

CHAPTER II

REVIEW OF RELATED LITERATURE

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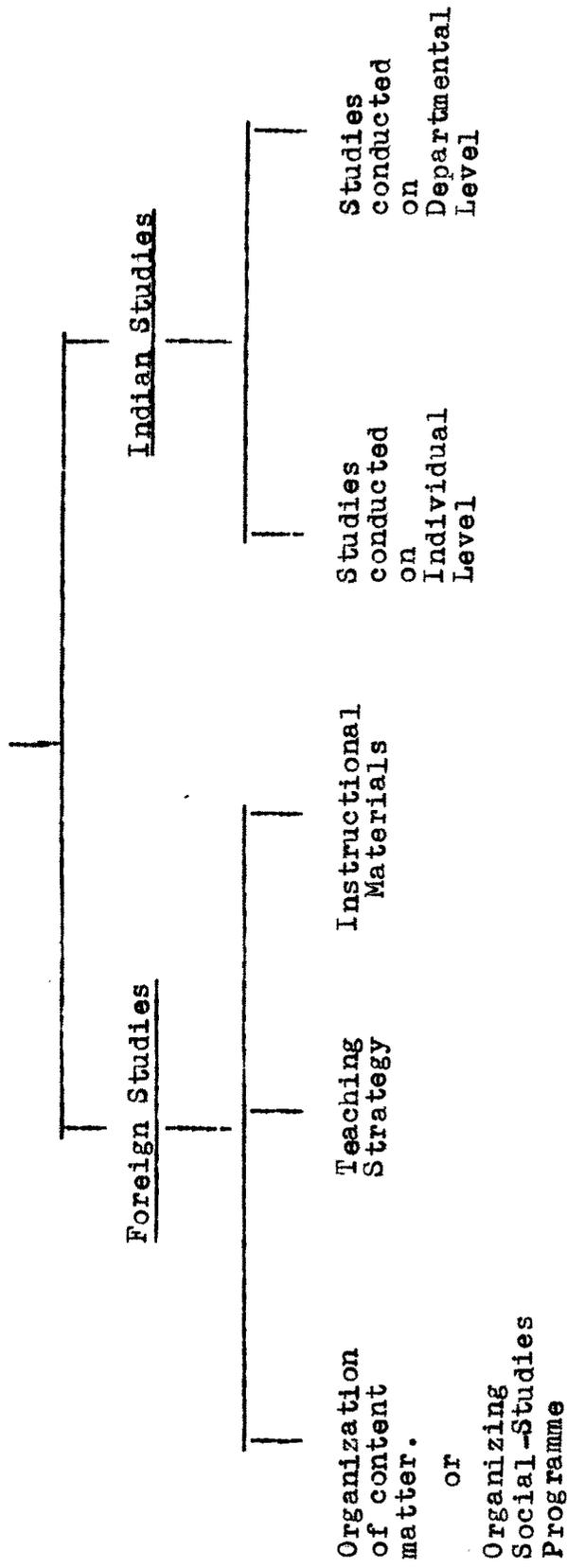
#### 2.1 INTRODUCTION

The present problem, especially the nature of the problem to be investigated and the objectives of the investigation have been discussed in the preceding Chapter. But any significant investigation is scarcely undertaken without reviewing the previous work relevant to the investigation. Such a review summarizes the state of knowledge in the area, in terms of a few generalizations which constitute the essence of a theory. Thus the purpose of the review of relevant studies is to have guidelines and insight for developing a design for the present investigation. Further it (Review of the relevant Researches) would indicate how far research has been done in the field as well as the area wherein research work is needed, which would be helpful to avoid duplication of work.

Hence an attempt has been made in the present Chapter to review some of the relevant research<sup>es</sup> conducted in the area of teaching social studies. At the very outset it may be pointed out that most of the studies reviewed hereunder, relate to organization of the content of the subject social studies and its instructional strategy. The reason is quite obvious. As has been noted earlier the present investigation deals with these very aspects

Chart No. 3

Classification of Previous Studies



of teaching social studies.

The review of past researches has been discussed in two parts. In the first part researches conducted abroad are given, while in the second part researches conducted in India are discussed. Foreign studies reviewed here are classified into three categories viz. the studies related to - (Please refer Chart No.3).

- (1) The organization of the content matter of the subject Social Studies.
- (2) The teaching strategy of the subject Social Studies.
- (3) Instructional Materials for Teaching Social Studies.

As the Indian studies are few they are classified under two categories only viz.

- (1) Studies conducted on Individual level.
- (2) Studies conducted on Departmental level.

While reviewing these researches two points have been mainly considered viz.

- (a) the significant contribution of each set of researches to the field of Social Studies.
- (b) Limitations and drawbacks if any.

Before turning to discuss the relevant studies it would be worth while to trace the origin and development

of the subject 'social studies'. That would make the review more enlightening; it would also serve to interpret the contents of the researches effectively.

## 2.2 FOREIGN STUDIES

### 2.a. Historical Development of the subject field

The subject 'social studies' originated in the United States of America. The history of social studies education can be divided chronologically into five periods\*

The First period upto 1893 covers the emerging of history, with some inclusion of geography and civil government as the social studies curriculum.

The Second period from 1893 to 1916 involves the maturation of history as the social studies curriculum.

The Third period (roughly from 1916 to 1936) it was during this period that 'genuine' social studies came into being.

