

CHAPTER I

INTRODUCING THE PROBLEM

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- 1.1 Introduction.
- 1.2 The present position of Teaching Social Studies in Indian Schools.
- 1.3 Need of present study.
- 1.4 Theoretical foundation to justify Integrated Approach to the teaching of Social Studies.
- 1.5 Statement of the problem.
- 1.6 Definition of the Terms.
- 1.7 Objectives of the Study.
- 1.8 Significance of the present problem.
- 1.9 The Scope of the present study.
- 1.10 Scheme of the Chapters.
- 1.11 Conclusion.
- 1.12 References.

1.1 INTRODUCTION

Independent India has accepted democracy as the best form of government, and Socialistic Democratic Republic, is, therefore, our goal. In order to achieve this goal it is imperative that democratic spirit should permeate at all levels. Democracy needs a body of citizens who are prepared to shoulder the responsibility that goes with freedom. To have such citizens in future every child has to be carefully trained. It implies many intellectual, social and moral qualities which cannot be expected to grow of their own accord. So, it is very necessary to develop citizens of the right type, who are not only conscious of their own rights but also of their duties as democratic citizens. The responsibility of inculcating democratic spirit into our pupils lies mainly on our schools. The Secondary Education Commission of India (1952-53) popularly known as Mudaliar Commission (hereafter referred to as Mudaliar Commission) firmly stated that -

"On the intellectual side the school should perhaps accord the highest priority to the cultivation of this quality (citizenship qualities) which is the distinguishing mark of an educative mind".¹

Eminent educationists also advocate that through the process of imparting education, social and moral qualities can be cultivated. The whole paraphernalia of education with its curriculum, methods and techniques of

teaching and evaluation should promote the child to understand and acquire those qualities which go to make up a democratic citizen. The school curriculum through the teaching of different subjects, viz. language, Mathematics, Sciences, Social Sciences and Arts, etc., aims at the fulfilment of National Objectives. But the responsibility of imparting the citizenship training lies mainly upon the subject "Social Studies". The Mudaliar Commission 1952-53 while introducing the subject 'Social Studies' aptly remarks

"... Through them (Social Studies), the students should acquire not only the knowledge but attitudes and values which are essential for successful group living and civic efficiency. They should endeavour to give the students not only a sense of national patriotism and an appreciation of national heritage, but also a keen lively sense of world unity and world citizenship". 2

The Indian Education Commission (1964-66) popularly known as Kothari Commission (hereafter referred to as Kothari Commission) likewise emphasizes the same point :

"An effective programme of social studies is essential in India for the development of good citizenship and emotional integration". 3

From the aforesaid quotations it is clear beyond doubt that both the Education Commissions believe that the teaching of Social Studies is essential for the cultivation of democratic citizenship.

Certain elements in social studies are considered

to be so important that they are nationally required as essential components of formal education. The content of social studies thinks mainly in social content. Its main concern is to study and interpret the human relationships in social organization and flux. The following statement made by Michaelis J. O. is illustrative of the meaning of social studies.

"The Social Studies are concerned with man and his interaction with his social and physical environment; they deal with human relationship".⁴

The learning of social studies also helps the pupils to develop appropriate attitudes towards others and acquire the skills that enable to function effectively as individuals and as members of group in the national and world society. Because of these special qualities the subject, Social Studies, of all other school subjects, contributes most towards cultivating those attitudes which are absolutely necessary for the development of good citizenship.

In fact, the introduction of social studies in Indian school curriculum is the recognition of "The change in the curriculum, according to the change in the aims of national life"; and it was realized by two Education Commissions of India. Mudaliar Commission gave the right place to "Social Studies" by introducing this subject in school curriculum. Kothari Commission also gave emphasis

on teaching social studies as a core subject in school curriculum and recognized the importance of teaching social studies in Indian schools. In fact, the subject social studies was introduced after 1953. But by that time it had already originated and flourished in the developed countries of the world.

Taking into account the important role of the social studies in school curriculum, it would be worthwhile to seek its historical origin and the functions it carries out at present, in Indian schools.

1.2 THE PRESENT POSITION OF TEACHING SOCIAL STUDIES IN INDIAN SCHOOLS

2.a. Historical background of the subject Social Studies

After the publication of the Report of Mudaliar Commission 1952-53, the subject social studies was introduced in the school curriculum. In the Report of Mudaliar Commission, the subject appeared for the first time, under the caption 'Social Studies'. For explaining the term Report says:

"Social Studies" is a term comparatively new in Indian education. It is meant to cover the ground traditionally associated with history, geography, economics, civics, etc.. If the teaching of these subjects only imparts miscellaneous and unrelated information, does not throw any light or provide insight into social conditions and problems or create the desire to improve the existing state of things; their educative significance will be negligible. This whole group of social studies has, therefore

to be viewed as a compact whole, whose object is to adjust the students to their social environment, which includes the family, community, state and nation - so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social forces and movement in the midst of which they are living. They help the student to discover and explain how this adjustment has taken place in the past and how it is taking place to-day. Through them, the students should be able to acquire not only the knowledge but the attitudes and values which are essential for successful group living and civic efficiency. They (these subjects) should endeavour to give the students not only a sense of national heritage, but also a keen and lively sense of world unity and world citizenship".⁵

Further, in the 1964-66, another Commission was appointed under the Chairmanship of Shri D.C. Kothari to make the comprehensive survey of education in our country and the Report of the same was submitted in 1966. The members of the Commission have explained their view point regarding 'Social Studies' in the following terms:

"The aim of teaching social studies is to help the students to acquire the knowledge of their environment and to understand human relationships and certain attitudes and values which are vital for intelligent participation in affairs of community, the state, the nation, and the world. An effective programme of social studies is essential in India for the development of good citizenship and emotional integration. The social studies syllabus may be organized in a different way, and the integrated approach which seeks to combine the knowledge and skills provided by the separate subjects of history, geography, economics and civics and the traditional method according to which these subjects are treated as separate disciplines, have their own place in a balanced school curriculum.

At the lower primary stage, the integrated

approach is desirable. Instead of giving the pupils miscellaneous and unrelated bits of information in history, geography and civics, it is far better to provide a co-ordinated programme of social studies centering round the study of man and his environment. In the upper classes of the primary school, the content of social studies may still be organized as an integrated whole in connection with the treatment of certain topics." 6

Above statements clearly indicate that both the Commissions were interested in the realization of the aims of democratic India. In their reports, they have entrusted the responsibility of developing right sort of citizens to a particular group of school subjects for which they have used the term 'Social Studies' for the first time. The introduction of the subject social studies is really the recognition of the changed social and political situation of our nation.

Both the Education Commissions expected that teaching of Social Studies would enable the child to acquire such qualities as co-operation; respect for difference of opinion; responsibility; regards for constituted authority; etc. that are essential for effective membership of a democratic country and it was for this reason that the subject was introduced in the curriculum of Indian Schools.

However, there is always some gap between "what should be" and "what actually is". So though the subject was introduced in the school curriculum under

the new caption 'Social Studies' as per recommendation of the Mudaliar Commission, History, Geography and Civics continued to be taught as separate entities. Thus, there is a change in the name only and the traditional subjects are still being taught in a conventional manner, without realizing the true purpose of introducing "Social Studies" in the curriculum.

The purpose behind introducing social studies was not understood by the framers of the curriculum nor by the teachers of Social Studies. This has resulted in creating obstacles in achieving the nation's goal. The following brief review of the current practice of teaching social studies will bear out the above statement; as it will also give a clear idea of the present nature of the subject in different states of India.

2.b. Current Practice : Nature of Social Studies in Curriculum in different States of India

The Department of Curriculum Methods and Text Books (NCERT) 1963, conducted a detailed study of the existing syllabuses in social studies from Classes I to XI.⁷ The Report of the Study contains the following information regarding the components of social studies courses and patterns of organization.

Components of Social Studies -

As regards the scope of social studies in terms of component subject areas, the following subjects and areas are covered. They are arranged in order of their frequency:

Table No.1 - Components of Social Studies

Components	No. of States
1. History ...	17
(a) Indian ...	17
(b) World ...	14
i) Detailed ...	6
ii) Casual ...	8
2. Geography ...	17
3. Indian Administration ...	17
4. Economics ...	17
i) Detailed ...	10
ii) Casual ...	7
5. Community life ...	16
i) Detailed ...	8
ii) Casual ...	8
6. Principles of Civics ...	10
7. Sociology ...	7
i) Detailed ...	2
ii) Casual ...	5
8. Current Affairs ...	7
i) Detailed ...	1
ii) Casual ...	6

The Total Scheme -

The following tabular chart indicates the existing pattern of organisation in various States of India:- ⁷

Table No.2 - The Pattern of Social Studies Course in different States

States	C l a s s e s										
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1.Andhra Pradesh	I	I	I	I	I	I	I	N	N	N	N
2.Assam	N	N	N	N	N	N	N	I	I	I	I
3.Bihar	I	I	I	N	N	N	N	I	I	I	I
4.Delhi	I	I	I	I	I	I	I	I	I	I	I
5.Gujarat	I	I	I	N	N	N	N	N	N	N	-
6.Himachal Pradesh	I	I	I	I	I	N	N	N	I	I	-
7.Jammu & Kashmir	N	N	N	N	N	N	N	N	I	I	-
8.Kerala	I	I	I	I	I	I	I	I	I	I	I
9.Madhya Pradesh	I	I	I	N	N	N	N	N	I	I	-
10.Madras	I	I	I	N	N	I	I	N	N	N	N
11.Maharashtra	I	I	I	N	N	N	N	N	N	N	N
12.Mysore	I	I	I	I	N	N	N	N	I	I	I
13.Orissa	I	I	I	I	I	N	N	N	I	I	I
14.Punjab	I	I	I	I	I	N	N	N	I	I	-
15.Rajasthan	I	I	I	I	I	N	N	N	I	I	-
16.Uttar Pradesh	I	I	I	I	I	N	N	N	-	-	-
17.West Bengal	N	N	N	N	N	N	N	N	I	I	-

N = Not Integrated.

