Chapter I
Introduction

1. 1 Introduction

"Any enlightened human being can be created by the teacher through providing a unique characteristic. One is building capacities among the students to inquire, to innovate, be creative and moral leadership; second is the development of social value system".**(Kalam, 2008)**[1]

The above quotation of Dr. Kalam put forth the whole scenario of process of education including aims of education, dimensions of education and role of the teachers. Here, the emphasis is given on social development and role of teacher. It also explores the interdependence between individual and social development and role of a teacher as a catalyst in this process, and this relationship between society and education is also explained in the report of UNESCO.

The report says - "Education is a social experience through which children learn about themselves, develop interpersonal skills and acquire basic knowledge and skills. This experience should begin in early childhood in different forms depending on the situations but always with involvement of families and local communities".**(Delors, 1996)**[2]

The report claims education as social practice through knowledge and skills. With relation to this quotation report also emphasize that –"Education is at the heart of

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[1] *Youth power can transform India: Kalam, Former president A.P.J. Abdul Kalam says the great challenge of transforming India can be achieved through youth which has got the power of ideas, ambition and ability.*

[2] *The* Delors Report *(1996) "Learning – The Treasure Within reaffirms the view of Education Commission (1964 – 66) when it visualizes learning"*

personal and community development, its mission is to enable each of us, without exception, to develop all talents to the full and realize our creative potential, including responsibility for our own lives and achievements of personal aims". (Delors,1996)[3]

Both the arguments made by Delors Commission are with different perspective, the first one highlights the role and significance of society for education and the other focuses the vitality of education for individual as well as social development. These two arguments are complimentary to each other but the relationship between them is not simple and easy to manipulate.

Education has uplifted mankind from status of animal to human being. It has driven human desire from Stone Age to contemporary age of technology to know the world and create new things for his development. Education has initiated a new process of evolution on the social, cultural, psychic, scientific level. It has produced significance in human life. Its role in the individual and social development is beyond the debate but the debate on meaning of aims, curriculum and methodology is ongoing. The meaning, goals and functions of education have been changed in the context of philosophy of Education. There are many schools of educational philosophy developed in Eastern and Western countries. In India, Sankhya, Vedanta, Yoga, Nyaya, Buddhism, Jainism, Charvaka etc. are the most popular schools; Idealism, naturalism, realism, pragmatism and existentialism are popular western schools. They have proposed objectives of education, curriculum, teaching methods etc. with their own views. The different opinions on educational issues among the various schools have enriched education in many ways. The plurality in views, approaches and methodology broaden the educational horizons. It has given opportunity to include diversified people

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[3]*The* Delors Report *(1996) "Learning – The Treasure Within, reaffirms the view of Education Commission (1964 – 66) when it visualizes learning".*

in the process of Education. Now a day, education is not purely scholastic as it was in ancient or medieval period. It is being global process in all dimensions. In the conventional education pupils are made to learn from a fixed syllabi of courses, it is subject centered and it leads to greater use of memory than of other mental processes. Reasoning, creativity and originality. So conventional nature of education is insufficient and unable to fulfill the needs of pupils in the modern world. Due to the conventional nature of education is being vanished and new form of education is coming into appearance through the efforts initiated by all sides.

1.2 Goals of Education and their Vitality

Goals produces meaning and significance in the education, they provide direction to curriculum, teachers, students, society and all the elements of educational system. The goals of education are emerged from the needs and context of the society. They reflect the ideology of the society since the long history of development of society. The goals of education are changed in accordance of philosophy of society, geographical, socio-economic political context of the society. Many times the contradictory goals were set by education in same period due to different philosophical perspective. The whole process of Education is based on three foundations; Philosophical, Sociological and Psychological Foundation. The goals of Education emerged on this backdrop. These goals determined the directions in which the society moves and moulds. Generally, these goals are classified with the following perspectives.

a) Cognitive

b) Affective

c) Social

1.3 Four Pillar of Education[4]

Contemporary education is at a decisive point in this context. The role of education has become more challenging, complex and vital today rather than any age that mankind has seen. A new exercise as millennium goals has been placed by UNESCO. Education as a total experience organized around four equal and complementary types of learning which enable learning throughout life. "Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be".

• **"Learning to know,** by combining a sufficiently broad genera! knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life".

• **"Learning to do,** in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work".

• "**Learning to live together**, by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts -in a spirit of respect for the values of pluralism, mutual understanding and peace".

• **"Learning to be,** so as better to develop one's personality and be able to act with ever greater autonomy, judgment and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills".

The education systems which is formal and have teaching in a formal classroom is dealing with all the techniques of teaching. To know more about the formal education system, the public sector and private sector schools have competition. Institutions are

giving various types of lucrative offers and provide all type of facility under one roof. Government institutions also try to maintain the standard. The teachers are qualified and recruited as per norms.

Learning to live together means to understanding others into positive spirit and take responsibility at every step for participating in as well as contributing to the society.

Learning to live together involves –

1. Understanding self and others.

2. Respecting, diversity and different system of function.

3. Understanding civics and responsible citizenship.

4. Ready for cooperation, contribution and participation.

5. Understanding rights and responsibilities.

6. Shared purpose, similarities, common human experience and interdependence.

By this mean Education required to promote and establish values and peace in children and establish an example in the society. Hence, it is necessary to carefully consider some specific objectives.

1.4 General Objectives of School Education

"Perspective of teacher education emerges from the objectives of school education which reflect concerns for fulfillment of individual's potential in harmony with collective human aspirations". To this end the NCFSE-2000 presents a comprehensive set of educational objectives.Cultivating proper respect and care for the aged.These objectives focus on the continuous development of an individual and individual's growth as Indians in the twenty first century. Hence, teachers need a thorough understanding of the emerging social, cultural and economic contexts and also the

sensitivity and social concerns while imparting education by considering man as a social animal.

1.5 Agencies of Education

Society has developed a number of specialized institutions to carry out the functions of education. Some of these agencies are formal set up more or less deliberately by society. Such agencies have been specifically created with the objective of carrying out the various functions of education. Informal agencies include institutions which diffuse and transmit culture and knowledge from one generation to another in an informal, unorganized manner. The family, the play group and the community are some of the informal agencies.

