for the same.

Or

Give a critical estimate of the Syllabus in Civics for High School Classes.

Ans.

Introduction—Normally speaking we have five stages of education, namely, (a) Pre-primary, (b) Primary, (c) Junior High School, (d) Secondary, and (e) University.

There is need to have properly organised curriculum for various stages of education. Given below is an outline of the same.

Syllabus or curriculum at the pre-primary and primary stage of education.

This is the stage where the children between the age of 4 to 11 years come for education. This education runs up to Class V. At this stage of education the main aim is to develop in the students the basic qualities of human life. The syllabus of Civics for this stage of education should be of an elementary nature. It should be based on certain elementary principles of formation of good habits and imparting knowledge of necessary requirements of life.

(1) Prayer, healthy living, knowledge about school, festivals of social and cultural importance, gardening, knowledge about crops, postal facilities, life in the locality, important places of cultural and educational, value should form the subject material of the civics.

Syllabus at the Junior High School stage of education

Here the course is of three years. The aim of education is to bring about the development of the physical and mental faculties of the students. A tendency to acquire knowledge and make discoveries about things is developing in the students. An attempt is made to integrate the teaching of Civics with the teaching of other subjects. Attempt is also made to teach the practical aspect of the Civics. The

principles of Civics can very well be applied in the school life. The students can also be shown the working of the theory in the world outside the school. In fact the real aim of teaching Civics is to help the students to understand the elements of their social atmosphere, local life and their (political and cultural) aspect of the society. The syllabus of the Junior High Schools in Uttar Pradesh is as given below :

(1) Syllabus for class VI—We have the following things in the syllabus :—

(i) The structure of the local administration—(a) towns, and (b) districts.

(ii) Organisation and functions of the Gram Sabhas and Gram Panchayats, their problems and the solutions of those problems.

(iii) Organisation and functions of the Municipalities and Zila Parishads.

(iv) National and local festivals.

Practical Works—Besides theoretical knowledge, the students are also expected to do the practical work. It includes the following :—

(i) Organisation of the social service in the village or the town, sanitation and health of the town, drinking water, roads and measures for preventing the spread of diseases.

(ii) Celebration of national and local festivals and functions in the schools.

(iii) Celebration of the days of national importance such as Republic Day, Independence day, Gandhi Jayanti, Nehru Birthday etc.

(2) Syllabus of class VII—It includes the theoretical knowledge of the following :—

(i) The study of the working of the following — (a) Governor, (b) Cabinet, and (c) Legislature.

(ii) Study of the structure of the administration of various States of India, with special reference to Uttar Pradesh.

(iii) Elections and franchise.

(iv) Structure of the judiciary in the court with special study of the following :—

(a) Supreme court, (b) High Court, and (c) Other subordinate courts.

(v) Problems of the social life of the country such as educational problems.

(vi) Problems of untouchability, poverty, indebtedness, agricultural problems, economic problems and other social problems.

Practical Work—The theoretical knowledge of the students has to be given a practical shape. It can be done by employing the following measures :—

(i) Continuance of the work started in class VI.

(ii) By practising the election system in the various bodies of the schools and the Unions.

(iii) Practising the principles of co-operation in the schools. This may be done by organising co-operative stores in the schools.

(iv) The democratic way of life may be practised in schools. Various Committees of the students may be formed for the organisation and arrangement of various activities in the schools.

(v) Newspaper may be read collectively. A student may read the paper and other may listen to it.

(vi) Lectures on important topics may be arranged and organised.

(3) Syllabus of Class VIII —The theoretical aspect of the syllabus includes the following :—

(i) Study of the structure of administration of the Central Government of the Indian Republic.

(ii) Study of the political problems and the working of the political parties.

(iii) Study of the following organs of the Government of India ;—

(a) President, (b) Cabinet, and (c) Parliament.

(iv) The following agencies and organisations of international importance may be studied with reference to India :—

(a) United Nations Organisation,

(b) United Nations Organisation and its various agencies and branches.

(v) Study of the influence of great men on the society, such as, Mahatma Gandhi, Rabindra Nath Tagore, Jawahar Lal Nehru, Arvind Ghosh etc.

(vi) Impact of scientific inventions and discoveries on the life of the society.

(vii) Impact of industrialization on society and various other problems.

Practical Work—In this class also the theoretical knowledge of the students has to be given a practical shape. It can be done by taking up the following activities :—

(i) Continuance of the practical work done in the previous classes. An attempt should be made to improve it.

(ii) Study Groups should be organised. The working of the Parliamentary Government may be taught by organising School Parliament or such other activities.

(iii) An attempt should be made to help the expansion of education.

By casting a glance at the syllabus, it becomes clear that at this stage of education an attempt is made to acquaint the students with the various political, social, religious and cultural problems of the society. The students are also taught to play their part in the solution of these problems.

Syllabus at the Secondary Stage of Education—When the student reaches this stage of education he has acquired some maturity. His mental powers such as imagination, reasoning, power of determination, etc. have developed by now. The students have also, by this time, learnt the art of shouldering the responsibilities. They now try to understand various social, political, religious and cultural problems. These things require that the syllabus at this stage of education should be scientific and properly organised. It should be competent to develop the students into ideal citizens of democratic republic.

Aims and objectives of teaching Civics at the secondary stage of education—This stage of education includes four classes, IX, X, XI and XII. The teaching of civics should aim at the following :—

(1) To develop the spirit of sacrifice, co-operation, love, etc. among the students so that they may try to lead the life of an ideal citizen.

(2) The students should be acquainted with the democratic system of government of the State. This shall encourage them to take interest in the working of the government.

(3) The student should be given an idea of the complex structure of the society and various social problems. They should be given an opportunity to observe various events and objects. Such a step will develop the spirit of patriotism in the students. This patriotism and nationalism shall be in co-existence with internationalism.

(4) The students should be given a practical idea of the government, by practising it, on a miniature stage, in the school.

(5) An attempt should be made to acquaint the students with the problems of the country. Qualities of national consciousness,

emotional integration, co-operation, equality etc. should be developed in them.

Syllabus of the Civics at the first two years of the secondary stage of education—At this stage of education there shall be two papers of civics. The syllabus of both these papers shall be as given below :—

(1) **First Paper**—Principles and theory of Civics. This paper shall include the following.

(i) **Citizenship**—Meaning, how is it acquired and how is it lost. Rights and duties of a citizen, obstacles in the path of an ideal citizenship.

(ii) **Individual society and associations**—Its various kinds.

(iii) **States**—Relationship of the citizen with the State, function of the state etc.

(iv) **Types of the Government**—Their definitions.

(v) **Various organs of the Government and their organisation** Legislature, Executive and Judiciary.

(vi) **Law and Liberty.**

(2) **Second Paper**—This Paper shall deal with citizenship and administration. It shall include the following :—

(i) **Fundamental rights of the citizen under the Constitution.**

(ii) **State Government, their structure and relationship with the Central Government.**

(iii) **Administration of the districts of the States-District and Divisional Officers and their powers and duties.**

(iv) **Local administration**—Organisation and functions of the local bodies, Municipalities, Zila Parishads, their organisation and functions.

(v) **Rural administration, or administration of the villages.** Gram Panchayats, Gram Sabhas etc. their organisation and functions.

Syllabus for the last two years of secondary education, i.e., Classes XI and XII—According to the prospectus of the Board of High School and Intermediate Education, classes shall include the following :—

(1) **First paper**—Principles of Civics.

(i) Its meaning, subject, its scope and its relation with other social sciences. Society, state and different types of communities.

(ii) **State and individual**—sovereignty, law, freedom and equality and rights.

- (iii) Origin of state theory.
- (iv) Functions of a state—meaning of a welfare state.
- (v) Types of administration, constitution—their types and principles of their classifications:
 - (a) Legislative—Voters, political organisations and public opinion, bicameral legislatures.
 - (b) Executive—Different forms and ways of appointment, relation with legislature.
 - (c) Judiciary—Appointment and its functions, functions and importance of the modern judiciary.
- (vi) Citizenship—meaning, how to acquire citizenship, its rights and duties, hurdles in the functioning of ideal citizenship.
- (vii) Ideals of civil life—Patriotism, Nationality, Internationalism, World Government.

(2) **Second Paper**—Indian Administration and Civic life. Indian Union and its constitution. Constitution of Union Government and its functions :

- (a) Union Executive—(1) President—Appointment, right and functions, (2) Cabinet—Appointment and functions.
- (b) Union Legislature—Parliament, Rajya Sabha, Lok Sabha—formation and rights.

Relation between the two houses and the Executive. Formation of state governments and their functioning centrally administered territories also included—Administrative position and study of North-East border states and Nagaland inclusive of centrally administered areas.

- (a) Executives of states—appointment, rights and functions.
- (b) Legislatures of states—Legislative Assemblies—Organisation and rights.

Legislative Assembly—Organisation and Rights—Relation between the two houses and Executive.

Indian Judiciary—Supreme Court and its importance.
Judicial System in U.P.

Public Services in India—Their importance, and their work and Public Service Commissions, Local self-government and its importance :

- (a) Municipalities, Corporations and Zila Parishads.

(b) Kshetra Samities, Gaon Sabhas, Panchayat and Panchayti Adalat.

(c) Co-operative societies and community development schemes.

Movements for religious and social reformations in India and their effect on political and national life of the country.

National movement—Performance of the Indian National Congress and its importance.

Sectarian and communal movements. Political organisations in the country.

Indian economic life—(a) Farmer—His problems and rural life, (b) Industry and urban life, (c) Need of planned financial set up : (d) Programme of national plans.

India and the world—As a member of the commonwealth and its place in it as a member of the UNO.

India and Asian Countries—Particularly in relation with Peoples Republic of China and Pakistan.

Conclusions

(1) The syllabus and curriculum of various stages of education has been planned on the basis of the mental age and the physical age of the students.

(2) The syllabus for the pre-primary and the primary stages of education includes elementary principles.

(3) The syllabus of the Junior High School classes includes the subject material of local regional importance.

(4) The syllabus, at the secondary stage of education, is meant for the students who are mentally developed. This is slightly an improved course.

Methods of Teaching Civics

Q. What are the various methods of teaching Civics ? Which method do you think is useful for teaching of Civics in a democratic country ?

Or

What are the various methods of teaching Civics ? Which method is useful for which stage of education ? Discuss fully.

Or

Discuss merits and demerits of text-book method of teaching Civics ?

Or

How far the lecture method or story-telling method is useful in teaching of Civics and explain illustrations.

Ans.

“Flexibility and initiative in dealing with problems and characteristics of any conception to which method is a way of managing material to develop a conclusion.”

—John Dewey

Methods of teaching—It is nothing but a way of imparting knowledge to the students. Students are like travellers to a goal, Method is that way, through which the teacher, like a guide, helps them to reach up to that goal. There may be more than one method of teaching, as there are more than one road for going to a destination. We try to select the road, keeping in view our convenience and time. The road that reaches us to the real goal safely and in the shortest possible time, is called a good road. This is true about teaching as well. We have to select a method out of the various methods of teaching. While selecting a method, we have to keep in mind the psychology of the students, their interests, mental aptitudes and other mental faculties. In civics, we have to make effort to acquaint the students with the elements of ideal citizenship. This ideal citizenship is the goal or destination, to which the students have to reach. In order to help the students to reach this goal, various methods are employed. It has rightly been said—

“Methodology should be conceived as a dynamic function of education and not as a static aspect of the process of teaching.”

Bining and Bining.

While selecting a method of teaching, the teacher should bear in mind, the objectives of the society, the aims of the teaching of civics and the psychology of the students. With these things in view, the following methods are employed in the teaching of civics—

- (1) Text-book Method;
- (2) Lecture Method;
- (3) Observation Method;
- (4) Discussion Method;
- (5) Project Method;
- (6) Unit Method;
- (7) Laboratory Method;
- (8) Recitation or socialised recitation Method;
- (9) Survey Method;
- (10) Dramatic Method;
- (11) Comparative Method, and
- (12) Narration Method or Method of Narration.

Let us now try to talk about them a b't in detail.

(1) **Text-book Method**—This is the method in which Civics is taught through text-books. Certain text-books are prescribed for the students. The teacher teaches Civics on the basis of those text books. It is more or less a direct method of teaching Civics. This method is being used in India for a long time. It cannot be called independent method. The teacher and taught both are bound down by the limitations of the text-book. According to E. B. Wesley it is an old method of teaching and the Text-book method may be defined as that teaching procedure in which an understanding of the main body of information in the text-book is the immediate objective. It has certain advantages as well as disadvantages.

Merits of Text-book Method

(i) It brings about efficiency and provides knowledge to the students. The text-books are written with the student in view and so they are useful for them. They develop in the students the habit of study as well as self-study.

(ii) They develop in the students the habit of doing work in a systematic and scientific manner. Books are written in a scientific and systematised manner and so it is possible for the students to have an idea of a systematic work.

(iii) Since the students have to memorise the facts that are given in the books, their memory improves. Here Thorndike's law of learning operates.

Demerit of the Text-book Method

This has the following defects in it :—

(i) This method does not allow freedom to the students. The teachers too have to act within the framework of the text-book.

(ii) It does not develop in the students independent and scientific thinking. It is likely to develop in the students, the habit of rote-memory, instead of learning by understanding.

(iii) Here the normal way of learning, that is 'proceeding from know to unknown' or 'from easy to difficult' is not followed.

(iv) Due to the rigid application of the text-book the atmosphere of the class room becomes dry and uninteresting. There is very little scope for originality.

(2) **Lecture Method**—It is also called 'Telling Method'. Generally it is employed for teaching Civics to higher classes. It has the following merits and demerits :

Merits :

(i) This method is useful for higher classes. The teacher presents the lesson in the form of a lecture. The students listen to the lecture and try to grasp the subject material. They can write down, what they think shall be useful for them. This is also termed as Telling Method.

(ii) This method has been in use in India since ages. In ancient India also this method was employed.

(iii) This method requires that the teacher should have prepared his lesson thoroughly well. Then he should have the gift of speech. He should be able to present the subject-matter before the students, in an interesting and useful manner.

Demerits :

In spite of the fact that this method has been in use for a long time, it has certain defects in it. These defects are being enumerated below :

(i) It makes the students passive partners in the task of education. This is against the modern idea of education. Education today requires that students should be made active partners in education.

(ii) It is not possible to present a lengthy topic in one lecture. Such a topic has to be divided into various units. Such a division is bound to be artificial and will break the continuity.

(iii) In this method there is very little scope for the use of teaching aids and other materials. This lack of scope makes the teaching more or less dry.

(3) **Observation Method** In this method, the student is encouraged to observe and examine the things he has to learn. He is asked to acquire knowledge by his independent efforts. The teacher

does not play any part in it. He remains a guide and a philosopher. No doubt he encourages the students to acquire knowledge.

This method may be employed at any stage of education. But it is quite useful at primary and secondary stage of education.

✓ **Merits of the Observation Method**—It has the following qualities in it :

✓ (i) Here the students acquire knowledge independently. They remain active in the acquisition of knowledge and so the knowledge that is acquired, is stable and stands in good stead in future life.

✓ (ii) This leads to the development of mental faculties of observation, reasoning, thinking etc.

✓ (iii) It brings about a close co-operation in the school and the society.

✓ (iv) The knowledge that is acquired by this method is acquired directly by the child.

Precautions—Teacher, if he wants to use this method, should keep the following things in his mind :—

✓ (i) Here the teacher asks his students to observe a thing, he should himself observe it. This will help the teacher to guide his students properly.

✓ (ii) The teacher should act as an alert guide. No doubt, students should be given freedom to observe things but while giving them freedom, he should keep an eye on them so that they may not go astray.

✓ (iii) Observation should not be passive. The teacher should continue to ask questions to the students so that they may go on understanding the things that they have observed.

✓ (iv) The task of the teacher does not finish with the observation. He should test whether the students have really acquired knowledge or not.

✓ (v) The teacher should try to ask the students to write down what they have observed. This will give a stable base to the knowledge.

(4) **Discussion Method**—This method is said to be very useful for the study of social sciences. In this method the students are given certain problems and they are asked to discuss and debate them. They are themselves asked to prepare the outline of the discussions. Students prepare the discussions at home and they study the problems thoroughly well. This discussion may be on formal as well as infor-

med lines. In this method the students are given the opportunity to express their ideas and feelings independently.

Merits of this method

(i) In this method, the students are faced with the problems, as they shall have to face in life.