I = Integrated.

The above Table No.2 indicates that at the lower primary stage i.e. in Classes I and II, all States but three (Assam, Jammu & Kashmir and West Bengal) follow an integrated pattern.

In the upper primary classes i.e. in Classes III, IV and V, as many as eight, ^{to fourteen} States follow an integrated pattern; Assam, Jammu & Kashmir and West Bengal introduce History, Geography and Civics as separate subjects. Some of these States, however maintain that the teacher should try to correlate these subjects in actual teaching.

In the lower primary classes, social studies is viewed as an integrated subject by most of the States. In these classes, emphasis is laid on inculcating social habits, personal cleanliness, co-operation, etc. In the upper primary classes also the integrated pattern of social studies is continued in most States. Only few States introduce formal teaching of History, Geography and Indian Administration at this stage.

At the middle stage, integrated social studies is taught in four States : Andhra Pradesh, Delhi, Kerala and Madras (VI and VII only). All other States start teaching History, Geography and Civics as separate subjects. Assam continues some sort of integration upto class VII.

At the higher secondary stage, the position is

again different. As many as fourteen States adopt an integrated pattern. Andhra Pradesh, Gujarat and Madras do not offer any integrated course but teach instead History, Geography and Civics, as separate subjects.

In Madras, an approach towards correlation in the teaching of the separate subjects is recommended. Even if they have a common label of social studies, the syllabus for each subject is drawn up independently. In Maharashtra there are separate Syllabi for History, Geography and Civics and they are taught separately, mostly by separate teachers. Another illustration can be mentioned of the Gujarat State.⁹ In Gujarat State, one single syllabus was formulated for History, Geography and Civics. But it is observed¹⁰ that in practice these subjects are taught separately.

Different nature and different pattern of organization of the subject social studies reveal clearly that the concept and objectives of teaching social studies are not recognized in a way they should be. This separate treatment to the components of social studies create one of the major obstacles in realizing the objectives of the subject studies. It is, therefore, necessary to discuss the obstacles which impeded its growth in correct perspective.

2.c. Obstacles which impede the growth of Social Studies in proper perspective in the light of realising the objectives of teaching social studies :

The new discipline Social Studies in the early few years of its introduction created a good deal of confusion on account of lack of clarity about the concept and implication of social studies, and implementation for strengthening students learning in terms of achieving the nation's goal. The concept and implication of the subject have, however, been made clear by both the Mudaliar Commission (1952-53) and Kothari Commission (1964) as under.

Clarity about the concept and implication of Social Studies:

Mudaliar Commission 1952-53 has stated clearly with respect to the concept of social studies that

"Social Studies is comparatively a new term in Indian education. It is meant to cover the ground traditionally associated with history, geography, economics, civics etc..... the whole group of social studies has therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment which includes the family community, state and Nation, so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social force." ll

Later on, the Kothari Commission (1964-66), has clarified the term very specifically in the following words:-

"The aim of teaching social studies is to help the students to acquire the knowledge of their environment and to understand human relationships and certain attitudes and values which are vital for intelligent participation in affairs of community, the state, the nation and the world." 12

The above extracts from both the Education Reports clearly show what social studies exactly means, and clearly brings out the nature of the subject and its implication. The subject of social studies draws its content from the traditional subjects History, Geography and Civics. But it does not mean that under the heading of social studies, these subjects should be taught separately. The purpose of teaching social studies is to develop responsible citizens for our democratic country; but this main aim of the subject is not realized properly by the framers of the social studies curriculum as well as social studies teachers. As it is seen from the Table Nos. 1 and 2, it can be inferred that framers of the curriculum of different states developed different patterns of organization of the content and included therein different elements of subjects. In some states there is separate syllabus for each subject viz. History, Geography, Civics, entitled 'Social studies', and in other states they have developed so called integrated course which consists of three clear sections viz. Geography, History and Civics and they call it integrated social studies course, and these are taught separately by separate teachers. Thus, this term is mis-used and misunderstood. Several teachers

of the subject do not have a reasonably accurate idea of contents of the field of social studies. They have a wrong notion that a chunk from history, a slice from geography, some items of civics and certain references about social implication of economics combined together but treated separately comprise the field of social studies. Such a notion is conducive neither to the interest of three subjects nor that of the teacher nor of the pupils.

In fact, this fault springs from teachers' training strategy at least with reference to Maharashtra. In teacher's training course, separate methods are taught for History and Civics, Geography. Integrated approach to teaching social studies which comprises content from History, Geography and Civics, is not taught to the prospective teachers.¹³ Thus the basic obstacle is the training strategy of the prospective teacher.

Therefore, the purpose of teaching social studies was not realized in the light of achieving the nation's goal. This mis-used concept and implication of the subject results in misconception regarding the implementation of the social studies course.

Misconception regarding the Implementation:

The Mudaliar Commission 1952-53 has advocated regarding the implementation of the subject social studies that "If the teaching of these subjects (History, Geography,

Economics, Civics, etc) only imparts miscellaneous and unrelated information does not throw any light or provide insight into social conditions and problems or create the desire to improve the existing state of things, their educative significance will be negligible. This whole group of social studies has, therefore, to be viewed as a compact whole." 14

This clearly shows that Mudaliar Commission envisaged the introduction of integrated social studies course at all levels of schooling.

Later on, Kothari Commission recommended a slightly different approach for implementing the syllabus of the subject. It advocates -

"The social studies syllabus may be organized in different ways. At the lower primary stage, the integrated approach is desirable. Instead of giving the pupils miscellaneous and unrelated bits of information in history, geography and civics, it is far better to provide a coordinated programme of social studies centering round the study of man and his environment. In the upper classes of the primary school the content of social studies may still be organized as an integral whole in connection with the treatment of certain topics, but the pupils should be gradually introduced to an appreciation of history, geography and civics as separate subjects." 15

This clearly indicates that Kothari Commission recommended integrated course upto the primary stage and later on, we can switch on to the isolated or separate approach.

Though clarity about the implication of the subject given by the two Education Commissions, it was not understood clearly by the framers of the curriculum as well as

teachers of the subject. The effect of this misconception is obviously clear. Implementation of the social studies programme is conducted without realizing the objectives of teaching the subject in all perspectives.

We have seen in the last section (i.e. clarity about concept and implication of social studies) that there are separate syllabuses or separate sections in one syllabus for each subject i.e. History, Geography and Civics, and are taught mostly by separate teachers. This goes to show that the implementation of the social studies programme regarding content, methods of instruction and instructional material, is not being carried out in the proper perspective. This type of treatment often results in ridiculous situations.

To illustrate, let us consider the syllabus of Standard V in Maharashtra State. The History syllabus includes lives of great men of India right from the ancient age to the medieval age; Geography syllabus includes physical geography of the earth, occupations of peoples of Maharashtra state, and physical and natural geography of India; while Civics syllabus comprises of administration of Zilla Parishad and State government. And these topics are taught separately by separate teachers. At times, it so happens that incidents from lives of great men from the medieval age, occupation of people in Maharashtra state, and the administration of Zilla Parishad, are taught

simultaneously. Moreover, it is observed that while teaching factual knowledge of historical events and physical and natural aspects of geography take the pivotal position. Hence, there is no correlation between the information given on these three subjects. These miscellaneous bits of knowledge do not give any insight to the pupils for making them effective members of a democratic nation, nor do they develop democratic spirit among the pupils.

Imparting of mere bits of knowledge would not serve the purpose of teaching this subject. Moreover, these subjects are taught mostly by lecture method with minimum teaching aids. It means the same traditional method of teaching is continued still wherein little opportunity is provided to children for self-learning. Consequently, children become passive learners and rote learner. No doubt, the lecture method leads to strengthen the pupils' memory but it does not develop any skills and attitudes among the pupils. To develop skills and attitudes, different method of teaching (other than conventional method) the subject is required. Hence, the teaching strategy should be such as that makes the pupils to acquire knowledge and develop skills and attitudes in them.

Since the approach to teaching social studies is not changed, the required equipments for teaching this subject are also not changed. The teacher uses three text

books for the three subjects and a limited number of mainly-visual aids. Time and money facilities allotted for this subject are also limited.

In conclusion, it can be stated that the concept and implication of the subject social studies are not clear~~er~~ to framer of the curriculam as well as to social studies teachers. Hence, there are separate syllabi for History, Geography and Civics; and the subjects are taught separately mostly by separate teachers. Consequently, implementation of social studies programme regarding content, method of instruction and instructional material is not carried^{out} in the right perspective and in the light of achieving the goal. Thus, the faulty implementation of the Programme creates great obstacles in the realization of the aims of the subjects.

To overcome the above mentioned obstacles, it is very necessary to study the problem of "Teaching Social Studies". In fact, certain attempts have been made to overcome these obstacles. It will be worthwhile to present a brief discussion of the attempts made for studying the problem.

