



UTILIZATION OF TEACHING LEARNING MATERIALS BY SOCIAL SCIENCE TEACHERS AT SECONDARY SCHOOL LEVEL IN NAGALAND

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ABSTRACT: The study was taken up to find out the effectiveness used of teaching learning materials (TLM) or teaching aid by the Social sciences teachers. The purpose is to determine opinions and suggestions of teachers about the problems encountered in using teaching aid for teaching Social Sciences. Questionnaire technique was used for collection of data. According to the responds given by the Social Sciences teachers it was identified that Social sciences teachers encountered many problems related to using of teaching aid or teaching learning materials for teaching Social sciences, like lack of relevant knowledge on teaching aid preparation, lack of teaching learning materials in the school, lack of relevant teaching aid, lack of time, Content load, and lack of knowledge on ICT etc.

Key words: Teachers, Social sciences, teaching aid, Secondary school level.

Introduction: In Nagaland Social Sciences subject is one of the important core components of the school curriculum at secondary school level. Social Sciences comprise history, geography, political science, economics and sociology. Social Sciences subject are often seen as easy, yet, this apparent simplicity is deceptive. Teaching Social Sciences (complexities of human beings) to the young generation students in our present context is not easy. Comparing with other subjects like English, Mathematics and Science the status of Social Science is declining among the young generation students. On the other hand, they are treated as inferior of Science and other school subjects. Sciences are seen as a superior and solid grounding for a lucrative career, while Social Sciences are considered as not important subject and only for the weak students. It is necessary to make the students understand that the Social Sciences are not inferior to other school subjects. Social Sciences teaching needs to be revitalized through effective use of different teaching aid or teaching learning materials to give the real taste, values and experiences to the students acquire knowledge and skills in an interactive environment.

Social Sciences teachers are confronted with many problems and challenges in using of teaching aid or teaching learning materials. In this paper an effort is being made to identify and highlight the common problems, difficulties and challenges faced by social science teachers in using of teaching aid or teaching learning materials in teaching Social Sciences at secondary school level in Nagaland.

Secondary Education in Nagaland: The schools in Nagaland followed 10+2 system. With the primary schools up to class (V) five and the middle school up to class (VIII) eight, the secondary section comprises only class (IX) nine and (X) ten and it conducts the evaluation of the Students. The schools are under the administration of Director of School education at the State level and Districts Education Officer at District

level. Social Sciences subject became one of the core components of the school education curriculum in Nagaland. The existing curriculum and syllabus being introduced from the academic year 2007 is based on the National Curriculum Framework (NCF) 2005. It is made relevant and in tune with the local needs. At present there are 716 secondary school including Government and private secondary schools.

Need and Purpose of the study: The purpose of the study is to identify the problems and challenges faced by Social Sciences Teachers in using of teaching aid or teaching learning materials in teaching Social Sciences at secondary school level in Nagaland. Therefore, the study was conducted to identify problems and challenges in using of different teaching aid or teaching learning materials and give suggestions for the solutions and measures for effective teaching learning of Social sciences. In this paper an effort is being made to identify and highlights the common problems faced by Social Sciences teachers.

Statement of the problem: Utilization of teaching learning materials by social science teachers at secondary school level in Nagaland.

Research questions:

- i. What is the current status of using teaching learning materials/teaching aid by social science teachers at secondary school level in Nagaland?
- ii. What are the current difficulties or the Problems faced by the Social sciences teacher in using teaching learning materials/teaching aid at secondary school level in Nagaland?

Objectives of the study:

- i. To identify and highlight current problems and challenges faced by the Social Sciences teachers in using teaching learning materials/teaching aid at secondary school level in Nagaland.
- ii. To suggests concrete measures for the improvement of using teaching learning materials/teaching aid at secondary school level.
- iii.

Delimitation of the study: The study covered only Social Sciences subject teachers at secondary School level in Nagaland.

Methodology of the study: Survey method has been used for the study.

