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Research Article

TEACHING STRATEGIES FOR SOCIAL SCIENCE AND CLASSROOM MANAGEMENT OF 21ST CENTURY: A CASE OF GOVERNMENT SECONDARY SCHOOLS OF MEGHALAYA

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ABSTRACT

The teachers of the 21st century, need to handle multiple challenges and most importantly considering the teaching strategies and strategies to manage the classroom which make the students learn faster and better in the classroom. Teaching social science in the classroom often seems as quite easy while actual situation is a struggle for every social science teacher. The adapting teaching strategies and classroom management in Secondary Schools, especially in the subject of Social Science, which comprises of History, Civics, Geography and Economic, is challenging for social science teacher. The study aim to (i) to review the literature concerning strategies of classroom Management and teaching strategies with special reference to Social Science of Secondary Schools, and (ii) to find out the system requirement for classroom management in accordance to teaching strategies. **Research Technique:** The information was collected through Observation and Interview of Social Science Teachers and the data was interpreted by using content analysis. **Population:** The population of the study includes all the Government funded Secondary Schools of Meghalaya with aggregate performance levels from 50% to 100 % in Secondary School Leaving Certificate (SSLC) Examination (w.e.f. 2012-2022) in West Garo Hills district, affiliated to Meghalaya Board of School Education (MBOSE), based on the Urban and the Rural School set up and Teachers teaching Social Science subject. Basically, the study revealed the innovative techniques of Classroom Management and Teaching Strategies for Social Science of Conventional Classrooms in the rural urban set up of Meghalaya state.

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INTRODUCTION

Being a teacher of the 21st century, one need to handle multiple challenges and most importantly considering the teaching strategies and strategies to manage the classroom which make the students learn faster and better in the classroom. Students' learning take place when the classroom environment is suitable for every student and the teachers application of suitable teaching methods. Hence, teachers' knowledge and skills of appropriate teaching strategies plays a vital role to create the conducive atmosphere inside the classroom where the students learn productively. Ministry of Human Resource Development (2018) revealed the importance of Classroom Management which creates better learning among the students and it also engage every students to learn effectively. Thus the classroom management can create (i). effective learning (ii). save time, (iii). avoid disruption and (iv) also helps teacher to have flow in teaching. Besides that, the teaching strategies are the techniques the teachers use to help students in becoming independent and strategic learners (Alberta L. 2002). The teaching strategies refer to methods used by the teacher to help

students learn the desired course contents and be able to develop achievable goals in the future (Steve 2013). However, Organisation for Economic Co-operation and Development (2016) and British Council Teaching English (2018) also had affirmed that teacher centered instruction as a type of strategy, is so common across the country that teachers seemingly become inclined towards the conventional methods instead of leaning on strategies that make active involvement of the student in the class.

Similarly, teaching social science in the classroom often seems as quite easy while actual situation is a struggle for every social science teacher. National Curriculum Framework India (2005) stated that Social Science is a subject that helps the students to explore their interest and aptitude, promote the abilities for problem solving and creative thinking. It also teaches the students fundamental concepts of culture, economics and politics skills to groom them into educated, productive citizens. According to Aron (2011) Social Science is a subject that deals with the study of social life of people or groups of individuals. It includes different subjects such as geography, history, economics, psychology, political science, and more importantly

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sociology. Therefore, Shiela (2011) and Alberta (2002) stated that every teacher is required to prepare teaching strategies in order (i) to motivate students and help them focus attention (ii) to organize information for understanding and remembering (iii) monitor and assess the learning of Social science. The adapting teaching strategies and classroom management in Secondary Schools affiliated to Meghalaya Board of School Education (MBOSE), especially in the subject of Social Science, which comprises of History, Civics, Geography and Economic, is challenging for social science teacher as the reason may be the (i) rationale system demands to complete the course within the academic session, (ii) too numbered course contents with multiple divisions, (iii) lessons are spread out, (iv) lack of suitable teaching materials in the schools, (v) lack of trained teachers, (vi). Single teacher for all four divisions, etc. Mellisa (2017), stated the similar problems face by the Social Science teachers, these are (i) vastness of the contents for academic year, (ii) issues which are sensitive and controversial, (iii) attraction to one method of instruction, (iv) sporadic preparation for teaching, (v). text-book centric, (vi). student disinterest in the subject of history.