2.d. Attempts made for studying the Problem:

"The problem of providing a clear image of the concept and implication of the social studies to teachers, has been attempted by and large, and solved in the last few years through a large number of seminars and workshops organized by the Departments or

Units of the Extension Services of the training colleges and State Level Seminars sponsored by Department of Extension Programme for Secondary Education (DEPSE). As a result, in all the states, the concept of social studies and the implications involved therein have been made sufficiently clear to the social studies teachers". 16

The above statement shows that the concept and the implications of the subject were made clear to the social studies teachers.

Further, the Department of Curriculum Methods and Text Books, of National Council of Education and Research Training, (hereafter referred to as "Social Studies Project" NCERT) had taken up social studies project during the period 1964 to 1976. Through this social studies project, Integrated Syllabuses of Social Studies for Classes I to XII were developed. Instructional material was also developed in the form of books or booklets entitled 'Teachers Hand Book' or 'Teachers' Manual'. Really, a lot of work was done by this social studies project. (Details of social studies project 1964-76 have been given in the II Chapter of the present thesis).

There are some attempts made by some research workers. Though the details of these have been given in the II Chapter, viz. 'Review of Previous Studies' it is essential to refer here, to their works in the field of Social Studies. A group of three studies (Pires and Katyal, 1957, Narayanswami, 1960, Khushdil, 1960) on doctoral level,

has been conducted centering round the curriculum and teaching methods of social studies. Thereafter, no research studies on doctoral level in this direction have been reported. But there are four M. Ed. dissertations studies (Desai M.D., 1958; Pillai N.K, 1959; Darji D.R., 1964; Thakkar, M.D., 1970). The first study gives a plan for teaching social studies; the second study was conducted to investigate into the problems and scope of social studies curriculum for secondary schools; while the last two studies, have given a detailed plan for integrated approach in teaching social studies for Std. IX and X.

There are two experimental studies, reported by the principals of two schools which were conducted in their schools (New Era School of Bombay, 1964-65; and Nanavati Girls School of Bombay); they developed the integrated course in social studies.

Inspite of efforts made by DEPSE, Department of Curriculum Methods and Text Books NCERT and individual efforts, the Report of Review Committee of Maharashtra State (1966)¹⁷, Trend Report on Curriculum Methods and Text Books (1974)¹⁸, and recent article of Rajput Sarla on 'Social Environment and Teaching Social Studies at Elementary level (1977)¹⁹ indicates that the problem of teaching the subject Social Studies has not yet been solved. There is, therefore, a need for studying problem of teaching social studies.

1.3 NEED OF THE PRESENT STUDY

As mentioned in the preceding section, available Reports indicate that the problem of teaching social studies has not been widely covered. An attempt is made here to present some details regarding these reports. It will reveal the need of the present problem.

In 1966, The Syllabus Review Committee was appointed by the State Government of Maharashtra State and was asked to examine if there should be an integrated course of social studies or separate courses in History, Geography and Civics. The Committee pointed out,

"There is total lack of the reference material which is absolutely necessary for the integrated approach involved in the teaching of social studies". 17

The above remark of the Committee indicates that there is a need of developing such instructional material which would suit to the integrated course of social studies.

Desai, D.B., and Roy, S. (1974) in their Trend Report on Curriculum Methods and Text Book remark,

"Although the facts of History and Geography have their place in social studies, yet social studies is not merely a combination of these two subjects as a new discipline of human relations. This new aspect of the subject has not yet been paid adequate attention to in the field of research". 18

This statement shows that still the meaning and implication of the subject social studies have not been

clear; moreover, there is a lack of experimentation in the field of social studies.

In her article, "Social Environment and Teaching of Social Studies at Elementary Level (1977)" Rajput Sarla, clearly points out,

"Like Science and Mathematics, Social Studies is also a new entrant as a core subject in the curriculum. But the subject social studies has not yet developed in a way it should have been". 19

It means that social studies has got the place of a core subject in the school curriculum. But it also indicates that the purpose of teaching social studies is not being realised properly.

Information regarding the components and patterns of organization of the social studies course, from some of the states of India (1978) reveals that different states of India still follow different patterns of organization of social studies course. Gujarat and Maharashtra do not follow integrated pattern. These two states introduced History, Geography, and Civics, as separate subjects. But the Gujarat Government formulated the syllabus of social studies on integrated pattern. Assam State does not have social studies as an independent subject at the primary stage. Instead, Geography is taught as a distinct discipline and some elements of social studies are tagged on to elementary Science and General Knowledge text book.

In Haryana, there is no prescribed textbook for First and Second Standards. However, a teachers' guide has been prepared by the Department. For Classes III, IV and V, there is only one book for each class comprising of portions on Geography, History and Civics.

In Tripura, History, Geography and Elements of Civics are presented in the social studies text books in an integrated manner and no separate text-books for those subjects are prescribed at the primary stage.

Madhya Pradesh and Punjab follow an integrated pattern. There are no separate books of History, Geography and Civics, at the primary stage.

Discussion regarding the present position of teaching social studies and obstacles which impede the growth of social studies in correct perspective reveals that there is still the problem of fitting the integrated social studies course into the current departmental syllabus which provides for the independent teaching of History, Geography, Civics and Economics. To overcome this problematic situation, proper strategy for teaching social studies must be sought by which the purpose of teaching social studies would be realized. The proper strategy for teaching social studies is to accept the "Integrated Approach". This term has broader sense. It comprises not only the organization of the content, i.e. development of syllabus but also the development of

Teaching Strategy and instructional materials. The important issue is that the "Integrated Approach" should have a theoretical base which will justify its need. How the Integrated Approach has got a theoretical base behind it, has been shown in the next section.

1.4 Theoretical Foundation to justify Integrated Approach to teaching 'Social Studies'

Any procedure or process of work requires a theoretical foundation. When a theoretical foundation is given to a procedure or process, it becomes adequate and good for using. Hence, it is very necessary to understand the theoretical foundation of the "Integrated Approach". It involves the following aspects :

Philosophical Foundation;
Psychological Foundation; and
Sociological Foundation.

4.a. Philosophical Foundation

Philosophy yields a comprehensive understanding of reality, a world view. Philosophy is, "Life at the reflective level" as Rupert C.L. says.²⁰ It is likely that most of us come to that level of experience only after such maturing influences as crisis, and earnest inquiry. Integrated approach to teaching social studies also yield a comprehensive understanding about what is known about man and the aspect of his relation with social

and physical environment. Knowledge is whole and it should be given as a whole. Artificial compartmentalisation of knowledge of various aspects of human relationship will not facilitate comprehensive knowledge of the 'The Man in the Society', better to state 'The Man in the Social and Physical environment'.

Giving miscellaneous and unrelated bits of knowledge without linking them to the life experience of 'The Man' would be not only meaningless but burdensome also. Knowledge is always acquired through self-experience by the individual. In integrated approach, children are educated through various learning experiences. It is activity-oriented approach and thus meaningful. Advocates of Naturalism emphasise that education should make use of self-activity. It should be education through experience and according to Dewey, "Education is for the experience by the experience and of the experience". It is harmonious development of the personality of the child.

Integrated approach to teaching social studies also comprises the development of comprehensive outlook about the knowledge of human relationship, competence and effective citizenship. Thus the Integrated Approach has a clear philosophical foundation.

4.b. Psychological Foundation : (Gestalt view)

Gestaltists have caused educators, to conceive of the

learning in more comprehensive unit. The interrelationship of elements, how they shape up as a whole is what determines the character of the perceptual field. Learning, thus, depends not on the absolute individual stimulus but on the organization of the stimuli or the integrated pattern. The whole of the situation rather than its separate part determines the perception of the learner. Social studies, therefore, is to be viewed as a compact whole. Unified and integrated knowledge is psychologically sound. Child's mind is an integrated whole welcoming experiences as a unity and not as a collection of separate unconnected fragments. Integration of the subjects is necessary particularly at the school stage. Integration of the subjects makes study easier, more interesting and natural. Education is for life. It cannot, therefore, be cut-off from life and its problems. Actual situations in life are never solved by reference to one special branch or field of knowledge. Rather, each life problem enters into a number of subjects. It needs for its solution the help of a group of subjects intimately related. Hence, according to Gestalt principles integrated approach has a sound psychological foundation.

Integrated approach to teaching social studies also proposes to cut across the barriers which hamper oneness of the subject.

Transfer of Training and Integrated Approach of
Teaching Social Studies:

The commonly accepted two new theories of transfer of training are attributed to Judd and Thorndike.

According to Judd, experiences, knowledge and habits gained in one situation, help us to the extent that can be generalized and applied to another situation. Generalization consists in perceiving and understanding what is common to a number of situations. The theory emphasizes generalization of principles as given in situation (preferable life situation) through perceiving their relationships. It is contended that in social studies, learning has much broader setting and as such it facilitates the process of generalization which according to Judd, is a condition for transfer.

According to Thorndike, there is transfer from one situation to another to the extent that there are elements or components common to the two situations. This principle of identical elements involves specificity and perception. Thus, there are elements which can be easily transferred from Geography to History and vice-versa. Common elements will help to explain the relationship between them. It should be remembered that the various subjects (discipline) included in social studies has 'Man' as the highest common factor and that the man-centred treatment given to the topic

will put meaning and life into the teaching of the subject. It is this commonness which, perhaps, is responsible for the integration of these subjects.

