CHAPTER III

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In the second chapter, a review of related studies from both India and foreign countries has been discussed. In this Chapter, an attempt is made to focus on the problem. The Secondary Education Commission (1952-53) (85) mentions, the starting point of educational reform must be the re-linking of the schools to life and restoring intimate relationship between them, which has broken the development of the formal tradition of education.

Desai (1972) (25) in his study mentions several obstacles standing in the way of the teacher from utilizing the community resources available for giving instruction for various reasons such as unflexible time-table, finance and administrative difficulties, lack of knowledge about the available local resources by teachers is also one of the important factor.

Nagarajaiah, R (1981) (56) conducted a study on the availability and the utilization of community resources by the high schools managed by
Siddaganga Mutt. This study also focused on lack of knowledge by the teachers even to utilize the available resources.

Hilda C.M. Arndt (1975) identified the aspects of interdependence of the school and other community institutions by interdependence of the school and the community institutions was viewed as undergirding the schools primary function of helping children acquire competence in meeting their life tasks and in adopting creativity to change.

Community conditions may inspire upon a child's capability and freedom to learn. Collaboration between schools and other community agencies is also viewed as contributing to preparation of students to assume social responsibility as adult citizens. Collaboration on behalf of individuals stressing the necessity for involvement of parents and children in references to community agencies, securing in a professional role and respect for the contribution of others and issues in group deliberation and planning. Pupil personnel workers must give effective leadership within both school and community to enhance children's motivation and opportunities to learn.
Need for the Study

Even though all educationists have stressed the need for revivifying the teaching of social sciences, in actual practice, it is found that there are hardly any attempts by the social science teachers in this context, by linking school and community (25, 56). This has been commonly observed by several educationists and educational supervisors, the same thing is the experience of the researcher also. In course of a few workshops and seminars which were organised in various colleges of education, the same issue has been very elaborately debated. The researcher by virtue of his experience as a participant and also as a resource person during such inservice programmes, has had several interaction sessions with teachers and headmasters of schools teaching social sciences in Bangalore Rural District. It is at this juncture that the need for such a systematic study was realised. This was further elaborately discussed with a few senior headmasters, experienced teachers, educational supervisors of the education department and a few professors of social sciences of the Colleges of Education. All of them supported this idea of undertaking a systematic study of this type. Hence the problem for the present study.
Further it is also the long wish of the researcher, that a study of this type in the field of teaching social sciences at the secondary stage will directly improve his professional competency to actively participate as a resource person during several in-service programmes of teachers by various professional bodies. The findings of the present study may also help the organisers of training programmes like State Department of Education, to plan and organise their training programmes which bring the school and the community closer to each other effectively.

**Statement of the Problem**

"A CRITICAL STUDY OF UTILIZATION OF THE COMMUNITY RESOURCES IN TEACHING SOCIAL SCIENCES IN SECONDARY SCHOOLS OF BANGALORE RURAL DISTRICT".

The main purpose of the present investigation is to study the utilization of available community resources in teaching social sciences of Bangalore rural district and also suggest measures for the optimum utilization of these resources.
Specific Objectives of the Study

The present study has been undertaken with the following objectives:

(i) To identify the community resources available in Bangalore Rural District for teaching social sciences.

(ii) To find out the extent of utilization of the available community resources in teaching social sciences by the secondary schools of Bangalore Rural District.

(iii) To identify the reasons for not utilizing the available community resources.

(iv) To suggest measures for the optimum utilization of the community resources for effective teaching of social sciences.

Scope of the Study

The study is confined to the secondary schools social science teachers of 100 secondary schools situated in Bangalore Rural District (Karnataka State) during the year 1996-97. They include government high schools, aided high schools and unaided high schools. Some of them are
Boys high schools, girls high schools and co-educational high schools (Appendix II). This study focuses on the availability and utilization of community resources by the secondary schools of Bangalore Rural District.

For collection of data the researcher has prepared a checklist and on the basis of information collected by the checklist he developed a questionnaire. The checklist and the questionnaire have been validated by the following six experts:

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Definitions of the Terms Used:

Operational definitions of the terms used:

i) Community: In this study "Community" refers to the immediate locality, where the school is situated.

ii) Resources: Resources mean physical/natural and human resources of the community.

iii) Utilization: Making use of the resources available for day to day instructional programme in social sciences.

iv) Social Sciences/Social Studies: These two words are used in the same context in the Indian conditions. It refers to the VIII, IX and X standard syllabus in history, civics, economics and geography of Karnataka State.