SUMMARY
SUMMARY

RATIONALE OF THE STUDY

We all human beings possess more or less creative ability. The unfoldment of this creative ability requires proper nourishment. The researchers like Necka (1994), Tolliver (1985), Alencar (1999a), Poulvich (1993), Cole, Sugioka and Yamagata - Lynch (1999), Guilford (1959), Alencar (1995, 1996), Alencar, Fleith and Virgolim (1995), Montuory & Purser (1995), Alencar, Fleith and Martinez (2003), MacKinnon (1978), Stein (1974), Croplay (1970) etc. criticized the existing classrooms as anti-creative and demanded the development of creative talents of the students through our education. The studies conducted by Tisdoll (1962), Rouse (1965), and Cawley and Chase (1967) suggest that even mentally retarded children are capable of thinking creatively. IEC (1964-66), NPE (1986-92), NCERT Curriculum Framework (1987) etc. emphasized a lot for the development of creative abilities among our school children. The issue of 'Can creativity be taught?'-has been solved by many researchers. Parnes and Meadow (1959, 1969), Osborn (1957), Sullivan and Tylor (1967), Maltazman and et. al. (1958, 60) etc. have clearly stated that creativity can be enhanced through training, stimulation and intervention. Similarly, Craft (2000), Halliwell (1993 p-69), Jeffrey and Woods (1997 p-31), Gupta (2000) etc. appreciated the teaching of creativity, as the good teaching and the teaching of creativity should be given a significant place in the normal classroom. Regarding the fostering of creativity, Croplay (1970) says, it is good, convenient and beneficial to develop creativity among our school students through the teaching of different school subjects but less attempts should be made to teach creativity as a separate / formal school subject. Hudson (1973) suggested that the arts subjects facilitate more creative ability than the subjects like science, math, technology etc.

The development of cognitive ability of the children is the prime task of each and every curricular area. It may be social studies or science or math or technology but all are meant for cognitive development of the children. The efforts made in the area of cognitive development of the children by Piaget (1952), Vigotsky (1978), Bloom and et al. (1956), Bruner (1960), James (1890),
Guilford (1967) Fisher and Pipp (1984), Case and Griffin (1990), Elkind and Flavell (1969) etc. are quite significant. Gaysu (1988), Chhotray (1989) and Shah (1992) found that training can enhance the cognitive abilities of the students. The efforts made in this area are not sufficient and those need to be strengthened (Mishra, 1988; and Mishra and Agarwal, 1993).

The development of the cognitive and creative abilities is much important for all of us. The elementary stage is a vital stage for the development of cognitive and creative abilities. As the elementary stage is considered as the foundation stage of one's life, so proper nourishment in this stage lead the child towards proper development of his/her cognitive ability and unfolding of his/her creative ability.

The subject 'social studies' provides vast scope for the development of cognitive and creative abilities of the elementary school children. It is a general fact that the subject social studies aims at securing maximal cognitive / mental development of students. Also the subject social studies is very much important for the development of creative ability. Torrance (1961), Hudson (1966, 1973), Craft (2000) etc. very categorically mentioned that creativity can be enhanced through teaching of different school subjects. And, among them Hudson (1966) told that divergent thinkers showed an overwhelming preference for arts subjects (in other words they preferred literature, modern languages, history, art and the like). And, from this (Hudson's) study one can infer that arts subjects provide greater scope for development of creative ability, and since social studies is more considered as a arts subject so it seems to be a suitable medium for development of creative ability.

Teaching – learning aims at holistic development of the students. No particular / specific approach of teaching learning can be effective for developing all the competencies of the students. The approaches of teaching-learning will vary from topic/subject to topic/subject according to the needs of the learners, demand of the situation, nature of the content materials, nature of the learning units / topics, demand of the society and the facilities available for it. The researchers like Sullivan (1967), Bloom (1971), Kohlberg (1976), Koul (1986), Panday (1986) and many others are agreed on the point that, no particular strategy is appropriate for achieving all the objectives of teaching – learning. This led the researcher to develop a new, flexible and activity oriented approach of teaching – learning, i.e., “Multi – dimensional activity based integrated approach of teaching-learning”.
The above discussions provide the following strong points to the researcher or the following research gaps:-

- Cognitive development is the prime task of each and every curricular area.
- Creativity development through different curricular subjects is a challenge for present day education.
- Elementary years are much important for cognitive and creativity development of the students.
- The subject social studies provide better scope for the development of cognitive and creative abilities of the students.
- "Multi-dimensional activity based integrated approach" is new flexible and activity oriented approach for teaching – learning.

And, judging the above stated research gaps, the researcher is very much anxious to know the effectiveness of a new strategy (multi-dimensional activity based integrated approach) in developing cognitive and creative abilities in social studies of elementary school children.

