

ACCORDING TO THE SYLLABUS
UNIVERSITY OF EDUCATION, LAHORE

Teaching of Social Studies

for B.Ed. Students



Iffat Khalid



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For B.Ed. Students

Teaching of Social Studies

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PREFACE

This book is written according to the new syllabus of "*Social Studies*" for B.Ed (Elementary). This book contains all relevant material of the current syllabus. This book is written in very simple English and fulfills all the requirements of B.Ed. students.

All of our efforts on this book and everything else are Allah's blessings for his glory and not our own. Many people have guided us and given valuable suggestions for the completion of this book.

At the end, we express our deep sense of gratitude to all those writers, kiths and kins and friends whose work and assistance have been an invaluable and priceless source of light and inspiration to us. We are equally thankful to all my colleagues for assistance in reading and improving the language of the manuscript and also giving valuable suggestion for improving the text of this book.

Author

MEANING NATURE AND SCOPE OF SOCIAL STUDIES

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What are Social Studies?

Different people mean different things by Social Studies because, fortunately, exact scope and function have not been standardized. In its least developed form, a Social Studies course is sometimes built up merely by breaking down the artificial bearers separating the sub ject-fields of history and Geography, and adding enough Civics to supply pupils with essential information such as how the legal system works and the form and scope of local government.

But most schools that try out Social Studies soon pass beyond this rudimentary conception and see that the revealing to the child where he is in time, space, and society and the relationships that link the present with the past, the local with the distant, and personal and national life with the lives and cultures of other men and women elsewhere in time and space. It becomes, in fact, the study of relations and interrelations historical, geographical, and social and so provides the young person with that basis of public knowledge and orientation to life without which he is left unaware of the significance of study, his personality is denied the means of integration, his interest left unstirred and his energies untapped. In addition, a broad Social Studies course provides a core of knowledge, experience, and insight around which other subjects, at whatever degree of specialization, may be built up in a coordinate way.

All schools benefit from such a course. Modern schools find that a Social Studies course has a stimulating influence upon the study of other subjects, such as English and

mathematics, both of which are given added meaning if their content interlocks with that of Social Studies to some extent. Grammar schools that are sufficiently daring to introduce Social Studies find that the existence in the curriculum of a broad background course actually aids specialization of the type required for examinations. For example, one school that has consistently good results in History in the School Certificate examination puts its success down to the fact that History is taught as Social Studies up to the fourth form, after which the course is gradually switched on to the examination syllabus. The broad basis that has been laid before the concentrated course is undertaken serves to teach young people to think logically in terms of causes, effects, and relationships and thereby prepares them to use the material of History more effectively than they were able to do when whole course was limited by a formalized chronological framework.

A Social Studies course, absorbs the time and much of the subject matter formerly allotted to History, Geography and Civics, does not limit itself to the fields formally covered by these "subjects." The outlook is essentially broad and exploratory, and the course is broken up into a series of correlated units of study rather than conducted as a rigid sequence of lessons. It thus offers endless opportunities for active learning; for relating the lesson to contemporary events; for co-operative study by the form as a group. This active study in its turn encourages the child to search for himself into the material being studied.

"What we study in Social Studies is the life of man in some particular place at some particular time, and we use every possible 'subject' to help us understand his problems and how he dealt, or deals, with them. The main aim is to give a better understanding of present problems. We are attempting to give our future citizens some true understanding of the development of mankind. We are trying to trace with the children the fascinating story of how man has developed through the ages, of how man has studied to use and control his

environment and how his life has been influenced by this, of how our institutions have grown out of the past and should therefore be respected, and of how they have undergone many changes to meet changing needs and must undergo many more from time to time. Man's struggle with his environment yesterday and today, man's use or misuse of his powers and resources, his development, the essential unity of civilization, these are the main themes of Social Studies. We are trying to break the habit of putting knowledge into water-tight compartments labeled, History, Geography, English, Economics. We are also trying to train children in the habit of thinking clearly, to be able to use all the knowledge at their command to solve problems, and to be able to find the necessary information."

Some definition one given below.

According to Forrester. "The social studies are as the name suggests studies of society and their chief aim is to help the students to understand the world in which they live in and how it came to be so that they became responsible citizen.

According to John V- Michaelis. The social studies are concerned with man and his interaction with his social and physical environment. They deal with human relationships the central function of social studies is identical with the central purpose of education development of democratic citizenship.

In other words we can say that social studies is the life of man in some particular place at some particular time. We there use every possible subject to help understand his problem how he dealt with them men's struggle with environment yesterday and today. Man's use of his powers and resources, his development and the essential unity of civilization. These are the main themes of social studies.

So we can say that the social studies are understand to be those whose subject matter related directly to the organization and development of human society and to man as a members of social studies.

Importance of Teaching Social Studies

These are the importance of Social Studies.

1. Vast Scope

The width breadth vastness comprehensiveness and interation of social studies make it more important interesting and life related subject than history Geography etc separately. It presents the subject matter of the total environment of the child as it effect society. Students have to choice only two subjects like history and Civics or history and geography and they have to leave the other subjects hence the need for a combined subject like social studies.

2. Source of Knowledge

Social Studies is the means to provide knowledge of all social studies. In older times society was simple and the children learnt about their environment from the parents. Today the social environment has become so complex that it is not sufficient to give its knowledge through separate subjects like history geography and Civics. Hence the need to give unified and integrated knowledge through social studies.

3. Social Studies as Separate Subject

While teaching history Geography Civics and economics separately. The teachers has to limit their discussion with in the boundaries of these subjects. For example in teaching history the teacher discusses some personalities like kings and queens. In geography he discuss only certain countries, their boundaries mountains rivers members etc. while teaching civics he discussed about the government their constitution. But we see that the importance of various Social groups like family neighbour hood villages and cities is ignored. It is not possible for the teach to discuss the social activities its problems and solution of the society.

Hence the head for teaching social studies as a unified subjects.

4. Suitable upto Secondary Level

Children need general knowledge and information at secondary level and not a specialized knowledge of any subject. Most of the students leave their studies hence it is necessary that these students are acquainted with presented day social problems and their solutions so that they became effective successful and useful member to society. This is only possible through an integrated course of social studies.

5. Helpful for Enlightened Citizenship

Successful democracy requires enlightened citizens. For the people to rise above the narrow minded ideas of regionalism. A general integrated course of social studies is were helpful in developing a broad outlook than other social is sciences subjects because it imports knowledge about the following facts.

1. Everywhere people have their own specific need which they have to depend upon their own social and cultural environment.
2. All people depends upon each other to satisfy their basic needs the greater is the need for wider interdependence.
3. For the solution of their problems people take help from their social heritage. Hence the need to study the past social problems. And their solutions from every angle.

6. Helpful in Desirable Skills

The purpose of social studies is not only to give knowledge but also develop abilities to read, writes these skills are best developed through social studies. The acquisition of certain tools of learning and certain skills are essential for every child today. It is only through a unified course of social studies that such objectives can be achieved".

The interaction of the individual with society is also a part of the scope and meaning of the subject more over social

studies can be used as the care synthesis of all humanistic studies school it has particular values in this way in modern secondary school. Where the motto ought to be "Survey for service". Now we considered social studies not as a combination of several subjects but as a synthesized from all these history Geography Civics economics) to explain the present environment and how it has come to be man and his social environment is its central theme. Since the social conditions and problems go on changing so is its area of study.

Difference Between Social Studies and Social Sciences

Social studies as a term is comparatively new in education. It is meant to cover the ground traditionally associated with history Geography economics Civics etc. The students are required to adjust their environment include family community state and nation, so they understand the society. Social studies syllabus may be organized in different ways and both the integrated approach which seeks to combine the knowledge and skills provided by the separate subjects of history geography economics and Civics.

However Charles Beard describes social science as a body of knowledge from sticks stones, stars and physical objects this makes it clear that social science are advance studies of human society. Their purpose is to find out new truths about human relationships so as to contribute to social utilized advancement of knowledge.

According to Chester Harris. The social sciences are scholarly and advanced studies of human relationship. The social scientist is concerned with experimentation research and discovery to widen the frontiers of knowledge about man and his relationship with other men and with environment.

Both subjects are related to general education and no rigid boundaries between them. The social sciences are the part of cultural knowledge having direct bearing on man's activities

in particular field, interested in finding new further about social utility and extension of knowledge.

From the above statements we must refer the similarities between social sciences and social studies.

1. Both have reliable and be effective.
2. Both focus of attention in man's relationship with man and his change environment.
3. They are inter linked and social sciences, are beginning of social studies.

Difference between Social Science and Social Studies

1. Social sciences basically focus on social utility while social studies emphasis instruction utility.
2. The rang of social studies ^{science} is wider than social studies. ^{studies}
3. Social Sciences ^{are} is branch of cultural knowledge invested seeking truth about human relationship. While social studies help school students to learn selected portion what is already discover in social sciences.
4. Social sciences reflected the theory part of human affair while social studies are the practical part of human affairs.
5. Social Science demand adult approaches while social studies child centred approached.

From thee conclusion we can say that there are no hard lines that separate each other the social sciences comprise of independent disciplines of history Geography Economics political sciences civics where each discipline has its own concepts, method approaches to study while as social studies is an integration of History Geography economics Civics synthesized to present human relationship as its nucleus.

Relation of Social Studies with Other Subjects

Whenever teachers and curriculum planners become involved in the process of making decisions about what should be taught, they are addressing the scope of the program: "From which disciplines should social studies draw its content?" As detailed in the NCSS definition, eleven disciplines offer the content foundation for elementary school social programs, but the six most commonly associated with elementary school social studies programs are anthropology, economics, geography, history, political science, and sociology. A brief description of each follows:

Anthropology

Anthropologists study people to find out about their culture the total pattern of human behaviour and its products particular to a special group (language, tools, beliefs, social forms, art, law, customs, traditions, religion, superstitions, morals, occupations, and so on). Anthropologists study how human cultures have changed, from earliest preliterate societies today's technological environments gatherers and hunters, nomads, and diverse groups in modern societies. Archaeology, a branch of anthropology, is the scientific study of extinct cultures carried out by investigating physical survivors of the past skeletal remains, fossils, implements, tools, monuments, and other items found in the earth. Because of this immense scope of scientific study, anthropology has often been described as a universal discipline, one that comprehensively studies cultures by looking at all aspects of their existence.

Economics

Economics as a discipline studies the production, distribution, and consumption of goods and services. Economics affects all our lives. From youngsters who save their allowance for a special toy, to college students who must scrape together enough money for tuition, through newlyweds who apply for a mortgage as they buy their first home, all people face situations where they attempt to satisfy limited wants with limited resources. Referred to as the scarcity

concept, it is from this idea that a family of economics learnings emerges. Because of scarcity, humans have attempted to develop methods to produce more in less time with less material, by which specialization of labour was discovered. From specialization has emerged the idea of interdependence, a reliance of people upon one another that necessitates monetary, transportation, and communication systems. From interactions of these factors, a market system developed through which buyers and sellers produce and exchange goods or services. Finally, governments, responsible for controlling segments of the market system, assure the welfare of all their citizens. Information about the economy, included the study of taxation, consumer economics, and economic policy, helps one assess pressing issues of the day.

Geography

Geography contributes to the elementary school curriculum by providing the substances through which children learn about people and places, the natural environment, and the capacity of the earth to support life. "As a subject for study in the schools...geography provides an effective method for asking questions about places on the earth and their relationship to the people who live in them. It involves a pattern of inquiry that begins with two essential questions: Why are such things located in those particular place and how do those particular places influence our lives?"

In carrying out programs in the elementary grades, children should have opportunities to explore and understand their own life space as well as the features of other locations of the world. The learnings they accumulate help satisfy our urgent need to become more sensitive towards the quality of life on earth. The joint committee on Geographic Education elaborates:

The first task in geography is to locate places, describing and explaining their physical (natural) and human characteristics. Geographic inquiry continues by exploring the relationships that develop as people respond to and shape their

physical and natural environments. It permits us to compare, contrast, and comprehend the regions of the world and its various physical and human features and patterns. This knowledge helps us to manage the world's resources and to analyze a host of other significant problems in terms of the spaces they occupy and how these spaces interact with each other on the earth's surface.

Although geography is not commonly taught as a separate subject in our elementary schools, its content and processes are vitally important for the preparation of informed citizens.

History

People deal with the discipline of history as they systematically go about studying the past. History deals with the dynamics of change that occur over time. Many people think of school related history as requiring mindless memorization of names, dates, and events, but the recommended scope of the discipline is much greater than that. The Bradely Commission on History in Schools affirms that history "should never be reduced to a thin recital of successive dates and facts, but [should] carry what has been called thick narrative which combines lively story telling and biography with (concepts) drawn from every relevant discipline."

Knowing place names and locations is important in this classroom, but recent trends in geographic education have influenced the teacher to employ a much expanded view of instruction. In addition to identifying names and places, what other major elements comprise modern geography instruction?

History belongs in the social studies program because it helps describe the human condition over time and helps students understand how and why some things change and others continue. Realizing that the present is but a link in the continuity of past and future helps students comprehend and deal with change. History provides the temporal context in which students can find their place in the human story.

History is the dominant discipline contributing to the social studies, but is not itself considered to be a true social science, because the processes of empirical science are not utilized rigorously in historical study. This is not to fault the efforts of historians, but only to indicate that they are handicapped in their abilities to control or reproduce the phenomena they are studying, as scientists do. Instead, historians must reconstruct events of the past from surviving evidence, and resulting interpretations are not always accurate. Interpretations change as historians develop more sophisticated techniques of examining evidence and accumulate different kinds of evidence. Consider that, in the 1920s, many historians argued that the first large construction in the world were the Egyptian pyramids. This contention was disproved in the 1960s with the introduction of the technique of carbon-14 dating, which indicated that northern European monuments such as Stonehenge were constructed earlier than most of the pyramids. As we enter the twenty first century, powerful new methodologies, many using computers, may offer historians the rigorous processes that a true science demands. But, for now, history is treated as a discipline wavering somewhere in the murky region between the sciences and the humanities. This is why you frequently see references to the social studies as "history and the social sciences."

Political Science

Traditionally, political science (sometimes called civics) has been defined as the discipline associated with the study of society's attempts to maintain order by establishing governing institutions and processes. The emphasis of civic study has been to examine the structure and functions of government how people get power, what their duties are, and how they carry out their duties. Richard A., Brody adds, "Political scientists approach their subject through analyses of the historical development of a political institution or policy, and by means of detailed examinations of the day-to-day workings of contemporary governments. Political scientists take polls examine the speeches of politicians, study the actions

of legislations and judges, and probe the beliefs and personalities of political leaders." Political scientists share strong scholarly interests about the ways human beings think, organize and act politically.

Law-related education is a component of the study of political systems. It involves the knowledge of laws and legal systems, how legal and justice systems operate, and the importance of systems of law and justice for compatible coexistence. The quality of our everyday lives is inescapably affected by law and politics, so there is a pronounced need to understand politics and the political process in the social studies programs of our nation's schools.

Sociology

The *sociologist* studies people by examining their interactions with one another in groups or organizations such as the family, government, church, or school. Sociologists analyze the values and norms these groups hold in common to discover how they become organized (or disorganized) or why they behave as they do. They study how groups form, how they operate, and how they change.

Sociologists organize their study of groups around many questions, such as, What kinds of groups of people form in any given society? What are the expectations of each group member? What problems do the group members face? How does the group control its members?

To answer these questions, sociologists may visit a particular group, observe what the people in that group do, interview group members, or even live with a group for a short time to more completely understand its nature. This firsthand information is enough to get sociologists started, but they must check the validity of their information. By studying written material, television, films, radio programs, and a variety of other resources, they determine whether their original descriptions were based on inaccurate observations or sound perceptions.

CHAPTER - 2

AIMS AND OBJECTIVE OF TEACHING SOCIAL STUDIES

Students has to take part in different activities and programmes. These activities can be divided into two main groups, i.e. organized and random. When he takes part in random activities has nothing his mind but in organized activities he has clear cut purposes. These purposes are decided beforehand. These aims/purposes are determined by us, or by our elders or by the community keeping in mind the philosophy, religion and socioeconomic conditions. The purposes give the people a guideline a actions. Like this in education aims are more necessary because in keeping these purposes we can make the educational process or activities more effective and productive.

4.1 The Need and Importance of Aims

Aims give direction to an activity or motivates behaviour. With the help of aims we can do our best in right direction. To have an aim is to act with meaning, not like an automatic machine.

There must be some meaning in the organized educational activities. Every activity ought to have meaning which fits in progressively into a larger framework of meaning. It is only an idiot or an abnormal person who engages in a meaningless activity, who is not aware of the probable consequences of his actions, who is not able to visualize his activities in relation to other's activities. Aims are necessary to make life meaningful, purposeful and free of anxieties about consequences of action.

1. Aims are all the more important in education. The reason being that the child is immature at birth and

does not know the ways of the world. It is through education that he is socialized. Thus education bridges the gulf between the original nature of the immature child and the demands of the society. It should, therefore, have a clear cut aim.

2. An activity is purposeful when it is pursued with a view to achieve certain objectives. Education is a planned activity; so it should have an aim. This aim should be clearly laid down before us so that we may try to achieve it.
3. Absence of aims or ignorance of the right ones makes the activity haphazard, confused and chaotic. The educator is like a Sailor who is ignorant of his destination and the child is like a rudderless vessel which may be drifted along somewhere ashore.
4. The aim is the real force which directs the activity. We do not act like a machine. Our actions are with a clear purpose in view. Dewey says, "acting with an aim is all one with acting intelligently."
5. Aims enable us to decide upon the right methods of teaching, to choose correct devices to be used in teaching and to carefully marshal the content of education. We as educators carefully evaluate the existing conditions in the light of our objectives and plan for the future. Hence aims are like guiding lights in the educational process.

4.2. The Criteria of Good Aims

- a) Aims must emerge out of existing conditions. The social, economic and political conditions of a given group of people at a particular point of time must be kept in view while setting up aims of education.
- b) The aim should be only a plan of action, a tentative sketch, a blueprint. It must be flexible in character. One must be able to moderately deviate from it if

necessitated by changing social, economic or political conditions. An aim that is exclusively dictated from outside the educational system tends to be rigid. External dictation, if required, must provide a broad framework of action only. Aim must be experimental in character hence constantly growing as it is tested in action.

- c) The aim must be founded upon the activities and needs of the given group of individuals to be educated. That is, it must depend upon the psychology of learning and development.
- d) The aim should be defined, as far as possible, in operational terms. It should not be stated in a very general and abstract way. It should lend itself for conceiving and formulating definite steps for its realization. For instance, if it is said that the aim of education is to lead towards the "Good Life" or assist in 'Complete Living', and left at that, it would lead to confusion when a group of people try to formulate steps for realizing the aim. There would be no general agreement about the concept of the aim:

According to John Dewey following are the features of good aims:

(i) Good Aims are related to Real Life Situations

The emerge, from real situations of life. It is only under these situation that they can be realized.

(ii) Good Aims are Flexible

Life is not static. It is changing due to advancements in science and technology. We are always facing new challenges in life. Hence our aims cannot be static. They change with a changing life situation.

(iii) Good Aims involve various Types of Activities

Human beings are busy in various types of activities. Good aims try to highlight all the social and purposeful

activities as a part of the educative process. All these activities have a social value and are according to the philosophy of the times.

4.3 Factors Determining the Aims

The determination of educational aims is not an easy task and they cannot be determined suddenly. There are many factors which determine aims of education.

(a) Various Political Ideologies

Various political ideologies lead to various forms of government, e.g., democratic, totalitarian and communistic. It is these forms of government, which lead to different aims of education. According to Brown, the political philosophy of the ruling class also influences the aims of education.

(b) Social and Economic Problems

Every country has certain social economic problems. These problems have to be solved through the educational system. Hence, these problems find a place in the educational system.

(c) Prevailing Philosophy of Life

In every country some philosophy of life is acceptable to most of the people. It is this philosophy which determines the aims of education. We have different aims for the Naturalistic, idealistic and Pragmatic philosophies.

Objective of Teaching Social Studies

Though the two terms aims and objective are considered as synonyms and used interchangeably yet in a deep sense there is a lot of difference between aims and objectives values and aims are quite inter related and rule dependent we aim at a thing because we value it. The values or advantages that we can draw by achieving a thing become our purpose or aims. These may be taken as the broader purposes or goals or forgets that can be anticipated through teaching of social studies. For achieving these aims these are usually divided into

some definite functional and workable units called objectives objective are therefore the way and mean of achieving the aims in a more practical way. So objectives are the specific and pieces behaviour out come of teaching a particular topic is social studies characteristics of a good objective one.

- 1) It should be specific and precise
- 2) It should be attainable.

Probably the most common educational objective is the acquisition of knowledge by knowledge we mean that the student can give evidence that he remembers either by recalling or by recognizing some idea or phenomenon which he has had experience in the educational process knowledge may involve mere complex processes of relating and judging. Another important objective in the development of intellectual abilities and skills. This has been labeled as critical thinking by same problem solving by others.

Without definite aims objectives, clearly set out, a syllabus may lack a binding purpose and meaning. Without such a framework, a course might never be properly constituted on the one hand, and on the other it could disintegrate into a series of unrelated learning experiences which, instead of creating a new learning situation in terms of topics and methods, might well hinder pupils from acquiring more knowledge and a greater understanding of the society of which they are members. At present many teachers are involved in creating courses of social studies and some of the following aims and objectives may be of use to them in the preparation of schemes for submission to heads of departments and to heads of schools.

Aims and Objectives of Social Studies

1. To provide children with an opportunity of acquiring a knowledge and understanding of the society in which they live.
2. To provide work that is relevant, and that is easily seen by pupils to be relevant to their needs and lives today and to the lives they are likely to lead in the

future, as they try to understand the complex world in which we live.

3. To create a learning situation where children will not merely acquire factual knowledge, but will also develop approaches to and methods of work that will allow them to discover relationships and see particular facts and topics as part of a whole.
4. To make children aware of the existence and availability of a large body of factual information about society, with the emphasis on where to find out, rather than haphazard memorization.
5. To encourage pupils to enquire, discover and think, by providing a variety of content and methods that can appeal to youthful enthusiasms, stimulate the imagination, promote intellectual curiosity, and provide a spur to further investigation.
6. To develop critical faculties which can be used as a defence against crooked and illogical thinking, and against the subtle and persuasive techniques of the mass media.
7. To develop an understanding of the distinction between various kinds of evidence, to evaluate evidence in order to arrive at rational conclusions, and to develop the ability to distinguish relevant from irrelevant facts in decision-making processes. In other words, to create exercises in judgment and to develop the art of discrimination.
8. To provide content, methods, and resources for pupils of all levels of ability and of differing motivations.
9. To create a learning situation where the ability to distinguish between fact and opinion, opinion and theory, hypothesis and proof, can be developed by children of the highest and lowest academic abilities.

