CHAPTER I

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Article 30 of the Indian Constitution declare that Right to Education is a fundamental right of every citizen. In a democratic country like ours equal educational opportunities are given to all citizens without any discrimination of caste, creed, colour and sex. This is as it should be and not to be a privilege of the few. The same opinion has been accepted by all the societies now, since education is a necessity for any society to bring about social change and the development of human faculties. Rabindranatha Tagore (54: 267) opines that, "Education is an all-round development of all human faculties for the attainment of a full life." Mrs. Anni Besant also defines (54: 268) the aim of education as, "To draw out all the faculties of the boy on every side of his nature, to develop him physically, emotionally and spiritually." Further, Gandhiji who gave Basic Education System to India also defined Education as an all-round drawing out of the best in child and man, body, mind and spirit (54: 274).
Education for full life as Tagore conceived it, should be related, besides nature, to society in order to introduce in it the essential human angle. Education being an organised part of the life of the society must be broad based on community life. As such the school has a very vital role in the social set up of the community and the nation. The Report of the Education Commission (1964-66) (89: 1) rightly points out that, "The Destiny of India is being shaped in her class rooms."

The National Policy on Education (1986) (98) and the programme of Action (1992) (99) gave a policy framework for teaching various school subjects that include social sciences also at the secondary stage. According to this, the general policy framework of teaching social sciences at the secondary stage has three components, these were:

1. Deepening the pupils understanding of contemporary India and its social, economic and political development as an independent nation and its composite culture;

2. Developing in the pupils a world progressive ideas and an understanding of the problems of the contemporary world,
particularly those relating to international peace and human rights and the establishment of a world order; and

3. Inculcating in the student a spirit of inquiry, a scientific and forward looking outlook and aversion to injustice and bigotry.

It also emphasised the importance of relating education and community life. To realise these goals of education we have various agencies of education both formal and informal functioning on a co-operative basis.

**School and the Home**

School is a formal agency of education. In the School the procedures of admission, instruction, examination and promotion are not only structured but also rigid unlike, the informal agencies of education like the family, church, museum, mass media and the community. Each of these agencies plays their own role in educating the child to become an acceptable member of the society. The quality of individuals that the schools are producing, largely depends upon the quality of cooperation of
the home, and the community. The schools will consequently, be fighting a loosing battle if they do not take into consideration the community of which they are a part and the home from which their students come. Home is the first school of the child. Hence, its importance cannot be less than that of an educational institution. Hence, the conception of educative process is such that its realisation, vitally depends on a close understanding, cooperation and association between the teachers and the parents.

**The School and the Community:**

The boundaries of the secondary school are the boundaries of the community in which it exists and for which it serves. In the words of Corniel Young (P:3) "The School is not an island set apart, it is a social institution in the area with which it is identified." Hence schools have become huge enterprises in a complex society. So the need for developing more effective and better school community relationship is being increasingly recognised by all professional educators today.
School is a unique human institution. The ultimate aim of which is to produce good citizens for a society. Schools are institutions of society and hence must be sensitive to the needs and interests of the society. The school is a community centre. It represents all the worthwhile activities of the society. Most of the schools have been built, equipped, maintained and financed by the public. The nature of the schools and their relationship with local and larger communities are to a considerable extent determined by the nature of the society that maintains them, for which they exist.

Today education is increasingly conceived to be more than mere acquisition of facts and information learned in school, of is now considered to include improved behaviour through physical, mental and spiritual growth acquired through interaction with total school environment. But, actually the lag of educational practice that is found today is due to lack of school community relations. The teachers sometimes fail to understand the importance of a programme of child development at home and in other institutions of the society and environment. The committee members also
do not understand the innovative practice of the school since their participation in school affairs is not taken seriously and so a sincere meaningful linkage of the community with the school is very necessary. Today, the community needs the school as much as the school needs the community, they are inseparable.

