CHAPTER II

SOCIAL STUDIES AND CURRICULUM DEVELOPMENT

As discussed in the previous chapter, teachers' understanding of the programme of Social Studies at theory level and the extent of its implementation were proposed to be investigated. A theoretical model with the essential divisions of a curriculum plan was proposed to be used for this purpose. A thorough knowledge of the concept of Social Studies, and of curriculum development, was considered necessary to construct this model. An attempt has been made, in this chapter, to discuss the same.

Concept of Social Studies

Social Studies is the study of man in society. Its main theme is 'Man and his relationships with environment'. According to James Hemming "Social Studies is the study of relations and interrelations, historical, geographical and social, and so provides to the young person with that basis of public knowledge and orientation to public life without which he is left unaware of the significance of study; his personality is devoid of the means of integration, his interests left unstirred and his energies untapped. This course reveals to the child where he is in time, space and society. It establishes relationship between present and past, local and distant, and personal and national lives, and also with the lives and cultures of other men and women in different parts of the world".1

Social Studies draws its content mainly from social sciences like History, Geography, Civics, Economics and Sociology. It is predominantly social in nature. Its content deals directly with human relationships. The Committee on Social Studies of the Commission on the Reorganisation of Secondary Education in America of the National Education Association in 1916 defined Social Studies as "Those (studies) whose subject matter related directly to the organisation and development of human society, and to man as a member of social group". 2

Social Sciences and Social Studies have much in common by way of sources and content but differ in purpose, approach, emphasis and standards. Social Sciences are concerned with the detailed, systematic and logical study of human relationships. Social Studies is a simplified version of the scholarly Social Sciences. They are those portions or aspects of Social Sciences that have been selected and adopted for use in general education.

"Social Studies is Social Science simplified for pedagogical purposes". 3

The approach of Social Studies is to integrate the historical, geographical, economic, social, political and civic factors that influence the life of peoples and the development of communities and nations. The functional material sifted from various Social Sciences and fused into

an independent field of study constitutes Social Studies.

The Directorate of Extension Programmes for Secondary Education (now known as Department of Field Services) analysed and defined the approach of Social Studies as follows:

1. "It is a study of peoples and their associations.

2. It is a study that is intended to help boys and girls to understand and interpret the environment in which they grow up.

3. It is a study of how people live and work together at local, national and international level.

4. It helps to understand how men today all the world over are economically and politically interdependent.

5. It is a study of the inter-connection between men and their physical environment.

6. It epitomises the knowledge of the past so that the purpose of living together in the world today is clearly brought out.

7. It is an understanding of the origin and development of social institutions.

8. It helps the pupil to understand current problems."  

Social Studies provides knowledge of social patterns, both of the past and of the present. It seeks to provide an understanding of man's ways of living, his basic needs, and the activities in which he engages himself to meet his needs. It provides a fairly good understanding of man's

social and physical environment and his interaction with it. It also inculcates skills of effective living and virtues like truthfulness, justice, equality, brotherhood, co-operation, tolerance and sacrifice. In fact, it lays more stress upon formation of interests, attitudes, ideals and standards which have greater permanence than on accumulation of factual knowledge which while being useful to a certain degree in itself serves as a means for the former.

The above analysis clearly shows that Social Studies is not a collective name given to a combination of various individual Social Sciences. It simply draws its content from disciplines like History, Geography, Civics, Economics, etc., and "blends them together in a homogeneous manner." Wesley, very appropriately describes Social Studies as "a federation of subjects" concerned directly with human relationships. Again, Social Studies is highly dynamic in nature in so far as it does not fix the boundaries of the content. In this subject, the beginning is made with the immediate environment of the child—home, school and community. Gradually he is moved outward to increasingly larger areas and more distant regions—the state, the nation and the countries throughout the world.

The Foundations of Social Studies

(i) The Philosophical Bases: Any system of education has to be based on a sound philosophy. All educational questions are ultimately questions of philosophy. It is the basic
philosophy that determines the aims of education, which in turn, determine the means of the curriculum. In discussing Curriculum Problems, Briggs says,

"It is just here that education seriously needs leaders who hold a sound comprehensive philosophy of which they can convince others, and who can direct its consistent application to the formulation of appropriate curricula".5

Whether a course in Social Studies should be included in the school curriculum or not and if so, in what form, is to be determined by the basic philosophy behind the educational system.

"To the idealist, man is a spiritual being who exercises free will and is responsible for his action".6

The aim of education is the exaltation of the human personality. This has to be achieved through his interaction with his environment. Rusk analysed man's environment into two classes, material or physical, and cultural or spiritual. The latter has further been classified into intellectual, aesthetic and moral, according as the value sought is truth, beauty or goodness. The curriculum must represent all these and Social Studies, emphasising man's interaction with his environment and throwing light on different cultures with proper emphasis on the values contained in them, ought, therefore to get a prominent place in it.