Tool used for data collection: Questionnaire for Social Sciences subject teachers was prepared and used for collection of information and data.

Statistics tool used for the present study: Percentage (%) is used for the study.

Sample used for the study: Sample consists of two hundred (200) Social Sciences subject teachers randomly selected from 180 secondary school level including Government and private in Nagaland.

Sample of Schools and Social Science Teachers Selected from Government and Private Secondary School.

Table No: 1. Sample of Schools and Social Science Teachers Selected from Government and Private Secondary Schools

SL No	Districts	Sample of Schools selected for study	Types of Schools		No of Teachers		
			Government	Private	Gender		Total
			No of schools	No of schools	Male	Female	
1	Kohima	60	12	48	29	40	69
2	Dimapur	60	16	44	28	39	67
3	Wokha	30	11	19	12	20	32
4	Phek	30	13	17	14	18	32
Total		180	52	128	83	117	200

RESPONSES OF TEACHERS ON TEACHING AID/TEACHING LEARNING MATERIALS (TLM)

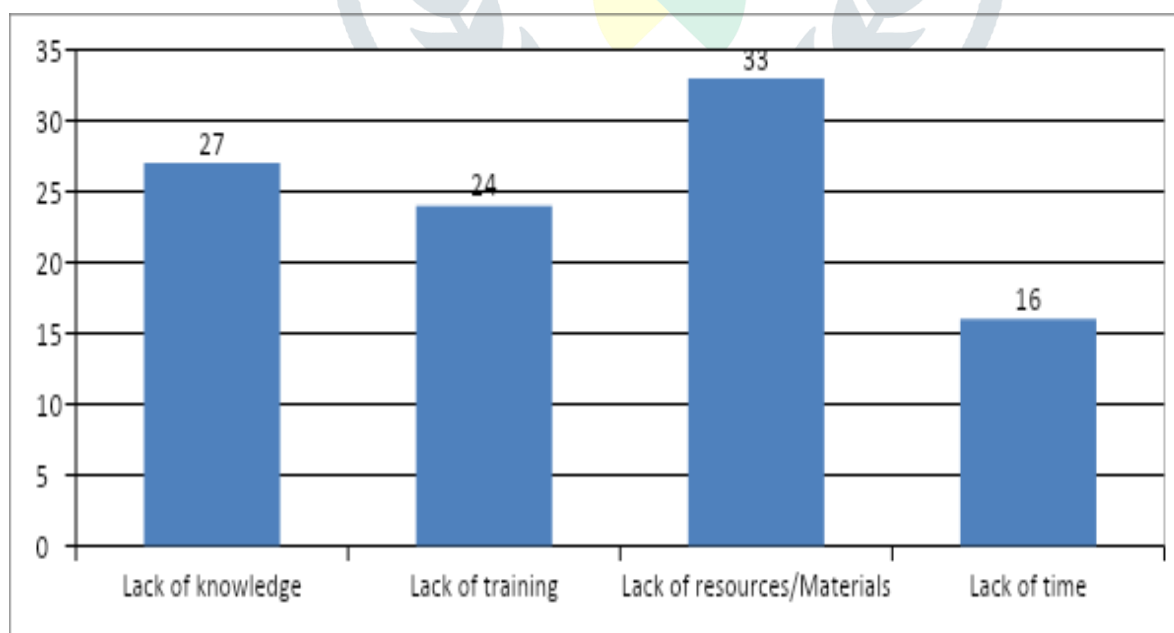
Table No: 2. Teachers' knowledge on teaching aid/teaching learning materials (TLM)

No. Teachers	Items	Categories of Responses	No of responses	%
200	Knowledge of teaching aid/TLM	Yes	61	30
		No	108	54
		TSE	31	16
	Prepare own teaching aid/TLM	Yes	27	14
		No	127	63
		STE	46	23
127	If no, please mentions the reasons	Lack of knowledge	35	27
		Lack of training	30	24
		Lack of resources	42	33
		Lack of time	20	16

