 UNIT 8  LEARNING RESOURCES IN SOCIAL SCIENCES  

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8.0 INTRODUCTION

In unit 7, we discussed various teaching methods and strategies which you can make use of while teaching different topics in social sciences. Hope you must have acquainted yourself with those innovative teaching methods and strategies. Taking another step to help you in improvising your teaching skills in social sciences and also to develop your professional competencies in developing and using various resources, the unit on learning resources is being presented. You
must be aware of the importance classroom activities like planning of instruction, developing instructional learning strategies and managing classroom instruction. All these activities involve the use of a variety of resources on the part of the teacher. The quality of instruction depends upon the appropriate use of these resources by the teacher. It is, therefore, very relevant to learn about these resources and how best they can be used for instructional purposes. In this unit, we will discuss the meaning of learning resource, a resource centre and also examine various types of resources available in a resource centre. We will be also discussing about management aspects of these resources along with certain suggestions for generating your own resources in case they are not easily available. The roles of the teacher and students in generating and managing these resources will also be discussed in this unit. How the teacher, the student and the community can be used as instructional resources will also be focussed upon in this unit.

8.1 LEARNING OBJECTIVES

After going through this unit, you should be able to,

- explain the concept and meaning of learning resources in social sciences;
- discuss the need for learning resources in social sciences;
- classify various learning resources on the basis of their characteristics;
- develop various learning resources;
- choose appropriate learning resources for classroom instructions;
- prepare and use various learning resources;
- manage learning resource centre in social sciences; and
- use the community resources as learning resources in social sciences.

8.2 LEARNING RESOURCES: CONCEPT, NEED AND IMPORTANCE

Resource, in day-today’s parlance, is a commodity, which has utility and value. In teaching learning process of social sciences we tend to use various objects, materials, people, and buildings to transact the content. These are called learning resources. Some of which these learning resources are referred to as Instructional Aids/ Instructional Media. There is a wealth of learning resources which can be used in teaching of social sciences. You are familiar with common learning resources such as blackboard (chalkboard), charts, models, video film, radio, etc.
Learning Resources are any person, material, situation and experience organised, or created, to help the student or learner learn actively and attain the objectives of instruction. In other words. Anything which facilitates student learning is called a learning resource.

The resources may be used by teachers, students or both during instruction so as to maximise the attainment of instructional objectives.

**ACTIVITY-1**

*Before you are exposed to greater inputs of using these resources, Let us have a small survey of availability of learning resources in your schools. Based on your school experiences, list out the type of learning resources according to their place of availability.*

<table>
<thead>
<tr>
<th>Availability of Learning Resources</th>
<th>Type of Learning Resources</th>
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</thead>
<tbody>
<tr>
<td>Within the classroom</td>
<td></td>
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<tr>
<td>Within Library</td>
<td></td>
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<tr>
<td>Within School Premises (excluding library)</td>
<td></td>
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<tr>
<td>Within community</td>
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</table>

You may have listed materials from chalkboard to computers. All these are used in various phases of classroom instruction, namely, planning, presentation, and conclusion phases. They can be used for all the components of social sciences with learners of any age and group. But as a teacher you need to take a very wise decision while selecting the learning resources based on your need and availability. Can you think of points on the basis of which you are going to select these learning resources?

The importance of Learning Resources is stressed in Focus Group Paper of Teaching of Social Sciences. (NCF 2005.)

‘Teaching should utilize greater resources of audio-visual materials, including photographs, charts and maps and replicas of archaeological and materials cultures’

If so much is said about the importance of learning resources, you may raise a question, what is the need for using these learning resources when teaching learning can happen without that also. Since you are a working teacher, you can feel the difference in your teaching with or without using learning resources. Let us understand the need and importance of learning resources in the teaching-learning process.
Need and importance of Learning Resources in the Teaching-learning Process

The following points explain the need and importance of learning resources in teaching-learning process:

- Application of these learning resources makes teaching and learning effective.
- Learning resources help the learners achieve the learning objectives more effectively and efficiently.
- Learning resources help in clarifying, interpreting and appreciating concepts. They provide clarity, precision and accuracy in processing information.
- They help students learn faster, remember longer, gain more accurate information.
- Some of these resources are used to create readiness in the learners for acquiring learning experiences.
- They create visual images, which help retention of the learnt concepts. Some of them also provide stimulation to more than one sense (e.g. video film or television).
- They also have the capacity to provide real (direct) or almost real experiences.
- Some resources provide the learners opportunity to learn individually at their own pace (e.g. computer-assisted instructional programme, or in a small group (models, assignments, newspaper cuttings for discussion, etc.), or in a large group (e.g. 35 m.m. film or slides).