STATEMENT OF THE PROBLEM

The problem of the present study can be stated as:

"EFFECT OF MULTI-DIMENSIONAL ACTIVITY BASED INTEGRATED APPROACH IN ENHANCING COGNITIVE AND CREATIVE ABILITIES IN SOCIAL STUDIES OF ELEMENTARY SCHOOL CHILDREN".

OBJECTIVES OF THE STUDY

The objectives of the present study are:

1. To identify four important cognitive competencies (knowledge, understanding, skill, and application) which can be developed through teaching of social studies.

2. To identify three important creative competencies (fluency, flexibility, and originality) which can be developed through the teaching of social studies.

3. To develop multi-dimensional activities in the area of social studies and integrate them for teaching of cognitive and creative abilities in social studies.
4. To study the effect of Multi-dimensional Activity based Integrated approach (MAI) over Traditional Method of Teaching (TMT) in enhancing over all cognitive abilities and overall creative abilities in social studies with regard to the pre-test and post-test scores.

5. To compare competency wise cognitive abilities developed through MAI and TMT; and creative abilities developed through MAI and TMT in social studies with regard to pre-test and post-test scores.

6. To compare content area (Hist., Geog., and Civics) wise cognitive abilities developed through MAI and TMT; and content area (His., Geog., and Civics) wise creative abilities developed through MAI and TMT in social studies with regard to pre-test and post-test scores.

7. To compare the competency wise cognitive abilities developed through MAI and TMT in relation to different content areas in social studies; and the competency wise creative abilities developed through MAI and TMT in relation to different content areas in social studies with regard to pre-test and post-test scores.

HYPOTHESES OF THE STUDY

1. There exists significant difference between mean scores of overall cognitive abilities developed through MAI and mean scores of overall cognitive abilities developed through TMT in social studies with regard to pre-test and post-test scores.

2. There exists significant difference between mean scores of overall creative abilities developed through MAI and mean scores of overall creative abilities developed by TMT in social studies with regard to pre-test and post-test scores.

3. There exists competency wise differences between cognitive abilities developed through MAI and cognitive abilities developed through TMT in social studies with regard to pre-test and post-test scores.

4. There exists competency wise differences between creative abilities developed through MAI and creative abilities developed
through TMT in social studies with regard to pre-test and post-test scores.

5. There exists subject area wise differences between cognitive abilities developed through MAI and cognitive abilities developed through TMT in social studies with regard to pre-test and post-test scores.

6. There exists subject area wise differences between creative abilities developed through MAI and creative abilities developed through TMT in social studies with regard to pre-test and post-test scores.

7. There exists competency wise differences between cognitive abilities developed through MAI and cognitive abilities developed through TMT in relation to different content areas in social studies with regard to pre-test and post-test scores.

8. There exists competency wise differences between creative abilities developed through MAI and creative abilities developed through TMT in relation to different content areas in social studies with regard to pre-test and post-test scores.

METHODOLOGY OF THE STUDY

Present study is an experimental type of research. In this study, the researcher had taken the challenge to study the effectiveness of multi-dimensional activity based integrated approach over traditional method of teaching in developing cognitive and creative abilities in social studies of elementary school children.

SAMPLE

In the present study, the researcher had followed the purposive sampling method in order to select the sample. That means, for the present study, the researcher had taken these two schools (K.V. No.-I, Bhubaneswar, and D.M. School, Bhubaneswar) purposively for the experiment. Out of three sections (i.e., Sec.-A, Sec.-B and Sec.-C) of Class-VI in DM School, two sections (i.e. Sec.-A and Sec.-B) were taken for experiment. Similarly, out of three sections (Sec.-A, Sec.-B and Sec.-C) of Class-VI in K.V. No.-1, two sections (i.e., Sec.-A and Sec.-C) were taken for experiment. The details of the sample of the present study are given in the following Table.
TABLE
DESCRIPTION OF THE SAMPLE

<table>
<thead>
<tr>
<th>Name of the School</th>
<th>Name of the Section</th>
<th>Number of students experimented in all the stages of experiment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.M. School, Regional Institute of Education (NCERT), Bhubaneswar.</td>
<td>A</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>27</td>
</tr>
<tr>
<td>K.V. No.-1, Unit-IX, Bhubaneswar.</td>
<td>A</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>112</strong></td>
</tr>
</tbody>
</table>

All these 52 students of DM School constituted the members of control group wherein all these 60 students of K.V. No.1 constituted the members of experimental group. These 112 students comprised the sample of the final study.

TOOLS USED
The important types of tools used in the present study are:
(a) Instructional tools
   i) Multi-dimensional activity based integrated approach
   ii) Traditional method of teaching
(b) Testing / measuring tools
   i) Cognitive ability test in social studies (CTS)
   ii) Basantia’s test of creative ability in social studies

TECHNIQUES OF DATA ANALYSIS
For the present piece of research work the researcher has used the descriptive statistics like mean, standard deviation, graphical representation of data etc. and the inferential statistics of ANCOVA for analysis of data.