There is always a relation between nature, needs of society and educational system because there are specific expectations of the society from education. Besides the goals, needs and culture of a complex society changes since decades. Therefore in the same society, the functions of education may be different at different times. For e.g. in Agricultural Society, the main function of educational system was the socialization of the new generation by transmission of the cultural heritage and maintenance of stability and continuity by conforming them to the social traditions. After independence, the functions of the educational system have been greatly diversified and enlarged. Besides the socialization of the new generation, it has to perform several new functions of preparing it for social change, providing them diversified education and training for varied occupations, selecting and allocating the trained personnel for different positions in society, providing social mobility to them. Due to changing nature of society all type of development of child is pressured on Educational system.

According to National Knowledge Commission (2007) "NKC believes that providing universal access to quality school education is a corner stone of development

and a minimum necessary condition for any progress towards making India a knowledge society".

Again, NKC in their reports of year 2008 and 2009 emphasized the access, affordability, equity and excellence in the field of education as necessary condition of development. In the developmental child 'Intelligence' is one of the part of development and this concept have a wider sense in new era of world.

1.6 Objectives of Secondary School Teaching at Abroad

1. **Herbert Spencer (1860)[5]:**

   He stated his five objectives of secondary school teaching in terms of activities in his most important essay entitled "What Knowledge is of Most Worth? As:

   (i)   "Activities which directly minister to self-preservation.

   (ii)   Activities which by securing the necessaries of life, indirectly minister to self-preservation.

   (iii) Those activities which have for their end the rearing and disciplining of offspring.

   (iv)   Activities which are involved in the maintenance of proper social and political relations and

   (v)   Miscellaneous activities which make up the leisure part of life devoted to the gratification of the tastes and feelings".

2. **The Commission on the Reorganization of Secondary Education, Washington (1918)[6] :**

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[5]*Teaching of Economics, Chapter 2 by Mujibul Hasan Siddiqui*
[6] *"The Report of the Commission on the Reorganization of Secondary Education, V. T. Thayer, Junior-Senior High School Clearing House, Vol. 7, No. 1, Opening Number: Mental Guidance (Sep., 1932), pp. 49-55".*

The Commission formulated the following objectives for secondary school teaching as:

(i)   "Health

(ii)   Command of Fundamental Process

(iii)   Worthy Home Membership

(iv)   Vocation

(v)   Civic Education

(vi)   Worthy Use of Leisure

(vii)   Ethical Character"

3. Alexander J. Inglis (1918)[7]

He stated three fundamental aims of secondary school teaching in his 'Principles of Secondary Education', as follows:

(i)   The preparation of the individual as a prospective citizen and cooperation member of society;

(ii)   The preparation of the individual as a prospective and producer in the society; and

(iii)   The preparation of the individual for their utilization of leisure, and the development of personality.

4. Franklin Bobbitt[8]:

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[7] *"Cardinal principles of secondary education: a report by National Education Association of the United States. Commission on the Reorganization of Secondary Education, Education -- Aims and objectives United States, Education, Secondary -- Aims and objectives United States, Publisher: Washington: Govt. Printing Office (1918)".*

[8] *"Franklin Bobbitt and the Science of Curriculum Making How to Make a Curriculum by Franklin Bobbitt Review by: Elliot W. Eisner The School Review, Vol. 75, No. 1, Seventy-fifth Anniversary Issue (Spring, 1967), pp. 29-47, The University of Chicago Press is collaborating with JSTOR to digitize, preserve and extend access to The School Review".*

Bobbit also framed objectives of secondary school teaching in terms of 10 activities in his 'How to Make a Curriculum' as follows:

(i)   social inter-communication, Language activities

(ii)   Activities related to Health.

(iii)   Activities related to Citizenship

(iv)   Activities related to General social

(v)   "Spare time activities, amusements, recreations.

(vi)   Keeping one's self mentally fit.

(vii)   Religious activities

(viii) Parental activities

(ix)   Unspecialized or non-vocational practical activities and

(x)   The labour of one's calling"

5. National Education Association, Washington (1928)[9]:

The association listed 10 socio-economic goals of secondary school teaching as follows:

(i)   Hereditary strength.

(ii)   Physical security.

(iii)   Participation in evolving culture.

(iv)   An active flexible personality.

(v)   "Suitable occupation.

(vi)   Economic security.

(vii)   Mental security.

(viii) Equal opportunity.

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[9]*"Layton, Lyndsey (March 25, 2014). Nation's largest labor union: We want 2016 hopefuls talking about schools. The Washington Post. Retrieved 23 September 2015".*

(ix)   Freedom and

(x)   Fair play"

6. The Educational Policies Commission, Washington (1938)[10]:

   The commission stated that four broad objectives of secondary school teaching as follows:

   (i)   Self-realisation.

   (ii)   Human relationship.

   (iii) Economic efficiency and

   (iv)   Civic responsibility

7. The Educational Policies Commission, Washington (1961)[11]

   The commission stressed that the basic and most important objective of secondary school teaching must be to develop and improve the rational thinking of the students.

1.7 Objective of Secondary School Teaching in India

In India, various education omission reports and educati0nal policies have formulated different objectives of secondary school teaching since independence as follows:

1. The Secondary Education Commission (1952-53)[12]:

The commission constituted to find out the various problems and its solutions for secondary system of education and it gave a large number of results for the remedial

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[10]"http://www.unesco.org/education/pdf/15_62.pdf

[11]Educational Policies Commission: *Contemporary issues in elementary education.* (Washington, 1961)".

[12]"The secondary education *known as Mudaliar Commission appointed by the government of India in term of their Resolution number F 9-5/52 B-1 dated 23*".

measures. The commission stated the following important objectives for secondary school teaching as:

(i) Education for democratic value.

(ii) Education for developing democratic citizenship.

(iii) Education for improving vocational efficiency.

(iv) Education for development of personality and

(v) Education for developing good leadership.

2. Kothari Education Commission (1964-66)[13]:

The Kothari Education Commission stated the following educational objectives:

(i) Economic growth and full employment.

(ii) Social and national integration.

(iii) Development of human resources.

(iv) Education for social change.

(v) Relating education to life, needs and aspirations of the people.

(vi) Education for productivity.

(vii) Vocational education.

(viii) Education for modernization.

(ix) Education for social, moral and spiritual values.