30% respondent had knowledge of teaching aid/teaching-learning materials (TLM) for teaching social science and 54% had no knowledge and experience. 16% had knowledge of teaching aid/teaching-learning materials (TLM) for teaching social science to some extent but not adequate knowledge for effective teaching of social science. Only 14% respondent had prepared their own teaching aid/teaching-learning materials (TLM) and used for social science subject and 63% did not prepare. 23% respondent sometimes (not regular) prepared their own teaching aid/teaching-learning materials (TLM) for teaching social science subject.

i. Factors for Not Preparing Teaching Aids/TLM

Figure No: 1. Factors for not prepare teaching aids/TLM



27% of respondent did not prepare their own teaching aids/TLM due to lack of knowledge, 24% did not prepare their own teaching aids/TLM due to lack of training. 33% did not prepare their own teaching aids/TLM due to lack of resources and 16% did not prepare their own teaching aids/TLM due to lack of time.

ii. Sufficient teaching aid/Teaching learning materials (TLM) in the school.

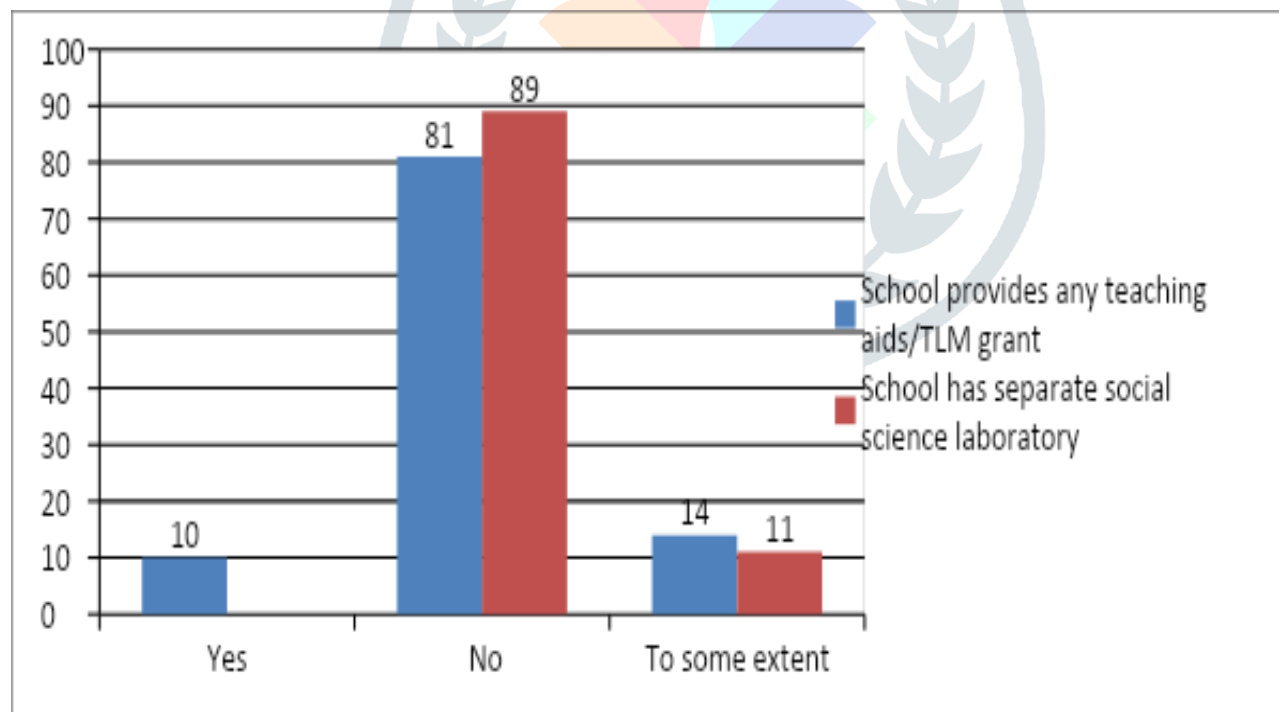
Table No: 3. sufficient teaching aid/teaching learning materials in the school

