Chapter VI

FINDINGS AND CONCLUSION

The findings and conclusion in this section is based on the data collected through questionnaire given to 100 teachers of Social-science covering 45 schools. Both government and private schools in rural as well as urban areas were covered. On ascertaining the number of schools in Silchar, it was found that the majority of the primary schools were in the urban municipal area where as, the rest were in the rural areas. A total of 45 schools were selected. Out of which 35 schools were in urban municipal area and 10 from the rural area bordering the Silchar town. Majority of the questionnaire were collected from teachers who have been teaching Social-science. Teachers with high academic qualification in their respective fields constituted the sample. Subject specialists included the teachers who have been teaching social-study for more than 20 years. In this connection 40 subject specialists have been selected. 50 classroom teachers who teach Social-study for the grades of class V were considered. 10 headmasters/principals were selected from the schools. Questions were prepared in such a way as to help in achieving the objectives of the study. A second part of the questionnaire consisting of 30 items have been selected which dealt with the textbook of social-study. It dealt with the design, illustration, print, language, exercise and the academic aspect. The information was also collected from the school information blank of the schools. Interview schedule for the experts were developed by the investigator herself keeping in view the main objectives of the study.
The findings and conclusion can be grouped under 4 headings according to its objectives-

- **Identify the needs of the learner**
- **Curricular content and materials**
- **Syllabus of Social Study**
- **Problems in implementing the curriculum**

**IDENTIFY THE NEEDS OF THE LEARNER**

Moving according to the first objective to identify the needs of the learner, the investigator first of all identified the needs of the learner from 6 to 14 years. Each of the needs like the physical development, social development and intellectual development were identified according to their age level. It means reassuring that the child is developing normally. Anticipating and responding to the child's age-related behaviour. The researcher studied their age wise individual needs from six to fourteen years which are presented in the individual flow chart in the appendix. Similarities of children from six to fourteen years have been identified. It is found out that they enjoy physical challenge. They like to skip, run and jump. Their ability to speak and express themselves develops rapidly. This is necessary for their success in school work. Dissimilarities of children from six to fourteen years have also been identified. There is difference in their ability to read for longer hours.

1. **The needs of a 6 year old are - Physical development**- Their growth is slow but steady. They like to skip, run, jump, tumble and dance to music. They can copy designs and shape. They can print their names. They have high activity level. They are bossy, assertive and
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extremely sensitive. **Social development**- They play well in groups and need some time to play alone. They think of themselves more than others. They are helpful with small chores. To them ‘good’ or ‘bad’ is what the parents or teachers approve or disapprove. **Intellectual development**- During play they practise using the words and language they learn in school. Their ability to speak and express themselves develops rapidly. They like rhymes, riddles and jokes. They start to understand time and days of the week. Begins to develop the ability to think abstract problems. **Needs**- They need materials for painting, drawing, moulding and pasting. They need stories to be read alone as this is the time to memorise simple things. They have a strong need for love and attention of parents and teachers. They need to be understood as they become upset when their school work is ignored or criticised.

2. **The needs of a 7 year old are** - **Physical Development**- They are full of energy but easily tired and restless. They have better eye and hand coordination. They enjoy songs, rhymes, nature studies etc. Children can now work diligently and intelligently. **Social development**- Able to assume some responsibility. Sensitive to feelings and attitudes of both other children and adults. Talkative and prone to exaggeration. Boys and girls play less together. **Intellectual development** - Learns best in concrete terms. They have rudimentary understanding of time and monetary values. They ask a lot of questions. They see parts rather than how the parts makeup the whole. **Their Needs**- They take active part in learning situations with concrete objects. They need encouraging words and friendly relationships with adults. They love to develop
and use activities that involve cutting and writing skills. They need acceptance at their own level of development.

3. **The needs of an 8 year old are - Physical development**- They can write and draw with more skill. They are more self confident. They understand the difference between real and fantasy. They are more interested in games requiring coordination of small muscles. They like variety. **Social development**- They are friendly and cooperative. But cooperation is associated with being ‘in the mood’. Cares for its own belongings. Very interested in adult conversation. Has a sense of humour. They now want a best friend. **Intellectual development**- They develop judgemental attitude and often asks the question ‘why’. Can read for pleasure. They are willing to barter and bargain. They can think more conceptually. They like to memorise things. **Their Needs**- They need arithmetic puzzle and problem sums at this stage to develop judgemental attitude. They enjoy dramatic plays reflecting stories that they have read or heard. They show interest in children and hence should be taught to be cooperative with friends. They enjoy reasoning. Teacher and parents are important to them.