The Recapitulation Theory which found favour with some idealists, demands that each individual should live through the various culture-epochs in the evolution of the race and its culture, but there are other principles which would point out that the purpose is to understand the present and so, only such things from the past as are useful for this purpose need be brought into the experience of the child. Further, in accordance with principles of psychology, we may well proceed from the known to the unknown, from the near to the distant, from the present to the past.

Idealist epistemology also justifies a unified Social Studies course rather than separate courses in history, geography, civics, etc.

"For an absolute idealist like Hegel, knowledge is valid to the extent that it forms a system. The more comprehensive the system and the more consistent the ideas that it embraces, the more truth it may be said to possess. This principle is generally known as the coherence theory of truth.........It is based on the view that knowledge is not fragmented but unified, since reality, which knowledge reflects, is itself a whole........Any particular item of knowledge becomes significant only to the extent that it is seen in its total context........The school curriculum should reflect the wholeness of knowledge and reality. It should widen the child's understanding of the universe and of man himself". 7

"Despite their emphasis on the present, the naturalists do not ignore the study of the past experiences of the race. Past experiences, they believe, explain the origin of the present and also help to give: an

insight into the future........The naturalists, however, wish that the functional experiences of the past be transmitted to the children. Such experiences should enrich the present and help the further growth of man". 8

This functional approach may, therefore, be better brought about through a unified centre of Social Studies and social experiences than through the study of history, geography, literature, etc.

The naturalistic principle of direct experience applied to the study of man's social life has also implications for the organisation of the Social Studies curriculum. When the principle of basing the learning on the child's needs, interests, etc., is applied, the sequence from the immediate situation and community to the distant places and times would look more meaningful. Further, taking whole situations as they are is more natural and naturalistic while fragmentation is artificial, though logical.

"Realists agree that any educational system should be geared to certain well-defined values........The moral standards that we teach the child should be influenced as little as possible by the views of the teacher or the pre-conceptions of the era. Instead they should conform to what has proved of most enduring value to man through history". 9

A sense of such values can be built up in individuals only by a critical study of man's life in

different situations, emphasising the various inter-relations involved therein.

"Instead of actively creating or recreating its own world, as the idealist suggests, the mind receives information from the world......For the realist, an idea is true when it 'corresponds' with those aspects of the world that it claims to describe". 10

A true understanding of the world about us cannot therefore be developed without a realistic study of its aspects as they are, with all their inter-relationships and their impact on man's life. Prof. Jeffreys has also emphasised that the curriculum should help the pupils to understand the world about them, to get direct experience of community life and to have glimpses of the vision of greatness.

"The pragmatist regards the child as a potential creator of values in a given environment, for him, therefore the data of education are the child and his physical and social environment, the interaction between the two constituting his experiences". 11

Pragmatism seeks to modify the original nature of the child by providing him with a helpful type of environment, particularly that of a social character, in which he has direct participation. It is in this context that social studies and social activities assume great importance in the pragmatist curriculum.

10. Ibid. p.42.
The pragmatists emphasise social efficiency and the development of a dynamic character for successful well adjusted, happy life. Life itself is the subject of study in a pragmatist school. So they would prefer to give integrated knowledge around problems of life. Social relationships and social problems are therefore of great importance in the pragmatist curriculum. A unified course in social studies, centering around social problems at different levels and organised through meaningful social activities will therefore be appreciated by the pragmatists.

The place of Social Studies in the school curriculum and the way it is to be organised are determined to a large extent by the aims of education which form the essence of its philosophy. Development of character, harmonious development of the total personality, training in citizenship and leadership and adjustment to the environment are, some of the popular aims stated in very general terms and having universal application. The Commission on Re-organisation of Secondary Education in the United States of America, in 1918, included in its list of "The Seven Cardinal Principles" - which are the objectives to be sought - citizenship, worthy home membership and ethical character. The Educational Policies Commission, U.S.A., (1938) classified the purposes of education into:

1. The objectives of self-realization.
2. The objectives of human relationships.
3. The objectives of economic efficiency; and
4. The objectives of civic responsibility.

These objectives were analysed each into a number of behavioral changes. The Association of Secondary School Principals, N.E.A. (U.S.A) listed in 1944 "The Ten Imperative Needs of American Youth", including among them, respect for humanity, purchase and use of goods, citizenship, family living, etc. In India, the Mudaliar Commission emphasised, in 1953, the following major aims of education in modern India:

1) the training of character to fit the students to participate creatively as citizens in the emerging democratic social order;

2) improvement of vocational and productive efficiency;

3) the enrichment of the cultural heritage; and

4) the training of good leaders.

To these, the Kothari Commission (1966) has added social and national integration, social and national service, promoting national consciousness, international understanding and communication, and modernisation of outlook and social change, among other things. All these different statements of the aims of education indicate how essential it is for the child and for the whole of the
rising generation to understand the natural and social environment about them, the social, political and economic systems in their country and in others, their civic rights and responsibilities, the cultural patterns of different societies at different times and so on, and to develop the right interests, attitudes, ideals and values which would make them participate intelligently and effectively in the common life as persons and as citizens, and contribute to social progress. A course in Social Studies organised in such a way as to bring out the inter-relationships of the different factors, selected and emphasised with the above purposes, is therefore of immense value in the education of future adults and citizens.