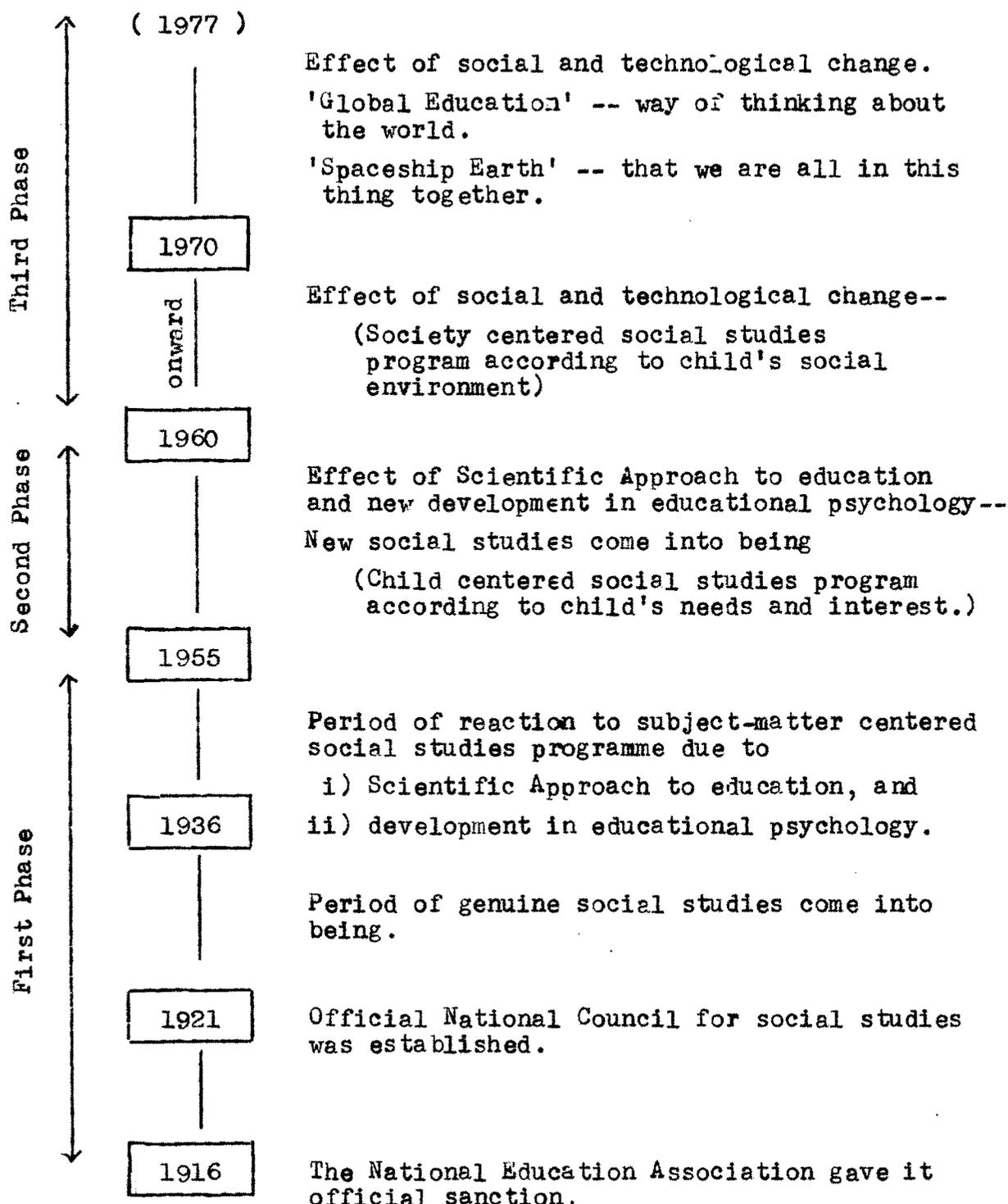
The Fourth period (approximately from 1936 to 1955) as a result of more scientific approach to education and development of educational psychology this period witnessed a reaction to the previous, subject-matter centered programme.

The fifth period (approximately from 1955 to 1960 and onwards).

As a result of the reaction that took place in the last period, a new concept of social studies came into being

Chart No. 4

Important Land Marks of the Development  
in the Era of Social Studies field (Abroad).



during this period; and a new child-centered social studies programme was introduced for the first time. After 1960 the effect of the recent social and technological changes began to be felt and that made the social studies programme society-centered.

After 1960-70 and onwards effect of social and technological change made the social studies programme society centered according to child's social environment. The horizon of the subject field widened upto global education. By, Global Education, is meant that way of thinking about the whole world, as a space ship, that is we are all together in this world. The development stressed in the above periods can be viewed through three phases as illustrated in Chart No.4.

The first phase (1916-1955) consists of two parts. The first part extends from 1916-1920. During this period social studies was discipline-centered. The second part extends from 1920-1955. This period is known as 'the age of social studies'. In United States, during this period the stronghold of history was challenged; and consequently the period witnessed the inclusion of content from disciplines of political science, economics, human geography and sociology as separate or cross disciplinary subjects. During this first phase, social studies was viewed as knowledge of human relationships with physical and social environment, for the sake of knowledge only.

During the second phase (1955-1960), a new trend was slowly growing up. The scientific approach to education, more attention to individual differences, new development in educational psychology and concern for needs of the students encouraged a 'new Social-Studies'. The philosophy of the new social studies has caused a major reshaping of social studies and curriculum planning. In this period curriculum was viewed as the result of the social life that was to be reflected in the school or of the child's needs and interests - a view based on developmental levels. Lucy Sprague Mitchells' (1971)<sup>1</sup> work in social studies was a reflection of the use of principles of child development as a framework for curriculum. Mitchell viewed the 'here and now' as the basis for social studies programmes. The concrete, familiar, even the ordinary experiences and occurrences that surrounded the young child could provide the basis for learning social studies. Mitchell organized a programme so that young children were provided with activities related to the immediate and the concrete. As they matured they would have access to more abstract and remote source of knowledge and would deal with social phenomena further removed from them in time and space.

The third phase (1960 onwards) was the result of the social and technological change. In a rapidly changing society the school cannot remain static. Social and technological conditions, educational goals, relationships with

other agencies and community groups, job description and interdepartmental relations with the schools are constantly shifting. The staff of Diffusion project (1973)<sup>2</sup> clearly pointed out in their article,

"Now this is an era of widespread social and technological change in which the school, together with many other institutions and even the moral order itself are coming under broad attack. This is the back-drop against which advocates of educational reform must devise their strategies, and build their programmes".

To focus solely on curriculum materials or teacher training is to operate with too narrow a perspective. What is needed is reform of entire system of schooling including such broad and relatively intangible aspects as organizational structure, situational factors and norms.

Global Education and Environmental Education; these are the latest trends growing up in the social studies curriculum.