Check your progress-1

Notes: a) Space is given below for your answers.

b) Compare your answers with those given at the end of the unit.

1. What are Learning Resources?
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   ........................................................................................................................................

2. Give justification for need and importance of Learning Resources?
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   ........................................................................................................................................
8.4 TYPES OF LEARNING RESOURCES

The Learning Resources in social sciences can be classified into two broad types; these are print-based learning resources, and non-print based resources.

ACTIVITY 2

In the concept of learning resources you have already done a survey on available learning resources in social sciences. Classify the learners resources into print based and non-print learned learning resources.

<table>
<thead>
<tr>
<th>Print Based Learning Resources</th>
<th>Non- Print Based Learning Resources</th>
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As a social sciences teacher you can use a great variety of learning resources to promote student learning. In this section, we will promote student learning discuss some of the commonly used learning resources in social sciences at the upper primary level.

8.3.1 Realia and Diorama

The term realia is adapted from library classification systems; the term realia refers to three-dimensional objects from real life such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material. They can be either man-made (artifacts, tools, utensils, etc.) or naturally occurring (specimens, samples, etc.), usually borrowed, purchased, or received as donation a school, by a teacher, library, or museum for use in classroom instruction or in exhibitions. Archival and manuscript collections often receive items of memorabilia such as badges, emblems, insignias, jewelry, leather goods, needlework, etc., in connection with gifts of personal papers. Most government or institutional archives reject gifts of non-documentary objects unless they have a documentary value. Mixed objects normally have the donors signature and legal documents giving permission to the archive to destroy, exchange, sell or dispose in any way those objects which, according to the best judgment of the archivist, are not manuscripts (which can include typescripts or printouts) or are not immediately useful for understanding the manuscripts. Thereafter, the use or non-use of mixed objects depends on the judgment of the archivist.
How to procure Realia?

While conducting field trips one can collect samples of rocks, soils, mineral resources.

You can procure from them the community or they can be hired from museums.

Teaching with the help of Realia creates a lot of interest among the students as they are always fascinated by real things than created ones. While teaching chapter on resources you may use specimens of soils, rocks, minerals, agricultural products. While teaching political history one can make use of coins, jewelry, dresses, etc. While teaching chapter on agriculture, samples of various crops can be used to provide them real experience.

<table>
<thead>
<tr>
<th>Tools made up of rocks</th>
<th>Ancient Indian Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Implements</td>
<td>Specimen of mineral resources</td>
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Fig 8.1 Realia

**Diorama**: the term “diorama” denotes a partially three-dimensional, full-size replica or scale model of a landscape typically showing historical events, nature scenes or cityscapes, for purposes of education or entertainment.

**How to construct Diorama?**

Diorama can be constructed with the help of cardboard, thermocol sheets, clay, readymade synthetic materials like plants, bushes, shrubs

Name the topics for which diorama can be used?

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In most of the Geography textbook there is ample scope of using diorama. For example Diorama can be constructed for depicting, Life in Deserts (figure 8.2) Oasis in the Sahara desert can be presented through diorama, similarly life in cold desert can also be presented.

Beautiful diorama can also be prepared for Paddy cultivation in Brahmaputra valley and tea gardens in Assam. Diorama can also be prepared for depicting natural vegetation and wildlife.

Diorama they take so much time to construct, they should be shared with several classes and/or kept in use in other years.

**Why diorama and Realia at this stage**

Since at this stage children learn more through observation, it is necessary to use diorama to have a feeling of life of people in a particular geographical region.