No. Teachers	Items	Categories of Responses	No of responses	%
200	Sufficient teaching aids/TLM in your school	Yes	26	13
		No	140	70
		TSE	34	17
	School provide any teaching aid/TLM	Yes	30	15
		No	150	75
		TSE	20	10

Only 13% of respondent had sufficient teaching aid/teaching-learning materials (TLM) in their school for teaching social science. 70% had no sufficient teaching aid/teaching-learning materials (TLM) in their school for teaching social science. 17% had teaching aid/teaching-learning materials (TLM) to some extent in their school for teaching social science subjects. Only 15% get teaching aid/teaching-learning materials (TLM) for teaching social science from their School. 75% did not get any teaching aid/teaching-learning materials (TLM) for teaching social science from their School and only 10% sometimes received teaching aid/teaching-learning materials (TLM) from their school for teaching social science subject.

iii. School Provides any Teaching Aids/TLM Grant

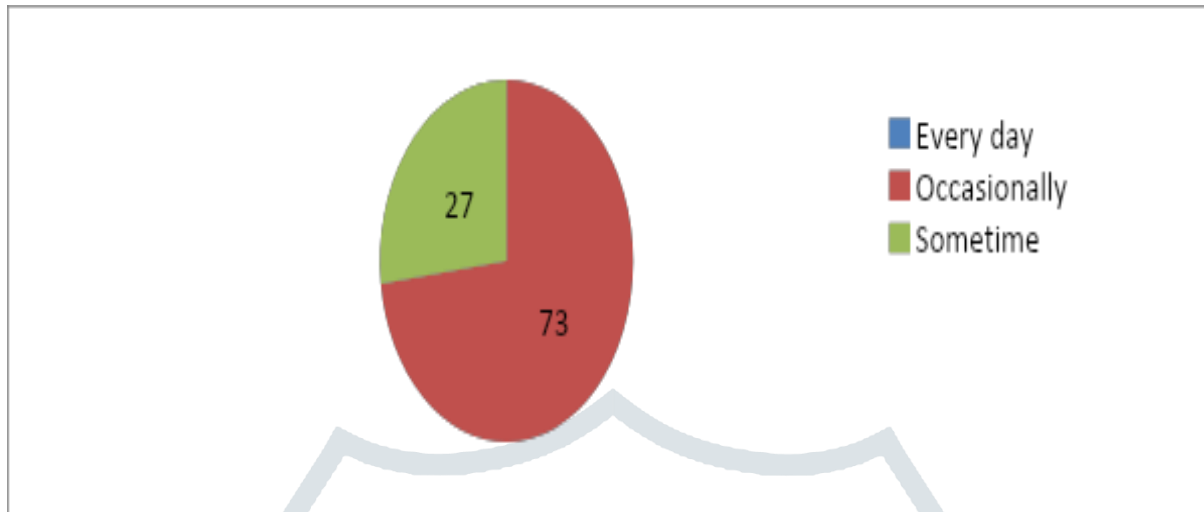
Figure No: 2. Teaching aid/TLM grant and social science laboratory



10% respondent had teaching aids/teaching-learning materials grants in their schools. 81% did not receive any teaching aids/TLM grant from their schools. 14% had to some extent teaching aids/teaching-learning materials grant in their schools. 89% did not have separate social science laboratories in their schools and 11% has to some extent.

