

Section B

Chapter 1: Need and importance of Social Studies room, Social Studies

Textbook: Need, importance and qualities.

The word science is incomplete without laboratory. Like science, mathematics and research, there is also need of laboratory for social science. In this laboratory or a room teachers can do different activities, like research, model making, reading, play and creative art in a chain. Today in the area of social science there are various aids available for different practical and experiment like globe, chart, maps, journals, presentations etc. For modern student there is need of laboratory like that in which teaching learning can be successfully completed and students get wholistic knowledge about different topics on the basis of their experiences. It is possible when optimum equipment's and resources are available in the laboratory and teacher uses them in scientific and artistic manner.

Meaning of Social Science Room/Laboratory

In a school campus, a special room in which there is availability of functional resources (Chart, Models, time graph, Slides, time lines, album, material related to geography, history, civics, economics, different maps, pictures, flags, scientific instruments, surveys, equipments, AV aids and related reading material) for making the easiest, scientific and effective teaching-learning process of social science is called social science laboratory.

According to Ghate, "Every subject which is recognised as deserving of study in a school should have a room of its own."

Need and Importance of social studies room / laboratory

1. To make teaching process more effective: The teaching process can be made effective by using teaching methods with special arrangements. In a social science laboratory teacher can use different sources in easy way. With maps, globes, pictures, charts and examples teacher can explain the subject matter in an accurate way to the students. When teacher uses different sources of laboratory for teaching then the teaching process becomes effective and dynamic. It develops interest of the students in the subject matter.

2. For making interesting environment: Social science laboratory is too much important for self-interest of social science teacher. Teacher takes more interest in his subject when he/she teaches in the laboratory. Different available sources make the teaching process interesting. The knowledge which has been getting under interesting environment is retainable for long time. Students take part in many activities with their own wishes. So, laboratory help in shifting teaching process from passive to active which maintain continuity and novelty.

3. Essential for new research and inventions: Social Science laboratory is important for the research and inventions. Teachers do lots of work with the help of students, Students are allowed to do work on models, charts, pictures, diagrams, slogans.

4. Essential for Variety: Social science laboratory or room brings the variety in the teaching process. Teacher does not use only one method for teaching. Students get bore with one method of teaching process. Teaching process becomes interesting as teacher uses different methods like Project method, lecture method, Problem solving method, Socialised recitation method etc. according to the situation. There are variety of different activities for the students. This brings variety in learning process.

5. Essential for achievement of realistic knowledge: Social science laboratory is important for the achievement of realistic knowledge. The knowledge which is achieved with the help of sources in this room is true and real. This knowledge is achieved by different activities like making of charts, models, filling maps, collecting thins etc. in the realistic way. This knowledge or experience is permanent and usable for the whole life of students.

6. Need for self-discipline among students: In the social science laboratory during teaching process teacher engaged the students in different activities. Students complete their work and perform their activities according to their interests, need and level. Teacher's presence is guide for the students. Due to these factors, students behave in disciplined manner.

7. Time saving or proper utilisation of time: Social science room is important for the proper utilization of time because all the sources like charts, models, maps, pictures diagrams, black board, LCD's projector etc., which are used by the teacher, are already available in the laboratory. There is no need of time for making arrangements of these resources. So. this thing saves the time.

8. For achievement of permanent knowledge: The knowledge which is achieved by experience remain relatively permanent. Achieving the knowledge by different sources in the laboratory is interesting and enjoyable for the students. That is why, it is retained in the subconscious mind of learner for long time.

9. For use of different teaching methods: Different methods are used in teaching process by the social science teacher. For the proper and effective use of these methods there is need of social science laboratory. Because for these methods required sources are available in the laboratory.

10. For practicing co-operation: In the social science laboratory while working on different projects, students get the opportunity of doing work with the co-operation. Co-operation means working for achieving same goal. Students exchanges the sources between each other at the time of doing work. Under the teacher's observation students help each other. In such a good environment there is inculcation of feelings of co-operation.

11. For assisting students: Students complete their homework successfully which is given by teacher by using sources in the laboratory. These sources play important role for understanding the difficult tasks.

12. For maintenance of teaching aids: For maintaining different teaching aids social science room is very important. There should be a different room for the maintenance of the projectors, models, maps, globes, pictures, chart etc. After the use of these sources, we can again maintain these sources in this room.