**The School and the Community in the Present Context**

It is a common criticism today that the education given to our boys and girls is one, which instead of preparing them for life in the community and in the society of which they will form a part when they leave the school, unfits them for taking a worthy place in the Community. Especially in the Indian village context the general complaint with the school is that it has unfitted the boys for life in the village. Education given to them, has been divorced from life and has no relation to the life of the society into which the boy has to fit himself when he leaves the school. In other words, it has been mainly concerned with imparting more or less obsolete information which has had no connection with the life he is going to live.
To answer the criticism that the school and the community work in isolation, we may consider the adoption of project principles as basic. There are also other lines along which, at the same time we can be tackling our problem. There are certain attitudes of mind which it is essential for the school to develop, certain traits of character which are of fundamental importance, which those who leave must possess if they are to face life in the community with any degree of success. These are, firstly, an attitude of mind and soul which we may call social sense, as opposed to intellectual and moral self-centredness, secondly, a desire for freedom from social cohesion and the courage to achieve and maintain that freedom; thirdly, tolerance. Hence the fundamental task of the progressive school is to enable its pupils to develop these three attitudes.

**Need for a Village Survey:**

For the development of the above fundamental attitudes and in order to prepare the way for opening up opportunities for their practical application, which is required is the knowledge of the community and the problems facing the community. One of the best methods of obtaining this
knowledge as noted by W.M. Ryburn (69:190) is by means of the village survey, or by regional surveying. When a survey has been carried out even in skeleton, it is then possible for a syllabus of village work, or rural reconstruction work, to be drawn up, to be tackled according to the problem method of approach.

The School as a Centre of Community

The Secondary Education Commission of 1952-53 (85, 232) suggested that the starting point of educational reform must be the relinking of the school to life and the resorting of the intimate relationship between them which has broken down with the development of the formal tradition of education. Further, they suggest the school to become a centre of actual social life and social activities where the same kind of motives and methods are employed as operate in the life of any normal and decent human group. It will not confine itself to book learning and the teaching of prescribed knowledge and skills, but it will give full room for the expression of the pupils social impulses. It will train them, through practical experience in co-operation in subordinating personal interests to
group purposes, in working in a disciplined manner and in fitting means to ends.

The school will, no doubt, be a community but it will be small community within larger community and its success and vitality will depend on the constant interplay of healthy influences between it and the larger community outside. This should be a two-way traffic so that the problems that arise in the home and community life and the realistic experiences gained there should be brought into school, so that education may be based on them and be intimately connected with real life, and on the other hand the new knowledge, skills, attitudes and values acquired in the school should be carried into the home life to solve its problems, to raise its standards and linkup the teachers, parents and children in one compact and naturally helpful group. Hence, the Commission recommends that the teachers should, therefore, constantly think of how the academic and other activities of school life are reacting on the students' character and should frequently discuss this problem amongst themselves and formulate concerned plans of action.
There are various questions about the village which children as a rule cannot answer and which teachers also might find difficult to deal with satisfactorily. The number of families in the village; the number of people in the village engaged in agriculture or in occupations concerned with agriculture; the local history of the village or the surrounding district; the geographical facts connected with the village. Even if the teachers could draw a map of the village, it is very improbable that his children could do so.

The educational values of carrying out such a village survey as suggested by W.M. Ryburn(69:191) are the following:

1. Encouraging the spirit of research and discovery.
2. Encouraging observation and accurate recording.
3. Encouraging an intellectual interest in physical and social environment.
4. Developing an interest in things scientific and in the methods of science.
5. Developing an understanding of people and their actions.
6. Teaching of local history.

7. Teaching of local geography, map drawing and sketching.

8. Developing an interest in drawing.

9. Developing an interest in local study.

10. Developing an interest in personal and village hygiene.

11. Giving a knowledge that will be a preparation for worthy citizenship.

12. Establishing a vital link between the school and the community.

To sum up, the chief value of the survey is to bring the school and the community closer to each other.

**Areas of Community Efforts to School:**

A few illustrations of the ways in which community efforts can contribute to school improvement are presented here to serve as a starting point for understanding. There are a number of ways in which the physical facilities and environment of the school can be improved by the community. There are instances where parents and civic groups have donated school-building or have promoted improvement of building
through new point, installation of fans, drinking water, fountains, cleaning up refuse-dumps to provide a playground for children. In one case, the community took an active role in conveying to the village administration and the government its strong disapproved of permitting a liquor shop to play its business adjacent to the school.