(ii) *Psychological Bases of Social Studies*

What subjects or courses of study are to be included in the school curriculum is to be determined more by the aims and functions of education, which is a philosophical and sociological question, than by psychological principles. But what kinds of materials will be suitable for pupils at different stages of development and in what form could the curricular experiences be presented so as to make learning effective, have to be determined by psychological considerations. Further it is also a principle of educational philosophy that education should be related to the interests, needs, desires, purposes, etc. of the pupils. Learning has also to be related to the
maturational level of the learner. All this is a question of psychology. Two areas of psychology have significant contribution to make to curriculum development in any area:

1) The Developmental Process.

2) Learning - its theories and processes.

According to psychology, the individual is the product of heredity and environment. The natural environment influences the way of life in a significant way. The environment has the social and cultural aspects apart from the physical aspect, which is made up of natural and man-made things. It is therefore important that the children understand the physical and socio-cultural environment about them - their development, patterns and influences. These play a significant role in shaping not only his outward way of life but also his inner personality with its understanding, skills, interests, attitudes, ideals, values etc.

Children are naturally interested in the immediate environment - natural and man made, physical and social - about them. The innumerable questions that even small children ask about all the things that they see about them are proof of this. The order of the questions would be what, how (and its subsidiaries) and why. As Whitehead put it there is a three-fold rhythm in the child's learning with romance, precision and generalization as its successive phases. Percy Nunn meant the same thing
when he spoke of the three-fold periodicity of wonder, utility and system. The first is the stage of wonder, of an emotional response to all the wonderful things about them. A study of the immediate environment would therefore be very appropriate. Gradually the children come to a stage at which they are satisfied only if precise details are given about things in which they are interested and which are useful to them in one way or another. While the study of the immediate environment can continue at this stage with greater breadth and depth, the children would have extended their interests through the manifold experiences they receive in and outside school, and so studies about the district, state, country, other communities, new aspects of societal functioning and development, etc., could be gradually introduced. Such interests can also be built up and the preparation for such intensive studies made through the stories, biographical pieces - about great men and heroes - folk tales, etc., which would be very appealing at the earlier stages and which can be used to inculcate sound morals, attitudes, ideals, values, etc., at that impressionable age. Thus as the pupils mature with extended interests and higher levels of thinking, they can be taken to the study of national and international problems, social, economic and political aspects of the life of the community and the development of the nation, etc., and to a new appreciation of the environment and of the systems in the areas mentioned above. This should help them in
getting the education necessary for the citizens of the country and of the world.

Studies of the immediate environment, of the phenomenon the pupils see about them, of the needs and problems they feel in their life and in the life about them can be quite interesting and worthwhile to the children. Such studies also make learning more meaningful and effective. The study of aspects, changes and problems, relating to the natural environment and to the life about them, in their true perspective, with all their inter-relationships will certainly be more meaningful and interesting to the children than dead facts of history centering round kings and other rulers, geographical facts learned in a mechanical way and concepts and principles of other branches of social sciences taught separately without reference to the total life of the communities concerned. Such a course will also make for better use of the environment, and of the resources, material and human, available. Learning experiences in more realistic life situation, with greater pupil involvement will also be possible, with such an approach.

It is again a psychological principle that the more interesting, meaningful, intense and vivid the learning, the more will be its permanence, transfer and application. If learning takes place through the formation of S-R connections as the connectionist theories say the
qualities mentioned above will help in strengthening such connections. According to Gestalt Psychology, the whole is more than the mere sum of its parts. Social Studies, giving an integrated picture of different aspects of the community's life and development, with the true inter-relations among the various factors involved will therefore give the whole picture and give more meaning to the child than separate studies of history, geography, etc. with very limited correlation. Such a study will also help the pupils to get a clearer 'insight' into social phenomena and problems than the study in logical compartments, as a correct, comprehensive and clear 'structure' of the situation with its various elements and factors in their time and full relationships is likely to emerge in this approach. The Gestalt theory that we perceive the whole first, then analyse it into parts and identify the relationships, making the total structure emerge clearly, also justifies the integrated approach of Social Studies in general education before the commencement of specialization at higher level.

Thus the principles and theories of psychology seem to support an integrated course of Social Studies, organised through appropriate learning experience involving the pupils intensively, tapping the resources fully, and bringing out the total picture with all its factors and inter-relationships, if the main aim of the course is to give the children an understanding and appreciation of the
world in which they live and to develop them as good members of the society and as citizens of the nation and the world.

iii) Sociological Bases of Social Studies

Sociology is concerned with human relationships and social processes, with social and cultural patterns, with human evolution and the growth of culture and civilization. It examines the whole range of folkways and folklores, customs and traditions, religious and social institutions and practices, racial and group differentiation, population and economic problems, social conditions and human behaviour, influence of geographical conditions, and a host of such other problems relating to the interacting relationship between the individual and society.