(ii) By this method the defects of the class room teaching may be removed and the students may be made active partners in the process of the education.

(iii) In this method the students themselves acquire knowledge and so the knowledge is stable and permanent.

(iv) This gives a chance to the students to solve their personal and individual problems. They learn a practical way of life.

(v) It leads to the development of the mental faculties of thinking, reasoning, determination, etc.

(vi) In discussions, the students have to present their ideas in a systematic manner. In doing so, they learn the art of systematising and organising their ideals properly. This is a great boon for future life.

(5) Project Method—This method is based on the educational philosophy of John Dewey, the famous pragmatist in the field of modern education. His disciple, W. H. Kilpatrick, gave a scientific base to the project method of teaching. In the words of Kilpatrick, "A project is a whole-hearted purposeful activity proceeding in a social environment."

A project is a bit of real life that has been imparted into the school. In this method certain projects are framed. These projects may be individual or social. Projects are nothing but the problems of day-to-day life. The students are encouraged to take part in those projects and try to present their solution.

Useful method for Civics and Social Studies—Educationists are of the view that this is a very good method for teaching Civics and social sciences.

In this method the teacher acts as a guide. He presents the things in such an order that the students may be interested in taking them up.

Sanitation of the school, problems of the far area working of the parliamentary system of the Government and other social, economic and political problems may form the basis of the project. The students may be asked to attend to these project individually.

Development of Qualities—In the collective or social projects, the qualities of co-operation, sympathy and working together may be developed in the students.

Merits of the Project Method—This method is endowed with the following merits :—

- (1) It develops in the students the qualities of co-operation, sympathy, thinking and working together.
- (2) By this method, it is possible to establish integration in the teaching of various subjects.
- (3) Students may be encouraged to acquire knowledge by understanding. They may be kept away from rote-memory.
- (4) It develops the individual and the collective interests and capabilities in the children.
- (5) The knowledge acquired through this method is acquired by self-activity and so it is stable and useful in future life.
- (6) In this method it is possible to establish co-ordination between the hands, eyes, ears and mind.
- (7) In this method the student himself lays down the values. The teacher guides him to lay down these values. These values have a bearing on the social life and so a co-ordination is established between the school and the society.

Limitations of Projects Method—In spite of the qualities and the advantages, Project Method has the following limitations in it :—

- (1) The knowledge that is acquired through this method is not systematic and well-ordered. It is quite possible that the knowledge acquired by the solution of a problem may have nothing to do with the knowledge acquired by the solution of another problem.
- (2) This procedure is very expensive. It takes a lot of time.
- (3) There cannot be regulated programme of the school if this method is adopted.
- (4) There is dearth of books that may be used in this method. Really speaking, it is difficult to prepare that may meet the requirements of this method.
- (5) A poor country cannot afford so much of time.

(6) **Unit Method**—This method is of foreign origin and is quite popular in the United States of America. Gestalt's psychological theories have played a vital role in the development of this method. In this method it is proposed to present the subject matter for teaching as a whole. This method is based on the assumption that body is a co-ordinated unit of physical and biological units. In the words of Henry. C. Mosrison :—

“Unit is a comprehensive and significant aspect of the

environment, of an organised science and an art. This is intended to make the teaching easy and convenient. For the convenience of teaching, a subject matter is divided into certain units”.

Steps of Unit—Morrison has laid down the following five steps of a unit :—

(1) **Exploration**—Under this procedure the students are prepared for a new unit. An attempt is made to explore their past knowledge.

(2) **Presentation**—At this stage, the teacher through lecture and narration tries to present an outline of the unit to be presented before the students.

(3) **Assimilation**—Under this heading, the students try to own and acquire the information that is provided to them.

(4) **Recording**—At this stage the students try to organise the information that they have assimilated.

(5) **Recitation**—At this stage, the students try to express in form of a lecture or action that they have acquired.

These stages cannot be determined from before hand. They grow out of the contact between the students and the teacher.

Merits of the Unit Method—This method has the following merits :—

(1) This creates interests in the students for the subject.

(2) It is based on the idea of giving whole knowledge to the students and tries to remove the shyness of the students.

(3) The students are taught to draw up plans of action. This drawing up of plans is helpful for their future life.

(4) It is based on individual differences and develops in the students the habit of self-study.

(5) The students are taught the lesson of carrying out their duties sincerely and shouldering the responsibilities properly.

(6) It develops, in the students, the qualities of sympathy, love, tolerance, leadership, discipline, etc.

Limitations of Unit Method—In spite of the merits present in this method certain critics have pointed out certain defects as well. They are being enumerated below :—

(1) It is not useful for all subjects.

(2) It does not train the students in the art of appreciation and does not develop only the aesthetic quality.

(3) It is a very expensive method and consumes a lot of time.

(4) Since this method lays stress on imparting knowledge of the whole to the students, so either the students acquire a whole knowledge or do not acquire any knowledge at all.

(5) It has the danger of degenerating into a mechanical method. It requires a very skilful handling which is a very difficult task.

(7) **Laboratory Method**—For the teaching of physical science, a laboratory is essential. Civics is also a science, may be social science, and so some scholars are of the view that the teaching of Civics should also be conducted in a laboratory. There should be a separate laboratory, equipped with materials, connected with the subject matter of Civics. Here the students should be encouraged to acquire knowledge independently. There should be provision of such things in the laboratory that the students, as soon as they enter the laboratory, should think that they are the future citizens of India.

Equipment of Civics Laboratory

Educationists have laid down that the following should form an integral part of the Civics laboratory:—

- (1) A room with space for seating of 30 to 40 boys.
- (2) There should be good number of chairs and desks.
- (3) Blackboard—There should be a blackboard, preferably painted green.
- (4) There should be arrangement for models, pictures, maps, sketches, charts, lists and such other things.
- (5) Bulletin board is a necessity. Without this it shall not be possible to give information to the students.
- (6) There should be certain almirahs and book-shelves. Books that are lodged should deal with Civics.
- (7) There should be films and slides.
- (8) There should be a radio and, if possible, a television set. In poor countries television shall be extremely expensive.
- (9) Magazines, Dictionaries, Encyclopaedias, etc.
- (10) Other teaching aids.

The Role of the Teacher—In this method it is the teacher who determines the whole programme. He draws up the entire outline of the work and gives an idea of the programme to the students with the help of available sources. He also determines the time, during which the work is to be completed. The students have to finish the work within that prescribed period. If a child finishes the work beforehand, then he is allotted some other work.

There is a progress report for every student. Details of the work done by him are entered into it.

This method is expensive, no doubt, but it helps the students to take to independent teaching. Individuality and activity are the essentials of this method of teaching

(8) Recitation or Socialised Recitation Method—Adam Wesley was one of the chief exponents of this method. He wanted to introduce a method in which the whole class acquires knowledge with the co-operation of all the students. In this method of the formal character of the class room is intended to be dismantled. The students are encouraged to acquire knowledge according to their nature, interest and the co-operation of their fellow being. In this method the students are asked to sit in the class room in a semi-circle. The teacher takes his seat alongwith the students. This method is also known as 'Socialised Discussion Method'.

Merits or Advantages—This method of teaching has certain advantages in it. It trains the students in the art of making plans and encourages them to take up work independently. The students are also asked to take part in the discussions and debates. They are encouraged to take up independent thinking.

(ii) The students are trained in organising their experiences and put them down in a written form.

(iii) This method tries to discover the interest and aptitudes of the students.

(iv) This method is helpful in creating self-confidence and self-reliance in the students.

This method requires a very careful handling. Teacher shall have to be trained before this method can be put to practice. That training programme is yet to be achieved.

(9) Survey Method—In this method, the students are encouraged to discover and survey things and there by acquire knowledge. In this, the students are encouraged to survey the local conditions and environments. This method is useful for lower classes. Here the whole class is divided into various groups and each group is asked to survey a particular aspect of a subject. For example, a class may be divided into five groups—one group may be asked to survey the geographical conditions of the city, another group may be asked to survey the history of the origin and the development of the city, the third group may be asked to collect the data about the number of shops in the city, the fourth group may be asked to collect information about occupations and local administration and other social problems.

When the students have made a survey of the fields allotted to them, they collect together and discuss them and arrive at a certain

conclusion. Then they write out the conclusions in a systematic manner. Maps and graphs are also drawn. These maps and charts are used for decorating the walls of the class-room.

In fact, this method of teaching is nothing but a combination of various methods. It has the element of a scientific procedure of study.

(10) Dramatic Method or Drama Method—This method is based on the theory of 'Play'. Attempt is made to get the subject-matter enacted or dramatised with the help of the students. The students take interest in dramatising the subject-matter. While dramatising, they acquire knowledge.

This is a psychological method. The students remain active in the acquisition of knowledge.

In this method of teaching the working of the Parliament or Zila Parishads may be dramatised with the help of the students.

This method is also likely to develop the creative efforts of the educands.

Merits of the Dramatic Method—It has the following merits in it—

(1) It brings about a development of the mental faculties of the students.

(2) Through this method, interest is created in the students about the subject that has to be taught.

(3) Through this method the subject-matter of Civics is made interesting and intelligible.

(4) This method creates in the students, a sense of self-confidence and self-importance. Shyness of the students is dismantled.

(5) It also leads to development of social and moral qualities in the students. They try to live up to the ideals of the great men whose role they play.

Requirements—This method requires certain things from the teacher :—

(1) The teacher should be well aware of the techniques of drama. He should also know the art of writing dialogues.

(2) He should have the capacity to select the dramatic material.

(3) He should also be acquainted with the qualities of simplicity and authenticity that are the requisites of dramatic procedure.

(4) The teacher should have the capacity to mould his personality accordingly, as and when required. In short, he should have

all that practical knowledge that is required for an efficient Drama Director.

✓(11) **Comparative Method**—This method was propounded by the famous educationist, Aristotle. He was of the view that Civics is a subject which is a combination of many subjects. These subjects are similar as well as different. The teacher should, therefore, try to teach the subject of Civics on the basis of various methods. He should try to compare various things and thus impart knowledge of the Civics to the students. While resorting to comparative method, following things should be borne in mind—

(1) Conclusion should be arrived at only after comparing various things. It is not wise to compare two things only and then jump down to a conclusion.

(2) Comparison should always be done with the similar things. If the comparison is to be made of certain associations, various social, cultural, political and other associations should be taken up and they should be compared from various angles.

(12) **Narration Method or Method of Narration or Story Method**—In this method, the teacher narrates the subject-matter before the students. He tries to explain the indirect knowledge through his direct narration. An attempt is made to present the difficult subject-matter in a simple, intelligible and interesting manner. If this method is combined by question-answer method, it becomes all the more interesting. But it is not possible to employ this method in the teaching of each and every subject. The teacher should handle this method cautiously. He should not dominate the whole scene. He should also encourage the students to remain active.

This method may be quite useful in the teaching of Civics. Certain topics may be taught in a narrative method. The teacher should keep the following things in view—

(1) In narration, the age, interest and the aptitude of the child should be borne in mind. The narration should be clear, systematic, interesting and well organised. There should be perfect chronological order.

(2) The narration should have the element of administration in it. The teacher should show certain pictures etc. to the students.

(3) The voice of the teacher should be quite attractive. He should have the capacity to change his voice according to emotions and circumstances. His pronunciation should be very clear and scientific.

The following statement of Binings in regard to the method of teaching is quite important—

"If the teaching is to reach its highest degree of efficiency, teacher must possess a broad understanding of all faces of method as a part of that Philosophy of Education which is essential to good teaching."

—Bining and Bining

Conclusions

(1) Once the subject-matter has been selected and organised, the need to impart it to the students, arises. This need is met by the methods of teaching that are employed for teaching the students.

(2) Following are the various methods of teaching that are employed in Civics :—

(i) Text-book Method, (ii) Lecture Method, (iii) Observation Method, (iv) Discussion Method, (v) Project Method, (vi) Unit Method, (vii) Laboratory Method, (viii) Recitation or socialised recitation Method, (ix) Survey Method, (x) Dramatic Method, (xi) Comparative Method, and (xii) Narration Method or Method of Narration.

(3) All these methods are helpful in one respect or the other. They have certain defects as well.

—————

Techniques of Teaching Civics

Q. Describe briefly the various techniques of teaching Civics.

Or

Describe fully how would you make use of the modern techniques and suitable aids in the teaching of Civics.

Or

Give an account of the different techniques of teaching civics. Also state which of the technique is the best and why ?

Ans.

Introduction—In fact techniques do not have their individual capacity. They are a part and parcel of the methods of teaching. They are like the ways of teaching Civics to the students at different stages. They are an additional help to the methods of teaching. They are employed for making the teaching more effective and interesting.

Prof. M. P. Moffat has rightly said—“All techniques should be in line with the democratic process and relate to the goals desired in the study of the topic. Techniques are employed for getting the learning under way with guidance from the teacher. They should be selected as a means of serving the best purpose of a particular line with the resultant growth for the individual.”

Techniques of teaching Civics

Given below are the various techniques of teaching Civics—

- (1) Question-answer technique.
- (2) Assignment technique.
- (3) Drill technique.
- (4) Exposition technique.
- (5) Supervised study technique.

Let us talk about them a bit in detail.

(1) **Question-Answer technique**—Questions have a very important place in the teaching of Civics. By questioning, the students may

be kept attentive and active. The teacher can also test if he has succeeded in imparting the knowledge successfully to the students.

It can also be safely tested whether the students have actually acquired the knowledge of the subject taught. In other words it may be called an examination while teaching. This technique has its special importance in the present system of education :—

(i) **Utility of the questioning technique**—Questioning technique or the Question-answer technique can bring about the following achievements—

(a) It can awaken the interest and curiosity of the students.

(b) It can encourage the students to finish their work, within a prescribed period of time.

(c) It can develop the various mental powers of the students, namely, reasoning, thinking, imagination, etc.

(d) It encourages the students to take to research and discovery of new things.

(e) This method can help the students to present their various problems and so their solution may be brought about.

(f) It is also helpful in testing the knowledge of the students.

(ii) **Classification of the questions**—Questions may be of various types. Following are the various types of questions—

(a) Questions that awaken and develop memory.

(b) Reasoning questions.

(c) Organising questions.

(d) Informative questions.

(e) Evaluating questions.

(f) Comparative questions.

(g) Analytic questions.

(h) Thought-provoking questions.

(i) Interpretative questions.

(j) Judicative questions.

(iii) **Questions based on the process of teaching**—The process of teaching passes through certain stages. First of all, we introduce the topic and then we develop it, and try to test the knowledge acquired by the students. This process is achieved by recapitulation. Questions are based on this topic as well. They are of the following types—

(a) Introductory questions.

- (b) Developing questions.
- (c) Testing and Recapitulatory questions.

(iv) **Other classifications of questions**—Questions are classified on the basis of certain other things as well. They are intended to bring out the details or present the details and the importance in regard to the topics of the question. From this point of view they may be classified under the following heads—

- (a) Detailed questions.
- (b) Topical questions.
- (c) Problematic questions.

(v) **Qualities of good questions**—Questions that are put to students should be scientifically planned. They should be good and pointed. In short, they should have the following qualities in them—

- (a) Short and pointed.
- (b) Language should be easy and intelligible.
- (c) questions should be very clear.
- (d) They should be so framed, that the thinking power of the students may be excited and awakened.
- (e) All the questions should be connected with one central point. They should be so framed that they may bring about a systematic growth of certain ideas about a thing. They should develop the reasoning capacity of the students.

(vi) **Art of questioning**—There is nothing particular about this art. They should be so put that they meet all the requirements of good questions. The teacher should know the qualities that a good question should possess and he should put the questions in that very manner.

(2) **Assignment technique**—In this technique, certain work is assigned to the students. The way of assigning work is of two types :—

- (i) Traditional, and ✓
- (ii) Modern or psychological. ✓

Traditional assignment of work is based on text-books and other old methods.

The modern assignment is based on the interests, mental powers and aptitudes of the children. Modern technique is child-centred. Moffatt in his book entitled 'Social Studies Instruction' has defined the modern assignment in the following words ;—

"Today's assignment might be defined as an agreement, between the pupil and the teacher, of the work to be done."

In order to achieve the objective of meeting the needs and requirements of the interests and aptitudes of the children, certain work books, guide sheets, scrap books, etc., may be employed.

If the work is to be given only on the basis of the text-books, it should also be given in a scientific and psychological manner.