(x) Maintaining secularism and religion and

(xi) Education for democratic values.

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[13] *"National Education Commission (1964-1966), popularly known as Kothari Commission, was an ad hoc commission set up by the Government of India to examine all aspects of the educational sector in India, Education and National Development: Report of the Education Commission, 1964-66 - Vol I: General Problems".*

3. National Policy on Education (1986)[14]:

The policy stated the role of secondary school teaching under the following:

"Secondary education begins to expose students to the differentiated roles of science, the humanities and social science. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Conscious internalisation of a healthy work ethics and of the values of a humane and composite culture will be brought about through appropriately formulated curricular. Vocationalisation through specialised institutions or through refashioning of secondary education can, at this stage, provides valuable manpower for socialgrowth".

4. Programme of Action (1986):

It stated that "Secondary and higher secondary education is on the one had terminal for those who enter the world of work after this stage. For such people a strengthened vocational scheme should form the main plank of strategy. For the rest it is preparatory to higher education and therefore, a good ground in the subject area should be provided along with learning Orientation".

5. National Policy on Education Review Commission (1990):

It emphasized the role of education this sense that education must:

(i) "Provide a techno-informative or a sound knowledge base, empowering the person through knowledge and on which one can build later on"

(ii) "Provide opportunities to acquire skills, through engaging the students in a variety of processes and situations"

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[14] *"The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. National Education Policy 1986. National Informatics Centre. pp. 38–45. Archived from the original on 19 June 2009. Retrieved 12 July2009".*

(iii) "Provide a climate for the nurture of values both as personalised set of values forming one's character and including necessarily social, cultural and national values, so as to have a context and meaning for actions and decisions, and in order to enable the persons to act with conviction and commitment"; and

(iv) "Play an interventionist and catalytic role too for promoting national cohesion and unity empowering the students to become agents of social change".

6. CABE Committee on Policy (1992)[15]:

The CABE Committee has emphasized that special measures are needed to improve the participation of girls and students of disadvantaged sections, particularly in science and science streams to remove inequalities in the secondary school teaching. It also made the emphasis on the expansion of secondary education to meet the needs of equalization of educational opportunities.

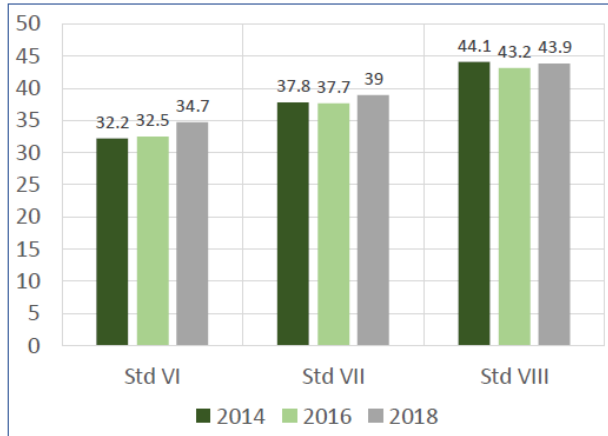7. ASER 2014-2018 Report[16]

The recent report of the survey ASER 2014-2018 reflects the enrolment chart of upper primary level and said that out of four; one child is leaving school in class VIII having no competency in reading skills. They do not have foundation skills in them and this shows that there may be required a drastic changes in the teaching methods.

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[15] *"The National* Policy *on Education (NPE) was adopted by Parliament in May 1986.* Committee *was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications. The report of the* Committee *was considered by the* CABE *in its meeting held on 5-6 May,* 1992".

[16] ASER report 2018

Std VI-VIII: Hardly any increase in learning levels in upper primary

% Children who can correctly solve numerical division problems in different grades:
All India (rural) All children over time 2014-2018

Std VI: 32.2 (2014), 32.5 (2016), 34.7 (2018)
Std VII: 37.8 (2014), 37.7 (2016), 39 (2018)
Std VIII: 44.1 (2014), 43.2 (2016), 43.9 (2018)

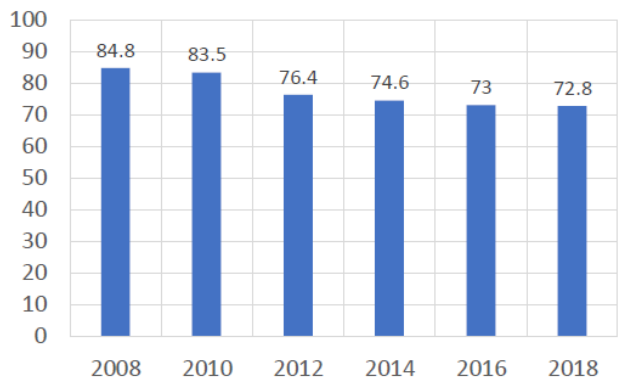■ 2014 ■ 2016 ■ 2018

Three clear national trends:
- Basic math levels remain low. In Std VIII, more than half of all children are still struggling with division
- Additional 'value added' in terms of math skills for each year of schooling is low
- Experiences of each subsequent cohort is unchanged over time

Without strong foundational skills it is difficult for children to cope with what is expected of them in upper primary grades. Need to provide them this help & opportunity. 11
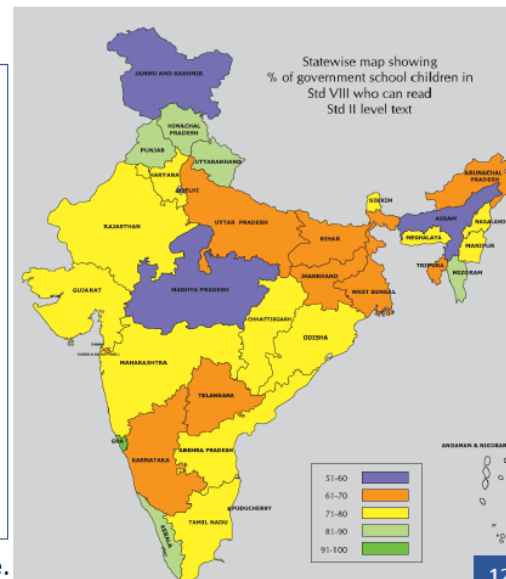
1 out of 4 children leaving Std VIII without basic reading skills

Std VIII: % Children reading at least at Std II level: 2008 - 2018

2008: 84.8
2010: 83.5
2012: 76.4
2014: 74.6
2016: 73
2018: 72.8

All India figures continue to show decline over time.