13. Readiness for learning: Thorndike suggested in his theory of learning that readiness of learner' as primary law of learning. According to this law the learner who is ready to learn will

learn more effectively, easily, and with greater satisfaction. The laboratory helps to make ready the learner to learn as it contains relevant learning material systematically. This organised material attracts learners.

14. Functional environment: Functional means useful, practical, handy, purposeful, efficient, well designed, serviceable. The laboratory contains almost all these qualities. In simple words, in laboratory teacher and learners can work on more effective way than in general classroom because laboratory fulfills practical demands readily. What ever is required to learn (to solve a problem) is available in the laboratory.

15. Enhance creativity: The laboratory provides variety of real stimulus to facilitate divergent thinking. It means, in laboratory teacher and learners can think in different directions; can find new problems; can find new solutions of problems; can find new ways to do something. These new things (processes and products) are creativity, whereas normal classroom does not facilitate to such an extent.

16. Systematic: The laboratory is systematic. Here, systematic means proper categorisation of material according to subject, sub-subject. This arrangement or system facilitates easy accessibility, which saves time and energy of the learners. Further, catalogues, order of things makes it more scientific.

17. Safety of material: In an educational institution, safety of learning material is essential same as in home. It means learning material needs to be safe so that future learners can use it purposefully. The laboratory provides such safe environment to the material as it has an incharge teacher, responsibilities of safety is shared and record is kept etc.

18. Identity of social science teacher: Science teacher, mathematics teacher, and language teachers feel pride when words like 'science lab.', 'Mathematics lab.' and 'language lab.' are used. Same way social science lab. enhances the prestige of social science teacher. It gives identity to social science teacher when he/she does work in lab.

19. Evaluation purpose: Laboratories provides such environment in which practical skills and knowledge of social science learners can be best evaluated. Teacher can evaluate communication skills, social skills, social values, such as responsibility, discharging duties, co-operation, respect of others etc. in the lab. Classroom mostly helps in evaluation of theoretical knowledge as well as laboratory practical knowledge as well.

20. For developing communication skills: Laboratory and studio work can also help students to develop certain important aspects of their communication skills, both in written and oral. For example, the ability to describe things concisely and effectively, or to justify a conclusion can be developed through writing lab reports, drawing up proposals for projects, producing dissertations, and so on. Oral skills can be developed by asking students to give oral presentations on their work, either informally or in more formal settings such as project presentations and oral examinations.

Essentials including Equipment's of social studies room

1. Proper building: The social studies laboratory building should have a few basic essentials like

- (i) good lighting and ventilation,
- (ii) adequate book cases and other storage facilities,
- (iii) tables and chairs to accommodate the students and teachers who are to work in it.

With a proper arrangement for ventilation and light, the wall-space could be utilised for display of the blackboard, bulletin-board, charts, maps, models and book-shelves. It should have the scope to serve as an audio-visual room as well.

2. Proper arrangement: The laboratory should be suitably arranged that it provides an inviting and stimulating environment. Unlike the bare walled and fixed type of classroom, the arrangement of furniture and display should be informal to give an impression that something interesting is happening in the room. It should be a place where one is expected to do things, rather than a place where one is asked to recite formal lesson.

3. Necessary furniture: The necessary items of furniture in a social studies laboratory are working tables, chairs, shelves, stands, map-racks, almirahs and chalkboards. The tables should be small and flat which can be easily rearranged for group work. The general arrangement of the room will be determined by the teacher and students, and the immediate activity for learning such as discussion, forums, group work or viewing a film.

(i) Seating arrangement: Seating arrangements should make for comfort, health and efficiency of the students. It is desirable that seats- individual desks or dual desks or tables and chairs should be moveable and easy to rearrange for a variety of purposes for the teacher's lessons or group work or construction of all kinds.

(ii) Teacher's desk: Teacher's desk should be moveable, so that it may be used for general administration as well as instruction. It should be equipped with an atlas, a table dictionary, a memorandum pad and a desk-blotter.

(iii) Projection screen: A permanent projection screen of appropriate size may be fixed above the blackboard which can be easily lowered for projection work any time. Windows should be provided with dark curtains which could be used when a film is to be screened.

(iv) Channel railing: It will be very helpful if a permanent channel railing with sliding hoods is fixed along the blackboard wall for hanging pictures, charts, maps or graphs during teaching.

4. Sufficient equipment: A social studies laboratory (room) should possess the following equipment:

(i) Maps: Geographical, historical, economic, political, social and pictorial maps of various countries.