(3) **Drill technique**—This is based on the Thorndike's 'Law of Exercise' which means that if a thing is repeated several times, the knowledge about it becomes permanent and stable. In 'Drill Technique', a student is asked to repeat a thing. An attempt is made to strengthen his knowledge by regular exercise and repetition.

This technique is helpful in encouraging the students to memorise and grasp things.

This technique may be employed in making the students learn the facts taught in Civics. In fact this technique develops certain habits in the students. These habits become a part of the personality.

(4) **Exposition technique**—Exposition is the process of making the difficult things easy. In this technique attempt is made to explain difficult words, portions, pieces, etc. In the teaching of the language, this technique is quite useful. This technique is useful in the teaching of social studies as well, but it is more useful in the teaching of language. In the teaching of Civics, we have to reach a particular objective. It is quite possible that the narration of those topics may have certain difficult portions. Through exposition technique those portions may be made easy and intelligible.

The teacher may employ this technique with the help of proverbs, quotations, sayings etc.

Supervised Study Technique—It is also called 'Directed Study'. In this technique, the teacher lays down a particular line of study and the students have to work accordingly. The teacher continues to inspect, whether the work is being done as already decided and directed.

In this procedure the work has to be laid down beforehand. The teacher has also to take a good deal of interest in it. If the teacher is not prepared to play an active part in it, the objective shall not be achieved.

Advantages—This technique has the following advantages—

- (i) It develops the habit of self-study in the students.
- (ii) The teacher guides the students and so the students are lucky to work under the guidance of the teacher.

(iii) The guidance of the teacher can bring about certain habits and good qualities in the students. He can also develop certain social qualities in him.

(iv) This method or technique is helpful in the development of certain mental powers of the students such as thinking, reasoning, determination etc.

(v) By self-study, students can enrich their knowledge.

Conclusions

(1) For effective study and teaching of every subject certain techniques are employed. These techniques are nothing but subsidiaries to methods.

(2) In the teaching of Civics, the following techniques are employed—

(i) Question-answer technique.

(ii) Assignment technique.

(iii) Drill technique.

(iv) Exposition technique.

(v) Supervised study.

The use of these techniques has to be made cautiously.

Presentation of the Subject-Material of Civics at Various Stages of Education

Q. Describe briefly the method of presentation of the subject-material of Civics at various stages of education.

Or

Discuss the presentation of subject-matter of Civics at different stages of study.

Or

What principles would you bear in mind in the presentation of the subject-matter of Civics at different stages ? Discuss fully.

Ans.

Stages of Education—According to the Secondary Education Commission, following are the various stages of education—

(1) **Primary stage**—This includes classes I, II, III, IV and V. Here the students of the age group of 6-11 years come to receive education.

(2) **Junior High School or Pre-secondary stage of education**—This includes classes VI, VII and VIII. Students of the age group of 11-14 years receive education.

(3) **Secondary stage of education**—This includes classes IX, X, XI and XII.

In certain States, class XII is not included in the secondary stage of education.

(4) **University stage of education**—Here we have the teaching of B. A., B.Sc., B.Com., M A., M P.A., M.Sc., M. Com., etc. and also research work.

In the present context, we are concerned only with the three stage of education. At the fourth stage or the University stage, the education is imparted through lecture method. The students who go in for L. T., B. T., B. Ed., etc. do not have to study the method of teaching that is not employed in the University.

Cardinal principles of the presentation of the subject-matter—Following are the basic principles that the teacher has to bear in mind while presenting the subject-matter before the students of the various stages of education—

- (1) The matter presented should be factual and intelligible.
- (2) The teacher should try to present the subject-matter with a view on the age, mental growth, needs, interests and aptitudes of the students.
- (3) Only theoretical presentation of the subject-matter is not enough for a successful teacher. Stress should be laid on the practical importance of the knowledge.
- (4) In the earlier stages children are prone to imitation. The teacher should present himself before the students in such a way that they may do such things that are good for education and the work in the class. This means that the conduct of the teacher should form an ideal for the students.
- (5) Co-ordination is the essence of teaching of Civics. The teacher should try to correlate the subject-matter of Civics with life. This shall help the students to use the subject-matter in their practical life.
- (6) The teacher should try to proceed from simple to complex and from concrete to abstract. This will be the scientific method of teaching.

Presentation of the subject material

On the basis of the cardinal principles enumerated above, we shall now try to study the presentation of the subject-material at various stages of education.

PRESENTATION OF THE SUBJECT-MATERIAL AT THE PRIMARYE STAGE OF EDUCATION

As already stated, at this stage children of 6 to 11 years of age group are taught. They are fresh from the family life. An attempt should be made to conduct their life in such a way that they may develop the social qualities. The development of the social qualities shall be helpful for their future life.

Children of this stage are very fond of listening to stories. They have a lot of curiosity in them. In other words curiosity is the basic instinct at this stage of life. The teacher should base his presentation of the subject-material on the basis of this instinct. He should utilise the instinct of the curiosity of the students and their fondness for listening to stories. In other words the subject-matter should be presented in the form of stories. The teaching should be through the story method.

How to select a story ?

- (1) The story should be so selected that it may develop the activity of the students,

(2) The story should be in accordance with the interests and mental age of the children.

(3) The story may be historical as well as imaginary.

(4) Every story should present one or the other ideal of Civics.

(5) Other precautions—(a) Use of text-books—The teacher should not use the text-book very much at this stage of education. Books that are utilised should be profusely illustrated.

(b) The nature of the story should be simple. The teacher should try to narrate the story in a natural manner and at a speed that the students may follow it. Short sentences should be used.

(c) As far as possible, the students should be given practical education.

(d) Through stories, Civic qualities should be developed in the students. An attempt should be made to develop those qualities and habits in the students that may be helpful in their practical life.

(e) Through drill method or exercise, the training of the discipline may be imparted.

Use of the Black-board—Black-board can be used at this stage. It should be used for explaining the pronunciation of the names to the students. The teacher should write out very legibly on the black-board. Too much use of black-board shall not be useful.

The writing on the black-board should be very good. If the teacher writes a good hand it shall encourage the students to imitate it and also improve their hand-writing.

The students should also be given the training of expressing their ideas.

Excursion, trips and tours shall also be helpful. Through these methods the training may be imparted.

Dialogues—If an attempt is made to teach the students certain principles of Civics through dialogues, it shall be an interesting method. In the lower classes the dialogues should be very short but interesting. In Class V, the dialogues may be of one to two minutes of duration. But this process should not be carried out for more than 10 to 15 minutes.

Use of charts, maps, pictures, models, etc.—These are in fact the teaching aids that make the lesson interesting. The teacher should present these things in the class room while teaching Civics. He may also encourage the students to copy these things.

As far as possible only essential things should be taught to the students at this stage of education.

At this stage of education the students of the age group of 11 to 14 years are taught. They are slightly grown up children. They are not the children who are fond of listening to stories. They no more live in the world of imagination. They are actually heading towards maturity and adolescence. At this stage children start using their power of thinking and reasoning. It means that they are no more fond of listening to stories. Only fairy tales cannot be interesting for them.

The teacher should now change their course of action and method of teaching. The teacher should now keep an eye on the developed brain and the real vocabulary and the knowledge of the students. The subject-matter should be presented to them in a practical manner.

Story Method—Story method can be used at this stage as well. But this method should not be of the type that is used at the primary stage of education. The teacher should use the story method as and when required. But now the story should be of a slightly developed nature. They should develop in the students certain civic qualities.

Teaching Methods—So far as methods of teaching are concerned, observation, narration, question-answer, project and dramatic methods may be employed.

The teacher should also take the students out on tours and excursions and make them see the working and the building of the Municipalities, Corporations, Panchayats, Zila Parishads etc.

Text-Books—At this stage it is useful to employ text-books. But these text-books should not be read out in the class. They should be used by the students at home for revising the lessons that they have learnt in the class room.

Supplementary books may also be used by the students.

The students should also be encouraged to take to practical work. These practical works should be directed towards ideals of teaching of Civics.

Black-board—As compared to the primary stage of education black-board should be used more at this stage. The teacher should draw sketches, maps, graphs, etc. on the black-board and explain the topics, with the help of these things, to the students. The students should also be encouraged to come and write on the black-board.

Models, charts, maps etc—All these things should be used at this stage of education. They strengthen the experience of the children. The students should be encouraged to draw these things themselves.

Radio and films may also be used at this stage of education.

Home Task—Home task should begin at this stage of education. The teacher should ask the students to do some home task. The teacher should himself examine the home task with interest. If the teacher is interested in the home tasks the students shall also be interested in it.

Most of the teaching should be oral but the written work must start of this stage.

PRESENTATION OF THE SUBJECT MATERIAL AT THE SECONDARY STAGE OF EDUCATION

Mental and actual age of the students—At this stage of education, teacher has to deal with adolescents. In these boys the power of reasoning, thinking, arriving at decisions etc. have found development. Their physical development has also taken place. The teacher has now to take into consideration the interests, aptitudes and the talents of the students. He has to organise his teaching with an eye on these things.

The physical developments of the students also start taking place in new way. At this stage of education, Self-Regarding Sentiment, finds a development. The teacher has to bear in mind these things as well. He should not try to insult the students. On the other hand the students should be encouraged to do things in a way that they get appreciation at the hands of the members of the society.

Moral development by this time has taken place. Their vocabulary also grows rich by this time. The teacher should utilise all these things for the benefit of teaching Civics.

This is called the 'Age of Organisation'. In other words it means that the various talents and faculties of the children start organising themselves. The teacher should arrange the teaching with an eye on this aspect of the personality as well.

Use of Text-Books—Text-books should be compulsorily used at this stage. The students should be encouraged to repeat and revise their class room lessons with the help of the text-books, at home. They should be encouraged to prepare notes with the help of the text-books.

The teacher should ask the students to write out answers of certain questions. These questions should be such as to encourage and awaken the various mental powers of the students.

The students should be trained in the art of self-study. Interest in self-study should be created by the teacher. They should be asked to go to Library and select out good books of History. The teacher should help them in this task.

Discussions—At this stage students should be encouraged to take part in discussions and debates. In the class room such discussions may be organised. These discussions and debates will improve the power of thinking, reasoning, etc. of the students.

The students should be encouraged to undertake tasks of responsibility in the school. They should also be encouraged to form voluntary bodies and take part in students' Government. These organisations should be so directed that they take to healthy activities. Such activities will generate and strengthen the civic qualities of the students. They shall also prepare the students for their future life.

Use of Black-board—Black board should be used but sparingly. The teacher should put down substances and other short notes. The students should be encouraged to develop that substance in the form of essays etc.

Models, charts, maps etc.—These things should be used to make the lessons interesting. But these things should be of a developed nature.

Tape recorders, radios, films, newspapers, magazines etc. may also be used to add to the the knowledge of the Civics. With the help of these things the teacher can make his subject material quite interesting.

At this stage of life, students are very fond of roaming about. An excursion to places of civic importance will add to their interest and knowledge of Civics.

Students should also be acquainted with the current events of social, political, religious and moral importance. They should be encouraged to take active interest in gathering information about all these aspects of life.

An attempt should be made to make the teaching practical as far it is possible.

Conclusions

(1) The presentation of the subject material at various stages of education should be in conformity with the mental and physical requirements of the children of that age.

(2) At the primary stage of education the teaching should be carried out through story method.

(3) Charts and other illustrations shall be of great use at this stage of education.

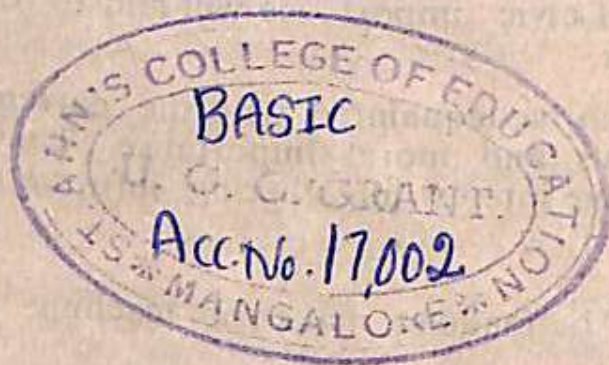
(4) At the Junior High School stage of education, the presentation of the subject-matter should be more realistic and concrete. Great use of text-books should be made.

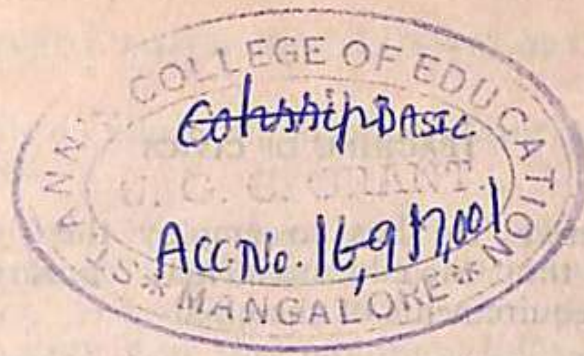
(5) Students should be encouraged to take to writing work.

(6) At the secondary stage of education, the presentation of the subject material should be quite realistic. It should meet the requirements of adolescents. Text-books should be compulsorily used. Discussions shall also be useful. Excursions and trips shall inculcate in the students the interest in Civics.

(7) At this stage of education, the teaching should be made practical, as far as possible.

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CHAPTER IX

Material Aids in the Teaching of Civics

Q. What kinds of material aids would you suggest in the teaching of Civics to inculcate Civics ideals among the students and why ?

Or

Define audio-visual aids and give the main reasons for their use.

Or

Give a brief account of the audio-visual aids in the teaching of Civics.

Or

Discuss the importance of the following in the teaching of Civics—

- (a) Chart,
- (b) Motion pictures,
- (c) Diagrams, and
- (d) Pictures.

Ans.

Importance of Material aids in education

Education as we see today is the result of various changes brought about by researches. Today education has become very scientific and psychological. It is no more subject-centred. It is now child-centred. It is the interest, aptitudes and mental powers of the children that determine the education. An attempt is made to organise education in such a way that the mental powers of the children may be trained and developed.

Material aids are a method of making the teaching interesting. They are intended to create activity in the children. Unless the education can create activity in the children and awaken their interests and liking in the subject-matter, the teaching is more or less useless. Education is no more treated as an isolated process divorced from society. It has to be treated as a part of the society. Its aim is to achieve social objectives. Therefore, it is natural for education to be practical and good.

An attempt should be made to make the knowledge stable and strengthen the experiences. The method of imparting education has to be made simple, interesting and intelligible. The teacher has, therefore, to employ various methods in order to make the teaching

interesting and effective. He has to employ these methods with a dexterous hand, so that the education may conform to the mental and psychological requirements of the child.

Material aids are various things that bring about a better method and system of education. They add to the effectiveness and attractiveness of the teaching.

Bining and Bining have rightly said :—

“Visual devices of many kinds may serve in making the abstract. Concrete and in arousing interest in students that would otherwise be unreal and dull.”

Meaning of Teaching Aids—Teaching aids are employed to make the teaching interesting. In words of Moffatt :—

“Material aids furnish experience, facilitate the association of object and word, save pupils time, provide simple and authentic information, enrich and extend one’s appreciation, furnish pleasant entertainment, provide a simplified view of complicated data, stimulate the imagination and develop pupils power of observation.”

Kinds of aids or Types of Teaching Aids

Material aids employed in the teaching of Civics are of the following kinds—

- (1) **Traditional aids**—These include text-books, blackboards etc.
- (2) **Visual aids**—Object, model, picture, chart, sketch, map etc. are the aids of this category.
- (3) **Audio-visual aids**—Radio, film strips, tape recorders, slide projector, television etc. are forms of this category of the aids.

Use of the teaching aids at various stages of education—Teaching aids, differ from stage to stage of education. The employment of these aids is based on the interests and the mental faculties of the children. Aids that are useful at the primary stage of education may not be useful at the Secondary stage or the Junior High School stage of education. Let us now try to discuss these aids that are employed at various stages of education.

MATERIAL AIDS IN TEACHING OF CIVICS AT THE PRIMARY STAGE OF EDUCATION

At this stage of education, children between 6 to 11 years of age receive education. Their social, moral, mental and physical education does not take place simultaneously and at the same speed. It differs from child to child. As the children grow, their physical and mental organs find development. Therefore, it is not possible to employ one

set of teaching aids on all the students simultaneously. It should differ from stage to stage.