Statewise map showing % of government school children in Std VIII who can read Std II level text

51-60
61-70
71-80
81-90
91-100

12

8. Objectives of Rashtriya Uchchtar Shiksha Abhiyan (RUSA)

"RUSA is a centrally funding/sponsored, overarching holistic and comprehensive umbrella scheme for norm-based funding for the State Universities and Colleges to achieve the goals of expansion, equity and excellence with the aim of imparting

relevant and value based education for improving employability. It attempts to impact the individual through a positive inculcation of knowledge, attitudes and skills. Thus, it is aimed at bringing higher education reforms through improvements in governance of institutions and academics. UP has given its consent to participate in RUSA scheme [65% Central assistance and 35% State Share] with a focus on imparting quality through an innovative learning, environment, by infrastructural development strengthening, extending opportunities for the capacity building and professional development of faculty and producing skilled human resources who are employable and socially sensitive, responsible and dedicated citizens of the country. It also attempts to bring greater professional pride in terms of improving competencies for teaching and learning improving the skillsets to impart a conducive learning environment which is comparable to best global benchmarks".

1.8 General Objectives of Teaching Social Science

As it is clear from the discussion under 'The Objectives of Secondary School Teaching' that every philosopher, educationist and education commission and polices in India and abroad made emphasis on 'The social efficiency for the present and future life of the individual' in the society as Educational Objective. This social efficiency can only be clearly understood through the teaching of social science. Before starting to formulate objectives of teaching social science, some of the facts and suggestions and basic assumptions of teaching social science should be kept in mind as stated below:

1.9 Facts and Suggestions for Teaching Social Science

The teacher may keep the following facts and suggestions in his mind while teaching social science at High/Higher Secondary stage, "Lipstreu's Objective of Teaching Social Science. Lipstreu in his book entitled Expert Look at Consumer's Education in the Secondary School" listed the following aims of teaching of social science:

(i) "To provide experiences that will improve the ability of the students to make rational choices, To promote wiser purchasing and consumption of food, clothing, shelter and health, To develop intelligent consumer citizenship, To acquaint the student with agencies and sources of information that are helpful to the consumer, To develop a broad social intelligence in economic problems, To develop high standards of values and taste, To promote co-operative attitudes that tend of increase the economic well-being,To cultivate an appreciation of the role of consumer in a profit economy".

1.10 Bloom's Taxonomy of Educational Objectives

"One of the most important aspects of teaching learning process is the specification of instructional objectives. The over-increasing aspects of various courses, services and activities in secondary schools make more emphasis on instructional objectives". Benjamin Bloom (1956) in his famous work in describing instructional objectives has classified these objectives into three broad categories known as "domains" as follows: "The Cognitive domain, The Affective domain and The Psychomotor domain"

I.   The Cognitive Domain

"The cognitive domain comprises the acquisition and manipulation of factual information. It is also concerned with intellectual skill and abilities of the students". There are several levels within the cognitive domains that are very important for formulation of instructional objectives in classroom teaching.

The Levels within the Cognitive Domain

It was the first publication of Bloom entitled 'Taxonomy of Educational Objectives Handbook I: Cognitive Domain. This cognitive domain is classified into size levels, as follows: "Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation".

1.   Knowledge

This is the first and lowest level of cognitive domain. At this level, the students are expected to recall information asked in the provided questions. They have to recognize information presented in the form of questions or statements. This level gives more emphasis on remembering, concepts, facts, principles or words etc.

Example: Give a list of twenty people, the students underline all the names of famous economists.

2. Comprehension

Most of the educators stressed that this level is more emphasised in the present teaching learning process in school by the teachers. They try to develop comprehension power in the students through three kinds of intellectual skill like translation, interpretation, and extrapolation.

Examples:

(i)   Given a law of demand and supply the students restate it orally in sentence form so that the restatement is logically correct.

(ii)   Given a diagram showing export and import of the country over the past five years the students estimate orally the total amount of export and import over the past five years.

3. Application

This level is also very important, because every aspect of learning must be applied in given situation so that learning may become permanent. Application is the next part of the taxonomy and it comes after the teaching of theory with suitable examples. Bloom described that "A demonstration of comprehension shows that the student can use the abstraction when its use is specified. A demonstration of Application shows that he will use it correctly, given an appropriate situation in which no mode of solution is specified".

Examples: Given the formula of mean and standard deviation, the students find out the average and standard deviation of the given data regarding Indian economy.

4. Analysis

At this level the students try to analysis the theory learned and discuss with the teacher whether the theory was applied is proper manner or not. In this part researcher differentiate the various other theory with one another. Analysis is used to find out similarities and differences between various things.

Examples: Given a series of means of transport, the students put them into different categories.

5. Synthesis

This level indicates the creativity portion which means the child create some theory, ides or even implement at the ground level. The students must have the mastery of previously learnt material then can make good analysis of the rules, principles and facts clearly, because developing something is not easy task.

Examples: Given appropriate date regarding the census of New Delhi the students generate and write out the hypotheses that would reflect the factors for increasing population in city.

6. Evaluation

It is the highest level of cognitive domain. At this level the measurement /marks of the students are evaluated and given meaning to the marks. On the basis of the reason for the scored marks and various facts, different examples or specific criteria. The assessment must be made on the basis of specific criteria.

Examples: the students give merits and demerits of the definition of social science.

II.   Affective Domain

There is a confusion among the educators whether this domain should be included in the curriculum or not. In fact, it is clear that emotions, attitudes, interest, feelings, values and morals exist and affect all human behaviours. It is the school where various values and feelings of students are developed and shaped, through engaging students in the several activities in the rich social environment of the school. The teachers identify the different elements of this domain during their teaching-learning process and try to improve student understanding and performance of selected affective domain objectives.

Level within the Affective Domain

Pierce-Gray classified the affective domain under the following six levels:

1. Emoting

2. Reacting

3. Confirming

4. Validating (Processing Values)

5. Integrating (Integrating Values)

6. Value Judging

1. Emoting

It describes a lack or minimum of cognitive input. The emotional behaviours are observed when the words indicating the individual unable in verbalizing the situation of an observer. Some of the common words representing emoting are euphoria, guilt, depression, kleptomania, rage and hysteria. The teacher tries to find out the emotional problems of the students and seeks the assistance of specialists to remove emotional problems of the students.