4.c. Sociological Foundation:

Sociology has contributed principally to the determination of objectives. And education, through various school agencies imparts the knowledge of the various aspects of human life by teaching various subjects (disciplines) and achieves the societal aim. It means the education is the means of social change. The very definition of social studies implies its sociological foundations the subject social studies has a certain special content of information bearing on questions affecting society. The social studies dealing exclusively with man's problems, becomes essential in any programme of social relationships. In the words of Hemming, J.,

"Social studies by its nature can contribute to societal goals. In other words, Social studies being by nature co-ordinated and co-ordinating can aim at developing jointly, self-awareness, social awareness and awareness of environment together with a growing consciousness of participation in something bigger than the self". 21

Only the integrated approach to teaching social studies can give broad perception and unified functional knowledge of man and his relationship with physical and social environment. Separate subjects like History,

Geography, Civics, Anthropology and Economics, etc., are unable to help in the process of socialization. But socialization is a prime necessity of every society. It can be acquired by the teaching of social studies in an integrated way by imparting unified and synthesised knowledge of man's relationship. Through such knowledge, child becomes aware of the relationships which make up the grand design of living together and livelihood.

Integrated approach to teaching social studies has a sociological foundation, too.

Thus, theoretical foundation to Integrated Approach suggests that it is an adequate strategy for teaching social studies. And this new strategy would point out its practicability and utility in the light of objectives to be realized. It is, therefore, necessary to study experimentally the impact of social studies as an integrated subject on the performance of the school children. Hence, the following problem is to be undertaken for the present investigation.

1.5 STATEMENT OF THE PROBLEM

The problem to be investigated in the present study is stated in the following terms:-

"A STUDY OF THE EFFECT OF INTEGRATED APPROACH OF TEACHING SOCIAL STUDIES ON THE PERFORMANCE OF THE PUPILS OF FOURTH STANDARD OF THE PRIMARY SCHOOLS".

In order to have a clear and definite idea of the present investigation, it would be helpful to define certain terms which are used in the present study.

Terms which are related to the problem under investigation are defined wherever they occur in the course of discussion.

1.6 DEFINITION OF THE TERMS

In understanding the present study, certain concepts or terms, require clarification. The exact and definite connotation of the terms is sure to help in getting clearer idea of the theme of present work. In this investigation, the following terms are frequently used:-

- (1) Concept of Social Studies.
- (2) Integrated Approach.
- (3) Performance.

6.a. Concept of Social Studies:

Considering the purpose of introducing the social studies as a core subject in school curriculum, some eminent educationists have defined what social studies is. Some of the definitions which explain the meaning and implication of the subject are as follows:-

Definition of the subject social studies

In fact, 'social studies' is an inclusive but highly specific term applied to that area of the school curriculum

which has primary responsibility of assisting the child to develop skills in and understanding of human relationships.

Wesley E.B., has clearly pointed out that -

"The social studies are designed primarily for instructional purposes. They are those portions or aspects of the social sciences that have been selected and adopted for use in school or in other instructional situations". 22

The term social studies indicates those materials whose content as well as aim is predominantly social.

Forrester J.F., defines social studies as under -

"The social studies are, as the name suggests, studies of society, and their chief aim is to help pupils to understand the world in which they have to live, and how it came to be, so that they may become responsible citizens". 23

Commission on Reorganization of Secondary Education of National Educational Association, U.S.A., defined the term in the following words:-

"Social studies are understood to be those whose subject-matter relates directly to the organization and development of human society and to man as a member of social groups". 24

In the words of Michaelis,

"The social studies are concerned with man and his interaction with his social and physical environment; they deal with human relationships". 25

In the report of Department of Education, Columbus, the social studies is described as -

"The social studies are concerned with man and his environment and between groups of men". 26

Kochar S.K., defined the term social studies as -

"The social studies designates the school subjects that deal with human relationships. By process of synthesis and integration, they have been merged into a field, a loose federation, an area of the curriculum". 27

If we analyse the above mentioned definitions, it can be easily observed that each definition, except the definition of Michaelis J.O., mainly has dealt with two aspects of the concept of social studies viz., scope and nature.

The definition by Wesley E.B. indicates the origin of the subject, and the scope of the subject broadly.

Forrester J.F., defined social studies in social context; and he also indicates the nature and scope of the subject and also the expected product of the subject.

Definition of social studies given by the Commission on Reorganization of Secondary Education, U.S.A. reveals the scope as well as nature of the subject in social context.

Definition by The Department of Education, Columbus, indicates the nature of the study but scope of the study is not clearly revealed. Definition by Kochher shows nature of the study clearly but scope is not indicated. The above definitions lack in the following points:-

Though the above mentioned definitions indicate nature and scope of the subject broadly, they do not reveal process and process component, and the expected behavioural change or product of the subject through which it can be achieved. Hence, for the present study the definition made by Michaelis J.O. is accepted as an operational definition. It is re-stated here:

"The social studies are concerned with man and his interaction, with his social and physical environment. They deal with human relationship".

This definition is accepted for the following reasons:-

It reveals clearly the nature of the subject. The word 'Interaction' indicates clearly the nature of the subject. The word 'Interaction' also throws light on the nature of the teaching strategy, i.e. it should be activity-oriented. It also indicates the respective components by using the words 'Interaction' with physical and social environment. It means these process components indicates clearly the scope of the subject. The term "Human relationship" emphasises the various relationships, the knowledge of which will lead the pupils to the desired behavioural changes. A Recent Report of the State Central Committee on Social Studies is illustrative of the meaning of social studies as used in curriculum planning:

"The social studies, like the social sciences are concerned primarily with human relationships.

The term social studies designates that portion of the curriculum which deals specifically with man in his dynamic relation to his social and physical environment". 28

Thus, the definition touches all the aspects of the subject, i.e. nature and scope of the subject, process components and their expected purposeful behavioural change which emphasizes not only the cognitive domain but also the affective and conetive domain.

In brief, it can be stated that the definition made by Michaelis J.O. indicates distinct features of the subject social studies. But to have clear understanding of the subject, it is necessary to discuss more about the nature and the scope of the subject.

The Nature of the Subject

Social Studies: A study of 'Human Relationship':

As already stated social studies concerns with human relationships. Human relation means man's relationship with his social and physical environment. It deals with the relation of man with man in all walks of life. Man's relationship is expressed through various types of institutions like family, community, church, state; in other words, relationship between people and his social environment, i.e. relationship between (a) individual and individual; (b) individual and group; (c) group and group; (d) people and their institutions and other organized activities.

Another aspect which can be pointed out to specify the relationship is that the subject social studies deals with social activities rather than individual performance. Reference to any particular individual is significant in social studies only to that extent as they have contributed to promoting the welfare of the society. Moreover, specific attention is given to social processes, customs and values to change in ways of living; and to the efforts of mankind to solve social problems. In short, the cultural heritage and its dynamic ongoing characteristics are of primary concern in the social studies.

By man's relationships with physical environment, the investigator means that man's relationship is with his physical environment. It means that social studies is concerned with the knowledge of how man is influenced by his physical environment which comprises geographical setting of the region, its climate and vegetation. How he is turned and uses his environment to satisfy individual and group needs, how he is attempting to solve environmental problems and how he draws upon his experience to plan for future.

Relationships can be described as an 'Interaction'. Interaction between people and their physical and social environment and Man's physical and social relationships indicate the scope of the subject field. To build social studies programme, one has to study about the scope of the

study. Hence it is quite necessary to think on these issues.

Scope of the Subject:

Social studies is mainly the study of the human relations. Man and his relationship with physical and social environment. Looking from this angle any subject which contributes to the understanding of man's physical and social relationships is within the scope of social studies. Generally, speaking, every subject in one way or other, does help in understanding the human relationships. In other way, social studies is viewed as an attempt to achieve a synthesis of what is known about human relationships.

Social studies, therefore, embraces materials related to human relationships. The kind and varieties of human relationships are almost countless and so various categories have been devised for classifying the most frequent forms. One such category, known as sociology, attempts to describe, classify and explain the elemental forms of behaviour and principles which govern grouping. Another called Economics, limits itself to those relationships which result from man's quest for goods. Another category known as Civics or Political Science, specializes in those relationships which result from official government control. Still another category, Geography, limits itself to the relationships between man and the earth and between

