



مولانا آزاد نیشنل اردو یونیورسٹی  
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**COLLEGE OF TEACHER EDUCATION, BHOPAL**

کانج آف ٹیچر ایجوکیشن، بھوپال

# Teaching Skills for Effective Teaching & Learning

## Expert

*Dr. RAFEEDALI E.*  
*Assistant Professor,*  
*Maulana Azad National Urdu University,*  
*College of Teacher Education, Bhopal*

## **E-Resource Committee**

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**MANUU-COLLEGE OF TEACHER EDUCATION  
BHOPAL**



**Name of Course: Bachelor of Education (B.Ed.)**

**Subject: Learning and Teaching**

**Topic: Teaching Skills for Effective Teaching and Learning**

### **Objectives**

Reading this module, the student will be able to:

1. Understand the concept of Teaching Skills
2. Acquire the knowledge about core teaching skills with its component behavior
3. Comprehend the importance of teaching skills in teaching learning Process

### **Teaching Skills**

Every professional demands certain specific skills and competency in their professional area for producing maximum output within optimum cost and time. Teaching profession is a process of social engineering. Hence it should be taken place effectively and efficiently. A skilled teacher can make wonders in their profession and can influence the learning process as well as the learning outcome of the students and help them to achieve their life goals. Teaching skills are essential for effective teaching. Teaching skill can be defined as a set of interrelated expressive behaviour of the teacher (verbal and nonverbal) which can be observable, explainable, assessable, demonstrable and refinable through perfect practices.

*N.L. Gage (1968)* defined “Teaching skills are specific instructional activities and procedures that a teacher may use in his classroom. These are related to the various stages of teaching or in the continuous flow of the teacher's performance.”

There are many educationists who listed teaching skills in different numbers. There is no uniformity in the number and categories of teaching skills among the academicians. Some of the important classification of teaching skills are listed below.

*B.K. Passi (1976)* from NCERT has listed 13 teaching skills.

1. Writing instructional objectives
2. Introducing a lesson

3. Using blackboard
4. Recognising attending behaviour
5. Increasing pupil participation
6. Silence or non-verbal cues
7. Fluency in questioning
8. Probing questions
9. Explaining
10. Illustrating with examples
11. Reinforcement
12. Stimulus variation
13. Achieving closure

*Allen & Ryan (1969)* from, Standford University listed 14 teaching skills which are following.

1. Set induction
2. Stimulus variation
3. Lecturing
4. Silence and non verbal cues
5. Reinforcing pupil participations
6. Recognising behaviour
7. Completing the communication
8. Fluency in questioning
9. Probing questions
10. Divergent questions
11. Higher order questions
12. Illustrating and the use of examples
13. Planned repetition
14. Closure

### **Core Teaching Skills**

If we minutely observe the classroom teaching of a teacher, we can see that there are many teaching skills which come across in the classroom teaching learning processes.. Among the

skills there are some skills which are frequently used in each and every classroom intercourse. Without using these skills classroom intercourses will be an utter failure. A teacher cannot achieve his teaching learning objectives effectively by ignoring these skills. The skills which are essential to make teaching effective and frequently used in the teaching learning process are called core teaching skills. A preservice teacher must focus on being proficient in teaching skills, especially core teaching skills.

Hence all the Pre-service teacher training programmes are giving much attention in practicing these skills through micro teaching or peer teaching techniques. The main reason for the inclusion of the teaching skills in pre-service teacher training programme is to acquire the knowledge and proficiency in core teaching skills to their teacher trainers.

Following are the core teaching skills.

1. Skill of introducing a lesson
2. Skill of stimulus variation
3. Skill of explaining
4. Skill of illustrating with examples
5. Skill of using blackboard
6. Skill of probing questions
7. Skill of fluency in questioning
8. Skill of reinforcement

### **1. Skill of Introducing a Lesson**

When we meet a person, group we usually start a conversation with a primary talk . The nature of the induction determines the effectiveness of the conversation and relationship bond between the two. In the classroom also, at the very beginning a teacher has to refine the mood of students and make them relax and ready to learn. It can be possible only a nice introduction of the lesson. The skill of a teacher to introduce a lesson is called Skill of introducing a lesson. This skill is also called the skill of set induction. The skill helps the teacher to attract the students' attention towards class lessons . It motivates students to learn, a good introduction assists the teacher to create a disequilibrium in the brain of the student and thereby arouses a curiosity to learn. Moreover it helps to link the students previous knowledge with new knowledge to be

presented before them. Let us discuss the component behaviour of the skill of introducing a lesson.