4. **The needs of a 9 year old - Physical development**- They enjoy active plays such as swimming, riding, running. They like to build models and draw and do activities that use their fine motor skills. They have speech levels that are nearly at an adult level. They can get ready without adult help. **Social development**- They can recognise basic norms and appropriate behaviour. They are anxious and impatient. They can think independently. They have improved decision making skill. Likes organising and planning with friends.
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**Intellectual development** - They understand objects that have uses and can be classified into different categories. They can read and understand longer sentences up to 12 words. They enjoy reading books frequently. **Their Needs** - Individual interest develops at this stage. They need activities and problem solving things. Emotions develop at this stage so they need love and affection. They need outings and enjoy seeing thinks of what they have learnt in school books.

5. **The needs of a 10 year old are** - **Physical Development** - They engage in rough and active play. Has great interest in team games. They are interested in developing skill, strength and speed. Likes more complicated craft and work related tasks. They enjoy playing games of strategies. They need outdoor games and games of physical challenge. **Social Development** - They love group adventure and co-operative play. They enjoy family and peers. At this stage they develop more mature sense of right and wrong. They are quick to anger-quick to forgive. They are friendly and generally happy going. They are expressive, talkative and like to explain everything in details. **Intellectual Development** - They develop increased ability of abstract thinking. They are able to concentrate, read for longer hours. They are good problem solvers. They like rules and logic. Most of them are voracious readers. They like to organise things. They are good listeners and actively receptive. **Their needs** - They need more opportunity to sustain interest. They need opportunities for developing skills through the use of handicrafts and active games. They love reading, writing and using reference materials. This is the stage to develop hobbies. They need things to be explained logically as they begin to agree on
logical reasoning. They need words of encouragement. They need outings and enjoy seeing things of what they have learnt in school textbook.

6. Needs of an 11 year old are - Physical Development- They are motivated by opportunity to try new things. At this stage challenges begin through trial and error. Small muscles develop at this stage and require the use of those muscles such as playing musical instruments etc. They are in constant motion and restless. They are moody, sensitive to strangers. Social development- Their view expands from home to neighbourhood and local community. They enjoy co-operation and limited competition. They are most times rude, argumentative and impulsive. Likes to imitate adult language and have extreme emotion. At this stage they face a lot of problems with decision. Intellectual Development- Deductive reasoning increases at this stage. They are able to establish and modify rules. They develop increased ability to decanter and see the world from various perspective. They are interested in scientific procedure and experiments. They are able to develop hypothesis. Their Needs- They love reading, writing and using reference materials. They have self confidence as their emotions are high at this stage. They need achievement and consolidation of important academic skills. To them reading, writing and computing is important. They need a deepening sense of who they are. They need more opportunity to sustain interest.

7. Needs of a 12 year old are - Physical Development- Physical education and sports are more valued. At this stage they are more reasonable and tolerant. They are insightful and self-aware. They
like large responsibility in school environment than small ones at home. **Social Development** - They are enthusiastic and uninhibited. Peers are more important than parents and friends. Adult personality begins to appear. But they participate less in family activities. Double meaning jokes and word play interests them. They can set realistic goals in short terms. **Intellectual Development** - They have high interest in current events, politics and social justice. Complex issues such as poverty, war are understood. More use of reflective thinking develops. They show high interest in research and studies skill with increased organisational ability. **Their Needs** - They get excited and challenged by lengthy homework's, assignment and projects. Rules are important to them. They need to be with friends as this is the time for struggle with identity. They need realistic goals of short term.