The sociological functions of education are mainly:

1) Preservation of culture and civilization;
2) Transmission of culture and civilization;
3) Enrichment of culture and civilization; and
4) Socialization of the individuals.

It is through education that the cream of the experiences, findings and achievements of the race is transmitted to the next generation, first for its preservation and then for its expansion and refinement. The habits, practices,
customs and traditions of the community are also handed down to the next generation, through formal and informal education. Human evolution and social progress are not possible unless each generation is first brought up to the present level of culture and civilization. The new members of the society have to be socialized and acculturized if they are to be full and worthy members of society and are to contribute to its well-being and progress. If the transmission of culture and civilization is so important for society, it can be achieved through a study of its evolution on different societies in different places and at different times, that will bring out the factors influencing such life with all their inter-relationships rather than through a study of different aspects of such social life in separate water-tight compartments. For culture is a living and dynamic thing, influenced by various forces, and to reduce it to a number of isolated forces, and to reduce it to a number of isolated or independent dead facts would be to take the life out of it. If the new generation is to understand and appreciate the social system and cultural pattern, adjust to it intelligently and contribute to its improvement, a correct and total perception is essential.

Modern societies and cultural patterns are so complex that one cannot understand social needs, interests, purposes and relationships unless one sees all the factors involved in their true and complete relationships. Social
systems have to be understood in their totality with their philosophical, ethical, social, economic and such other aspects.

A course in Social Studies, with the unified approach, will therefore serve the sociological purposes of education much better than a study of history, geography, civics, etc., as separate subjects, especially in the way it has been done in the traditional schools.

Venable has, in discussing the foundations of curriculum, analysed the nature of the society and culture. He says "The bases of a society are people and place. By people is meant not only the presence of people, but also the biological heritage of those people; physical stature, intelligence, race, and a multitude of other factors constituting this biological heritage. By place is meant the geographic environment, including topography, climate, natural vegetation and the like." 12

The individual has to understand and develop his relationships to the natural environment. The type of society evolved will naturally depend upon these, two components of society, namely, the 'people' and the 'place'. The history of the society is therefore the story of the interaction between the two components and the resulting way of life, which therefore, should be studied as a meaningful whole rather than as logical compartments.

Venable adds,

"The functional parts of a culture are three in number: (1) tools and techniques, (2) social order and institutions, and (3) system of values". 13

Any society changes and grows, and its culture gets reformed to the extent these parts change and influence one another in shaping the whole cultural pattern. These components are, obviously, inter-related and inter-dependent and so in the attempt to transmit culture, it should rather be presented as a whole with all the inter-relationships involved.

As has been emphasised earlier, education is also a process of socialization. This implies apart from the understanding of the culture of the society, the development of two kinds of relationships: (i) the individuals, and (ii) the individual's relationships to the society and its groups, i.e., to other people in groups. While it is important for this purpose that the whole school maintains a good social climate, and provides for its pupils, plenty of opportunities for social participation and inter-action, and guidance in personal and social relations, it is also important that the pupils develop a correct understanding of the patterns of individual and group relationships in different communities, and the kind of social life and progress they made for. Such a study can help in inculcating valuable attitudes, principles,
ideals and values in the pupils.

It is clear from the above discussions that the sociological needs and purposes of education can be satisfied better through a course that will put the facts, processes and principles in history, geography, civics, economics, sociology, etc., in their inter-related structure, bringing out their bearing on culture and social progress and putting them in the total perspective, than through a study of such disputes in isolation from one another. This has important implications not only for the selection and organisation of matter, but also for the way the learning experiences are to be organised.

HISTORICAL BACKGROUND

Evolution of Social Studies in the U.S.A.

The concept of Social Studies is strictly an American contribution to the school curriculum. Various conferences and committees, historians and educationists in the U.S.A., have worked from time to time to map the concept and course of Social Studies field. The subject was first introduced in 1892 when the Madison, Wisconsin, Conference introduced the idea of grouping History, Economics and Government under the main head of Social Studies. In 1893, the Report of the Committee of Ten of the National Education Association, U.S.A., used the term
Social Studies. The term was again made use of in 1905 to include economics, sociology and civics. In 1911 it was used in the Report of the Committee of Five of the American Historical Association to include history also in the field of Social Studies. The widespread use of the term began in 1916 when it was officially adopted by the Committee on Social Studies of the Commission on the Reorganisation of Secondary Education of the National Educational Association. The Committee defined the term as follows:

"The Social Studies are understood to be those whose subject matter relates directly to the organisation and development of human society, and to man as a member of social groups". 14

The period from 1920 to 1955 is designated as the age of Social Studies in the schools of United States.