"Global Education; an urgent claim on the social studies curriculum" said Gerald W. Marker (1977). 3

As currently used, global education has a wide range of meaning, for the purpose of this view, however, it is sufficient to say that Global Education is a way of thinking about the world which can be characterized by the notion of 'spaceship earth' that 'we are all in this thing together' and that the fate of some of us is quickly becoming the fate of all of us. What one nation does impinges increasingly upon other nations.

Marker stated that perhaps three areas of increasing concern would illustrate the serious situation which demands our attention, viz. Population, Food and Energy. The world population continues to increase while per capita grain production decreases. Meanwhile, man's eating habits and changing weather are not helping matters. Like food and population problems, the world energy situation also provides signals which are difficult to ignore.

Morris Donald N. (1977)<sup>4</sup> suggested programmes for Global Education in elementary education; Global education programmes in elementary school are based on the following assumptions.

(1) Global education is education for responsible citizenship in an increasingly interdependent global society.

(2) To become responsible citizens of any level of human society, general awareness of society is required.

(3) To educate children for responsible citizenship in our global society : general global awareness i.e. general awareness of interdependence with lives of every other human being in the world should be developed.

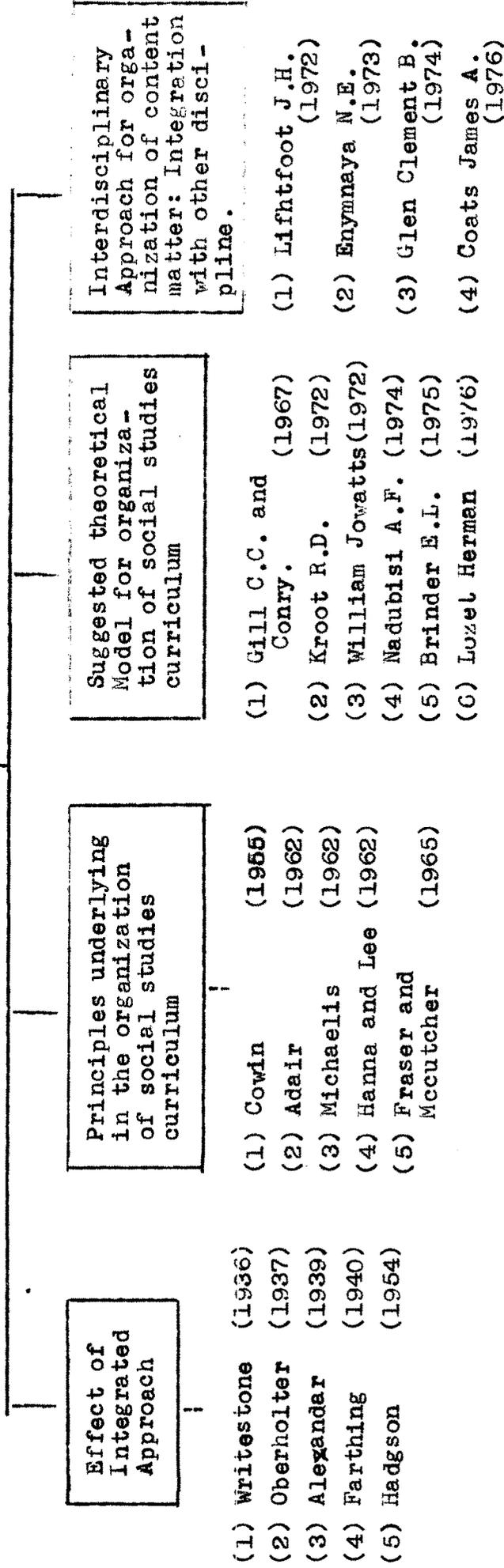
(4) Once such initial perception of self as an integral part of the larger human society begins to develop, it can facilitate its continued growth and concentrate on

the dynamic character of responsible citizenship which blends knowing with doing, perceiving with behaving and feeling with acting. These are the assumptions on which Global Education Programme depends. It is built on sound goals and objectives and has sound curricula and instructional practices. It must be guarded against static curriculum designs. The curriculum must be dynamic, reflecting all mankind as a single species and our planet earth as a single system. The curriculum must include appropriate opportunities to develop global perspectives from simple cross cultural comparisons, with enough examples of human institutions and activities within those cultures to enable the child to form his/her own generalizations on his/her own level of understanding.

In "Implication for curriculum", Morris Donald suggested that high quality materials must be used which are consistent with goals and curriculum designs, materials which facilitate the development of perspectives of human beings as an interdependent part of their total environment. As children begin to recognize their increasing interdependence they must be also begin to assume an increasing responsibility for the interdependent effects of our actions. It is this developing sense of interdependence, the feeling of being linked with all humanity in one huge global system with many sets of subsystems - which can help the child begin to view himself or herself as one very important part of the whole planetary system. Without the capability to generate some

Chart No. 5

Studies in the Organization of Content Matter



form of this sense of interdependent responsibility in the learner, no educational program, regardless of how excellent it may appear to be, can begin to qualify as a worthwhile programme of global education.

This historical background of social studies right from its origin to the present days, would indicate how the horizon of the subject is every widening. It is necessary to review the latest researches and contributions in the light of this perspective. This is done in the next section\

2.b. Contributions by the Foreign studies in the Organization of the content matter of the subject Social Studies

Studies dealing with the organization of the content matter of social studies, can be classified under four headings viz. (Please refer to Chart No.5)

- (a) Effect of Integrated Approach on Social Studies teaching.
- (b) Principles underlying in the organization of social studies curriculum.
- (c) Suggested Theoretical Model for organization of social studies curriculum.
- (d) Interdisciplinary Approach for organization of content matter: Integration with other disciplines.

The above classification, indicates clearly that studies in organization of the subjects content deal with four different aspects of organization. The crucial issue 'which approach to teaching social studies is superior', was tackled by the first set of five experimental studies by Wright stone<sup>1</sup>, Alexander<sup>2</sup>, Oberholter<sup>3</sup>, Farthing<sup>4</sup>, and Hadgson<sup>5</sup>. These studies have proved that integrated approach to teaching social studies is more effective than the separate approach. These studies have, therefore, great value in the field of social studies, because these are the first studies who might have inspired and generated the thought of 'Integrated' approach to teaching social studies. It is more effective than the separate approach. But these experimental studies did not indicate under what principles subject content was to be organized or which teaching strategy was to be employed to implement the programme of social studies.

