Chapter – III

REVIEW OF RELATED LITERATURE

The phase ‘review of literature’ consists of two words : ‘review’ and ‘literature’. Review of the related literature allow the researcher to acquaint himself with the current knowledge in the field of area in which one is going to conduct research. It provides a theoretical framework of research. It thus serves the following purposes :-

i. It helps one to define the problem.

ii. It helps one to delimit the problem.

iii. By reviewing the related literature one can avoid unfruitful and useless problem area.

iv. Through the review of related literature, the researcher can avoid unintentional duplication of well established findings.

v. It gives the researcher an understanding of the research methodology.

vi. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researches listed in their studies for further research.

Thus review of related literature is one of the most important steps in any type of educational research work. Researcher takes advantage of
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the knowledge accumulated in the past as a result of constant human effort. It provides insight into the various methods and procedures being used to reach the objectives of research. Researches on curriculum on the construction of a need based curriculum at the various level is not adequate. The curriculum at different stages of education has been studied in a disjointed way. There are no empirical studies trying a suggested curricular and assessing its effect. Apart from national efforts individual researches also have much to contribute in curricular studies.

The major focus of research in the present study have been exclusively on students of primary education in Assam. However educational research in general and curricular studies in particular have not been studied in India and hence in Assam in a systematic way. Thus a researcher is compelled to take help from the researches conducted in foreign countries. And those studies which have been conducted in India that are of direct importance and assistance for the present investigator have been reviewed. In this context an attempt is made to present this chapter as a general review of studies in primary education. This chapter is presented as-

3.1 Baseline Research

3.2 Studies Conducted in India

3.2.1 Studies on goals, aims, and objectives.

3.2.2 Studies on curricular content

3.2.3 Studies on curricular implementation.

3.3 Studies Conducted on Social Studies in India
3.4 Studies Conducted Abroad

3.4.1 Studies on goals, aims and objectives

3.4.2 Studies on curricular content

3.4.3 Studies on curricular implementation

3.5 Studies Conducted on Social Studies Abroad

3.6 Summary of the Review of Related Literature

3.1 BASELINE RESEARCH

Baseline research provides the researcher with information which are very important for planning, designing and implementation of the research project. The present study covers an area which is very vast and innovative. The investigator has therefore benefitted from the basic information found from researches done by others.

_Biswa, N.B.(1986)“A study of the curriculum for primary education in Bangladesh.”_ The study conducted an investigation with a view to evaluate the primary education in Bangladesh in terms of its objectives and criteria mentioned by the National Curriculum and Syllabus Committee of Bangladesh. The study also conducted a status survey of primary schools with regard to instructional inputs and other facilities. The study also included the assessment system and the problems involved in implementing the curriculum. The findings included a contextual gap between the framing of objectives by the National Educational Commission and the National Curriculum and Syllabus Committee. There are also some gaps between the curricular content recommendations by the National Educational Commission and that of the National and
Syllabus Committee. Even though the National Committee and the Syllabus Committee recommended inclusion of environmental science, the National Educational Committee did not adopt such studies. The textbooks were poor regard to physical aspect, but the teachers handbook were of high quality.

*Muttagio, LA (1981) "Developing of curriculum in biology for secondary schools of Bangladesh."* The investigator developed an ecology curriculum which was suitable and effective in developing environmental literacy among the students of grades VI, VII, and VIII of some selected schools of Bangladesh. The study was a developmental research. The first phase of research consisted of the developments of curriculum, curricular materials and their evaluative and formative evaluation. The second phase of the study included summative evaluation and the evaluation of the developed materials in the real classroom situation. The major findings were in the formative evaluation, the curriculum and the curricular materials were found suitable and appropriate for the purpose of the study. The curricular materials were effective in producing significant gain in the knowledge of the students about ecological facts, principles, information and the related problem and their possible solution. The teachers manual were effective in producing significant changes in the attitude of teachers. The study found that there was low correlation between the gain in ecological knowledge and the change in attitude towards the environment. Rural students possessed significantly less ecological knowledge. There was significant difference in the level of ecological knowledge of boys and girls. The girls possessed more knowledge then the boys. The difference between the rural and urban
boys in respect of attitudes towards environment was significant, the rural boys has more positive attitude.