10. To provide an opportunity for pupils who may not be motivated to work in other more traditional subjects to discover interests, to develop them and thus prove to themselves as well as to others that they are as capable as anybody of achieving fulfilment.
11. To help pupils appreciate the importance of individuals, both in themselves, and in their relationship to the society and environment of which they form part. This may be more easily achieved through local, national and comparative world studies, in which historical and anthropological material would prove most valuable.
12. To arouse a lasting interest in man, his achievements and difficulties, so that after school life people may be able to look on current events in their broader aspects, as they affect the lives and interests of other people, as well as their own.
13. To provide an atmosphere that will lead to an enrichment of individuals and the over all quality of life through a presentation of a kaleidoscope of the ever changing world and a growing awareness of the arts, literature and scientific developments.
14. To create a situation where pupils become aware of an sensitive to the problems of society, and to important social and moral questions such as racialism, the philosophies of different types of government, attitudes to war, poverty, injustice and the desperate plight of many human beings in the local, national and wider world today.
15. To try to give pupils a means of interpreting and assessing developments in the world, and to enable them to see where things that happen are related (or not, as the case may be) to a central point or whole the good of humanity.

16. To try to develop through social studies a fundamental process of increasing the wisdom of the adults of the future, their understanding and ability to live together with others, and of improving their basic attitudes to society.

In brief we can say that social studies taught to promote the values and ideas of humanism socialism and democracy. It should include attitude and impart knowledge necessary for the achievement of principal values of a just world order.

Instructional Objectives of Teaching Social Studies in Primary Classes

These may be summarized as follows:

A. Understanding

- (i) The basic requirements (i.e, food, shelter and clothing) of man throughout the world are same. Man seeks the help of others to fulfil these needs.
- (ii) Human life has a close connection to his physical environment and his activities, to a large extent, are conditioned by it.
- (iii) Man's life is made possible by the use of physical resources, like soil, water, forests, minerals. Man needs these resources badly and it is his duty, therefore, to conserve them and to put them to the best possible use.
- (iv) Man lives in society. He has to depend on others for his needs. Thus, members of a family, states of a country and different countries of the world are dependent on one another. Life is impossible without co-operation.
- (v) Mutual co-operation, goodwill, trust and a sense of responsibility are an essential prerequisite for smooth and peaceful life in the society.

- (vi) In the Democratic Republic of India, all citizens have equal rights and duties. We should understand these fully and discharge them conscientiously.
- (vii) There is a great diversity among the people in the different parts of the country with respect to languages, food habits, dresses and religious beliefs. In spite of all these differences, we all are Pakistan and make one nation.
- (viii) India has a culture of her own, and we, Pakistan, cherish certain values. In order to preserve and modify our culture and values, it is essential to know these.
- (ix) Several great men from all over the world have contributed to the development of Pakistan culture. We should know also about these great men.
- (x) There is a great diversity in different countries but all countries are a part of one world. Each country has some important contribution to make to the world. We should show the same respect to the people of each country and should honor the differences in their religious beliefs and faith.

B. Information

- (i) Important facts about the lives and contributions of great men such as Socrates, Lincoln, Lenin, Tolstoy, Quaid-e-Azam discoverers and scientists as Columbus, Galileo, Newton and Einstein etc.
- (ii) Important facts about the people of Pakistan National symbols and festivals.
- (iii) Important facts about heritage monuments, religious, scripts languages, handicrafts, festivals and stories of famous rulers, reformers, writers, scientists, saints.

- (iv) Pakistan physical divisions, resources, transport and communications.
- (v) The globe and map of the world.
- (vi) Ways of living in the different parts of the world.
- (vii) How we govern ourselves fundamental rights, directive principles and duties of a citizen.
- (viii) Important facts about the United Nations, work of UNICEF, WHO, UNESCO. India in the U.N.
- (ix) Important facts about transport and communications.

C. Attitudes

- (i) Respect for people of different religions, communities, languages and occupations.
- (ii) Respect for and pride in the national goals and values.
- (iii) Faith in country's unity.
- (iv) Respect for national symbols.
- (v) Accepting small responsibilities for the sake of the country.
- (vi) Keen desire to preserve country's independence.
- (vii) Willingness to share responsibility to preserve personal or government property and the natural resources of the country.
- (viii) Respect for law and government.
- (ix) Respect for teachers and elders.
- (x) Sympathy for the poor and the helpless.
- (xi) Faith in international understanding and cooperation.

Teaching of Social Studies

- (xii) Appreciation of natural beauty.
- (xiii) Awareness towards change.
- (xiv) Self-reliance.

D. Skills

1. While taking part in meetings and working in groups, children should be able to.
 - (i) express themselves clearly and logically through speech or writing; (ii) listen to others with due respect and attention; (iii) use respectful language during conversation and to speak on one's turn; (iv) discharge assigned responsibilities, to co-operate with others and to be able to lead others; (v) take active part in meetings, debates, dramas and other activities to work systematically; (vi) arrange exhibitions; (vii) collect information from different sources, to present it, to use it and to write brief reports.
2. While visiting important places in the neighborhood children should be able to.
 - (i) plan tours and excursions; (ii) be courteous and respectful towards others; (iii) co-operate and share things with others; (iv) understand the traffic signs and follow the traffic rules.
3. While using maps, charts graphs and globes children should be able to
 - (i) identify read and compare different types of maps such as simple maps of village, district, and state; relief maps, historical maps, railway maps etc.; (ii) measure the distance between two places on the map; (iii) locate different places on the map; (iv) read directions on the map; (v) know and understand the meaning of colors and symbols used in maps; (vi) understand the difference between a globe and a map; (vii) read easy and simple charts and graphs; (viii) prepare simple charts and models; and (ix) arrange in the album pictures, flowers, leaves and newspaper clippings.

Instructional Objectives of Teaching Social Studies in Middle and Secondary Classes

A. Understanding

1. The culture of different societies of the past and of today are integrated wholes and can be understood fully only through a study of the inter-related part of the culture.
2. For most, societies development through internal processes, influenced by ideas from other societies.
3. In Pakistan and throughout the world, development tends to be towards greater democracy and recognition of human rights.
4. Scientific and technological development in the world today are helping to bring all peoples into closer communication with one another.
5. As the world becomes more and more a system of inter-relationship among independent nations, nationalism and sovereignty must be interpreted in terms of loyalty to world ideas and institutions.

B. Information

1. Important facts about Ancient Medieval, Modern Pakistan, the History of Mankind and Contemporary world.
2. Important facts about our civic life, our Constitution, Independent Pakistan..
3. Important facts about the atmosphere, lithosphere, landforms, different regions such as Australia, Asia, South America, Europe, the Soviet Union Pakistan and general geographical features as landforms, climate natural regions of the world, natural resources, major occupations, agriculture, minerals and power, industries, transport and communication, international trade, population of the world and Pakistan.

C. Skills and Abilities

1. Knowledge of where to find needed information and ability to use the simple tools of the social sciences, such as maps, globe, charts, graphs, statistical data and government reports.
2. Skills in critical thinking, in recognizing bias, in evaluating sources of information, in weighing evidence, in recognizing and resisting propaganda, and in arriving at independent judgments.
3. Ability to participate constructively as a member or leader in group discussions; ability to help in guide group activity towards a desired accomplishment.
4. Skills in using various sources to keep informed on new developments in Pakistan and the world; ability to relate new developments to local, state and national problems.
5. Ability to relate lessons from history to the problems of the day.

D. Attitude

1. Respect for the accomplishments of man throughout history in solving problems and in gradually taking civilization to greater heights.
2. Recognition of the need for change as a normal process through which human existence is improved.
3. Respect for the individual personality, for individual right to freedom and liberty, equality of opportunity, freedom of belief and religious expression and for all other rights and liberties normally associated with the democratic ideal.
4. Respect for democratic processes of decision making and acceptance of responsibility; compromise of personal desires with the common will and appreciation of follower-leader roles.

CHAPTER - 3

SOCIAL STUDIES CURRICULUM

Curriculum is a "latin" word that means running, race, path, course or career. All these words its literal meanings.

In terminological meanings are outline of the course in the school, college and university. The term curriculum begin to use in 1956 and Americans use this term. Curriculum is defined reflects value judgments. The definition used also influences how curriculum will be planned and utilized.

In 1918, Bobbit's "Curriculum have presented a particulars concepts. Many of these conceptions have contained similar elements. Curriculum is essentially "the Pivot and hub around which all activities in the school revolve. It is the sun total of experiences that the child receives in and outside the classroom through library, workshops, sports and games etc."

Accordingly to crow and crow. "curriculum includes all the learner's experiences, in or outside school that are included in a program which has been devised to help him develop mentally, physically, emotionally, socially, spiritually and maradly.

J.F. Ker defines curriculum as "all the learning which is planned and guided by the school, whether it is carried on in groups or individually inside or outside the school.

Lewis and Miel: Identified definition of curriculum in the following categories:

1. Course of study
2. Intended learning outcomes:

3. Intended opportunities for engagement.
4. Learning opportunities provided, learner's actual engagements.
5. Learner's actual experiences.

Tanner and Tanner:

Traced the history of curriculum definition showing that "Curriculum" has been variously defined as:

1. The curriculum tradition of organized knowledge.
2. Modes of thought.
3. Race experience.
4. Guided experience.
5. A planned learning environment.
6. Cognitive /Affective content and process.
7. An instructional plan.
8. Instructional ends or outcomes.
9. A "Technological system" of production.

Curriculum is concerned not with what students will do in the learning situation but with what they will learn (or be able to do) as a consequence of what they do. Curriculum is concerned with what result, not with what happens. It deals with expectations or intentions and more specifically with the learning outcomes intended to be achieved through instruction.

The concept of the curriculum as objectives to be achieved has had a profound impact on education.

Curriculum Process

The curriculum process consists of five phases.

1. The selection of aims, goals and objectives.
2. The selection of learning experiences calculate to help in the attainment of these aims, goals and objectives.

3. The selection of content through which certain types of experience may be offered.
4. The organization and integration of learning experiences and content with respect to the teaching learning process within school and classroom.
5. Evaluation of the effectiveness of all aspects in attaining the goals detailed in selection topics.

Selection of Content

The selection of content tends to become the principal concern of many curriculum makers. Every learning experience involves content, in that a person is acting upon or being acted upon by some other person or thing. The result is behaviour with respect to an environment. For purposes of conservation, application, extension and prediction various aspects of this environment may be arranged and organized from a particular point of view.

One point of major importance in considering content is that it cannot be directly related to the general aims education, as, for example, in statement that subject. A is studied to enable the student to handle abstractions, or subject (13) so that he may develop a capacity for communication.

Selecting content then becomes a question of deciding what knowledge concepts, principles, generalizations, theories, the cheques and procedures in a particulars subject shall be used. When the content has been selected suitable experiences are designed on the basis of their relevance to that content.

Points to be Kept in Mind While Organizing .

The Content Material

Organization of content material is an important aspect of curriculum construction. The selection of content material for different levels is done according to the aims of teaching social studies and then it can be organized according to any of the above mentioned methods concentric, topical or until

method. A mixture of all the three methods can also be used. But while organizing the content material, the principles of curriculum construction should be kept in mind, specially the following points:

1. **Impression of One Integrated Subject.** The content matter of social studies includes history, geography, civics, economics etc., but it does not mean that these subjects occupy independent positions. On the other hand social studies in such a unified subject in which all these subjects are integrated into one whole. Therefore while organizing the content material, the functional relationships among all these subjects should be kept in mind and maintained, so that it gives an impression of one integrated subject.
2. **Sequence Based Organization.** Social studies is a study of relations and inter relations between man and man, man and society, man and social environment as a whole. It tries to convey that the present state of human achievement has been possible due to a long struggle of interactions and inter-relations between man and his physical and social environment. Although the content matter is scattered here and there, but there is a sequence in it. That sequence should be identified and preserved to make its study understandable. This can be done in two ways. (i) Maintaining the relationship of one lesson with the other, and (ii) the content matter of one class leading to the next.

3. **Balance.** There should be balance in the organization of social studies content material for three angles.

- (i) There should be balance among its constituent subjects history, geography, civics, economics as well as in the organization of their topics.
- (ii) There should be balance among the outcomes or objectives of teaching social studies i.e., knowledge, skills, attitudes and interests. The organization of

content material should be only stress knowledge or information objective but there should be sufficient material for the development of personality qualities like various skills, attitudes, interests and other traits.

(iii) There should be 'balance among the activities include in the curriculum.

4. **Student Centered.** The selection as well as the organization of the content material should be according to the physical, mental and intellectual abilities and capacities of the children. We should not only keep in mind, what the children can learn but also "how they can learn." To achieve this objective not only the teachers should make use of proper teaching method and technique, but the curriculum framers should also keep in mind the needs of the children while organizing the content.

5. **Correlation with Other Subject.** Because of its comprehensiveness, the subject of social studies is connected with other school subjects. There is hardly any subject which is not linked with social studies. Therefore while organizing its content material, care should be taken to establish natural correlation with other subjects as and where, it is possible. For this purpose it is essential to keep in mind the content matter of different subjects and cooperation of those subject teachers should be sought.

6. **According to Available Sources.** The subject of social studies is not limited to books only but the teacher has to make use of other practical and social activities to make the students understand the various relations inter-relations and interactions existing within the society. For this he requires various kinds of teaching aids and other resources. Therefore the availability of these resources should be kept in mind while organizing the content. If the content is organized, keeping in mind

the resources available in the school as well as in the community, the achievement of objectives becomes easier.

7. **Flexibility.** Teaching is a dynamic activity. The teacher, while teaching has to make necessary changes keeping in view the time and resources available, the prevailing situation and the mental level of students. There has to be this flexibility to make the teaching learning process effective. The dynamism of the subject can only be maintained if there is flexibility in its organization. This flexibility provides the teacher with sufficient freedom to make his teaching effective and to seek active involvement of students.

Importance of S. St Curriculum

Curriculum is an important tool in the hands of social studies teacher to teach his goal.

William B. Rogan has commented, "The course of study has the same relationship to the curriculum that road map has to the actual experience involved in taking a trip."

William J. Bennet says,

"If the teacher is the guide, the curriculum is the path. A good curriculum marks the points of significance so that the student does not wonder aimlessly over the terrain, dependent solely on chance to discover the landmarks of human achievements. Social studies is the integration study of the social sciences to prepare citizens.

The importance of social studies is to develop social understanding and civic efficiency. The social studies curriculum builds capacities in young-people.

- ▲ Disciplinary Knowledge.
- ▲ Thinking Skills
- ▲ Commitment to democratic values.
- ▲ Citizen participation

CHAPTER - 4

SOCIAL STUDIES TEXT BOOK

The most important aid in the teaching of social studies is the textbook. It is indeed more than aid in the majority of schools it determines the facts to be taught of teacher called upon to instruct any grade is almost certain to demand a text book for use by the children.

Textbooks have sometimes shaped and sometimes followed the ideas of makers of social studies programs. An the theories of social studies examined in earlier chapters. Facts and arrangements of facts have therefore varied widely. The teacher is search of a textbook will be naturally guided. Beyond this there is however a useful classification based upon the degree of fullness with which facts one treated three general types one distinguishable.

1. Books that aim to present a bare skeleton or framework of facts some time more than an outlines or syllabus.
2. Books that develop the outline into a seller reading story and yet frankly leave room for further development they may be designed by the French term manners.
3. Books that aim to be self sufficient to treat each topic so fully as to make it intelligible with out further development they may conveniently be designed by the French term course.

Each type of text book is to be judge by the purpose for which it is intended. It is society fair to complain of a book frankly designed to a manner that it is too condensed and too dry and the teacher who use it must supplement the material by

▶ Inquiry

▶ Interest in public affairs.

Social studies should be part of the curriculum for the purpose of helping students understand human interactions that occurred in the past, are accruing now, and that are likely to occur in the future. There understanding is they may help students develop values that will make it more likely that they will be able to determine for any situation what right thing is and do it especially when doing the right thing is hard to do.

1. Social studies programs have as a major purpose the promotion of civic competence. What is the knowledge skills and attitudes.
2. Social studies curriculum help students construct a knowledge base and attitudes drawn from academic discipline as specialized ways of viewing reality.
3. Social studies curriculum reflect the changing nature of knowledge.
4. Social studies program addresses the contemporary conditions of real life and academic scholarship.

oral instruction. Nor it is fair to complain of a book frankly designed to be a course that it is too full of details it leaves little for the teacher to do except to bear lesson. These are considerations to be decided before text book is selected.

But we learn in our system of education text book is one of the important instructional material and it should be designed carefully for class room use by experts flower it is concluded that text books could not be dropped out of the system.

Textbook is more full the students teacher in the following aspects.

1. Students book: Students normally receive individual copies of their own text. Containing treatments of selected concept.
2. Concept Study Guide. Students may receive their own books that provide reinforcement for each lesson included practice in key concept and skills. An accompanying teacher's guide contains exact copies of the students pages along with directions and correct answers.
3. Provide Knowledge textbook of social studies provide knowledge at one place. The material is presented in a clear. Self explanatory manner systematically and logically.
4. Provide the base to start. It provide the common ground that can be explored by the teacher and students together. It can also focus attention of some issues events sequences circumstances.

Teacher's Manual

The teachers' edition duplicates the students text augmented with easy to use instructional support. Key terms back ground information discussion questions precise lesson format and ideas for execution and reinforcement study prints. Enlarged color visuals illustrating key instructional concept are

often available. They usually come with suggested discussions or ideas for related lesson.

For Test

My story text for every chapter help assess each students command of major skills or level of comprehension text items usually appear in variety of formats including short answer and essay question.

Criteria for a good text book

For a good Social Studies text book it must follow the following criteria otherwise it will be use less for students of teachers.

It should be child Careered

The Social Studies textbook should be primarily addressed to pupils of a particular age group and of a particular society. It should also reflect the stage of the students so the students must under the content of textbook.

It Should be Colourfull

If the textbook have a visual appeal fully illustrated with altercative colorful and inspiring picture maps graphs time line etc. It help the students in better understanding of the subject matter.

It Should Fullfill the Purpose of Social Studies. A good social studies textbook is expected to put special emphasis on National integration. Ideology so it is expected to enable the children to appreciate Pakistani rich culture Pakistani tradition glorious future and religistration.

Appearance of the Book

It should be attractive and pleasing to take the form of self study reader. The cover the printing the binding quality of paper size etc. should be suitable so as not to cause any visual strain.

It Should Provide Exercises and Suggestions.

For Social Studies activities at the end of the chapter. An effort should be made to include such exercises that help to achieve all the purposes of recapitulation and important information. It should be helpful for students' activities in the classroom such as students' discussions and debates. Students should have a better understanding of various concepts and information. It should also help the teacher in the evaluation of the children's understanding and skills.

The content of the book should be up to date and according to the need of the Nation, Society and environment. It should also develop international understanding and above all it should develop the habits in students for further study and enhance activity in back word students. In short a good social studies text book should have good format and logically organized content, comprehensible style and accurate illustrative material motivating questions, exercise and activities.

Advantages of Textbook

Most of the Social Studies text book series offer a complete instructional package and a carefully researched systematically presentation of content they often become the "curriculum". The resulting passionate attachment to a textbook based Social Studies curriculum is not hard to understand when teachers are required to plan developmentally appropriate learning activities in different subjects. The prospect of having specially "Packaged" help in the Social Studies greatly values the pressure and anxiety of daily planning.

In addition textbooks offer a common care of knowledge organized sequentially from one grade level to the next. Each teacher must know what was done in earlier grade and what will be experienced in late. Thereby minimizing gaps or repetition. Teacher appreciate the researched, comprehensive nature of the teachers' manuals which come complete with goals, objective lesson plans, suggestions for activities and test. The utility of textbook at all levels of experience but beginning teachers find them especially

attractive because they are usually most comfortable starting with textbook. The teaching environment can be controlled the objective can be made specific, the children's study material can be pre selected by the teachers and the process can be entirely teachers directed. This is all due to textbook.

There are many other advantages of textbook. It also meets the students need if textbook is simple and in easy language and aid illustrated different maps charts photograph it would be liked by the students and teachers. If maintain the standard of teaching it suggested activities in the classroom due to textbooks teachers finished the syllabus in time.

De Merits of Textbook

Textbook are not without their critics some complained that textbook are often used as the instructional resources to which children are exposed Gillbert inquired into the quality of Social Studies textbooks with a particular accent on content. What information textbooks includes and omit how that information is presented and impact these factors have on young learners.

Four general conclusions of criticism as summarized as follow.

1. The physical size and weight of textbook discourage. Reviewers stressed that young children would not be drawn to "Curl up and read". The Social studies texts merely because of their sheer size.
2. Excessive Coverage makes textbooks boring. Many textbooks most effective as encyclopedias or reference guides names and dates seem to dart past like telephone poles seen from the window of moving train.
3. Due to the dominating sole of textbook the scope and purpose of curriculum is badly effected.
4. It provide all basic material to the students and left no scope for use of new method. Such as heuristic method in ductive method etc.

CHAPTER - 5

SOCIAL STUDIES TEACHER

“Intellectually as well as morally, he felt that the teacher ought himself to be perpetually and so constantly be above the level of his scholars”.

“Stanely’s life or Dr. Arnold. The teacher of social studies must have the power of realizing the dead past in a living present must in fact have a touch of imagination as well as a vastly larger amount of positive knowledge than he will attempt to pite upon the memory of his society “Lord Bryce”.

I do not so much want to alter and improve the school maser as induce him as gently as possible and with the fullest recognition of his past services to man kind to get out of the path of civilization.

H - G Well William

In our system of education the teacher occupies an important position he is the person who make the teaching easy and interesting for the student either we turn attention with the purpose and pattern of social studies comes we must know. The teachers specific contribution. The teacher of social studies is not in an easy satiation today. He faces the different problems of teaching. Through he having a good knowledge of his subject he has fair power of sketching he must be a good story letter especially in the initial stages have a grip of method and that cultured catholicly of mind that comes from proper study. But some time more is needed to complete his mental make up. He must have a refreshing outlook on life and should always have an open mind. There must be a happy blend of scientific temper of social studies teacher. Because the old techniques of education can not unaided make good the deficiencies one educational system need new approaches new

methods new practitioners to rein force its former strength if it is to be able to measure up to its immense new responsibilities it is hard to see how all the elements of educational experience needed by a modern child can be supplied except by a curriculum based upon a broad social studies core hence the importance of the social studies teacher in the new educational frame work.