### ***Component Behaviour***

Component behavior are the essential constituting elements of a skill which make a skill perfect. These are the essential criteria or index points where a teacher should necessarily follow while practicing a particular skill. The component behaviors of the skill of introducing a lesson are given below.

#### **Use of previous knowledge of the students**

The knowledge that the students already have related to the lesson should be checked or used while introducing the lesson. It will help the learner to easily hook the new learning material to the previous one, where the learning process becomes very easy, effective as well as retentive.

#### **Use of appropriate supporting aids, devices or techniques**

To make introductions interesting and effective, teachers should use appropriate devices like bulletin boards, video clips, newspaper, Pictures, TV news, Questioning, Narration, Storytelling, Demonstration, Dramatization, role playing, imaginary conversation, travelogue and so on.

#### **Arousing Motivation and create interest**

Teacher conversation and Presentation of learning material and supporting aids should be in motivating nature and thereby create interest among the students to go forward for further classroom transaction.

#### **Ensure the relevancy**

Introduction should be relevant to the content of the lesson, situation, time and mental age of the students. So selection of the introducing material, technique is crucial one.

#### **Link with previous knowledge and content part**

Teachers should connect the previous knowledge of the student with the learning content to be taught effectively. Teachers should plan the introduction part in a manner that helps the students to make connections with previous knowledge and content parts. So present the introduction in sequential and logical order

#### **Continuity and smooth transition**

Maintaining continuity of the presentation is vital to retain the concentration and attention of the student in the class. By keeping the flow of the presentation, the teacher should smoothly cross

the introduction and start the lesson. Students should not feel the difference between introduction and the lesson presentation.

## **2. Skill of Stimulus Variation**

This is an important skill of teaching. Skill of stimulus variation is called Mastery Skill. This skill reflects the teacher's personality in the classroom. The skill helps the teacher to avoid homogenous actions and talk in the classroom. Monotony in the stimuli could bored the students as well as the teacher. Therefore the teacher should change the stimulus throughout the classroom to create classroom intercourse interesting and enjoyable. So the skill of stimulus variation involves a deliberate attempt on the part of the teacher to change the stimulus which will create an energetic, interesting as well as active classroom situation. It helps to secure the students attention and retain it during classroom intercourse.

### ***Component Behaviour***

The following are the components of skill of stimulus variation

#### **Purposeful movement of the teacher**

Teacher movements throughout the class should be purposeful and clearly planned. It could be seen that some teachers are walking throughout the class here and there since s/he started the class unintentionally, like a tiger movement inside the cage. This behaviour hinders the purposeful movement of the teacher in the class when it is needed. So unnecessary as well as repeated movement should be eradicated.

#### **Use of Gestures**

Another important component behaviour of skill of stimulus variation is the use of appropriate gestures. Teachers should use appropriate gestures while explaining important content. It enhances the importance of messages that teachers intend to pass to the students. It can be in the form of, movement of eyes, hands, heads, body and facial expression etc. For example when explaining the shape of the earth, the teacher can support the illustration with circle movement of both hands.

#### **Voice modulation**

Voice modulation is very important in illustrating the emotional environment of the context and thereby developing the affective domain of the students. Voice should be tuned in according to the nature, context and content to be presented. Teachers should contextually use appropriate volume, pitch, and speed in verbal communication to reach out to pupils' hearts. While

explaining the death of great personalities, natural calamities teachers should express them in low voice pitch.

### **Focusing**

While describing any important point teacher do care for focusing the point through giving stress on the very particular object, persons, events or principles to be noted as important. Action of focusing may be through verbal or non verbal indicator.

### **Pausing**

Pausing means a deliberate meaningful silence brought by the teacher while explaining an event in the class. It will help the students to enhance the relevance of the message or context that the teacher has been discussing before. Pausing should not be a long break; the ideal time of a pausing duration is for three seconds.