8. **The needs of a 13 year old are** - **Physical Development** - They become self-conscious about trying to learn new physical feats. They are sensitive to feelings. This is the period of transition from childhood to adulthood. **Social Development** - They begin to place more value on appearance and more on personality. They have the capacity to develop mutual and healthy relationships. Emotions are high at this stage and this sometimes leads to poor grades. Struggles with the sense of identity. **Intellectual Development** - The emotions are high at this stage and this sometimes leads to poor grades. They develop increasing ability to analyse situations. They begin to understand abstract ideas like 'justice', 'honesty' etc. They enjoy solving critical puzzles and sum. They develop the ability to make decisions. **Their Needs** - Needs time for privacy. Is anxious due to increased social and academic stresses. Hence they need to
be understood. They start to look for loving relationships outside the family. They think in terms of the present rather than the future. So they need to be made aware of their goals of life.

9. The needs of a 14 year old are - Physical Development- At this stage high expectations develop. They are moody and short tempered. They are concerned about looks and personality. They are always hungry. Their appetite is great. Their need for sleep increases. They may sleep quite late on weekends. Social Development- They make their own choices about friends. They develop a strong sense of right and wrong. They have critical attitudes towards home, parents and society. They develop the attitude of hero worship. They recognise their own strength and weakness. Intellectual Development- They develop increasing ability for complex thought. They are capable of exploring and selecting learning materials. They understand the elements of the environment. They learn to use deductive reasoning and make educative guesses. They focus on the future developments and learns to reason through problems even in the absence of concrete events or examples. They become able to construct hypothetical solutions to a problem. Their Needs – They need more time to sleep and varied social circle. They are very anxious to be liked by others. Arguing skills increase as such they need to be given reasons. They learn to recognise that current actions can have an effect on the future and as such they need to set personal goals. They need to be made aware of their diet, their body and sexual ability. Increased emotion is the hallmark at this stage as such they need to be looked after carefully and not hurting their sentiments.
10. Similarities of Children from Six to Eleven Years

1) They enjoy physical challenge. They like to skip, jump, run, and dance to music.
2) Their ability to speak and express themselves develops rapidly. This is necessary for success in school work.
3) Self-esteem which is a person's sense of worth and belonging, becomes increasingly important as the child interacts more with people outside of his or her immediate family. Children of this age also compare themselves to others.
4) They enjoy arithmetic puzzle and problem sums at this stage.
5) They are more independent and physically active. They are more involved with friends and are learning to think in more complex ways.
6) They are most concerned with things that are "real" rather than with ideas. For example, actually touching the soft fur of a rabbit is more meaningful to a child than being told that an object is "soft like a rabbit." Because they still can mostly consider only one factor of a situation or perspective at a time.
7) They are bossy, assertive and extremely sensitive.
8) They like to play in groups. They are usually friendly and cooperative.
9) Talkative and curious and always asks questions.
10) They remember rewards more than punishment.
11) They enjoy books and reading stories.
11. Dissimilarities of Children from Six to Eleven Years

1) There is difference in their ability to read for longer hours and concentrate.
2) As they mature they like complicated tasks and crafts
3) They develop mature sense of right and wrong.
4) There is difference in the increased ability of abstract thinking
5) Better eye hand coordination according to age.
6) Better use of smaller muscles according to age.
7) As they grow they become more competitive. They love adventure according to age and are no longer afraid of it.

Curricular content and materials

12. It has been found that 97% agreed that the introduction of EVS in Social-studies would be helpful while only 3% disagreed. But 51% revealed that the syllabus would become lengthy after EVS. However most of the teachers in both private and government schools were optimistic. 66% of the teachers of both private and government schools supported the need for a change. While 34% felt that there was no need for a change.

13. It has been found that the quality of education imparted in government schools was very poor. The students studying in private schools do better than those students who study in government schools. It has been found that 27% of the Indian students study in private schools. The study revealed that more than 35% of the students study in private schools in Assam. It appears that the private schools cover the whole curriculum and offer extra curriculum activities such as debates, quiz, games and sports, music competitions etc. The pupil teacher ratio is much
better in private schools because they charge from the parents more in the name of welfare and developmental activities.

14. A number of discrepancies could be observed regarding the use of time-table. The schools follow their own time-table according to their own convenience. No attempt has been made from the higher authority to provide time allotment chart to the individual schools. 22 teachers opined that less than 5 classes in a week were assigned for social science classes, while 78% teachers said that more than 5 classes were assigned for Social-study classes. 42% of the teachers said that it was not sufficient. Social-study includes the study of geography, economics, history, political-science and civics. Hence it was difficult to complete the course in time. 92% held that more than 30 minutes are given for Social-science classes. 55% held that the timetable was not prepared according to local need. Thus time-table did not provide proper scope for implementing the curriculum.