Primary education is the stage of early childhood of the students—Students are very fond of listening to stories. Curiosity is their predominant instinct. The teacher should try to impart education by playing upon this instinct of the children. Education should be of a concrete nature.

An attempt should be made to make the teaching interesting and attractive. Various types of teaching aids should be employed, but the consideration of the mental and the physical age group of the children should be well borne in mind.

Text-books—This is not the stage when children should be taught with the help of text-books. However, the text-books may be used only for helping the students to revise and strengthen the experiences given to them in the class room. The text-books that are employed should be well illustrated, attractive and nicely printed.

Models—At this stage of education generally Panchayats, Zila Parishads etc. are taught. Models of these things should be presented before the students. These models should be attractive and artistic. Students should be encouraged to prepare such models. This shall encourage their learning by doing.

Pictures and Charts—Pictures should be used at this stage of education. Showing of pictures satisfies the curiosity of the students. But while using these pictures, it should be borne in mind that they should be accurate, artistic and attractive.

Charts may also be used. These charts should be neatly drawn.

Black-board—At this stage of education blackboard plays an important role, specially in teaching of Civics. Various things should be put down on the black-board, and then illustrated orally. Charts maybe drawn on these boards.

An attempt should also be made to write out things legibly and it is only on the black-boards. Maps and charts should also be neatly drawn.

Home Task—Home task is not advisable at this stage of education.

MATERIAL AIDS IN THE TEACHING OF CIVICS AT THE JUNIOR HIGH SCHOOL STAGE OF EDUCATION

At this stage of education children between the age group of 11-14 are taught. This may be called the boyhood. Next stage to this

is adolescence. At this stage we find children who have thinking, reasoning and such other mental faculties developed. An attempt should be made to make the teaching more realistic at this stage of education. This should be well reflected in the use of teaching aids.

Text-books—Text-books are the traditional aids and they should be used at this stage of education.

Charts and pictures—Picture do not have great value as an aid at this stage of education, but charts do have a value. An attempt should be made to encourage the students to draw charts.

Models—Models are useful at this stage of education. An attempt should be made to encourage the students to construct models.

Audio-visual Aids—Such aids like radio, tape recorder, film etc. may also be employed at this stage of education.

Black-board—Black-board should be properly used at this stage.

Graphs and maps etc. may be drawn on the board and the students should be asked to fill in things on the maps and graphs.

Bulletin Board—It may be used for pasting pictures and cartoons etc. This will be useful for the teaching of Civics.

MATERIAL AIDS IN THE TEACHING OF CIVICS AT THE SECONDARY STAGE OF EDUCATION

At this stage of education we have to teach the students who have a good deal of physical, moral and mental development. Students at this stage have reached or entered adolescence. They do not very much need the teaching aids. Things may be given to them in a realistic manner. However, it cannot be denied that teaching aids should be discarded at this stage of education. Teaching aids must be employed, but with a bit of realistic touch.

Text-books—Text-books must be utilised at this stage of education. The students should be asked to use the text-books in doing home taks.

Black-board—Black-board should be utilised for putting down the substance of the topic taught in the class. It may also be utilised for presenting facts before the students.

Audio-visual Aids

Various audio-visual aids may be utilised for imparting education in a successful manner at this stage of education. Some of the audio-visual aids are being enumerated below :

(a) **Radio**—Television is out of question in a poor country like India, but radio can be utilised. Various programmes should be organised for teaching of certain topics of Civics through radio. Certain dramas and stories may be broadcast by radio that may give to the students the knowledge of certain topics of Civics.

(b) **Film Projectors and Cinemas**—At this stage of education students grow interest in films. This agency may be employed for imparting education of Civics to the students. Films depicting various events of civic importance. Such as elections, may be depicted through films. Working of a democracy may also be shown through films.

Film projectors are the means of showing films. With the help of this instrument a film may be projected right into the class room.

(c) **Tape Recorders and Film Strips**—Through tape recorders, speeches of important leaders may be reproduced before the students, may be in the class room, and through film strips the subject may be made more clear.

Conclusions

(1) Material aids of teaching Civics are the means of making the teaching interesting and effective.

(2) These material aids should be different at different stages of education.

(3) At the primary stage of education, charts, maps, pictures, black-boards etc. may be used more as compared to other stages of education.

(4) Text-books do not have much importance at this stage of education.

(5) At the Junior High School stage of education, text books, black-boards, graphs, maps and certain audio-visual aids should be employed.

(6) At the Secondary stage of education, text-books have great importance. Black-board should also be properly used.

(7) Other than these aids, films, radio, projectors, tape recorders, etc. may also be utilised.

Correlation of Teaching of Civics with the Teaching of Other Subjects

Q. How would you correlate the teaching of Civics with the other subjects of the School Curriculum ?

Or

Discuss the the correlation of Civics with Psychology, Sociology, History, Economics, Geography and General Sciences.

Or

Indicate how would you correlate Civics with (a) Economics, and (b) General Science.

Or

Discuss ways of correlating the teaching of Civics with other branches of social studies. State limitations and possibilities in bringing out integration among these subjects.

Ans.

Correlation in the teaching of various subjects

Today education is considered to be a co-ordinated process. Teaching of various subjects is co-related, but this tendency in education is of recent growth. It was Herbert who first conceived the idea of correlating the teaching of various subjects. Later on Zillar made this theory of co-relation more elaborate. Then De Garmo and John Dewey laid greater stress on the integration in the teaching of various subjects. Today it is considered essential to co-relate the teaching of Civics. T. Raymont has remarked—

“No subject is ever well understood and no art is intelligently practised, if the light which the other studies are able to throw upon it is deliberately shut out.”

Kinds of correlation

Correlation and coordination may be of the following three types—

(1) Vertical co-relation—In this process an attempt is made to correlate the teaching of the various divisions of a subject. An attempt

is also made to make the subject taught in the lower classes useful for the teaching of the same subject in the higher classes.

(2) **Horizontal co-relation**—In this type of co-relation an attempt is made to co-ordinate the teaching of various subjects. This is done by two methods—Casual and Systematic.

(3) **Correlation with practical life**—According to Herbert Spencer the main aim of education is to prepare the students for future life. This aim can be achieved if education is co-related with life. In other words teaching of various subjects should be co-related with various aspects of life.

Correlation of the Teaching of Civics with other subjects—Civics is a Social Science. It cannot be taught in isolation. Its teaching has to be co-related with the teaching of other subjects specially other Social Sciences. Given below is a short description of the teaching of Civics with other subjects.

Civics and Psychology—“Civics is a science which studies the conditions of the best possible social life”. Life of man cannot be one-sided. It has to deal with various aspects of the society—social, economic, moral, political, religious etc. All these facets of life make the human life ideal. It is not necessary to develop only one aspect of the life of the individual. An attempt should be made to develop the various aspects of human life. Different subjects deal with different aspects of human life. An attempt should, therefore, be made to co-rrrelate the teaching of these various subjects. In this regard Prof. White has rightly remarked—

“Civics is essentially a subject of connections, it links all time and periods as parts of the long chain of achievements beaten out of civilisations, it connects all subjects as part of the life story of mankind”.

This opinion clearly indicates that Civics does not confine itself to the teaching of citizenship only. It attempts to deal with the various aspects of human life.

Civics and Sociology

Sociology is that social science which studies various social relations of man. Here we study the development of the human race as a social being. It also studies economic, religious, moral and political developments of the society. It is, therefore, natural for Civics to form a part of the study of Sociology.

Sociology deals with all the aspects of the social life of man. But Civics deals only with the civic aspect of the social life of an individual. It teaches men about their rights and duties as citizens. It also tells them about the ways and means through which political and

social developments may be made. In short, it may be said that Civics studies man only as a citizen while sociology studies man as a social being.

Teaching of these two social sciences is, therefore, co-related. This co-relationship is natural and beneficial.

Civics and History

History is the systematic study of the past events that have taken place in the society. Social, political, economic and moral developments of mankind are a mirror in History. The subject matter of Civics is not one-sided. Civics deals only with the civic life of an individual while History deals with all the aspects of human life in the past. It also presents before us the picture of the efforts made by human beings to reach the present stage of civilisation. Lord Sextor has rightly remarked—

“The science of politics is the science that picks up the grains of gold from the sand of the river bed of history and forms a presentable ornament”.

Civics deals with various social and political problems as they affect the civic life of an individual. History is the study of the past while Civics is the study of the contemporary facts. In order to study the past we shall have to delve deep while for the study of the civic problems no such efforts are needed.

The subject matter of History has a strong bearing on Civics. We cannot make progress in the present unless we have an idea of the past. Civics draws on the funds of History to acquire knowledge of the past attempts of people in solving the various civic problems.

For a very long time History and Civics were studied together. It is through the examples of History that the teacher of Civics can inculcate the qualities of discipline, patriotism, social services etc. in the students. It is these qualities that make a man ideal citizen. In order to become an ideal citizen one has to take advantage of the stock of History. Prof. Jones has rightly remarked—

“History is veritable mind of life experiences and the youth of today studies History that he may provide by the experiences of the race”.

With the knowledge of History, a student of Civics can know the attitude of the rulers in the past towards citizens. He can also know about the results of the attitude of the rulers. In the light of the knowledge acquired, the student of Civics can utilise the present day situations and bring about a good social and civic order.

Patriotism is an integral part of good citizenship. This quality can be developed in the students through the examples of great men

of History. With the help of the examples of Shivaji, and Maharana Pratap, the qualities of chivalry and patriotism may be inculcated in the students and through the example of Akbar, secularism may be developed. The example of Mahatma Gandhi shall inspire the students to make sacrifices, and live up to the ideals of truth and non-violence.

In short, it means that the knowledge of History is beneficial for the knowledge of Civics. It is, therefore, necessary to have horizontal co-relationship between the teaching of Civics and History. Prof. Sealey has rightly remarked—

“History without Civics has no root and Civics without History bears no fruit”.

Civics and Economics

Economics is that social science that studies various activities of man. This science deals with the aspect of the society which describes about the production, distribution and exchange of the wealth.

For a happy and contented civic life, wealth is very much needed. The knowledge of Economics helps the Civics in this respect, to a very great extent, Economics inspires people to make economic attempts. These attempts are directed towards human welfare. Whether these attempts are moral or not moral, is the concern of the Civics. Civics can teach people to behave with the labourers and the consumers in a reasonable and judicious manner.

The aim of the teaching of Civics is to inculcate in the students the qualities of an ideal citizenship. This social science aims at developing the society towards its goal. But such a development cannot be based on sheer ideal citizenship. It has to be based on the social wealth which can really bring about social welfare. Unless the economic condition of a society is good, economic development cannot take place. Many things depend on Economics. With the present influence of Karl Marx on the thinking of the people, it has now been accepted that Economics plays a vital role in the working of the society. So unless economic relations are properly established, social and civic relations cannot be established properly. In short, it means that economic welfare is the basis of various developments—social, cultural, moral, religious, aesthetic, etc.

In the curriculum of Civics we have to put in the element of Economics. Labour problems and the problems of the farmers and other members of the society are essential economic problems. But they are also dealt with by the Civics.

Economics and Civics are very much correlated. It has rightly been said—

“Economics as an art depends on Civics and Civics as an art

depends on Economics. They are supplementary and complementary to each other".

Correlation between teaching of Civics and Geography

It is a well-known saying that man is the product of his geographical conditions. Various developments of the society, namely social, political, cultural, religious, moral, etc. are very much influenced by geographical factors. Way of living, culture, dress etc. of people shall be in accordance with the geographical factors. Customs and traditions are also influenced by the geographical conditions. It is generally seen that people of temperate countries are hard working and their way of living is different from the people of the hot countries. Their culture is also different.

Geography studies the natural problems of the world. It is, therefore, natural for it to be co-related with Civics.

With the help of the knowledge of geography we can have an idea about the culture and the way of living of the people of a country. Civics can take advantage of this knowledge.

Although teaching of Civics and Geography is carried out independently of each other but they are co-related. They form part of the group of the social sciences known as social studies. Both these sciences aim at human welfare. One presents the background while the other can play on that background. The teacher of Civics should try to correlate the geographical factors with the teaching of the Civics. He can very safely lay down rules and ways of making civic life happy, taking advantage of the knowledge of the geographical factors. In short, both these things are corelated.

Civics and General Science

General Science deals with the principles of the science. In fact it has very little to do with Civics. Under General Science we have the knowledge of the various factors of human life. Hygiene sometimes forms a part of General Science. In this way we can say that Civics is indirectly related to General Science. Directly speaking the teaching of the two cannot be co-related.

Correlationship between the teaching of Civics and the literature

Literature reflects various social, economic, religious, political and moral problems of the society. It has rightly been said that literature is the mirror of the society. The writer views the society from its own angle and tries to present it before its readers. Through this knowledge the society may be improved.

Civic aims at developing ideal citizenship. This is based on certain ideals and values. The writer can inculcate these ideals and values

in the young ones, without making them feel that certain things are being taught to them. Mahatma Gandhi presented the ideals of truth and non-violence. A literature can inculcate these ideals in the young students through indirect means.

In other words it may be said that the writer tries to teach the principles of Civics to the young students, in an indirect manner.

Correlation between the teaching of various subjects is helpful for the development of the personality of the students. Various ideals of social life are reflected in various social sciences. If the teaching is conducted in a co-ordinated and correlated manner, the development of the personality is likely to be balanced and scientific.

In the end, we can say that Civics is an experiment for social service and introspection of the society.

Conclusions

(1) This is an age of co-ordinated and co-related teaching. Various branches of knowledge are taught in a co-related manner.

(2) In fact various social sciences have the relationship in themselves.

(3) Civics and Sociology are also co-related. Sociology presents a wider perspective while the Civics deals with only an aspect of this wide perspective.

(4) Civics and History are deeply co-related. History provides the knowledge, on which Civics builds its theory.

(5) Economics deals with the economic aspect of the life of the society. Without sound economic life, civic life cannot be happy. The teaching of the two should, therefore, be properly co-related.

(6) Civics and Geography are also co-related. It is the geographical factors that influence the civic life.

(7) There is no direct relationship between Civics and General Science.

(8) There can be co-relationship between the teaching of Civics and Literature. Literature presents the ideals of Civics before the students, in an indirect manner.

(9) Correlated teaching of various subjects is useful for the proper development of the personality of the students.

Text-books and their Importance in the Teaching of Civics

Q. What is the importance of text books in the teaching of Civics? Bring out clearly the qualities and characteristics of the text books to be used in the teaching of Civics to Primary and Junior High School as well as Secondary classes.

Or

What qualities do you expect in the Text-books of Civics at different stages of education.

Ans.

Importance of Text-books

Before script came into existence and press came into being, most of the education was imparted orally and verbally. This tradition was all the more prevalent in India. It was at a very late stage that text-books came to be used in education. In the western world, it was after French Revolution that text-books came to be used in education. Later on in America this device was employed. Since then they are being used. In India the text-books were used after script came into existence and the verbal knowledge was transcribed on the leaves of the trees. In the Islamic world, Holy Quran formed the text-book of the earliest education of the child. This was also a written book.

Text-books have an importance in the field of education. They are a device of importing knowledge to the students. They save a lot of time and economise the human labour. H. R. Duglus has rightly said that, "In the last analysis will the great majority of the teachers, the text-book is potent detriment of what and how they will teach.

The teacher is the workman, who moulds the lives of the students into various forms. He has to use the text-books as the instruments. If the instruments are not good the workman shall not be able to present his best. Similarly if the text-books are not good, the teacher is not able to present the best before the students. Raymond has rightly said :—

"The text book must be regarded as strictly subordinate and supplementary to the teachers lessons."

Utility of text-books in the teaching of Civics *Chapter / uses*

There has been a good deal of controversy in regard to the utility of the text-books in the teaching of social studies. Civics is a part of social studies and so this subject has also been a prey to that controversy. Some educationists are of the view that text-books should not be used at all while others say that the text-books should form the real base of the education. Both these are extremes. In fact the best way would be to strike the middle course. Text-books should be used in the teaching of Civics but they should be used economically. They should be used for helping the students to strengthen their experiences. In other words they should help the students to revise the lesson learnt in the class room after going out of the school. Text-books should also help the students to write down the answers of the questions that the teacher asks them to write down.

Text-books should serve as tools in the hands of the teachers. They should help the teachers to make their teaching more authentic, successful and effective. Earnest Horne has rightly remarked :—

“One of the most effective ways for improving the content and method of instruction is to place better text-books in the hands of teachers and pupils.”