(ii) Charts: There should be different types of charts-flow charts, time charts, tabulation charts, genealogy charts and relationships charts, etc. The charts may be purchased from the market or prepared by the teacher or students or both.

(iii) Models: Social studies laboratory should have models depicting dams and projects, changes of seasons, motion of earth, solar system, temples, monasteries, palaces and old buildings etc. and relief models on life in different parts of the world, sources of history, great men of different lands. Models can be prepared by the pupils under the guidance of the teacher.

(iv) Time graphs: Time graphs should be provided to show the gradual and incidental rise and fall of the dynasties, the progress of rival powers, ideas and cultures, personages and movements.

(v) Time lines: Every social studies laboratory should provide a time line which should run half-way along the wall. It should be painted or made of either the hardboard or cardboard. Important dates and persons should be marked appropriately all along with the line. The pictures of the important persons about whom the class is to study can be nailed. This will help in making the students familiar with the distance between the lives of great persons.

(vi) Slide album: Slide album containing slides showing painting, dancing, music, sculpture, architecture etc. should be provided.

(vii) Rocks: Rocks include stones and minerals, etc.

(viii) Agricultural products: These include wheat, rice, millets, oil seeds, tea and fibres, etc.

(ix) Locally manufactured goods: There should be locally manufactured goods of cloth, pottery, metal, wood and lacquer etc.

(x) Flags: There may be flags of different nations of the world with explanatory notes.

(xi) Meteorological instruments: Meteorological instruments include barometer, tube barometer, rain gauge, wind vane, centigrade thermometer, maximum and minimum thermometer, wet and dry bulb thermometer.

(xii) Survey instruments: Survey instruments like box compass, prismatic compass, compass, plane table, spirit level, tripod, poles, chain and arrows, flags; tape, scale (foot rule), protractor, divider and survey field book, etc. Statistical data regarding climatology should be diagrammatically represented by means of (a) the wheel diagram and (b) the bar graph.

(xiii) Audio-visual aids: Audio-visual aids include projector, filmstrip projector, epidiascope, magic lantern and tape recorder etc.

(xiv) Paints, drawing sets etc.: Social studies room should be provided with paints, water colours, coloured pencils, inks, brushes, drawing sets, pins, nails and pen holders etc. All these things are needed by the students for their practical work in social studies.

(xv) Library books: In social studies laboratory there should be a small library for both teachers and students where the teachers may be able to study standard social studies and social sciences books on the subject, and the students may be able to avail of the same facility. To keep knowledge of the students up-to-date it must have some journals, magazines autobiographies, travel stories and social studies encyclopaedias of the people in different lands.

(xvi) Collections: A corner in social studies room should be reserved for old letters, pictures, newspapers, journals, records, manuscripts, statues, coins, clothes, dresses, utensils, historical relics, paintings and art pictures. Such items may be got collected through social studies students.

(xvii) Museum: In a corner of social studies room, there should be a mini-museum. It should have almirahs, cabinets and files where specimen of seeds, ancient pictures and stones can be placed. The arrangement of placing these specimens should be such that as soon as the students enter the room, these specimens become visible to them.

(xviii) Bulletin board: Bulletin board is a necessary piece of equipment's in social studies laboratory because on it could be displayed relevant cuttings and pictures collected by students from magazines and newspapers. Maps, graphs, pictures, posters, cartoons, newspaper reports on topics done or in progress in the classroom, samples of pupils' creative work can be displayed on the bulletin board with a caption or study questions for students. World map showing the controversial spots of the world with suitable newspaper cuttings arouses the interest of the pupils and keep them in touch with the current affairs.

The social studies laboratory should serve the purpose of a classroom, a workshop, a library, a museum, an amateur theatre, a student's club, a room-all rolled into one. Let it grow steadily and constantly in equipment, and become an interesting, exciting and attractive centre for activity for all the students and teachers of social studies in an institution. Such learning laboratory definitely makes instruction interesting and pleasant to the pupil and becomes conducive to harmonious learning.

Social Studies Textbook

For a very longtime textbook has been the chief instrument in the hands of the teacher and taught. The traditional education was text bookish in nature, Textbooks were considered to be the be-all and end-all of all education. In many cases, they are still used as ends in education. According to the modern trends in education the textbook does not enjoy monopoly over teaching. It is only a tool, an aid and a source of knowledge. It is a fundamental tool which is found in every classroom and which is accessible to every student. Books and other instructional materials supplemented by personal insight, sympathy and imagination of the teacher are the backbone of all good teaching and learning. They should be regarded as strictly subordinate and supplementary to the teacher's lesson.