15. All teachers and experts opined inadequate physical facilities at the primary schools as the biggest problem faced in the implementation of the prescribed syllabus. The physical problems included lack of playground, shape of the classroom, lack of teaching aids in the teaching of social study, pupil teacher ratio in the class etc.

16. Most of the teachers also opined that there is lack of knowledge of the objectives of social study. It has been found that the current scheme for Universalisation of Education for All i.e. Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world has enhanced attendance and enrolment but the level of quality remains relatively low.
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SYLLABUS OF SOCIAL STUDY

17. It has been observed that the mode of evaluation of social science paper is written. 94% of the teachers follow this method while only 3% follow oral methods. 89% opined that they used the mixed type of evaluation which included essay type, very short type and objective type.

18. Regarding the methods of teaching, 80% of the teachers taught without preparing any lesson plan. The scenario is critical in government schools as 7 out of 10 teachers do not know how to prepare a lesson plan. In most of the schools only two methods i.e lecture and assignment methods are followed.

19. Of all the schools surveyed none had a well developed science laboratory. Only few private schools had a barometer and a thermometer in the name of science laboratory. None of the schools had a laboratory exclusively for Social-science. Most of the schools had maps, charts, globes and some pictures only. 92% of the teachers used only maps, charts, and pictures. While only 14% used various models to make the class interesting.

20. The scenario was quite satisfactory in the private schools regarding the reading habits of the students of social science. 63% of the teachers held that they were pleased with the reading habits of the students. This has been possible because most private schools have a period of library work twice a week. The students are made to take books home from class V. But the picture of the government school is dismal. The teachers as well as the students are not concerned with the development of reading habits in them.
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21. As north east consists of seven states, the textbooks on social-science do not give stress on unity in diversity. The multi-cultural aspect and the conservation and preservation of culture is not stressed here. The SEBA textbook of class V has failed to deal in details about the states of North east. The existing curriculum of SEBA neglected the socio-cultural aspect of Assam.

22. The textbook of social study is not that child centric so that the children get an opportunity to explore. They held that there is more of definitions which creates difficulty in learning for the children.

23. The language used in the book is more formal than that spoken by children. The book should have been developed keeping this in mind. The textbook is not the only source of knowledge but support children to construct knowledge through all sources around them like the people, environment, newspaper etc.

24. It has been observed that there is lack of community participation among the parents and the teachers. The schools complained of lack of support from the parents and the community. This has prevented from providing approximate scope for properly implementing the syllabus.

PROBLEMS IN IMPLEMENTING THE CURRICULUM

The study revealed the many problems faced by the teachers. The information collected was through the data received in the form of questionnaire given to 100 teachers of social study.

25. Most of the teachers complained of not being able to complete the syllabus within the stipulated time. They held that the syllabus was lengthy. They held that the inclusion of Environmental Science
made the syllabus lengthy. 53% of the teachers of Social-science found the present course of social-science to be rigid and vague. They found the course of Social Study to be lengthy. The study revealed that 66% of the teachers favoured for a change.

26. Non-availability of teaching aids was the common problem faced by the teachers. Only 14% of the teachers used models and other methods to make the class interesting while most schools did not. Regarding teaching aids the teachers held that they did not use teaching aids other than textbooks. In most schools the use was limited to maps, tables and pictures only. Other teachers did not make any attempt to use the immediate environment. As such the social study class was boring for most of the students.

27. Non-availability of library facility by the teachers of Social-science was another important problem. The teachers teaching social study held that they do not have proper books in the library to teach social study in a better way. Satisfactory library facilities were available in 80% private schools while the government schools presented a dismal picture. Social Study is a vast subject which included the study of geography, economics, political-science, history and civics.

28. Most of the teachers held that they came to the class without any preparation of lesson plan. Surprisingly only 30% of the teachers started the class with the preparation of lesson plan. Many of the teachers about 68% do not know to prepare a lesson plan as they do not have B.ed degree. Most of the teachers were simple graduates. As such were not aware of the preparation of lesson plan.
29. The teaching technique adopted were traditional and uninspiring. The teaching technique adopted by the majority of the schools were non-innovative. The teachers lacked research initiative.