Prof. Hardikar has something similar to say :—

“The text-book is a totality of items of knowledge, habits, feelings, activities and attitude.”

Task of writing text-books

It is not an easy task to produce good text-books. Text-books have to be planned scientifically and presented psychologically. They should not only present the subject-matter but should also present the subject-matter for the students. They should meet the requirements of the age and the stage of the students for which they are meant. In other words they should have the following qualities and characteristics in them :—

- (1) They should be written with an eye on the actual and the psychological age of the students for whom they are meant.
- (2) They should be in accordance with the psychology, interest, aptitudes and talents of the students.
- (3) They should be written with definite aims and objectives.
- (4) They should be produced with a definite eye on their utility in the field of the education or the teaching of the subject.

Text-books of Civics for various stages of education—As already stated, we have the four stages of education—

- (1) Primary, (2) Junior High School, (3) Secondary, and
- (4) Higher.

In the present chapter we are not concerned with the text-books of pre-primary and higher stages of education. We are primarily concerned with the text-books to be used in the Primary, Junior High School and Secondary classes. Text-books meant for these various stages of education should have certain qualities and requisites as laid down below :—

(i) **Text-books of Civics for Primary classes**—Here the students up to the age of 11 come to receive education. Such children are very fond of listening to stories. Curiosity is their basic instinct. Text-books that are intended for this stage of education, should have the following qualities in them:—

- (1) The subject-matter should be presented in form of a story.
- (2) Books should be profusely illustrated. There should be a good deal of charts and pictures.
- (3) They should be written in a simple language and lucid style. This would enable the students to understand the subject-matter easily and quickly.
- (4) The text-book should be written with an eye on the psychological requirements of the children of this age.
- (5) These books should not be very bulky.
- (6) The subject-matter of the book should be based on the principle of selectivity. Such subject-matter should find a place in these text-books that shall be useful for developing certain requisite qualities in the children of this age group.
- (7) The book should be perfectly in accordance with the syllabus and the curriculum laid down for this stage of education.
- (8) The title cover should be very attractive so that it may catch the eyes of the students at the first glance.
- (9) Books should be reasonably priced. These should not cost too much so as to be beyond the reach of the common man.
- (10) They should intend at inculcating social qualities in the students.
- (11) The main aim of teaching Civics is to produce ideal citizens of the country. The seeds for ideal citizenship should be shown at this stage of education, with the help of these text-books.

Activity and creativity should be developed in the students with

the help of these text-books. In other words it means that the subject-matter should be so presented that there may be a good deal of scope for creative activities in the students.

(ii) **Text-books of Civics for the students of Junior High School Classes**—At this stage of education students between the age group of 11 and 14 are found. These students are on the gateway of adolescence. They do not take interest in listening to stories only. They want to face the realities of life to some extent. Text-books of Civics, intended for the students of this stage of education, should be written in more or less narrative style. They, in order to be useful, should have the following qualities :

(1) Text-books of Civics for this stage of education should be written with an eye on the mental and the physical age of the students. They should keep in view the interest, aptitudes and talents of the student.

(2) The subject-matter should be properly graded.

(3) At the end of each chapter there should be certain questions for recapitulation.

(4) The printing and the get up of the text-books should be flawless and attractive.

(5) There should be charts, pictures, illustrations, etc. These charts and illustrations should be attractive, precise and neatly drawn.

(6) The text-books should form to the aims and objectives of the teaching of Civics at this stage of education.

(7) They should develop the qualities of ideal citizenship in the students.

(8) An attempt should also be made to develop the social qualities in the students.

(9) Civics is a subject which requires more of practical training than theoretical teaching. Text-books should aim at this objective. This training has to begin at the Junior High School stage of education.

(iii) **Text-books for Secondary classes of education**—This is the stage of adolescence. Students between 14-18 years of age come and receive education at this level. They are interested in taking a practical view of life. They want to solve problems by themselves. Their curiosity of listening to stories has come to an end. Certain other instincts and tendencies start developing by now. The text-books in order to be useful and successful, should cater to these

psychological needs. They should have the following characteristics as well :

(1) Firstly, they should be different from the text-books intended for the students of the Primary and the Junior High School classes. There is little scope for story telling and dialogues at this stage of education. There should be narration of facts. This narration should be of a realistic nature but interesting.

(2) The subject matter of the text-books should be so organised that it may satisfy the mental faculties of thinking, reasoning, imagination etc.

(3) The subject-matter should be properly selected. It should be so selected as to meet the requirements of the psychological needs of this stage of education.

Problems of social, political and moral value should form the subject matter of teaching at this stage of education. It is natural for text-books to present these problems in an interesting and effective manner.

(4) Students of this age are fond of solving the problems. Various problems concerning civic life should be so presented before the students, ofcourse through text-books, that they may take an active part in them and try to solve those problems.

(5) Text-books of Civics for the students of Higher Secondary classes should have a good number of graphs and charts in them. These graphs and charts are helpful in encouraging the students to take up serious study of Civics.

(6) There is scope for giving facts and figures in the text-books meant for this stage of education. These facts and figures should be recent ones.

(7) The language and the style of the text-books of this stage of education has a specific importance. The style should be lucid, no doubt, but it should be well polished. The language should be easy but it should be able to convey the thoughts properly and effectively. The subject-matter should be properly organised and categorised. The sequence of the sentence should not be very complex. In short, an attempt should be made to present the subject matter in an attractive and effective manner.

(8) The subject-matter of the text-books should be properly co-related. An attempt should be made to co-relate the subject-matter of Civics with that of History, Political Science and such other social science that have a direct bearing on the subject-matter of Civics.

(9) Since the subject-matter of Civics is more of a practical nature, an attempt should be made to employ Project Method, Problem Method, Activity Method, Excursion Method etc. in its teaching. An attempt should be made to reflect these methods in text-books as well.

(10) Subject-matter of Civics is of a changing nature. Every year we find some changes in the structure of the administration or the working of the civic life. The text-books should be kept up-to-date.

(11) The text-books for this stage of education should be reasonable priced.

(12) At the end of every chapter there should be a set of questions. These questions should be psychologically planned and scientifically presented. They should help the recapitulation of the subject proves taught.

In short, the text-book should meet all the requirements of this stage of education. Text-books of Civics are not very up-to-date. Following extract from Secondary Education Commission Report proves this point further :

“We are greatly dissatisfied with the present standard of production of school books and consider it essential that it should be radically improved.”

Conclusions

(1) Text-books are an important device of imparting education.

(2) This device should not be employed too much at the Primary stage of education.

(3) At the Junior High School and the Secondary stage of education, text-books should be economically used in the teaching of Civics to the students.

(4) Text-books meant for the students of primary classes should be well illustrated and meet their psychological requirements. They should be written in the form of story books.

(5) Text-books meant for the students of the Junior classes should be an improved form of the text-books meant for the students of primary classes. These text-books should be written in a narrative style. They should cater to the psychological needs of the students. Their language and style should also be in conformity with the objectives of teaching of Civics at the Junior High School stage of education.

(6) Text-books intended for the students of the Secondary classes should be more realistic in nature. They should present the subject-matter in a realistic form. The style should be narrative no doubt but it should be effective and attractive. The language should also be polished and effective.

(7) Teaching of Civics has more of a practical aspect. Text-books meant for the students of the Secondary classes should encourage the students to take to practical work. In short, they should meet the psychological requirements of adolescence and make the students aware of the problems of civic life. Now these days a modern educational system without text-book is as difficult to imagine as Hamlet without the Prince of Denmark.

Teacher of Civics or Civics Teacher

Q. What are the various qualities and characteristics of an ideal Civics Teacher ? Discuss.

Or

Describe the functions of Civics teacher and throw light on his chief qualities.

Or

A teacher can 'foster the qualities of ideal citizenship'. Examine the statement and comment.

Or

What should be the attitude of a Civics Teacher ? Write a short essay on the qualities of a successful Civics Teacher.

Ans.

Place of the Teacher—Teacher is the real source of education. In fact education is a tri-polar process. At one end, we have the child, at the other we have the subject-matter and at the third we have the teacher. Child is the central point or the focal point around which the whole process of education revolves. It is the child who has to be taught. Subject-matter and the teacher are secondary to him. The teacher tries to teach the child. The subject-matter is the thing that has to be taught to the child. While teaching the child, the teacher has to keep an eye on his psychological requirements.

The teacher has a very important role to play in the process of education. It is he who actually guides the destiny of the student. He handles the subject-matter in such a way that the students are equipped for their future life. On account of this role of the teacher, he is called the builder of the nation. If a country has a team of successful teachers, then the nation progresses by leaps and bounds. If, on the other hand, a nation has incompetent teachers, it is sure to go down.

Prof Bining has rightly said :

“Teacher is the pivot around which the whole educational system moves.”

Importance of the Teacher of Civics in a democratic set up

In a democratic set up, teacher of Civics has an added value and importance. He trains the students for ideal citizenship. A democracy can run successfully if it has conscious citizens. It is the teacher

who can develop these qualities in the students. The teacher is like a gardener who tends the tender plants of the society and help them to blossom forth into full bloom and fragrance. The teacher of Civics in this regard tries to fill the fragrance of ideal citizenship into the future flowers of civic life of the land.

Duties of the teacher of Civics—The main job of the teacher of Civics is to inculcate in the students the values of ideal citizenship. In order to achieve this objective he has to undertake the following jobs :—

(1) He has to act as a student of the students. In other words he has to study the interests, aptitudes and other mental faculties of the students and impart knowledge of Civics to them with an eye on all these mental faculties.

(2) He has to keep himself up-to-date about the problems of civic life. He should know the most recent events of the civic life.

(3) No curriculum of Civics can be complete and up-to-date. Civics is an evergrowing subject. The teacher of Civic has to act as a Curriculum Construction Expert. He has to fit in the various developments of the civic life in the curriculum in such a way that the students may not feel that they are reading something which is not of interest and value to him.

(4) The most important task of a Civics Teacher is to act as a link between the School and the civics life at large. He has to establish co-relationship between the life and the school and the life of various other associations and social groups. The main aim of teaching of Civics is to establish an ideal civic life. It is the duty of the Civics Teacher to encourage the students to play their role in this direction.

Qualities and characteristics of a successful Civics Teacher—In order to achieve the above mentioned objectives and to discharge the tasks expected of a Civics Teacher, he should have the following qualities in him :

- (1) Ideal citizen,
- (2) Faith in the teaching of the subject and profession,
- (3) Thorough knowledge of the subject,
- (4) Impartiality and scientific outlook,
- (5) Sympathy and creative imagination.
- (6) Impressive and interesting personality,
- (7) Faith in democracy,
- (8) Love and affections for the students,
- (9) Ideal social worker,

- (10) Ideal leader, and
 (11) Properly equipped.

(1) **Ideal citizen**—It is an old saying that example is always better than a precept. The teacher of Civics has to prove this saying all the more by his actions. Civics has a practical aspect as well. It has to train young students to become ideal citizens. A teacher of Civics has to present the example of ideal citizen to be able to encourage the students to acquire the qualities of ideal citizenship.

(2) **Faith in the teaching of the subject and the profession**—The teacher of Civics should have faith in the profession as well as the utility of teaching Civics of the students. Unless a person has faith in the job that he is entrusted, he will not be able to do full justice to it. This faith encourages a person to acquire more and discharge his duties in an ideal manner. The teacher of Civics should have this faith in him.

Unless the teacher is convinced of the utility of teaching Civics, he shall not be able to do justice to the subject.

(3) **Thorough knowledge of the subject**—The teacher should have a thorough knowledge of the subject of Civics. Unless he has command over the subject he shall not be able to present the subject-matter before the students in an interesting manner. The teacher of Civics should know the correlation of Civics with other social sciences. He should also be aware of the current events and the duties of a citizen. He should also know where the interest of the nation lies. Unless he has all these qualities in him he shall not be able to teach the students successfully.

(4) **Impartiality and scientific outlook**—The teacher of Civics should be impartial. He should try to present the subject-matter in an objective manner. Unless he is able to do that, he shall not be able to inculcate the spirit of true citizenship in the students. If the teacher colours the subject-matter with his personal views and likes and dislikes, he shall not be doing justice, either to the students or to the subject.

The presentation of the subject-matter should be systematic and proper. It can be possible only when the teacher has a scientific outlook.

(5) **Sympathy and creative imagination**—The element of sympathy enables a person to understand things properly. This quality also helps the teacher to know the viewpoints of the students. Creative imagination helps the teacher to present the subject-matter in a lively and interesting manner. Ross has remarked that the person from whom a gift of Sympathy is withheld should not become teacher.

(6) **Impressive and interesting personality**—Personality of the teacher plays an important role in the class room. If the teacher has an impressive and interesting personality he is able to impress the students well. It is quite possible that a teacher may have certain drawbacks in the personality but he can overcome them by certain other accomplishments.

(7) **Faith in democracy**—Citizenship is very much required for a democratic way of life. Unless the teacher has full faith in democracy and democratic way of life, it shall not be possible for him to teach Civics properly. For efficient functioning of democracy the citizens must know their rights and obligations. They have to be conscious of their social obligations and requirements. Only such teacher, who has full faith in democracy, can teach all these things to his students.

(8) **Love and affection for the students**—The teacher of Civics should be master of child psychology and educational psychology. Unless he has the knowledge of all these things as well as the knowledge of the method of teaching and the principles and objectives of teaching, he cannot discharge his job successfully. The teacher who is endowed with all these qualities, shall have love and affection for his students. He should treat the students as if they were his own kith and kin and would treat them sympathetically. Such an atmosphere is congenial for teaching, specially for the teaching of Civics.

(9) **Ideal social worker**—The teacher of Civics tries to build the lives of his students. This life building can be possible only when he is intimate with the spirit of social service. Developing the students into ideal citizens is the greatest social service that can be done. The teaching of Civics has the practical aspect in this regard. The teacher of Civics should act as a social worker and inculcate in the students the spirit of social service and ideal citizenship.

(10) **Ideal Leader**—The teacher of Civics should have the qualities of an ideal leader. A teacher who has this quality is able to impress the students more. He is able to guide the students in the proper direction. Since teaching of Civics has the practical aspect as well, an ideal leader can lead his followers in the right direction.

(11) **Properly equipped**—The teacher of Civics should be properly equipped. He should know the method of teaching as well as other requirements of a teacher. As already stated he should have the knowledge of child psychology as well as educational psychology. If he has these qualities he will be able to do real job. Prof. Hardikar has summed up these qualities in the following words :—

“A teacher of Civics must be, in short, himself a good and worthy citizen, like an American citizen in the days of Pericles.

Only a citizen-teacher can induce 'civic-consciousness' in his pupils."

Conclusions

(1) The teacher of Civics occupies a very important place in the job of teaching Civics.

(2) He is like a gardener who tends the tender plants of young citizens into grown up and ideal citizens.

(3) The teacher of Civics should act as a student and try to learn not only the problems of the subject, but also the problems of the students.

He has to construct the curriculum and establish relationship between the school and the life at large.

(4) A successful teacher of Civics should have the following qualities in him:—

- (i) Faith in the teaching of Civics and the profession.
- (ii) Knowledge of the subject.
- (iii) Ideal citizenship.
- (iv) Faith in democracy.
- (v) Sympathy and creatiiv imagination.
- (vi) Impressive and interesting personality.
- (vii) Impartial and scientific outlook.
- (viii) He should be an ideal leader and active social worker.
- (ix) The teacher of Civics should have thorough knowledge of the child psychology and educational psychology. He should be equipped with all the requirements of a good teacher.
- (x) He should have full faith in democracy etc.

(5) The teacher who is endowed with all these qualities, can discharge his duties successfully.

Evaluation in Civics or Place of Examination in the Teaching of Civics

Q. Giving the meaning and purpose of evaluation, throw light on the importance of evaluation in Civics.

Or

Discuss the importance of evaluation in Civics r

Or

How does a new type attainment test differ from traditional test? Illustrate your answer with two types framed on Civics syllabus prescribed for any stage of school course?

Or

What are the defects of the existing system of examination? Give your suggestions for its improvement?

Ans.

Meaning of Evaluation—Evaluation is the inclusive concept. It indicates all kinds of means to ascertain the quality value and effectiveness of desired outcomes. It is a compound of objective evidence and subjective observations. It is the total and lineal estimate....It is a valuable and indispensable guide to the modification of policies and to further action. In other words we can say that evaluation is the approval of pupils progress, in attaining the educational goals set by the school, class and himself. The chief purpose of evaluation is to guide and further the students learning. Evaluation is thus a positive rather than a negative process.