### **Change in Interaction Style**

Normally a classroom interaction has a life of forty five minutes. Teachers should have to adopt an effective interaction style In order to avoid boring as well as one way communication in the classroom. The possibilities for change in interaction style in the classroom are given below. Teachers can start with teacher-class interaction (addressing the whole class) then s/he could adopt a second interaction style, that is, Teacher-pupil interaction (addressing any one student). It may be in the way of asking questions, handling teaching aids, conducting experiments by using any one student in the class. Another interaction style is the Pupil-Pupil interaction, It can be adopted through peer discussion, quiz competitions conducted by students, student seminars etc.

### **Oral-visual Switching (Change in Sensory Focus)**

Multi sensory activation could be possible through this behaviour. To attract the students' attention, teachers should alternatively use audio visual aids in the classroom. Hence s/he can stimulate the multi sensory gateways and avoid monotony of using a single sense organ. Therefore during the lesson the teacher should Change the sensory channel from verbal to visual and vice versa. Three types of oral visual switching are possible in the classrooms which are given below.

- a. Oral to visual- while explaining any phenomenon teacher can displays picture, chart, video etc
- b. Visual to oral- after display any picture, chart, video switch over to verbal explanation
- c. Combination of both oral and visual.

### **3. Skill of Explaining (Narration)**

This is an important skill that teachers should possess. Explanation is the core activity of every classroom interaction irrespective of the teaching strategy a teacher follows. A teacher with good explaining ability can make wonders in the classroom. Explanation skill helps the teacher to understand their learners about the concept, idea, facts, principle etc, clearly and meaningfully. Generally a teacher explains when he describes 'how' 'why' and 'what' of a concept, phenomenon or event.

#### ***Component Behaviour***

The detailed description of the component behaviour of skill of explaining is presented below

#### **Use of appropriate beginning statements**

First component behaviour is to start the explanation with a beginning statement. Before starting the explanation teacher should make an appropriate beginning statement to attract the attention of the learners to the topic. Beginning statement is an opening statement announcing what is going to be explained by the teacher. Such as saying that now we will discuss the causes of the first war of Indian independence, let us explain the causes of the First World War, etc.

#### **Use of Explaining Links**

To make explanations more meaningful the teacher has to use the words or phrases which may Link/continuity between the sentences and thereby increase the effectiveness of explanation. Teachers can use explaining links such as, hence, as a result of, therefore, in order, because, as soon as, due to, that is why etc. while explaining any events of phenomenon.

#### **Use of Mediator**

Sometimes teachers need supporting aids to make explanations more simple and effective. For this very purpose teachers can use the teaching aids like pictures, graphs, charts, video clips etc. these are called mediators in classroom teaching.

#### **Covering essential points**

Explanation is meant for bringing more clarity regarding the topic discussed. Hence Teacher should ensure that all the essential points in the topic have been included in the classroom discussion. Pedagogic analysis helps the teacher to identify the all essential points in a lesson.



**Fluency and clarity**

Explanation should be very clear, avoid unnecessary things which may bring misconception among the learners. Ensure the flow of the points and sentences without any extended delay throughout the lesson.

**Use simple language**

The ultimate purpose of the explanation is to make the concept or phenomena clear to learners. It has been observed that some teachers are using literary languages which may not be digestive to the brain of the students. It should be noted that a teacher should not use indigestive literary words to exhibit his/her language proficiency. Teachers should explain the content using very simple and easy language that can be understood by the learner.

**Testing Pupils' Understanding**

While explaining the topic the teacher has to take feedback through possible tests. Teachers can ask questions or use any other evaluation technique to understand whether the students have understood the concept or principle and thereby retain or change their explanation style further.

**Use of Concluding Statements**

At the end of the explanation Teacher has to put a concluding remark about the topic and explanation. It will help the learner to hook the learned content in a particular schema in an integrated manner. So the teacher has to conclude the explanation with appropriate concluding statements soon after s/he completes the explanation. For example, these are the reasons for the first world war. We have completed the discussion of reasons for the first world war. Let us recall once again what we have discussed now etc. It will help the learner to concrete their learning in the cognitive domain.

**4. Skills of Illustrating with Examples**

Explain the concepts with examples and accelerate the understanding of learners. We have seen such teachers giving life oriented examples while taking the classes. This skill should be developed among all teachers to produce effective teaching. Students Understanding will be more effective when the teacher uses examples to explain facts, principles, generalization, concepts etc in the lesson. Selection of relevant examples and its proper illustration at proper time is an art from the part of teachers. Students are more interestingly attending the class of teachers who teach with life oriented examples.