1. Bacon's view: "Textbook is a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices."
2. Keating's view: "Textbook is the basic instrument of teaching."
3. Doughal's view: "The textbook is a potent determinant of what and how they (teachers) will teach."
4. Hill's view: To quote C.P. Hill, "A textbook is a store house of basic information which the pupils can use in a variety of ways."

Purpose of Textbook method

1. To reflect and help in the realization of the specific objectives of teaching social studies in the grade for which the textbook is meant.
2. To take into the objectives of teaching social studies.
3. To provide for the needs of students at different levels of intelligence.

4. To give a balanced picture of the life of man and interaction between man and environment.
5. To promote moral values.
6. To assume special responsibility towards the promotion of national goals like democracy, socialism, secularism, national integration and inter- national understanding.

Need and Importance social studies textbook

Good textbooks are indispensable for the study and teaching of social studies. They are helpful for the teachers as well as for the students. They have a unique place in the teaching-learning process. In the words of Louis Shores, "The textbook is only one of many medias through which teacher and pupil communicate with each other in an effort to carry forward the learning process." Prof. Keating calls textbook as "the basic instrument of teaching." C.P. Hill writes, "A textbook is a storehouse of basic information which the pupils can use in a variety of ways." It is an important aid to teaching as well as to learning. The following points highlight the importance/need/advantages/uses of social studies textbook:

1. Scope of course: A good textbook of social studies determines the scope of the prescribed course. It delimits boundaries of the content matter. It presents content material in a logical, comprehensive and compact form. It acts as a course organiser. It furnishes a good outline for a course. It helps in setting classroom objectives and suggests related activities. The teacher may use the textbook as the basis for his planning.

2. Helpful for the teacher: Social studies textbook helps social studies teacher to plan his daily lesson, prepare assignment and organize class-room and outside class-room activities. It also serves as a reference book while actually teaching in the classroom. Social studies curriculum goes on changing because of changes in society and human relationships. Therefore the textbooks show the way to the teacher with regard to the latest content material. It indicates the direction in which the teacher has to go. It can thus be a constant standby to the social studies teacher.

3. Helpful for the students: For the student, a textbook is the most accessible guide, a dependable reference book and an all-time companion. The student makes use of the textbook to prepare himself in advance for learning in the classroom; revises and reinforces the classroom learning; does assignments at home; prepares for the examination; reads for pleasure; and seeks guidance and references for further studies.

4. Standard of minimum essential: A good social studies textbook sets a standard of minimum essential to be achieved by students of all categories. For a teacher, it provides essential knowledge at one place. All teachers are not in a position to dig up facts.

5. Uniformity of standard: Social studies textbook ensures uniformity of a good standard. It furnishes a common basis to master the process of reading, analysis, outlining and summarizing. It focusses attention on the same issues, events, sequence and circumstances and provides a base from which both the teacher and the students may start and continue to work.

6. Source of self-education: Social studies textbook encourages self- education (self-teaching) and independence. The efficacy of the textbook lies in making self-teaching a possible proposition through printed materials. Therefore, students should be taught to share thoughts

and dispositions from the pages of the book. A good textbook can prove an insurance against illiteracy at home, which is true, in the case of many learners.

7. Source of logical and comprehensive material: A good textbook provides material in logical, systematic and comprehensive manner. Therefore, it sets a standard of minimum essential to be achieved by students of all categories. It furnishes a body of subject-matter basic to the course. The basic facts are authentically organised. As a rule, the modern textbook is a reliable source of information, assignments, problems, exercises and projects etc.

8. Source of communication: Social studies textbook is a source through which teacher and pupil communicate with each other in an effort to carry forward the learning process.

9. Source of stimulation: Social studies textbook is a source of stimulation. It stimulates thinking and reasoning of students by suggestive questions.

10. Source of discussion: Social studies textbook serves excellently as a basis for intelligent class discussion, problem solving situations and so forth.

11. Source of supplementary devices: Social studies textbook furnishes many supplementary devices for students and teachers. Interesting illustrations and supplementary material are included in good social studies textbook to stimulate interest in the course. It is the most helpful guide to the teacher and the taught.