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**8.3.2 Maps and Globes**

It is said that maps and globes are tools of geographer and social scientists. You are already familiar with maps and globes. A map is a representation or a drawing of the earth surface or part of it drawn on a flat surface according to scale whereas globe is miniature form of the earth. They vary in size and type- big ones which cannot be carried easily, small pocket globes, and the globe like balloons, which can be inflated and are handy and carried with ease. Maps provide more information than a globe. Maps are of different types. Maps showing natural features of the earth such as mountains, plateaus, plains, rivers, oceans etc. are called physical or relief maps. Maps showing cities, towns and villages and different countries and states of the world with their boundaries are called political maps. Some maps focus on specific information such as showing distribution of temperature, rainfall, forests, minerals, industries, population, transportation, etc. These are known as thematic maps. Maps help in understanding in learning concepts help in synthesising and integrating ideas and to draw rea-
sonable inferences and observations. You have already learnt about teaching with maps in the previous unit.

(a) India: Political Map  (b) India: Physical Map  (c) Globe

Fig 8.2-Types of maps & globes

8.3.3 Models

Models are three-dimensional visual aids. They represent real things in all respects except size and shape. Large objects are reduced to small size so that they could be observed by students with greater precision. Models can be of three types:

(i) Simple (static): Globe is model of earth. One can have static models of plains, plateau, mountains, delta, valleys, gorges and canyons

(ii) Sectional: Sectional model refers to model representing particular part of the feature. It can be vertical/horizontal or oblique section. Interior of the earth showing core mantle and crust, is a kind of sectional model. You may also have sectional model of waterfall.

(iii) Working: One can have model of solar system, earth movements (rotation and revolution), movement of ocean currents and winds. In such kind of models phenomena are explained with the help of models which are in working form. One can also go for a working model of a volcano or a model to explain phases of moon or plate tectonics.

Models are generally prepared using materials like cardboard paper, wood, bamboo, thermocol, wax, plaster of Paris, plastics, metals, clay, strings, etc. One can easily develop a model based on two dimensional pictures or by observing a natural or cultural landscape. Like diorama construction of models is also a time consuming affair so, this can also be shared with other classes and can be used year after year.
8.3.4 Charts, Graphs and Cartoons

The most commonly used learning resources in class are charts. Charts are a valuable tool for use in social sciences. A chart is a simple flat pictorial display material and, if used appropriately, conveys the displayed information in a highly effective manner. Charts serve as an excellent means of classifying important information that is to be referred to a number of times. They help summarize and simplify complex ideas which students face during reading.

Types of Charts

i. Narration: This chart narrates the story through pictures and figures. These charts portray historical developments or depict steps in a procedure, such as how a bill becomes law.

ii. Tabulation: Charts present data in the form of table in order to facilitate making comparisons.

iii. Relationship charts show cause-and-effect relationships such as factors related to pollution of the environment, resources and population etc.
iv. **Pedigree charts** show development that have a single origin such as the lineage of a family.

v. **Classification** charts point out various kinds of relations such as those for agriculture, industries, modes of transportation, etc.

vi. **Organisation** charts show the internal structure of organisations such as a corporation or governmental bodies.

vii. **Flow charts** show stemming a process such as the manufacture of steel. Information charts are developed by the teacher and students throughout a unit of study as a means of developing standards or summaries of materials related to the ongoing study.

Charts are used to convey both verbal and graphic messages. Figures, diagrams, graph. maps, photographs, etc., can be very well displayed on charts. You can either buy charts or prepare according to your needs. Charts available in English or Hindi language can be translated in regional language to have greater impact on learning of children.
Graphs

Graphs are excellent means of presenting quantitative data in a form that enables pupils to understand fundamental or specific relationships. There are several kinds of graphs used in teaching social sciences. The basic skills involved in effective interpretation of graphs include the ability to understand the significance of the title, to understand the basic units of measure used in the construction of the graph, to interpret the relationships shown, to draw inferences and important generalisations based on the data, and to relate information derived from graphs to that gained from reading and other sources of information. For example in class VIII Geography textbook figure 6.1-3 distribution and growth of population is depicted graphically.