The community can also enrich the cultural and intellectual life of the school by contributing specialized knowledge and talents. The community can also help in creating an alert and intelligent public opinion which can counteract the encroachment of vested interests, political, economic, religious or others-on the autonomy of the school. In the community there are many talented persons who may not be fully qualified to become teachers, but are willing to offer services and have the necessary intelligence to work for the school. They can give useful assistance to teachers. Similarly, with training, others could prepare inexpensive equipment necessary for the school. In addition to it, schools should ascertain the interests of parents and others in the community and create interest groups to make their participation effective.
Role of Social Sciences to buildup School-Community relations:

After realising the need for a strong school and community relationship in providing meaningful education to the children of the community it is of paramount importance, that the curriculum at the secondary level, especially of the social sciences needs to be carefully planned and judicially implemented. Since the domain of social sciences is primarily to educate the child regarding his role as a worthy member of the community, social sciences should primarily develop the qualities of social awareness and social concern. To develop these qualities, mere theoretical information presented in the textbooks will not be of much use. What is needed is bringing the community into the classroom. In other words, the teachers should make use of the available community resources to make their teaching more effective and purposeful. Hence, all importance is attached to the social sciences and the various activities while teaching.
Social Sciences - Importance

The teaching of social sciences is to give our future citizens true understanding of the development of mankind. We attempt to trace with children the fascinating story of how man has developed through the ages, of how man has studied to use and control his environment and how his life has been influenced by this, how our institutions have grown out of the past and should therefore, be respected and how they have undergone changes to meet changing needs and must undergo many more from time to time. Man's struggle with his environment yesterday and today, man's use or misuse of these powers and resources, his development, the essential unity of civilization these are main themes of social sciences.

In the words of Michael's (46:2), "The Social Studies are concerned with man and his interaction with his social and physical environment, they deal with human relationships". J F Forrester (46:8) defines social studies as "The social studies are, as the name suggests, studies of society and their chief aim is to help pupils to understand the world in which they have to live, and how it came to be, so that they may become responsible
citizens. They aim at promoting critical thinking, encouraging a readiness for social change, at creating a disposition for acting on behalf of the general welfare, at an appreciation of other cultures and a realisation of other cultures, and a realisation of the interdependence of man and man and of nation and nation." The Report of the Secondary Education Commission in India (85: 93) have stated "Social Studies as a term of comparatively new in Indian education. It is meant to cover the ground traditionally associated with history, geography, economics and civics. If the teaching of these separate subjects only imparts miscellaneous and unrelated information and does not throw any light on or provide insight into social conditions and problems or create the desire to improve the existing state of things, their educative significance will be negligible. This whole group of studies has, therefore, to be viewed as a compact whole, whose object is to adjust the students to their social environment - which includes the family, community, state and nation - so that they may be able to understand how society has come to its present form and interpret intelligently, the matrix of social forces and movements in the midst which they are living."
In the words of W. H. Griffin (46: 12) "Social Studies is not an individual subject, discipline or science. It is a field of study which deals with man, his relation with other men and his environment. It draw its content from the several social sciences but its characteristics are not determined by any one of them. Rather the contents, methods and organisation of social studies offerings at the various levels derive directly from purposes for which they are taught. These purposes include: an understanding of human relationships, knowledge about the environment, dedication to the basic principles and values of the society in which social studies is taught, and a commitment on the process through which that society is maintained and improved. The above constitutes what may be called "the social studies point of view."

An analysis of the above viewpoints will bring about the features of social studies.

a) Social studies, in the true sense of the word, is a compound rather than a mixture where the ingredients lose their identity and something emerges out of the combination.
Social studies is a perfect example of a man centered. The central theme is to prepare the child for wholesome social living.

The subject deals particularly with man in relation to his environment.

Social studies is a human study. During social studies lessons, the thoughts of learner and teacher are always focused on folk. Suppose, for example, the teacher begins a study of Man's increasing control of power resources by taking his class to visit a local hydro-electric station. As an exponent of social studies his object in doing this is not so much to describe the generation of electricity as to consider the likely effects on the lives of his pupils and their parents of bringing electricity to their village.

The subject studies the Web of relationship that develop between and among people and those that develop between people and their environment.
f) Social studies consists largely of experiences geared to prepare the pupil for effective citizenship which is useful, happy and democratic living. Students learn to participate in class, school and community activities under the responsible guidance of the teacher, they also learn the skills and behaviour patterns required for a democratic society. They develop a commitment to democratic means of solving problems.