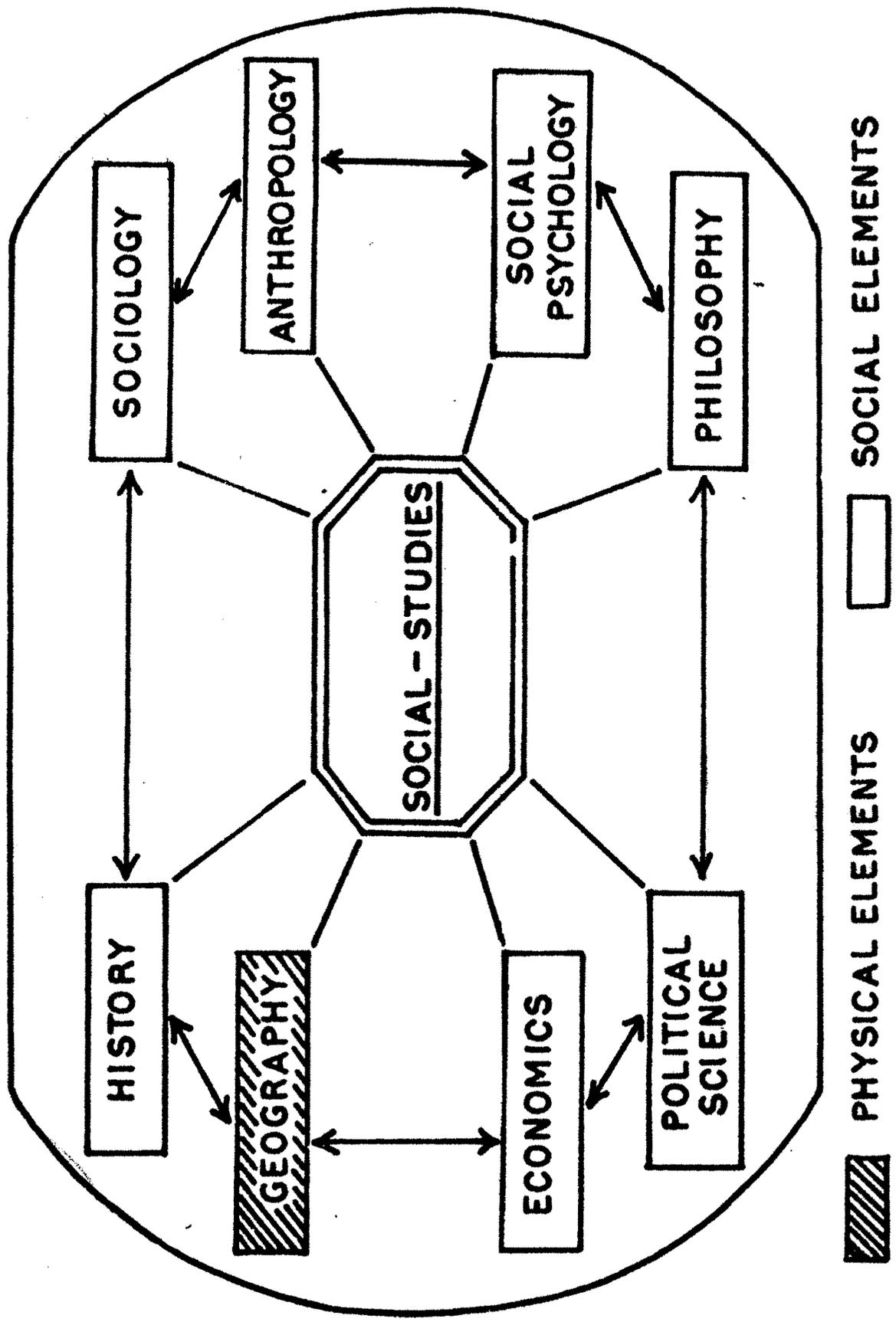
men in their attempts to meet the problems of the natural environment. One, inclusive overall subject, History, undertakes to make a record of man's co-operative successes and failures. While other subjects concerned with human relationships exist and might well constitute part of the curriculum, these five are the ones which receive major attention.

Thus, abovementioned different categories which describe various forms of human relationships are the subject area of social sciences. Hence there is a great impact of social sciences on social studies. In other words, social studies draws its content from the social sciences.

In other way, social studies is viewed as an attempt to achieve a synthesis of what is known about human relationships. The functional knowledge about human relationships are shifted from the social sciences, i.e. history, geography, political science, economics, philosophy, social psychology, anthropology, sociology, etc., and integrate into one field called the social studies (please see Fig.1).

FIG-1

ELEMENTS OF SOCIAL STUDIES



The functional materials about human relationships are sifted from all these subjects.

The ~~above~~ Fig.1 'Elements of Social Studies' indicates how different elements of social studies are integrated into one field of social studies. It also indicates that now the term social studies is concerned with more social elements. Hence the emphasis has been shifted from the physical aspects to human aspects of the subject.

To conclude, social studies is not a number of subjects strung together, but it is one subject or more appropriately a field of subjects. It draws its content elements from subjects like history, geography, civics, political science, economics and blends them together in a homogeneous manner.

With reference to social studies field, it is necessary to clarify certain terms, which are closely related to the area of social studies and much broader in meaning. They are as follows:-

Social Sciences:

Social sciences are scholarly and advanced studies of human relationships that are included in the curriculum at different levels of education. Wesley E.B., has clearly pointed out the difference between social sciences and social studies by stating -

"The social studies are portions of the social sciences selected, simplified and organized for instructional purpose". 29

It clearly indicates that social studies is a simplified portion of the social sciences; whereas social sciences is a field of scholarly investigation that deals with human society and its characteristic elements, usually organized into branches of study such as history, geography, political science, etc.

Social Education:

A term used to encompass all school activities designed to enhance an individual's social competence.

Social Learning:

A term referring to the practice of the processes involved in daily interaction with others; refers in a few schools to the social studies and in other schools special activities are provided to develop social competence.

Social living and social learning throughout the school day, may contribute to the social studies but they are not viewed as a part of instruction in the social studies. But 'social studies' go far beyond children's own experiences to explore the world and its people. The social studies programme includes subject-matter and planned experiences designed to achieve primary goal of education. Although the social sciences and the social studies are alike in that

both deal in with human relationships; they differ as to standards and purposes. The fundamental test of the social science is scholarship and eventual social utility; whereas the fundamental test of the social studies is instructional utility. The social scientist is concerned with experimentation, research and discovery to widen the frontiers of knowledge about man and his relationships with other men and with his environment.

In conclusion, the social studies comprises of a portion of the school curriculum wherein the content, findings and methods of social sciences are simplified and recognized for instructional purposes. Thus, social studies are those studies that provide understandings of man's way of living, the basic needs of man, of the activities in which he engages to meet his needs and of institutions he has developed. Social studies, to put into the simplest terms is nothing but the study of human relationships.

The functional knowledge about human relationships is drawn from different elements of social sciences and is integrated into one subject area.

6.b. Integrated Approach

Discussion about the concept of social studies indicates clearly that social studies is one subject area which gives the knowledge of human relationships. Therefore, there must be an integrated social studies course. And,

there should be an integrated approach for teaching the subject.

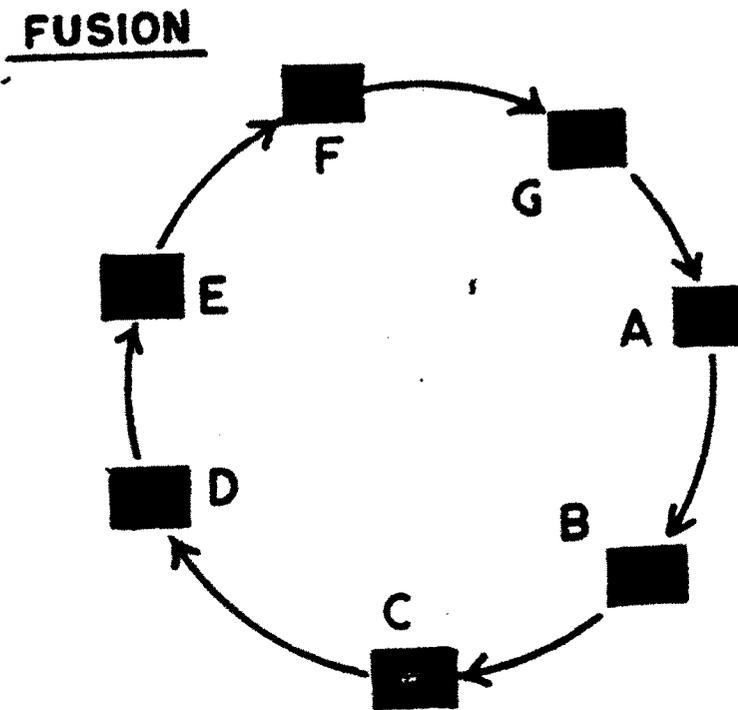
Before defining the term 'Integrated Approach', it is very necessary to clarify the meaning of 'Integrated' or 'Integration'.

The term 'Integrated' or 'Integration' denotes the way of organization. Integration is a form of organization which emphasizes the subject field rather than separate subjects that compose the field. Integration is different from subject organization; it is mid-way between fusion and correlation.

Fusion, Correlation and Integration:

In literature relating to organizing the curriculum contents, such terms as fusion, correlation and integration are used. These terms relate to the arrangement of the content in curriculum and should not be thought of as types of curricular organization. Fusion refers to the organization for instructional purpose, of content from several subject areas into a unified course. Such an arrangement ignores the conventional barriers or boundaries among existing subjects. Please see Figure 2.

Fig.2



A, B, C, D, E = Content of several subjects from one discipline.

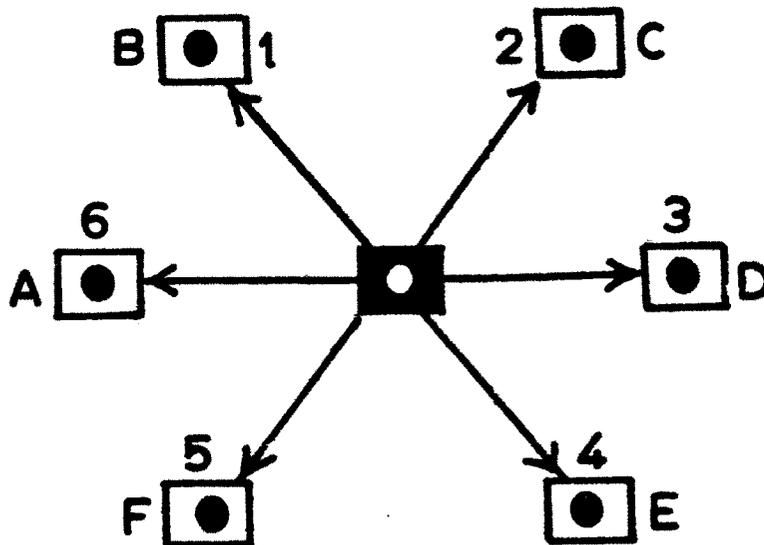
The above Fig.2 'Fusion' indicates that the contents of several (A, BG) subjects are blended into a complete whole. For example : Information from several subjects Geography, Philosophy, Anthropology, Social Psychology and Political Science, etc., is brought together and unified into one course. For this unification, there is hardly any need of close similarity or common element between these subjects; only these subjects belong to one broad field of discipline and on this basis, content matters

from these several subjects are blended into whole. This is called fusion.