Objective of the Study

Therefore, the objectives of the study are (i) to review the literature concerning strategies of classroom Management and teaching strategies with special reference to Social Science of Secondary Schools, and (ii) to find out the system requirement for classroom management in accordance to teaching strategies.

Delimitation

The study has been delimited to Government funded schools like Adhoc, Deficit and Government Secondary schools of West Garo Hills district and Teachers teaching of Class X Social Science subject, as according to M.B.O.S.E. SSLC result from 2016 to 2022, wherein, almost no or only a few students could secure full percent marks in Social Science among the Toppers and other successful candidates. Though, subject seems easy to conceive and scoring.

Rationale of the Study

This rationale prompted questions like - is Social Science a broad & vast subject having four sections like Geography, History, Civics and Economics? Why students secure less mark in this subject? Are there teaching strategies that can make students learning effective, permanent and highly scoring? What are the actual teaching strategies needed for 21st century teachers and learners? Thus, these queries, the study has been divided into the following sections:

Social Science Subject in School Education of 21st Century

Today in the 21st century Social Science playing a vital role in School education as the subject connect students to the past, present and future. Students learn big ideas that shape their behaviour and the lesson that students learn about societies, culture and environment that lead them to dive deeply into the world around them which teach students to love and embrace the others' culture and the earth's environment (Andrew Greene, 2022).

Kajal (2020), posted that social science subject that study about human society, it is the subject that deals with history, political science, geography and economics. The history provides the knowledge of the ancient period and the event that happened in the past, the civics provides the knowledge of politics,

democracy, fundamental rights, moral value and duties of every citizens, the geography provides the knowledge of natural environment like plant, animals, water bodies, mineral and the knowledge of preserving them while the economics provides about how to manage the finances and economic policies of a nation. Thus, students of the present day in need of the hour to understand the broad knowledge of social science from the school life.

Skills of 21st Century and the role of Social Science

The teaching skills of 21st century need to be identified by every teacher and some of the skills suggested for teachers are learner centered, teaching with new technology, global connections, being to be used smart tools, teacher's blogging for students, collaboration, project based learning, (Tsisana 2015), always ready for change, building capacity to find information by teacher themselves, problem solving, building character, competitiveness, promoting innovation. (Experimental Learning Blog 2021). Besides these Bri Stauffer (2022) highlighted the 21st century teaching skills like; critical thinking, creativity, collaboration, communication, information literacy, media literacy, flexibility, leadership, productivity, initiatives and social skills.

Teacher's Strategies with Digital Assistance

Depending on conventional teaching methods may not effective for all lesson but seeking what is best or suitable strategies for particular lesson will find more interesting in the classroom. Teacher may find the technological assistance to make teaching easier and bring more effectiveness in the classroom. A blog called Edsurge (2018), suggested some of the digital assistance the teacher can use in the classroom easily, such as; Hey Google, Alexa and Siri for iPad or iPhone user and these are the artificial intelligence that helps teacher to question and find the answers from technology effortlessly. Thus Digital Assistant are the mobile or the computer device performed through the programs which are designed to assist the teachers to make question and receive answers and to perform basic works related to social science and any other subjects (Computer Hope, 2021).

Besides these, the teachers can teach social Science effectively through digital assistance which is synchronous or asynchronous mode. Synchronous mode are those where teacher may take live class with the help of program like Zoom, google meet, webex, etc. and Asynchronous mode are those online class where Teacher did not present live class but may sent notes or other information through WhatsApp or other application (Will Styler, 2022).