Example: The students exhibit an increase in self-control as shown by his ability to decrease the instances of temper displays occurring in the classroom.

2. Reacting

Reacting is the identified. Reacting behaviours of the students are predictable. These reactions are short disgust, embarrassment, joy anger, dislike, nostalgia, jealousy and show are the words used to identify this level.

Example: The students demonstrate an increase in neutral or positive verbal reactions and a decrease in negative reactions when social science problems that involve mathematical terms are introduced in class.

3. Conforming

At this level, the students begin to provide a reason for their responses to encountered ideas, notions, or situations.

Example:

(i)   Student appreciation for the importance of making wise consumer purchases will increase as demonstrated by the participation of at least 90% of the students during the teaching of one year.

(ii)   The student will indicate a greater interest in subject matter by showing an increase in the number of homework assignments turned in one time.

4. Validating

At this level, the students try to examine the rationales behind their attitudes and consciously examines them for their worth. On the basis of intrinsic merit, the values are analysed for their acceptance and rejection. The teacher tries to determine values through discussion if the students' art operating at this level.

Examples: The students are able to explain why they spend most of their homework time working and social science.

5. Integrating

There are several situations that help the individuals in the beginning to integrate the various values as they have adopted in their lives. They make choices between these values to develop relationships between these values and make apparent and consistent adaptation of the values. Here, the students will be able to make responses in terms of values integrated with a particular situation.

Examples: In response to inquiry the students will be able to consistently provide rationales for his involvement in service activities that indicate a concern for society rather than just himself.

6. Value Judging

At this level, the students make moral judgments as well as highly cognitive evaluations. If the students disagree with the values, they may return to the level of integrating values and examine and revise these values and their practical use.

Examples: When presented with the alternatives of cheating on an examination in order to get into college or failing the examination but maintaining moral integrity the students will be able (i) to render a decision, and (ii) to explain rationals for that decision that are logically or empirically sound.

On the basis of the higher levels of effective domain the teacher can help the students to make their work possible with value judgment.

III   Psychomotor Domain

Psychomotor domain is important in taxonomy of educational objectives because motion is a necessary condition of survival and of independence. Our lives require more physical strength. Intelligence also plays very important role in the life of the individual. The development of intelligence requires locomotors behaviour. Walking and grasping are also essential for maintaining physical and mental health. There are various taxonomies for the psychomotor domain as follows:

1. **Ragsdale's Taxonomy**

Ragsdale included three categories for "motor types of activities" learned by the students as follows: "Object motor activities: manipulation or acting with object, Language motor activities: movement of speech, sight, handwriting; and Feeling motor activities: Movements communicating feelings and attitudes".

2. **Guilford's Taxonomy (1958)**

He classified motor activities into seven categories as follows:

(i)   Power

(ii)   Pressure

(iii)   Speed

(iv)   Static Precision

(v)   Dynamic Precision

(vi)   Coordination

(vii)   Flexibility

3. **Dave's   Taxonomy (1969)**

He classified motor activities into the following five categories:

(i)   Initiation

(ii)   Manipulation

(iii)   Precision

(iv)   Articulation

(v)   Naturalization

4. **Kibler's Taxonomy (1970)**

He classified motor activities into the following four broad categories:

(i)   Gross Physical movements

(ii)   Coordinated movements

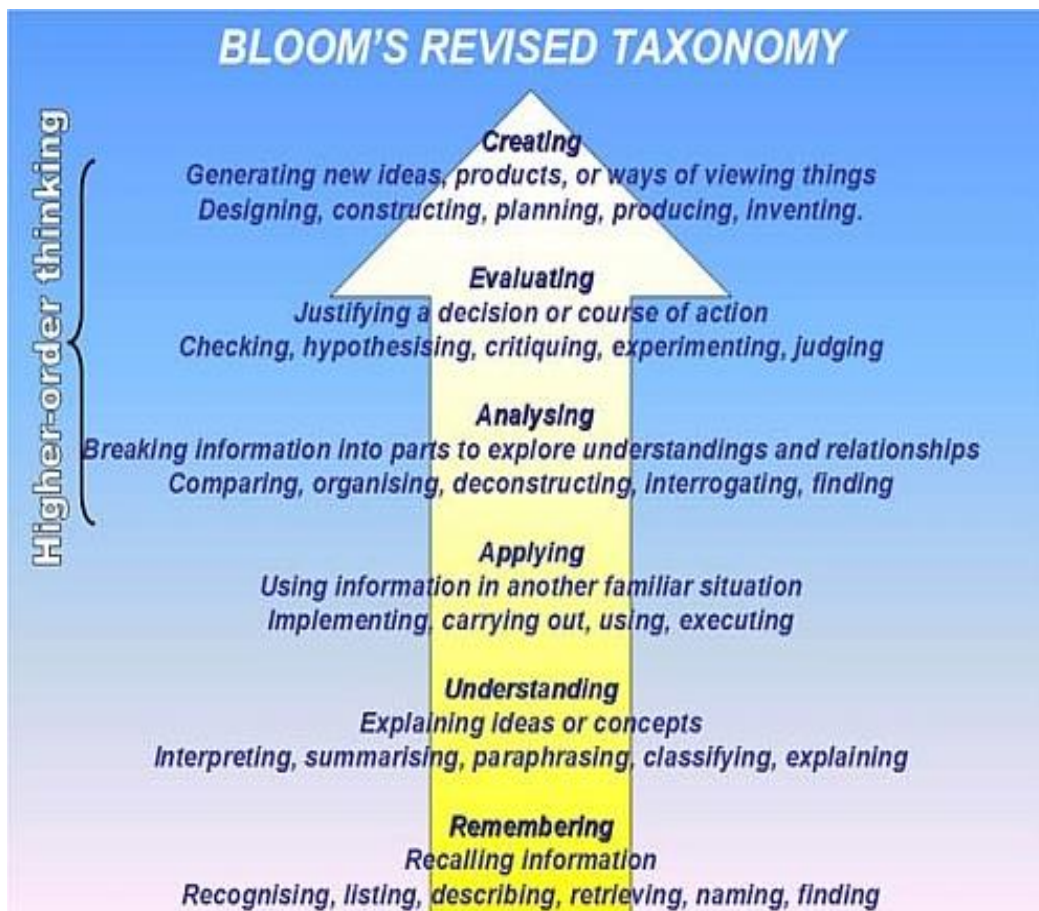(iii)   Non-verbal Communication behaviours

(iv)   Speech behaviours

5. Simpson's Taxonomy (1966)

He classified taxonomy into five main categories as follows: "Perception: sensory stimulation, cue-selection translation, Set: mental set, physical set, emotional set, Guided response: Imitation, trial and error, Mechanism, Complex overt response".

