CHAPTER II

THE PROBLEM
2.1 THEORETICAL RATIONALE

It has been discussed earlier in Chapter I that the curriculum programme of any field of study includes its planning, development, transaction and evaluation. Its content related dimensions comprise of specific content of a particular subject and its placement. The transactional processes involve the content analysis of the subject matter, formulation of instructional objectives and training of teachers in the use of instructional materials, selection and use of appropriate instructional methodology and evaluation strategies.

There has been a considerable research mostly pertaining to syllabus organisation; principles and techniques of content selection; placement of concepts; mechanism of development of text books, work books, reference material, teaching and instructional aids, etc.; grade suitability of vocabulary; establishing correspondence between content and objectives of curriculum.

In the context of social studies (history, geography, civics etc.), most of the researches pertain to methods of teaching, curriculum transaction and evaluation procedures.

Narayanaswami (1960) made an inquiry into the teaching of social studies in the secondary schools of Madurai district. Inadequacy of books and other teaching materials, failure to use audio-visual aids in teaching and learning and inadequate evaluation measures were identified as some of the limitations.

Khushdil (1960) compared the integrated and the traditional methods of teaching social studies. He found that in respect of assimilation and acquisition of knowledge the former was more effective than the latter.
The academic causes of backwardness in social studies at the elementary level were considered by Lulla (1966) and others. These were related to the defects in the curriculum, teaching material, teachers, and teaching methods and conduct of examinations.

Srivatsava (1969) in his study assessed the achievement of students of social studies with regard to developing certain democratic understanding, attitudes and abilities and found that these students were superior to their counterparts who had not studied social studies in respect of democratic aspects.

D'Souza (1971) compared the teaching of geography using two methods: the systematic method (by taking the whole country as the geographic unit) and the regional method (by taking a region of the country as the geographic unit). The findings revealed that the regional method resulted in higher achievement in terms of scores on the objective test.

Veerkar (1980) studies the effect of the integrated approach of teaching social studies on the performance of pupils of IV standard of primary schools. The results showed that the integrated approach was superior to the conventional approach in several respects.

Tiwari (1982) in his comparative study of trends of achievement measurement in various higher secondary examinations of various Boards of Secondary Education revealed lots of inconsistency with regard to difficulty level, objectives tested etc.

Khan (1982) in a study on teaching geography at the secondary level found that most of the geography teachers faced problems with regard to laboratory facilities, practical supply of teaching aids, and training for handling hardware for teaching geography. The syllabus was too lengthy to be covered in the prescribed time, and all the teachers used the lecture method of teaching, i.e., discussion.
demonstration and assignment methods were used by very few teachers; (v) a written test was the main mode of evaluation; (vi) half yearly examinations were conducted in almost all the schools; and (vii) almost all the school headmasters had problems related to library and laboratory facilities for geography education.

Ponkshe (1983) in his study has pointed out that: (i) the geography syllabi were not concept oriented; (ii) nearly 75 per cent geography teachers had offered geography as a special method at training level (however, most of them were unable to formulate specific objectives to teach concepts, analyse the concepts properly and develop suitable learning experiences for teaching geography concepts); (iii) most of the schools had neither adequate teaching aids nor adequate books on geography in their libraries. Film, filmstrips, slides, models, specimens and pictures were not used at all or if used, their use was not systematic; and (iv) the concept oriented method was found more useful than the traditional method.

Bhattacharya (1984) compared the effectiveness of the Concept Attainment Model and Inductive Model for teaching geography. He found that the models of teaching approach results in better achievement in geography even in average and low resource status educational institutions.

Patel (1984) in his study on teaching of history in Gujarat found that teachers of secondary schools mostly adopt story telling methods, lectures with questions, and assignment approaches. More than fifty per cent of the teachers read periodicals and prepare teaching aids. Most of the schools give 20 per cent weightage to internal assignments.

Muthappan’s (1984) study on the history curriculum in schools of Tamil Nadu indicates that there is need to make history as a separate
subject of study. It should not be treated as a part of social studies in the school curriculum.

Dhamija (1985) conducted a study on the effectiveness of a conventional, radio and modular approach in improving achievement of students in social studies. He pointed out that the high intelligent students scored high marks in geography when taught through the radio approach, civics through the modular approach and history through the conventional method. The high scores included marks for both knowledge and comprehension.