The important of social studies teachers lies in the fact that he has the power to offer a touch of imagination as well as a vastly large amount of positive knowledge to shape our present and future civilization. To make the teacher of social studies meaningful and effective, the social studies teacher has to perform the following functions.

1. To Transmit the Culture Heritage

The social studies teacher transmits the culture heritage frame one generation to the next and play an important role in its development. He discovered new values by studying the need of man and society in the changing socio economic conditions and in this way he transmit knowledge both directly and indirectly to enhance the social research in students.

The social studies teacher transmits the culture heritage frame one generation to the next and play an important role.

2 The Teacher as Interpreter

At the outset of our consideration of the contribution of the Social Studies teacher, we may usefully consider a statement of Mr. M. L. Jacks about the function of the teacher: “Above all he is an interpreter interpreting not only the experiences of his pupils but also the community to which they belong, its past no less than its present, its purposes and its efforts to achieve those purposes, its cultural and technical achievements, its present, its purposes and its efforts to achieve those purposes, its cultural and technical achievements, its opportunities and possibilities, then invitations to service which it extends and the rewards, glittering or dimly discovered, which it offers.”

This task of interpretation, common to all teachers, is especially appropriate to the teacher of social Studies because his field of operation is no less than the whole sweep of human experience. He is, therefore, in an ideal position to explain one thing in terms of another within the present, and the present in terms of the past.

Social Studies have arisen from this very need: their function is to explain life while preparing for it. First, then, in our consideration of the teacher's part in Social Studies must come his function as interpreter.

3 Necessary Qualities

Apart from the difficulties inherent in his task, the teacher of Social Studies may well be disconcerted by the breadth of the curriculum he must needs handle. This, however, should not perturb him unduly. The qualities required in a teacher of Social Studies are personal rather than academic. The chief requirement is a fervent belief and interest in life and man, and in youth as the growing point of civilization.

The second requirement is a satisfactorily broad and integrated personality and outlook which are in affinity with the modern world. A Social Studies teacher needs to be intensely interested in change and progress.

The third important quality is a good capacity for human relationships: he will need to get on well with his pupils and with his colleagues. He will need to understand and enjoy co-operation and to set a good example of it.

If the teacher has these characteristics, his particular academic attainments are relatively unimportant. It is obviously necessary to have a good general knowledge of History, Geography and English; apart from that, whatever his interests and specialist learning may be, he will find in Social Studies ample opportunity for putting them to good use. The essential qualities required by Social Studies lie in the manner of teaching more than in specialist knowledge of content. It is both inevitable and desirable that the Social Studies teacher

shall be learning along with his pupils. Indeed, the encyclopaedic teacher may be less able to stimulate a Social Studies class than a fellow adventurer. The pupils feel their efforts to be rather futile if they think the teacher really knows all the time what they have to go to such trouble to find out.

4 Keeping Up to Date

Where the Social Studies teacher must be on top of his subject is in being up to date. He will soon find that his pupils expect him to have a sound and considered opinion on all important events in the news: they will certainly lose confidence in his guidance if he merely tells them to relate their studies to current events without being obviously deeply interested in them himself. He should endeavour, therefore, to be adequately informed on all the general problems concerning men and affairs and aim to be something of an "expert" on one or two issues in which he has an especial interest. All of which, of course, is nothing more than what is proper development for any citizen of a democracy. However, it is a duty not infrequently neglected, whereas the Social Studies teacher should himself be a convincing example of democratic citizenship.

Thus, the teacher of Social Studies will be well advised to read regularly at least two newspapers of divergent points of view; to subscribe to one or more of the educational weeklies and to one of the weekly reviews; to study the maps and handbooks published about current affairs; to buy such periodicals as will keep him right up to date with his special interest; to keep touch with the progress of science through the *Penguin Science News* or the equivalent; and to spend an evening occasionally at the public library browsing through the quarterlies. He should procure sufficient official publications to keep au fait with new legislation, with economic position, the statistics of health and crime, the activities of United Nations, etc. He should also, of course, keep an eye on the radio and film programmes and listen to broadcasts and go to the cinema often enough to be able to meet his pupils on their own ground

in these educational recreational fields. No doubt many listeners to *Transatlantic Quiz* were surprised to find that Professor D.W. Brogan revealed not only great specialist and general learning but also knowledge of all the latest films. People aiming to understand and interpret the modern world must share in the life and recreations of the people.

5 Personal Maturity

Young people will always co-operate readily with those who are in touch with the life of the world. They will go where the life is. That is why a Social Studies teacher will succeed and enjoy his work to the extent that he is an alert person of the modern world. "Teachers," writes Dr. G.M. Fleming of the University of London Institute of Education, "can be leaders of young people because they are also persons; and the quality of their leadership depends not only on their understanding of their pupils but also on the degree to which they themselves succeed in being persons- sufficiently mature to take a place as adults in the adult community." That applies especially to Social Studies teachers. It need only be added that the attainment of maturity in a changing society involves the capacity to live responsibly as well as responsibly. Maturity is a goal at which to aim, not a state of static being. The mature person is one who is in flexible adjustment with his environment; one who is socially aware, developed in his several parts, and still growing as a person. Maturity is essentially a state of being rather than a state of knowing, although ignorance is its enemy. The Social Studies teacher should be a person who strives towards understanding, adjustment, and maturity. If his appetite for life and truth is keen enough to keep him active in that ceaseless striving, then he has that quality of aliveness which is the mark of a good Social Studies teachers.

6 Sources of Material

We can now turn to the practical work of the Social Studies teacher. It will be his task to foresee demands for study material in the working out of the syllabus and either to have

collected what is necessary in readiness for study units as they come along or to have found out where it can be procured.

Many sources are available that are often neglected. For example, the representatives of other countries are usually pleased to let schools have books, pamphlets and posters free if the teacher will get in touch with their offices in England. Australia House, for instance, issues a small handbook which is crammed with facts. Some firms and government departments will also supply useful mutants.

The gradual building up of a good school reference library should be the especial concern of the Social Studies staff. Naturally the staff as a whole will have their say in the selection of books, but if selection is made on a subject basis alone some serious gaps may be left in the library. The Social Studies staff, therefore, should concentrate upon seeing that the library is complete idea of the course of civilization.

Every child should also have useful reference books of his own upon which the teacher can depend. It is possible to work without these, if economy or shortage prevent supplies being obtained, but each child should at least have a good atlas, containing not only the usual physical and political maps but also world maps of vegetation and raw materials, climate and so on.

A point should, perhaps, be stressed here. Whatever supplementary material is used should be fitted appropriately into the course and framed by lead-in material and subsequent comment. School film shows of a number of unrelated educational "shorts" are of little value compared with the right film at the right time. Similarly, the time to hang up a chart is when the need for it is felt.

7 Learning While Teaching

The teacher will himself often need to acquire fresh knowledge in order to act as guide efficiently. One Social Studies teacher has developed a simple technique for picking up new background rapidly. He goes to the public library and

to satisfy the young people's particular interests in a field of study, and to fill in gaps in the pattern of knowledge, will enable the teacher to gain these ends without robbing the course of its vitality and appeal by confining it within a set syllabus and sequence of study.

The teacher should all the time be experimenting with the proper use of variety. Of course projects and units should be discussed by the pupils and they should always be free to make suggestions for future work, many of which will be found to be thoroughly practicable. But the teacher's guidance will often be needed in order to clarify the situation for the young people when they are inclined to opt for an activity without due thought. After a form- or a significant section of it- have made a success of a unit and thoroughly inclined to opt for an activity without due thought. After a form or a significant section of it have made a success of a unit and thoroughly enjoyed it, they will often want to follow on with a precisely similar unit. They are liable in this way to run their enthusiasm to the appeal of an activity from being destroyed as a useful study method by excessive use.

But variety of method itself may militate against integrated learning. It is for the teacher to prevent this by emphasizing interrelations. A one term's course planned to give an understanding of Britain's place in the modern world might, for instance, take this form:

9 Special Task

The Social Studies teachers is in ideal situation to fulfil three special tasks in the interest of the child.

He should build up teacher co-operation with the objective of integrating the subject courses with the Social Studies course. At any rate at first, he will have to take the initiative in this. He suggestions may be resented for a time, but, if he make it clear that he is as eager to modify his plans to suit those of the subject teachers as he is to get them to modify theirs, give and take will soon develop. In the Secondary Modern school, where academic pressure is less, co-operation

looks up the subject he needs to work up in the *Encyclopaedia Britannica*. He then decides on certain key words of the subject and looks these up in the indexes of likely books in the lending library. By this combined procedure he very rapidly beings to feel his way towards what he really wants to know and to discover where it can be found. Finally he takes home to read the books which seem to him most nearly to meet his requirements.

The files of newspapers and periodicals provide a contemporary history book available to everyone. For teachers in big towns there is also available the excellent service provided by the Public Relations Officers of important undertakings. In response to a phone call the author has often received up to date and accurate information from such services that has been of great use in designing a study unit. *Keesing's Contemporary Archives* is also a valuable service of up to date information.

8 Keeping Things Moving

Throughout the Social Studies course pupils and teachers must have a sense of achievement. The principal of a Teacher's Training College recently complained that the curriculum in schools is too often "unwittingly designed to expose failure." In contrast the Social Studies course should be planned to give the maximum possible experience of success to all participating. This means that after every term, every study unit, even after every lesson, a form and its members should be conscious of progress and achievement.

Whether experience of achievement and growing insight are continuously satisfying depends almost entirely upon the wise planning and guidance of the teacher. Any well run project or study unit will bring its satisfactions, but only a skilful weaving together of the units into a whole will result in the total learning doing experience being really significant for the child. Wholeness and balance must always be striven for. Foresight in planning, careful recording of achievement, and enough flexibility to permit whatever latitude may be necessary

museum material which are available in the museum can be classified so that the students get a fair idea of various events and developments to understand social studies events the museum can be classified in sections.

- 1) Local
- 2) National
- 3) International

If we want to build social studies museum we built it gradually efforts should be made to fine the real objects which could not be necessarily costly. There should also be models which are made by students, photographs diagrams charts painting of different things which attract the attention of different locality people.

The social studies museum in schools serve to enhance the quality of teaching. However to other museums encouraged for diversity in the learning of social studies.

Social Studies Room/Laboratory

In any subject of we create an environment to make teaching effective we must use separate classroom because it has its own specialties.

In any subject it we want to make teaching effective we must create environment according to the subject just is be use separate room for teaching different sciences so also we used special room for teaching of Social Studies. Because Social Studies teacher has to make use of various teaching aids such as glob charts, models pictures maps projectors a film strips. To keep these aids in safe custody and for their easy availability it is necessary to have a separate Social Studies room.

Why Social Studies Room Is Necessary

These are the reason for a separate room of social studies.

- 1) For proper keep of A in teaching of Social Studies.
- 2) For create special environment

- 3) To serve true and energy.
- 4) To make all the teaching aids of Social Studies avertable at are place.
- 5) To facilitate the are of various teaching method.

If we have separate Social Studies room it help in developing students interest in the subject. If we want a satisfaction out come we must provide suitable class room environment and practicing social studies skill. The social studies room is this highly desirable addition to any secondary schools in which teacher use a diverse methodology and go beyond the simple use of one textbook and a rigid curricular pattern.

Things In Social Studies Room

- 1 Content material of social studies should be available in the room. So the students do practical work such as preparation of charts maps graph with their own hand.

For social group work special environment is created in the room. The room size is enough which provide basic essentials goods lighting and ventilation book cases and other storage facilities table and chair for the students and teachers. It should have a scope to serve as an audio visual aids furniture for students and teachers should be provided. Various types of boards should be provided. Such board include black board use for draw maps out lines tables. Bulletin board to present pictures cutting maps graphs etc.

Audio visual aids like maps charts maps models etc be available in the room.

Maps Historical economics geographical political social of all countries

Social Studies Library

Teachers and students are required to do lot of reading in the subject of social studies. So for this it is essential that the school should make provision of books and non books

resources for this purpose social studies library must be established in the school the main objectives for establishing such library are as follows.

- 1) To create interest in the students.
- 2) To stimulate the students to read more and more.
- 3) To develop critical attitude in the students.
- 4) To develop extra reading taste in students.
- 5) To develop interest in the students.

To read the material related to social studies curriculum

Importance of Library

Books are essential as they present different view points and provide the background to understand the people the process and the places this type of understanding is quite important for the students of social studies the book roaches are.

- a) Text books
- b) Unit booklets
- c) Magazine and literature
- d) Reference material

Year book atlas maps charts hand book manuals syllabi of different classes.

In addition to above it is deceivable for social studies library to have picture collection e.g. animals insects flowers portraits seasons etc.

Except these many other books a special subjects such as instant geography civics economics sociology, government and political theory may also be provided.

Non Book Resources

To supplement the book knowledge we need some periodicals. Prophets news papers etc these should be available in the social studies Library

Pamphlets

These are published by various government agencies. These are an important resources material for social studies library. They contain information about different work of our social economic and political life.

Periodicals

Only those good periodicals which through lighter current events and different aspects of life in the fields of art music literature etc be made avail able.

News Papers

News papers are the best source to be well informed about the current events they provide information of national international and even local events and happenings. For this purpose each library should make available at least 3 to 4 newspaper for its readers daily.

How we use library Resources

The get sources which are available in the library one should be taught the technique of location relevant material quickly. This can be taught easily by giving suitable assignments to pupils. The assignment should be such that to complete it the students are required to examine and investigate multiple sources. It will help the pupils to make best use of available resources. In the presented educational context libraries are required to support supplement and reinforce the information. Library is the stone house of knowledge and flowing stream of living thought.

CHAPTER - 7

TEACHING AIDS IN SOCIAL STUDIES

Teaching Aids in Social Studies

For effective, concrete and interesting teaching, aids are required by a social studies teacher. Teaching aids help the teacher to communicate with his students in more desirable and effective way. Effective communication requires a mastery of managerial skills of handling various teaching aids like audio visual aids, visual aids, audio aids, activity aids etc. It is also used to supplement the process of teaching. Most of the teaching aids are sensory aids and then function is to make teaching interesting.

Importance of Teaching Aids

Teaching aids are used to arouse the interest and curiosity of students they can neither replace the content material nor the text book content or the method of teaching nor can they be used as a means of entertainment. For acquiring right and proper knowledge and experiences reading the objects and processes must be gained through this senses so the importance of teaching aids are as under.

1. Teacher can win the interest and attention of the people by making use of aids.
2. They are effective motivating agents.
3. They help to bring clarity to the subject matter.
4. They save time and energy of the students teacher.
5. Proper use of a teaching aids helps to develop in the pupils proper attitude.

6. They provide first hand experience by looking at concrete things and actual demonstration they provide an opportunity for a change in the monotonous atmosphere that generally prevails in the class room.
7. Use of aids one based as the principles of psychology.

Principles for use of Teaching aids

The teaching aids should be used properly to make teaching more effective. Teaching can be more effective if such aids one used widely but the use of such aids cannot provide a guarantee of good teaching. Following points are important for a proper use of teaching aids.

1. Teaching aids should be made in the classroom and these should be used only to supplement the oral and written work done in the class.
2. While making use of the teaching aids in the class it is confirmed that it is accordance with the provides knowledge of the students.
3. Only such aids preferred which provide a stimulus to the students
4. The teaching aids used should be exact, accurate and real as for as practical.
5. The teacher should use only such aids when he is quite sure about handling specific teaching aids.
6. Teacher should use aids after proper planning where it best fits in the process of teaching.
7. Teacher should carry out occasional evaluation about the use, function and effective of a teaching aid on the leaving process.

Classification of Teaching Aids

Teaching aids are classified for convenience of study into following categories.

1. Audio Aids

This type of aids includes generally radio-tape recorder etc. this type of aids help in the process of leaving as they help the learner to acquire knowledge through auditory senses.

2. Visual Aids

This type of aids are quite common and include hand picture models film strips etc. these aids the learner to acquire the learning experiences through this visual senses.

3. Audio Visual Aids

These are the articles and equipments which help the children to learn through seeing and listing e.g. T.V motion pictures video films etc. By the use of these aids we provide the learner and opportunity to utilize both auditory and visual senses for learning experiences.

4. Activity Aids

This type of aids include those teaching aids in which the learner in required to engage in some useful activity.

Such on

- (a) Excursions and visits
- (b) Exhibitions and fair.

1. Audio Aids

Radio

Radio is an audio aids which may be utilized for teaching social studies. The speaker is not visible but can be heard of the speaker. He explains the topic with proper accent pronunciation punctuation and modulation of voice to make the narration effective Radio is a means of entertainment but it is also used for education purpose. There are many types of radio programs, the school broad cast the light program and general broad cast out of these the school broad casts are special for pupils. In these broad casts talks and plays on different topic may be broadcast these broad casts are of many advantages.

Different latest information of one lives can be provided it widens the mental horizon of students. The broadcasts covelate the teaching of social studies with social needs and environment. The speakers are specialists in their subjects so the students get an opportunity to listen to the views of specialists and intellectuals.

We know listening is more effective than reading so students particularly like running commentary on different National Days.

Various programs broadcast on Radio like poems plays features. They all make the teaching of social studies more effective and interesting. It is also important mean of group teaching in social studies group of students can take advantage of such teaching at a time and at a very low cost. Though radio is an important and effective teaching aids. F the broadcasts are interesting educative and motivating according to need them only these can be use full otherwise these can prove hindrance in school programs.

Tape Recordings

It is another teaching aid available to social studies teacher. It is a record of short talks by specialists on some topic. It has all the advantages of a broadcasts talk. It is more useful than radio such record talks can easily reproduce in the classroom. These talk provide an inspiration to the students and such talk once recorded can be used again and again. These recording can either be used to introduce a topic or to or to develop a topic. Even the voice of different birds and animals can recorded and reproduced in the class while teaching about such animals and birds.

2 VISUAL AIDS

1. Display Boards

There are many visual aids. It is any flat surface that can be used white information to be communicated. At present for this purpose the use is made of black board or chalkboard

3. Brochures
4. Cartoons
5. Poems
6. Pictures
7. Photographs
8. Thoughts
9. Announcements etc.

An effort be made to change the material on the bulletin board as frequently as possible. Whenever teach starts new topic he may ask the students to display the concern material on the bulletin board and should material on the bulletin board while teaching topic to the class, students be asked to take the charge of bulletin board by rotation.

4. Flannel Boards

It is made of wood caved board or straw board covered with colourful flannel or woolen cloth. It is one of the latest devices effectively used for teaching social studies. Display material like cutouts pictures drawings and light objects with stick to flannel board temporarily. For display purpose a flannel board 1.5×1.5 m is generally used. It can be fixed next to the black board or can be placed on a stand about one meter above the ground.

5. Magnetic Chalk Board

It is framed iron sheet having porcelain coating in black or green colour such as board can be used either to write with chalk sties, glass marking pencils and crayons or to display pictures cutouts and light objects with disc magnetic holders. These 8 board functions both as a chalk board and as a flannel board we can display visual learning material or such board while writing key points on it such board provides the flexibility of movements of visual material. It is possible to

flannel board and magnetic board etc. Through material for display on such board can be collected from any source even from a text book but for being effective the material should be displayed in such a way that it is eye catching colourful and purpose full.

2. Black Board

The chalk board is one of the most valuable devices for making the teaching of social studies concrete and understandable. It is made of wood play hardboard cement ground glass as bestos sheet plastic etc with black green or polish green paint on it. A chalkboard is generally installed facing the class which is either built into the wall or fixed and framed on the wall. The social studies teacher can make use of black board to draw maps figures outlines or to write summary of the lesson. He can make use of chalk of different colour to show different things the chalkboard offers many educational opportunities of facts principals processes and procedures making assignments of lessons and individual responsibilities listing questions problems sources reference giving direction individual creative work group project in social studies can be planned.

3. Bulletin Boards

It is a displayed board on which learning material concerning social studies topic is displayed. It is generally of the black board size. It is generally in the from of a framed soft board or straw board or a rubber sheet. Sketch board may be specified for an individual subject including social studies. It may be used for display pictures charts posters clippings photographs or other earning material. It stimulated considerable students interest and for a particular lesson when properly planned and developed. However for all purpose bulletin board the following type of display material is recommend.

1. Interesting news related to subjects.
2. Books which were recently published.

display even a three dimensional object on such board using magnetic holders magnetic chalk board function both chalk board or flannel board so various points discussed for the effective use of board be kept mind while using magnetic chalk board as an effective teaching aids.

6. Pictures

Picture are an important visual aids. Social studies lesson can be made more interesting and understand able y shouting pictures of kings queens important personalities old cities building and different events. Pictures help students to understand that social studies is concerned with real things real places and real person. They are presentations of beautiful dreams of reality or at least beautiful dreams picture can be used as teaching aids and they are quite useful in demonstration lesson.

Pictures will simplify the abstraction and help create and maintain interest pictures are suppose to supplement the spoken word. It is essential that they should be of highest quality. They should be purpose full relevant signification truthful authentic upto date complete simple simulative suggestive of reality and interesting. They should be large enough to be easily seen and understood by the pupils sitting on the last bench. They should be free from scratches they should have good caption or opt descriptions.

7. Charts

Sometimes charts are needed by the teacher to supplement his actual teaching charts may be defined as combination of graphic and pictorial media designed for orderly and logical of relationships between key facts and ideas the main function of charts to show relationships. Such as comparisons relative amounts developments processes classification and organization. A chart is a visual aid and it is a unique teaching aid which express the facts and ideas of the context through signs.

Types of Charts

Charts are of many types

1. Classification charts
2. Genealogy charts
3. Flow charts
4. Relationship charts
5. Tabulation charts
6. Chronology charts

All types of charts are most commonly used in social studies except genealogy charts it is used in historical rise and fall of dynasty this type of chart is helpful in summarizing historical topic.

8. Graphs

Graphs are flat pictures that used dots line or pictures to visualize numerical and statical data to show statistics or relationship. They are made according to exact specification or and specifically quantitative data for analysis interpretation or comparisons. For example we can use graph to show relative position of supply and demand of the year or month wise graphs help in presenting the abstract ideas through visual boards or images graphs can be studied quickly and can also be used for ready references.

These five type of graphs.

1. Pictures graph
2. Bar graph
3. Line graph
4. Circle graph
5. Flannel graph

9. Models

Model may be defined as recognizable the dimensional representation of real things they reduce large objects to size convenient for observations model present real things. We know junior delight in making thing which they can see and handle and it is generally agreed that they learn most readily through themselves taking part in the activities of learning model of one sort and another must form an important part of social studies teaching. Yet there is always the temptation to allow model making like acting to become an end in itself. Hours can be spent in making one splendid model. It may represent a special effort for a special interest that has been aroused soil mean a timely instance upon a high standard of finish and may represent the flowering of a special interest fore a child or group. The class who made a splendid model of any building using subsoil clay and real cement but the class was small enough and the model big enough for everyone to take a share. Generally model should be simple as representational as possible the class should not illustrate what can be effectively understood by reading and by pictures. Social studies models usually comprise individual child's contribution. The collective model consisting of a scene or background upon which most of the individual models may be assembled.