Importance of evaluation or examination—In every aspect of life, there is a need to measure the achievement. This measure of the achievement is known as evaluation or examination. Unless we are able to have proper assessment and evaluation of the achievement, the achievement becomes meaningless. This process helps a person to improve his achievement. This is what shall be more clear from the following lines :—

“Evaluation signifies a wider, more comprehensive and continuous process of assessing student progress. It is integrated with the whole task of education and its purpose is to improve

instruction and not merely to measure its achievement. In its highest sense, evaluation brings out the factors that are inherent in student growth such as proper attitudes and understanding."

There is some distinction between examination and evaluation. Examination is slightly less comprehensive while evaluation is more. In fact, evaluation is a new technical term. It connotes a comprehensive concept of measurement. J. W. Wrightstone has rightly remarked:—

"Evaluation is a relatively new technical term introduced to designate a more comprehensive concept of measurement that is applied in conventional tests and examinations.....The emphasis in measurement is upon single aspects of subject-matter achievement or specific skills and abilitiesThe emphasis in evaluation is upon broad personality changes and major objectives of an educational programme. This includes not only the subject-matter achievement but also attitudes, interests, ideals, ways of thinking, work habits and personal and social abilities".

In other words, it means that it is the evaluation examination that helps not only the improvement of the achievement but also improvement of different traits of personality.

Aims of evaluation—Following are the aims of evaluation or examination :

- (1) To assess the success of the educational system or the method of teaching.
- (2) To find out the difficulties, limitations and achievements of the educands.
- (3) To provide educational and vocational guidance and counselling.
- (4) To examine the utility of the techniques and aids of the teaching.
- (5) To find out the aptitude and the inclination of the student.
- (6) To find out the basis for the classification of the students.
- (7) To lay down the standards of life.
- (8) To encourage the process of learning.
- (9) To judge the success and efficiency of the teacher.
- (10) To bring about reforms in the teaching and the curriculum.

The forms of evaluation or examination—The word 'examination' has been derived from the term 'examen' which means 'tongue of a

balance'. The main object of this method is to have proper assessment of the work and the achievement of the students. This can be carried out by the teachers themselves or some outside agencies. Normally, following are the forms or the methods of evaluation of examination :

- (1) Observation technique; and
- (2) Test technique.

(1) **Observation Technique**—In this method, the behaviour, the activities and the aptitude of the student is observed and examined in an organised and scientific manner.

(2) **Test Technique**—In this method, the teacher tries to find out about the studies of the students. He also tries to judge the attainment and the achievement of the educands. This technique has several forms, important amongst which are given below :

- (a) Oral test
- (b) Practical test
- (c) Written test.

(a) **Oral Test**—This is essentially a personal test in which the student is expected to furnish answer to certain questions, that are put to him orally. In this technique, there is an interview of the educand by the examiner. Through this method, it is possible to find out the personal qualities of the student, such as self-confidence, personal control, the method of speech, etc.

(b) **Practical Test**—In this method the student presents a sample or a specimen of the work done by him.

(c) **Written Test**—In this method, the student has to write out answers to certain questions within a prescribed limit of time. He has to make use of paper, pen or pencil. Normally, following are the forms of the written test:

- (i) Traditional or essay type test
- (ii) Dissertation type test
- (iii) Objective or new type test.

(i) **Traditional or essay type test**—This system of examination is very much in vogue in our country. Through this method, it is possible to test the power of expression, writing, style, language, etc. of the educand. This system is dominated by the subjective element. This system has been in vogue for a very long time. Although this system is prevalent even today, but this has been very much criticized. The need for examination reforms has been because of the defects of this essay type of test.

(ii) **Dissertation type of test**—In this type of examination, the examinee has to carry out research work on a prescribed topic. He has also to present dissertation that contains the results of the work done by him. The plan of this work is submitted in writing. In fact, it is an enlarged form of essay type test.

(iii) **Objective or new type of test**—In order to meet the objections raised against the essay type of test or the traditional examination system, a new system has been introduced. This is known as 'Objective Test' or the 'New Type of Test'. In this method, an attempt is made to judge the aptitude, intellect, inclination and the power of the judgment of the student. It is said that this type of examination is free from the subjective element and is capable of helping the teachers to have a proper idea of the attainment of the student.

Forms of the Objective or New Type of Test—The new type of objective test has the following forms:

(1) **Recognition type of test**—Through this method, an attempt is made to assess the power of recognition of the student. In this method the student has to find out the correct answer out of several answers given. There are several sub-forms of this type of test. They are given below:—

(a) Alternate response type or true-false test.

(b) Multiple choice test.

(c) Matching type test.

(d) Classification type tests.

(a) **Alternate response type or true-false test**—In this type of test, the answer is limited to the possibilities of true and false. Two alternatives are given and the examinee has to choose one. Sometimes the signs of '√' and 'X' are also required to be used.

Example of the response type or true-false test

Note—Given below are certain statements. Put the letter 'R' against the statements that are correct and 'W' against the statements that are wrong:—

(1) Pakistan invaded India in 1965.

(2) Dr. V. V. Giri is the Prime Minister of India.

(3) The Prime Minister of India is elected by the people directly.

(4) Mr. C. B. Gupta is the Chief Minister of Uttar Pradesh.

(b) **Multiple choice type test**—In this type of test, several answers are given to a particular question. The student is asked to find out the correct answer.

Example

Note—Given below are several answers to a particular question. Put the sign of '✓' against the correct answer.

(1) India secured freedom on January 26, 1948/August 15, 1947/January 26, 1950.

(2) Mrs. Vijai Laxmi Pandit/Mrs. Sucheta Kripalani/Mrs. Indira Gandhi/Mrs. Tarkeshwari Sinha is the Prime Minister of India.

(c) **Matching test**—In this type of test, the examinee is provided with two lists. In these lists, the subjects are not given in a serially ordered manner. The student is expected to serialize them and put them against each other. For example—

- | | |
|------------------------|----------------------------|
| 1. Dr. V. V. Giri | Prime Minister of India |
| 2. Smt. Indira Gandhi. | President of India |
| 3. Y. B. Chavan | Finance Minister of India |
| 4. Sardar Swaran Singh | Foreign Minister of India. |

(d) **Classification type of test**—In this type of test, the student is given a group of certain words. Out of these words, generally one word is irrelevant. The student is asked to underline that word. For example—

Note—Underline the word that is irrelevant.

Uttar Pradesh/Punjab/Haryana/Maharashtra/Bangalore/Kashmir/Orissa.

Recall type of Test—In this type of test, the power of recall of the student is judged. He is asked to answer the questions that test his recall power. Following are the various types of recall type of test—

- (1) Simple Recall type of test; and
- (2) Completion test.

(1) **Simple Recall type of test**—In this type of test, the students are expected to answer the question on the basis of their memory. Given below is an example of this test—

- (a) When did India get freedom ?
- (b) Who was the first President of India ?
- (c) When did Sri Lal Bahadur Shastri die ?

(2) **Completion test**—In this type of test, the examinees are given incomplete sentences. They are supposed to complete the sentences filling in proper words in the blank places. Given below is an example—

- (1) The Prime Minister of India is the leader of the.....Party in Parliament.
- (2) The members of Lok Sabha receive a monthly allowance of Rs.....

NEED FOR REFORM OF THE EXAMINATION SYSTEM AND OBJECTIVE TYPE OF TEST

The system of examination that is in vogue today is not complete. It suffers from several drawbacks. It was, therefore, felt necessary to bring about reform in this system of examination. The objective type of tests try to do away with the defects that are found in the essay type or existing system of examination. This fact was realised by the Secondary Education Commission, which in its report, said that there the Report of the International Commission on Examination of the New Fellowship also say the same thing—

“The present emphasis in intellectual matters should be shifted from the memory work to the cultivation of the power of judgment, which implies a proper imaginative grasp and understanding of the subject.”

Teaching of Civics or Evaluation or Examination—The question is invariably asked whether the examination system or the evaluation technique should be applied to the teaching of Civics as well, so that the achievement of the students may be judged. Generally it is said that the written type of test or the essay type of examination is the correct method for assessing the achievement of the students. This statement is not wholly correct. Civics involves a lot of practical knowledge. It is, therefore, necessary to apply some sort of practical examination also to judge the attainment of the students. The students should be given an opportunity to take part in collective activities, organise mock parliaments, courts, assemblies and councils, etc. They should also be given an opportunity to learn the art of proper exercise of their franchise. They could also be given responsible positions in the field of games and other activities. This provides them with an opportunity for acquiring the traits of leadership.

While the students are provided these types of opportunities, the teacher should continue to guide them properly.

The students should also be given an opportunity to prove their power of recognition and recall. This can be done with the help of the objective type of test.

In other words, it can be said there is every place for evaluation and examination in the teaching of Civics. What is needed is the proper and scientific handling of the evaluation technique. Through evaluation, it is possible to ascertain the knowledge of the

examinees about the subject-matter as well as the practical utility of Civics.

Conclusions

1. Evaluation is the method of judging the achievements of the students.

2. The term 'evaluation' is more comprehensive than the word 'Examination'. It is, in fact, a new word that connotes several things.

3. Through evaluation, it is possible to assess the success of the educational system and the method of teaching and also the attainment of the students.

4. Through evaluation, it is possible to judge the efficiency and the success of the teacher.

5. Normally, following are considered to be the forms of the method of evaluation or examination :—

(a) Observation

(b) Testing.

6. The test technique has the following forms :—

(a) Oral test

(b) Practical test

(c) Written test.

7. Written test is of the following three type :—

(a) Traditional or essay type test

(b) Dissertation type of test

(c) Objective or new type of test.

8. New type of test has the following two forms :

(a) Recognition type of test; and

(b) Recall type of test.

9. Recognition type of test has the following forms :—

(a) Alternate response type or true-false test

(b) Multiple choice test

(c) Matching type test

(d) Classification type test.

(10) The Recall type of test has the following two forms :—

- (a) Simple recall type test
- (b) Completion test.

(11) Objective test is an attempt to do away with the defect of the traditional or essay type of test.

(12) In Civics, there is every place for evaluation or examination. Through this method, it is possible to judge the achievements of the students and also the practical utility of the subject.



Indian Schools and the Teaching of Civics

Q. "The teaching of Civics in Indian Schools is a difficult task." How far do you agree with this statement ?

Or

What are the problems of teaching of Civics in Indian Schools ?

Ans.

The importance of Civics as a subject lies in its utility to the society. Its importance has been recognised in India, but we have to face certain problems in its teaching. Our educational system is as such that a student of the subject gets only the theoretical knowledge of a subject. However, Civics is a subject which has its practical utility. It is said that even after the thirty five years of independence, we have not been able to give a practical shape to the theoretical knowledge acquired by us in the field of different social science and same is the case with Civics also.

In the teaching of Civics in the Indian schools we have to face the diversified problems. Some of them are discussed here :—

(1) **Aims of Teaching of Civics not clear**—In Indian Schools, Civics is taught in such a way that the student is unable to know the real aim of the subject that he is studying. There are different aims of teaching of Civics such as development of character, development of feeling of patriotism, development of mental power, consciousness about rights but the real aim of its teaching is to build 'man a man.' Ideal citizenship is the main aim of Civics. It is the subject that teaches us to live and let others live. However, this aim is some what neglected in the teaching of Civics in Indian schools.

(2) **Defective Curriculum**—Some writers are of the opinions that the Curriculum of the Civics is defective in Indian schools. In fact, the teaching of Civics in Indian school starts at Junior High School classes. At this stages of study too much emphasise is lays on the theoretical knowledge. The practical value of the Civics is more or less totally neglected. In High School and Intermediate Classes too the case is almost is the same. In fact the curriculum of Civics is as such that a

student has to study the same topic from Junior High School stage upto Degree stage. The diversification of curriculum is totally neglected.

(3) **Inadequate aids**—Teaching of Civics can be imported in an appealing manner only if the material aids are utilized properly. However, in our Indian Schools, the material aids are utilized in most of schools. We find only text-books and black-board for the teaching of Civics. What to talk of audio-visual aids like radio, film, script, tape-recorders, slides, projector and television even the visual aids like model, lecture chart are not there. How can the teaching of the Civics be effective when there are no proper material aids.

(4) **Defective teaching methods**—In our Schools, the teaching of Civics is imparted only through text-book method and lecture method, other methods of teaching such as observation method, project method, unit method and laboratory method are almost neglected. In the teaching of Civics all these methods have their own importance but due to lack of facilities and certain other things, we are unable to teach Civics through all these methods.

(5) **Lack of proper arrangements**—Civics is almost neglected subject in our schools. There are no proper arrangements for its teaching upto Junior High School. It is taught alongwith History and Geography. The result is that teacher gives more emphasise on Geography and History rather than Civics. There are no properly decorated class-rooms for the teaching of Civics. The library facilities are also inadequate.

(6) **Dearth of good Civics teachers**—In a democratic country like India, the teacher of Civics has an added value and importance because he trains the students for ideal citizenship and of democratic way of life. However, there is a great dearth of good Civics teachers in our schools. Some as the teacher has no faith in the teaching of the subject. If the teacher himself is not an ideal citizen then how can he be expected to train the students. If the teacher himself is not democrat how can he be expected to train the students for the democratic way of life.

(7) **Defective system of Examination**—In India the systems of examinations and valuation is very defective. Much emphasise in being given or cramming. In almost all the schools, the system of essay type is prevalent. The objective type of test are rarely found. Generally it is said that the written type of test or the essay type of examination is the correct method for assising the achievement of the students. This statement is not wholly correct. Civics involves a lot of practical knowledge. It is, therefore, necessary to apply some sort of practical examination also to judge the attainment of the students. The students should be given an opportunity to take part in collective activities, organise work, parliaments, courts, assemblies and councils

etc. They should also be given an opportunity to learn the art of proper exercise of their franchise. They should also be given responsible positions in the field of games and other activities. This provides them with an opportunity for acquiring the traits of leadership.

In the end, we may say that in our Indian schools, the teaching of Civics is not properly imparted. All our efforts should be made to improve its teaching.

Conclusions

- (1) There are many problems in the field of teaching of Civics in our Indian schools.
 - (2) Aims of teaching of Civics are not clear.
 - (3) The curriculum of Civics is full of defect.
 - (4) In our schools, there is no required age for the teaching of Civics.
 - (5) Our methods of teaching are also defective. Only text-book method and lecture method are used.
 - (6) There is lack of proper arrangement for the teaching of Civics.
 - (7) There is also the dearth of good Civics teachers in our Indian schools.
 - (8) Our examination system is also defective. Proper emphasise is not given on objective test.
-

Certain Hints for Drawing of Lesson Plans for Teaching Civics

Q. Describe briefly the things that are required for drawing a lesson plan.

Or

What is the importance of lesson planning in the teaching of Civics? Give an outline of the lesson planning of Civics.

Ans.

Lesson Plan and its importance

A pupil-teacher, when he enters a training college, is to take to practise teaching. This is the practical aspect of his education. He has to go to the class room and teach the students. For teaching the students he has to draw a plan. This plan contains the procedure and the method that the pupil teacher shall employ in teaching the students.

Aim of the Lesson Plan

The Lesson Plan is intended to show the following things:—

- (1) The knowledge that the students have acquired.
- (2) The direction towards which the students have to be carried, and the new subject material that they have to be taught.
- (3) In the beginning we have the general aims and objects of the teaching and in particular, aims and objects of teaching of that subject.
- (4) There is also a statement of experience of the teacher.
- (5) It aims at presenting a systematic knowledge of the subject of the students.

Importance of Herbart in the field of Lesson Plan—Herbart was the man who introduced this system of Lesson Plan. He was an idealist and believed in imparting education to the students for building up their character. In order to achieve this objective, he gave an important place to the teacher in the educational set-up. He gave a general method to be utilised by the teachers for imparting knowledge to the students in the class-room. With the help of

this method he could achieve the objective of building of the character of the students.

Four steps of Herbart—Herbart has laid down the following four steps in his method for teaching. He has said that the Lesson Plan or the method of teaching should have the following qualities :

- (1) Clearness or clarity,
- (2) Association,
- (3) System, and
- (4) Method.