## ***Component Behaviour***

The following are the component behaviour of the skill of illustrating with examples

### **Use Relevant Examples**

Select relevant examples related to concepts being explained. Examples should be exactly matching with the content, context. Teacher should not use the example which create confusion among the students

### **Use Simple Examples**

Use simple and digestive examples in the classroom. Simple examples are those examples which are based on the pupils' life surroundings and their past experiences. Extreme care should be taken while selecting the example to be suit with their level of maturity.

### **Use Interesting Examples**

Examples should not be merely for the sake of example. It should create interest among the students. If a teacher succeeds in attracting the attention of the students towards his example illustration and thereby students are able to comprehend the concept, idea and principle clearly; the example is said to be interesting.

### **Use appropriate Media**

Exemplifying can be done through verbal or non verbal media like storytelling, analogy, concrete objects, maps, pictures, models and experimental demonstration. Teachers can select the most appropriate media for Exemplifying as per the situation and content.

### **Use genuine example**

Examples should be genuine so that it enhances the retention power of the learner. Students should not feel that teachers are manipulating something for teaching the content. That may divert the attention of the students towards genuineness of the example and the content of example rather than the base content.

### **Use of Inductive-Deductive Approach**

This deals with how a teacher can illustrate an example related to content. Teachers can either use an inductive approach for illustrating with examples that means starting from particular examples to generalization or deductive approach in which the teacher first explains the generalized concept and the site the particular examples of the concept.

## **5. Skill of Using Blackboard**

Blackboard is an integral component of a classroom. We cannot imagine a classroom without a blackboard. A classroom without a blackboard seems to be a temple without an idol. A teacher with a good blackboard writing skill can manage classroom lessons effectively. Black board is a most widely used visual aid which can be used easily as well as economically in the classroom. It is one of the quickest and easiest means of presentation of important points in the lessons. The effectiveness of presentation depends upon the proper use of blackboard.

### ***Component Behaviour***

The components behaviour of the skill is some performance criteria while using black board.

They presented below

#### **Legibility**

While using a blackboard teacher should ensure and maintain adequate size of words and letters. Keep adequate space between letters and words. Teaching points should be sequentially presented. Size of the letters/words should be written large enough to read the entire students in the class. Thickness of the letters should be in a uniform manner.

#### **Neatness**

Start the class with a clean black board. Write words and sentences on black board parallel to the baseline, no steep or zigzag writing. Keep adequate space between lines

#### **Conciseness**

Teachers should not write all the matter on the blackboard. Black board is intended to highlight only focused points of the study. Hence write only brief and important points on the blackboard.

#### **Continuity**

Blackboard writing must be organized in such a manner that it illustrates the continuity of the subject matter. By observing the black board Students could easily comprehend the content and its flow easily. Timeline should be read from black board summary.

#### **Appropriateness**

To make black boards more effective, teachers should use black board for drawing appropriate diagrams, pictures, and present points logically and systematically. Use different appropriate colours to highlight the main points.

## **Speed**

Writing speed on the blackboard is an important component of blackboard skill. The speed should be in accordance with the students' capacity to follow the teacher. It should not be too slow or too fast.

## **Teacher Position**

Teacher position while writing on the blackboard is important. Teachers should stand on the left hand side of the blackboard for the smooth visioning of students to the blackboard. Starting the writings from the right side of the black board will help the whole student to watch the writings of the teacher without any hindrance. While writing on black board teacher attention should not be fully concentrated on black board but students are to be attended.

## **6. Skill of Fluency in asking questions**

Questioning is one of the wonderful tools in the hand of a teacher to invite attention or to diagnose the teaching learning problem in the classroom etc. It helps a teacher to start a class, to check previous knowledge, to start discussion, etc. Hence every teacher needs to possess the skill of fluency in asking questions. Teachers should be skilled in Posing as many meaningful questions to the classroom in a given period of time regarding the subject taught. This is what is called fluency in asking questions. Meaningful questions are those which are relevant to the concept being taught, well structured and delivered effectively. Questioning is not meant for threatening the students. So create a congenial environment in the classroom while asking questions.