30. According to the DISE survey, 54.91% teachers were untrained in private schools where as only 44.88% in Government schools. This is the all India figure, whereas the survey revealed that 44% of the Government school teachers receive in-service training whereas 3% teachers in unaided schools receive such training.

31. The survey revealed that more than 40% of the schools do not have any playground. 60% of the schools do not have any boundary wall. As regards Assam 38.5% of the schools do not have any playground, while 80.7% schools do not have any boundary wall.

32. It appears that 15% of the schools do not have pure drinking water facility and 12% of the schools do not have any toilets. As regards Assam 23.2% schools do not have clean drinking water facility while 19.1% schools do not have any toilet facility.

33. During survey it has been found that a large number of students attend paid tuition classes outside school for Social-science. The survey reveals that 44% of the students attend private tuitions for social study. The reason said was the non fulfilment of the syllabus especially in Government schools. In Assam 20.7% attend private tuitions, while the national average is 26.3%.

34. The survey revealed that the dropout rate is about 4% from six to fourteen years. While 5% of the children in the age group of six to fourteen are out of school in Assam i.e. they have dropped out and have never enrolled. The percentage is more than the national average. The national average is 3.5%.
35. It appears that the private schools are over-crowded than the Government schools. The number of students in each class consists of more than 55. As the quality of education provided in private schools is better, even the children from the poor sections go to private schools despite that the government schools provides mid-day meals and free education.

**IMPLICATIONS OF THE FINDINGS AND CONCLUSION**

The study helped to identify the needs of the learner of each age group. In order to find out the needs of a child it was important to study their physical, social and intellectual development at each stage. Thus it led to understand that at each stage, the age related behaviour was different. It also helped to reassure that the child is developing normally. The study of the curricular content and material helped in understanding the subject matter of social study closely. Thus it can help one in bringing about necessary changes accordingly. The study of the curricular content and material can help one in understanding about the quality of education which has to be maintained. It can also help in bringing about changes in the totality of the curriculum and also the most important thing that is regarding the textbooks. Administrative changes can also be brought about accordingly. The study can bring about improvement in the physical facilities in the school like better teaching aids, better classroom, drinking water facilities etc. The study of the syllabus of social study will help in bringing about changes in the mode of evaluation. Accordingly the syllabus can be made more competitive and job oriented. It can help in bringing better reading habits in the children in the study of social study. As Northeast is a multilingual and a multiethnic state unity has to emphasized in the syllabus. Thus the study can help in the conservation, preservation and transmission of culture. In other way it helped to find
out the socio-cultural aspect of Assam. The study helped to highlight the problems in implementing the curriculum and bring necessary administrative changes. The problems like inability to complete the syllabus within the time frame, non availability of the teaching aids, library facility, lesson plan, teaching techniques, private tuitions, dropout rate, overcrowded classroom etc came forward. The investigator is optimistic that the implementation of the findings will help to improve the study and the curriculum at the primary stage.

SUGGESTIONS FOR FURTHER RESEARCH

After completion of the present study, the investigator arrived at the conclusion that the area of research chosen is worthwhile and there is lot of scope for further probe. Therefore, some suggestions for further studies have been listed below –

1. As the study relates to the primary stage research can be done in the secondary stage also. Thus the study can be done under the heading – "Construction of a need based curriculum in Assam for the secondary stage."

2. A comparative study can be made on the NCERT curriculum and the SCERT Assam curriculum. Thus it can be named as, “Comparative study of the NCERT Curriculum and the SCERT Assam school curriculum.”

3. Another approach may be the textbook analysis of the various subjects in the primary stage and thus according to their needs the syllabus can be developed. Thus the study can be called as, “Analysis and Construction of need based textbook of Social study at the primary stage.”
4. Study of the different subjects like English, mathematics, general science etc and hence construction of the curriculum of different subjects can be the point of research at the primary as well as the secondary stage.

5. The problems highlighted can be another point of research in the primary stage.

6. The problems highlighted can be a point of research in the secondary stage also.