The Twenty-Second Year Book of National Society for the Study of Education, published in 1923, gave a definite shape to the Social Studies curriculum. The formation of various associations like the National Council for Geography Teachers, National Council for Social Studies and the publications like 'Social Education' (Founded in 1937 as the official organ of the National Council for Social Studies) served as milestones in the progress of Social Studies.

The Committee on American History in Schools and Colleges issued its report in 1944. It considered Social Studies to be a field and not a subject. It held that Social Studies emphasise the human relationships and constitute a "unified federation of subjects". 15

As a result of the complex and rapidly changing environment, emphasis is being placed upon the social sciences and upon the teaching of Social Studies as a means of attempting to solve the many problems of American society.

"A well integrated programme of Social Studies in the schools in cooperation with other subjects, is essential in order to provide an efficient basis for training boys and girls to become effective citizens". 16

Social Studies in England

Immediately after World War II, Social Studies courses became very popular in England. However, the Grammar schools which prepare intelligent and bright children for higher education and which believe very strongly in the theory of formal discipline, opposed the idea of integration of courses right from the beginning. The place of Social Studies in the schools

of England now is almost negligible. However, some ardent exponents of Social Studies, are still found in England. The presence of staunch supporters of Social Studies, like Sir Cyril Burt, the famous Psychologist of England, indicates that though the subject is not found in schools, the idea of fused courses is quite prevalent among educationists of that country.

Social Studies in India

Social Studies as a term came to India with the advent of Basic Education. In 1937, Gandhiji defined New Education or Basic Education as education for life. It is the fundamental aim of Basic Education to prepare the individuals responsible citizens. Habits and attitudes are of far more importance to the attainment of the above said aim than factual information. Zakir Hussain Committee Report, published in 1937, criticised the then existing curricula as inadequate to meet the needs and demands of time.

"Education should be so designed as to aim at developing in the citizens of tomorrow a keen sense of personal worth, dignity and efficiency, and with strength, the desire for self-improvement and social service in a cooperative community". 17

It was as a result of the recommendations in the Report of the Secondary Education Commission (1952) that Social Studies came to be accepted and introduced as a core subject in Indian school curriculum. The Commission very rightly pointed out that "the complaint of over-crowding is largely due to the multiplicity of subjects, presented as separate entities, without bringing out their organic inter-relationship." Since then the comprehensive and integrated courses in Social Studies have come up in place of a number of subjects like history, geography, civics, economics, etc., which were being taught as water-tight compartments.

Present Position of Social Studies in South India

Immediately after the Secondary Education Commission Report was implemented in 1953, Social Studies was introduced in all the states of India including the four Southern States. Some people reacted to this new approach very favourably, whereas others got sceptic about its nature, scope and methods. Each state framed its own syllabus and as the concept of Social Studies was new, syllabuses, quite different from one another in contents and form, were developed and followed in the schools of different states. The 'Draft Syllabus' prepared by All India Council for

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Secondary Education was given to States as a suggested outline to be adopted with suitable modifications. Some of the states took to this new approach immediately, while others were rather slow in accepting it for all stages of the school education. Thus, there is no uniformity as to the scope, content and form of Social Studies in vogue in different States of India. This is very much true for the four states of South India, namely, Andhra, Kerala, Madras and Mysore. A brief account of the present position of Social Studies in each of the above mentioned states is given below:

**ANDHRA PRADESH**

At elementary stage, Social Studies is taught on integrated lines with emphasis on training for civic life and social responsibilities. Also an attempt is made to correlate teaching with life.

At secondary stage (Classes VIII to XI), history, civics and geography are taught as separate subjects. The stress is on the factual and intensive study of the subjects. However, it has been specifically stated in the syllabus that the ....

"general objectives for teaching Social Studies preceed the syllabus". 19

In other words, though the syllabus does not provide

for fusion, various subjects, i.e., History, Geography, Civics and Economics are intended to help achieve the general objectives of Social Studies stated therein. (See Appendix B).

KERALA

Social Studies is taught on integrated lines both at elementary and secondary stages. The syllabus emphasises that

"the child should know how man conditions and is conditioned by history, geography and community". 20

Most of the topics "cut across subject boundaries and envisage the current needs and dynamic problems of society organised around the interests of the children".

MADRAS

Madras was the first State in India to introduce Social Studies in the place of History, Geography etc., in secondary schools. After trying this fused programme for a couple of years, the educationists of Madras felt that it failed to ensure a systematic and argumentative study of either History or Geography which is essential not only for the proper acquisition of knowledge regarding the physical, social and cultural environment but also for preparing

the pupils for further studies in humanities. Though in Classes VII-XI, History and Geography are treated as separate subjects, the idea of fusion has not been completely given up. The subjects are taught keeping in mind the objectives of Social Studies. In other words, there is an integrated approach followed in teaching the subjects.