### ***Component Behaviour***

The components behaviour of skill of fluency in asking questions are presented below

#### **Structuring**

How the question is framed is an influential factor for students to easily answer the question. Questions should be presented in precise, clear and grammatically correct. It should be framed in simple and easy language. Teachers should care to maintain question standards according to the mental age level of the students.

## **Relevancy**

Questions should be relevant to the topic discussed in the classroom. It should not be meant to express the ability and subject competency of the teacher in front of the students. Avoid unnecessary questions while asking questions.

## **Question delivery and distribution**

Teachers should take care of the following points while posing questions in the classroom to maintain and sustain effective question answer sessions.

- Creating pleasant situation in the classroom while asking questions
- Ensure pleasant appearance on the face of the teacher
- Question should be appealing in nature
- Question should be clearly framed
- Question should address to the whole class
- Keep appropriate speed and proper intonation
- Allow adequate time to give answer to the students
- Give clues when student face difficulty to answer
- Questions should be developing in nature
- No inclusion of answer in questions
- Yes or No question should be avoided
- Double question should not be asked in one question
- The nature of Question should be stimulating the thinking of the students
- Questions should be audible to the entire classroom.

## **7. Skill of Probing Questions**

We have discussed the skill of fluency in asking questions. When the students are asked questions in the classroom, they give various types of responses as per their knowledge and situation. It may be incorrect, partially correct or completely correct. In the case of incorrect or partially correct responses teachers have to lead students to the correct responses or right answers. For this very purpose teachers have to go further and probe into their responses by asking a number of supplementary questions on what they already know. This process may lead them to the correct responses. On the other hand, even if the response is correct, the teacher has to motivate them to further query for depth knowledge in the area of discussion. An action of probing students towards a better and broader perspective of the response by asking further depth

questions. The technique that deals with student response, going deep into students' knowledge by asking a series of questions is called probing question. Skill of probing questions is a specialized skill that should be acquired by all teachers who are keen to become an effective teacher.

### ***Component Behaviour***

The components behaviour of the skill of probing questions are given below.

#### **Prompting**

It is the act of giving clues or hints to the students for leading the pupil to the desired responses when they give incorrect or partially correct answers to the question. For example, when the students responded as subhash Chandra Bose to a question, who led the Non Cooperation movement in India. Teachers can give clues like, see he is our father of the nation, He was born in Gularath , Porbanther etc.

#### **Seeking Further Information**

When the students give partial or incomplete responses to the questions the teacher has to seek further information regarding answers given by students. It will lead the students to arrive at correct desired responses. Suppose the teacher asked the students what the different types of pollution are. Students give a partially correct answer like, water pollution, air pollution. Then the teacher seeks further information like, 1) Do you like to go for a tour into a natural park ?, 2) why ?, 3)How do you feel when you hear the sound or severe horn sound of vehicles?, 4) Why? 5) Is there any problem related to noise ?, 6) Can we call it pollution?, 7) what type of pollution?

#### **Refocusing**

It is the technique of a teacher to strengthen the correct responses given by the students to a question. When the pupils give the correct responses the teacher once again briefly explains the same by relating their responses with something already taught or known to the learners.

#### **Redirection**

It is an act of sustaining all students to be vigilant in the classroom. Teachers should ask the same question to the several students sitting at different corners of the classroom. It will help the learners to be vigilant and attentive in the classroom. In the process the teacher can get feedback as well as select an accurate response among the various responses to the question.

### **Increasing critical awareness**

One of the purposes of questioning is to create critical awareness among the students. To increase the critical awareness ability among the students, teachers should ask supplementary questions framed by 'why' and 'how' for correct responses given by the students. For example Teacher asked a question to the students about what are the Gandian principles. Students responded that Ahimsa, Noncooperation, Truth etc. teacher again asked Do you think that the Principle Ahimsa was a correct step taken by Gandhi, Why?

### **8. Skill of Reinforcement**

Every human being likes recognition , rewards and respect. Giving a positive stroke to a desired response is called reinforcement. Reinforcement motivates students to repeat the reinforced behaviour again and again and thereby earn more recognition. It is a psychological technique used for effective teaching and learning. Teachers used to say very good, nice , good boys, nice girls are the example of reinforcement. Reinforcement facilitates a congenial environment for teaching and learning. It helps to bring desirable change in human behavior. An effective teacher should possess the art of giving reinforcement to the students. There are two means of giving reinforcement such as verbal or non verbal.