(a) Line graph

Reported tetanus cases in France by year, 1945-2003
Cartoons: These days social sciences textbooks based on NCF 2005 contain lots of graphics, pictures and cartoons. Use of cartoons as learning resources brings visual relief and some fun. Cartoons carry lot of message and students also learn to interpret their messages. You as a teacher must collect cartoons from regional languages and use them frequently in your classrooms. Sometimes these cartoons give us the space to take a detour and get into a side discussion that is often richer than the main one. One can give assignments to students on these cartoons.

Fig 8.5 Graphs

Fig 8.6 Cartoons
Check your progress-2

Notes: a) Space is given below for your answers.
   b) Compare your answers with those given at the end of the unit.

1. What are realia and diorama?
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2. From your geography textbook identify five different content points where models can be used? Also provide justification for your choice of selection.
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3. In what ways graphs, charts and cartoons can be used as learning resources in social sciences?
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8.3.5 Time-Lines

Time-lines are a very effective medium used in teaching historical aspect of social sciences. Concept related to evolution can be best explained with the help of timelines. Concept like evolution of mankind, evolution of kingdoms, journey of press, spinning can be explained with the help of timelines.

The major utilities of time-lines are the following:

i) Development of a sense of time.

ii) Finding out the relationship between two periods of time.

iii) Focusing the attention of an entire class on a visual device.

iv) Used for review purposes and reinforcing learning.
8.3.6 Books

Textbooks: You must be using textbooks in the instructional process in social sciences. These textbooks are seen as indispensable source of knowledge usually prescribed either by the government or govt authorised examining agency. At the national level, textbooks are brought by the NCERT, whereas at the state level we have state text bureaus or SCERT for development of textbooks. It is essential that course related standard textbooks, frequently referred to and used during training, are always available with the students and teachers. For instructional process minimum requirement is textbooks. To ensure this, some copies of textbooks should be kept in the reference section. These are always available there and these are not taken out of the resource centre. Textbooks should also be available for loan. It is stated that these textbooks foreclose any possibility of innovation by an active participation of the learners, both teachers and students. While teaching social sciences, textbook should be seen as opening up avenues for further enquiry. This would encourage learner to go beyond textbook, to further reading and observation. In our system textbooks are treated as ‘only source’ and are merely instructive.

Reference books and manuals: These are usually expensive resources which the learners refer to during instructional process. Normally, two or three copies of each volume are kept, in the school library according to the users’ likely demand. These books and manuals must not be taken out of the resource centre. These supplementary books can be subject specific dictionaries, atlases, encyclopaedias, yearbooks, statistical abstracts, government reports, magazines and journals, manuscripts, general books, review books. In order to promote creativity, aesthetics and critical perspectives, wider depth of understanding of concepts, there must be supplementary books for learning social sciences.

(a) School Atlas
(b) Administrative Atlas of India

![Fig 8.7 Reference Books](image-url)
Periodicals, technical and professional magazines and journals: These are instructional to sources which learners refer to for state-of-the-art information. Though quite expensive, these are of much use to both teachers and learners. Normally, these are not issued on loan to users.

Collections: You can also assemble many current materials for your own use and for the use of students. These include pamphlets, articles from magazines and newspapers, charts, and maps. These consist of a variety of materials, sometimes retained under subject headings and sometimes kept loose. Collections include newspaper cuttings, cut-out articles from magazines and commercially bought information packs, photographs, extracts from the work of previous learners, diagrams, graphs, and other types of written and graphic materials. Collections can be made both by the staff as well as by the learners and they (the learners) should be encouraged to collect and develop banks of resource materials. Collections are quite easy but indexing and storing them is quite a problem. For proper indexing and storing of collections learners should be encouraged to help the teachers.

Instructional materials: These include self-instructional materials because learners can use them independently during the process of instruction. Various types of self-instructional materials are available in the market. These are programmed learning texts, semi-programmed learning modules, capsules, etc.