Teaching Strategies Social Science

Today our students need motivation and correct information to learn as they are our future generation. They will be the leaders of tomorrow with reflecting what they have learned today. Thus, the teacher have to train them to be the skilful leader, innovator, problem solver, skilful communicator, technology savvy, value – filled citizens (Janelle, 2018). These values can be passed to them only when the teachers are able to impart the information to them with uses of appropriate teaching strategies in the classroom. Hence, the different teaching strategies are discussed as below:

According to Social Studies Online (2019), the teaching strategies, are graphic organizer, cooperative learning, writing and presenting information, using oral and visual activities.

Janelle (2018) stated in order to help the students to learn social sciences, the effective teaching strategies like virtual field trip which is alternative to real-life experience, *video conferencing*, as well as *face timing*, *Google* and *Google maps* are quickly becoming a staple in many classrooms. These amazing pieces of technology are a powerful tool teachers can use to engage their students in social sciences topics. *Google for Education* is one of the best ways for students to access the world's information visually and totally online. The possibilities are endless, and students can use *Google maps* and *Google Earth* to see and learn about virtually anything, anywhere. Kenesha (2015), stated on her YouTube video stated that teaching strategies for social science are like *providing content reading at comfortable level, visual or graphic organizers, KWL (know, want to learn, learned) think pair share, enhancing word wall, access prior knowledge, use cooperative learning, etc.*

Further, Edsy, a Techno Alliance group, (2017) shared the ideas for teaching more effectively by the use of (i) *audio and video tools* where teacher may playback the audio or video recording related to social science, (ii). *real world learning*, where teacher relating and demonstrating through real-life situations and that sparks the interest and get the children excited and involved, (iii). *brainstorming*, here teacher have multiple brains focusing on one single idea, and get numerous ideas from students where everyone involve into the discussion, (iv). *outdoor of the classroom*, the teacher organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom where students will find this fresh and exciting. Without taking much effort, they will learn and remember what teacher teaches them, (v) *role play* is a great way to make children step out of their comfort zone and not only develop their interpersonal skills but understand character of the lesson more vividly (vi). *story board teaching*, here history teachers can use a storyboard to recreate a famous event. Such visually stimulating activity will ensure that even complex ideas are easily put across to students, (vii). stimulating classroom involved with well decoration, making fun and engaging students which will stimulate student's mind and help them to think and learn better. (viii). *appreciation of new ideas* where teacher's attitude is open-minded and that help teacher to create innovative new teaching strategies. (ix). *team work* where involve the collaborative work (x). introducing lesson like a story.

James (2017) suggested the innovative teaching strategies like (i). *inquiry-based learning* which triggers student curiosity. Teachers act as facilitators during the inquiry-based learning process, (ii). *project based learning* that engage students in critical thinking, problem solving, teamwork, and self-management. Once students solve the problem or challenge, they present their solutions, (iii). *management of classroom technology*, here teacher can use several activities that lead to student engagement such as *Google Docs, YouTube videos, Quizlet, Kahoot!*, and the *Remind app.*, (iv). jigsaw is also a technique that involved students with cooperative learning strategy.

Vijay P. (2018) stated that the social sciences subject encompass diverse concerns of society and include a wide a range of content, drawn from the disciplines of history, geography, political science, economics and sociology. Therefore, Social Science teaching needs to be revitalized towards helping the learner acquire knowledge and skills in an

interactive environment. He has given some of the innovative Teaching Strategies for Social Science, these are, (i) *activity based learning*, (ii) *by visiting to local craft and museum*, (iii). *involving students* in small group for debate and discussion, (iv). *by dramatization* which is one of the most effective strategies of stimulating student to learn where they express freely about their understanding about the life around them, (v). *by computer aided learning*. Here softwares are designed for a subject and the learning is fun (vi). By providing social science lab where the room equipped with materials like *globe, maps, models, rocks and minerals, art, craft etc.*(vii). Library.