Sahajahan, M.M. (1980) “An experimental study of Teaching Science in standards VI & VII through Modules.” The aim of the study was to design and develop modules for teaching science and standard VI & VII. 2 To study the effectiveness of the modules as an instructional method with respect to the conventional method. To study the relationship between the students’ achievement through modules and the attitude of the students towards the module as well as academic motivation of the students, and to compare the achievements through modules of high achievers and low achievers, boys and girls, high academic motivation and low academic motivation and the like. Findings 1. The modular way of learning was more effective than the conventional method in the case of some modules while in the case of other modules it was found as effective as the conventional method. 2. An overwhelming majority of the students possessed a favourable attitude towards modular interaction 3. The teachers reaction to modular approach to instruction were favourable. 4. The achievement of students through instrumental modules seemed to have a low positive correlation with their attitude towards modular way of learning. 5. While learning through modules, no significant difference was found between the achievement of extremely high and extremely low achievers and between girls and boys. 6. The attitudes of students towards instrumental modules, academic motivation of students and their reading comprehension were different from one another.
3.2 STUDIES CONDUCTED IN INDIA

3.2.1 Studies on goals, aims, and objectives

Ramdas, J.(1981) “Curriculum Development in Science relevant to the Indian School system.” The study aimed to formulate operational objectives to be achieved by science teachers in the classroom, to implement these objectives and to evaluate their effectiveness in terms of changes in teacher and pupil behavior, and to develop and test strategies for curriculum change which would be suitable for Indian conditions. The study led to some broad generalizations. Teachers showed some significant changes such as willingness to change their teaching methods and go beyond the textural material to include real life experiences and to encourage participation of pupil. An improvement in pupils ability to apply concepts in physics to non-textual situations was also observed. There was no difference in the use of novel ideas of the experimental and the control group. Pupils in experimental group contributed more to discussions in the classroom, improvement of pupils in the skill of experimentation and other group activities was not significantly different in the two groups compared. 8. Suggestions were made to pay more attention to the actual process of education in the class room and bring about a conceptual change in its role, to study in the field actual effectiveness of the curricula, and to adapt teaching methods and curricula to the changing needs of society.

Nair, P.N.G. (1978) “Impact of creative methods of Teaching on the attainment of higher objectives in science.” The aim of the study was to try out whether creative methods of teaching physics and chemistry were superior to the traditional method in attaining higher objectives. The
parallel grade experimental design was used. The study was carried out in six secondary schools selected on the basis of stratified random sampling. The exceptional and control grade were equated on the basis of age, sex, socio-economic status, intelligence and school achievements. The exception grade was taught this creative methods and the control group were taught traditional methods. The topics taught were, ‘solution’ from the chemistry syllabus and motion of bodies from the physics syllabus of standard VII. Standard progressive matrices, socio-economic status scale of Kuppuswamy, opinionnaire and achievements tests were the major tools used for collecting data.

The findings include that the creative methods were superior to the traditional method like verbal illustration and demonstration in attaining higher objectives in science. The creative methods were superior to the traditional method for the sub-samples (sex, management of schools and locality of schools). The creative method were supervisor to the traditional methods in the attainment of higher objective in case of pupils having different levels of intelligence and socio-economic status.

Birdi, B.(1992) “A Study of the growth and development of primary education in Punjab from 1947-1987.” The major conclusion was that while there was a considerable growth of primary education, it still lagged behind the all-India indicators. Mishra, A. (1989) “A study of the teacher education programme at the primary level” investigated the development of girls education at the primary stage in Orissa since independence. He found that a majority of the subjects consisting of a heterogeneous cross section of the society favoured the introduction of eight years of primary education so that the students could equip themselves with the necessary knowledge and skills to face the future.
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Rawther, Shahul Hameed Y. (1989) “A comparative study of the aims of education at the primary and secondary levels as perceived by different sections of the community” found that there was a philosophical, sociological, psychological and physical aims of primary education. Ralte, Lalliani (1992) “An analytical study of the primary education in Mizoram during the post-independence period” undertook an analytical study of primary education and reported that primary education developed in a big way in Mizoram during that period. But the overall performance of candidates in Mizoram who had appeared in the primary school scholarship examination was not satisfactory on the achievement tests in mathematics, english and general science.

3.2. 2 Studies on Curricular Content

Dunakhe A.R. (1984) “Research needs in primary education – an explorative study SIE Maharashtra.” The aim of the study was to locate research needs in primary education. To prepare model research design. The findings include that the teachers, headmasters and education extension officers were aware of the needs for research in the field of primary education. Some of the problems were regarding the interference of political workers in the day to day working of the school, curriculum, and administration of primary education. They felt that there should be diversification of curriculum, school timings, open entry to the schools and encouragement to Balwadis. The research needs spelt out in the study were related to the areas of absenteeism and classification of students according to abilities and practices.

Bala V. (1980) “A comparative study of the effects of modern and traditional mathematics curricula on Piagetian Concrete Logical Thinking.” The major aim includes modern mathematics curricula
facilities. Piaget’s Concrete Logical Thinking in a greater degree than the traditional curricula at the primary school level. Pupils of lower secondary school exposed to modern mathematical curricula performed significantly better on Piaget’s Formal Operational tasks than pupils studying traditional mathematics. Boys and girls of modern mathematics showed significantly better performance on Piaget’s Formal Operational tasks than those of traditional mathematics. The important findings include modern mathematics facilitated Piaget’s Cognitive thinking ability to a greater degree than the traditional mathematics at the primary level. On Piaget’s Formal Operational tasks both groups were found to be equal. Boys and girls faced almost well as Piaget’s Formal Operational tasks. Acceleration of Concrete Logical Thinking through modern mathematics were indicated. Acceleration of cognitive abilities could be declared only with some reservation as scholars and studies have temporary gain.