6. Harrow's Taxonomy (1972)

He included six categories in 'psychomotor' activities as follows: "Reflex movements, Basic fundamental movements, Perceptual abilities, Physical abilities, Skilled movements, Non-discursive communication".

1.11 Bloom's Revised Taxonomy

BLOOM'S REVISED TAXONOMY

Higher-order thinking

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognising, listing, describing, retrieving, naming, finding

1. **Remembering:** As the above figure shows that remembering in the revised blooms taxonomy is located at the first in higher order thinking. It deals with recalling information, recognising, listing, describing, retrieving naming and finding the information

2. **Understanding:** Understand is the second crucial part of the higher order thinking. It deals with the explaining ideas or concepts, interpreting, summarising, paraphrasing, classifying and explaining.

3. **Applying:** Remembering and understanding become more pertinent if someone apply the thoughts. Here the meaning of applying is using information in another form or familiar situation where it can be implemented, carrying out, using and executing.

4. **Analysing:** This is also very important part of the blooms taxonomy. "Breaking information into parts to explore understanding and relationships comparing, organising, deconstructing, interrogating and finding".

5. **Evaluating:** Evaluating is the second last step of the higher order thinking under the blooms taxonomy. At this level the measurement /marks of the students are evaluated and given meaning to the marks. On the basis of the reason for the scored marks and various facts, different examples or specific criteria. The assessment must be made on the basis of specific criteria.

6. **Creating:** Higher order thinking comes in creating. It is generating new ideas, products or ways of viewing things, planning, producing, designing, constructing, and inventing.

1.12 Teaching Method: A Philosophical View

Philosophers like Comenius, Pestalozzi, Froebel and Herbert contributed their ideas regarding methodology of teaching.

J.A. Comenius (1592-1670)[17]: a Czech teacher made the first comprehensive attempt to construct teaching methods on scientific principles. In his approach, he gave fie main elements:

    (i)   Importance of sense experience

    (ii)   Nature

    (iii)   Spiral curriculum

    (iv)   Action

    (v)   Encourage

1.13 Methods of Teaching Social Science

There are several methods of teaching which may be used teach social science. An effective teacher may use different teaching methods to make his or her effective teacher may use different teaching methods to make his or her effective teaching-learning process. Before teaching social science, the teacher has certain instructional objectives to be realised during teaching-learning process. To achieve these objectives, the following methods may be used to teach social science:

    (i)   Lecture Method

    (ii)   Text-Book Method

    (iii)   Project Method

    (iv)   Problem-solving Method

    (v)   Discussion Method

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[17] *"UNESCO, International Bureau of Education), vol. XXIII, no. 1/2, 1993, p. 173-96. ©UNESCO: International Bureau of Education, 1999, http://www.ibe.unesco.org/sites/default/ files/ Comenius. PDF"*

(vi)   Inductive and Deductive Method

(vii)   Supervised Study Method

Various Techniques in Teaching Social Science

The following are the devices or techniques generally used by the teachers during the teaching learning process:

(i)   Questioning

(ii)   Illustrations

(iii)   Explanation

(iv)   Narration

(v)   Practice Activities

(vi)   Assignment

(vii)   Debate

(viii)   Case Study

(ix)   Symposium

(x)   Role Play

(xi)   Dramatization

(xii)   Core Teaching

(xiii)   Team Teaching

(xiv)   Programme Instruction

These teaching aids can be further classified into the different head:

   A. Display Boards

   1. The Black Board

   2. Bulletin Board

   3. Flannel Board: Felt board

   B. Two Dimensional

4. Photography

5. Pictures

6. Charts

7. Diagrams

8. Graphs

9. Posters

10. Flash cards

11. Cartoons

C. Three Dimensional

12. Specimen

13. Models

14. Sample

15. Exhibits

16. Objects

D. Projected Teaching Aids

17. Film

18. Film Strips

19. Slides

20. Television

21. Magic Lantern

22. Gramophone records

23. Projector

Audio-Teaching Aids

24. Radio

25. Tape-Recorder

E. Verbal Teaching Aids

26. Text-Book

27. Newspaper

28. Magazines

F. Activity-Based Teaching Aids

29. Excursion

30. Contrived Experience (Dramatization)

31. Research

1.14 Need of the Study

Education is just like the backbone of our society and every individual has the right to get an education. Elementary education is the base of all education systems, where every individual has get foundation for further education. The overall development of a child is possible only by strong foundation of elementary education. Proper elementary education leads one within the direction of achieving his goals.

Learning is a process through which we acquire new modes of behavior or modify the existing modes of behavior. "Human behavior is classified into three domains: cognitive (thinking), affective (feeling), and psychomotor (doing)". Teaching is a purposeful activity done to facilitate learning. Teaching is an activity done to facilitate the students to acquire (factual) knowledge, to form (desirable) attitudes and to develop (required) skills. Learning is a process of information processing. It involves reception, selective perception, semantic encoding, storing in long term memory and retrieving whenever necessary. Teaching should be arranged so as to enable the process of learning. In the Fourth Survey of Research in Education (Buch, 1992) published and approximate twenty research studies were reviewed which was related to teaching. The 5th survey of research in education which was published in the year 1997, the forty-four

studies were reviewed on teaching and placed in a proper way. This shows that the research in teaching is an initiative. This helps in the society for the required changes.