12. Source of material for review: Social studies textbook is a concise source of material for review. It is due to this reason that it is more usable in the class-room for review purposes than more voluminous references. At the revision stage the student, with the textbook at his disposal, can work independently of the teacher. Some students forget things taught in the class-
Textbooks help them to revise at home.

13. Basis of various methods: A good social studies textbook serves as a basis for almost all the teaching methods used in the teaching of social studies. Methods like the assignment method, discussion method, project method, unit method and activity method are suggested at the end of each chapter.

14. Basis of application: A good social studies textbook not only gives the required subject-matter and provides basis for various methods of teaching, but it also suggests the application of material taught

15. Essential for new teachers: The use of textbook is very essential for new teachers and pupil-teachers as they need a definite basis which can be had from the textbooks.

16. Innovations: Social studies textbook, inspires the teachers for innovations helping to develop new techniques of teaching. **17. Definite basis for assignments:** Social studies textbook helps in bringing uniformity in assigning homework to the students. With this help the students are able to complete homework and exercises at home. Homework will become a problem in the absence of textbook.

18. Especially useful for dull students: Though textbooks are essential for all, yet they are especially useful for dull students as they need to read the text more than once to understand as compared to the brighter students. The dull students will face many difficulties in the absence of textbooks.

19. Development of study habit: Social studies textbook provides opportunities for development of study habit. It is of great importance in the development of students.

20. Plans of individual instruction: Plans of individual instruction such as the Dalton Plan, make the use of textbook indispensable. This counteracts the ill-effects of class-teaching and pupils learn for themselves at their own pace.

21. Useful for group teaching: Social studies textbook is a useful and economic device for group teaching. It can reach thousand hands simultaneously. It is indispensable in assignment system.

22. Knowledge by master minds: Social studies textbook represents the synthesis of judgement borrowed from many sources. It embodies knowledge worked over by master minds and is surely better than the notes of the teacher.

23. Useful for parents and administrators: Social studies textbooks are useful for parents and educational administrators. Parents know what and how much is being taught in the class. Educational administrators are helped in evaluation of educational methods with the help of textbooks.

24. National and international relations: Social studies textbooks occupy an important place by providing knowledge to the students about India and other countries pertaining to their social, economic, geographical, political and cultural circumstances and inculcating the qualities of love, sympathy and good will to help in development of national and international relations.

25. Overcomes classroom limitations: A good social studies textbook removes the of the students and the teachers about finishing a lengthy syllabus within prescribed time. It also overcomes the limitation of non- availability of various other teaching aids and devices and contains maps, charts, pictures etc. which are indispensable for effective instruction.

Qualities of a Good Textbook

It is very much necessary to have some special and common qualities in a text book. Common qualities can be found in a consistent form in all types of text books, whereas the special qualities describe the salient feature of text book compiled by keeping in view the specific objective. Common qualities or features include the cover of text book, printing, appearance, qualitative level of the paper, preparation etc. Special qualities or features include the content matter of the book, its significance, mutual relation, relation with human life, psychological aspect, social aspect, qualitative aspect etc.

The qualities or features of text book of Social Studies can be mainly divided into two aspects

1. Physical Aspect
2. Academic Aspect

I. Physical Aspects of the Text Book.

Printing

- (1) The printing of the text book should be neat, clean and legible.
- (2) On both sides of a page, left and right-hand margins should be uniform.

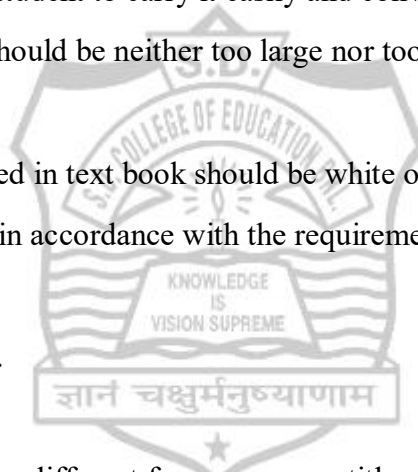
- (3) Spacing between words should be uniform.
- (4) Space between the different paragraphs should also be equal.
- (5) Spacing between different lines should also be uniform
- (4) It should be totally free from errors.
- (7) It is necessary to make sure the use of same ink in book for maintaining the consistency.
- (8) The words should be presented in an appropriate and beautiful manner on the page.
- (9) A new page should be used for each new chapter.
- (10) The length of the line should be according to the eye span of the children.