Models usually comprise the individual child's contribution. The model making will occupy a great proportion of the younger junior's time than the ten end eleven years old.

In the first year (seven and eight years) model usually include different hands lake cave, villa, shop, boats ship etc. In second year villages, weapons hoods etc. In third and fourth year models often attain high standard of finish there are streets river furniture chains tables. There are puppets and dress dolls which girls dress with astonishing.

These are some important models with much important activities so to learn social studies.

Model Making

Making model is an exercise in learning by doting with the use of clay, plaster of paris. We can make different type of models. Unless a model contributes to a child's understanding of history as well as to his pleasure in the subject. It is hardly worth all the organization and planned involved. It is suggested models merely for themselves but it is a waste of the time for teachers because different age group of students different understanding about the subjects and models. At lower levels the students can make models of utensils, pottery with the help of paper and clay.

Following type of models can be prepared. For the teaching of social studies.

Historical Coins can be made with the help of plastic of Paris. Such coins are helpful to learn history from the source method. Rock inscriptions can be made by the students to understand social studies.

Making models of ornaments transport vehicles huts these are of grateful for the students.

Models regarding weapons of different ages when prepared should be displayed his school museum. Such displayed at such place where human eyes catch them at once small sized model of different personalities responsible for changing course of life. These should be made under the guidance of social studies teachers the school art teacher to make the models appealing. These models deserve to be put in exhibitions display and project work to promote. Students learning models of political events like have resolution. Battle etc develop taste for history among students. It should be remembered that no model should be taken as an isolated model but it should be considered to have varied uses the intention in model making is to make social studies realistic.

10. Maps

Maps are flat representation of the earth's surface which convey important by in cars of lines symbols words and

colours. In teaching of social studies the teacher is required to develop the abstract concept of time place distance. For their concrete presentation maps are quite useful because they help to show places boundaries mountains rivers directions climate etc. using times points and colour. Maps are not only useful teaching tools but also important to almost all citizens because they are used in various field tourists soldiers scouts boatman administrator etc. so they have to understand the language of map.

Keeping in view the important of maps the students must be taught the art of map reading the reading of map involves many skills. Following are the types of maps commonly used:

- (1) Relief map
- (2) Flat maps
- (3) Sketch map

1. Relief Map

In these maps geographical factors a place or even shown such maps are used to explain those events that are influenced geographical factors.

2. Flat Maps

In such maps only specific aspect is shown maps showing state of Pakistan. Maps showing rain fall mountain, minerals etc.

3. Sketch Map

Such a map shows only the outlines only the boundaries and given. These maps are useful to deal with the cows of action followed by an invader.

11. Globes

It represents there dimensional view of the world. The land and the sea are shown in their actual form and shape. It is a model of the earth on a globe we can clearly see the North,

South poles the hemispheres the latitudes, the attitude boundaries of the countries land maps etc. Globes can be effectively and usefully used to teach rotation of the earth change of season formation of day and high there is an urgent need for the teacher to considered seriously how to use globes at all levels so that students will learn how to read them and how to get information from these essentials tools of social studies.

12. Slides

The most commonly used visual aids overhead transparencies, and computer generated slides. Slides are probably one of the most common and easily accessible mediums for projecting large images in classrooms, lectures halls, Now a days, many schools have necessary equipment with slides projectors and long extension cards for the remotes. You will also need a slide carousel so that you can put all of your slides in order that you'll view them.

Slides can created from any object, event, or image.

13. OHP

Overhead transparencies are also very helpful materials for the teachers. You can either write down your notes as you talk using a Visa pen or have them pre-made.

Most schools are equipped with overhead projectors, but since they are not very portable teachers may not prefer them. You may also find the overhead inconvenient because they are loud and the bright light makes it difficult for some ght light makes it difficult for some people to read. However, it offers a cheap and immediate solution to visual aid needs.

3. AUDIO VISUAL AIDS

These are the articles which help the children to learn through seeing and hastening. Here are son important Audio Visual Aids.

1. T.V Television

The role of television in the present day world is becoming more and more important and it is one of the most

important teaching aids. It combines the advantages of radio and a film. This can be used for mass education. The topic of the discussion are announced in advanced and lesson from well qualified persons and specialists in the field are shown on T.V. Teacher can easily plan his work accordingly and in this way he can make use of T.V a teacher aid.

Television has been said to be black board dramatized the pictures brought to life. It offers a viability and newness. It stimulates a diser to learn. It can bring the experts not only in voice but in person into the classroom. There are many T.V programs having historical geographical political social and moral significance related to social studies so in spite of absence of social studies specific T.V programs. There is much to gain from T.V old mountains art and architecture price of sculpture museums art galleries developments and growth of civilization war weapons through the ages our march toward freedom story of prevailing origin and spread of religion can be very easily taught/supplemented through T.V in fact can be brought out to life T.V can bring the expert not only in voice but in person in the classroom. Our museums and archives contain frequently but are specimen of natural or man made objects. These can not made available in classroom and yet their use is very much necessary.

2. Motion Pictures

The motion pictures will simplify the abstraction and help create and maintain interest. It provides an easily reproduced record of an event picture can be made enlarge or reduce the actual size of objects motion picture, present physical processes invisible to the naked eye motion pictures divert the attention of the pupils the pupils must be led to lode into the pictures. They must be guided to see actively critically and personal satisfaction. Motion pictures should be closely related to the lesson as unrelated pictures serve only to distant attention pictures should be used for individual or group study. It create the influence and even change attitudes of the pupils.

Advantages of motion pictures to be used as teaching aids some of these are.

They draw attention of the students and help to bring past to the classroom. It is possible to reduce or enlarge, the size of the objective by using the machine. It can be used to show a record of an event and can serve a large class at a time. In this way it provide a good aesthetic experience which help to understand relationship between things ideas and events.

4. ACTIVITY AIDS

This type of aids include those teaching aids in which the learner is required to engage in some useful activity.

Tours, Trips and Excursions

Tours trips and excursions are the such type aids which provide the direct experience and so they have a permanent and everlasting impressions.

Field trips are one of the oldest visual aids they provide learning experiences which are read and life like. They provide the most effective avenues through which pupils become informed about their social and natural environment. Confirmatory field trips serve as a rein forcement for previously acquired learning while the exploratory trip fulfill the basic function of discovery. Each approach is a structured attempt to provide an on the spot observation of some specific process understanding or activity.

Field trips might be arranged to such interesting places as a factory, water purification plant museum soil conservation plant, weather station zoo, television studio newspaper office historical building dams projects mosque etc. Field trips are useful in so many ways they help to bridge the gap between school and community they afford opportunities for investigation and discovery in real life situation which amplify and extend theoretical study. They add spice to the teaching of social studies and break the monotony of classroom lessons and provide opportunities for direct experience and concretize some of the concepts and this create a favourable attitude

toward the subject well planned well conducted and well followed up field trips can certainly revolutionize the teaching of social studies.

Advantages

To use trip provide direct experience to supplement classroom teaching and also add to the acquired knowledge and these help in establishing close relationship between school and society trips develop students observation power and curiosity which helpful in discovering original sources of information and material.

Trips and forms also develop students interesting and provide motivation to know more these help in concretizing the material learnt.

CHAPTER - 8

METHOD OF TEACHING SOCIAL STUDIES

Introduction to Method

Method is derived from Greek word "Method" Pursuit way. Each process of learning and teaching has some organized and preplanned methods that show the accuracy of the process without a specific method we cannot keep on working on a process of teaching and through a method it becomes easy to evaluate the feed back.

Meaning of Method

Method has different meanings in different dictionaries e.g

Method	Away, a plan, a strategy
Method	A principle a ruler
Method	A system an arrangement
Method	A series of activities

Defination of Method

Method has been defined as:

"Method is a way of doing something or carrying something out especially according to a plan or a strategy"

Teaching make a plan 15 prepare plan and strategies to achieve teaching objectives in this manner if any one strategy or teaching technique fails teachers would have several other to fall back on.

Teaching Methods

Teaching is also an organized process and has different strategies and method to prepare the learning process. Which

can bring about good results even from weak curriculum. Any method good or bad Links up the teacher and his pupils into an organic relationship with constant material interaction good methods which are psychologically sound may raise the whole quality of students teaching so.

The social studies teacher must be familiar with the theory and practice of different methods of teaching. Because methods one royal roads for teaching and teacher should be able to use any method device and techniques to make subject interesting, vital and living when teacher use some method for teaching every topic makes the teaching learning process monotonous and so the teacher must try different method to make his lesson interesting.

Different Methods of Teaching Social Studies

1. Project Method
2. Problem Solving Method
3. Lecture Method
4. Text book method
5. Story Talking Method
6. Question Answer Method
7. Discussion Method
8. Source Method

1. Project Method **Introduction**

The project is one of the standard teaching methods. It is generally considered a means by which students can (a) develop independence and responsibility, and (b) practice social and democratic modes of behaviour. The project method is a genuine product of the American progressive education movement.

Putt defines the projects as a "Methodical device", Stubenrauch as a "Didactic conception," and Suin de Boutemard as a "Contrafactic idea" with which the existing capitalist system can be overcome.

Definitions

According to William Kilpatrick, A project is a whole-hearted purposeful activity proceeding in a social environment.

According to Snedden; A project is a unit of educative work in which the most prominent feature is some form of positive and concrete achievement.

According to Good; A project is a significant, practical unit of activity having educational value and aimed at one or more definite goals of understanding; involves investigating and solution of problems and frequently the use and manipulation of physical materials, planned and carried to completion by pupils and teacher in a nature 'real life' manner.

The project method is the outcome of the programmatic educational philosophy, which lays great stress on providing different kinds of rich experiences to children. This method was developed and given a concrete shape by William Head Kilpatrick.

The project approach is characterized by high level of student activity, enthusiasm, interest and commitment. It is one of the modern methods of teaching in which school, the curriculum and the content of studies are considered from the learner's point of view, his need and interests in the context of real life situations.

The project method is the expression of the widespread dissatisfaction against the bookish, encyclopedic method which makes children passive and in which children are drilled and spoon-fed with information that mostly is unconnected with real life situations.

PRINCIPLES OF PROJECT METHOD

The Principle of Purpose:

Knowledge of purpose is a great stimulus that motivates the child to realize his goal. The child must have an ideal. He must know that why is he doing certain things. Purpose motivates learning. Interest cannot be aroused by aimless and meaningless activities.

The Principles of Activity

Children's instinct of curiosity, construction, pugnacity and herd make them active by nature. Therefore, such opportunities should be provided to them that make them active and learn things by doing. Physical as well as mental activities are to be provided to them. They are to be allowed 'do' and 'live through doing'.

The Principle of Experience

Experience is the best teacher. What is real must be experienced. The children learn new facts and informations through experience.

The Principle of Social Experience

The child is a social being and we have to prepare him for social life. Training for a corporate life must be given to his childhood. In the Project Method, the child works in groups.

The Principle of Reality

Life is real and education to be meaningful must be real as well. The child who is to live in a life reality must be trained as such through his education, the Project Method is a method of educating the child and therefore it must be real. Real life situation are presented in the life of the school.

The Principle of Freedom

The desires for activity must be spontaneous and not forced by the teacher. The child should be free from imposition, restrictions or obstructions so that he may express

himself fully and freely. He must be given the freedom to choose an activity according to his interests, needs and capacities.

The Principle of Utility

Knowledge will be worthwhile only when it is useful and practical. The traditional system of instruction simple stressed formal and vital information for its own sake and was of little utility. The Project Method develops various attitudes and values which are of great significance from the practical point of view.

Types of Projects

There are four types of projects

The Procedure type emphasizes directly the actual construction of a material object or article.

The Consumer type is the project in which the objective is to obtain either direct or vicarious experience, such as reading and learning stories, listening to a musical delectation etc.

The Problem type emphasizes to solve a problem involving the intellectual processes, such as determining the density of a certain liquid.

The Drill Type is used where the objective is to attain a certain degree of skill in a reaction, as learning a vocabulary.

Characteristics of a Good Project

Timely

The projects should be timely. It is a well-known fact that there are definite relationships between the seasons of the year and current community interests and those of pupils.

Usefulness

Practical aim of the project should not be lost sight of. It must fulfill a long-standing need. The learning experiences in a project must be capable of being applied in life.

Interesting

Projects should be interesting to the students. They must make an appeal to the emotional needs, hungers or the drives of the student.

Challenging

Projects should neither be too simple and easy nor too long and difficult. They should be challenging. It is an admitted fact that the youth wants to do tasks which are challenging in nature.

Economical

The projects should be economical. They should not unnecessarily tax the energy and pockets of the students. There should be optimum use of time.

Rich in Experiences

Many experiences of the sociable nature should be provided in a project. The project selected should be capable of co-relating different subjects and practical activities of life.

Cooperativeness

The students should be allowed to think and plan independently as well as cooperatively. The projects should be executed in such a way as the students are kept active both physically as well as mentally.

Steps in a Project

The most important steps are:

1. Providing a situation
2. Choosing and purposing
3. Planning
4. Executing
5. Recording
6. Evaluation

Merits of Project Method

Project method has many advantages. Some of them are as follows.

1. It is based on the always of learning.
2. It is related with life and is co-related with other subjects.
3. There is training for a democratic way of life & citizenship.
4. The dignity of labor is engendered through the project method.
5. It discourages cramming and memory work and stresses problem solving.
6. Students get the joy and take pride in the finished product of their labors.
7. It provides a great relief to the backward children by providing them opportunities of participation in practical situation.

Demerits of Project Method

Some of its demerits are:

1. Projects, many a time, do not keep the examination and curriculum in view.
2. In project method, it is not possible to follow a rigid time table.
3. Preparation of books suitable for the project method is by no means, an easy task.
4. This method neglects practice and the development of skills in various subjects as arithmetic, reading, spelling, drawing etc.
5. It is not wise to depend too much on the choice of the children.

6. Sometimes it is quite expensive.
7. It often results in an incomplete mastery of the tools of learning.

2. Problem Solving Method

Children are curious by nature. The want to find out the answers of several questions which sometimes are baffling even to adults. Nevertheless they must be helped to satisfy their curiosity as far as possible. This implies that we must teach them how to think and reflect that they are able to apply this to vast number of varied problematic situations. Problem solving ability enables the child to find appropriate solutions of problems which confront him.

Problem solving is not merely a method of teaching. It is more a method of organization of subject matter in such a way that it can be dealt with through the study of problems.

Definitions of the Problem Solving

According to Naga Raju; *problem solving is an instructional method or technique whereby the teacher and pupils attempt in a conscious, planned and purposeful effort to arrive at some explanation or solution to some educationally significant difficulty.*

According to Dewey; the problem fixes the end of thought and the end controls the process of thinking.

According to Wesley; the problem method may become a seminar method.

Essential Features of Problem:

Following are the essential features of the problem:

1. The problem should be meaningful, interesting and worthwhile for children.
2. It should have co-relation with life and some other subjects.
3. It should arise out of the real needs of the students.

4. The children must possess some background of the problem which they are going to discuss.
5. The problem should be clearly defined.
6. The solution of the problem should be found out by the students themselves working under the guidance and supervision of the teacher.

For the success of the problem solving teaching technique there must be a teacher who has the ability to see problems clearly, the power of analyses with a keen discernment and the faculty to synthesize and draw conclusions with an uncanny accuracy.

Steps of Problem Solving

The steps of problem solving are as given below:

Formation and Appreciation of a Problem

The nature of the problem should be made very clear to the students. They must also feel the necessity of finding out a solution for the problem.

Collection of Relevant Data and Information

The students should be stimulated to collect data in a systematic manner. Full cooperation of the student should be secured. The teacher may suggest many points to them. He may also ask them to organize a few educational trips to gather the relevant information.

Organization of Data

The student should be asked to sit the relevant from the superficial one and put it in a scientific way.

Drawing of Conclusion

Discussions should be arranged collectively and individually with each pupil. Panton suggests that care should be taken that judgments are made only when sufficient data is collected.

Testing Conclusion

No conclusion should be accepted without being properly verified. The students must be taught to be critical to examine the truths which they discover to see whether they fit all the known data.

Procedures in Problem Solving

There are two procedures in problem solving i.e.

- (a) Inductive
- (b) Deductive

Merits of Problem Solving

Following are some of the problems of problems solving method:

1. It helps in stimulating thinking.
2. It develops reasoning power.
3. It helps to improve knowledge.
4. It helps in developing good study habits.
5. It affords opportunities for participation in social activities, problems are solved with the joint efforts of many students. The students learn to appreciate the different points of view and thus become tolerant.
6. The students learn to be self dependent.
7. Discussions help to develop the power of expression of the students.
8. The method provides opportunities to the teachers to know in detail their pupils. They learn which students are shy in nature and which are very active.
9. Students learn facts which are meaningful and which have been discovered by their own efforts.

10. It helps in maintenance of discipline. The students remain busy in finding out the answers to their own problem.
11. Knowledge is easily assimilated as it is the result of a purposeful activity.
12. It gives a power of critical judgment.
13. It helps to verify an opinion.
14. It satisfies curiosity.
15. It helps to learn how to act in a new situation.

Demerits of Problem Solving

The demerits are given below.

1. Generally speaking, problem solving involves mental activity only. There is less of bodily activity.
2. Small children do not possess sufficient background information and therefore they fail to participate in discussions.
3. There is a lack of suitable reference and source book for children.
4. It involves a lot of time and the teachers find it difficult to cover the prescribed syllabus.
5. Problem method needs very capable teachers to provide effective guidance to students.
6. It may to the selection of trivial topics and in some instances to those that generate more feeling and emotion than thought.

3. Lecture Method

It is the oldest method of teaching social studies for imparting authentic, systematic and effective information about some events and trends. This method is most commonly followed in big classes and is particularly used in

secondary classes or above. This method is not quite suitable to realize the aim of teaching social studies. In this method only the teacher talks and students are passive listeners. Since the students do not actively participate in this method of teaching so this method is a teacher works as a role resource in classroom teaching. Due to lack of participation students get bored and some of them some times may go to sleep. In this method student is provided with ready made knowledge by the teacher and due to this spoon feeding the students lose interest and their power of thinking, reasoning and observation get no stimulus. In this method the teacher goes ahead with the subject matter of his own speed. Then teacher may make use of the black board at times and may also dictate notes. The teacher oriented method in its extreme form does not expect any questions or response from the students. This method can be used.

(i) **To Motivate:** While stating a new topic or a new unit the teacher may present the important aspects in a lecture indicating some of the significant persons, events and problems so as to arouse the interest of his students.

(ii) **To Clarify:** If any problem is felt by the students during the study of a topic, a few minutes lecture can help clarify the difficulties and in this way a lot of time can be saved.

(iii) **To Review:** The teacher can summarise the main points of a unit/ topic and can indicate the few and significant details in a very short lecture.

(iv) **To Expand Contents:** Additional information about a topic can easily be presented by the use of lecture method. For any additional information the teacher may give a lecture punctuated with interesting anecdotes, stories, personal experiences and chatly descriptions.

Merits of Lecture Method

Main merits of this method are:

- (i) It is quite economical method. It is possible to handle a large number of students at a time and no laboratory, aids, materials are required.
- (ii) Making use of lecture method, the knowledge can be imparted to the students quickly and the prescribed syllabus can be covered in short time.
- (iii) It is quite attractive and easy to follow. Using this method teacher feels secure and satisfied.
- (iv) It simplifies the task of the teacher as he dominates the lesson for 70-80% of the lesson time and students just listen to him.
- (v) Using this method it is quite easy to impart factual information and historical anecdotes.
- (vi) By adopting this method teacher can develop his own style of teaching and exposition.
- (vii) In this method teacher can easily maintain the logical sequence of the subject by planning his lecture in advance. It minimizes the chances of any gaps or overlappings.
- (viii) Some good lectures delivered by the teacher may motivate, inspire a student for creative thinking.
- (ix) It facilities rapport between the teacher and the taught and so makes the teaching learning process interesting and effective. Speech involves a unique power of attraction. When a teacher starts speaking in an effective language with proper modulation and gestures giving examples and narrating anecdotes. It leaves a positive impact upon students which establishes the desired rapport.

- (x) It develops listening skill of the students. Hearing skill is an important means of learning that should be developed during the school stage. For developing this skill lecture method is quite suitable. It has been observed that after some period of learning distraction sets in. However if lecture is interesting, concentration of students continues for long and the lecture method helps in drawing attention and concentration which leads to grasping the content matter. Thus this method develops the listening skill of students.
- (xi) It is more useful for brilliant students and encourages the thinking and reasoning capacities of bright students. When the teacher selects material from different books, it encourage the bright students to read these books themselves.
- (xii) It helps in the implementation of other methods. The success of various methods such as Project Method, Problem Method, Assignment Method etc. depends upon the explanation provided by lecture method. It saves their tie and energy and give them a clear direction.
- (xiii) It promotes learning by heart among students. When the students are asked to answer certain questions about the lecture delivered, the students gradually learn the art of learning various aspects of the lesson by heart.

De-Merits of Lecture Method

- (i) In this method students participation is negligible and students become passive recipients of information.
- (ii) In this method we are never sure if the students are concentrating and understanding the subject matter being taught to them by the teacher.

- (iii) In this method, knowledge is imparted so rapidly that weak students develop a hatred for learning.
- (iv) It does not allow faculties of students to develop.
- (v) In this method there is no place for "learning by doing".
- (vi) It does not take into account the previous knowledge of the students.
- (vii) It does not provide the corrective feedback and remedial help to slow learners.
- (viii) It does not cater to the individual needs and differences of students.
- (ix) It is undemocratic and authoritarian method in which students depend only on the authority of teacher. They can not challenge or question the verdict of the teacher. This checks the power of critical thinking and proper reasoning in the students.

4. Textbook Method

In this method of teaching, the teaching revolves around the textbook. Edgar Bruce Wesley observes that, "it resolves round the textbook as another procedure might revolve round the problem (problem method) or the project (project method) etc. "As for other subjects, a textbook is prescribed for Social Studies and the teacher bases his teaching around the textbook. It is one of the popular methods of teaching social studies.

Advantages of Textbook Method

It advantages are:

- (i) It is according to the needs of the students. Textbooks are always prepared keeping in mind the needs and capacities of the students.
- (ii) While teaching by this method the teacher presents contents in a well planned and a well organized

manner, which is helpful to both the teacher and the students.