i. How often Teachers Use Teaching Aids/TLM

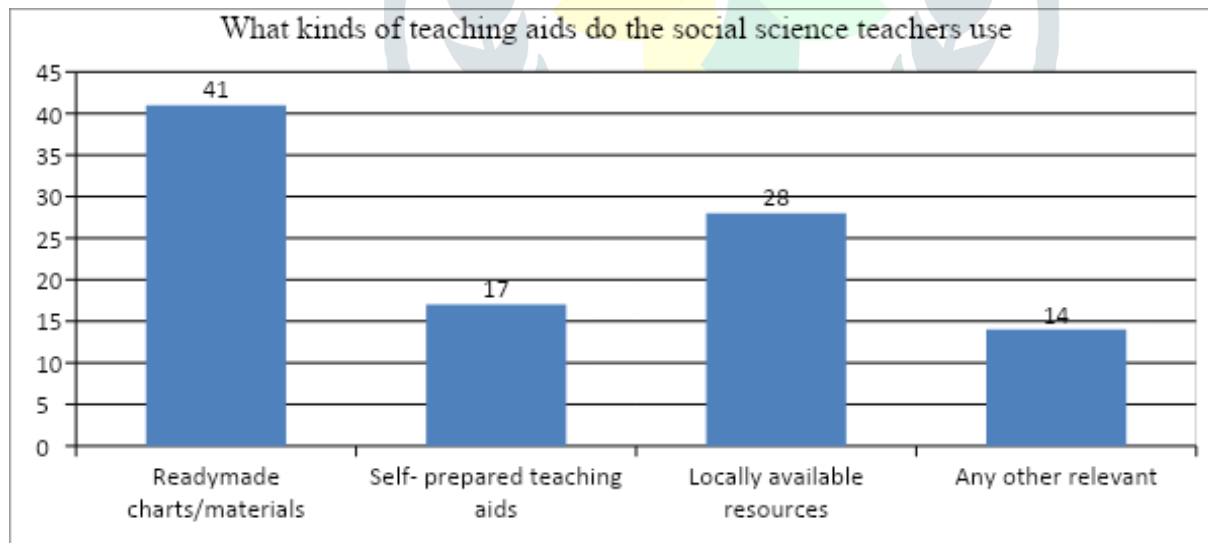
Figure No:3. How often teachers use teaching aids



73% social science teachers used teaching aids occasionally while teaching social science subject and 27% social science teachers sometimes used teaching aids while teaching social science subject at secondary level in Nagaland.