8.3.7 Newspapers Clippings: why and how

You are aware that through social sciences we develop in the learner’s critical understanding about the society and its dimensions like polity and economy. These dimensions are highly dynamic. Textbooks though a good source of knowledge may not keep good pace with the ever changing society as they are written after a long gap and regular revised editions are difficult to bring out in short span of time. Thus newspapers which carry reporting of day-to-day events like polity economy, natural disasters

Social science teacher should keep abreast of current events by reading a variety of newspapers. It is important to read newspapers which represent various points of view on current and controversial issues.

There are several ways in which teacher can use newspapers.

- Use as bulletin board
- Preparation of files on specific themes.
- Use in group discussions, preparation of assignments and individual study.
- Introducing the topic in the classroom
8.3.8 Museum

Local Crafts and Museums

In order to make the learning of social sciences more enjoyable and effective; there is a need for innovations in teaching methods. Social Science learning should involve visits to museums at local, state and national levels. Students may be asked to explore the local surroundings and observe the activities of artisan communities engaged in different crafts using local skills and materials. The handicraft may be displayed in a small corner of the school and developed into a museum.

The schools should have their own social science museums. During the summer break, students may be asked to make models of historical monuments, charts indicating the effect of volcanoes or earthquakes, crosswords games or puzzles. The children may paint phenomena related to the natural environment. Newspapers or magazines cutting related to topics in the syllabus, or related information downloaded from Internet can be displayed. This museum could be laid out in different ways from time to time so that it does not become dated. Students may also be involved in other activities.

NCF 2005 Position Paper by National Focus Group on Teaching of Social Sciences

Social Science Museums play important role in the intellectual and cultural growth of students. They enrich the experiences of students. Students get the opportunity to relate what they have studied in their textbooks and classrooms which help in strengthening their knowledge and enriching their experiences. The purpose of museums is not merely to present visual aids but also to stimulate the sense of curiosity, beauty and its appreciation, spirit of inquiry of nature and
natural phenomena. Museum may include realia, diorama, models, charts, scrapbooks, etc.

8.3.9 Movies

Most of our schools may not be well equipped with infrastructural facilities like Television, Over Head Projector, Slide Projector, and Multimedia. Even if these facilities are been provided, teachers hardly use them due to one or the other reasons but movies can be a very good source for not only motivation and elaboration of points in the text but also for providing review and overview of the people, processes and phenomena. You must be aware of advantages of using movies in classroom/multimedia room.

These movies can be obtained from Central Institutes of Educational Technology, State Institute of Educational Technology, Embassies of various countries, Ministry of Tourism and Culture, state tourism departments. Apart from that there are many private partners; NGO’s those who produce wide variety of movies for use as instructional inputs. Not only that commercial and art cinema in our country too reflect on life and along with beautiful presentation of various landscapes people in various geographical region. One can easily watch geographical features like mountains, Plains, deserts, rivers, oceans, seas, islands and beaches. Teacher can either show clippings of these movies or even sometimes can show the entire film based on the learning objectives. Movies like Ambedkar by Jabbar Patel, Gandhi by Richard Attenborough, Netaji Subhas Chandra Bose by Shyam Benegal, Sardar Patel by Ketan Mehta, The Legend of Bhagat Singh by Rajkumar Santoshi are good source of knowledge with entertainment.

8.3.10 Internet

Internet is a wonderful computer based learning resource. This is highly advanced source of learning social sciences. E-learning is an instruction delivered on computer by the use of CD-ROM, Internet or Intranet. It is simply learning with the help of computer and internet technology. E-Learning is web based training with inputs of techniques such as animations, visualizations, simulation and games, text, audio, video and lots of creativity. The biggest challenge of e-learning is provision of infrastructure-physical, financial and expert human resource. Though the government is striving hard to provide these resources to all the schools of the country but it will take some time. The NCERT textbooks based on NCF2005 had also listed various websites which can be of great help to the teachers and students in probing more and learning effectively.

Websites:

National Portal of India: http://india.gov.in
Directory of Indian Government Websites: http://goidirectory.nic.in
http://presidentofindia.nic.in
http://pmindia.nic.in
http://rajyasabha.gov.in
http://loksabha.nic.in
http://supremecourtofindia.nic.in
http://eci.nic.in (Election Commission of India)
http://sci.edu/public.html
http://volcanoes.usgs.gov
http://nationalgeographic.com
http://school.discovery.com
http://incredibleindia.org
http://Wikipedia.org
http://britannica.com
http://animalplanet.co.uk
http://freefoto.com
http://mnes.nic.in

8.3.11 School and Community as Learning Resources

In teaching learning process of social sciences even school and community can be there as learning resources. In school set up students and teacher can be effective resources. Then there is community which can also be utilized as learning resources.