Thakore R.(1979) “Developing a curriculum in population education for secondary teachers under training.” The aim of the study include for developing a curriculum in population education for secondary teachers under training. The investigator made an elaborate study of all the related literature available both in the area of the curriculum theory and that of population education. In the investigation the theory of curriculum has been applied for developing curriculum in population education for secondary teachers under training. The curriculum thus developed was actually tried out for the whole academic year in the normal working condition. For pretest and post-test measurements the investigator constructed tools such as an attitude scale and an achievement test in population education. The measurement aspect of evaluation was
completed by the assessment aspect. Finally the curriculum package was developed for teacher trainees.

Pia. S.G. (1981) “Preparation and tryout of curriculum in environmental studies, leading to life long education for college students” The aim of the study was to help the students acquire an awareness of the interrelationships, interactions and interdependence existing between biological and physical aspect of the total environment and the sensitivity towards the environment and its applied problems. To help the students acquire strong positive attitude, sound ecological values towards the needs for a better environment and the necessary motivation for actively participating in its protection and environment. To help the students develop skill necessary for solving environmental problems and solving and taking preventive measures.

The findings include the curricula was basically on curriculum development, concept of lifelong education and environmental education. The draft curriculum was modified after the preliminary tryout.

Devi, Susila A.(1990) “A Critical study of environmental curriculum in Andhra Pradesh” examined teacher sample from three districts. It was found that the EVS syllabus was not transacted the way it was meant to be. Children were not encouraged to explore their environment and develop the desired scientific skills and attitude. The study recommended activity based teaching of EVS and preparation of socio-psychological profile of learners for more effective teaching.

Mlanga, Andrew Titus Omolo (1992) “Perceptions of high school teachers, students, parents and educational administrators regarding the principles, practices and procedure of curriculum development
programmes for high schools in Nairobi, Kenya” dealt with perceptions of high school-teachers, students, parents and educational administrators. Mehdi, Baqer (1988) “Instructional development and social objectives of education at the secondary stage” The study was concerned with something more basicviz instructional, developmental and social objectives of education at the secondary stage. Desai, Murali (1991) “Family dynamics and developmental programmes : Curriculum Planning” undertook this study in order to understand family interactions and development in the context of socialisation to plan a family-life education programme for attitude development of human rights, skill training for enrichment of family dynamics and information dissemination about family resources. Minocha, Manisha (1989) “Responses of primary schoolteachers to an experiment in curriculum reform: A Study of the teachers involved in the integrated programme” investigated primary school teachers response to an integrated programme in terms of receptivity, resistance or difference and the cause of these responses and teachers problems while participating in curriculum reform. About 25 schools from Delhi were chosen for this study and the teachers teaching there constituted the respondents sample. In addition to the above stated objectives the teachers social background was also investigated.

3.2.3 Studies on Curricular Implementation

Das R.C.(1974) “ Impact of school conditions on primary education SIE Assam” The purpose of the study saw to ascertain whether there was any impact on the physical conditions of the primary education on the retentivity and regular educational programme of its children. The study revealed that there was significant relationship between efficiency in
educational and physical facilities in schools. The school conditions definitely seemed to have a favourable impact on school education. Better physical facilities increase the attractive and retentive power of the school as well as provide situations conductive for effective education and hence contributed towards better education of the children of that school.

Lynden Laso (1985) “A Critical study of developing plans and programmes in primary education in the state of Maharashtra since independence.” The study aimed to trace the development of primary education in Meghalaya. To study the developmental plans and programmes launched by the government of Meghalaya for the promotion of primary education of the state. To find out the present position of the implementation of the developmental plans and programmes launched by the Government of Meghalaya in the field of primary education. To make suitable suggestions on the basis of the findings for further improvement of primary education. There was progress in respect of various aspects of primary education like establishment of new schools, strength of teachers, enrolment of students. Financial assistance was sanctioned by the State government to the District Council relating to various aspects of primary education. There was an increasing trend in the expenditure on both general and primary education.

SIERT Rajasthan (1982) “Primary education curricula renewal project in Bagadia Phalan, Banswara – a case study”. The purpose was to study the impact of the primary education curricula renewal project. Prior to introduction of the project many facilities were not available. There were inadequate facilities of stationary materials, teaching aids, medical check
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up, drinking water, furniture, playground etc. Working hour of this school were the same in project curriculum and state curriculum. Daily attendance of students increased. Efficiency of teachers increased by 25 p.c. to 50 p.c. Interest and involvement of the community increased. The materials and equipments increased. The other changes were awareness due to formal and adult education and establishment of new departments.