Ingole (1985) in his study on the teaching of history in Solapur district indicated that undergraduate history teachers failed to create a time-sense while teaching history. Teachers mainly used graphic teaching aids and other aids were rarely considered.

Pandey’s (1986) in his experimental study involved two groups, one was taught social studies using the Advance Organiser Model and the other Inquiry training Model. Their effectiveness was compared with that of the conventional approach. The findings indicated that the treatments had different effects on the pupils’ achievement.

Studies on the present position of teaching geography in secondary schools carried out by Jani (1987) in Gujarat and Patil (1985) in Solapur indicate that most of the teachers of geography were not fully qualified to handle the subject in terms of a degree in geography and/or professional training in methodology and therefore, mostly the lecture method in teaching was adopted by them. Audio-visual teaching and learning aids including maps were not considered necessary and hence not used in class. An important suggestion advocated by the researchers to solve the problems of teachers appears to be the organisation of in-service programmes in both content and methodology.
Asthana and Rani (1989) conducted a critical study of political education: its needs, concept, content and method at the secondary stage concluded that the major findings of the study were: (i) that political education was expected to promote among students political literacy and cultivate in them values like justice, honesty and freedom, besides making them conceptually rich and better prepared for taking sight decisions; (ii) a high degree of agreement existed on the content among principals, teachers and students; (iii) the methods favoured for teaching were found to be question-answer, discussion-cum-lecture, use of audio-visual aids, and non-formal ways; and (iv) analysis of the interview data suggested that political education should be made more activity oriented and less theory-based.

Raina (1990) studied a critical survey of history teaching in Rajasthan found: (i) that the lecture method was being used by 86% teachers again and again; (ii) the most commonly available and used instructional media were the textbook and the black board; (iii) the evaluation techniques followed by the Board were the ones used by the teachers too. No one had an idea of the non-cognitive outcomes of history teaching and its evaluation; and (iv) only 39% teachers suggested gaps and weaknesses which mainly related to the non-availability of instructional material and aids.

Dhand and Lyons (1991) conducted an experiment on an innovative curriculum in social studies in Saskatchewan (Canada) which is inhabited by a sizeable population of Indian origin. In his study he described that social studies as an area of school curriculum is in a state of turmoil. Citizenship education and cultural literacy are its primary objectives. The major goals of the new curriculum in social studies are concerned with developing democratic understanding and values including national as well as personal identity, and development of abilities and skills for analysing problems that affect us
as members of a changing and complex world. The pedagogic techniques recommended for transacting the new curriculum include open-ended questions, value clarification and value analysis, linking social studies content to the real life around and focus on global and peace education.

These studies indicate that modes of transaction are viewed as major determinants in learners outcomes especially as they affect attitudes of students as well as content mastery. Influence on modes of transaction have swing between teacher-centric and pupil-centric emphases, but current developments in the presentation of subject matter using various media have induced changes in the role of the teacher as mediator of the subject matter, repository of a number of methodology for transmitting the required learning as set-forth in the aims and objectives and presented in the subject matter.

From the perusal of these studies it is evident that no research has been conducted to study the curriculum transaction processes and strategies at high school stage in social studies which include history, geography and civics, except a study by Gupta (1983) on the social studies curriculum with special reference to secondary stage in Himachal Pradesh.

Gupta (1983) analysed the needs, aims and objectives, contents of the curriculum, methods, techniques, teaching materials used and strategies of evaluation employed by the teachers. The study was mainly of status-survey type, and descriptive survey method was used. The findings of the study indicated that: (i) there was no provision for participation, human relationships and other social adjustments, although man’s cultural heritage was a part of the existing syllabus. (ii) there was no scope for the development of self-reliance, tolerance, initiative, creativity, worldmindedness, appreciation and
adventurousness of outlook in the existing curriculum of social studies; (iii) the content matter did not focus on the variety and change in human behaviour in groups, interaction with physical environment and social environment, development of cross cultural and international understanding and lastly, successful integration of the subject. It was not related to significant problems of today like industrial changes, population changes, pollution and urbanization; (iv) it did not provide for a spirit of inquiry, flexibility, interaction between man and his environment, careful planning and experimentation. The traditional approach of history, geography and civics pervaded the content matter; (v) the lecture method or the question-answer method was frequently used. No creative method such as the project method or activity method was being applied in teaching social studies. The students were not exposed to a variety of learning experiences such as assignment, discussion, observation and interpretation; (vi) the traditional system of examination dominated the instructional procedures and the overall teaching-learning orientation in social studies; the concept of comprehensive evaluation had not been implemented; and (vii) the social studies teachers did not build a wholesome community environment.