They have scarcely touched the theoretical and methodical aspects of the crucial problem of teaching social studies. Consequently they do not throw any light on, or provide any clue to the present investigation for organizing content matter or deciding the teaching strategy for implementing the integrated social studies course. These studies however, have undoubtedly encouraged the Investigator for further investigation, and that is their real contribution in field of teaching of social studies.

But it was the next set of researches that attempted

to find out an answer to the crucial issue regarding the right approach to the teaching of social studies. This set constitutes the work of Cowin<sup>6</sup>, Adair<sup>7</sup>, Michaelis<sup>8</sup>, Hanna and Lee<sup>9</sup>, Fraser and Mccutcher<sup>10</sup>. These studies evolved different principles for the organization of content matter. They have enhanced the thought of integrated approach to teaching social studies by establishing the principles for developing the integrated social studies course. But these studies also did not attempt to develop an adequate teaching strategy for the implementation of the integrated social studies programme. Nor did they try to test or check experimentally the feasibility of the principles on which social studies programme can be built. The problem, therefore, remained unsolved by these studies also. Nevertheless, these studies have stimulated the thought of integrated approach to the teaching of social studies, and have guided the investigator, in determining the principles on which the integrated syllabus could be built.

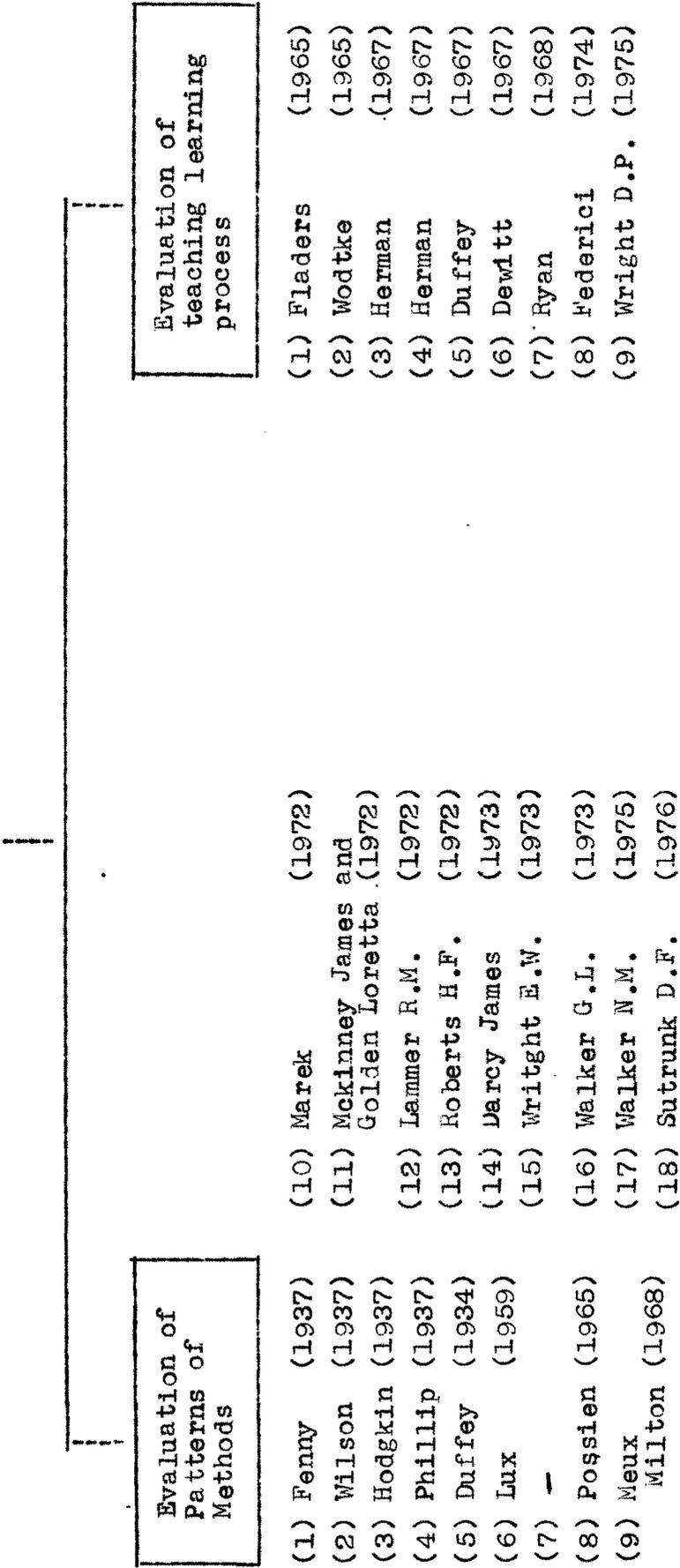
The next set of six studies by Gill<sup>11</sup>, Kroot<sup>12</sup>, Jowatts<sup>13</sup>, Nadubisi<sup>14</sup>, Brider<sup>15</sup> and Herman<sup>16</sup> advocated broad criteria of categories for developing social studies curriculum. Each study gave detailed plan for developing conceptual frame work for social studies curriculum. Thus these studies dealt with the theoretical aspects of the organization of subject content by developing the broad criteria or categories. Truly this concrete work gives

sound footing to the integrated social studies course. But whether the efficacy of these developed criteria was tested or not is not clear.

A group of four experimental studies by Lightfoot<sup>17</sup> Enyinnaya<sup>18</sup>, Glen<sup>19</sup>, and Coats<sup>20</sup> gave new thought for organizing the content matter of the subject social studies. They advocated that the content of social studies should integrate with the content of other disciplines. This is called interdisciplinary approach. In each study an attempt was made to integrate the content of social studies with the content of other disciplines. It is true that logically and psychologically it is preferable to integrate different aspects of the knowledge from different subjects of the social studies. There is no doubt that this is quite a new way of presenting the contents of social studies. But the investigator doubts, how far this integrating of different aspects of knowledge from different disciplines would prove useful. How can this interdisciplinary approach develop comprehensive outlook in the minds of children? Since only abstracts of these studies are available it is difficult to conclude that this interdisciplinary approach would prove successful in achieving the objectives of social studies. However, these studies have enhanced the new thought of organization of the content of social studies.

