CHAPTER VI

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It has been accepted by all the societies now that education is a must for any society as it brings about social change. The agency which gives education to students is the school. It has to prepare good citizens for the community in which it is situated. But, on many occasions, it is observed that the school and community are isolated from each other. To improve the school and community relationship the community has to work actively. The physical resources and the human resources to be identified and utilized for improving the teaching of all the subjects in general and social science in particular. To find out how the schools have attempted to utilize the available resources for teaching social sciences this study is launched.

1. The problem

The major purpose of the present investigation is to study the utilization of available community resources in teaching social sciences in
secondary schools and suggest measures for the optimum utilization of these resources.

1.1. 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.

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.
1.2. Scope of the study

The study is confined to secondary school 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 schools.

2. Design of the study

For the present study the survey method is followed. Survey research is a method for collecting and analysing data, obtained from large number of respondents representing a specific population collected through highly structured and detailed questionnaire or interviews.

2.1. Tools for collecting the data

2.1.1. Checklist

In pursuance of objective 1 the researcher developed a checklist. The checklist was prepared by keeping 5 broad areas.
2.1.2. Questionnaire

The researcher has to elicit valid and reliable responses from social science teachers of 100 secondary schools of Bangalore rural district regarding the extent of utilization of the community resources in teaching social science. The checklist prepared by the researcher was helpful to prepare the questionnaire.

The questionnaire was prepared by keeping in view 5 broad areas.

2.2. Sample

For the purpose of the present study the researcher has adopted stratified random sampling procedure. Eight sub groups are scattered in the eight taluks of Bangalore rural district. Out of 300 schools 100 Secondary Schools are selected.

2.3. Collection of the data

The data was collected from social science teachers of 100 secondary schools through personal visits. The data so collected has been interpreted
by using percentage. Table and graphs are drawn to highlight the data where ever necessary.

3. **Summary, Conclusions and Suggestions.**

Here, attempt is made to present brief summary of what has been done, how it has been carried out, what has been found out and what feedback is given to Secondary Schools for utilization of community resources in teaching Social Sciences effectively. Suggestions have been given for further research.

1. The available community hall and mandal panchayat hall has been used for various purposes by majority of schools. Further it is suggested that the available community hall and mandal panchayat hall may be further utilized for various purposes like organising yoga camps and for spreading the literacy to the members of the community. The schools may also make this literacy programme more popular by involving the members of the community.
2. It is gratifying to note that the available public library has been utilized by most of the students and teachers. However, it is suggested that, the state government may open public libraries in places where public library is very much felt by the students and teachers. Hence, at least on every Saturday and Sunday, the library authorities may make arrangements for mobile library services for the benefit of students and teachers where public library facilities are not available.

3. It is encouraging to note that the religious places of all the major religions are found near to the school. Majority of teachers say they make use of these religious places according to the needs of the content, while discussing about communal harmony, religious toleration and principles of different religions.

It is suggested that the schools which are not using these religious places may think of using them according to the content requirement.
4. Arranging visits to the village panchayat and mandal panchayat office may help students to understand the important functions of village panchayat and mandal panchayat office. Visit to the above said places by students help them to understand their future roles and responsibilities as citizens of India.

5. It is gratifying to note that majority of schools have involved members of village panchayat, mandal panchayat and zilla parishat members to explain the functions of these government offices. The visits of these members helped students to acquire knowledge about local self government and decentralization. It is also beneficial to students in understanding the social problems, issues and current events.

6. It is interesting to note that schools have conducted special health programmes like periodic medical check-up, pulse polio programme, preventing diseases, awareness about population explosions by inviting doctors to the school.
7. It is gratifying to note that all teachers are aware of the places of historical and cultural importance in their locality. It is happy to note that many teachers have fully utilized the available local cultural and historical places for effective teaching of social science.

   However, schools which have not utilized such places may also think of utilizing the available local cultural and historical places by arranging visits to these spots. It gives students a sense of reality in learning social sciences.

8. It is a happy sign to note that majority of teachers correlated the theory framework to reality by arranging excursions. During excursions students came to understand that social science syllabus has prescribed by keeping the evidences.

   The schools which are not arranging excursions may also think of organizing excursions to historical and cultural important places.
9. Sixty five per cent of teachers say there is a police station or police outpost in the locality, 25 per cent of teachers say there is no police station or police-out-post in their locality.

10. It is interesting to note that majority of schools have utilized the services of the police officer for various purposes. Such lectures and discussions will help students to understood their role in the present situation.