According to a blog called Unicheck (2016), the argument made on the change of teaching strategies where many support the following strategies and these are (i). *innovative teaching*, here lectures became more interactive, so that students and professors organized their work via cooperation in the learning process, (ii) *game-based learning* is also one of the most famous for using up-to-date approaches to arranging educational process is *Q2L* (Quest to learn) in school, (iii). *top-3 innovations in teaching process* where teacher do their work and share information with students; however the students may get the information and knowledge from other sources. Thus teacher may facilitate them in the following ways: (i) through *educational video* which influences the student to have better memorizing (ii) through *social media* which will allow to cooperation with educators (iii). through *computer-assisted instruction* makes individual study possible as it improve students' skills and solve study-related problems in a group. This is a convenient tool for individual study. Besides that, computer-assisted instruction includes some *programs for writing and studying certain subjects*.

The modern educational system needs renewing in methods, usage and understanding the concept of up-to-date education that should always correspond to the needs of our generation, with which constant classroom management changes and progress with various techniques and strategies with special references to Social Science.

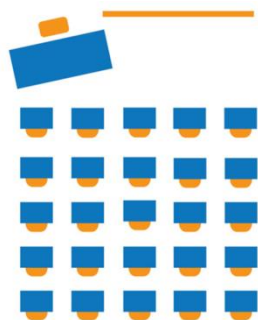
Classroom management Strategies

Classroom management strategies are wide variety of skills and techniques that teachers use to ensure that their classroom runs smoothly, without disruptive behavior from students (Elizabeth, 2018). Allen (2016) shared the six strategies for creating good classroom management that builds on the relationship with students, (i) by making students to see relevance between contents and their lives, (ii) promoting the sense of responsibility,(iii) conveying the attitude of success, (iv) clarifying to student about his expectations, (v) disciplined about own safety and (vi) keeping sense of humor alive within the class session. Relating to universal classroom management and techniques, Marcus (2018) expressed the different strategies like *model ideal behavior, encouraging all students to help teacher to build classroom roles, encouraging initiatives, offering praise, use of non verbal communication, building excitement for content, addressing bad behavior quickly, considering peer teaching*. It is further felt that teachers must "win their students' hearts while getting inside their students' heads" (Wolk, 2003). Likewise, Haberman (1995) suggested, this winning of the hearts occurs through very personal interactions, one student at a time. This perspective is supported by research suggesting that teachers who develop such relationships experience fewer classroom

behavior problems and better academic performance (Decker et. al., 2007; Marzano et. al, 2003).

Further, Elizabeth (2017), stated the tip and tricks for classroom management strategies that in order to have a manageable classroom the teacher himself or herself (i) should be a leader of the students, (ii) confident in any kind of teaching or activities, (iii) considers one's mistake, (iv) be the self-honest, kind,(v) being an adult not their friend, (vi) clearing the behavior expectation from the students, (vii) being consistent and fair, (viii) making students involve in their learning, (ix) purposive as a teacher, (x) directive with the golden rule, (xi) self controlled, (xii) positive with students as accepting them for who they are, listening to them, learn from them, rewarding them and having fun with them. According to Yagya (2015), Classroom management strategies have three key elements firstly effectiveness of teachers where the feature included like relationship with students and colleagues, dedicated toward work and becoming role model, secondly, classrooms climate like norms or rules for the class, keeping discipline for student and thirdly classroom environment where major aspect included like students-teacher relation, students-student relation, socio-emotional behavior among students.