Studies in the Teaching Strategy for teaching

Social Studies



2.c. Contributions of the studies to the Teaching

Strategy of the subject

Conducting a recitation based on pupils' previous reading of a text book assignment appears to be the most commonly employed method at all levels between the primary grade and the college. The lag of practice behind theory is a constant phenomenon. The dominance of the text book and the questions and answer recitation have been noted for at least a century, although these phases of method have declined slightly their relative importance in the twentieth century with the increased use of more flexible methods. Further due to the curriculum reform movement research in social studies methodology was moving into a new era with emphasis on investigating the potential in methodology; hence studies dealing with class room methods in the social studies may be considered under two headings.

(a) Evaluation of pattern of methods, and

(b) Evaluation of teaching learning process.

(Please refer to chart No.6).

The above classification indicates clearly that these studies are mostly related to prevailing teaching methods and comparative study of different methods for teaching social studies.

A good part of research on methods of instruction relates to social studies. Studies by Ferny<sup>21</sup>, Wilson<sup>22</sup> Hodgkin<sup>23</sup>, Phillip<sup>24</sup> and Duffey<sup>25</sup> are normative survey

studies. These studies give a detailed account of the current practice in the United States of America. Every researcher is aware that new investigation can be conducted effectively, only if he is conversant with existing knowledge in that particular area. Hence this is their concrete contribution in the area of research. But these studies are shallow in their approach. Mere enumeration and description of current practice of teaching methodology of social studies will not solve the problem of implementation of social studies course. However, these studies were helpful to further investigation as a background information, as they gave factual account of current practices on which an Investigator can move further to develop new effective technique of teaching procedure.

The experimental studies by Lux<sup>26</sup>, Possien<sup>27</sup>, Marek<sup>28</sup> Mickiney<sup>29</sup>, Lammer<sup>30</sup>, Robert<sup>31</sup>, Walker G.L.<sup>32</sup>, Darcy<sup>33</sup>, Walker N.M.<sup>34</sup>, and Sistrunk<sup>35</sup> might be the impact of curriculum movement reforms. These studies are centered around the evaluation of different patterns of methods. These investigations involved mainly the comparative study of the impact of ~~or~~ effectiveness of two or three teaching methods of instructions in terms of achievement performance of the students. No doubt their work has inspired the idea of utilisation of various methods of instruction to achieve the goal. But in which organisational pattern one particular teaching method was effective was the basic issue and that basic issue was not solved by these investigations. From

the 'Abstracts' of these studies one cannot recognize whether the Investigators of these studies had considered the organizational aspect of the content of social studies. Anyhow it is creditable that these studies tackled at least one aspect (i.e. Teaching Strategy for implementing the social studies programme) of the crucial problem of teaching social studies.

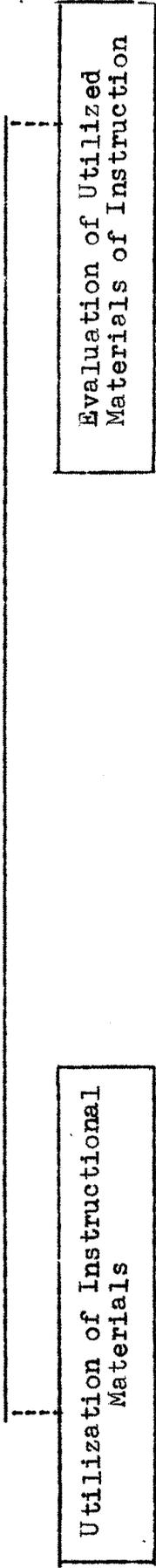
Flanders<sup>36</sup>, Wodtke<sup>37</sup>, Ferman<sup>38,39</sup>, Dewitt<sup>40</sup>, Federici<sup>41</sup> and Wright<sup>42</sup>, study pupil-teacher behaviours in terms of interaction in actual class room practice.

These studies are mostly pragmatic. They deal with what transpires in a social studies classroom. These studies are experimental and they evaluate different aspects of teaching learning process, e.g. class-room climate, pupil centered versus teacher centered lessons, the use and time distribution of language, arts, activities, programmed instruction with and without teacher, inclusion current practice entailing methodology and materials. However these studies revealed the actual condition of teaching learning process and existing current practices in the social studies class room. The Investigator is of opinion that evaluating different teaching situations is the concrete contribution which would give guideline to further investigation for developing new strategy.

Thus the contribution of these studies to the Teaching strategy of the subject enlightened the investigator in her task.

Chart No. 7

Studies in the Instructional Materials in Teaching Social Studies



Survey of:		Research on:	
(1) Park (1948)	(Use of supplementary and Audio visual materials)	(1) Palmer (1960)	(Text books)
(2) Wornski (1951)	(Use of government publication)	(2) Kennedy (1960)	(Text books)
(3) Kelly (1953)	(Use of published supplementary materials)	(3) Lemmond (1964)	(Text Books)
(4) White (1954)	(Use of pictures and bulletin Board)	(4) Georgiady (1959)	(Audio visual aids)
(5) Smith (1956)	(Use of specially written booklets for student)	(5) Johnson (1960)	(Audio visual aids)
(6) Arnsdory (1964)	(Utilization of Map)	(6) Davis (1968)	(Graphic illustration)
(7) Mark P. (1969)	(Examined types of films useful to teacher)	(7) Mccoleman (1974)	(Learning activity packages)
		(8) Phair (1975)	(Audio visual aids)
		(9) Wood (1962)	(Self learning Instruction Material)
		(10) Cherryhomle (1965)	(Programmed game stimulation)

2.d. Contributions of the Studies to the Instructional Materials of teaching social studies

Instructional aids clarify, extend, enrich and reinforce learning from text books. Many misconceptions have been corrected by indirect and direct instruction received from maps, globes and pictorial or graphic charts. These instructional materials have the additional advantage of presenting generalized information on a small area and this enables children to make comparisons and note relationships whether they may be political, economic or physical representations or those of population or climate.