Teacher as a Resource

You will agree that although social sciences teacher uses material resources for his teaching, they themselves are important instructional resources. As most of the classroom activities are controlled by the teacher, their knowledge, skills, experiences and competencies decide, to a large extent, the effectiveness of teaching-learning process. We further agree that the teacher as an individual is unique. They get experiences of teaching different individuals from various socio-economic backgrounds. A teacher must enrich her/his intellectual resources from time to time. For this, she/he has to attend national seminars, conferences, symposia, etc., to update her/his knowledge and skills. As a teacher you must read
the latest books, journals, magazines, etc., to keep abreast of the latest developments in the area of study. You need to develop positive personality characteristics and moral values. You as a teacher should be an ideal human being for the students and can be a friend, philosopher and guide for them. All these qualities go a long way in making instruction effective.

**Student as a Resource**

In the process of instruction, the student is a learner. A student can also help in making instruction joyful, interesting, useful and effective. Through our experience we know that the majority of our social science classrooms are boring. Students do not take part in instructional activities. They remain silent spectators. They do not ask questions even if they are unable to understand. If this trend is reversed and students are involved actively in the instructional process as it is not explained, teaching-learning can be made effective as well as a rewarding experience. In a classroom there are students with varied personalities, socio-economic backgrounds and intellectual abilities. All of them also have varieties of experiences. If all these are explored and integrated into the teacher’s teaching, teaching certainly becomes very effective. Not only that, instruction becomes lively and students take a lot of interest in the instructional process. Students can also be helpful in producing different types of material resources as part of their project work, assignments or field work. These material resources may be kept in the resource centre for future use by learners. Thus, learners are also important resources for instruction.

**Community as a resource**

The community in which it is located can be rich resources for teaching of social sciences. Community can be utilized as supplements for classroom learning experiences. You as a teacher must get acquainted with the community. Try to have information about the physical environment, the people and their socio-economic and cultural backgrounds, religious groups in the community and their influence, their economic activities, enlightened personalities in that community and the local history of that community, places of recreation, worship, public utility, attitude of the community towards education and political set up of the community.

In-depth knowledge on all these aspects will help you in explaining various concepts of social sciences related to economic activities, availability of local resources, natural and human. The examples taken from local community will arouse interest of the students, it will help them in learning social sciences in realistic situation and it will breathe life into what may have seem dead to them in realistic terms.
Some Principles regarding the approach to knowledge in curriculum

1. Connecting with the local and the contextualised in order to ‘situate’ knowledge and realising its ‘relevance’ and meaningfulness; to reaffirm one’s experiences outside school; to draw one’s learning from observing, interacting with, classifying, categorising, questioning, reasoning and arguing in relation to these experiences.

2. Engaging with local knowledge”/indigenous practices in the local area, and relating these to school knowledge.

Community as a resource can be used in instructional process of social sciences for conducting field trips, may be to nearby agricultural fields, brick kiln, factories, museum, headquarters of local political party, religious place, markets and place of other public utility. This can also be used for community studies like its history, its people, social processes, occupations, health and welfare, transportation and communication, etc. Community may be used to watch firsthand experience of watching court proceedings, election campaigns, polling process, local administration etc. Community can also provide resources for class work like books, records, pictures, government reports etc. Eminent people from the community can be invited to talk on different topics in social sciences. Of course, while inviting them, their competencies to talk on given topic need to be considered.

Check Your Progress-3

Notes:  

a) Space is given below for your answers.  
b) Compare your answers with those given at the end of the unit.

1. In what way newspaper clippings can be used in teaching of social sciences?

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2. What are the limitations of using computers and internet as learning resources in social sciences?