**Aims of Teaching Social Sciences**

Determination of the aims and objectives are necessary to point the broad ideals and to enable us in selecting significant and meaningful content, teaching methods and techniques.

The main focus in the social science course at the secondary level is to highlight the growth of human civilization and the evolution of the social systems and on culture and scientific development.

The aims of teaching social sciences as suggested by Prof B N Pandey (88:10) are the following:
1. Are children aware of the life of the community and how it is conducted?

2. Are children aware of the life and history of their nation?

3. Are children aware of the geographical features of their nation?

4. Do they know the problems at local national and international level and how they are solved?

5. Do they know adequately what democracy is?

The aims of teaching social sciences, as suggested by S.K. Kochar (46: 22-26) are as follows:

a) To build social competence.

b) To build intelligent democratic citizenship.

c) To help the child acquire the knowledges understandings, attitudes and competencies which he will need in the interaction with social and physical environment.

d) To gain insight into spiritual, economic and political values as forces in human behaviour and human relationship.
e) To provide a pattern and experience of study that will serve as a foundation and stimulation for continuing education in adult years.

f) To develop desirable qualities for an all round development of a rich personality.

g) To foster attitudes to knowledge, life and learning that are approximate in the present day and especially to promote understanding of all history and all human experiences as a process of change and development.

h) To give a sense of belongings.

i) To enable the pupils to use the leisure properly.

j) To promote world peace.

For a meaningful realisation of the above aims and buildup school-community relationship, use of community resources for the teaching of social science becomes imperative. Hence, a detailed knowledge of all the
available community resources and how to integrate them with the school activities is very essential for a social science teacher.

**Importance of Community Resources for Social Sciences**

Community experiences can enrich social studies instruction in a number of ways. To achieve the purposes of social studies, the child must become a real part of the community in which he lives, interact with it and contribute to it. To become an effective citizen the child must become a responsible member of community with civic attitudes and ideas compatible with the spirit of democracy. A variety of community experiences offers the child the laboratory in which he may experiment with life in the community and begin to find his place in it.

Interaction with the community gives children an opportunity to observe and sometimes to participate in the basic human activities that characterize living in the social group. Children can go almost everywhere under the careful guidance of the school and of co-operating community group, asking questions, gathering data and pooling information. They can investigate many phases of human activity in the community. Visits to
telephone, newspaper and telegraph offices clarify ideas about communication, study trips to airports and other transportation centres as well as sides in a variety of vehicles, show how people and goods are moved about. Production and consumption can be better understood when pupils see the stores, the markets and factories of the community. Education, government, religious activities, protection and conservation are all there for children as they venture forth, sometimes hearing sometimes seeing or sometimes taking part in the life of the community.

Then there are so many community problems which constitute the subject matter of social studies. "Traffic problems, protection of public property, community beautification, conservation and law observance are but a few to which children can actually make a contribution appropriate to their level of development. A problem shared builds interest, concern and a feeling of kinship; the principle works well when pupils and community are thrown together in the consideration of vital problems. Pupils develop a sense of belongingness and community is benefited because of the sense of responsibility developed in the pupils."
Thus social studies class-room is as big as the community, if teachers and pupils take advantage of all that the world outside the school has to offer. The wise use of community resources is a virtual boon for vitalizing the teaching of social studies.

**Important Community Resources available**

Community resources vary from community to community. The opportunities which the teacher in an open rural area has, are only slightly related to those of a teacher in an urban area. But community study opportunities are available to every school and should be explored. As we contemplate the many sources of information that are open to investigation, we must no longer overlook those which lie within "walking distance". The local factory retail shop, business office, are real; school children can see them minutely. It is the responsibility of the teachers to investigate the community, particularly those resources which seem to identify themselves with clear cut and full understanding of social experiences. If the teacher is resourceful and class is enthusiastic and
clever, there can be no difficulty in preparing a catalogue of the available
resources for proper and detailed study.

In the words of S.K. Kochar (46:223) cataloguing of the available
resources may be done under the following heads:-

1. Resources of geographical interest such as hills and valleys, lakes
and waterfalls, rivers, seaports, dams and river valley projects,
mines, rocks and fossils, tea garden.