Studies dealing with the instructional materials of teaching social studies can be analysed under two headings.

(a) Utilization of Instructional Materials in social studies classroom.

(b) Evaluation of Utilized Instructional Materials.

(Please refer Chart No.7)

The above classification indicates clearly that these studies are mostly related to what types of instructional materials are used and the effectiveness of the used materials in terms of achievement of goals. Studies by Park<sup>43</sup>, Wronski<sup>44</sup>, Kelley<sup>45</sup>, White<sup>46</sup>, Smith<sup>47</sup>, Arnsdorf<sup>48</sup> and Mark<sup>50</sup>, belong to the first category. These studies are mostly a normative survey. They enumerate and describe current available social studies materials of instruction

and their facilities for utilization in actual classroom practice. These studies are more directly concerned with existing condition of materials of instruction in social studies classroom. The Investigator feels that most of these studies are shallow in their approach and deal with only the surface of the problem of utilisation of adequate material of instruction. However, they have enhanced the idea of utilization of various types of instructional materials in the social studies classroom. Studies by Palmer<sup>51</sup>, Kennedy<sup>52</sup>, Lemmond<sup>53</sup>, Georgidy<sup>54</sup>, Johnson<sup>55</sup> Davis<sup>56</sup>, Phair<sup>57</sup>, Mccoleman<sup>58</sup> fall under second category i.e. Evaluation of utilized instructional materials in a social studies classroom. These studies are mostly of evaluative type. They give an account of inadequacy of utilized materials of instruction. Palmer, Kennedy and Lemmond point out that the text-books failed to meet significant needs of accomplishing the purpose of social studies programme. Very good attempts are made by Johnson, Davis, Phair to determine which type of audio-visual material in social studies education is best to teach a particular content. The Investigator feels that all these studies at least tried to clarify the problem of social studies instructional materials and this is their real contribution in the area of social studies. Two more studies by Wood<sup>59</sup> and Holmes<sup>60</sup> accepted the challenge to the traditional text-books. They used new technique of self-instructional materials such as programmed material, game involving

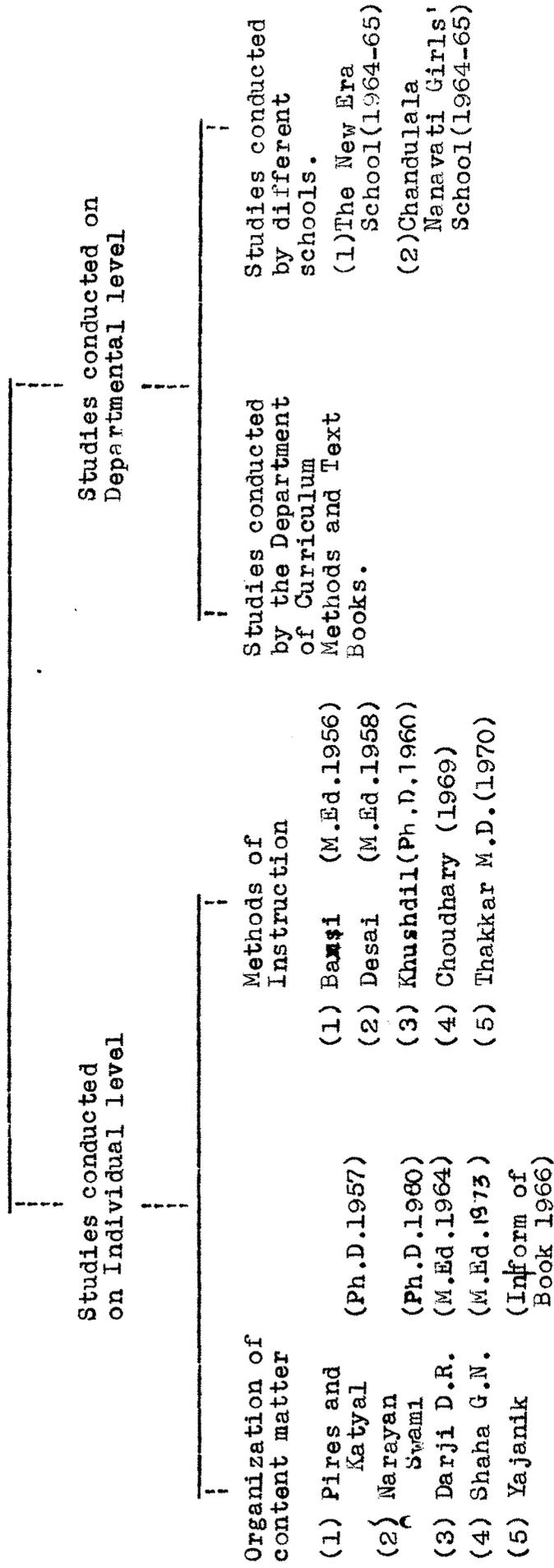
stimulation etc. On the whole these studies are the revelation of the progressive stage.

Each set of studies which is reviewed here under different categories, deals with only one aspect of "How to teach" of the subject social studies. This is their concrete contribution which provided guidance to the Investigator and stimulated her in undertaking the present work.

Chart No. 8

Classification of previous studies in India

Two Categories



### 2.3 INDIAN STUDIES

The dynamic change in the content and emphasis have created confusion regarding the objectives of teaching social studies and methods of instruction. 'Why we should teach social studies' is, as important as 'how we should teach it'. Each of these aspects possesses an equal importance. But the fact is that very few efforts are made in this direction on specific lines. Hence studies to be reviewed here are grouped only under two categories viz.

- (a) Studies conducted on Individual level, and
- (b) Studies conducted on departmental level.