**MYSORE**

At the elementary stage the course is an integrated one and is centred round the basic necessities of human life and the life of the people in the surroundings. In the upper primary classes, History, Geography and the salient features of the Indian Constitution are taught as separate subjects.

At secondary level, Social Studies in Mysore State is a part of the core curriculum, and is patterned on integrated lines drawing selected topics from History, Geography, Civics etc.

The patterns of organisation in the four States can be seen in Table 1.
The above Table clearly shows that though there is no uniformity regarding pattern of Social Studies in the schools of four Southern States, yet on the whole, the idea of integrated courses has been accepted.
The Concept of Curriculum

According to the best modern educational thought, the term 'curriculum' has a very broad meaning. It includes not only subject matter but all the activities engaged in and the experiences gained by pupils in the educative process. As defined by the Secondary Education Commission, the term 'Curriculum'

"Includes the totality of experiences that the pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshops, play ground and in the numberous informal contacts between teachers and pupils. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution of balanced personality". 21

In the words of Wesley and Wronski, curriculum consists of

"The contents and activities which the school employs for the purpose of training the pupils". 22


According to Alberty and Alberty

"All of the activities that are provided for students by the school, constitute its curriculum. It is by means of these activities that the school hopes to bring about changes in the behaviour of students in terms of its philosophy and goals". 23

It is of the utmost importance, therefore, that the content is selected and the learning activities are planned and organised keeping in view the goals that we are striving for. It is also important to note here that in order to measure the degree of effectiveness of the learning activities, a variety of evaluation procedures have to be employed.

Edward A. Krug explains the new concept of curriculum in the following manner:

1. "That the curriculum includes all the learning experiences which children and youth have under the direction of school;

2. That co-operative effort and large-scale participation are desirable;

3. That curriculum planning should result in some kind of concrete help for classroom teachers and others involved in the teaching process;

4. That curriculum planning is continuous rather than spasmodic in character". 24

The Process of Curriculum Planning

Taking cue from the modern concept of curriculum

as discussed above, the following dimensions deserve special attention in effective curriculum planning in any course:

1. Stating the objectives of the course for each class.
2. Identifying the contents, at least in terms of broad topics helpful in realising the stated objectives and defining their scope.
3. Planning learning experiences that are likely to be effective in attaining the objectives.
4. Planning evaluation procedures and devices which can help in determining whether the objectives are realised or not.

In planning the total curriculum for a school system, the first step should be to lay down the broad aims of education for that stage and then to evolve a pattern for the whole curriculum which will be in keeping with these aims and sound theories of curriculum organisation. Which of the approaches like the fragmented approach, the correlated approach, the broad based (fused) approach, and the integrated approach, is to be followed, has to be decided at this stage. Questions like whether it should be Social Studies or history, geography, divics etc., and whether it should be general science or
physics, chemistry, biology, etc., at this stage of schooling have to be settled. Once the pattern is formulated, the next step would be to develop a course outline in each area of study. This may be called the syllabus. It is mainly an outline indicating the content in a broad way. A few definitions of the broad objectives of the course and a few guidelines about the methods and techniques to be followed in teaching the subject are also added very often. This presents only a sketch picture to the teachers who are to organise the course. It is a broad framework for the guidance of teachers. The curriculum proper, which consists in the actual experiences organised for the pupils is yet to be planned in detail. Such a plan should essentially have the four divisions outlined above if it is to develop in the teachers a deep and correct understanding of the total picture of the course. Planning the actual experiences that constitute the curriculum is in the hands of the teachers irrespective of the general pattern or the framework of a course of studies and the machinery for curriculum planning at the earlier levels. Only a teacher or teachers with a good understanding or insight into the purposes, nature and scope of the course, the possibilities in the situation and the interrelationships of the four divisions mentioned above, can develop a sound plan of this type. So a theoretical model which may be used to test the
understanding of teachers or to present the total picture of a course for developing that understanding in them could also have these four divisions. Below is given a brief study (analysis) of each of these four divisions:

I. Stating Objectives

Education is essentially a purposeful activity. Apart from the broad aims of education at any stage, there are broad objectives for each course of study. Further, each unit of instruction/study has its own more specific objectives. An objective is a guiding force for the teacher in his work. It gives the work a direction, it defines and limits the scope of the work. An awareness of the objectives is the starting point in teaching, and their clear definition is therefore, the first step in curriculum development.

Paul L. Dressel identifies the following as the sources of objectives: (i) "cultural heritage, (ii) the needs of the individual students (iii) the needs of society, and (iv) experts in the field (subject or discipline)". The objectives related must be in keeping with the accepted philosophy of education. They should also be realistic, attainable, and appropriate to the

level of maturity of the pupil.