- (iii) It gives instructions for practical use of material. Sufficient instructions are given in good textbook in the form of questions and assignments which are helpful to the students in learning the material.
- (iv) It provides guidance to the teacher in his teaching work and keeps the teacher as the right track.
- (v) It brings uniformity in teaching standards. The teacher keeps the average student in mind while teaching. However he refers to difficult content for meeting the need of bright students and gives detailed explanations so as to make it understandable to show learners.
- (vi) It helps to develop study habit among students. The students develop self study habit, habit of silent reading, analysis, thinking, organizing and summarizing etc.
- (vii) It provides a basic for other teaching methods.
- (viii) It presents the contents in a balanced form.

Demerits of Textbook Method

Some of the demerits of this method are:

- (i) It encourages rote learning tendencies.
- (ii) It is not helpful in the development of a broad outlook.
- (iii) There are always some mistakes in majority of the textbooks. These include printing mistake in facts, events or dates etc. Mostly the textbooks of social studies are written by one writer who may not be conversant with all aspects of the subject. He may present some aspects in detail and may ignore some

aspects. It disturbs the balanced presentation of the content and may some times lead to the development of wrong concepts.

- (iv) It lacks detailed description because detailed description is ignored due to lack of space or time.
- (v) There is a possibility of over dependence on textbooks.
- (vi) It restricts the independence of the teacher and his teaching may sometimes become uninteresting.
- (vii) It restricts active participation of students.

5. Story-Telling Method

It is an important method of teaching of social studies particularly history part of the subject. Stories of great men and women and of early man, stories of famous rulers, reformers, writers, saints, scientists, discoverers etc., be told to the students specially in primary classes. The teachers capacity, as an actor and speaker can make the lessons lively and interesting to the pupils. Different types of stories (e.g., myths, legends, moral fables and rue historical tales) can be used. They type of story and the way of its presentation will vary with the age of the children.

Till class V, the method of teaching history part of social studies should be mainly the story method. In the middle and secondary classes, stories and anecdotes otherwise enliven the subject matter. While using other methods as Lecture or Conversation Method or even Discussion and Problem Method, telling of related stories will make the subject matter interesting and lively.

For effective use of this method special attention be paid by teacher to the following points:

- i. Story should be told in an orderly manner. Expressions such as "Oh, I forget to tell you about an important points" does not speak of a good story teller.

2. Story should be full of action and details. It should be replete with descriptions of places, persons and things. Frequent reference to geographical conditions should be made during the narration of stories.
3. Narration should be made interesting by the use of catchy words and phrases and handy illustrations like metaphors and similes and correlation with the verbal experiences with which children are familiar. Catchy words and phrases should be used to create proper images. Any dialogue or speech in the story should be narrated in the direct speech. Narration can be made very interesting if the narrator takes the role of one of the characters. For example, the stories of various discoverers can be told as if they themselves were narrating them.
4. Narration should suit the audience. It should be adapted to the audience although the facts should never be distorted.

Advantages

Various advantages of this method are:

- (i) It can increase the interest of the students in the subject.
- (ii) It can help in the development of imagination. A good story, told in a proper manner, goes a long way in firing the imagination of listeners.
- (iii) It can help in the inclusion of virtue. It can be relied upon as the best ally for helping in developing in his pupils the much coveted traits of characters as piety, truthfulness, valour, charity etc.

Story telling is an art and every teacher particularly social studies teacher must know this art.

6. Question-Answer Method

In this method of teaching social studies, the teacher asks questions from the pupils. Questions are put to pupils at different stages of the lesson and pupils answer these questions, which are then supplemented and elaborated by the teacher.

This method was initiated by Socrates and is called Socratic Question-Answer Method. Questions are fundamental to the concept of learning. A good question is a key to all educative activity. Parker says, "Questioning is the key to all educative activity." Thring believes, "Teaching means skillful questioning to force the mind to see, arrange and to act." Colvin feels, "No teacher of elementary or secondary subjects can succeed in his instruction who has not a fair mastery of the art of questioning."

For framing good questions the teacher must have mastery over the subject matter and the power of clear and logical thinking. He must possess the skill of wording the questions.

Principles Involved

In the question-answer method there are two basic principles involved and these are:

- (i) *The Principle of Unfoldment.* It is presumed that all knowledge is within the learner and the teacher can not teach him new knowledge.
- (ii) *The Principle of Emission.* It is possible to emit or extract all knowledge by linking questions with answers.

Purpose of Questions

The question are asked:

- (i) to test the previous knowledge of the students.
- (ii) to find difficulties.
- (iii) to introduce the lesson.

- (iv) to encourage motivation and stimulate interest.
- (v) to seek full and active participation of the students.
- (vi) to develop lesson further and create need for learning or solve more problems.
- (vii) for making use or application of knowledge.
- (viii) to revise the lesson.
- (ix) to arouse and develop pupils thinking and reasoning powers and remove doubts.
- (x) to keep pupils alert and active.
- (xi) to build self confidence.
- (xii) to ensure social and cultural development.
- (xiii) to help learners to correlate past experience with the lesson in hand.
- (xiv) to uphold class discipline.
- (xv) to evaluate the extent to which the pupils have acquired new knowledge.

Merits of Question-Answer Method

- (i) It is full of verbal interaction.
- (ii) It ensures active participation of students.
- (iii) It is psychologically sound approach.
- (iv) It arouses thinking and reasoning abilities.
- (v) It helps in understanding the lesson.
- (vi) It is scientifically approved method.
- (vii) It helps in finding out the weaknesses of teaching learning process.
- (viii) It motivates students for greater activity and participation.
- (ix) It is useful at all levels of learning.

Demerits of Question-Answer Method

- (i) For success of this technique the teacher must be adopt in framing good questions and handling answers. Otherwise this technique fails to yield results.
- (ii) This technique can not be used for seeking all types of knowledge.
- (iii) This method may not be much use in case of weak and sky students.
- (iv) This is not much useful in lower classes.
- (v) Knowledge and understanding acquired through this method is in bits which requires organization through explanation, narration, or description summarization by the teacher.

7. Discussion Method

It is an important method of teaching social studies that has gained popularity in recent years. In this method teacher and taught clarify various concepts and get their doubts removed. It may be in the form of a conference, symposium etc. a discussion is never a debate. This method can be used to plan a new activity or to take certain decisions or to provide some information or to analyze certain, concept and ideas or to motivate the students or to develop their interest in the subject.

Requirements of a Good Discussion Method

- (i) *A good teacher* who can control and direct the discussion.
- (ii) *Encouragement of the Group.* All the students of the class must be made to participate in the discussion. Teacher should see that below average, average and above average, students participate in the discussion.
- (iii) *Well Chosen Problem.* The teacher should choose the problem very carefully and with the co-operation of the students.

- (iv) *Varied Content.* To arrive at conclusions, the participants need books, reference materials, maps, drawings, pictures, etc., in order to visualize the discussions. The use of such aids helps to put vigour and life to the discussion.
- (v) *Evaluation.* It is the last step and it we assess the results and notice how necessary changes in the behavior of the learner takes place.

Procedure of Discussion Method

It is an interactive method of teaching. It is quite helpful in developing desirable attitudes and skills among students. For successful implementation of the method following points, be given due consideration.

- (i) *Preparation.* For the success of this method it is most purposefully that teacher should read wise and deep enough. He should read purposefully and critically and prepare the material conscientiously. All the points to be discussed be arranged in a logical order and may be written on the black board. The problem selected for discussion must be a felt problem.
- (ii) *Conduct.* The teacher should see that the discussion is being conducted in a disciplined way. No one should be allowed to dominate the discussion and the teacher should see that all participants make his contribution. The teacher should encourage sincere questions. The discussion must be geared to the realization of specific objectives and development of proper skills and method.
- (iii) *Evaluation.* After the discussion is over it should be assessed as to how far it has achieved the pre-determined objectives and how much knowledge has the students gained? The changes in their ideas and attitudes should also be observed and evaluated.

Merits of Discussion Method

- (i) It is a psychological method.
- (ii) It is an important method of clarifying the issue.
- (iii) It discourages cramming.
- (iv) It helps in collective thinking.
- (v) It helps in the development of personality.
- (vi) It helps in the development of democratic values.
- (vii) It is useful at all levels of teaching.
- (viii) It helps the teacher in discovering the abilities of his students.
- (ix) It multiplies knowledge.
- (x) It promotes tolerance.
- (xi) It reflects the spirit of team work.
- (xii) The decision drawn in collective.
- (xiii) Discussion may be help students know and understand that difference in perspective need not result in disaster and that people may believe in the same thing for difference and acceptable reasons.
- (xiv) Discussion gives knowledge a round trip.
- (xv) Discussion helps students in discovering what he did not know. What he has over looked and where in he is mistaken.
- (xvi) Discussion activities thinking along the lines of self evaluation.

8. Source Method

It is an activity method of teaching. In t original sources of information are used to explain a point or to verify a fact or to establish a principal or to describe an event. In this method the pupils are expected to build up historical, social and economic accounts with the help of available sources,

documents, historical accounts, biographies and inscriptions, coins, travel accounts, religious and secular literature etc. the objective of this method is not to make the students research scholars but to develop their elementary skills of finding out information, collecting relevant data, sifting and analyzing it, organizing and interpreting it. Thus it has only limited objectives. They are:

- (i) To enable the students to develop critical thinking by using the sources and weighing the evidence.
- (ii) To enable the students to form their own independent judgment through a critical analysis of sources.
- (iii) To develop elementary skills of collecting data, sifting the data, organizing and interpreting the data.
- (iv) To create proper atmosphere in order to make the people and the events of by gone times more real to the students.
- (v) to stimulate the imagination of the students for reconstruction of the past.
- (vi) To develop and promote interest in the study of social studies in the right perspective.

Types of Original Sources

They are of the following types:

- (i) Material objects such as ruins, statues and tools etc.
- (ii) Oral accounts like folk lores, songs etc.
- (iii) Written records like letters, reports etc.

Source Method at Different Stages

The use of source method will be different at different stages.

In lower stages the original sources can be used for creating a right type of atmosphere in the class.

In secondary stage the sources can be used more profitably. They students may be encouraged to collect, examine and correlate facts and events to compare and rationalize different conflicting accounts of characters.

For satisfactory results the following points be kept in mind.

- (i) An original source must be in the hand of the child and read carefully by the children themselves. In the absence of source book cyclostyled copies of the extracts be pasted (e.g, Guru Gobind Singhs' Zafarnama) on the black board to be copied by the student.
- (ii) The pupils should be encouraged to study the source book in the library.
- (iii) After the pupils have read them, a separate time be fixed when teacher, along with his pupils, could discuss the sources.

When to Use Source Method

- (i) It can be used in the beginning of the lesson to motivate the pupils.
- (ii) It can be used during course of the lesson to develop it and corroborate the facts, events or principal involved in the lesson.
- (iii) It can be used at the end of the lesson rather more profitably.

Advantages of Source Method

- (i) It develops a sense of vividness reality.
- (ii) It can satisfy the curiosity among children.
- (iii) The original sources serve as an effective means for creating a right type of atmosphere.
- (iv) The use of source provides certain useful mental exercises.

- (v) The original sources can be used to illustrate more important points in support of an oral lesson or to supplement the one sided picture of historical, political, economic and social accounts.
- (vi) The method initiates the pupils in research.
- (vii) Sources can be used to explain and interpret important referred to in the lesson in an objective and unbiased manner.
- (viii) This method can be more profitably in higher classes, it can be used with advantage by the pupils of primary classes also.
- (ix) The teaching of social studies which remains mostly dry uninteresting becomes concrete and meaningful.

CHAPTER - 9

EVALUATION IN SOCIAL STUDIES

CONCEPT OF EVALUATION

- New Roles for Evaluation
- Definition of Evaluation
- Kinds of Evaluation
- General Principles of Evaluation
- S. Studies Curriculum Plan
- Principles of Social Studies Curriculum
- Steps in Evaluation Segments of the Curriculum.
- Different Methods of S. Studies Curriculum
- Evaluation of a Total Educational Program.

Concept Of Evaluation

The purpose of evaluation is to make a judgment about the quality or worth of something or an educational programme, worker performance or proficiency or student attainments. We seek answers to such questions. As:

How good is the level of achievement?

How good is the performance?

How they learned enough?

These are questions of judgment. Evaluation in our schools is essentially concerned with two major approaches to making judgments.

- (a) **Product Evaluation**
(related with student performance)
- (b) **Process Evaluation**
(related with learning experience)

DEFINITION OF EVALUATION

Evaluation is the process of determining significance or worth, usually by careful appraised and study.

Evaluation is the analysis and comparison of actual progress vs. prior plans, oriented towards improving plans for future implementation. It is part of a continuing management process consisting of planning, implementation and evaluation;

Evaluation is the process of determining the worth or value of something. This involves assigning values to the thing or person being evaluated. Here are some functions of evaluation:

- ◆ Answers the questions "How well did we do?" (qualitative evaluation)
- ◆ Answers the question "How much did we do?" (quantitative evaluation)

KINDS OF EVALUATION

1. Internal Evaluation
2. External Evaluation
3. Preliminary Evaluation
4. Formative Evaluation
5. Summative Evaluation

GENERAL PRINCIPLES OF EVALUATION

Evaluation should be seen as an integrated process for determining the nature and extent of pupil learning and development. This process will be most effective when the following principles are taken into consideration.

1. Clearly specifying what is to be evaluated has priority in the evaluation process.
2. An evaluation technique should be selected in terms of its relevance to the characteristics or performance to be measured.
3. Comprehensive evaluation requires a variety of evaluation techniques.
4. Proper use of evaluation techniques requires an awareness of their limitations.
5. Evaluation is a means to an end, not an end in itself?

Curriculum Evaluation Plan

- (i) Evaluation of Student Achievement
- (ii) Evaluation of Courses/Clerkships
- (iii) Evaluation of Faculty Instruction
- (iv) Evaluation of the Medical Curriculum

SOCIAL STUDIES CURRICULUM PLAN

Objective 1: Student evaluations must be based upon learning objectives that are competency based and criterion referenced when possible

1. Measurable, learning course/clerkship objectives must be given to students at the outset of each course/clerkship, and must relate to graduation competencies. The objectives will serve as explicit criteria to measure mastery of student's knowledge, behaviours and skills.
2. Faculty development will be provided selectively to assist faculty in writing measurable learning objectives and to encourage faculty to use innovative criterion referenced methods of assessment.

Objective 2: Performance based assessment should be a component of all course and clerkship evaluation plans.

1. Examinations must be based upon measurable learning objectives.
2. The use of performance based formats, other than multiple choice questions (MCQs) must be increased. Use of performance based evaluations is strongly encouraged in all courses, but is required in all clerkships.
 - observed performance, e.g., observations of patient interaction in the clinical setting or PBEs
 - small group learning activities
 - oral, practical or essay examinations
 - student thesis
3. Faculty development will be provided selectively to faculty to use innovative methods in assessment.

Objective 3: Formative evaluations and feedback must be incorporated into the evaluation process.

1. Written competency based formative feedback must be given to a student by course faculty at least once during the course or clerkship. Ideally this should be accomplished mid-way or earlier during accrues/clerkship.
2. The inclusion of student self assessment is strongly encouraged during the formative feedback process.
3. Faculty development will be provided selectively to enhance the faculty's ability to provide effective feedback.

Objective 4: Summative evaluations of students' learning must be based upon competency based objectives.

1. There will be two summative feedbacks systems utilized for evaluation of medical students:
 - (a) Course and Clerkship Evaluation: Students level of competencies will be evaluated for each course and clerkship.
 - (b) Performance Based Examinations Series (PBE): Four PBEs (I-IV) will be administered during the four years of medical curriculum to assess the progress of students development.
 1. PBEs will be criterion referenced for judging the standard of performance.
 2. Students not meeting standards will be required to remediate.
 3. PBE remediation will be competency specific and based on predetermined criteria.
 4. Student's Competency Profiles will be maintained in the students' academic records.
2. Faculty development will be provided selectively to faculty to use a variety of summative evaluation techniques.

Objective 5: Evaluation by individuals, other than teaching faculty [e.g., students (self and peer), patients, nurses], when possible, must be incorporated into the evaluation process.

1. **Self-assessment:** Students are encouraged to utilize a self assessment in monitoring their progress. Student self assessment should be encouraged by faculty teaching specific course/clerkship. A journal may serve as a means for students to document their assessment of learning.
2. **Peer assessment:** Evaluation by peers should be included in the evaluation process when possible.
3. **Patient assessment:** Evaluations of students by patients (standardized or actual) should be incorporated in assessing students. The use of standardized patients will decrease variability and increase reliability. In some circumstances, standardized patients should be introduced into clinical settings without the students' knowledge.
4. **Other health care professionals assessments:** Evaluations by individuals of the health care team should be considered in determining the competency of a student.

Objective 6: Assessment of professional behaviour and human relationship competencies must be incorporated in the evaluation process for all clerkships, and is strongly encouraged in preclinical courses.

Evaluation of students' professional behaviour and human relationship competencies must be conducted during all clerkships, and is strongly encouraged for basic science courses.

Objective 7: A uniform competency-based evaluation system must be established.

1. A standard student evaluation will be created for all first and second year courses, required clerkships, and electives that have common performance criteria to assess student achievement of competencies.
2. Course and Clerkship Directors must identify levels of competency upon which formative and summative evaluations are based, and identify minimal standards for satisfactory performance.
3. The evaluation of competencies will be reported on a four-interval (descriptive scale). Evaluation system. This scale will provide formative and summative feedback and assessment on evaluation of clinical skills and application of scientific knowledge.
4. An electronic database will be created to track student competency development through all four years of the curriculum.

PRINCIPLES OF CURRICULUM

These principles are listed below:

1. A general professional education is the goal of the curriculum.

The curriculum is intended to provide a set of knowledge, skills and behaviours that encompass a broad overview of the practice of medicine and is relevant to becoming a competent caring physician regardless of subsequent specialty choice.

Evaluation Issue:

- Is there "appropriate" content in the curriculum for a general professional education?
- Determine whether the general professional education program is having the desired impact on students.

Evaluation plan:

- Solicit opinions of graduates as to how well the curriculum prepared them for the general practice of medicine.
- Review periodically the college's adopted list of competencies to ensure a general professional education of each student.
- Annual survey of UFCOM students performance in residency programs.
- 2. The education program and evaluations are competency based.

The general professional education is defined by a set of competencies expected to be "mastered" by the students.

Evaluation Issues:

- Does the curriculum content and structure, and the student evaluation system, adequately include the use of competencies?

Evaluation Plan:

- Determine whether all competencies are addressed in the curriculum (i.e., that at least one course teaches it and evaluates students to be sure they are competent in the area).
- Course and clerkship reports should be analyzed for the extent to which education and evaluation is competency based.
- Review descriptors to be sure appropriate descriptors are being used for competencies.
- Assess competency list every 3.5 years to update / modify it.
- 3. A conceptual framework for defining knowledge promotes learning and effective utilization of that knowledge and serves as a basis for curriculum integration.

The curriculum committee has adopted the clinical presentation model as the primary mechanisms for integrating basis and clinical science content.

Evaluation Plan:

- An annual narrative report should be provided by the evaluation subs-committee to describe progress in implementing the clinical presentation model.
- Course and clerkship reports should be analyzed for the extent to which they use the clinical presentation model.
- 4. The ability to learn independently is essential for the physician to provide quality health care.

Evaluation Issue:

- Does the curriculum require students to learn independently (and if so, specify where)?

Evaluation Plan:

- Annually evaluate student's perception of their academic environment as a promoter of independent learning. Specific items in the annual class survey should assess student independent learning.
- Course and clerkship reports should include information about activities to promote independent learning.
- 5. Incorporation of the characteristics of outstanding physicians in the educational program is essential for complete professional development of students.

Evaluation Plan:

- Utilize student self and peer evaluation.
- 6. Effective health care delivery requires the attention to family and community context.

Evaluation Plan:

- Assess how and where in the curriculum this topic is being formally addressed.
- 7. A balanced variety of clinical settings are essential for students acquiring the mastery of competencies.

Evaluation Plan:

- Decide upon and monitor the amount of inpatient versus outpatient clinical training site.
- Decide upon and monitor the amount of primary care versus specialty care training.

8. Informatics is essential for effective acquisition and utilization of information by students.

Evaluation Plan:

- Provide a narrative description of the progress made toward implementing the informatics plan adopted by the curriculum committee.
- Evaluate students use of informatics.
- Determine what course and clerkship utilize formal informatics activities.
- Urban vs rural; underserved vs others.
- Urban vs rural; underserved vs others.

9. The evaluation program is competency based.

- Is the competency system having the desired outcomes in terms of student performance?
- Have (for each clinical rotation/basic science course) an additional test, besides the shelf exams, that clinical rotation/basic science course) an additional test, besides the shelf exam, that includes questions designed to see if students are competent in OUR competency areas, e.g., domestic violence, etc.

- Using the data from the competency tracking system, each class should be annually assessed to ensure that the students as a group are making adequate progress in each of the competency categories.
 - Using data from our performance Based Exam Series, each class should be annually assessed to ensure that the students as a group are making adequate progress in the competency categories assessed by those exams.
10. Discovery of new knowledge and solutions are part of the medical profession.

Evaluation Plan:

- Assess the level of student educational scholarship, e.g. medical student research and publications.
11. Health care delivery requires individual and team efforts.

Evaluation Plan:

- Determine the quality of activities which span colleges, departments, specialties, and provide types.

12. Learning and professional development requires a humane environment, which fosters respect, personal integrity, service orientation and a sense of personal well being.

Evaluation Plan:

- Insert items, addressing these issues, in the annual class surveys.
- Institute a critical incident report program.

CHAPTER - 10

LESSON PLANNING IN SOCIAL STUDIES

Introduction

Knowledge of theory of any subject does not provide any guide live for classroom procedure every teacher who wants effective teaching prepare out time of the topic which is taught in written form which is known as lesson plan.

According to 'N.L. Bossing' Lesson plan is the title given to a statement of the achievement to be realized and the specific means by which these are to be attained as a result of activities engaged in day by day under the guidance of the teacher. According to 'B Sands' A lesson plan is actually a plan of action. It therefore includes the knowledge of philosophy, her information about the understanding of the pupils, her comprehensive of the objectives of education her knowledge of the material to be taught and her ability to utilize effective methods.

Experienced teachers often do not write out plans in detail, but they do not think through the aims method and resources either keeping these aspects of a lesson in their minds or following a few notes on paper. Beginner teachers needs to write out lesson plans careful planning of lesson plans careful planning of lessons in essential for experienced as well as beginner teachers lesson plan in fact is fundamental to effective teaching. So proper planning of the lesson is key of effective teaching the teacher must know in advance the subject matter this gives the teacher an idea of how to correlate the life situation and how to conclude the lesson planning is also essential because effective learning take place only if the

subject matter is presented in an integral and correlated manner. Though planning required a hard work but it is rewarding too.