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3. Do you agree that teacher and students are learning resources? Give reasons based on your classroom experiences.
8.4 DEVELOPMENT OF LEARNING RESOURCES

Now you will agree that in order to make social sciences interesting and for better understanding of concepts social science teacher needs to use a variety of resources. But at the same time due to meagre budget allocation allotted for purchase of material in social sciences it becomes really a challenge for teachers to sustain the interest of students in the subject. In such case one should not be disheartened. We may like to give you certain suggestions for making best use of limited resources.

- Text books and review books often have charts and diagrams that can be used or modified; often they can be enlarged by students.
- You can use pictures of old magazines for preparing collage.
- Explore resources from the community, you can invite learned people for narrating oral history, and also to share their narratives related to content you are teaching.
- You may consult institutes of education and training colleges. As part of their course student teachers are supposed to prepare learning aids. Small request from your side will fetch you many learning aids.
- In case school is in possession of computer with internet facilities much useful content pictures can be downloaded. You can have access to various open educational resources (OERs).
- You can procure inexpensive material free of cost from certain government agencies.
- Through school administration you can also approach parent teacher association.
- Start a collection of clippings from daily newspapers and preserve them as files.
- You can save the pictures from old calendar especially carrying pictures of extinct wildlife, government initiatives and plans.
- You can enlarge maps on white cloth. Enlargement can be done with the help of slide projector.
- Assign Project work to students. Scrapbooks generated out of project work can be used in instructional process.
• Use waste material like cardboard, thermocol sheets, mud, plaster of paris for making models and dioramas.
• You can also borrow from, share material resources in cluster schools.
• Compile the list of students from higher class, teachers, parents, and other adults in the community who can be used as resources in your classes.

8.5 MANAGEMENT OF LEARNING RESOURCES

You have learnt about various learning resources in social sciences. In order to have its optimum utilization these should be well managed. Ideally all these resources may be kept in resource centre or museum. Since resource centre may contain wide variety of learning resources, these should be properly indexed, catalogued and placed in a systematic order. In our schools normally the responsibility of managing these learning resources lies principally with the teacher. Of course, with the help of students these can be better procured, used and preserved for future use. To think of technical staff is next to impossible at the upper primary stage. As a teacher you have prime responsibility in planning, organising and distribution of these learning resources. Each learning resource discussed above need specific managerial skills. Maps, Books, Newspaper clippings are better used when they are arranged and placed in proper sequence. Students may also be involved in management of learning resources. Different students can be made in charge of different materials. Students may be directed to use these resources without causing damage to the material resources.

8.6 LET US SUM UP

In this unit, we discussed concept, need and importance of learning resources. You have realised that in order to sustain the interest of students in social sciences and to promote abilities of creative thinking, problem solving, and logical reasoning you must use these learning resources in the social science classroom. Then you have learnt that resources are available within the classroom, within the school and also within the community. They can be classified on the basis of print and non-print material. We described use of realia, diorama, maps, globes, charts, cartoons, newspapers, books as learning resources. At the same time it was discussed that in social sciences classroom even teacher and students are also learning resources. We also discussed use of community as a resource in teaching-learning of social sciences. At the end of the unit, we provided you with tips of managing these learning resources and also suggestions for generation of your own learning resources in case you find that they are not adequate and appropriate.
8.7 SUGGESTED READINGS AND REFERENCES


NCERT (2006): Class VI Social Science; *the Earth our Habitat*, NCERT, New Delhi.


NCERT (2007): Class VII, Social Science; *Our Environment*, NCERT, New Delhi.


Spellman, Frank. R. (2010): Geography for Non Geographers, Published by Government Institutes, Plymouth, United Kingdom www.google.com for pictures

8.8 UNIT END EXERCISES

**Activity:** A filing system containing supplementary materials for use by the teacher and her/his students is of inestimable value to social teachers. Although it takes time to get a file started, it will save a great deal of time in long run. Moreover this should facilitate you in instructional process. In Unit 4 on Geog- raphy as a component of Social Sciences, we had provided you with contour of contents. You need to prepare a file of supplementary material on any one Unit.

**Activity:** Make an exhaustive list of community resources for teaching learning of social sciences and also provide rationale of using those resources in instructional process.