#### ***Component Behaviour***

The component behaviour of the skill of reinforcement behaviour are discussed below

#### **Positive Verbal Reinforcement**

This is very common reinforcement we used to give in daily life as well as in the classroom. Positive verbal reinforcement means the use of praise words such as 'very good', 'good', 'fine', 'yes', 'well done', 'excellent', 'right' etc. this also includes the teacher repeating the students' answers or posing any accepting statement from the teacher to the students.

#### **Positive Non Verbal Reinforcement**

Positive non-verbal Reinforcement refers to all non-verbal behaviours of the teacher towards the students who have given the answer. It includes clapping, keeping pleasing eyes, nodding of head, smiling, moving towards the student who is responding to the question, writing the students' answer on the blackboard etc.

### **Extra verbal reinforcement**

This type of reinforcement falls in between the positive verbal and non-verbal reinforcement, such as giving praise like wah, hum, aha, aaah etc. When students are giving the right responses, the teacher supports them by saying ha, wah etc.

### **Negative verbal reinforcement**

Negative verbal reinforcement refers to those verbal behaviour of the teacher that block the repetition of undesired behaviour or responses of students. Examples of negative verbal reinforcement are like the use of words 'no', 'wrong', 'incorrect', 'not true', etc.

### **Negative non-verbal reinforcement**

Negative non-verbal reinforcements are those non-verbal behaviour of the teacher that bring negative reinforcement. This includes such as frowning, sneering, gazing, raising the eye-brows, hands and disapproving stares, tapping foot impatiently etc.

### **Caution in Using Negative reinforcement**

Negative reinforcements are generally used to avoid incorrect or inappropriate answers and bring the students towards correct responses. Hence the teacher should be very selective in using negative reinforcement in accordance with the situation. It should be to make aware the students that they have given incorrect responses and the need for a correct response, not for hurting the students mind.

### **Reinforcement- Cares from the part of teacher**

- Give reinforcement in apt time
- Reinforcement should be graded in according to the nature answer
- No delay in giving reinforcement
- Delay of reinforcement is like denial of reinforcement
- Denial of reinforcement is like discouraging the pupil
- Do not use reinforcement when it is not needed
- Encouraging or reinforcing all the students who respond correctly, not for few.



## Unit questions

### Objective Questions

1. Which skill is called as Mastery Skill
  - a) Skill of Reinforcement
  - b) Skill of probing Question
  - c) Skill of Stimulus variation
  - d) Skill of Explaining
  
2. Legibility and neatness is the component behavior of
  - a) Skill of Using Black board
  - b) Skill of Introducing a lesson
  - c) Skill of Illustrating with example
  - d) Skill of Probing questions
  
3. Example of Positive Nonverbal Reinforcement is
  - a) Very Good
  - b) Wrong
  - c) Frowning
  - d) Clapping
  
4. Among the following which one is the component behaviour of Skill of Probing Question
  - a) Pausing
  - b) Focussing
  - c) Mediator
  - d) Refocussing
  
5. Which skill is called as skill of set induction
  - a) Skill of stimulus variation
  - b) Skill of Probing Questions
  - c) Skill of Introducing a lesson
  - d) Skill of using Black Board

### **Short Answer Questions**

1. What are the core teaching skills?
2. Write the need and importance of Introducing a lesson
3. What are the essential component behaviors of skill of stimulus variation?
4. What are the things that a teacher should keep in mind while asking questions?
5. Give some examples for positive verbal and non verbal reinforcement
6. Explain the things that a teacher has to keep in mind while using Black board
7. Explain the importance of Skill of Probing Questions in Teaching and Learning Process
8. How can a teacher make their explanation effective

### **Essay Questions**

1. Define the concept of teaching skills; Give a detailed description on Core teaching skills with its component behavior.
2. Do you think that the knowledge of Teaching Skills are necessary for effective teaching? Justify?

### **Suggested Reading**

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Dr. RAFEEDALI.E

Assistant Professor,

Maulana Azad National Urdu University, CTE, Bhopal

9961031072,rafeedali@manuu.edu.in