Thus, regarding the betterment of our respective child, we want to give good and quality elementary education. With the help of good pedagogy, we fulfil our goal. Pedagogy plays an important role in process of teaching at any level of education but elementary level of education it has more importance. Pedagogy involves teaching-learning process, aim of study, objectives, preparation of lesson plan, preparation and handling of teaching aids, classroom interaction, skill development, learning environment, evaluation process, etc. So there is need to make effective pedagogical aspect for better learning outcomes in elementary education.

Annual status of Education Report (ASER) also says about continuous weak performance of our students on primary level. According to 2014 report, 13.4% students of class second do not distinguish words in 2010, and now that ratio is 32.5%. Only 48.1% Class fifth students read lesson of second class. In class eighth, 25.4 student do not read properly second class lesson. Teacher performance is also a big problem. In recently held central teacher's eligibility test (CTET) for determining the eligibility to join teaching, the result was too dismal as 99% of the aspirants failed the test. So the researcher wants to conduct the study on pedagogical aspect and learning outcomes of elementary school teachers and students.

In contemporary world, educationists and psychologists highly recommend on the integration of latest technologies and pedagogies in order to improve the efficiency of teaching-learning process. The latest pedagogies of Connectivism and Constructivism have changed the role of teachers in their classrooms a lot. From mere information providers, teachers are required to provide a constructive environment to students

where they can construct their own knowledge. In this regard, teachers should hold sound knowledge not only about the content or teaching subject but also about the latest digital technological tools and pedagogies. One more important aspect of today's teachers teaching profession focuses on their knowledge about integration of the technology and pedagogy in classrooms. The researcher has designed the study to assess the knowledge of elementary teachers about the integration of latest technologies and pedagogies, and more importantly to associate their knowledge with the learning outcome of students.

1.15 Statement of the problem

"Study of Learning Outcome of Students in Relation to Pedagogical Content Knowledge of Elementary Teachers".

1.16 Definition of the key terms

- **Learning Outcome:** In this research work the learning out comes is the academic scores which student achieve at the end of the year. This reflects that the students are able to understand the concept of the subject, can apply the theory into practice, can analysis the output and can have an understanding of re use of the concept. It is measured in the form of numeric values in the schools. The more marks a student gets mean the more concepts are fully developed. The less marks reflects that student is not able to understand the concept completely. Learning outcomes is depending on various factors like attention by parents, appropriate pedagogy used by the teacher, environment of schools etc.

- **Pedagogical Content Knowledge[18]:** Teaching of social science is a highly cognitive and complex activity which involves various domains. It is an essential component of content and pedagogical knowledge of social science subject at elementary subject. Pedagogical content knowledge means the various teaching methods, teaching techniques, teaching skills and teaching aids which includes technology driven teaching incorporated in the subject matter during teaching in the class. Using all these methods when a teacher deliver lecture in the classroom than it can be said that content is well defined and well presented.
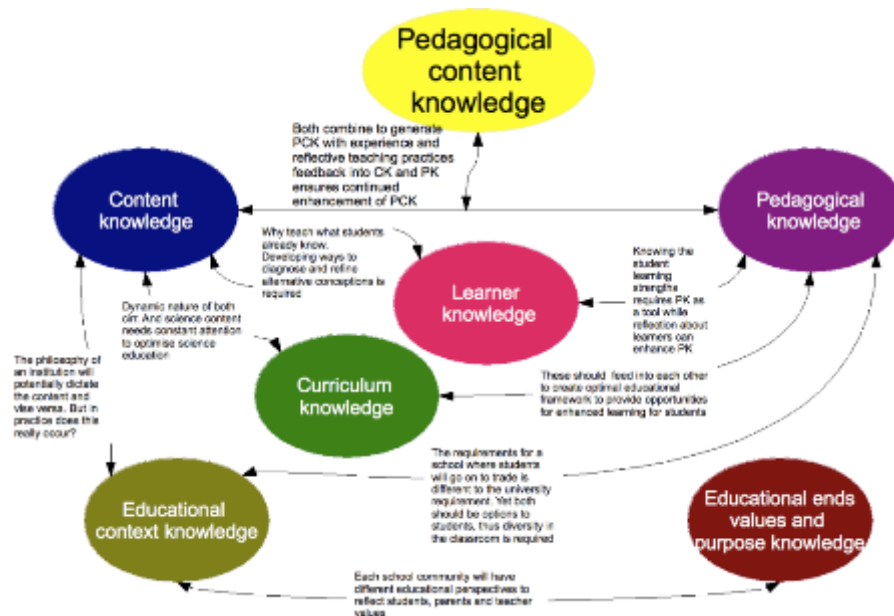
Knowledge Domains of PCK

"Shulman (1986) suggested that PCK is one of seven knowledge domain needed for the process of teaching".