Prakash, Vidhya (1991) “An investigation into curriculum policies, planning and their implementation at the primary school level in Delhi during 1966-76.” The study was concerned with curriculum policies, planning and their implementation at the primary school level and it was based on survey method. The school sample consisted of municipal corporation schools only. Unaided schools were excluded. The study revealed the pathetic condition prevailing in these schools. Various dysfunctional features of MCD schools were listed, most important ones being lack of initiative among the teachers, political interference, ineffective supervision and unusually heavy syllabus load on students.

Senapati, T (1989) “Strategies for primary curriculum development in population education for the schools of Puri Districts.” The focus of the study was on problems related to the introduction of population education through the primary school curriculum. The status of population education in the existing primary school curriculum were studied and developed strategies for organising population education curriculum were introduced. In all 193 schools selected through stratified random technique comprised the school sample and 125 individuals constituted the respondent sample. The study found out that the teachers had not systematically prepared for effective transaction of population
education curriculum. The study recommended that appropriate training strategies should be developed for training teachers through pre-service education programme.

*Shukla, Nandita (1991) “A curricular design for value oriented secondary school teacher education in Punjab.”* The study was on curricula design and the twin objective of the study were to identify the course contents for integrated value education and to develop value oriented curricular design. The study found ample scope for integrating value education with teaching subjects and various activities. *Rao, Sudha .K.(1992) “Structural influence on restructuring of curriculum”* identified three fold objectives of the study. The study found out that large size of institutions, private management bodies, periodic recruitment of new faculty members and restructuring curricula is not purely an academic exercise. It has administrative and political aspects too.

### 3.3 STUDIES CONDUCTED ON SOCIAL STUDIES IN INDIA

Research in India is not more than half-a-century old. Area-wise analysis of researches carried out in India during the past fifty years or so, indicate that curricular areas in general and social-studies in particular have suffered because of apathy of the educational researchers. The picture becomes clear by a comparison of the number of studies covered for review in the present survey. Amongst the various curricular areas such as language education 90 studies, science education 61 studies, mathematics education 47 studies, the number of researches reported in the area of social-studies education is 9 studies.
Table – 3.1

Number of Students in Social Study Education included in the five surveys

<table>
<thead>
<tr>
<th>Five surveys</th>
<th>Ph.D Research</th>
<th>Research Projects</th>
<th>Research Paper</th>
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<tbody>
<tr>
<td>First Survey</td>
<td>09</td>
<td>14</td>
<td>01</td>
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<td>(prior to 1972)</td>
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<tr>
<td>Second Survey</td>
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<td>(1972-78)</td>
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<tr>
<td>Third Survey</td>
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<td>08</td>
<td>02</td>
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<td>(1979-83)</td>
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<tr>
<td>Fourth Survey</td>
<td>19</td>
<td>06</td>
<td>03</td>
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<tr>
<td>(1984-88)</td>
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<tr>
<td>Fifth Survey</td>
<td>09</td>
<td>01</td>
<td>03</td>
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<tr>
<td>(1988-92)</td>
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<tr>
<td>TOTAL</td>
<td>53</td>
<td>29</td>
<td>09</td>
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</table>

Further out of the nine papers, it is significant to note that seven papers have been contributed by scholars from overseas who have studied problems in their own settings. Only two papers have been contributed by Indian researchers. Researches have been essentially pursued for getting a degree.

Dass, V. (1993) “Sociological research in India : The state of crisis” observed that while students cannot be trained to do brilliant result, they can and must be trained to do competent research. Adeyoyin, F.A. (1986) “The Dynamics of Teaching Social Studies at the Primary School level in Lagos” and Bhola, H.S. (1967) “Theoretical prerequisites for trans-disciplinary social science” research are two papers that relate to the American and Lagosian settings. The trend within the curriculum studies
related to Channa, P.S. (1967) “A Critical study of the development of the high school curriculum in Punjab during the twentieth century”, Gupta B.P.(1983) “A Critical study of the social studies curriculum with special reference to secondary stage in Himachal Pradesh”, Jani, J.T. (1987) “A Study of the present position of teaching of geography in the secondary schools of Gujarat”, Muthappan, A (1986) “A Study of the history curriculum in schools in Tamil Nadu since independence” have mostly made critical studies which have turned out to be mainly an appraisal of the existing curricula. In most of such studies which are mostly of the state of the art nature, the focus was mainly on the content. Barring onestudy Lalit, Vibhu (1990) “A Sociological analysis of Grade XI and XII Home Science textbooks” have attempted to make use of qualitative methodology, the rest of the studies followed the usual positivistic approach.