To facilitate the classrooms can be set up in different ways like (i). conventional classroom, (ii). horseshoe shape, (iii).divided classroom or runway, (iv). desk cluster, (Ministry of Education of Guyana, 2016),

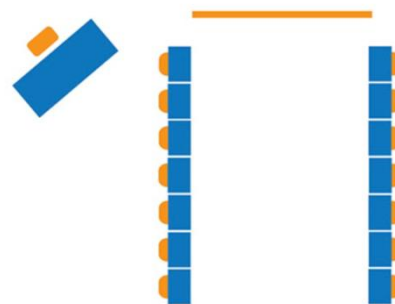
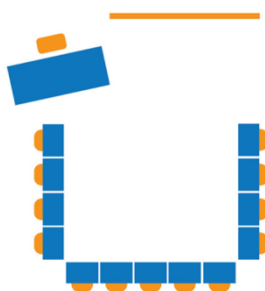


Conventional Classrooms are the classroom is set with the teacher's desk is at the front and so are the chalkboards or whiteboards. There are five or six rows of desk and benches all facing towards the teacher or the front.

Picture of conventional Classroom.

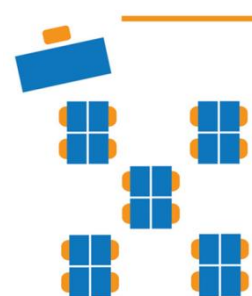
Horseshoe Setup classrooms are arranged in a horseshoe shape or three sided square shape where allow students to face each other and see the teacher. It is usually is open at the front so the teacher can easily reach the desk and chalkboard (Jo B. 2008).

Pictures of Horse Shoe Classroom.



Divided Classrooms or Runway are split in half has half the desks facing right and the other half facing left. In this way, the students can see each other and the teacher or presenters can walk in the middle. A journal Displays2go (2015) also stated about this setup that it puts the emphasis on the educator.

Pictures of Divided Classroom



Desk clusters are often seen when students are doing a lot of group work. The desks are arranged in small groups where students are facing one another. Each group is able to communicate easily with each other and the teacher can move between the desks to guide the students. It is predominantly Learner centred Instruction (Displays2go 2015)

Pictures of Cluster Classroom.

Thus, the main goal of such classroom management is to reduce misbehaviour in the classroom. Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. Transitions in particular are easier to control when a teacher has strong classroom management skills. The expectations for behaviours that are part of a classroom management plan give students boundaries, as well as consequences.

Relationship between Teaching Strategies and Classroom management

The teaching strategies and classroom management is inevitable in the conventional teaching learning process. In order to make the students learn the lesson, teacher may desire to use different teaching strategies like active involvement of the students or may want to cognitive aware of the students, but teacher needs to create conducive classroom environment. Good classroom environment motivates learners. Hanging pictures and charts related to social science

Methodology: The study was carried out using descriptive Survey Method.

Research Technique: The information was collected through Observation and Interview of Social Science Teachers of Government Secondary Schools and the data was interpreted by using content analysis

Population: The population of the study includes all the Government funded Secondary Schools with aggregate performance levels from 50% to 100 % in Secondary School Leaving Certificate (SSLC) Examination (w.e.f. 2012-2022) in West Garo Hills district, affiliated to Meghalaya Board of School Education (MBOSE), based on the Urban and the Rural School set up and Teachers teaching Social Science subject.

District	Locale	Type of School Management	No. of Schools	No. of Teacher
West Garo Hills	Urban	Govt.	2	4
		Deficit	7	14
	Rural	Adhoc	14	28
		Govt.	2	4
		Deficit	6	12
		Adhoc	6	12
Total			37	74

Table 1.1. Sample Size of Teachers teaching Social Science(N=74)

FINDINGS, DISCUSSIONS AND SUGGESTIONS

From the above review of related literature the innovative teaching strategies which can be use for teaching social science. Learning how to utilise all these types of classroom management according to the demand of the classroom situation, will be productive in teaching of social science. Teaching with the effective strategies gives no chance of disruption in the class in fact it pacifies and bring interactive and life to classroom environment. Thus, from the review of related literature it was found that there are different methods of classroom management techniques which are to be considered essential while implementing of the teaching strategies to come to play for students' positive and effective learning. Beside, the teacher can set up the classrooms in different ways as per Ministry of Education of Guyana, (2016). However, today in the technological era, the classroom should be creatively managed and the teaching strategies should be targeted to bring the productive learning outcome.