11. It is interesting to note that all teachers who have confirmed that there are hillocks near to the school had arranged visits to these spots to explain the geographical importance.

    Hence, the other schools where such facilities are not available may also think of arranging excursions to such places.

12. It is encouraging to note that majority of teachers are evincing keen interest in helping students to understand the historical and social aspects of history by observing films which have historical and social theme.
The other teachers who are not advising students may also suggest to students to see historical and social movies.

13. It is gratifying to note that majority of teachers have advised their students to see all historical movies. In addition to this teachers may suggest their students to see the films of their mother tongue and other languages which are screened through television network.

14. Majority of the teachers agree that the services of the postmaster has been utilized by the schools to create awareness among students regarding various aspects of postal services.

   It is suggested that schools which are not utilizing the services of the postmaster may think of arranging talk and discussion to their students.

15. It is quite interesting to note that the available human resources in the community have been used by the schools for various purposes. The other schools, where the services of the bank manager
is not utilized may think of utilizing the services to educate their students regarding the importance of banking and different functions of bank.

16. Majority of the teachers agreed that celebration of national festivals is very necessary, because, it enables those students to understand the significance of these festivals. Such celebrations also help to promote patriotic feeling among students. It is interesting to note that all teachers are aware of celebrating national festivals.

17. It is encouraging and gratifying to note that majority of teachers of the secondary schools have used the services of various officials and persons like, teachers, lecturers, police officers, doctors, etc., available in the locality.

The other schools where this effort is less, may also think of inviting officials and persons to highlight the idea of diary development and various job-oriented courses.
18. It is gratifying to note that the major social problems of the society have been discussed at the school stage, because all the students who are the future citizens of our country have to understand all these problems in clear perspective. Teachers who have not arranged talks and discussion may also think of arranging talks by the officials and authentic persons available in the locality.

19. It is encouraging to note that the human resources available in the community like, freedom fighters, police officer, bank manager, doctor, engineer, lecturer, farmer, religious leaders and politicians have been invited by the schools to talk on various aspects to their students.

    The schools which have not made any attempt to use the services of such resource persons have to make attempts to use the services of community on different occasions by keeping the need in consideration.
20. Majority of the schools are celebrating Ganesha festival. Celebration of Ganesha festival is important because students belonging to different Religious will take part in it. In addition to celebration of Ganesha festival, the schools may also think of celebration of festivals of other religions in the school from such celebration students get good experiences of the other religions and their practices.

21. The teaching of social science at the secondary stage inculcates some important values among students. Majority of teachers suggested values like religious toleration, unity in diversity, cultural appreciation, love towards culture, love towards the country, appreciation of religious principles. It is happy to note that most of the students are receiving different messages by participating in the community festivals.

22. It is gratifying to note that majority of the teachers have confirmed the advantages of celebrating festivals of various religions in the school.
23. It is gratifying to note that majority of teachers have suggested some extra curricular activities to students to develop awareness among students about protection of environment.

   It is suggested that the schools may think of involving voluntary organisations and pollution control board officials to promote environmental awareness among students.

24. It is gratifying to note that majority of students are aware of protection of public property.

25. It is interesting to note that majority of teachers admit that their students discuss among themselves whenever they heard the news relating to destruction of public property and they also discuss about the consequences of destroying public property.

26. Eighty one per cent of teachers agree that they have involved students in community service activities, 14 per cent of teachers say they do not involve, 5 per cent have not responded.
It is gratifying to note that most of the schools are organising community service activities.

27. The reasons for not utilizing the community resources fully by the secondary schools may be, the physical resources and human resources may not be available in their locality, because some of the schools are interior rural schools.

28. Teachers may be busy in completing the syllabus, hence, they do not find time to plan for utilizing the community resources for strengthening social science teaching.

29. The secondary schools may think of utilizing the community resources in a better way by arranging field trips, undertaking community surveys, community survey projects and undertaking social service activities by the schools.

**Suggestions for Further Research**

The present study has definitely uncovered a few research areas that could be undertaken.
1. A comparative study may be undertaken by taking different districts in Karnataka state regarding utilization of community resources for teaching social sciences in primary, secondary, junior college, degree college and post graduate levels.

2. This study may be further extended by taking more sample and also by using interview schedule as a technique for obtaining the data.

3. The effectiveness of teaching social sciences through the community resources may be undertaken by actually conducting class instruction by utilizing physical and human resources of the community.

4. A survey of community resources in the state of Karnataka may be undertaken and it may be related to the teaching of local history.