Correlation:

It considers the systematic and continued association or relation of one subject to another. This arrangement deals with a common topic or area of interest (please see Fig. 3 - Correlation).

CORRELATION



● = 1 26 = Common Topic or area of interest of that subject.

A B CG = Different subjects from different discipline.

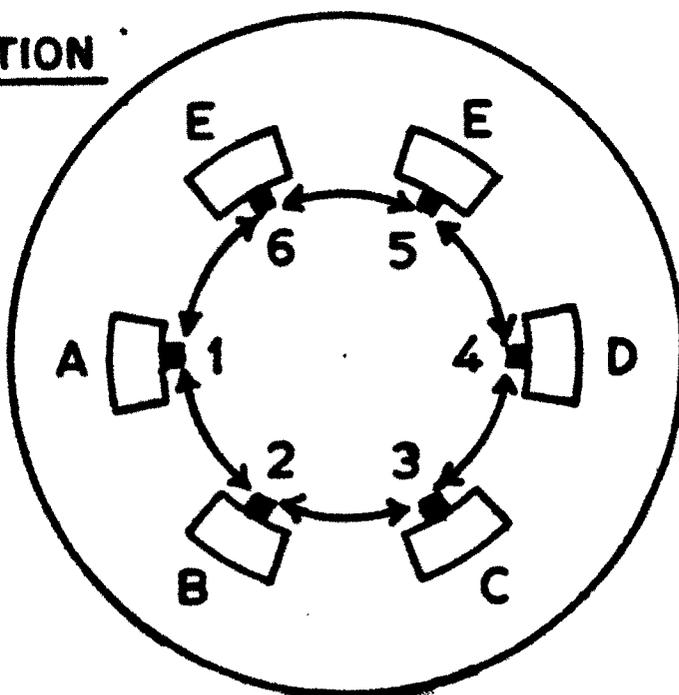
original topic.

Integration:

Integration is more difficult to define since more confusion exists in reference to its use. Integration as applied to subject-matter is generally accepted as a mean between correlation and fusion that is a process that cuts across subject boundaries more freely than is done in correlation in order to place greater stress on inter-relationships. (Please see Fig.4).

Fig.4 : Integration

INTEGRATION



1.....6 = Common elements have shifted from different subject from one discipline.

A,B.....F = Different subjects from one discipline.

The Fig.4 indicates that common elements (1,2...6) from different subjects (A,B.....D) have shifted themselves from them and have been brought together to make into a whole one.

Superiority of Integration as an Organizational

Principle:

Integration is slightly different from fusion and correlation. In fusion, content-matter from different subjects of one broad field discipline are brought together and unified into one course; and in correlation content of one topic is connected to correlate with other content of similar common topic of different subjects of different broad field discipline.

Integration accepts one principle from each, i.e. 'common elements of different subjects of one broad field discipline'. Hence, in the integration common elements of different subjects of one broad field discipline are brought together and integrated into a one complete course. This is called Integration.

In integration, relation between all common elements is cohesive. They (common elements) are sticking together making into a complete whole. One more distinct feature of integration is that in integration, different subjects are recognized, but the boundaries between them are freely ignored in the process of arranging materials for teaching purpose.

Integration differs from fusion. However, in that, it recognizes that content of the subject furnishes much suitable material for teaching purposes, and that the revolutionary process of discarding all subject content and starting with alignment of materials is unnecessary. Integration also differs from correlation. However, in that it attempts to meet each subject, yields its values to every other subject. Correlation is the interrelating of subjects. It may be carried out rather successfully without any formal plan, provided the teacher has wide range of information and is sensitive to similarities, differences and relationships; however, successful integration is supposed to appeal to the student. It ignores the scholarly tradition and emphasizes the utility of material and it demands psychologically arranged material rather than traditionally organized content.

The above discussion with respect to the concept of 'Integrated' or 'Integration' indicates that integration is mainly applied to subject content. As compared to this meaning of integrated or integration, the term 'Integrated Approach' is broader in connotation. The concept of 'Integrated Approach' was taken from the thought of Peris, K. (1977).³⁰

In his article, 'Integrated Approach to Curriculum Development on Primary Education in Shri Lanka', he advocated that -

"An integrated approach encompasses the idea of integration and co-ordination of:-
(a) all possible methods of instruction directed to achieving the objectives;
(b) personal view points (views complementing each other) arrived at through the interpretation of basic objectives and philosophy in different contents;
(c) all resources allocations; and
(d) subject-content."

Concept of Integrated Approach which has been employed in the present study was adopted from the thought of Peris K. In the present study, therefore, the term 'Integrated Approach' has been used in a broader sense. An 'Integrated Approach' encompasses the idea of integration of :-

- (a) content-matter of the subject;
- (b) all the elements of methods and types of learning experiences of instruction directed for achieving the objectives;
- (c) all instructional resources.

(a) Integration of subject-content: Syllabus for Integrated social studies course.

The concept of social studies indicates that social studies is concerned mainly with human relationships. Hence, all that is known about human relationship should be integrated and developed into an integrated social studies course. For framing the integrated syllabus, functional knowledge about human relationships should be shifted from different subjects of social sciences and integrated in

such a way that it would develop the story of "The Man and his relationship with social and physical environment", in the past, present and future with respect to functional knowledge about human relationships. There are six major aspects or categories of human relationships:-

- (1) The man and his physical environment and its benefits to its **descendant**.
- (2) The Man and his way of life, and why he has this particular way of life.
- (3) The Man's struggle against natural environment; and his efforts for prosperous life.
- (4) Effects of man-made resources on the occupation of the people.
- (5) The Man and his culture.
- (6) The Man and his government.

Contents of History, Geography, and Civics of the Fourth Standard Syllabus prescribed by the Government of Maharashtra were collected under these six categories, and an integrated syllabus of social studies for Fourth Standard has been prepared.

- (b) All the elements of methods and types of learning experiences of instruction directed for achieving the objectives:

Wesley, E.B. (1958)³¹ has given seven basic possibilities of communicating elements of methods which indicate all the basic aspects of the teaching process.

They are as follows:- (1) Talking, (2) Picturing, (3) Demonstrating, (4) Gesturing, (5) Writing, (6) Reading, (7) Guiding.

Wesley E.B. and Adams M.A. (1952)³² have suggested eleven basic types of learning experiences. They are as follows:- (1) Learning (Understanding), (2) Experimenting, (3) Creating, (4) Observing, (5) Co-operating, (6) Collecting, (7) Leading, (8) Following, (9) Recreation, (10) Reciting, (11) Evaluating.

(Please see Table No.4 - Chapter IV - for details).

Considering the above elements of methods and basic types of learning experiences, new teaching strategy has been developed, suited to the integrated social studies course, by integrating different elements of methods and basic types of learning experiences as per requirement.

The new teaching strategy consists of seven steps:-

- (1) Introduction to new topic.
- (2) Explorating observation of the displays.
- (3) Explorating work with printed materials.
- (4) Discussion among the group.
- (5) Activity for the whole class.
- (6) Presenting work report.
- (7) Evaluation : Writing a Test.

Salient features of teaching strategy can be stated as under:-



- (1) Varied learning experiences.
- (2) Activity-oriented.
- (3) Ample use of instructional materials.
- (4) Learner dominated teaching strategy.
- (5) Teacher as a guide.
- (6) Democratic atmosphere.

Thus, the New Teaching Strategy has been developed on scientific lines.

(c) All Instructional Resources:

The learning that results from child's interaction with his environment is limited to a large degree by the material he works with. To make the learning effective and vital, a variety of carefully selected instructional resources should be used. In a balanced social studies programme, the following types of instructional resources are used:-

- (1) Printed Materials - text books, references, encyclopedias, magazines, pamphlets and newspapers.
- (2) Audio-visual materials - models, specimens, objects, pictures, film strips, slides, motion pictures, recording, radio, television, maps, globes, charts, graphs and diagrams.
- (3) Community resources - field trips, resource visitor, persons to be interviewed, field studies, service projects, and surveys.

Integrated Approach encompasses the utilization of all the above mentioned resources of instructional material to achieve the goals. In the present study, visual aids like maps, pictorial charts, printed materials, text books, cyclostyled material like key question sheet, etc., were used because these instructional materials can be easily prepared by any teacher with little efforts and less expenses. To summarize the discussion regarding the term 'Integrated Approach', it can be mentioned that the term 'Integrated Approach' has been used in the present study, in broader perspective as in accordance to the thoughts expressed by Peris K.