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[18]*Sources:*
- "*http://tltjc.blogspot.com/2011/04/shulman-1987-knowledge-and-teaching-pck.html*
- *http://punya.educ.msu.edu/research/tpck/*
- *http://people.ucsc.edu/~ktellez/shulman.pdf*
- *Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge by Punya Mishra & Matthew J. Koehler (Michigan State University"*
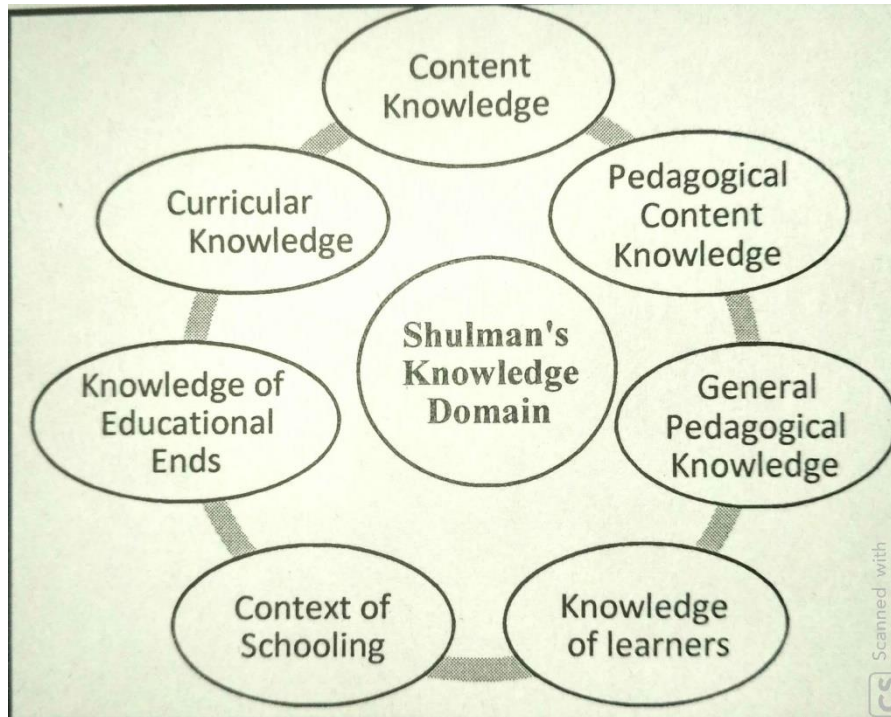
Figure 1: "Exhibiting PCK as one of seven knowledge domains as categorized by Shulman Whereas Grossman (1990) argued that PCK is derived from four knowledge domains *viz.* Knowledge of students' understanding, Curricular Knowledge, Knowledge of instructional strategies, Conceptions and purpose of teaching".
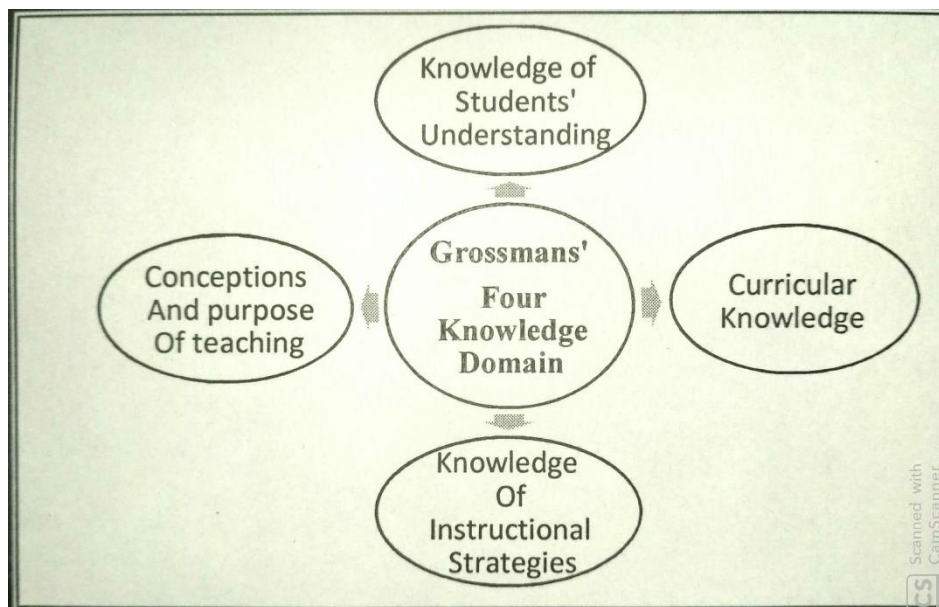

Figure:2 Exhibiting four knowledge domains of PCK as categorized by Grossman

- **Elementary Teacher:** In this study the elementary teacher means teachers of secondary schools who can teach up to class 8th standard.

Modalities of the problem:

The present research work has two major parts which are (a) theoretical and (b) operative. The theoretical part was the review of related literature which was explored from various sources like researches conducts, research papers, articles, concept papers and many more. The operative part of the research has been conducted in two hundred seventy-six schools located in Mahendergarh district. There are five blocks where all the blocks were taken for the data collection. In these schools the elementary teachers teaching social studies experiences were noted so as to collect the data

1.17 Objectives

1. To study the learning outcomes of students in relation to pedagogical content knowledge of social science teachers in elementary schools.

2. To study the learning outcomes of students in relation to technological knowledge of social science teachers in elementary schools.

3. To study the learning outcomes of students in relation to pedagogical knowledge of social science teachers in elementary schools.

4. To study the learning outcomes of students in relation to content knowledge of social science teachers in elementary schools.

5. To study the learning outcomes of students in relation to technological pedagogical knowledge of social science teachers in elementary schools.

6. To study the learning outcomes of students in relation to technological content knowledge of social science teachers in elementary schools.

7. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools.

8. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Ateli.

9. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Narnaul.

10. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Nangal Chaudhary.

11. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Kanina.

12. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Mahendergarh".

1.18 Hypotheses

1. There is no significant difference between the learning outcomes of students in relation to pedagogical content knowledge of social science teachers of elementary schools.

2. To study the learning outcomes of students in relation to technological knowledge of social science teachers of elementary schools.

3. To study the learning outcomes of students in relation to pedagogical knowledge of social science teachers in elementary schools.

4. To study the learning outcomes of students in relation to content knowledge of social science teachers in elementary schools.

5. To study the learning outcomes of students in relation to technological pedagogical knowledge of social science teachers in elementary schools.

6. To study the learning outcomes of students in relation to technological content knowledge of social science teachers in elementary schools.

7. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools.

8. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Ateli.

9. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Narnaul.

10. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Nangal Chaudhary.

11. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Kanina.

12. To study the learning outcomes of students in relation to technological, pedagogical and content knowledge of social science teachers in elementary schools of block Mahendergarh".

1.19 Delimitation:

The present study is delimited to

1. Five blocks of District Mahendergarh of Haryana (Ateli, Narnaul, Kanina, Nangal Chaudhary, Mahendergarh)

2. Two hundred seventy-six elementary teachers of social studies of Government Schools

3. Two hundred seventy-six Schools were finally identified for the data collection

4. The present study is delimited only to the "Technological, Pedagogical and Content Knowledge of elementary teachers along with pedagogy and teaching learning process".

Conclusion:

In the field of education, school education is an important part of child's life. In the changing word of global education, the parents become very serious about their child's study. Even if the socio-economic status of a person is low then even they may try to provide good education. The standards of government schools are very low in comparison of public schools. This can be said only because of the mindset of the parents that their first choice to send their child is to send in public schools. Here a big challengeis in front of the teachers especially the government schools. The study is conducted in District Mahendergarh where two hundred seventy-six schools were taken. The study is based to know the teachers content knowledge with pedagogical which involves teaching learning process. Here technology input is very crucial. Present government is very keen to implement technology driven teaching learning system in schools. The personal interview schedule was also conducted.