2. Resources of historical interests such as forts, pillars, and
monuments, temples, mosques and churches, old relics and
inscriptions, excavations and caves.

3. Resources of Cultural Interest - such as art theaters and galleries,
museums, zoos, cinema halls, radio station, organisations like Boy
Scouts, Girl Guides, emporiums, newspaper offices.

4. Resources of Economic Interest - such as market places, commercial
centres, dairies, banks, mills and factories, post and telegraph
offices, agricultural forms, water works, printing presses.
5. Resources of Scientific Interest - such as scientific laboratories, workshops, factories, power transmissions, engineering colleges.

6. Government buildings - such as municipalities, district boards, hospitals, law courts, police station, fire station.

7. Forms of Social Control - such as traditions, customs, usages, rituals, modes, beliefs and attitudes of the local community.

**Methods of Utilizing Community Resources**

There are basically two ways in which the teacher may make use of the community resources. One method is to take school to the community; the other method is to bring some portion of the community resources to the class-room.

1. **Taking School to the Community**

   This is possible through field trips, surveys, camping, service projects.

1. **Field Trips:** Field trips may be undertaken for securing information, changing attitudes, awakening interests, developing appreciations,
promoting ideals, enjoying new experiences. They can initiate a unit of study; they can be a part of the core of it or they can give it the finishing touch. They are a very good means of getting knowledge first hand, of confirming and supplementing second hand knowledge. They are a means for sharpening observation, testing principles and doing everything which social studies requires.

Field trips are useful for educational purposes in ways more than one:

1. They stimulate imagination and learning by providing sensory perceptions- the taste of fresh milk, the breath-taking heat of a glass furnace, the metallic hum of a weaving room, the sight of real things in the real world of adults.

2. They integrate class-room instruction by exposing the artificiality of traditional subject- matter divisions and enable the pupils to view facts and forces as they exist in their everyday relationships in living communities. Insight into the families phenomena is deepened.
3. Through the field trips the students may come to realise community in ways which bookish learning cannot by its very nature allow. Through field experiences, they may come to know, see, feel, their community as a way of life "acting with vividness".

4. They enable the pupils to learn the art of living with others. Travelling in the same conveyances, sharing rooms, sitting at the same table, participating in the same experiences are the experiences which are helpful in various ways. Character defects come to the surface so also do traits of nobility.

5. They expand emotional and intellectual horizons by making us acquainted with people whose manner, customs, living standards, outlook and interest may be quite different from our own.

2. Community Surveys: Community surveys can provide excellent educational experience particularly to senior pupils. They are unorganized and systematic method for our accurate determination of social or physical data.
Surveys foster comprehensive understanding of community structure and processes in their every day operation, inter-action and complexity. They are extremely useful in stimulating depth of insight into vital community problems and trends as these have been influenced by past conditions, present developments and future prospects. They disclose problems which should be met and also suggests possibilities for student participation in the affairs of the community. Such constructive participation imparts training to the pupils in democratic citizenship. They develop awareness of human inter-dependence and of the practical necessity of general civic co-operation in carrying on successful individual group living. Existing conditions can be critically examined and the way is prepared for superior citizenship. The scope and depth of each survey may depend upon the time available for the study as well as upon the maturity of the pupils involved.

3. **School Camping:** The opportunities to learn, work and play amidst the natural resources of the area stimulate interest and concern for the protection and wise use of the many natural resources of the community.
School camping encourages direct learning experiences and has potential life situations that are conducive to the most effective teaching methods, that is, through learning by doing, seeing, hearing, testing, smelling, feeling with minimum of answers giving by teachers and resource leaders.

Camping experiences with its democratic group living proves very useful in inculcating so many virtues in the pupils. It enables the pupils to understand the physical environment and how to use natural resources wisely. It provides additional real situations, including work experience, where many of the skills and attitudes developed in the class-room may be applied.

4. **Community Service** Projects: Sharing in community improvement programmes can prove useful for the pupils and the community. Service projects can be taken up by the pupils for civic welfare. Involving individual activity of an integrated mental, physical, emotional, spiritual nature, service projects result in genuine educational value to the pupil as well as in significant social value to society.