Table No. 4

Operational Objectives and their Specifications

Cognitive Domain				Affective Domain					
Knowledge	Comprehension			Skills		Attitudes			
	Con-cepts	gene-ral-iza-tion	Re-la-tion-ships	Inter-pretation of facts	Research	Coop-eration	Respon-sibility	Respect for other's opinion	Regard for consti-tuted autho-rity
Acquisi-tion of knowledge of facts				of Rela-tionships	Inter-pretation of symbolic data	Locating ideas in new simi-lar situ-ation			
<p>Written Test</p> <p>I. Continuous Progress in academic Performance Periodical Unit Test</p> <p>II. End of the Course Achievement Test</p>				<p>Open Approach</p> <p>Direct Observation (Observation Rating Scale Two points)</p> <p>Closed Approach Attitude Test</p>					

Evaluation Tools

Performance

6.c. Performance

The term 'Performance' expresses how far the objectives which are set forth are achieved through learning experiences and methods of teaching that have been used in the process of learning. It is necessary that objectives which are set forth are to be mentioned clearly and specifically. In the present study, objectives of teaching social studies are as follows:-

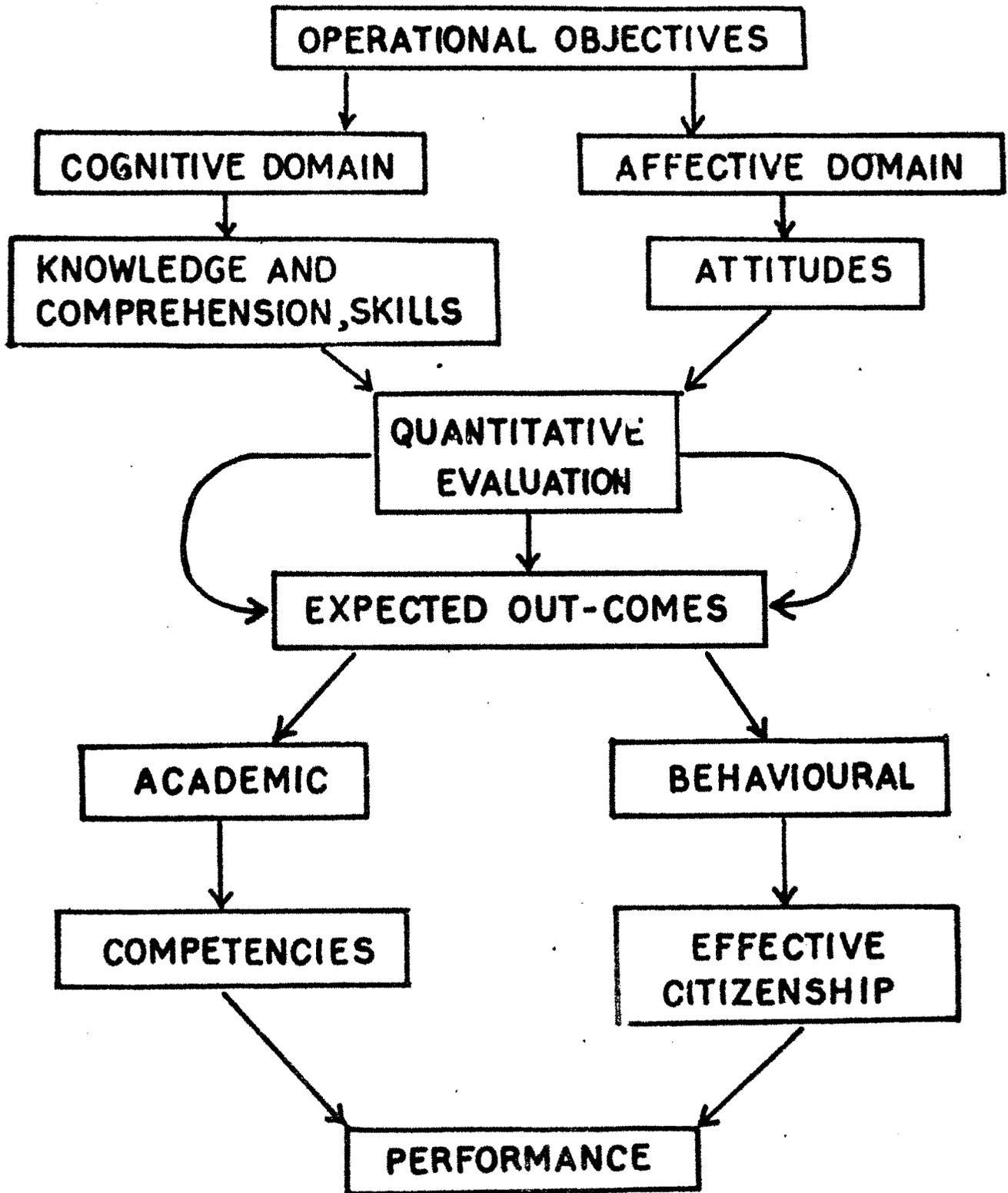
- (1) to develop competency in knowledge and comprehension;
- (2) to develop skills;
- (3) to develop certain attitudes for effective citizenships.

The following illustrative Table No.4 indicates the operational objectives and their specifications as well as evaluation tools to measure the specific objectives.

Table No.4 indicates the operational objectives of teaching social studies. From the cognitive domain, two specific objectives : Knowledge and Comprehension, and skills, and from the Affective Domain Attitudes were taken into consideration. There are again six categories under Knowledge and Comprehension. Acquisition of knowledge of facts, concepts, generalization, relationships, interpretation. There are two categories of Interpretation: Interpretation of facts and interpretation of relationships.

CHART-1

OPERATIONAL OBJECTIVES & THEIR EXPECTED OUT-COMES



Under 'skill', there are again two categories: interpretation of symbolic data and locating ideas in a new similar situation. Attitudes are divided into: cooperation and sense of responsibility, respect for other's opinion and constituted authority.

Attainment of the pupils in above mentioned different categories of specific objectives would be measured on an achievement test. That would be treated as their performance against different specific objectives.

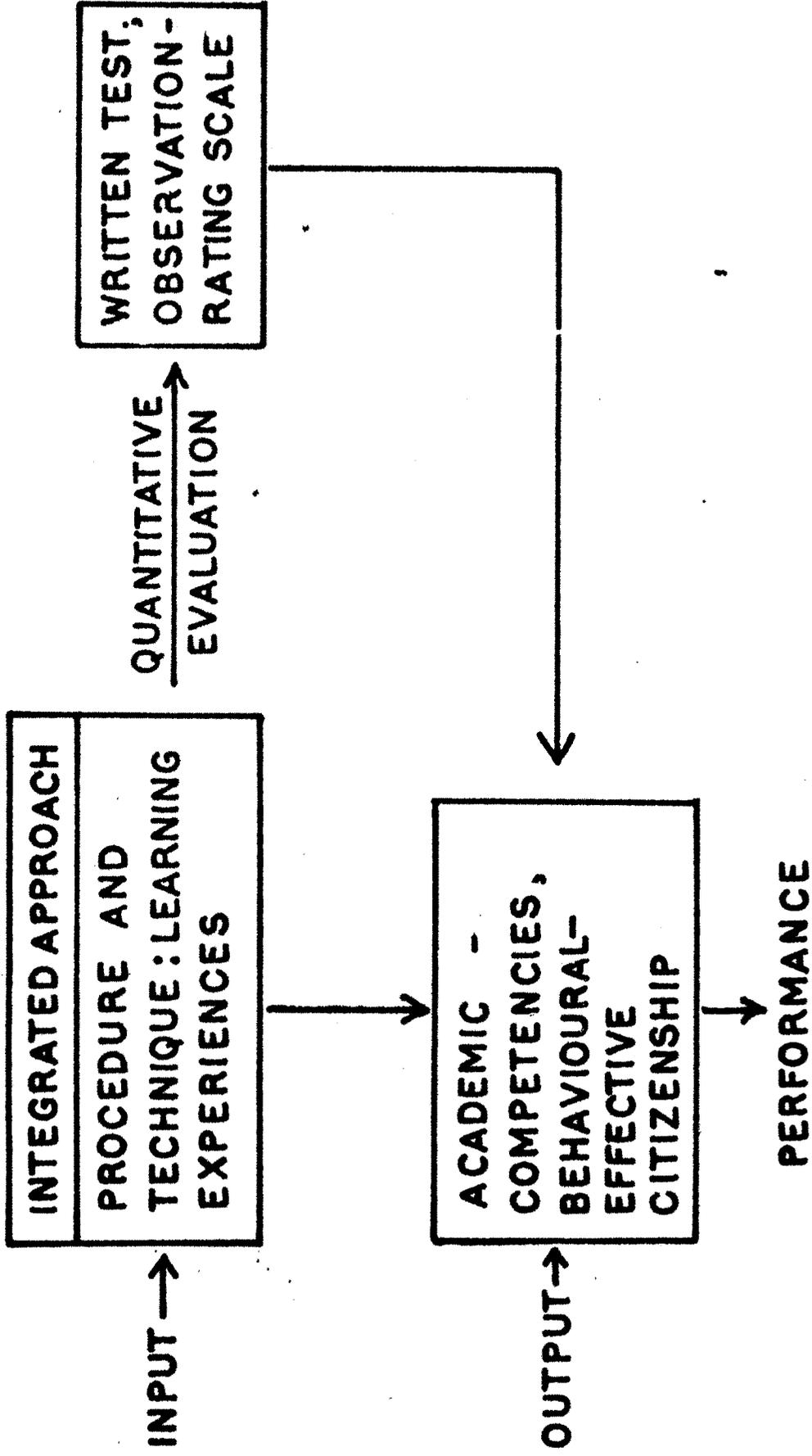
The illustrative Chart No.1,^{and 2} would give more specific idea of the performance. These charts would give the clear picture of the operational objectives and its outcomes of the present study.

As will be seen from the Chart No.1, the operational objectives have been classified into: (i) Cognitive Domain; (ii) Affective Domain.

The Cognitive Domain concerns with knowledge and understanding; skills refers to various intellectual competences to be acquired; Affective Domain specifies the attitudes to be developed. The expected outcomes (that are to be evaluated at the end of the programme) are shown under two heads: (i) academic; (ii) behavioural. The academic outcomes will comprise of factual knowledge and understandings gained by the pupils; and intellectual skill acquired by them; and the behavioural outcomes will show how far the objective of effective citizenship has

CHART - 2

INPUT - OUTPUT MODEL OF THE PERFORMANCE



been achieved. This, in short, will give the actual performance. (Please refer Chart No. 2)

The performance can be measured with the following techniques: written test, observation and rating scale.