Additions of Zillar—Zillar was a disciple of Herbart. He has made an attempt to improve the method of the teaching of Herbart. He has divided the step of clearness into two further sub-divisions namely, (a) Introduction, and (b) Presentation.

Generally this whole plan is known as five steps of Herbart. This plan of education is said to be very useful in the teaching of Science and Mathematics, but with certain modifications, it can also be utilised for the teaching of other subjects as well. In the following pages we have tried to apply this method in drawing of the lesson plans of Civics.

OUTLINE OF A LESSON PLAN

Lesson Plan No.....

Name of the Institution.....

Day and Date—

Class

Subject—

Period

Topic—

Average age

Time—

Name of the pupil-teacher

After writing all these things, the General Aims should be put down. These General Aims are almost the same in all the lessons. The aim of the teaching Civics is to achieve these aims or objectives. They are being given below :

General Aims—(1) To inculcate in the students the spirit of ideal citizenship.

(2) To teach the students the rights and duties of the citizen and the State.

(3) To teach them the lesson of self-control.

(4) To inculcate in them the feeling of world brotherhood or world fraternity.

- (5) To enable them to grow into useful citizens of the society.
- (6) To create and develop in the students the interest for the study of the Civics.
- (7) To bring about the development of the qualities of sympathy, sacrifice, co-operation and character in the students.
- (8) To develop the power of thinking, reasoning, imagination and decision in the students.
- (9) To develop in the students scientific outlook.

Specific Aims—These aims have a direct bearing on the topic or the subject-matter to be taught in the class-room. They should be presented in a simple, young and concised form.

Teaching Aids—(1) These are the devices by which the lessons are made interesting and effective.

(2) It is not necessary to use these aids in each and every lesson. They should be used as and when required.

(3) There should not be too many of the teaching aids.

(4) Too many teaching aids shall make the lesson burdensome and uninteresting. It shall also be an expensive method of teaching.

Previous knowledge or knowledge assumed

This forms the plank of the introduction. The teacher should be very cautious in using this. It is on the basis of this knowledge that the teacher begins his lesson. He has to know what the boys already know.

Introduction or preparation—It is this stage that the lesson starts. This introduction should be based on the following objectives :

- (1) To test the previous knowledge.
- (2) To prepare proper and effective atmosphere for acquiring the new knowledge.
- (3) To prepare the students to acquire the new knowledge.

There is no specific method or set pattern for the introduction. The teacher can begin his lesson by presenting a picture, a chart or a model. He can also narrate a story.

If the introduction is begun with questions, it should be kept in mind that the questions do not become too many. They should not exceed three or four. These questions should be psychological and well-ordered.

These questions should be based on the previous knowledge of

the students. They should not be separate from each other but they should be inter-linked.

Statement of Aim—After the introduction, the teacher shall state the main aim of his lesson. He shall tell the students what topic he is going to teach and with what objective in view.

This statement should be brief and in a simple language. This statement should enable to create the following 'We' in the students.

Presentation—Now the new lesson is presented.

While presenting the lesson attempt is made to co-relate and co-ordinate the subject-matter with other topics of subjects.

In order to present the subject-matter the pupil teacher may employ different methods and different teaching aids.

Generally in the training colleges, the questioning technique or narration technique is employed.

As far as possible, direct positive question should not be used.

Different Units—The teacher may divide the whole topic or the lesson into different units. This should be done in accordance with the convenience of the teacher, the students and the topic.

Black-board substance—At the end of each unit, the substance of the topic taught should be put down on the black-board.

The use of the black-board is made in different ways in different training institutions. In certain places only recapitulatory questions are put down on the black-board as a substance. At other places an attempt is made to develop the black-board substance along with the lesson. The students are not allowed to copy out the substance while the teaching is going on. They are allowed to write down the substance, after the presentation of the lesson has come to an end. Then the teacher examines it also.

It is the second technique that seems to be more useful.

Recapitulation—The main aim of this step is to ascertain and test the knowledge acquired by the students. This step is also helpful in testing the work of the teacher. This step should not take much time. It should finish with three or four questions.

Home Task or Home Work—The main aim of the home work is to develop the habit of self-study in the students. This enables the knowledge to become stable and permanent. It also broadens the outlook and the knowledge of the students.

While giving the home task, the teacher should keep in mind the interest, the aptitudes, individual differences, etc. of the students.

Correction Work—The teacher should correct the home task of the students in their presence every day.

Note—In order to amplify and clarify this proforma, given below are lesson plans.

LESSON PLAN NO. 1

Colvin Taluqdars' College, Biswan

Day and Date—Friday, 11th September, 1981

Class—VI

Subject—Civics.

Period—4th period

Topic—Functions of the District Board.

Average age—11 years.

Time—35 minutes.

Name of the pupil-teacher—Rajendra Krishna Malaviya.

General Aims

- (1) To inculcate in the students the spirit of ideal citizenship.
- (2) To teach the students the rights and duties of the citizens and the State.
- (3) To teach them the lesson of self-control.
- (4) To inculcate in them the feeling of world brotherhood or world fraternity.
- (5) To enable them to grow into useful citizens of the society.
- (6) To create and develop in the students the interest for the study of the Civics.
- (7) To bring about the development of the qualities of sympathy, sacrifice, co-operation and character in the students.
- (8) To develop the power of thinking, reasoning, imagination and decision in the students.
- (9) To develop in the students scientific outlook.
- (10) To give the students an idea of social needs and requirements, and develop in them those social qualities that bring about social efficiency.

Specific Aims

To teach the students the functions of the District Board.

Teaching Aids

- (1) A picture showing a city without any provision of the roads, drains, bridges etc. There is also dirt and filth scattered all around.

(2) Another picture which shows a city with proper arrangement of the roads, drains, sanitation etc.

(3) A picture depicting certain officers of the District Board inspecting certain things.

(4) Another chart that depicts the organisation of various social institutions.

Previous knowledge or knowledge assumed

The students are well aware of the life in the village or the city and the administration of the civic or village life. They are also aware of the fact that there is arrangement for every day sanitation and cleaning of the roads etc.

They have also seen and know the elections of the District Board.

Introduction

Questions by the teacher.

(1) Why do you clean your house ?

Answer by the student.....

(2) Which is that organisation about whose election you have already read ?

Answer by the student.....

(3) What are the functions of the District Board ?

Answer by the student.....

(4) What are the sources of income of District-Board ?

Answer by the student.....

Statement of Aims

Today we shall study about the functions of the District Board.

FIRST UNIT OF THE LESSON

Introduction or presentation

(1) Why the sanitation and cleanliness of your village is necessary ?

(2) What is the harm if the village is not cleaned ?

(3) In the morning, every day, employees of which body carry out the sanitation and cleaning of the roads and the drains of your mohalla ?

Statement of the teacher

In the morning, we see certain persons doing the job of cleaning of the roads and the drains of the villages. They are the persons appointed for the job by the District Board. The first task of the District Board is to keep the roads, drains and other places of the villages neat and clean.

Demonstration of the picture

Here the teacher shall show that picture of the city, where there is no arrangement of the roads, drains, bridges. etc.

After showing the picture, the teacher shall ask—

- (1) What do you see in this picture ?
- (2) Why no proper arrangement of the roads has been made here ?
- (3) Why there is not proper arrangement of the drains ?
- (4) Why the dirty water flows here and there ?
- (5) How are the people moving about and going from one place to other ?
- (6) How are people crossing the river ?
- (7) What is the reason for all this mismanagement ?

Statement of the teacher

The roads of this village are 'kachcha'. In the rainy season the water causes a lot of mud. Because there is no arrangement of drainage, the dirty water flows here and there and spoils the passage. Generally people have to swim across the river or hire out a boat.

On every side we find dirt and insanitation. The main cause of all this mis-management is that no Zila Parishad has been formed in this area. It is the Zila Parishad which is responsible for looking after all these arrangements.

Now the teacher will show the other picture. After the teacher has shown the second picture, he shall put the following questions :

- (1) What is the difference between the first picture and this second picture ?
- (2) What is the condition of the roads in this picture ?

- (3) How are the people crossing the river ?
- (4) Why is dirty water not seen flowing on the roads ?
- (5) What is the arrangement of the markets ?

Statement of the teacher

Now we see that the main work of Zila Parishad is to build roads, arrange for drainage and markets, construct bridges and look after other convenience of the civic life.

Black-board Substance

Then the teacher shall put down these various functions of the Zila Parishad on the black-board in a legible, neat and good handwriting.

Second Unit

Other functions of Zila Parishad:

Presentation

The teacher shall put the following questions :

- (1) Who look after the roads and the drains ?
- (2) Why is this arrangement made and care taken ?
- (3) If the roads and the drains are not looked after, what harm shall it cause ?
- (4) Who organises fairs in your village ?
- (5) Who runs school in your village ?

Statement of the teacher

The main job of the Zila Parishad is to build roads, look after the sanitation of the villages, run primary schools etc. If the District Board does not look after the sanitation, the filth is likely to cause several diseases.

Diseases are caused by the dirt and the filth. Officers of the District Board are responsible for arranging and helping fairs in the villages.

Demonstration of the picture

When the teacher has shown the third picture to the students, he shall put the following questions :

The questions shall be put while the picture is before the eyes of the students.

The teacher shall ask—

- (1) What do you see in this picture ?

- (2) Who looks after the roads and the drains of the villages ?
- (3) Who appoints these officials ?
- (4) Which body organises the exhibitions ?
- (5) Officials of which body carry out inoculation when any epidemic breaks out ?

Statement of the teacher

Now we see that Zila Parishad is responsible for the sanitation of the villages, building good roads, organising fairs and exhibitions and deputing its officials to inoculate people when an epidemic breaks out.

Primary schools are also run by the Zila Parishads.

Black-board Substance

The teacher shall put down his aforesaid statement in short on the black-board in a good hand-writing.

On the black-board only functions of the Zila Parishad should be put down.

Recapitulation—In order to test the knowledge of the subject taught in the class room, the teacher shall put down the following questions to the students :

- (1) Which is that body which looks after the sanitation of your village ?
- (2) What are the various functions of that body in regard to sanitation ?
- (3) What are the various duties that this body discharges ?
- (4) Give a description of all these things in detail ?

Home Work—The student should be asked to write at home and bring to the class room the various functions of the Zila Parishad or District Board.

LESSON PLAN NO. 2

Khunikhunji Girls Inter College, Lucknow.

Day and date—Thursday 1st October 1981.

Class—IX

Subject—Civics.

Period—V

Topic—Various social evils and the ways to eradicate them.

Average age—15 years.

Time—40 minutes.

Name of the pupil-teacher—Km. Urmila Saxena.

General Aims

- (1) To encourage the students to grow into an ideal citizens.
- (2) To mould the students into useful members of the society and to develop such qualities in them, that may bring about social good.
- (3) To develop mental faculties like thinking, reasoning, judgment, etc.
- (4) To develop the feeling of Nationalism and Internationalism and to divert them towards the ideal of 'World brotherhood'.
- (5) To develop respect for moral values in the studens.

Specific Aims

To acquaint the students with the social evils and to tell them the ways and means of eradicating the social evils.

Teaching Aids

Two charts, in one there should be a list and description of the social evils and in the other there should be a list of the ways and means of eradicating those social evils.

As far as possible, the whole description should be with the help of pictures.

Previous knowledge or knowledge assumed

Students live in the society and they are well acquainted with various social actions and inter-actions. They are acquainted with the customs and traditions of the society.

Introduction—The teacher shall, at first, present the first chart before the students. This chart shall contain various social evils with the help of the pictures. Then he shall put down the following questions and the students shall come out with answers.

Question 1—What do you see in the first part of the picture? (The teacher shall point out towards a particular picture with the help of the pointer).

Answer of the student—People are drinking wine in the temple.

Question 2—What do you see in the other part of the picture?

Answer by the student—Living women are being burnt into the fire.

Question 3—What effect these scenes that you see in the picture, have on the society at large? How can they be removed from society?

Answer.....

Presentation of the Aims—Today we shall read about the social evils and the ways and the means to eradicate them.

Presentation

Question 1—At what stage people are married in your society ?

Answer.....

Question 2—What is the age fixed for the marriage of a boy and the marriage of a girl respectively.

Answer.....

Question 3—What should be the proportion in the age of the husband and the wife ?

Answer.....

Question 4—Is there difference of only 5 to 6 years between the boy and the girl at the time of marriage ?

Answer.....

Questions 5—When there is difference of 20 to 25 years of age between the husband and the wife, what shall be called ?

Answer.....

Statement of the teacher—When there is a difference of 20 to 25 years of age between the husband and the wife, then it is called an ill-matched marriage. It is a social evil.

Question 6—What are the various social evils on which people spend a good deal of money ?

Answer.....

Statement of the teacher—In our society people spend a good deal of money on wine, gambling, cinema-going etc.

Note—After having made this statement, the teacher shall again put the following questions—

Question 1—In the village, at what age generally boys and girls are married ?

Answer.....

Question 2—What are the various problems of the Hindu society ?

Answer.....

Question 3—Which problem is very important in Hindu society ?

Answer.....

Question 4—What treatment is given out to women after the death of their husbands ?

Answer.....

Question 5—Why are women burnt in the fire or burn themselves on the pyre ?

Answer.....

Question 6—Why this evil custom has been removed ?

Answer.....

Question 7—What is the condition of the woman after the death of her husband ?

Answer.....

Question 8—What ways have been found out for the such widows ?

Answer.....

Question 9—Which of the two men or women is considered to be inferior in your society?

Answer.....

Question 10—Why is the woman considered inferior to man in Hindu society

Answer.....

Statement of the teacher—In our society, ill-matched marriages and child marriages are two great social evils and problems. Other than these social evils, we have drinking, gambling, lack of widow re-marriage, sati, thinking women to be inferior, etc, as social evils and problems. Dowry-system is the greatest social evil of the present day society,

SECOND UNIT

Ways to eradicate the social evils

The teacher shall put the following questions :

Question 1—How can Sati system be removed ?

Answer.....

Question 2—How can child-marriage be stopped in villages ?

Answer.....

Question 3—How can social problems like dowry system, ill-matched marriages, re-marriage etc., be solved ?

Answer.....

Question 4—How can the status of the women society be improved ?

Answer

Question 5—How can social evils of people like drinking, gambling, etc. may be done away with ?

Answer.....

Question 6—Suggest the ways to remove the dowry system ?

Answer.....

Statement of the teacher—The Government should try to frame such strict laws that people may not take to Sati, gambling, etc.

Law should also be framed to make child marriage an offence.

Such exhibitions and fairs should be arranged through which the people of the rural area may be acquainted evil effects of these social evils.

Heavy duty should be imposed on intoxicants.

Dowry system should also be banned by law. Government have already done it, but stricter enforcement of this measure is needed.

In order to improve the lot of the women, they should be given equal rights as are available to men. They should have freedom to take part in various aspects of social life. Widow marriage shall be a great boon in this direction.

Demonstration of the picture—Now the teacher shall show the other chart which contains the pictures of social reforms.

Black-board substance or writing substance on the Black-board—The teacher shall put down the following things on the black-board :

(1) **Social Problems or social evils**—Problems of (a) Widow re-marriage, (b) Child marriage, (c) Ill-matched marriages, (d) Low

status of woman in the society, (e) Drinking, (f) Gambling, (g) Dowry system, (h) Purdah system, etc.

(2) **Ways to remove the social evils**—(a) To ban dowry system by law, (b) to have strict control over gambling and drinking, (c) to organise exhibitions and lectures, etc. (d) to acquaint the village people with the results of these social evils, (e) to make arrangement for the education of the woman, (f) to give equal rights to woman (g) to explain to people the importance of the woman in society.

It is possible to eradicate the social evils of ill-matched marriages only when the people of the rural areas are made educated and conscious of the social evils of these things.

Recapitulation—The teacher may bring about the recapitulation with the help of the following questions :

Question 1—What are the various evils and main problems ?

Answer.....

Question 2—How can these problems be solved and evils removed ?

Answer.....

Home Task—The students shall be asked to write an essay at their home on the evils of the Indian society and the ways and means to remove them.

The teacher shall correct it in the class room.

LESSON PLAN No. 3

King George's Higher Secondary School, Satna.

Day and date—Monday 2nd November, 1981, Class—III

Subject—Civics.

Period—III Period

Topic—Regulated life.

Average age—8 years

Time—35 minutes.

Name of the pupil-teacher—Anoop Verma.