Gupta B.P.(1983) “A critical study of ‘social study with special reference to secondary stage in Himachal Pradesh.” This study was aimed to analyze the needs, aims and objectives, content of the curriculum, methods, techniques of teaching, materials used and strategies of evaluation employed in social studies at school level. The study was done in survey type. It adopted the descriptive survey method of research. The principal tools for data collection were questionnaire. There was no provision for participation, human relationship and other social activities. There was no scope for the development of self-reliance, tolerance, creativity and world mindedness. The content matter did not focus on the variety and changes in human behaviour in group's interaction with psychological environment, social and development of cross cultural and international understanding and lastly successful integration of the
subject. It did not provide for a spirit of enquiry, flexibility, interaction between man and his environment, careful planning and experiment. The lecture and question answer method were frequently used. The traditional system of examination dominated the instructional procedure and the overall teaching learning orientation in social studies. The student-teacher did not build a whole some community environment.

**Ghosh, B. and Gupta, L.N. (1968) “Researches in Curriculum”** for the Third Indian Year Book of Education researches made a systematic analysis of researches carried out in the area of curriculum and observed that studies on curriculum were scanty and when the components of the curriculum are studied, science receives emphasis. There is not a single study on the curriculum for the mother tongue and only one each on social studies. Mathematics has only two studies. While the position of other curricular areas have improved. The situation in the area of social science has not much improved.

**Vedanayagam, E.G. (1991) “Research in Social Science Education”** made a spirited attempt for the use of qualitative research techniques including ethnographic studies. A plea is made that more subjective studies on ethnographic models are necessary but also as a supplement to the quantitative natural science paradigm based studies in social science education. The social science study with few exceptions have not attempted to interpret findings or arrive at any general conclusions. The demerit lies in its critical review of research in which an effort is made to attack broad and fundamental problems facing research on the teaching of social sciences. The aim should be not to review the research in a traditional way but rather to examine the various ways in which the issues and topics on the teaching of social sciences have been studied. A
Review of Related Literature

major question remains why research in social sciences have remained a low priority for educational research community in this country.

Raina, V.K.(1992) “The Equalities of Teaching history” in which an attempt is made to take a holistic view of curriculum development. This study tried to find out to what extent the existing curriculum had helped in attaining the objectives of history teaching. It also suggested a curriculum that is meaningful and would achieve the objectives laid down by the Rajasthan Board of Secondary Education.

Kabir, H. (1956) “Higher education in India and the study of the social sciences” gave us information and knowledge about man in the society. Where man is the object of his own study, one should take into consideration not only what he is but also what he thinks he ought to be. He held that the social sciences reach into the study of the individual in relation to society and of the nature. Methodically they use the normative and the historical approaches. The social sciences are inextricably connected with the countries social thought.

3.4 STUDIES CONDUCTED ABROAD

Hundreds of studies have been done with regard to curriculum abroad. As such a thorough search has been made to trace the related literature from all the sources. It was found that most of them were on curriculum evaluation and less on curriculum development or more so on the construction of a need based curriculum. However the following literature were found to be helpful. The abstract has been presented under three headings-

3.4.1 Studies on goals, aims and objectives

3.4.2 Studies on curricular content

3.4.3 Studies on curricular implementation.
3.4.1 Studies on goals, aims and objectives

Ashworth, Julie Anne (2008) “A case study of comprehensive school wide improvement at a high needs elementary school.” The study found out that school wide improvement is a complex ongoing process that requires a continuous goal of involving all members of the school community to work hard to address every student's needs and responsibility. It is a collection of data and activities that further the goal of student achievement. A qualitative case study was used to examine one elementary Title I schools experience in implementing continuous comprehensive school improvement plan over a five year period from 2003-2008. It was found that it is a high needs diverse school with over 80% of the families living in poverty line. The researcher conducted 14 on site interviews including the principal, faculty and staff in the school to assist in determining the most important school wide improvement strategies. The student achievement gradually improved over the five year process of school wide comprehensive improvement.

Karmel, Joe (2008) “The right to education: Examining its meaning and implications.” He conducted an investigation on the right to education, its meaning and implication. Acknowledged within the declaration is the universal right to education. It observed that one reason for its acknowledgement is the crucial role that education plays in the promotion of equality and the full realisation of all other human rights. A second reason concerns the growing appreciations of the relationship that exists between education and increased social and economic benefits. Thus it observed that rights have to be made and the purpose of the study is to invite educators into the conversations to assist in the making of the right to education by contributing to its interpretations and validating its claims. In all the enquiry unfolds in twelve chapters.

Lee, Roy A. (2007) “Middle school African American males: Educational goals, career aspirations and high school retention factors.” The study dealt with about schooling in general, their educational goals, career aspirations and
motivations to continue school. Face to face interviews were conducted with 17 African American middle school students. The interviews focused on 43 questions. The purpose of this study was to examine educational and socio-cultural influences affecting the perceptions of African American middle school males which were divided into 10 areas: personal demographics, educational experiences and attitudes, experiences and perceptions of dropping out of school, reported child perceptions of parents' behaviour and attitudes, perceptions of teachers' attitudes, school demographics, perceptions of school environment and school curriculum. From the resulting data, several themes emerged. These themes helped to understand the direction African American males in middle school were taking.