FINDINGS

1. Few Urban based schools of Garo Hills region of Meghalaya have been using effective teaching strategies for Social Science subject.
 - i) Computer Assisted Instructions like Visual and Graphic Organizers through smart class;
 - ii) Real World learning through outdoor classroom projects supported under the RMSA Scheme.
 - iii) Regular inculcation of Social Science contents through inquiry based projects, projects based learning, role play and dramatization through collaborative learning.
 - iv) Audio Visual tools in relation to Social Science.
 - v) Visit to local museum for innovative teachings.
 - vi) Most schools also follow game-based learning, educational video, social media.
2. Most of the rural based schools still follow the lecture method, text-books and direct instruction, seat – work, listening and observation.
3. The classroom management strategies seem to be conventional in maximum of the rural-based schools but in the schools of the urban and semi – urban set up, the classroom management types followed are of far

encouraging than that of their rural based counterparts; like Desk cluster classroom management type which is predominantly learner centered.

DISCUSSIONS AND SUGGESTIONS

The various teaching strategies and classroom management techniques which are currently practiced all over the worlds in the classroom for teaching social sciences which can be applicable to those schools in Garo Hills, Meghalaya based only on conventional method of teaching are as follows:

- (i). The Conventional method like Lectures and Direct instruction, Seatwork, Listening and Observation etc., cannot be neglected however these can be transformed on basis of interactive way. The interactive teaching through Computer aided instruction, Google map, Google, YouTube videos, Quizlet, Kahoot!, the Remind app., video conferencing, social media, audio and video tools can be used for teaching Social Science where internet is accessible even in urban and rural set up. The Government of Meghalaya is moving out with various such schemes.
- (ii). Today, the students are techno-savvy; they use mobile phone at home even if they are restricted at school, they spend lots and lots of time chatting and being in the internet which can be directed in using their mobile phone for engagement in surfing the information related to social sciences for their assignment which they do not often visit which is one of the cooperative teaching-learning strategies.
- (iii). The cooperative learning, debate and discussion, team work, graphic organizer, oral and visual activities, virtual field trip, think pair share, brainstorming, field trips, enhancing word wall, access prior knowledge, books on topic for all, real world learning, class outside the classroom, role play, story board teaching, stimulating classroom, welcoming new ideas, introducing lesson like a story, inquiry-based learning, project based learning, jigsaw, visiting to local craft and museum are also useful techniques for teaching social science.
- (iv). Regarding the classroom management technique the teacher himself should always have the positive attitude towards the students. They should not teach only from textbook but the moral principles and positive thought are also should be given as some parents think their children are inferior to other. The classroom can be easily arranged and re-arranged for the use of various teaching strategies.
- (vi). Teacher's considering the student's mistake when he or she is asked and needed for it will create favourable environment in the school. They should be accepted the way they are.
- (vii). Students should be encouraged to initiate to work, give short presentation in front of his friend and they should be given praise for the job they have done.
- (viii). Asking students for some help in the classroom and assigning them activities also create the sense of responsibility among the student which becomes a part of classroom management.
- (ix). Decorating the classroom with relevant contents and facilitate with different style of sitting arrangement can be an effective in their learning social science.

CONCLUSION

Teaching strategies and Classroom Management are inevitable in education which can be termed as the two faces of the same coin, where the teacher need to have a broad mind and skilful to deal in teaching the students as per the environment. Teacher being a facilitator needs to plan ahead to manage the classroom and strategies to direct the students in the correct path. In the present day, the technology is playing the significant role in both teaching and creation of classroom environment where internet accessibility is possible regardless of rural or urban based school areas. Taking advantage of this sources teacher can plan his teaching with innovative strategies and classroom management techniques.

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