The transaction procedures/strategies have an important impact on the learning outcome of the students in all the subjects including social studies. Social studies are mostly descriptive in nature, except geography which involves practical work also, and hence it requires the use of various types of methodologies by the teacher at the transactional stage. Since no study has been undertaken to investigate the transactional procedures and strategies in social studies (civics) at high school stage in Himachal Pradesh, it was thought worthwhile to select the following problem for research:
2.2 STATEMENT OF THE PROBLEM

Curriculum Transaction Procedures at High School Stage in Himachal Pradesh with Special Reference to Social Studies: An Evaluative Study.

The transaction procedures mostly concentrate on the effective implementation of social studies curriculum in the school system, which includes proper understanding of the curriculum content; models, techniques and strategies of teaching and evaluation; input-output relationship; classroom interactions; teacher effectiveness; learner motivation; factors influencing students attainments; role of audio-visual aids etc.

2.3 SIGNIFICANCE OF THE STUDY

The report, in 1916 of the committee on social studies of the Commission on Reorganisation of Secondary Education gave the sanction to the official usage of the term social studies. With the formation of the National Council for Social Studies in 1921 and with the consistent use of the term in professional organisations, social studies came almost, universally accepted term in the school set up.

The social sciences are inextricably connected with a country's social thought. Social sciences, as Kabir (1956) pointed out, give us basic information and knowledge about man in society, but the laws we derive from them are neither impersonal nor immutable. Where man is the object of his own study as is the case in all the social sciences – we have to take into consideration not only what he is but also what he thinks he ought to be. As is commonly understood, the social sciences include, history, geography, civics, economics, sociology (and anthropology) and political science. At their boundaries.
the social sciences reach into the study of the individual in relation to society (social psychology) and of nature (social biology, social geography). (Dahrendorf, R. 1989).

While at the university and college levels, the various disciplines that form the part of 'social sciences' are offered as separate fields of specialisation, subjects, specially such as history, geography and civics, have been included as school subjects for several years, perhaps over a century. A more recent addition has been the subject of social studies which has divergent approaches in its presentation. In one approach in several school systems in India, the subject, social studies, is a combination of history, geography and civics with a tinge of economics, but these are taught as separate subjects under the umbrella of 'social studies'. Another approach stresses the integration of all the subjects, as they should be, and where the individual entity of each of the subjects is submerged and what emerges is composite instructional process which develops students a wholesome attitude to social living. From the researches that have been carried out in the area of social studies it is evident that both these approaches are followed in schools, based on the type of approach indicated in the curriculum of the schools in the different states.

Any society takes care of its young through the home and the school. It is through its schools, that a society prepares its future citizens. In a developing society like ours this responsibility of the school is greater, because the school should not only transmit from one generation to the next, our tradition and culture, but helps in the process of modernisation. For discharging this responsibility, the school depends, among other things, heavily on the teaching of social studies, the central concern of which is to understand the relationship between man and his society.
The study of social studies helps to develop a broad, rational, national and secular outlook. The Secondary Education Commission (1952-53) has emphasized that:

The education system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizen to bear worthily the responsibilities of democratic citizenships and to counteract all those fissiparous tendencies which hinder the emergence of a broad national and secular outlook.

The educational system of a democratic society must be prepared to satisfy the needs of the students for growth in mental and physical health and growth in moral and ethical values. Students need to learn recreational, social, educational, moral and vocational skills. The secondary social studies curriculum includes many of the activities and experiences that have been planned to facilitate growth. The proper purpose of social studies in secondary schools is to meet the imperative needs of the youth. A special purpose of social studies is to spread a clear understanding and whole hearted acceptance of democracy and the values on which it rests. The school and its programme of social studies should no less implant the sense of belongingness and progressively extend man's horizon from neighbourhood to town and so on. Community is built on three elements of a shared territory, a shared citizenship and a shared sentiments of belonging to one another. It is essential to the success of democratic education that it should use the democratic technique in study. The self centred competitive procedures be replaced by social incentives and cooperative team work (Gupta, 1983, p. 27).
The traditional curriculum was conservative, abstract and laid great stress on its intellectual content. The modern curriculum is liberal, concrete and with social content which is mostly contributed by social studies. Social studies provide an introduction to more specialised students as they continue education beyond school and serve as an abridged humanities course. In social studies there is scope for fusion, correlation, integration and core-curriculum. The subject has a distinct advantage in its contents as well as in its methods and organisation of study. It ceases to be artificial and second hand. It is as near actuality as possible.