3.4.2 Studies on Curricular Content

Zawawi, Areej Omar (2006) “Synthesis of the Jordanian social studies curriculum and how it meets the needs of advanced learners using grade 8 as a case study.” The study made a synthesis of Jordanian curriculum and how it meets the needs of advanced learners using grade 8 as a case study. The purpose was to determine if teachers in public and private schools provide differentiated instructions that meet the needs of all students including the gifted and the talented. The author used a survey based on the Gallagher stage theory model of evaluation and a questionnaire developed by the National Research Centre on the Gifted and talented in the United States. The study utilised primary and secondary sources.

Stuart, Johannes Frederik (1983) “Contemporary history teaching with special reference to aims and the setting of curricula.” This study has been undertaken to plan objectives for history curricula through which the decline of history teaching can be competed. Content principles of both science of History and Didactics are necessary for the formulation of history school subject didactic objectives. The following content principles can be deduced from the sub-disciplines of the science of history: An authentic synthesis between the past
and the future in the present can be realised. Both subjectivity and objectivity have their place in history. An historical consciousness must be realised which keeps up with the changes in society.

**Lapolla, Louis L, Jr (1983) “The Effects of instructional objectives on achievement of knowledge by seventh grade social studies classes.”** The problem of this investigation was to study how exposure of students to behavioural objectives affects their achievement of knowledge. The theory of mathemagenic activities (Rothkopf, 1970) provided assumptions to support this study. The following are the main findings of this study. First behavioural objectives significantly enhance student learning. Second behavioural objectives are significantly more powerful than general objectives in helping students learn. Third achievement of incidental knowledge not depressing for students exposed to behavioural objectives. Four all ability levels benefit from exposure to behavioural objectives.

**Liu, Kwen (1978) “Phenix’s theory of structure of knowledge: Significance for curriculum development.”** Education in US is seen as the prerequisite of a democratic society. The purpose of education is to increase human understanding and appreciation of knowledge and an integration between science and humanities in content. Phenix’s work deals with the epistemology of the various ways in which experience can be interpreted through several disciplines. Finally this research develops a synoptic curriculum design, incorporating the content and the process of curriculum in a holistic view which is humanistic in its view.

### 3.4.3 Studies on Curricular Implementation

**Lin Hsien-Ta (2008) “Exploring the role of showing design intention in supporting curriculum modification.”** The study dealt with the role of showing design intention supporting curriculum modification. To answer these research questions a software tool was developed as a context to support and examine teachers curriculum modification practices. It studied 20 teachers modification
practices with and without scaffolding support. Findings include that teachers level of understanding of curriculum coherence is not related to experience. Software scaffolds helped teachers consider higher levels of curriculum coherence. This study informs the design of environments that aim to support more teachers in enacting curricula congruently with respect to design intent in the context of large-scale curriculum implementation.

**Calderon, Dolores (2008)** “Indigenous metaphysics: Challenging western knowledge organisation in social studies curriculum.” Specifically the research examines how curriculum transmits system of knowledge that are antithetical to native world views. Through a text analysis of history-social science content standards and U.S. history textbooks, it analysed how these texts disseminate information that affirm western world views and in turn disaffirm native world views. The findings demonstrate that curriculum standards and textbooks are not neutral transmitters of information. The study found that truly pluralistic curriculums that incorporate multiple world views benefit all as we find ourselves in a historical moment where important paradigm shifts are needed if we are to survive.

**McNamara, Margaret (2008)** “Integrated social study curriculum: Narratives of three elementary teachers in an age of accountability.” The purpose of this study was to create portraits of three elementary teachers thinking and experience with integrated social studies curriculum as they enacted it in an age of accountability. The study included teachers conceptualizations, planning, enactment and assessment of integrated social studies curriculum. The study was conducted using narrative inquiry and was grounded in the conceptual frame of teacher as curriculum maker. The findings suggest that teachers planned, enacted and assessed their integrated social studies curriculum in a deliberative manner so teaching approaches were matched to the tasks and students need. Their integrated social studies units were planned by merging content into a new unified idea, study or topic referred to as the fusion design. Specific connections between speaking, listening, reading and writing
Review of Related Literature

occurred in their social studies curricula because these were the ways that students gathered, used and demonstrated their knowledge. The investigation supported the Teacher Education experiences, their own beliefs and their school community to enact an integrated social studies curriculum as curriculum maker.