General Aims

- (1) To teach the students about citizenship.
- (2) To develop various social qualities in the students.
- (3) To bring about the intellectual development of the students.
- (4) To inculcate in the students such qualities that shall be helpful for the society in future and shall bring about the betterment of the human society at large.

(5) To teach the students the importance of good health and the merits and advantages of it.

Specific Aims

(1) To acquaint the students with the importance of regulated life.

(2) To acquaint them with the advantages and merits of a regulated life.

(3) To tell them to lead a regulated life.

Teaching Aids

A chart in which regulated life has been depicted through pictures.

Knowledge assumed or previous knowledge

The students are aware of regulated life. They lead the life according to the instruction of their guardians. In the morning the parents ask the children to get up and wash their hands and face.

Indroduction—It may be carried out with the help of the following questions :

Question 1—Children, at what time do you get up ?

Answer.....

Question 2—What do you do afier you get up ?

Answer.....

Question 3—What is your routine of life for the whole day ?

Answer.....

Statement of the teacher—Today we shall study as to what should be the routine of our life every day. We shall also study the various advantages of such a regulated life.

Presentation

Statement of the teacher—Every day you should get up early in the morning. After attending to every-day needs, you should go to the park for walk. You should come back home before sunrise. After having a light refreshment you should remember your lesson. The lesson should be read with interest and learnt properly.

When the mother calls, you should go for a bath and then sit down to eat, according to the orders of your mother. After taking food, you should go to the school at the proper time. When the school closes, you should come back home early and at the proper time. Then you should wash your hands and face and take some light refreshment. Then you should go out for games.

It is not proper to consume a good deal of time in games. It is better to return home before sunset. Then again hands and face should be washed. The food should be taken. After taking food you should again sit down to study. At 9 o'clock or 10 o'clock you should go to bed.

In other words all the work should be carried out in a regulated manner.

Advantages and importance—Regulated life has the following advantages—

(1) It keeps the body healthy and free from diseases.

(2) It also keeps the body smart and agile. When the body is healthy, the child feels interested in study and he also remains cheerful. Cheerfulness or happiness is very helpful for the body.

Black-board Work

The teacher should demonstrate the chart and put the following questions to the students.

Question 1—What do you see in the first part of the picture?

Answer.....

Question 2—What is the child doing?

Answer.....

Question 3—After having washed his hands and face, what is he doing now?

Answer.....

Question 4—How is he taking his food?

Answer.....

Question 5—What is he doing after taking his food? What is he preparing for?

Answer.....

Question 6—Where is he going after being free from the School?

Answer.....

Question 7—What is he doing after coming back home from the school?

Answer.....

Question 8—Where is the child going, with the bat in his hand?

Answer.....

Question 9—After playing, what does he do after coming home ?

Answer.....

Question 10—After reading, what does he do after putting the light out ?

Answer.....

Now the teacher points out to the other part of the chart and puts the following questions to the students.

Question 1—What effect the getting up in time, has on the health of the child ? How is the child looking ?

Answer.....

Question 2—Why is he looking here and there while he is reading ?

Answer.....

Question 3—Why does he look cheerful all the time ?

Answer.....

Question 4—How are his clothes ?

Answer.....

Question 5—Why his parents are showing love to him ?

Answer.....

BLACK-BOARD WORK

Regulated Life

- (1) You should get up in the morning at the right time.
- (2) After having washed your hands and face you should go out for walk.
- (3) Then you should have light refreshment and sit down for reading.
- (4) After taking bath, you should take your food at the right time and go to school at the proper time.
- (5) After coming back from the school, you should have light refreshment and go out for playing.
- (6) After returning from the play-field, you should take your food and sit down to study.
- (7) Children, you should go to bed at the proper time.

Advantages

- (1) It keeps the body healthy.
- (2) There is cheerfulness all the time.
- (3) There is agility and smartness in the body.
- (4) You feel interested in doing work and reading.
- (5) Then all elder people love you.

Recapitulation

It may be carried out with the help of the following questions:

Question 1—What sort of regulated life should you lead ?

Answer.....

Question 2—What are the advantages of such a life.

Answer.....

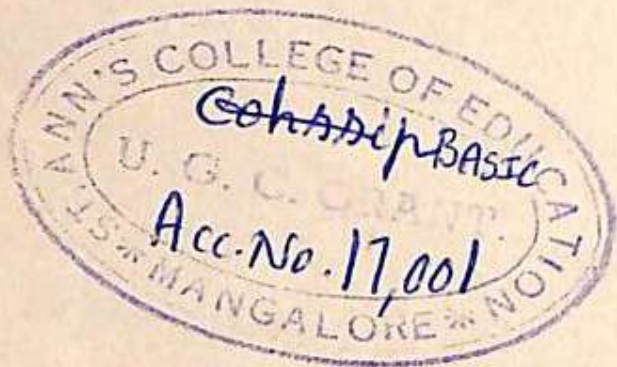
Home Task

Children shall not be given any written home work. They shall only be asked to lead such a life in practical manner. The direction should be inspiring and encouraging.

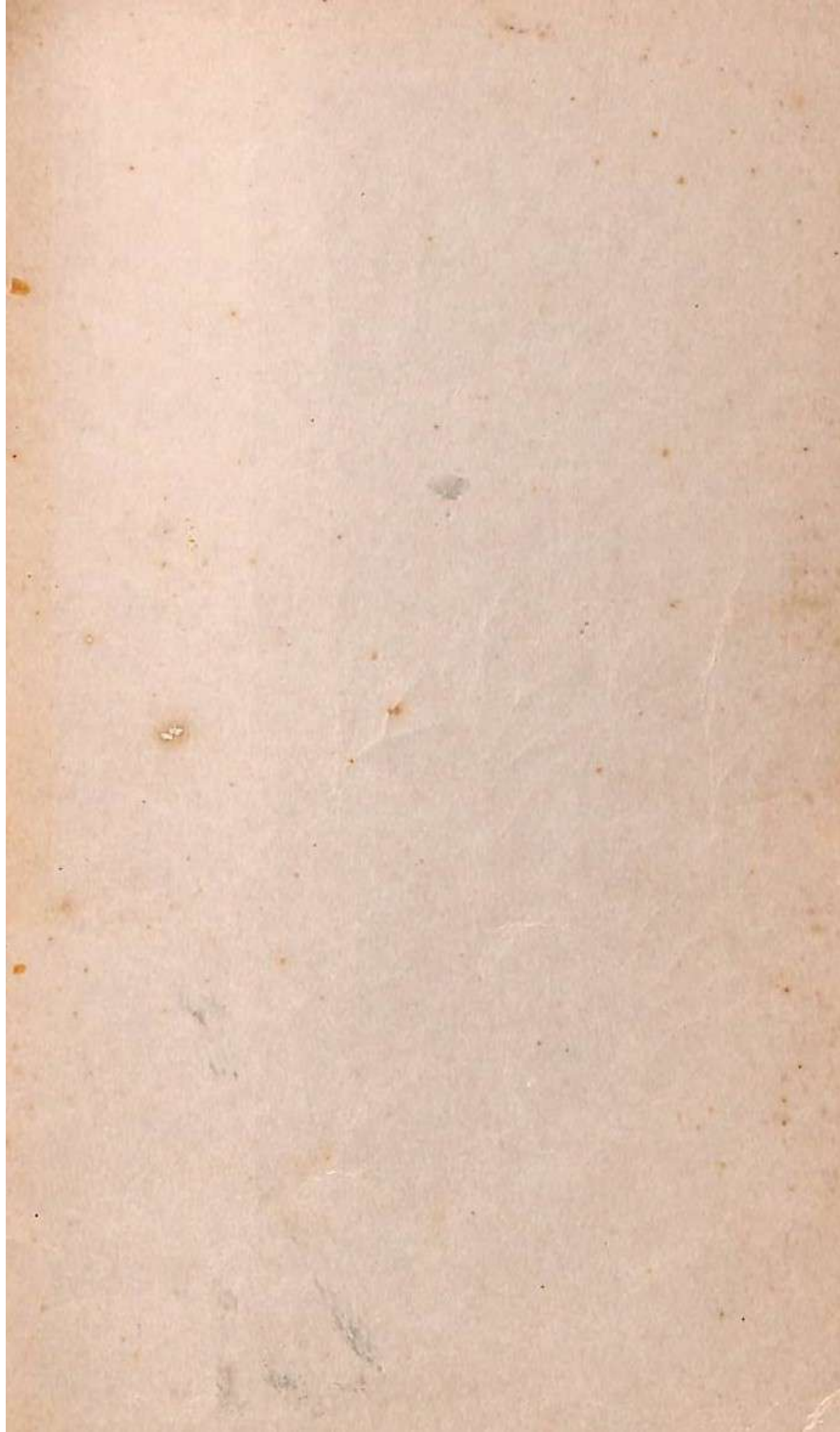
BACK-BOARD WORK

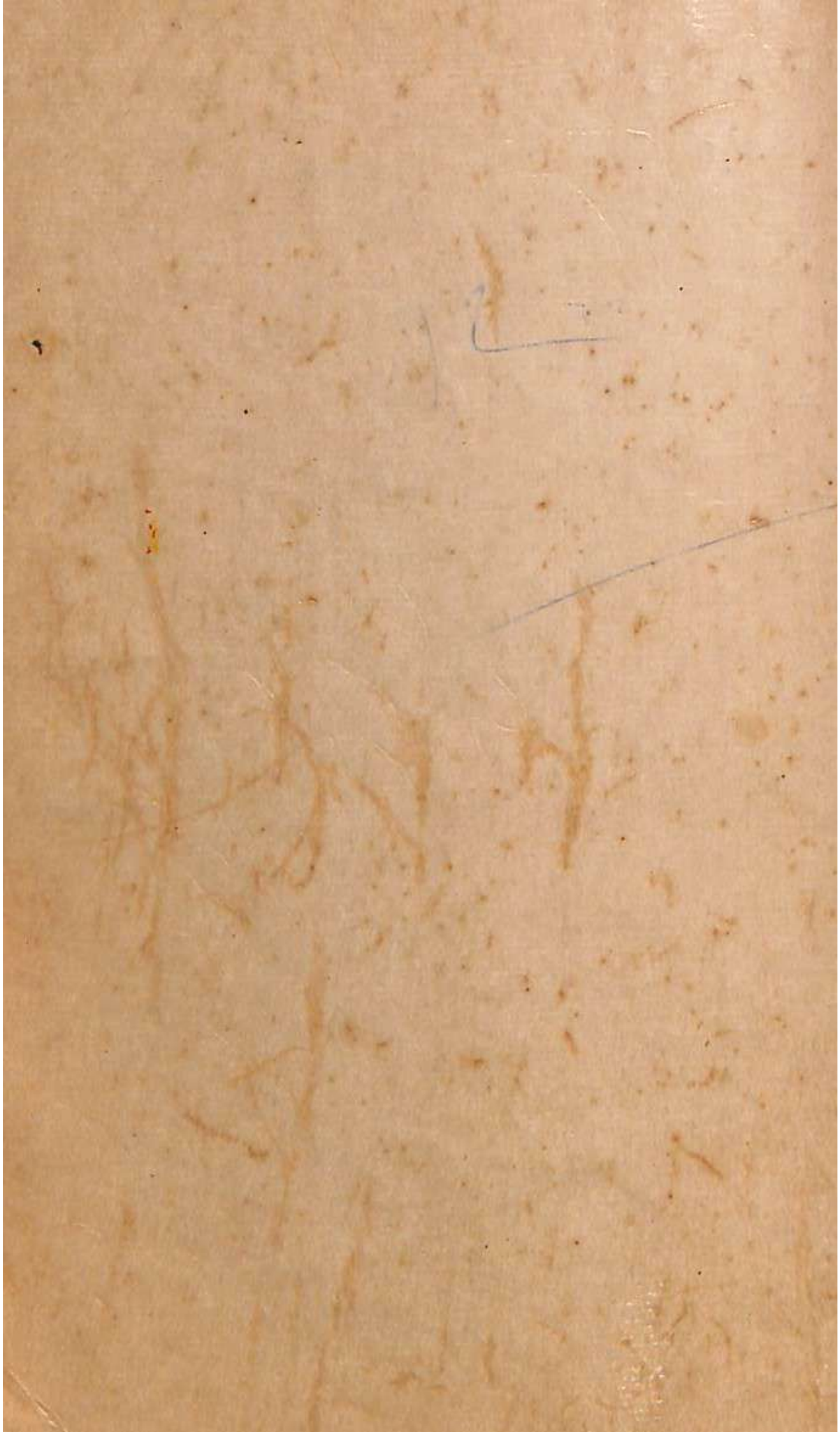
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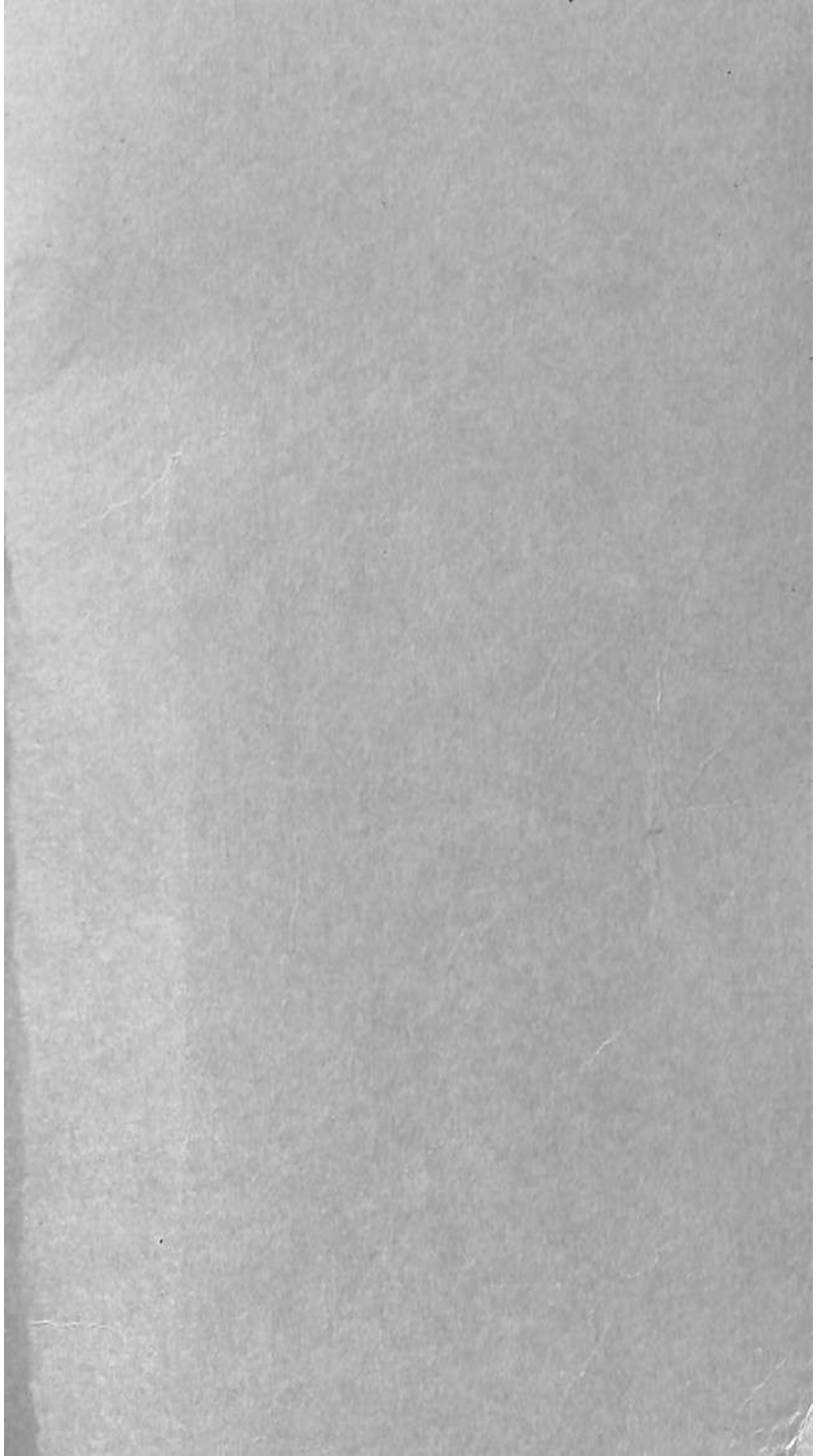
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