It is not the purpose of social studies to ensure a thorough knowledge of any subject though such knowledge may result from the course. Social studies implies something happening to pupils and the teachers and not merely something studied by them. The task is really to look at life and see it not in terms of subject but in terms of social values. The individual is the fundamental unit in social problems and the school is a human institution.

The social studies satisfies a three fold need (i) the problems of a changing society; (ii) the experienced needs of its future citizens; and (iii) the awareness of teachers conscious of their responsibility as guardians of civilization. These all make social studies an indispensable constituent of any education we may claim to prepare the young for future citizenships.

The nature of our society and its rapidly growing value conflicts and problems suggest that the schools must prepare students for dealing with social controversy and cultural change in a systematic and creative way. Schools can no longer ignore the real world outside their walls and try to build a different social system within them. The role of social studies, especially of civics, in the educational system is important, because so much of the content of civics focuses on man
and his culture, family and behaviour. Thus, provision of civics in our schools in not only desirable but urgently necessary if our young people are to be properly prepared for full personal life. Civics develops the attitudes and skills of social mindedness, truthfulness, honesty, loyalty, tolerance and cooperation etc., which are so essential to group life and civic efficiency.

The purpose of social studies especially of civics, in schools is social initiation. Social awareness is most essential to avoid anti-social behaviour. Achievements of the society in the past and their effect on present is the important context of social studies. Its study inspires students with love of the motherland. Civics is a world subject and is dedicated for the study of human relationships.

In view of the importance of the civics and its teaching at the school level, the present study would be of immense use to the educational administrators, school teachers, curriculum framer, teachers students, parents and community. It is expected that the content analysis of the curriculum of civics and its transaction will be of immense use to the curriculum framers and the teachers in identifying the topics which are relevant and related to the needs of the students of Himachal Pradesh. The content analysis of the curriculum would also be helpful in weeding out the topics which are not of any use to the students in particular and society in general.

It has been pointed out by various researches Gangopadhyay (1991), Kaur (1991), Kulkarni (1991), Panda (1990) and Perumal (1989) that various curriculum transactional processes have a positive impact on the learning outcomes of students in social studies. In view of this the present study would also point out whether the transactional processes, which have been found to have a positive impact on the learning outcome of the students in civics by the researches already
conducted in the area; are being used by the teachers of social studies at the high school stage in Himachal Pradesh.

2.4 OBJECTIVES OF THE STUDY

The present study was undertaken keeping in view the following objectives:

1. To make the content analysis of curriculum of social studies (civics) at high school stage.
2. To study the curriculum transaction procedures in respect of social studies (civics) with reference to the following:
   - Teaching strategies.
   - Media: print and electronics.
   - Evaluation strategies.
   - Teacher behaviour.
   - Role of the parents/community in providing academic support to students and school.
3. To make suggestions with regard to the curriculum transaction procedures with special reference to social studies (civics) at high school stage.

2.5 DELIMITATIONS OF THE STUDY

1. The study was delimited to the ten districts of Himachal Pradesh.
2. The study was confined to the curriculum transaction procedures at high school stage with special reference to (civics) component of social studies.
3. The study was also restricted to the experts of social studies, teachers teaching social studies at high school stage and the parents and community members of the surrounding areas of the school.
2.6 OPERATIONAL DEFINITION OF THE TERMS

1. **Curriculum**
   The total programme of educational activities or experiences offered by an institution through its total institutional programme designed to achieve the prescribed objectives. It may also mean a systematic group of courses, or an over all plan of the content of instruction required for completion in school years, or school stage, for certification.

2. **Transaction Procedures**
   The term refers to activities undertaken by the school in achieving the goals of education. In the present context, it includes understanding of the course content, use of various teaching strategies, behaviour exhibited by the teacher, use of media: print and electronics and evaluation techniques.

3. **Social Studies**
   The subject designed to give a measure of knowledge for understanding contemporary society. It includes those portions of the social sciences which are pertinent to the immediate purpose of learning and can be adapted to the level of comprehension of the students. Social studies comprises the study of history, geography, civics, political science and economics. In the present problem it refers to the study of civics only.