3.5 STUDIES CONDUCTED ON SOCIAL STUDIES ABROAD

Alajmi AmmarA (2008) “The effectiveness of the ninth grade social studies curriculum to instil in students the required attitudes of the state of Kuwait.” The main purpose of this study was to investigate the effectiveness of the social studies curriculum in achieving its goals in terms of its ability to install in students the required attitudes imposed in the State of Kuwait. A sample of 300 students of 10th grades was randomly selected from 12 random high schools in the State of Kuwait. A survey was established by the researcher based on the curriculum goals to measure student attitudes and was tested to determine its validity and reliability. The study results found that students possessed a moderate level of the attitudes that they are supposed to possess as a result of studying the 9th grade social studies curriculum. Also there was no main effect attributed to gender and school district but there was a significant interaction between them.

Neville, Eryca (2006) “A case study of fifth grade social studies curriculum for inclusion of multicultural education.” The purpose of this study was to use multi-case study design to describe the inclusion of multicultural theory in both the elementary social studies curricula and supporting student texts of six school districts in the Midwest. The questions outlined in Dr. James Banks checklist for evaluating instructional materials provided the constructs to identify in the district curricula and
student textbooks. Results from this study suggest that the category most represented in district curricula and student textbooks would fall under the category acknowledging the range of diversity.

**Tupper, Jennifer Anne (2005)*** Searching citizenship: Social studies and the tensions of teaching.*" The investigator studied social studies and the tensions of teaching in relation to the questions of citizenship. Through this research it became clear that perplexing difficulties or aperies, emerged in relation to questions of citizenship, culture and gender in children’s school. Perceptions of parents regarding the multicultural education were correlated with the affective outcomes of multicultural education in a positive way. The study also showed that ethnicity of the parent, age of the student, and income level of the parents did not result in differences in perceptions of multicultural thinking among parents in the school.

**Shaver, J.P. and Larkins, A.G.(1973)*** “Research on teaching social studies” pointed out that there is too frequently a tendency in statistical research to assume that the computer can do ones thinking. Of course the computer can provide the basic reasoning in any kind of study. But there is need to develop suitable theory of social science teaching which presently does not exists. It is possibly the use of alternative methodologies such as ethnographic approaches that can be significantly used in this direction.

**Metcalf, L.E.(1963)*** “Research on teaching the social studies” observed that the dominant theme for the criticism of research in social science education could be its being of a theoretical nature. However this criticism is not only applicable to social science education research but generally research on teaching lacks any theory or models that could guide
research. It is high time that we abandon the blind hit and run attack on any target instead it is important to concentrate in an organised, sustained and systematic manner on really significant issue from regional and national perspectives.

3.6 SUMMARY OF THE REVIEW OF RELATED LITERATURE

From the above mentioned review of literature it is clear that research on primary education, development of need based curriculum and study on social science have been done worldwide by various researchers.

The studies such as Biswas N.B, Muttagio L.A, Sahajahan M.M. and Ramdas J. have direct relevance with the present study. In all these studies emphasis has been given on the attainment of the aims and objectives of education, emphasis on curriculum content and implementation etc. The study of Biswas, N.B. conducted an investigation and the findings pointed out some contextual gap between the framing of objectives. There were also some gaps in the framing of the curricular content. All these studies gave suggestions on the improvement of education system and the curriculum. The study of Nair P.N.G aimed whether creative method of teaching was superior to the traditional method. The studies of Birdi B, Ralte Lalliani, Mishra A, Lynden Laso and Rawther, Shahul Hameed Y. held that there was considerable growth of primary education aswell as girls education while the study of Dunakhe A.R. investigated to locate the research needs in primary education. The study of Bala V. included that modern mathematics facilitated Piaget's Cognitive thinking ability to a greater degree than the traditional mathematics at the primary level. The studies of Thakore R. aimed at developing a curriculum in population education for secondary teachers.
under training while the study of Pia. S.G. was to help the students acquire an awareness of the total environment Devi, Susila A and Senapati, T found that the children were not encouraged to explore their environment and develop the desired scientific skills and attitude. The study of Mlanga, Andrew Titus Omolo dealt with perceptions of high school-teachers, students, parents and educational administrators while Mehdi, Baqer study was concerned with something more basic. Desai, Murali undertook this study in order to understand family interactions and development in the context of socialization to plan a family-life. Minocha, Manisha investigated primary school teachers response to an integrated programme in terms of receptivity, resistance or difference and the cause of these responses. Das R.C study revealed that there was significant relationship between efficiency in educational and physical facilities in schools while Shukla, Nandita study was based on curricula design and SIERT Rajasthan studied the curricula renewal project in Bagadia Phalan, Banswara The purpose was to study the impact of the primary education curricula renewal project. Prakash, Vidhya study was concerned with curriculum policies, planning and their implementation at the primary school while Rao, Sudha .K. studied the structural influence on restructuring of curriculum.