According to CH Green "The teacher who has planned his lesson wisely related to his topic and to his class room with out any anxiety ready to aback with confidence upon a job he understand and prepared to carry it to a write amenable conclusion. He knows the his that his lesson is intended to fulfill, and he has marshaled his own resources for the purpose and he will be able to value of his work as the lesson procedure equally aware of failure and success and prepared to learn from both.

Need and Importance of Lesson Plan

The lesson plan has significant role in planning and organization with the following reason.

1. In teacher education programme the lesson planning provides the guide-line to pupil teacher. It provide awareness to teaching objectives and structure of content and teacher has perform his activities in the direction to achieve the objectives.
2. The perceptive mass of the learner is developed or encouraged by linking the new knowledge with the previous knowledge of the students.
3. The use of teaching aids techniques strategies and tactics is predetermined in the presentation of the content.
4. The teaching activities related to learning structures with the help of scientific lesson plan.
5. It maintains the sequence of content presentation and present teacher.
6. It determines the suitable places of reinforcing and controlling the students behaviour.
7. Classroom teaching activities are organized by considering the students individual differences.

8. The effectiveness of a teacher depends on a good lesson plan. It develops the reasoning decision making ability and imagination and pupil teachers.
9. The micro lesson are helpful in developing specific teaching skills.
10. The pupil teacher gains confidence in performing classroom teaching activities.

Advantages of Lesson Planning

Some of the advantages of planning a lesson are a under.

- (i) Lesson planning makes the work regular, organized and more systematic.
- (ii) It induces confidence in the teacher.
- (iii) It makes teacher quite conscious of the aim which makes him conscious of attitudes he wants to develop in his students.
- (iv) It saves a lot of time.
- (v) It help in making correlation between the concepts with the pupils environments.
- (vi) It stimulates the teacher to ask striking questions.
- (vii) It provides more freedom in teaching.

Features of A Lesson Plan

Some important features of a good lesson plan are as under:

- (i) *Objective.* All the cognitive objectives that are intended to be fulfilled should be ~~be~~ intended in the lesson plan.
- (ii) *Content.* The subject matter that is intended to be covered should be limited to prescribed time. The matter must be interesting and it should be related to pupil's previous knowledge. It should also be related to daily life situations.

- (iii) *Method(s).* The most appropriate method be chosen by the teacher. The method chosen should be suitable to the subject matter to be taught. Suitable teaching aids must also be identified by the teacher.
- (iv) Teacher also use supplementary aids to make his lesson more effective.
- (v) *Evaluation.* Teacher must evaluate his lesson to find the extent to which he has achieved the aim of his lesson. Evaluation can be done even by recapitulation of subject matter through suitable questions.

Steps in Lesson Planning (Herbartian Steps)

Formal steps in lesson planning are:

1. Introduction (or preparation)
2. Presentation
3. Association (or Comparison)
4. Generalization
5. Application
6. Recapitulation

1. *Introduction.* It pertains to preparing and motivating children to the lesson content by linking it to the previous knowledge of the student, by arousing curiosity of the children and by making an appeal to their senses. This prepares the child's mind to receive new knowledge. This steps though so important must be brief. It may involve testing of previous knowledge of the child. Some times the curiosity of pupil can be aroused by some experiment, chart, story or even by some useful discussion.
2. *Presentation.* It involves the stating of the object of lesson and exposure of students to new information. The actual lesson begins and both teacher and students

participate. Teacher should make use of different teaching aids to make his lesson effective. Teacher should draw as much as possible from the students making use of judicious questions.

3. *Association.* It is always desirable that new ideas or knowledge be associated to the daily life situations by citing suitable examples and by drawing comparisons with the related concepts. This step is all the more important when we are establishing principles or generalizing definition.

4. *Generalization.* In some lessons generally the learning material leads to certain generalization leading to establishment of certain formulates, principles or laws. An effort be made that the students draw the conclusions themselves. Teacher should guide the students only if their generalization is either incomplete or irrelevant.

5. *Application.* In this step of lesson plan the knowledge gained is applied to certain situations. This step is in conformity with the general desire of the students to make use of generalization in order to see for themselves if the generalizations are valid in certain situation or not? No lesson may be considered complete if such rules, principles, formulate etc., are not applied to life situations.

6. *Recapitulation.* In this last step of his lesson plan the teacher tries to ascertain whether his students have understood and grasped the subject matter or not. This is used for assessing the effectiveness of the lesson by asking students questions on the contents of the lesson. Recapitulation can also be done by given a short objective type test to the class.

One most important point to remember is that the six steps given above for lesson planning should not try to follow these very rigidly. These are only guide lines and in many a lessons it is not possible to follow all these steps.

There is another way of lesson planning which is gaining currency these days. It is known as Glover Plan. This plan has four steps as follows:

1. *Questioning.* Teacher must introduce and develop his lesson through related and sequential questions. Start the lesson by asking questions about previous knowledge of the students. The questions should then lead to new knowledge under consideration. Lesson can be also be introduced with the help of some teaching aid like a picture, chart or model etc. the introduction can also be made by describing a situation or by telling a short story. However teacher should bear in mind that the introduction is brief and interesting.

2. *Discussion.* For discussion the class be divided into smaller groups and in such groups, students be encouraged to express their ideas and opinions freely. This helps the students in removal of their difficulties.

3. *Investigation.* The students are encouraged to do a project or investigation on the lesson topic either individually or in small groups by processing information.

4. *Expression.* It concerns the strategy in which the student's and teacher's communication of ideas through observation and listening (passive expression) or through doing (active expression) or through fine and performing arts (artistic expression) or by arranging learning situations (organizational expression).

In developing a lesson a teacher must keep in mind the following psychological principles.

(i) *Principle of Selection and Division.* The teacher should wisely select and divide the learning material into smaller segment. It is also for the

teacher to decide about the quantum of subject matter to be covered by him and that which has to be elicited from the students

- (ii) *Principle of Successive Clarity.* It is for the teacher to see that the different learning segments of lesson are well structured, sequenced and connected. Teacher must ensure, at each segment, that students have grasped the subject matter given to them.
- (iii) *Principle of Integration.* Teacher should conclude his lesson only after combining various learning segments to produce some generalization.

Various Steps in this Approach are:

- (i) *Identification Data.* It contains the number, name of school, class, average age of the pupils, topic, sub-topic, time given and date etc.
- (ii)
 - (a) *Input.* Subject (History), topic, teaching points.
 - (b) *Objectives of the Lesson.* The teaching has to be a goal centred activity. While planning lesson, it must be clearly laid down, what are the various objectives (specific and definite) to achieve. It is better to mention one objective in one lesson plan and the same to be evaluated towards the end of the lesson (c) *E.B.Os (Expected Behavioural Objectives)* It is intended that certain behavioural changes are observed in the students, and it is desirable if these changes are of permanent nature.
- (iii) This approach is nearer to Bloom's Taxonomy of Educational Objectives, but with certain modifications. In the approach four main categories included are knowledge, understanding, application and creativity, and these are further sub-divided into 17 objectives.
 - (d) *Teaching Aids.* They have to be appropriate.
- (iii) *Process.* Operational strategy makes use of motivation. After he pupils are motivated, the

teacher has to declare his topic. Then logically, step by step, the lesson is to be presented, keeping in view the teacher's and pupil's activity, and the use of teaching aids and the B.B. the teacher has to summarize all the main points of the lesson.

- (iv) *Output.* The R.L.Os (Real Learning Outcomes) deserve to be evaluated and in the end the pupils should be given suitable home assignment.

To conclude we can say that the approach has three aspects input, process and output. The evaluator can use 12-point T.A.B (Teaching Assessment Batter) with a 5-point scale [(i) weak, (ii) average, (iii) good, (iv) v. good and (v) excellent].

Types of Lesson

Various types of lessons are as follows:

- (i) Knowledge lesson (ii) Skill lesson (iii) Appreciation lesson.

A *knowledge lesson* in social studies is a lesson where in we can include history, geography, economics and civics lessons. As the name suggests, knowledge lesson imparts knowledge to the class in such a systematic manner so as to make learning an easy process. Some rules have been set by psychologists and pedagogists to work out knowledge lessons. Here only one of the three, the cognitive, conative or affective aspect of personality is emphasized. It does not however mean that the remaining two aspects are ignored. There is not water tight division in the three aspects. *Herbart* worked hard to make it a success. Children by nature love practical work, so a skill lesson to be successful must provide knowledge and use motivation. In a skill lesson children learn to enjoy music, poetry, art etc. The various skills learnt demand appreciation.

It must be clearly understood that the three types of lessons are interlinked and they do not stand in isolation. We must train children to develop emotional stability in themselves to appreciate beauty and canalize emotions by providing a congenial teaching learning environment for them.

Design For Writing A Lesson Plan

Lecture-Cum-Demonstration Method

The style given below is generally followed for writing a lesson plan.

Class: _____ Date: _____
 Subject: _____ Duration _____
 Topic: _____ of period. _____

1. General Objectives _____
2. Specific Objectives _____
3. Instructional Material _____
4. Previous Knowledge _____

Questions

1. _____ ?
2. _____ ?
3. _____ ?

Introduction

Questions.

1. _____ ?
2. _____ ?

Announcement of Amin _____

Presentation

Matter	Method	B.B. Summary

Generalizations _____
 Applications _____
 Recapitulation _____

Questions

1. _____ ?
2. _____ ?
3. _____ ?

House Task

Specimen Lesson Plan

Subject S. Studies

Class VII

Topic Formation of Muslim League

Time: 30 Min

Subject History class ix topic formation of Muslims
 League time 30 Minutes

General Aims

1. To develop thinking and under standing abilities of the students.
2. To develop their power of expression.
3. To create interest in past history by tating them stories and events of the heroes and Pakistan struggle movement.
4. To develop the sense of patriotism in the students.

Specific Aims

To enable the students to understand the circumstances of facts which lead to the formation of Muslim League.

Teaching Aids

Classroom material, pictures pointer. Pen blackboard make of Indo Pakistan etc.

Before starting new lesson teacher will ask some question from the previous lesson as he wants to warm up the students.

1. Who was Sir Syeed Ahmad Khan
2. Who was the founder of Aligarh movement

Announcement of The Topic

Students we shall study about the formation of Muslim League.

Presentation

1. Lesson will be divided into two steps.
2. Aids will be used where necessary.

Method

Narration exposition story telling and question answer method will be used. Black board summary will be developed side by side.

Content Metter	B.B Summary
<p>1st Step</p> <p>Students we will read about the first Muslim Party in the sub-continent which is very important for the Muslims of Indo-Pak because Muslim got independence at Muslim league plat form there are many cause of formation of Muslim League.</p> <p>The Partition of Bengal and other events lead the Muslim Leaders their that the Hindu Congress would not look to the interest of Muslim so they began to therefore establishment of political party for the Muslims.</p> <p>At last it was decided that representative organization would be formed so the Muslim Leaders of India met at Dacca in December 1906 on the occasion of the Muslim education conference. In the meeting that took place at Dacca under the presidency of Nawab Waqar-ul Mulik Nawab of Dacca Sir Salimullah Muslim League was founder this meeting composed of Muslims from all parts of India assembled at Dacca and first Muslim Political association was formed. In Indo Pak which a the following objectives.</p> <p>2nd Steps</p> <p>These are the objectives of Muslim League.</p> <ol style="list-style-type: none"> 1. To promote among the Muslims of India feeling of loyalty to the 	<p><u>Formation of Muslim League</u></p> <p>What are the causes of formation of Muslim League?</p> <p>Where was Muslim League Formed?</p> <p>When was Muslim League formed</p> <p>What are the objective of Muslim League</p>

British government and to remove any misconception that may raise as to the intention of government with regard to any of the measures.

2. To promote advance the political rights and interest of the Muslims as of India and to respectfully represent their needs and aspirations to the government.
3. To present the rise so among the Muslims of India to any feeling of hostility toward other communities with out prejudice to the other objects the league.

The objects of Muslim League promote the loyalty to British government and to protect the rights of Muslim. The foundation of Muslim League sets the seal upon the Muslims belief that their interest must be regarded as completely separate from those of Hindus and that not fusion of the two communities was possible.

Recapitulation

1. What are the causes of Formation of Muslim League.
2. When was Muslim League formed.
3. Where was Muslim League formed.
4. Under whose presidency Muslim League formed.
5. What are the objectives of Muslim League.

B.B Summary

Partition of Bengal was the cause of -----.

In ----- Muslim League formed.

Muslim League was formed at -----.

The objectives are to loyal to the government Muslim formed first political party in

Home Work

Write down the causes of formation of Muslim League.

CHAP. ER II

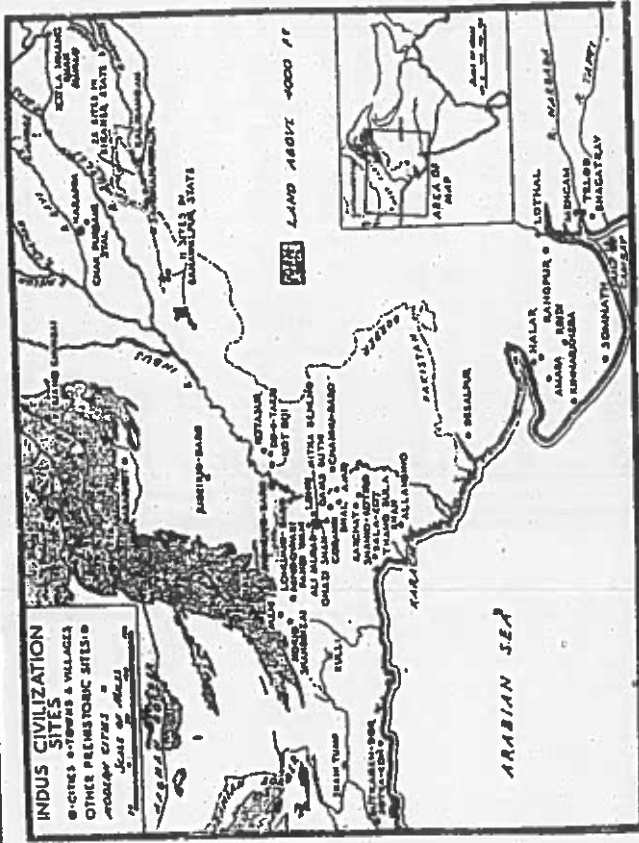
EARLY PERIOD PRE HISTORY CIVILIZATION

THE EARLY PERIOD

More than 4000 years ago there flourished in the north western part of the Indo Pakistan sub continent a civilization which deriving its name from the main river of the region is known as Indus civilization from West to East the Indus civilization covered on area of 1600 km. and North to South 1100 km. after the independence of these countries the usage of the term indo Pakistan Sub continent replace them. Now India indicates a separate severing country while the Indo Pakistan Sub continent is a geographical term comprising India Pakistan and Bangladesh. Sometimes the small Himalayan states are also included in this term.

Indus Civilization

No doubt the State of Pakistan was carved out of British India in 1947, but the history of the land can be traced back to several thousand years extending to the Indus valley civilization which had close resemblance with the Sumerian civilization of the fertile crescent in Mesopotamia. The people living in the Indus valley some five thousand years back had ties of trade and commerce with their western and northern neighbors. The excavations conducted by the Archaeologists some fifty years back have brought to light certain facts regarding the Indus valley civilization. These excavations have added a new and a glorious chapter to the history of Pakistan.



Moen-Jo-Daro and Harappa

Out of all the Indus Valley sites, Moen-Jo-Daro is the most important. It means the city of the dead. From the excavations that have been carried on there down to the sub-soil water, it had become evident that the city was inhabited for several centuries. It was a well-planned city. Its streets were wide. There were lanes flanking the streets. The buildings were plain but dignified. The walls of the buildings were built of baked and burnt bricks and the foundations were raised on sundried bricks. In a number of houses.

The lands around the cities were used for agriculture. The Sind province seems to have been a fertile region in those days. Beside wheat and barely, dates, fish, mutton, beef, poultry, milk and vegetables appear to have been used as the diet of the people. The whole of the territory irrigated by Indus and its tributaries seems to have been the nucleus of this civilization. From Ruper, on the left bank of river Sutlaj in

Indian Punjab to Sutkagen in the Kalat Division of Baluchistan province, numbers of sites of this civilization have been discovered. This shows that the area which now comprises of Pakistan was the centre of cultural activities of the people of the Indus civilization.

In the recent years, it was discovered that the water of the Indus river was causing seepage in Moen-Jo-Daro. The danger that the precious ruins might completely be destroyed and washed away started the government of Pakistan. It had therefore approached the UNESCO to help the government to save and preserve the site. The UNESCO sent a team of experts to study the ways and means of preserving the town. A plan to save the town from destruction has been worked out. To implement this plan and elaborate scheme has been prepared by the government.

The Aryans

The Aryans are a well-know and important race of mankind. Some portions of the population of the Indo-Pakistan sub-continent, the Iranians and several European nations such as the English, the Germans and the French are the decedents from this race. Their arrival through the Hindu-Kush mountains opened a new chapter in the history of the people of the sub-continent. It is commonly believed that the Aryans migrated to the sub-continent and Europe in the form of several human waves and established their authority in the newly acquired lands. Their first migration took place between 2000 and 1500 B.C. They had either destroyed the local population or driven them to make room for themselves. The first wave was followed by several small migrations until the second wave stormed Indian sub-continent through Gilgit and Chitral and pushed away their settlements to the Indo-Gangetic plains and possibly to the Deccan.

Rigvda, Yajurveda and Atharveda are the three principal books which provide information about the life of Aryans. Although the later Hindu considered these books as the

Divine gospels but the philosophy of life mentioned in these books is not based on any strict religious belief. The mode of their living varied from region to region in forms and rituals. It had developed into the present form much later under the influence of the later Hindu philosophers. The Aryans worshiped nature and many of their customs in the Vedic period originated from their love of nature. They liked dance, music chariot racing, gambling and hunting. Unlike their Hindu descendents, there was no taboo attached to the eating of the meat whether it mutton or beef.

The Caste System

The Aryans were a simple, religious and horde people. They lived in the open air with their flocks and herds. In those days there was no caste system among the Aryans. However they had divided themselves into four professional classes. In the beginning these classes were not rigid and the change of profession was permissible but later the change of profession was altogether banned. This gave birth to the Hindu caste system which divided the four professional classes into a large number of sub casts. The principal four castes were:-

1. Brahmina.
2. Khashthria.
3. Vesha.
4. Shudra. This caste was considered as the lowest of all.

This Brahmin was the supreme form of human being. He controlled the moral, religious, political and economic life of the people, their trade and commerce, promotion of learning, administration of justice and other cultural pursuits. The Brahminic philosophy of life was based on the transmigrating of soul for the ultimate salvation. According to Munno the law-giver of the Hindus, the low caste Shudras were doomed to live to die without any hope of salvation because they had only one birth.

This cult of supremacy created a cause of concern among a large section of the society and agitated the mind of the right thinking people. The Brahminic tyranny brought the Hindu society to a point where revolutionary social and economic changes appeared to be inevitable. The chief exponents of the cause of the poor against the Brahminic philosophy of caste system were Gautam of Buddhism and Mahabir of Jainism. Gautam Budh preached that salvation could be achieved through good works and not through any caste. He Challenged the Brahmanic cult more vigorously and succeeded for some time in throwing off their superiority.

Jainism

Vardhamana Mahabir was the founder of Jainism. He also came of a royal family of Bihar. He was born about 599 B.C. and was for some time a contemporary of Gautam Budh. At the age of thirty, he left his home and joined the sect of Sadhus. He wandered with these Sadhus but got no satisfaction. He left this sect and passed the next twelve years in severe penances. At last true light dawned on him. At that time he was 42 years old and founded his sect Jainism. During the later part of his life, he went about preaching his religion. He was connected with many royal families and this helped him a great deal in spreading his religion. But inspite of that, his religion was never as popular as Buddhism and it did not spread outside the Indo-Pakistan sub-continent.

The Greek Invasion

Alexander the Mececion invaded the Indo-Pakistan sub-continent in the year 326 B.C. He ascended the throne of Mececion in Greek in the year 336 B.C. He was a powerful, ambitious and remarkably energetic ruler. He moved out of his country with a large army to avenge the past defeats by the Persians by conquering their territories. In the two decisive battles in 331 B.C., he had defeated the Iranian king who died a fugitive the following year. He stayed for three years in Iran and then marched on to conquer the Indo-Pakistan sub-continent.

Alexander came through Chitral and Swat. He crossed the river Indus at Ouhind. The Raja of Anmbi of Taxila submitted and collaborated with him in inflicting a defeat on his enemy Raja Porus. He helped the invader in crossing the river Indus. The kingdom of Porus was situated between the Jhelum and the Chenab rivers. Porus offered stubborn resistance to Alexander but was defeated. Alexander went as far as the river Beas in the east: but since his army was reluctant to go any further, he revised his plan and come back to Jhelum to make his way to open sea. He also reduced the small kingdom in Sind and continued his journey homeward. After his return to Babylon, he died in 223 B.C.

Chandra Gupta Maurya

Alexander's death disintegrated his vast empire within a very short time. Raja Chandragupta Maurya had been able to establish his authority upto river Indus and concluded a peace treaty with Seleukes who then ruled the eastern territories of Alexander. The effects of the Greek invasion were manifold. New trade routes were opened and the sea and the land communication developed. The art of sculpturing discovered a new form and influenced the Buddha sculptures of the time. In the realm of knowledge, the Greek philosophy and medicine had their mark on the Indian thinking.

The Kingdom of Magadha occupied the central position in the sub-continent. About this kingdom, he writes that there are many big cities in the country. People are very rich and prosperous. There are several charitable institutions. There are several Dharamsalas along the roads for the conveyance of the travelers. In Pataliputra, where he learnt Sanskrit, he saw a hospital where patients were given not only free medicines but even free food and clothing. Asoka's palace in Pataliputra is still standing and is so magnificent that it does not seem to have been built by human hands.

MUSLIM PERIOD

Before the advent of Islam in the sub continent the Arabs had already had their trade relation with India and Sri Lanka. The earliest contact of the Muslim Arabs with the Malabar Coast dates back to the reign of Hazrat Umer. The Arabs came into close contact with the local people and got opportunity to impress them by their fair dealings. They preached Islam alongside their business dealings. So the first Indian National to embrace Islam was the ruler of small state known as Kirmig Noor. The Muslim fought their first battle on Indian soil during the Khilafat of Umar after that Hazrat Umar did not like overseas expeditions. So this is how some Muslim settled in India with totally distinct system of culture and religion which was to leave its impact on Indian civilization. The Quaid-e-Azam rightly said "The Pakistan came into existence the day the first Indian national embraced Islam". By this statement of the founder of Pakistan. It becomes clear that Pakistan was a reality a long time before.