(Please refer to chart No.8)

#### 3.a. Contributions by the Individual studies

A group of five studies, by Pires and Katyal<sup>1</sup>, Darji<sup>2</sup> Narayan Swami<sup>3</sup>, Shah G.N.<sup>4</sup> and Yajnik<sup>5</sup> are related to the organization of the subject content. The experimental study by Pires and Katyal<sup>1</sup>(Ph.D. Study) developed a social studies curriculum, based on the items selected from daily experiences of the pupils and important current events. The programme was tried on one group. No doubt, this was the first attempt in the direction of studying the problem of teaching social studies. This study has stimulated the thought of organising the content of social studies in a new pattern, quite different from the traditional one. But since there is no mention to that effect it seems that no new teaching strategy

has been evolved in this study. In fact, developing new teaching strategy is as important as organizing the content. Another study by Darji<sup>2</sup> (M.Ed. dissertation) has developed a detailed plan for an integrated approach to teaching social studies. He gave a tryout to the programme. This study has tackled both the aspects of the problem, the organizational as well as the methodological aspect of teaching social studies. The study, however, has its limitations. It neither lays down the principles for organizing the content matter nor suggests any new scientific teaching strategy. There are two survey studies by Narayan Swami<sup>3</sup> and Shah G.N.<sup>4</sup> Both the investigators have made an inquiry into the attitudes towards teaching social studies as in an integrated way. The subject 'social studies' is a new entrant in Indian schools, and on that background their work is a concrete contribution. But their work is mostly enumerative. Mere enumeration and description of the position of teaching social studies would not solve the crucial problem of 'How to Teach' the subject social studies. Yainik K.S.<sup>5</sup> has suggested in his work some principles underlying organizing an Integrated Social Studies course. His study deals with the theoretical aspect of teaching social studies which enlightens a researcher for organizing content matter. And this is his concrete contribution to the field of social studies.

Studies by Baxi<sup>6</sup>, Desai<sup>7</sup>, Choudhary<sup>8</sup>, Thakkar<sup>9</sup> and Khushil<sup>10</sup> are related to method of teaching social studies

and are mostly two-group studies in which experimental groups are invariably subjected to new method of teaching like project method, activity method etc. M.Ed.Dissertation studies by Baxi<sup>5</sup> (1956) and Desai<sup>7</sup>(1958) are experimental in nature and involve mainly the comparison of traditional method and modern method in the teaching of social studies. Another study by Choudhary<sup>7</sup> (1969) and Thakkar M.D.<sup>9</sup>(1970) tries to find out suitable method of the teaching social studies. No doubt these studies inspired the Investigator, to employ a variety of methods of instruction, quite different from traditional ones. In fact it was very difficult to break the tradition in Indian schools when there was little awareness of the new trend of teaching social studies. But these studies have not evolved any new teaching strategy. It meant these studies only touched the methodological aspect of the crucial problem of teaching social studies and did not even touch the theoretical aspect of the (i.e. organization of the content) subject.

Only in one investigation at the Ph.D. level by Khushil<sup>d</sup> (1960) the study was conducted on scientific lines. This is the first study which was conducted in the direction of integrated approach to teaching social studies. The Investigator is of opinion that this study has tackled-at least touched- the crucial issue i.e. 'which approach to teaching social studies is effective'. As only an Abstract of the study was available to the Investigator, it is not

quite clear from that on what principles the content of social studies was organized and which strategy was adopted for teaching social studies.

Thus this investigation also fails to give deep insight in the problem. It has, however, inspired the thought of integrated approach to teaching social studies.

3.b. Contributions by the studies conducted on Departmental level.

As the subject social studies is a new entrant in the school curriculum, attempts of teaching social studies in a different way have been made in some schools. Dr. Vyas<sup>11</sup> the principal of the New Era High School of Bombay gave a report of experiment, conducted by Department of Extension Service, M.S. Univ. Baroda. Vajubhai Patel<sup>12</sup> the principal of Chandulal Nanavati Girls School of Bombay, gave an account of an experiment conducted in his school. Both the experimental studies developed a syllabus for integrated social studies course. No doubt the efforts in this direction by the schools are motivating.

The Department of Curriculum Methods and Text-Books of NCERT (Hereafter referred as Social Studies Project) had taken up a comprehensive Social Studies Project, during the period from 1965 to 1976.

As a first step a detailed study of the existing syllabus in social studies from Classes I to XI was undertaken

in the project. The results of this detailed study were further scrutinized at the All India Seminar held at Poona in June 1963. This All India Seminar's report on 'The present position of Social Studies in India' (1964)<sup>13</sup> provided the necessary background for developing the Draft syllabus for I to XI social studies. During the period of 1965 to 1976 social studies syllabus was drafted thrice as follows:

- (1) A draft syllabus of social studies for classes I to XI (1965)<sup>14</sup>.
- (2) A draft syllabus of social studies for classes I to XI (1973)<sup>15</sup>.
- (3) Syllabus in the form of four booklets one each for classes III-V, VI-VIII, IX-X and XI-XII (1976)<sup>16</sup> in accordance with the nationally developed curriculum for ten year schools: "A Frame Work".<sup>17</sup>

The draft syllabus of social studies of (1973) was the revised edition of a draft syllabus of 1965. Regarding the organization of subject content no modification was made in the revised edition. In the syllabi of 1976 there is some addition in the content but the organizational pattern of syllabi (1976) is the same as that in the previous two draft syllabi (1965 - 1973).

The Social Studies Project also developed instructional materials such as guides for teachers in the form of

Teacher Manual<sup>18</sup>, Teacher's Hand Book<sup>19</sup> and Text Book<sup>20</sup> and circulated among teachers for tryout.

Truly a lot of work was done in the area of social studies by this Social Studies Project. The Investigator is of the opinion that general objectives of teaching social studies which were advocated by the two Education Commissions viz. Mudaliar 1952-53 and Kothari 1964-66, were included in the general objectives formulated by the Social Studies Project for the draft syllabus of social studies. Moreover, the concept and implication of social studies which would serve the aim of teaching the subject was also included in the syllabus.

This is the real contribution of the Social Studies Project to the field of social studies. However a few drawbacks were noticed by the Investigator in the organisation of the subject content. No doubt human element has been given more weightage in the Project than physical elements of man's environment, but this has resulted in certain inherent drawbacks in the organisation of the content. The same are discussed hereinafter.