BROAD CONCLUSIONS
On the basis of the findings of the study, the following broad conclusions are drawn.
1. MAI has significant merits over TMT in respect of developing overall cognitive abilities in social studies at the elementary level.
2. MAI does seem as a better strategy than TMT for developing overall creative abilities in social studies at the elementary level.
3. MAI has significant merits over TMT in developing competency wise cognitive abilities (referring to knowledge competency, understanding competency, skill competency and application competency) in social studies at the elementary level.
Referring to the development of competency wise creative abilities in social studies, MAI has merits over TMT in developing fluency competency and flexibility competency in social studies; whereas MAI and TMT don't differ in themselves in respect of developing originality competency in social studies at the elementary level.

MAI has merits over TMT in developing content area wise cognitive abilities (referring to Geography content area, History content area and Civics content area) in social studies at the elementary level.

MAI has merits over TMT in developing content area wise creative abilities (referring to Geography content area, History content area and Civics content area) in social studies at the elementary level.

MAI has merits over TMT in developing competency wise cognitive abilities in different content areas (referring to knowledge competency, understanding competency, skill competency and application competency of Geography content area; knowledge competency, understanding competency, skill competency and application competency of History content area; and knowledge competency, understanding competency, skill competency and application competency of Civics content area) in social studies at the elementary level.

Referring to the development of competency wise creative abilities in different content areas in social studies, MAI has merits over TMT in developing fluency competency and flexibility competency of Geography content area; fluency competency and flexibility competency of History content area; fluency competency and flexibility competency of Civics content area in social studies, whereas MAI and TMT don't differ in themselves in respect of developing originality competency of Geography content area; originality competency of History content area; and also originality competency of Civics content area in social studies.

EDUCATIONAL IMPLICATIONS

The findings of the present study signify that the development of cognitive and creative abilities in the area of social studies of the learners / students at the elementary level is possible through the use of multi-dimensional activity based integrated approach. The following educational implications can be drawn referring to the present study.
The aim of our school education shouldn't be only cognitive development (cognitive development in terms of convergent thinking) of the learners but it should aim at bringing both cognitive as well as creative development (creative development in terms of divergent thinking) of the learners.

Due care must be taken to develop creative ability of the learners through the teaching of different school subjects instead of teaching creativity as a separate discipline.

Due care must be taken to use the subject 'social studies' as one of the best means for creative development of the young learners of our schools.

The teacher should try the best to use multi-dimensional activity based integrated approach for developing various abilities of the school children. But, the teacher should give much emphasis on this approach for the development of the creativity of the school learners.

Due care must be taken to create such an atmosphere in the home, school and community of the learner which would lead the learner towards divergent and critical thinking.

The teaching-learning process of our school should not aim at only the development of individual creativity rather it should aim at developing both individual creativity and corporate / group creativity.

The entire teaching-learning process of the school should be democratic, congenial, innovative, friendly, participative and practical oriented.

Due care must be taken to employ such kind of teachers in our schools who would discourage to impart the rote and rudimentary knowledge to the students and encourage / facilitate imaginative, practical and cognitively flexibility knowledge to the students.

Due care must be taken to design our teacher training programme in such a way that, it would prepare the teachers properly for bringing the holistic development of the learners. Similarly, our teacher training programme must train our teachers properly regarding how to use activity based integrated approach in our teaching–learning process.
Due care must be taken to use the multi-dimensional activity based integrated approach at different class level of our school education and to develop the different abilities through it.

Planning must be made starting from national level to local level for flourishing all the creative talents and characteristics of the learners of our schools.

Quality education for the learners in our school should be interpreted from the point of view of holistic development of the learners by giving special emphasis on the development of the creative abilities of the learners.

The development of creative ability along with the development of other abilities should not only the part of the objectives of our teaching-learning process but this development of creative ability should form the integral part of our teaching learning procedure, text book, evaluation procedure and in a single word all the inside and outside activities of the school.

The recent trend of competency based and commitment-oriented teaching-learning should include the development of creativity as one of its most important dimension. And, the multi-dimensional activity based integrated approach should be followed / considered as the most important strategy / method to achieve the objectives of this competency based and commitment oriented teaching-learning.

DELIMITATION OF THE STUDY

1. The present study was confined to two English Medium Schools of Bhubaneswar City, namely, Demonstration Multipurpose School (Regional Institute of Education), Bhubaneswar, and Kendriya Vidyalaya No. I, Bhubaneswar.
2. The study was delimited to Class – VI students.
3. The study was delimited to cognitive and creative abilities in social studies.
4. The present piece of study was confined to few selected contents of the subject social studies.

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