Sind the Babul Islam

During Ummayyad dynasty Sind was ruled by an autocratic Hindu ruler Raja Dahir. In these days the king of the island of Rubies (Ceylon) sent a few vessels carrying some Muslims women. These vessels were also loaded with precious gifts for the governor of Iraq Hajjaj Bin Yousaf. There were some orphaned daughters and children of merchants. The ship was attacked by the pirates of Dahir. They took away every thing the women and children were taken as prisoners and put in the jail one of the captured women cried out "O Hajjaj" when Hajjaj heard of this he exclaimed "Here Am I".

Hajjaj Bin Yousaf was a strict administrator. He sent his messenger to Raja Dahir and asked him to set the women and children free. He bluntly refused and argued that he had no control over the sea pirates and if Hajjaj wanted to release of the women he could do so himself.

So after this Hajjaj decided to punish Raja Dahir. Hajjaj sent several expeditions to punish Raja Dahir which incidentally all failed. After that he decided to send his young nephew Muhammad Bin Qasim to head a campaign against Raja Dahir. Hajjaj gave him a trained and well equipped army. Muhammad Bin Qasim march towards Deabul. Muhammad Bin Qasim challenged Raja Dahir for a decisive battle in 712 A.D. The battle continued for several days and the Hindu army fought tooth and nail to protect their fortification. They were no match to the Muslim soldiers. Dahir was killed on the sixth day of the battle. The captive women and children were set free and sent back to their homeland.

Slave Dynasty

Qutubddin Aibak who rose to be the first slave sultan of Hindustan. He was originally a slave of Turkistan. As he started his career as a slave the dynasty founded by him in India was known as slave dynasty. When Muhammad Ghori died in 1206 he became the sultan of India and slave Dynasty ruled over India about 84 years upto 1290. During slave dynasty many slave rulers ruled over India but Qutubuddin Aibak is one of the best ruler who had done many services for the welfare of the people.

He raised the Quwwatul Islam mosque which is the earliest mosque in India with in its specious courtyard, he retained the 4th century iron pillar and these pillar has puzzled scientists as its iron has not rusted in all these centuries. He also constructed Qutub Minar. He is very generous the people called him Zakh Baksh.

During the fourteen years of his governship in the sub continent Sultan Aibak had displayed qualities of a successful general and administrator though his rule was hardly more than military occupation. The slave dynasty brought all northern India under it's away in 1290 A.D.

Khalji Dynasty

The slave dynasty was supplanted by Khalji. Who was founded by Jalal-ud-Din Khalji. It was a short lived dynasty but produced a remarkable and famous ruler Ala-ud-Din Khalji. He made the Muslim power in India more stable. They suppressed the power of the nobles and raised a large army putting it on an efficient footing. He was the first Muslim king to march into the south and include it in his empire. He succeeded in stopping mongal incursions and became the greatest monarch among the sultans of Delhi. His empire was more extensive than that of his predecessors and he controlled all of Northern India and some parts of Southern India. He introduced for reaching administrative reforms and increased the wealth and prosperity of the country.

The Tughlaq Dynasty

After Khaljis' Ghazi Malik ascended the throne under the tile of Ghiyasu din Tughlaq, he had risen to high position by personal merit. In the war against the Mongols he chased out of the country again and again. Delhi was in a state of confusion he resorted order and recovered the moral prestige of the monarchy. He treated with generously to the Khaljis' officers. He made suitable provision for them and appointed then to high offices in the state. No just to claim was ignored and no past services were forgotten. Many families that have been ruined were resorted to their former dignity. Ghiyasuddin Tughlaq was succeeded by his son Muhammad Tughluq in 1325.

Muhammad Tughlaq

He was born in a well to do family of Tughluq Nobel Khan as Muhammad bin Tughliq. He received the best education available. He became Sultan in 1325 after his fathers' accidental death. it is no doubt that he was the most educated of all Muslim ruler who ruled Delhi. He had complete command over Persian, Turkish and Sanskrit. He was an

authority on the subject like philosophy logic and mathematics. He also had a good knowledge of medicine. He started a number of hospitals in Delhi where the patients were thoroughly look after. He was deeply religious man at learnt the Holy Quran by heart. He used to quote verses of the Holy Quran during his conversations. he was a practicing Muslim who never missed his prayers and fasted regularly and who missed prayer were severely punished. He was also a just ruler. He was popularly known as Adil Sultan. One of the forts he constructed near Delhi was known as Adilabad. He used to listen to the complaints of his people twice a week and tried his best to remove.

The history of sultanate of Delhi is full dynasties which were short lived and weak of the thirty five sultans belonging to five dynasties who sat on the throne of Delhi during a period of 300 years. Nineteen were assonated by Muslim rebels. In spite of rebellions these kings were able to establish Islamic egalitarian society in the subcontinent. This society later consolidated the power of the Muslims in various parts of the country.

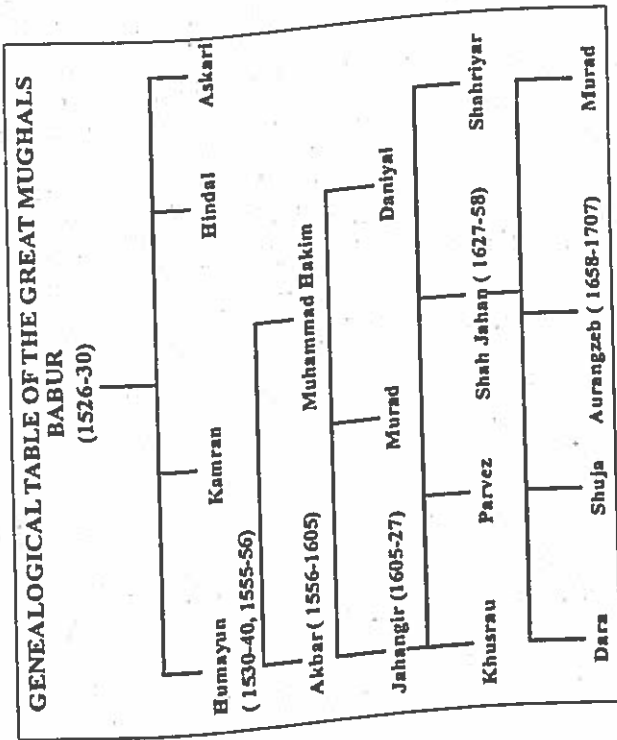
MUGHAL DYNASTY

In 1526 A.D. Babar invaded India and defeated Ibrahim Lodhi in the first battle of Panipat. This marked the end and the beginning of a new period of Muslim history in India. The Turkish proved to be more enduring than the earlier dynasties. The history of Mughal empire and its rise and fall is a fascinating study. They ruled over India about 181 years the Mughal empire rose on the horizons in 1526 A.D and completely vanished in 1858 A.D.

Babur

Babur entered Delhi in 1526 A.D. He restored order and stability to the government and marched on to Khanwah near Fatehpur. Sikhs to meet the combined Rajput forces under Rana Songa. He routed them out in 1527 A.C. conquered

chanderi in 1528 A.D. and inflicted a final defeat on the Afghan rubels in the battle of Ghaghra in 1529 A.D.



India now lay on his feet and there was no challenges left to dispute his authority. He was an intelligent and clever state man and military genius. He earned prominence under hard circumstances as a fugitive from Farghana he established himself in Kabul and entered to Delhi. According to one estimate if the gun of Babur were turned to Europe instead of India they could not have been stopped until they reached the British Isles. He possessed an artillery and skill in the art of warfare that no other contemporary ruler in the world could claim to have possessed. He laid the foundation of a great empire but did not get sufficient time to consolidate it. He died at Agra in 1530 A.D. only after four years of this first major victory.

Humayun

Babur was succeeded by Humayun who inherited an empire which was not yet firmly established. So he inherited a freshly won empire with many troubles. The Afghan robbers,

the Rajputs and worst of all his true brothers who caused numerous trouble for him. Following in father's advice Humayun treated his brother kindly and appointed them to high position. In return his brothers hundred him at every step and betrayed him in his hour of need. In the first ten years of his rule he faced so many challenges not only from his younger brothers but also from Afghan General Sher Shah Suri. Sher Shah Suri defeated Humayun in the battle of Chausa in 1540 and this defeat was the first set back to the infant Mughal empire at that time he was completed disappointed and threw himself on to the Shah Lahmasp Safvi of Iran who promised him to provide him the necessary help. He lived his next 15 years of his life from 1540 to 1555 self exiled in Iran. Later on with the help of king he captured Kabul and Kandhar. He was finally able to reascend the thorn after defeating Sikander Shah Suri. After receiving his thorn Humayun devoted himself to the affair of kingdom and improving the system of government.

Humayun was bold intelligent and had a good knowledge of art of government but he was too soft and took kind to take a bold decision in time. He faced difficulties but never faltered. He remained calm and firm in adversity and never lost his sense of judgment. Humayun was himself scholar and loved scholarship. He was mainly interested in the study of astronomy but was equally interested in language and literature. he devotion to the pursuit of learning is confirmed by fact that his death occurred in the library.

Sher Shah Suri

Sher Shah Sori was an Afghan leader who took over the Mughal Empire after defeating Humayun in 1540. Sher Shah Suri ruled India only for five years but left his permanent mark on the history of his time. He demonstrated his military skill by driving out Humayun and reestablishing the Afghan supremacy. But more than that his reforms in the civil and military administration land and revenue system public work education road building and construction of caravanserais on the high ways earned him an enviable place in history. He is

credited to have built madrassas the ground Trunk road, from Sunar Gaor to attock and an other road from Agra to Burhan Pur besides several forts for the defence of his territory the Ruhtas fort in the Jhelum district which he built to check any possible invasion from the west still reminds the great military talent he possessed. Sher Shah Suri came to power 1540 and died 1545. It did not give him sufficient time to consolidate his power and with his death vanished the glory he brought to the suri dynasty.

Akbar

Akbar was born in 1542 A.D. at Umer kot when his father Humayun was wondering from one place to another in search of help and shelter. Fate had thrown him into hands of his uncle Kamran who did not care for his proper educations. After this he was put under the tutorship of Baiwan Khan for education and training in the art of administration and warfare. After a short his father died and new responsibilities took him away from the formal learning.

Akbar was a fearless soldier, he showed courage in most difficult situations throughout his rule, and he had very clearly employed his diplomacy and military skill with an equal sharpness of mind. He organized and launched his military expedition to establish his authority but he did not show any sign of ruthlessness or tyranny. He was always considerate and benevolent.

Akbar was a wise and enlightened ruler. He had commanding personality and was a master statements with his own philosophy of government. He developed diplomatic ties with influential. Rajas and entered with them into matrimonial alliances. He himself married the daughter of Raja Bharamal Kachchwaha and adopted same of the Hindus customs and that way succeeded in winning over many friends but where is diplomacy failed, he employed force to establish his authority.

Jahangir

The historian have given many shades and colours to the personality of Jahangir. But in reality he was what he portrayed himself in his memories. He possessed the political wisdom that helped him resolve many complicated problems and over and above these qualities, he was a generous ruler. He was also kind father and loving husband. Jahangir is well known for his justice. He was humane and considerate and tried to uphold the cause of the poor and suppress tyranny in any form end at any place. He fixed up the chain of justice between Shamburg in his fort and a stone on the bank of the river Jumna for any complaint against his own administration and would firmly deal the evil doer and conspirators.

Jahangir was himself learned man and many prominent learned man of his time were attached to his court. He was a second Mughal emperor who wrote his own memories known as Tuzuk-i-Jahangiri in his writings he developed a style which is clear simple and direct. In 1611 Jahangir married the extremely beautiful and intelligent Meher-un-Nisa when is in itself a story of romance Meher-un-Nisa was given the tile of Noor Jahan. Noor Jahan and Asif Jah had become more powerful and pulled the string of administration to their advantages but Noor Jehan came to be the actual power behind the throne. It was during Jahangirs' reign that the British got formal permission to trade freely in the Mughal Empire. This was his greatest blunder for these traders went on to become the rulers of the subcontinent.

Noor Jahan

Noor Jahan was the daughter of a Persian immigrant Mirza Ghiyas Baig of Tehran. Before becoming the beloved wife of the Mughal emperor Jehangir she was the widow of a mughal officer Sher Afghan Quli Khan. Mehr-un-Nise was born her parents were migrating to the subcontinent in the 16th century. She received her early education in Quran and the Persian language and she had a special flare for poetry. The father of Noor Jahan came to the subcontinent during the time

of Akbar. Noor Jahan was brought to the court she was beautiful and intelligent, so she attracted Jahangir's attention. It was wrong believed that Jahangir murdered Sher Afghan her first husband because he married to Noor Jahan. Actually the Afghan died during three rebellion against Jahangir in 1607. After that Jahangir felt in love with Noor Jahan and married her. He gave her the title of Noor Mehal Light of the palace later on Noor Jahan light of the world.

After married with Jahangir Noor Jahan carefully attended the affairs of state. Her father and brother became ministers and they dominate the court. It is believe that Noor Jahan was the real power behind the throne. Number of brilliant soldiers poet from Iran had played important role in the development of cultural life.

Noor Jehan had a magnificent tomb over the grave of her husband. She relieved from the world and lived a quiet and lonely life for 16 years after the death of Jahangir. She died in 1643 and was buried beside Jahangir at Shahdra Lahore.

Shah Jahan

Shah Jahan was one of Jehangir's four son. He proved himself a great military commander and enable provincial governor during his life time. Shah Jahan come to thorn after bloody war of succession. He was the first mughal to finish off his nearest relatives including brothers and half brother in order to come to power. So shah Jahan met a similar fate towards the close of his career when his two sons were killed and he was himself deposed to suffer a life confinement in the fort of Agra. He ruled over 22 years and made a name in history for his contribution to art and architecture and economic prosperity. He was a valiant general and capable statesman. His reign was considered to be the golden period of the mughal rule in India when the glory of the empire reached its peak.

He had in the attributes of a noble Turk and a valiant Rajput compared with his father and grand father. He was more concerned with the laws of Sariah. He finished Sajda and many

other un-Islamic practices. Although he was not a scholar but acquired a sufficient knowledge. Many prominent scholars and poet attached to his court who were respected and honoured. Another aspect of his rule was that he had esthetic taste for beautiful gardens and building. It was a appropriate time for these activities. He made generous wise in raising beautiful gardens and imposing buildings of unique architectural splendour in history, he is known as a great builder who made beautiful building like Taj Mahal, Moti Masjid, Jamia Masjid Delhi, Lal Qila, Shalimar Bagh Lahore and many other building.

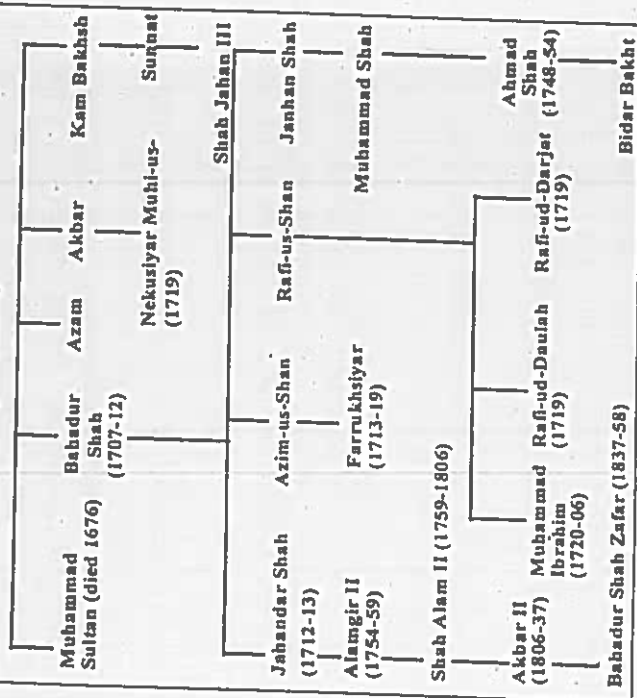
In September 1657 Shah Jahan fell ill. As he news illness reached his four sons started making preparation to capture the Thorne.

Aurangzeb

Aurangzeb was born on October 21, 1618. He was the third son of Shah Jahan. Dara Shikoh was favoured by his parents for succession. Aurangzeb was challenged by his fater and brother in succession. He was eventually victorious in the battles that occurred between him and his brothers in July 1658, he ascended the thorne as Alamgir.

Aurangzeb was made of a different element. He has in him the quickness of Timur fearlessness of Babur military shrewdness of Akbar scholarly accomplishment of Jahingir and esthetic taste of Shah Jahan. He possessed the qualities required to run the empire. He was simple unassuming and position in his habits. The difficult life he was obliged to live in his early career. He abolished many of the court etiquettes that did not agree with the teaching of Islam he tried to bring the laws according Shariah.

**GENEALOGICAL TABLE OF THE LATER MUGHALS
AURANGZEB
(1658-1707)**



Later Mughal

During the long reign of Aurangzeb the mughal empire reached its maximum extent but under his weak successors the empire began to decline and came to its final stage in the reign of Bahadur Shah. Aurangzeb's death was followed by a war of succession among his sons and at the end his son Shah Alam succeeded the thorne under the title of Bahader Shah.

Bahadur Shah

Bahadur Shah on his accession to the throne Bahadur hah adopted a kind policy toward the marattas and the rajputs. He released the Marathas prisoners this step gave great advantages to the mughal and for a time being Marathas prevented to creating fromble to the mughal empire. Bahadur Shah also concluded peace treaty with the Rajput by which the dependence of the latter was acknowledge.

Jahander Shah

The death of Bahadur Shah was followed by a war of succession for the throne many four sons. Three sons were killed during war and the eldest Jahdar Shah secured the thorne. He was no good as a ruler and it was time for supersede all tribes of dancers and actors. His authority was soon challenged by his nephew Furrukhsiyar who defeated his and ascended the thorne.

Bahadur Shah II

Bahadur Shah II succeeded his father Akbar Shah in 1837. He was the last mughal emperor in Indo Pakistan. He was a very kind and charitable king. He never refused help to the poor and for this his treasury become empty. The annual Persian granted to him by the East India company was the only source of his income.

In 1857 Bahadar Shah joined the war of independence. This movement failed due the organization discipline and unity many innocent men and women. Children were murdered, the son of the emperor were captured and killed before his eyes. Bahadar Shah was arrested and deported to Rangoon where he died 1862 with him the mughal rule in Indo Pakistan came to an end.

THE ADVENT OF THE ENGLISH

The story of the English occupation of India is the story of the East India Company. It was founded in England on December 31, 1606 A.D. to trade with the East chiefly in spices and set up factories in the East India. But the Duch who had already established their authority did not permit any rival to share the trade. This situation turn then to the other part and so the company succeeded in establishing a few factories on Indian cost from Surat to Fort William in Bangal. Then chief settlement were in Bombay, Madras and Calcutta. This attracted many English adventures to join the company.

The eighteenth century in India was a period of monarchy and decline of mughal rule this provide a East India Company good opportunity to gain a strength in their settlement and the French rival were the finally driven out by cive from India when no European power was left on the scene. The English took advantage of the unsettled condition of India and consolidated themselves politically. They cleverly played one local ruler against the other and conquered Indian with the might of India. They demonstrated a great diplomatic skill and employed improved arms with better knowledge of art of warfare. The Indian rulers at last fell a victim of their own intrigues. They were either forced to accept the authorities of East India Company or were completely wiped off. This process of expansion continued in one from to the other kingdom after kindom fell and then English pushed themselves ahead to succeed the mughals. It was not uncommon that ruthless measures were adopted to extend their authority on territories which were still under the control of an Indian ruler. The political storm that hang on the country in 1857 A.D. only helped than complete the process of a political and military changeover. The life less emperor confined to Red Fort and consequently they banished Bahadur Shah to Rangoon and succeeded to the mughals in power and authority.

STRUGGLE MOVEMENT

Sir Syed Ahmad Khan

Sir Syed Ahmad Khan appeared on the horizon of Indo Pak at the time of the down fall of Mughal dynasty. In the 19th century the conditions of the Indian Muslims from the political social educational point of view were at the lowest mark.

The war of independence in 1857 A.D. had miserably failed and it put a seal on the decline of the Muslims in all walks of life. The British government believed that the Muslims were responsible for the war of independence and therefore to bear the entire burden on the revengeful policy of the British whose attitude towards Muslims were not fair.

Sir syed at that stage came out for the betterment of Muslims he was the only eye witness to the events of this tragedy. He was greatly shocked at the destruction of Muslim families the government began to doubt the allegiance of the English new papers daily brought out articles against Muslims. Maulana Hali says that there was no need of condemning a Muslims his being a Muslim was enough crime" Hindus had also participated in the war yet they had consolidated them selves in such a manner as not to give rise to any suspicion they had lost nothing. The Hindus specially of Bangal had adopted the English language for getting good post in the offices and thus they were in touched with English but the Muslims Ignored the English Language and Modern Education. The Muslims not only economically crushed but also educationally and socially by the government In these circumstances Sir syed started political career This incident brought him to a political field and with a magnetic personality he entered it he realized the critical position of the Muslim would be detrimental to their interest and asked the Muslim to be loyal to the English. At the same time he wrote his famous essay the "causes of the Indian revolt" in this essay he held the British government responsible for the cause of revolt the other cause was that the government was failed to win the confidence of the people and had no attachments with the land over which they ruled. He also said that the country was ruled according to the western ideas and there was no attempt to measure the sentiments of the people. This book was translated and sent to all high officials and Member of Parliament. It proved to be started point to many reforms. Sir Syed said I have firm belief that until and unless there is racial discrimination in the laws of the country no friend ship can be established between the rulers and the ruled.

Urdu Hindi Conflict

It was in the year 1867 A.D. when some Hindu leaders of Banaras had demanded that the use of Urdu language written in Persian script should be discarded in the government court and replaced by the Hindi Language written in Devoragi

script. Sir Syed Ahamd used to say that this was the first occasion when he felt that it was now impossible for the Hindus and Muslims to progress as a single nation and also for him to work for both of them. In this respect he once observed in the following words.

"During these days when the Hindi Urdu controversy was going in Banaras one day I met Mr Shakespeare who was posted there, I was saying some thing about the education of the Muslims and Mr. Shakespeare was listing with expression of amazement and after some time he said this is tow first occasion when I have heard you speaking about the progress of Muslims alone before this you were always keen about the welfare of your country men in general I said now 'I am convinced that both these nation will not join whole heartedly in any thing. At present there is no open hostility between the two nations but on account of the so called educated people. It will in crease immensely in the future. He who lives will see. Mr. Shake spear then said I would be sorry if your prophecy were to prove true. I said I am also extremely sorry but I am confident about the accuracy of this prophecy. Here we see the prophecy of Sir Syed came true after some time.