The objectives of a course may be stated in terms of what we seek to develop in the pupils in terms of the changes we wish to produce in them. For example, a broad objective of the course in Social Studies may be, "to develop international understanding". This is too broad a definition to give clear indications of the scope of the content and learning experiences. So it may be further analysed as follows:

The pupil
1. understands the need and importance of inter-dependence of nations.
2. understands the causes and horrors of war.
3. understands the origin and purpose of the League of Nations.
4. understands the origin and purposes of the U.N.O.
5. understands the working of the U.N.O.
6. understands the role of specialised agencies of the U.N.O.
7. understands and appreciates the achievements of the U.N.O.
8. understands the shortcomings of the U.N.O.
9. understands the attitude and activities of the Government of India towards U.N. goals.
10. understands how India is fighting against imperialism, colonialism, segregation, etc.
11. appreciates the spirit of coexistence.
12. appreciates the method of negotiation in solving disputes.
13. respects all persons regardless of nationality, religion, colour or class.
14. appreciates the idea of universal brotherhood and world government.
15. believes in peace in the world.

Thus the objectives can be stated in terms of the changes represented in:

i. the knowledge/understanding pupils acquire and its application;
ii. the skills and abilities they develop;
iii. the interests, attitudes, etc., that may develop and manifest;
iv. the activities they engage in.

II. Identifying Content

Once the objectives are set forth, the next step in curriculum development may be to define and limit the content that should go into the study for the realisation of the objectives. The objectives, as stated earlier, are essentially broad and indicative. The specific instructional objectives and expected outcomes in any unit or lesson, can be stated only in terms of the content of that unit or lesson. It is also necessary
to select content that will be appropriate to the level of the pupils, for the same topic can be dealt with at different levels of depth and difficulty and with varied coverage. So one way of indicating the content would be to give the broad topics, with definitions of the breadth and depth of the study to be attempted. Another way would be to list the major concepts or generalisations which have to be developed through the study of particular facts in the area. Where specific skills are involved, they can also be listed in terms of the actual performances necessary. While selecting and defining the content, the teacher should keep in mind that the proposed content should, on the one hand, help in attaining the objectives as set forth earlier, and on the other hand, have an appeal to the pupils' interests, needs, thinking and imagination and pose pleasant challenges to them.

Usually the text comes in handy to the teacher in selecting and defining the content. But from the mass of facts contained in them, the teacher has to sift out, keep in view and emphasise the major and minor concepts to which they lead. Further, he has to tap other sources, examine additional literature and clarify, reinforce and supplement the content on the text-book to the extent necessary or desirable.

The contents of a course of major units seeking the realisation of a broad objectives, should also be arranged in some developmental fashion. It
should be possible for the students to use and reuse certain major ideas with ever-increasing significance. "This ever increasing significance suggests the need for sequential organisation in which the student sees that ideas simple as first introduced become more complex and take on richer meaning by being interrelated with other ideas".

III. Planning Learning Experiences

After setting the goals and identifying the content, the next task in curriculum development is to select the learning activities or experiences that are most likely to be effective in developing the content and through it attaining the goals.

"The discussion of learning experiences at this level usually places major emphasis on lecture, discussion, and recitation, and in the laboratory sciences, a laboratory experience. Field trips, planned observation, term papers, committee work and independent study work should represent additional possibilities. The basic criterion in choosing learning experiences should be whether they provide for the student an opportunity to practise and grow with regard to accepted educational objectives". 26

Learning experiences are neither methods of teaching nor the contents of instruction. They are

"practical activities planned with the specific purpose of producing the desired behaviour changes in them". 27

"The term learning experiences is used, then to denote one which produces a change in behaviour". 28

The importance of learning experiences in teaching cannot be over-emphasised. The educational purposes will be served only to the extent well thought out and appropriate learning experiences are provided for children with the purpose of helping them understand concepts and develop skills and attitudes. The efficiency, economy and smoothness of learning depend on the experiences given. The performance, transfer and application of learning are also dependent on the richness, intensity and vividness of the experiences. Children learn best through direct experiences. The experiences provided should therefore be appropriate to the objectives and the nature of the content. The learning experiences should, as far as possible, provide scope for children for learning things through their own observation, participation, experimentation, reading, thinking, collection of materials, discussion, recording, etc. An active involvement of children in these activities will result in effective learning and marked changes in them.

IV Planning Evaluation Procedures and Tools


Krug: "Evaluation activities are the key to all educational experimentation. They are also the key to much of our classroom teaching, and so become part of curriculum development itself". 29

He further observes that

"Evaluation consists of the attempt to see whether desirable growth is taking place in students along the lines of important educational objectives". 30

According to Remmers, Gage and Rummel,

"Measurement answers the question "how much", evaluation goes beyond the statement of how much, to concern itself with the question "what value". It seeks to answer the pupils and teachers question, "what progress am I making?". 30

It is a comprehensive and sustained process of assessing student progress. As emphasised by Krug and many other educationists, this progress has to take place along the lines of the accepted or stated objectives. Evaluation therefore has to be objective based and it has to be done in terms of expected behavioural outcomes.

In the Taxonomy of Educational Objectives, developed by Bloom and his associates at Chicago, the instructional objectives have been classified into three domains: The Cognitive, the Affective, and the Psychomotor.