2. Size

- (1) The size of the text book is necessary to be in accordance with the requirement of the student or teacher.
- (2) It should be suitable for a student to carry it easily and convenient to take care of it.
- (3) The size of the text book should be neither too large nor too small.

3. Paper

- (1) The colour of the paper used in text book should be white only.
- (2) The paper should be thick in accordance with the requirement.
- (3) It should be smooth.
- (4) It should be of fine quality.



4. Typing

- (1) The size of typing should be different for cover page, title, content matter etc.
- (2) It is necessary to determine the size of words by keeping in view the age of students.
- (3) The uniformity should be maintained in this type size.

5. Cover

- (1) The binding of the text book should be durable.
- (2) The folding of the papers should be suitable,
- (3) It can be opened directly.
- (4) The outer pages of the text book should be durable.

6. Price of Text Book

- (1) Price of the book should be easily affordable.
- (2) The price should be determined by keeping in view every type of student and the income of their parents.

II Academic Aspect of the Text Book

1. Content matter of Text Book

- (1) The content matter of the text book of Social Studies should be according to the mental level of the students.
- (2) It is necessary that the content matter of the text book should stimulate the interest of students.
- (3) The facts in the text book should be correct and relevant according to time.
- (4) The content matter should provide new information to the students.
- (5) The content matter should not hurt the religion, social, political feelings of the students
- (6) The content matter of the text book should provide enter to the dents according to requirement
- (7) It should be related to the social and physical aspects of the student.
- (8) The content matter of the Social Studies text book should be related to the real-life incidents of the learner.
- (9) The content matter of text book should be such that it is completed within time limit with better understanding to the students.

2. Organization and Presentation of the Subject Matter.

- (1) The subject matter should be divided into different units/sections so that the task may become easy.
- (2) The length of each and every lesson should be in accordance with the interest and knowledge of the student.
- (3) The presentation of the content matter should be continuous.
- (4) The presentation of different facts should be done through different types. L.e. essays, stories, poems, dialogues, drama etc.
- (5) Legible content should be presented according to its difficulty level.
- (6) The presentation should be simple. ie. it should not be complex.
- (7) The title of each lesson should be brief and meaningful.
- (8) The organization of the subject matter should be flexible so that the changes can be entered into it from time to time.
- (9) The presentation of the content matter should be motivational for students. It inspires the students for better learning.

- (10) Text book should generate creativity and interest in the mind of students.
- (11) The content matter of text book should guide to adopt the learning methods and attaining maximum benefit from them.
- (12) The content matter of text book should necessarily be appropriate according to the changing time and continuous modernity in the system.

3. Textual Language

- (1) The language used in text book should be according to the mental level of the students.
- (2) The language should be relevant according to situations and circumstances.
- (3) The language should be accurate and understandable.
- (4) The use of complex words, sentences, idioms should be avoided.
- (5) The sentences to be used should not be lengthy and complicated.
- (6) The correct use of punctuation marks is necessary.
- (7) In the text book of Social Studies suitable latest examples are essential.
- (8) The printing errors in the text book should be removed.
- (9) The use of grammar should be accurate & suitable.

4. Illustrations Used in Text Book

- (1) The abstract concepts in the text books should be explained with the help of pictures and diagrams, so that students can easily understand it.
- (2) The presentation of the pictures in the text books should be neat and clean.
- (3) Diagrams or pictures should be relevant, according to the given topic and properly labelled.
- (4) These diagrams and pictures should be motivating and inspiring to the student so that their interest for further study can be developed.
- (5) The division of these diagrams and pictures should also be uniform.
- (6) All the pictures, charts, diagrams, maps, graphs, models etc. should be attractive, detailed and properly explained.

5. Home Assignment

- (1) The questions should be given at the end of each lesson, which is adequate according to the lesson and every student is asked to complete it from the home.
- (2) Instructions given to do exercise should be clear.
- (3) The exercises given at the end of the lesson should be of different types, so that students may not feel bored and do their task interestingly.

- (4) Exercise should be such which teachers can understand the problems of the students and can guide them properly.
- (5) The exercise should be helpful to evaluate the students.
- (6) The exercise should be such by which the inquiring spirit of what, why and how can be promoted among students.
- (7) The students should be asked to act upon those projects which have direct relation with the real life of the students.
- (8) Exercise should be prepared by keeping in view the mental level of different students.