The following service projects may prove to be quite useful:
1. **Social Service** among the backward population of town such as cleanliness, anti-mosquito campaigns, bathing young children, attending on the sick.

2. **School labour service** being organised on special occasions such as Republic Day, Independence Day, Gandhi Jayanti and Gandhiji’s Death Anniversary (Sarvodaya Day). Activities like planting of trees and road repairs and erection of platforms, cleaning of lanes, digging of manure pits, making of drains.

3. **Animal Welfare** through provision of water facilities, fodder and medical aid.

4. **Beautification of villages** through planting of trees, laying out of avenues, clearing up of public places like streets, temples, drains.
II. Bringing the Community to the School

The community can be brought to the school in a number of ways:

1. Inviting Resource Persons: Every community, no matter how small or isolated, has within it, the sources of people of rich and varied backgrounds who can open doors to vivid learning experiences. The banker, the doctor, the engineer, the merchant, the artist, the sarpanch, the municipal commissioner, the editor all these and many more are community's human resources which can be utilized by the enterprising teacher to enrich and utilize the school programme. These distinguished persons can explain to students their own important role in the community and the services rendered by them to community in the different directions.

Inviting resource persons provides opportunity for developing social skills in real life situations - letter writing, making introduction, receiving guests, carrying on conversations, listening attentively and leading discussions. In this way resource personal is a significant avenue of
realistic life-centered education. Pupils realize that people as well as books are desirable source of information and inspiration.

2. **Parent-Teacher Associations:** The constructive involvement of parents in the school policy and programme planning, execution and evaluation is very helpful. Parent-teacher Associations can cooperate in efforts to make the school a real community centre, to locate and list resource visitors to the class-room, to assist with field trips and surveys and to develop the community programme generally. Hence, we can say parent teacher associations may serve as important two-way channels communication between the school and the community.

3. **Social Service Activities:** School map can be made the centre of social education. Bulletin Boards may be set up, containing daily news and other useful information about the local community in particular and the country in general. The school furniture, the rooms, the towns, the playgrounds, the school hall, the school gymnasium and audio visual aids may be freely lent to the adult community for purposes of education and recreation.
4. **Celebration of Fairs, Festivals and National Days:** Social studies can be very well taught with the help of fairs, festivals and National Days to be celebrated in the community. These opportunities provide extremely dynamic, interesting, real life opportunities for learning. Celebrations of the birth days and death anniversaries of great men can make the children familiar with the noble ideas and deeds of the greatmen. There are certain seasonal festivals too, as Lohri and Basant Panchami. There are U.N. Day, Human Rights Day and Red Cross Day which can very well develop international understanding and make the children understand the rights of human beings all the world over.

There are a number of local fairs and festivals which are celebrated in every locality. These can enlighten the pupils about the local traditions and local customs. Interesting talks may be arranged on holidays to celebrate these local fairs.

5. **Arranging Talks on National and International Problems:**
Adults are interested in current problems of National and International interest. When such talks are arranged by the school authorities, members
of the community may be cordially invited to listen and participate in the
discussion.

6. **Financial Aid by the Community Members:** Well to do members
of the community can help the school enterprise financially too.

7. **Local Trades** can provide apprenticeship experiences to the
students.

**The Role of the Teacher in Utilising Community Resources**

As in every other field, to utilize the community resources, the role
of teacher is very important. The function of the teacher is to bring home
to the pupils the idea that children are not only to study the community
life for its own sake, it is the pupils ultimately who can guide it, by
fighting against the evils. Hence, the teacher should not suppress the facts
nor ignore them. Alertness on the part of the teacher is required to make
the pupils alert about the processes of the community. Teacher must
display initiative and resourcefulness, foresight and patience to build
community understanding of the pupils. In this way he can prepare them to be the fit members of the community.

To improve the school and community relationship, the community council has to work actively. The physical resources and the human resources to be identified and utilized for improving the teaching of social sciences.

It is evident eventhough number of secondary schools have increased, the programmes to improve the teaching of social sciences has not increased proportionately. Many schools have not attempted to utilize the available community resources. The present study is an attempt to study the utilization of the community resources in teaching social sciences in secondary schools.