#### General Format for organizing the subject content

##### (1) Defective Integration of the subject content:

Social Studies Project has developed social studies syllabus by integrating the content of history, geography, civics and economics. But the Investigator

feels that though the project has attempted to integrate and coordinate the physical aspects (contents from Geography and Economics) and social aspects (i.e. content from History and Civics), it has not succeeded in its attempt, as is clear from a glance at the syllabus. From the syllabus one can easily gather that the arrangement is such that the child first learns geography, then civics and lastly history and that too each separately. This can certainly be integrated. For example, in the first topic the child learns physical features or geographical setting of the region, here this physical aspect of the human life can immediately be co-related with the past history of the human life, by raising the question 'What advantage has been taken by our forefathers of this geographical setting of the region?' Similarly the point 'Influence of natural environment on human life' - can conveniently be linked up with history by raising such questions, as "How were our forefathers benefitted by this way of life? What advantage do we get from it at present?" So also in the third topic viz. Government unit, the contents of civics and political geography - administrative set up of the present and administrative set up of the past can be conveniently linked up.

Thus the Investigator feels that wherever possible, the contents of social studies drawn from separate subjects of social sciences such as history, geography, civics etc., should have been integrated and taken together to form a single teaching unit.

(2) Inadequate awareness of the psychology of Learning:

The scientific approach to education and new development in educational psychology encouraged and changed the teaching learning process. Hence now-a-days attention is given to principles of psychology of learning in every aspect of the teaching learning process. Accordingly attention should be given to principles of psychology of learning in the organization of content matter also, at the pre-primary and primary school stage. The Investigator is of the opinion that the framers of the syllabus of social studies, also should take care of this aspect of theory of learning. Advanced Psychology of learning, suggests that body of knowledge should be organized on and imparted with such principles as "From concrete to abstract, from known to unknown, from simple to complex etc." It is, however noticed that these principles have not been adequately taken care of while organizing the content matter.

For example, as per syllabus in question, the child first learns geographical conditions of the region and then the way of life of the people belonging to the region. But the Investigator feels that according to the theory of learning, the order should be just the reverse, because children know their daily life and so are familiar with the concept of way of life or the way people live in. Hence it would be more logical, and psychologically sound too, to

acquaint them first with the way of life of people in a particular region. Then they could be led to seek the reasons why these people have this particular way of life, viz. the climatic conditions of the region, the available natural resources, the occupations of the people and so on. This could further be linked up with human nature by pointing out that 'Man' is not satisfied with what he has and strives for better and prosperous life. Inventions and scientific advances encourage him further to better his life.

In short the Investigator is of the opinion that this psychological aspect of the learning process ought to have been considered critically, while organizing the content matter.

Not that it is altogether neglected, but it does not appear to be there in an adequate proportion, with the result that the organisation of the content matter smacks of a lack of awareness of psychological principles.

(3) Heavy and Burdensome Social Studies Programme

During the five years of primary school stage the child's mental horizon would be gradually widened from the immediate environment to a distant place. According to this syllabi the child is acquainted with the home, the school, local community and the world. In the I and II standards children learn about the home and the school.

Then later on in III, IV, V under the heading of local community, they learn about the physical and social aspects of the district, state, nation, and they are also introduced to the globe and the world.

Broadly it appears that, 'Geographical conditions, its influence on way of life and historical facts or events' are the basic broad concepts of social studies. Accordingly the factual information and understanding about the District, State, Nation and upto some extent about Globe and World, should be taught.

One distinct point is that, framers of the syllabi have recognized the new trend of teaching social studies that is 'Teaching through Generalisation'. Once the child learns one concept, then it should be trained to apply this acquired knowledge in other similar situations in a generalized form. By means of this new trend of teaching social studies through 'Generalization', teaching learning process will be quicker and easier. For example, once the child learns the broad basic concepts it can easily acquire the knowledge of Geography of the district, then of the State, then of the Nation and so on, through 'Generalization'.

From this point of view, social studies programme is nicely arranged. But, the Investigator cannot help a feeling that the contents of the syllabi have become heavy and burdensome and it would be difficult for the pupils to recall or memorize them. Acquisition of knowledge and

information, about the physical and social aspects of district, state, nation and globe-world and also historical information about facts and events of the state and nation is burdensome, as the children of the primary school belong to the age group 6 to 11 years.

However, inspite of these drawbacks the pattern of organization of content matter seems to be better than any previous one. And this is, indeed, a great contribution to the field of social studies. Moreover, it emphasizes the thought of Integrated social studies course. It cannot be gainsaid that on the whole, that the Project has inspired and given guidance to the Investigator to develop the syllabus for integrated social studies course.

#### 2.4 CONCLUSION

The present chapter gives a comprehensive and clear picture of the previous studies conducted in the area of the teaching of social studies, in foreign countries as well as in India. It begins with the origin of the subject social studies, and later on deals with the contributions made by the foreign as well as Indian Studies to the three aspects of the subject area viz. organization of the content matter, teaching strategy and instructional materials for teaching social studies. Review of the foreign studies reveals that each set of research studies, dealt with mainly one aspect of the crucial problem of teaching social studies. No doubt their contributions to the field of social studies

are valuable. They did good spade-work and provided sound foundation to the subject. Moreover, they encouraged and inspired the researchers, that followed.

Review of the Indian studies reveal that there is a need for more and more experimentation in practical approach to implement this programme of social studies in actual classroom situation. Simultaneously the theoretical aspect of teaching social studies also requires a more scientific approach in building the social studies programme. Because the subject social studies has a foreign origin, so we cannot transplant completely a foreign plant in the Indian soil. The plant has to take its root in the native soil and flourish in Indian atmosphere. Review of previous Indian studies indicates that the Social Studies Project has tried to tackle mainly the theoretical aspect but practical approach to teaching social studies in actual classroom situation has not been dealt with.

Hence in the present study the Investigator has made an attempt to make up the drawbacks of the programme of social studies which are pointed out in the foregoing discussion of previous studies. Further, the Investigator has made an attempt through experimentation to find out a practical approach to implement the programme in actual classroom situation with due limitations of the prescribed programme of Government of Maharashtra state. The next chapter deals with the procedural aspect of the present investigation.

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