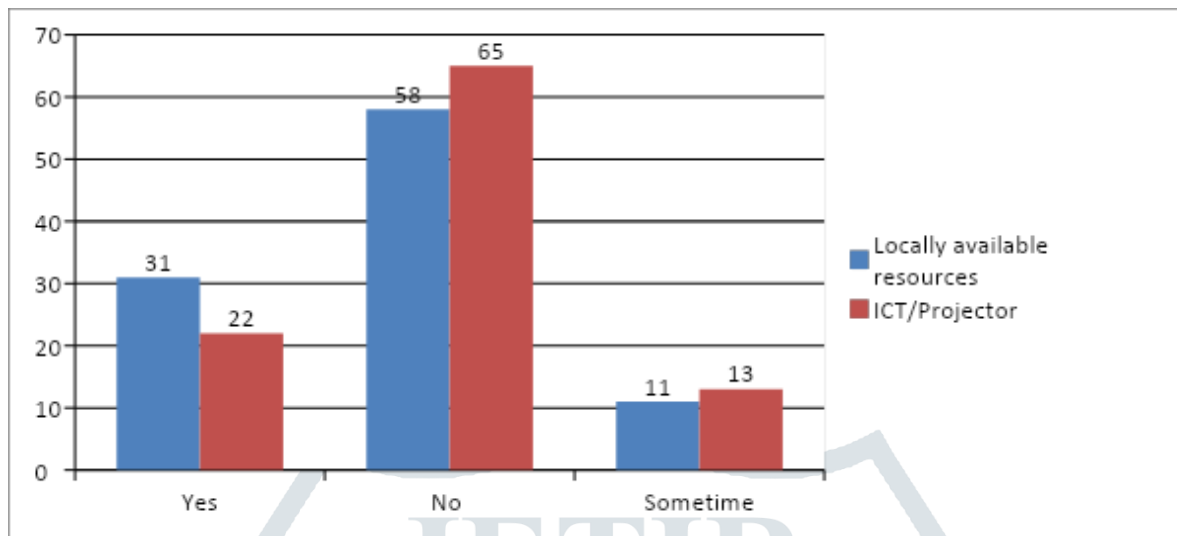
TYPES OF TEACHING AIDS/TLM USED BY SOCIAL SCIENCE TEACHERS

Figure No: 4: Types of teaching aids used



Locally Available Resources and ICT/Projectors

Figure No:5. Used of locally available resources and ICT/Projector



31% social science teachers used locally available resources for teaching aids while teaching social science subjects. 58% social science teachers did not use locally available resources for teaching aids while teaching social science subjects. 65% social science teachers did not use ICT/Projectors for teaching social science subjects and only 13% social science teachers sometimes used ICT/Projectors for teaching social science subjects at the secondary level in Nagaland.

Major Findings of the study:

1. Majority of teachers 54% had no knowledge and experience on how to use teaching aid. Only 14% respondent had prepared their own teaching aid/teaching-learning materials (TLM) and used for social science subject and 63% did not prepare. 27% of respondent did not prepare their own teaching aids/TLM due to lack of knowledge, 24% did not prepare their own teaching aids/TLM due to lack of training. 33% did not prepare their own teaching aids/TLM due to lack of resources and 16% did not prepare their own teaching aids/TLM due to lack of time.
2. Only 13% of respondent had sufficient teaching aid/teaching-learning materials (TLM) in their school for teaching social science. 70% had no sufficient teaching aid/teaching-learning materials (TLM) in their school for teaching social science. Majority of teachers 75% did not get any teaching aid/teaching-learning materials (TLM) for teaching social science from their school. 89% did not have separate social science laboratories in their schools and 11% has to some extent.
3. Only 28% social science teacher used teaching aid/teaching-learning materials for teaching social science subject, 52% social science teacher did not use any teaching aid/teaching-learning materials for teaching social science subject at secondary school level in Nagaland. Only 20% social science teachers used ICT for teaching social science subject, 54% social science teacher did not use ICT for teaching social science subject and 26% social science teacher sometimes used ICT for teaching social science subject at secondary school level in Nagaland.
4. 31% social science teachers used locally available resources for teaching aids while teaching social science subjects. 58% social science teachers did not use locally available resources for teaching aids while teaching social science subjects. 22% social science teachers used ICT/Projectors for teaching social science subject. 65% social science teachers did not use ICT/Projectors for teaching social

science subjects and only 13% social science teachers sometimes used ICT/Projectors for teaching social science subjects at the secondary level in Nagaland.

Conclusion:

The present status of teaching learning social science subject at secondary school level in the state of Nagaland is not satisfactory due to various factors, such as lack of trained teachers, problems of digital age learners, poor general understanding of social science education values and misconceptions of social science subject at different levels of education especially at secondary school level.

The study highlighted the process of teaching learning social science at secondary school level in different areas like, used of teaching aids/teaching learning materials (TLM), co-curricular activities applied by social science teachers. it revealed about the social science teachers and students' attitudes towards using of teaching aid or teaching learning materials at secondary school level. The methodologies of teaching applied at secondary school level continued to remain traditional. There was lack of orientation for social science teachers in using appropriate and relevant method of teaching and appropriate and relevant teaching aids, Teaching methodologies and using of teaching aid or teaching learning materials need to be revitalized. Teachers must be offered training in order to make them understand using new technologies, instructional strategies, technological materials and diverse techniques of teaching for effective teaching learning social science subject at secondary school level. Methods of teaching or media of communication applied for teaching social science were outdated and needs to be replaced with the help of new technological advancement and diverse approach and method.

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