Aligarh Movement

The greatest service Syed Ahamd khan rendered to the Muslim community was in the field of education he realized that the Muslims had not take modern education. He tried to create change in the Muslim mode of thoughts. Primarily with this aim he started Aligarh movement of which the Aligarh University is a product.

In order to flourish English education Syed Ahamed opened schools and established scientific society and translation bureaus for the translation of English books into Urdu. Sir Syed also organized society for educational progress the Indian Muslims which decided to established the Jammadan Anglo Oriental Collage at Aligarh. In 1875 he founded MAO Collage at Aligarh which become the Muslim University and the centre of Muslim cultural activities.

With the view of promoting the educational cause of 70 million Muslims he founded 1886 Muhammad Educational Conference which held its meeting at various places to carry the messages of Aligarh to all parts of the country. The Aligarh Muslim university served as a nursery of leaders. So these leaders played important role in struggle movement and also founded Muslim League which was the platform for Muslims to achieve Pakistan.

Aligarh movement was responsible for the restoration of Islam with modern world Sir Syed wrote number of books on religions subjects and tried to prove that in every respect the teachings of Islam was in harmony with the modern scientific theories. Though his views on certain religions questions have not been accepted by the orthodox Muslims his services to Islam by answering the criticism of Christian missionaries are widely appreciated.

Indian National Congress

Before the birth of the Indian National Congress several political organizations were established in India to acquaint the British government with the grievances and demands of the Indians the demands of all associations were the participation in the council when Nurender Nath Banergee was dismissed from the Indian Civil Service founded the Indian association. The agitation started and took serious turn when the secretary of state reduced the age limit for the civil service examination from 21 to 19 years. The civil services agitation played an important part in the political career of Surendra Nath. The Civil Service agitation was soon followed by the agitation for the repeal of the vernacular press act and arms act which made the distinction between the Indians and Europeans. The agitation raised by the European community against the Ilbert bill 1883. All these agitation roused the political consciousness of the people and began to shape their nation movement.

In view of the increasing intensity of the Indian feelings. Allanectorin Hume a retired civilian wanted to divert them into constitutional channel. He thought that open

rebellion against the British rule was not far off. He discussed the matter with governor general who gave his support to make some organization through which the government might be kept information regarding the Indian opinion. The Indian National Congress was established in Bombay during Christian wee4k 1885 by A.O.Home. its first meeting was held in Bombay under the presidency of Mr. w.e. Bonergee out of seventy two delegates attending the meeting there were only two Muslims. The Indian National Conference which was founded by surrender Nath Bewergi in 1883 now merged itself into the national congress as the two organizations has same objects.

The members of the congress expressed their satisfaction and loyalty to British Raj. The attitude of British government was also sympathetic. Many government officials used to attend the meetings of the congress. In various provinces official receptions were held by the governors in honour of its member. But with the specific constitutional demands made by the congress the sympathetic attitude of the officials began to wane. Lord Difen on the ere of his retirement passed a remark about the congress as a micro scopic minority Lord Lytton another ex-viceyoy of India declared that the members of the congress represent nothing but the social anomaly of their own position. When the congress employed all the paraphernalia of constitutional agitation such as meetings lecturers distribution of pamphalets etc. than the British officials began to suspect its motives and gradually they kept themselves away from it.

Shimla deputation

In October 1905 as the Labour party come to power John morely took over as secretary of state for India Muslims knew that Hindu congress would not look to the interest of the Muslim. They began to feel the necessity of a separate election for the protection of the Muslim rights so on Oct. 1905 Muslim deputation consisting on 36 Muslims leader under the Head of Sir Aga khan met viceyoy at shimla and put before him the

Muslim demands of separate electorate for Muslims. If was also demanded that adeque representation should be given to Muslim representatives on all councils taking in to consideration the number as well as their contribution to the defence of the British empire LORD Minto assured that the interests of Muslim would be safe guarded He was much impressed by the arguments of the depotation. He expressed his sympathy and co-operation for the Muslims.

Partition of Bengal

The partition of Bangal by the British government in 1905 A.D. made relation between Hindus and Muslims worse. It was done mainly for administrative reasons. Bagal was a big province consists of Begal Bihare and orissa and it was difficult to administrate such big area fore one governer secondly the economy of Begal was dominated by the capitalists of Culcutla and as a result million of people living in the under developed areas were deprived of their due share in the production. The partition of Bangal was thus calculated to restore better efficiency in the government and minstration and secondly encouraged the local people the new province known as Eastren Bangal with Muslim majority. Partition of Bangal was well caused by Muslims it provide progress for Muslims of East Bangal. But Hindus of bangal could not tolerate the partition of Bangal because it weakens their economic and political position. So they started agitation against the decision of the governments. Many Hindues leader of Bangal took the lead of this movement. The agitation of the Hindus took such a serious turn that the British government under the pressure of circumstaices annulled the partition of Bangal in 1911.

FORMATION OF MUSLIM LEAGUE

Partition of Bengal and other events lead the Muslims leaders to thank that the Hindu congress would not look to the interest of the Muslims. They began to think for establishment of political party for the Muslims. At last it was decided that a representative organization would be formed where open the

leaders of Muslim India met at Dacca in December 1906 on the occasion of the Muslim education conference. In the meeting that took place at Dacca under the presidency of Nawab Viqar ul Mulk, Sir Salimullah Nawab of Dacca Muslim league was founded.

This meeting composed of muslimans from all parts of India assembled at Dacca that a political association be formed the following ore objectives.

- a) To promote among the muslimans of India feeling of loyalty to the British government and to remove any misconception that may arise as to the intention of government with regard to any of the measures.
- b) To promote the advance the political rights and interest of the muslimana as of India and to respectfully represent their needs and aspirations to the government.
- c) To prevent the rise among the muslimans of India of any feeling of hostility towards other communities with out prejudice to the other objects the league.

The objects of Muslim league promote the loyalty to British government and to protect the rights of Muslims. The foundation of Muslim league sets the seal upon the Muslims belief that their interest must be regarded as completely separate from those of Hindus and that no fusion of the two communities was possible.

Minto Morely Reforms

In shimla Deputation viceroy promised the Muslim for separate electorate when ever the reforms were introduced. In the mintomarely reforms for the first time the principle of election to the councils was introduced. How ever nominations were not effectively abolished. The number of the members of the council was increased. The reforms recognized the demand of the Muslims for separate electorate however the British government conceded a limited number of powers to the indigenous numbers of councils.

Lucknow Pact

Quaid-e-Azam joined Muslim league in 1913. he was trying by heart and soul for the Hindus Muslim unity and it was due to his efforts the Hindues and Muslims held its meeting together his Bombay. As a result of this mutual under standing the congress and Muslim league again hold a joint sitting at Lucknow in 1916 and this is known as Lucknow pact. In this meeting every body stressed on Hindu Muslim unity and a scheme for reforms was as unanimously adopted which could satisfy both the Muslims and the Hindus the principal decision taken at this taken at this meeting were as follows.

- 1) The congress accepted separate electorates for the Muslims.
- 2) The Hindus and Muslims were to have weightage in the provinces where they formed minorities.
- 3) No bill or resolution affecting a community was to be proceeded in any legislative council if there further of the representatives of that community were apposed to it.

The Lucknow pact was a landmark in the political history of the sub continent. According to the pact the congress accepted the demand of the Muslims for representation through a separate electorate both the congress and Muslim league demanded the establishment of self government through constitutional means in the subcontinent But unfortunately this cooperation did not last long. This cooperation continued during khilafat movement.

Khilafat Movement

After Lucknow pact political event of Muslim India was khilafat movement. The Muslims of India had a great regard for the khilafat which was held by the sultan of Turkey. In World War I Turkey joined the war in favour of Germany the main enemy of great Britain. The alliance between Turkey and Germany put the Indian Muslims in an awkward position. They at the out break of the war pledged their whole hearted

For B.Ed Classes

support to the British government. This came to clash the brotherly feeling towards the Muslim of Turkey. The war was great strain upon the loyalty of Indian Muslims and being suspicious of their leaders put to jail. At this stage Muslims become much offended. British understood this gravity of the situation so made a statement that it was not intention of government to deprive the Turks of their home land.

When the war come to an end in 1918 the assurances was not kept the treaty of severers was imposed in Turkey and it was a severers blow to the ottoman empire the British gave consent to the dismemberment of Turkey among the European powers. This shocked the Muslims and a wave of anger swept through the Islamic world particularly Muslims of India. They were determined to engage all their energies, for the safety of khilafat.

Saiman Commission

In 1927 the political condition of the Indo pole was very serious. So government appointed commission under the leader ship of Sir Simon for introducing returns and also to make review the working of the Montague Chelmsford Reforms and to make recommendation for a new constitution for India. As this commission did not included any Indian this was boycotted by almost all the political parties in India Mr. Jinnah took a leading part in organizing the boycott and all parties' conference met at Delhi in 1928 and to draft a future constitution of the country. At that time Muslim league was divided into two group one was favoured to siman commission while the other by colt the commission.

Nehro Repot

While siman commission was boycotted by all the political parties government announced that all parties made draft for future constitution and sent to govt. in these circumstances sub committee was formed with Pandit Lal Nehro as its president. Moti Lal Nehro made a draft and this report was published in 1929 According to this report.

- 1) Nehro demanded dominion status for India

2) Separate electorate were refused

3) The principle of reservation of seats for the Muslims in Begal and Punjab was rejected this Quaid-e-Azam and Maulana Mohd. Ali and other Muslim leaders were surprised at the publication of Nehro report. He was disgusted with Mr Ghandi and congress. He left him by saying we refused to join Mr Gandhi because his movement is not movement for complete independence of India but for making 70 million of Muslims dependent to the Hindus Manasabha. Mr Jinnah went personally to the Calcutta session of the congress and placed his amendment proposals for the acceptance of the Nehru report by the Muslims. But this proposals here out voted by the Hindus.

Quaid-e-Azam's Fourteen Points

The Muslim could not accept the Nehru report. So Muhammad Ali Jinnah prepared a draft of the minimum demands of the Muslims these proposals of Mr. Jinnah are known in history as "Jinnah's Fourteen Point" He called a meeting of all India Muslim League at Delhi in March 1929 and put forward his fourteen points. The league after careful consideration laid down that no scheme for the future constitution of the Government of India will be accepted until and unless the following basic principles are given effect to and provisions are embodied there in to safe guard their rights and interest.

1. The form of the future constitution should be federal with residuary powers vested to the provinces.
2. A uniform measure of autonomy should be granted to all the provinces.
3. All legislatures in the country and other elected bodies should be reconstituted on the definite principal of adequate and effective representation

of minorities in every province without reducing the majority of any province to a minority or even equality.

4. In the Central legislature, Muslims representatives should not be less than one-third.
5. The representatives of the Communal groups should continue to be by means of separate electorate as at presented provided that it should be open to any time to abandon its separate electorate in favour of joint electorate.
6. Any territorial redistribution that might at any time be necessary should not in any way affect the Muslim majority in the Punjab, Bengal and North-Western Frontier Province.
7. Full religious liberty, that is liberty of belief, worship, observation, propaganda, association and education should be guaranteed to all communities.
8. No Bill or Resolution and any part thereof, should be passed in any legislature or any other elected body if three-fourth of the members of any community in that particular body oppose such bill or resolution or part thereof on the ground that it would be injurious to the interests of that community or, in the alternative such other method as may be devised or as may be found feasible and practicable to deal with such cases.
9. Sind should be separated from the Bombay Presidency.
10. Reforms should be introduced in the North-Western Province and Balochistan on the same footing as in other provinces.
11. Provinces should be made in the constitution, giving the Muslims adequate share alongwith

other Indian in all services of the state and self-governing bodies, having due regard to the requirements of efficiency.

12. The constitution should embody adequate safeguards for the protection of the Muslim religion, culture and personal law, the promotion of the Muslim education, language religion, Muslims charitable institutions and for their due share in grant-in-aids given by the State and self-governing bodies.
13. No cabinet, either central or provincial should be formed without there being a proportion of Muslim ministers of atleast one-third.
14. No change be made in the constitution by the central legislature except with the conference of the states constituting Indian Federation.

Though several meetings were held but these demand of the Muslim were not accepted by the Hindu leaders

ROUND TABLE CONFERENCES

The British government realized that with out the cooperation of the Indian no constitution would be successful in the country so the government invited leaders to diverse parties and interests to Land for a series of round table talks on the constitutional issues during the period of 1930-1932 there meetings of round table conference were held but the Hindu Muslim problems were not solved.

The Pakistan Resolution

On the 23rd of March 1940, Muslim League held its annual session in Lahore under the presidentship of the Quaid-i-Azam. The League had gained remarkable strength on re-organization. The Quaid-i-Azam was looking for an appropriate time to stress for a separate home land for the Muslims. So in this Session, a separate Muslim State comprising of North Western and Eastern Zones of India where the Muslims were in

CHAPTER - 12

FUNDAMENTAL RIGHTS & DUTIES

Introduction

The fundamental right occupy an important place in Pakistan constitution. The Muslims did not have any right in British rule and have to face injustice. Quaid-e-Azam demand fundamental rights for Muslims during struggle movement but the British rulers did not pay any attention to Muslim demands. After getting independence the Muslims desired that the fundamental rights should be clearly specified in our constitution.

Meaning of Rights

Rights are those condition of social life with out which no man can best develop himself so this definition make it clear that the fundamental rights are those condition which are necessary for the development and progress of an individual. This makes the way of human development. We know that fundamental rights in constitution establish a democratic society in the country different fundamental rights as stated.

Civil Right

Economic Right

Political Right

1. Right of Life

This is the most important right and most of the thinkers regarded it as prior to the in caption of state right of life is regarded as the basic function of the state to produce

majority, was demanded. With the passage of the Pakistan Resolution the policy of the Muslim League became clear. It did not support united India with a clear and inescapable Hindu majority which through the parliamentary system of government would nullify Muslim rights and interests. India must be partitioned and there was no other alternative. The Muslims wanted this and would not be satisfied by anything less. The way lay clear and open to Pakistan.

This Resolution provided that no constitutional plan would be workable or acceptable to the Muslims unless it was designed on the provinces. The members of the two parts of each legislative assemblies of Bengal and the Punjab were asked to meet in two parts, one representing the Muslim majority districts and the other the rest of the province. The members of the two parts of each legislative assembly sitting separately were to vote whether or nor, the province should be partitioned. If a simple majority of either part decided in favour of partition, division would take place. As this plan is the basic document for the independence of Pakistan and Indian, so its original text is being reproduced in a separate chapter in this book.

Both the Congress and the Muslim League accepted the Mountbatten plan. The provinces of the Punjab and Bengal were divided into two provinces. On a referendum, Sylhet a district of Assam province, also joined East Pakistan. Similarly referendum was also held in the North-Western province and the people of the province opted for Pakistan. The Indian Independence Bill was introduced in the British Parliament in July and it received the Royal assent in July, 1947. Separate provisional governments were set up for Pakistan and India on July 29. The Quaid-e-Azam was nominated on governor general of Pakistan on 14 August. Pakistan was established. That was the long struggle of Muslims of the subcontinent had waged for a separate home land in the name of Islam.

protect life and liberty to each person. So much emphasis is laid on the protection of this right that is why capital punishment has been abolished in some western state believing that even the minders have the right to life.

2. Right to Personal Security

Every individuals should have the right to lead his life according to his thinking slavery has been abolished. This right includes not only the security of person but also right to good name and right to movement with in the state. A citizen is given full protection not only in the country but outside the country as well. Every citizen has the right to enjoy full freedom. This right also implies that no citizen should be detained with out his guilt being provide is count of law.

3. Right of Education

Importance of education is the modern age need not to be explained in every citizen in democratic state. Education system of a society is an important write for democracy modern government provide educational facilities to their citizens so that democratic norms aid civic virtues may flourish in the society. Mostly force and compulsory education is provided upto secondary level most of the government promote technical and professional education, necessary. Industrial scientific and agriculture development.

Right to Family Life

Family life plays a pivot role in shaping human behaviour. In order to preserve this institution most of the state have enacted family laws to established values. This right include right to privacy morning and divorce etc.

Freedom of Expression

True liberty cannot be enjoyed in the absence of freedom of expression. Every citizen in a democratic system has a right to express his opinion freely. Criticism against the

government policies is a reaction of public opinion. Freedom of speech and holding public meeting is also important in this matter. Freedom of press and expression however has its limit. Thus law affords full protection against expressions.

Equality Before Law

Equality before law implies equality of all in eyes of law the same law applies to all citizen. Every citizen in a modern state has the right to be treated on equal footing with every other as far as the protections of law is concerned.

Economic Rights

Economic right one infact a civil right which every state gives to its citizens following are the economic right.

Right to Property

Right to won property is regarded a basic human right. Right to property includes ownership to one's belongings moveable and immoveable both and law will afford protection to it. Private property is infact essential for the development of on's moral personality. A person can test his capabilities through earning of means of live hood. It provide incentive to work which bears its fruits as reward to his labour. State should be protector of this right and most an invader.

Right to Work

Every citizen should have the right to work and adopt the profession of his choice. State is under obligation to provide equal opportunities to all citizen to develop their capabilities according to their choice modern welfare states have introduce a net work of labour law. Some state have provided maximum facilities to this direction. Such as unemployment insurance etc.

Right to Contract

This right in fact is implicit in the right to property. Every citizen is entitled to make contract with an other in industry trade, but the term of contract should be with in the

limit of law. Other wise such agreement or contract can not be allowed that are against the general interest of the society.

Political Right

In democratic society every citizen are given the following rights.

Right to Vote

In democratic countries citizens one given the right to vote but some persons are exempted. In the past discrimination was done on different basis. At present in certain cases vote is not used merely for returning the candidates to the elected bodies the voters also participate in direct referendum.

Right to Contest Election

Specific qualifications and age group are required in different state for contesting election. For expel the minimum age required for the membership of National Assembly of Pakistan is twenty five years. For presidency the minimum age limit is forty five year under the constitution of Pakistan.

Right to Hold Political Offices

Without they discrimination all citizen has an equal right to hold even the highest political offices the doors of all political offices are kept open for all.

Regular and Free Election

Change in the government is an important feature of democratic system by holding of fresh election. But these elections should be held in fore atmosphere. In Pakistan election commission perform this duty.

Right to Citizens

Healthy criticism in a democratic state is necessary which help the government to keep its policies fare mostly press and political parties perform this job. It is important political right to express their opinion freely.

Right to form Political Party

To form a political parties in a democratic system is essential. These political parties educate the masses and formulate public opinion every citizen should have the right to join any political party political liberty infact demands a higher civic sense both as the part of people political parties.

IMPORTANT DUTIES

1. Loyalty to State

Patriotism is the cardinal virtue in the modern nation State. Every citizen is expected to subordinate his interest to the national interest. He should under no circumstances resort to extra constitutional means and be a law abiding citizen. In case of national emergency due to the threat of war, he must be prepared even to sacrifice his life and property for the sake of nation.

2. Loyalty to Law

Laws, in a democratic polity, reflect the collective interest and aspirations of its citizens. It is an obligation on the citizens to cooperate with to law enforcing agencies. A citizen should, under no circumstances, violate the law even if it clashes with is personal interest because once the trend of violation to law takes the root it bears far further violence.

3. - Payment of Taxes

In order to meet up host of demands for the performance of social services, every government needs huge funds. Modern welfare States impose heavy taxes and impositions especially on the wealthy classes, to raise funds for the implementation of welfare programmers. A good citizen is expected to pay the taxes honestly.

4. Sanctity of Vote

Right to vote is also a sacred trust to be exercised in the general interest of the society, over and above one's personal interest and liking or disliking. The misuse of this right bears

far reaching disastrous results for the whole nation. A voter is also deemed responsible for the conduct of a representative, good or bad, he has elected at the polls.

1. Other Duties

The highest degree of civic virtues flourishing in a society ensures the advancement of civilization and prosperity of nation. Every citizen is expected to work for earning his livelihood within legal means. He should bet proper education and actively participate in public affairs. A real welfare and prosperous society can be established if all of its citizens collaborate their activities with the legal machinery in the attainment of national goals.

1 Ideal Islamic Society

In Arabic word manasharah is used for society. Its real meaning is to lead a corporative and collective life of a social community but technically society is a group of people who have similar cultural back ground and live in a specific geographical covers

Ideal Islamic Society

When some society is formed on the basis of Muslims are determined by the Holy Quran and Sunnah that society be know as a Muslim society. We take the society as a model which was setup by the Holy Property (SAW) in Medina.

damental Pillars

Practical manifestation of beliefs known as fundamental pillars of Islam. Which one observed regularly by the believers muslim society as follows

Kalmah-e-Shahdat

No individual may class to be a Muslim until he declares in belief in the following words. I bear witness that there is no God but Allah. He is one and only out partner and I bear witness that Hazrat Muhammad (SAW)

is his belief in oneness of Allah is known as Aqeedah-e-Tanbeed in Islamic terminology.

2. Prayers

Second pillar of Islam performance of prayer five times. Its performance has been declared compulsory by the Holy Quran.

Fasting

Fasting of Ramadan is third pillar of Islam. It deeply related to mud purification of human being in worldly life the is why Allah has declared it on an obligatory denotation of a Muslim society who declared faith in Islam Allah declares the fasting of Ramadan in the verses of Sura Al Baqarah in these words:

And whosoever of you is present let his as the month of Ramadan"

Regular Charity or Poor Due

Fourth obligation of a Muslim society has been declared the paying and collecting of the poor due. It is an official duty of Muslim ruler. That he should setup an Islamic financial system. The Holy Quran has stressed this for eighty two times. In short Muslim society can not maintain its identity without perfect system of collecting and discharging regular charity.

Pilgrimage

The fifth pillar of Islam is Hajj. It has been declared obligatory for those who have physical and financial capacity of its performance. It is an international manifestation of Muslim brotherhood. It also developed the sense of equality among the Muslims. That why Holy Quran and Holy Prophet (SAW) declare it in the following worlds.

"O people pilgrimage has bears ordinance for you so perform it"

Fundamental Belief

Individual of a Muslim society believe in fundamental principles of religion Islam. They are generally describes seven in numbers.

1. Beliefs in Oneness of Allah.
2. Belief in Angles
3. Belief in Dirties books
4. Belief in Prophecy
5. Belief in last Prophet Hazrat Muhammad (SAW)
6. Belief in the Judgment day