30. Ibid., p.266.
The cognitive domain includes intellectual characteristics. Under this heading are included such items as simple knowledge of facts, understanding, comprehension, ability to apply principles, ability to analyse, ability to synthesise, and the ability to evaluate the overall work of a communication or experience. These objectives are developed in something of a hierarchial form in which each level of a cognitive objective is implied and involves each of the preceding ones. Affective objectives commonly involve the use of such words as appreciation, attitude, value, belief, and the like. The psychomotor domain includes objectives relating to manipulative skills.

Thus from the evaluation point of view, instructional objectives can be stated in terms of the kinds of outcomes, namely, knowledge, and its application, attitudes and the like and psychomotor or manipulative skills. Changes may also occur in certain personality characteristics or traits such as concentration, self-reliance, perseverance and leadership which cannot be put in any of the domains mentioned above. As learning takes place, the teacher has to secure valid evidence of the desired changes taking place in all these domains. This purpose will be served only if each broad objective stated in terms of the kinds of outcomes indicated above are further analysed into specific behavioural changes or outcomes. Thus, for example, the acquisition of knowledge will be testified by the pupil being able to recall, recognise, discriminate,
classify, compare, seeing relationships, citing illustrations and so on. Appropriate modes of behaviour have to be selected based on the nature of the content. Similarly, the ability to apply knowledge will be manifest in the pupil being able to identify and analyse the problem, recall knowledge relevant to the problem, establish relationships, form and verify hypothesis, interpret new situations, predict, and so on. Specification of precise behavioural outcomes have to be developed, and used in collecting evidences about the realisation of objectives relating to skills, interests, attitudes, appreciation, beliefs, values, decisions, habits and practices, and general personality traits also. It can easily be seen that the form of the tools or test items used in collecting evidence has to vary with the specifications.

Further the evidence relating to many of the above objectives and the related behavioural outcomes cannot be obtained in a formal test situation. Thus, the obvious conclusion is that a variety of evaluation procedures, techniques and devices will have to be employed if the teacher wants to collect evidence on the realisation of all the stated objectives. After the objectives have been formulated the next step in constructing an evaluation device is to match each objective or set of objectives with an appropriate kind of evaluation device. This makes evaluation objective based and therefore valid.
Only an evaluation system adopting the above approach and using a variety of appropriate devices can serve all the purposes of evaluation. It will measure accurately the gains made by each pupil in relation to the specific instructional objectives and the expected outcomes. It will help in diagnosing the strengths and weaknesses of each pupil and in planning and organising effective remedial or further work. This also enhances the predictive value of the devices used. Altogether, the guidance purpose of evaluation will be satisfactorily served. It can also help in self-evaluation by pupils. The grading of the pupils will be more meaningful, objective, accurate, and acceptable. The definition, development and maintenance of standards will be facilitated. It will also help in evaluating the instructional or the teaching learning procedures and the curriculum as such.

In the teaching of Social Studies, the acquisition of knowledge is only one of the objectives. Infact, the affective outcomes listed earlier have greater permanance and value. It is a pity if at the end of the course in Social Studies the pupils can only recognise or recall dead facts.

The knowledge of the facts should lead to the formation of concepts and perception of relationships and that to the understanding of social phenomena and the analysis and solution of social problems. The greater
worth of the course lies in the development of good social interests, attitudes, appreciation, skills, virtues, beliefs, ideals and values. Evidence of such outcomes has, therefore, to be collected in a continuous and cumulative way through appropriate techniques, and devices. Some skills like those relating to drawing and reading of charts, reading of maps, detecting errors and disproportion in diagrams, handling tools and equipment and representing data in symbolic form, have also to be developed in the study of the Social Studies. All these require, in addition to the written tests with all types of test items, essay type and objective type, many other techniques and tools, and oral tests that can be used conveniently. Performance tests may be employed in the case of certain skills. Participation, discussions and group activities, can speak volumes. The products of the pupils' work offer a lot of evidence. Observation is a technique to be profusely employed in all situations. The evidence collected through observation may be recorded or summed up using rating scales and the like. Check lists, interest inventories, attitude scales and the like are also instruments with tremendous possibilities in the hands of intelligent teachers. Thus, a variety of evaluation procedures and devices matching the objectives and the learning experiences has to be and can be used for a comprehensive, valid, reliable, assessment of the outcomes in each pupil and in the groups as a whole. This cannot be
done without intelligent pre-planning, which, therefore, becomes an essential part of curriculum planning. That is the teacher's first task.

Thus objectives, learning experiences and evaluation activities are not independent and unrelated. They constitute the verticis of the "eternal triangle" in the educative process and the content is really contained in them. It is in the context of this understanding and approach that the investigator has sought to develop the theoretical model that is to be used to test the understanding of teachers and that may be helpful in presenting a total, meaningful picture of the teaching and learning of Social Studies.