To conclude, the discussion about the clarification of terms involved in the present study has tried to give a complete picture of the present investigation. The present investigation has been carried out in the light of certain objectives. They are as follows:-

1.7 OBJECTS OF THE STUDY

The objectives of this study are:-

- (1) To develop a syllabus for an integrated social studies course for Standard IV in Primary Schools in the State of Maharashtra, by collecting contents from the present syllabi in History, Geography and Civics and transforming them into an integrated whole.
- (2) To develop instructional strategy for teaching the integrated social studies course.
- (3) To find out the effectiveness of the Integrated Approach in terms of pupils' performance on achievement test.
- (4) To compare the performance of the pupils taught through the integrated approach and the conventional approach with respect to the following:-

- (a) Knowledge and comprehension
- (b) Skill
- (c) Attitude.

1.8 SIGNIFICANCE OF THE PRESENT STUDY

Having reviewed the major obstacles in the growth of the subject social studies in right perspective i.e. in the realization of objectives of Teaching Social studies, it is necessary to mention certain important features of the present study. This would help to clarify the place and significance of the present study in a total perspective.

Significance of the Present Study is three fold because it takes into consideration three aspects of the educative process i.e.

- (1) Curriculum,
- (2) Instructional Materials,
- (3) Teaching Strategy.

Hence the present study would be helpful to -

- (1) Framers of the curriculum,
- (2) Teachers of Social Studies, and
- (3) Pupils.

(1) Helpful to Framers of the Curriculum:

Kothari Commission 1964-66 has specifically mentioned that, "An effective programme of social studies

is essential in India for the development of good citizenship and emotional integration".³³ And the present study provides an effective workable programme of teaching Social Studies by developing a syllabus for integrated social studies course and by developing instructional material and an equally effective teaching strategy for implementing the same.

With a view to provide an effective programme of Social Studies as per recommendation of the Kothari Commission (1964-66) an Integrated Social Studies Course for Standard IV has been developed in this study. It comprises content drawn from History, Geography and Civics. This newly developed Integrated Social Studies syllabus can serve as a useful guide to the framers of curriculum for organising the Integrated Social Studies programme in an effective manner, for other standards of the Primary School.

It will also provide guidance to writers of text books in presenting contents for Social Studies in an integrated manner.

(2) Helpful to the Social Studies Teacher:

The syllabus Review Committee clearly says: "there is a total lack of reference material which is absolutely necessary for integrated approach in the teaching of social studies".³⁴

In the light of the above remark of the syllabus

review committee the contribution of the present study is quite significant, since it provides an effective Instructional Strategy for implementing the Integrated Social Studies programme. The strategy also includes instructional material, such as planned teaching units, unit tests, teaching aids etc., which are absolutely necessary for a teacher to make the teaching-learning process fruitful.

An important contribution of the present study to the field of social studies is that it provides a period-wise complete plan for implementing Integrated Social Studies Course in Standard IV. Besides different teaching units; the plan contains guidable and practical teaching aids. All this material would prove very useful to a teacher of social studies in planning and developing a detailed Integrated Social Studies programme for other standards of the primary school.

(3) Helpful to Pupils as well as teacher:

Another equally important contribution of this study is the development of an effective teaching strategy for the implementation of the Integrated Social Studies Programme. Some of the important features of the teaching strategy are:

- (a) it provides a series of varied learning experiences,
- (b) it is activity oriented,
- (c) it is learner dominated,
- (d) it creates democratic atmosphere.

On account of special features of the teaching strategy the study would prove helpful to pupils since they can learn at their own speed and learn by doing some activity. It is helpful to teachers as well, because this teaching strategy makes his task easy as it facilitates the development not only of knowledge but also of certain skills and attitudes that help to realise the objectives of the subject.

Thus this study contributes to three major aspects of educative process viz. curriculum, Instructional materials and teaching strategy. This would prove its practicability and utility in realizing the objective of teaching Integrated Social Studies Course.

1.9 THE SCOPE OF THE PRESENT STUDY : ASSUMPTIONS AND LIMITATIONS

In any research work, the investigator takes for granted some assumptions on the basis of which he/she builds his/her investigation programme. At the same time, the investigator has some limitations also. He/she has to take into account certain limitations under which he/she is to conduct the investigation. The assumptions and limitations of the present study are as under:

9.a. Assumptions

When technique and procedure of the integrated approach to teaching social studies was implemented in the classroom situation two assumptions were considered:-

(1) Pre-requisite knowledge of the sample.

(2) Growth characteristics of the sample.

(1) Pre-requisite knowledge of the sample:

When the programme was implemented in Standard IV it was assumed that the pupils are acquainted with the content prescribed for Standard III. On the basis of this pre-requisite knowledge, integrated social studies programme for the Fourth Standard was built for the present investigation.

(2) Growth Characteristics:

A certain maturity level and ability on the part of the sample were also assumed. Expert psychologists have advocated growth characteristics - Physical, emotional and intellectual of different age group after their continuous efforts in this field. While developing this integrated social studies programme, the growth characteristics of the age group 8 to 9 years were taken into consideration.

9.b. Limitations of the Study

The limitations of the present investigation are as under.

(1) Content of the Social Studies:

As already pointed out while dealing with the concept of social studies, the subject social studies draws

its content from various fields viz. History, Geography, Economics, Political Science, Philosophy, Social Psychology, Sociology, and Anthropology. But in the Indian schools, this subject often stands for the compendium of the school subjects - History, Geography, and Civics. Kothari Commission (1964-66) also recommended "that only History, Civics and Geography should be taught under the heading of social studies".³⁵ Again in 1977, Report of the Review Committee on Curriculum for Ten Year School (hereafter referred as Ishwarbhai Committee Report 1977) stated that "We agree with the conclusion of the Kothari Commission that History, Civics and Geography only should be taught in this area of curriculum".³⁶ In the present investigation, therefore, Integrated Syllabus of Social Studies contains three school subjects only, viz. History, Geography and Civics.

(2) Limitation of the prescribed syllabus content:

In the present study, Integrated Syllabus of Social Studies had to be developed within the limits of the prescribed syllabus of Social Studies for the Fourth Standard in Maharashtra State. The prescribed syllabus comprised of History, Geography and Civics. Consequently, the Integrated Syllabus included the content from these three subjects only. Care was taken to cover all the topics from the prescribed syllabuses of History, Civics, and Geography. No new content was added in the integrated syllabus since that was not allowed by the authorities

concerned. Administrator of the school did not get permission by the school Administrator for any certain changes in the prescribed syllabus of social studies for Fourth Standard.

(3) Time Factor:

The integrated syllabus consists of six major units which cover the entire course of the year. It was not possible to cover the portion of the whole year in one single term. So experts in research methodology were consulted. They advised that out of six units, only four, should be taught and the effect of the integrated approach should be studied.

(4) Resources and Equipments:

The integrated approach encompasses the use of all types of resources and equipment such as:-

- (a) Audio-visual aids,
- (b) Printed materials,
- (c) Community resources, etc.

Audio-aids, and Community resources were not used in the present investigation. Tape recorder, Radio that come under audio aids were not used. Tape recorder was tried at the tryout stage; but it was experienced that pupils were not interested in listening; another practical difficulty was that electricity was not available throughout. Moreover, battery cells required for the tape recorder

prove expensive.

As regards radio broadcasting programmes, it was found that they were not suitable for the present investigation. Preparing suitable programmes was neither feasible nor was it aimed at.

Community resources were also not used in the present study for want of time and on account of their expensive nature. Only visual aids and printed and cyclostyled materials can be easily prepared by any teacher and are less expensive. They were therefore used in the present study.

1.10 SCHEME OF THE CHAPTERS

A brief description of the organization of the content in the forthcoming Chapters of the thesis has been given in the following paragraphs.

The First Chapter being the present Chapter needs no description. The Second Chapter contains a review of the previous researches and literature conducted in the area of teaching school studies. It includes studies conducted in India, as well as abroad.

The Third Chapter describes plan and procedure of this study. It begins with statements of the hypothesis to be tested under the present study. It also gives details relating to the sample chosen, the methodology adopted, tools used for investigation, and techniques of

analysis employed for studying the results obtained.

The Fourth Chapter consists of Schematic as well as descriptive presentation of instructional strategy suited to integrated approach and evaluation tools which were developed for the present study.

The Fifth Chapter presents a brief summary of the tryout study modifications for the final experiment, conduct of the final experiment, then the result of the final experiment and detailed discussion thereof have been presented.

The Sixth Chapter gives a brief summary of the present study, the conclusions and suggestions for further research.

1.11 CONCLUSION

Teaching of social studies in a democratic country like India is very necessary since the aim of teaching social studies is to develop certain academic competencies and certain attitudes for effective citizenship. For achieving these objectives, social studies ought to be taught by the Integrated Approach. But at present, History, Geography, and Civics are taught as separate entities under the comprehensive heading "Social Studies".

An effort has, therefore, been made in this study to tryout the integrated approach and find out its

practicability and utility in the light of the objectives to be achieved. It is a felt need to study the impact of the integrated approach upon the performance of children. But before turning to the actual tryout of the integrated approach, it would be worthwhile to consider the previous attempts made in this direction. That would give a sound footing to the present investigation and avoid unnecessary repetition of experimentation. Hence, the next Chapter has been devoted to the review of previous studies undertaken in India as well as in foreign countries.

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