Regarding the studies on social studies during the fifth survey from 1988- 92 only nine studies were carried out whereas science education and mathematics carried 61 and 47 studies. Out of the nine studies 2 studies have been contributed by Indian researches. Dass, V. observed that while students cannot be trained to do brilliant result, they can and must be trained to do competent research. Adeyoyin, F.A. and Bholo, H.S. research are two papers that relate to the American and Lagosian settings. The trend within the curriculum studies relates to Channa P.S,
Gupta B.P, Jani, J.T, Gupta B.P and Muthappan, A have mostly made critical studies which have turned out to be mainly an appraisal of the existing curricula. In most of such studies the focus was mainly on the content. Barring one study Lalit, Vibhu have attempted to make use of qualitative methodology, the rest of the studies followed the usual positivistic approach. Ghosh, B. and Gupta, L.N. for the Third Indian Year Book of Education researches made a systematic analysis of researches carried out in the area of curriculum and observed that studies on curriculum were scanty. The situation in the area of social science has not much improved. Vedanayagam, E.G. made a spirited attempt for the use of qualitative research techniques including ethnographic studies. Raina, V.K. attempted to take a holistic view of curriculum development while Kabir, H held that social sciences are inextricably connected with the countries social thought.

Hundreds of studies have been done with regard to curriculum abroad. As such a thorough search has been made to trace the related literature from all the sources. Ashworth, Julie Anne found out that school wide improvement is a complex ongoing process that requires a continuous goal of involving all members of the school community. Karmel, Joe conducted an investigation on the right to education, its meaning and implication. Lee, Roy A. dealt with educational goals, career aspirations and motivations to continue schooland Zawawi, Areej studied of Jordanian curriculum while Alajmi Ammar A study was to investigate the effectiveness of the social studies curriculum in achieving its goals in terms of its ability to install in students the required attitudes imposed in the State of Kuwait. Stuart, Johannes Frederik study has been undertaken to plan objectives for history curricula. McNamara, Margaret made assessment of integrated social studies curriculum. Lapolla, Louis L,
Jr studied the effects of instructional objectives and Liu, Kwen purpose of education is to increase human understanding and appreciation of knowledge while Lin Hsien-Ta study dealt with the role of showing design intention supporting curriculum modification. Calderon, Dolores examines how curriculum transmits system of knowledge that are antithetical to native world views.

Neville, Eryca purpose of this study was to use multi-case study design to describe the inclusion of multicultural theory in the elementary social studies curricula Tupper, Jennifer Anne studied social studies and the tensions of teaching in relation to the questions of citizenship. Shaver, J.P. and Larkins, A.G. pointed out that there is need to develop suitable theory of social science teaching which presently does not exists. It is possibly the use of alternative methodologies such as ethnographic approaches that can be significantly used in this direction.

Metcalf, L.E. observed that the dominant theme for the criticism of research in social science education could be its being of a theoretical nature.

From the above mentioned review of literature a total of 52 studies were reviewed. Out of which 25 studies were conducted in India which consisted of studies on goals, aims, objectives, content and curriculum implementation of the primary stage. 12 studies related to studies conducted on social studies in India. 10 studies related to studies carried out abroad and 5 studies related to studies conducted on the subject social studies abroad. All these studies have direct importance and have tremendously helped the investigator in providing insight into the various methods, and procedures used to reach the objective of research.


Bala V. (1980) “A comparative study of the effects of modern and traditional mathematics curricula on Piagetian Concrete Logical Thinking.” Ph.D


Das R.C.(1974) “Impact of school conditions on primary education” SIE Assam


Ghosh, B. and Gupta, L.N. (1968) "Researches in Curriculum"


Karmel, Joe (2008) “The right to education: Examining its meaning and implications.” Ph.D, Univ. of Victoria Canada


**Lin Hsien-Ta (2008)** “Exploring the role of showing design intention in supporting curriculum modification.” Ph.D, Univ. of Michigan


**Lynden, Laso (1985)** “A Critical study of developing plans and programmes in primary education in the state of Maharastra since independence” Ph.D, NEHU


**Mehdi, Baqer (1988)** “Instructional development and social objectives of education at the secondary stage”

**Metcalf, L.E.(1963)** “Research on teaching the social studies.”
Review of Related Literature


Neville, Eryca (2006)” A case study of fifth grade social studies curriculum for inclusion of multicultural education.” Ph.D, Univ. of Missouri.

Pia. S.G. (1981) ”Preparation and tryout of curriculum in environmental studies, leading to life long education for college students”. Ph.D, MSU


**Review of Related Literature**


**Senapati, T (1989)** “Strategies for primary curriculum development in population education for the schools of Puri Districts.” M.phill, Edu. Ravenshaw College, Cuttack


**SIERT Rajasthan (1982)** “Primary education curricula renewal project in Bagadia Phalan, Banswara – a case study.

**Stuart, Johannes Frederik (1983)** “Contemporary history teaching with special reference to aims and the setting of curricula.”D.Ed, Univ. of Pretoria
**Review of Related Literature**

_Thakore R. (1979)“Developing a curriculum in population education for secondary teachers under training.” Ph.D_


_Tupper, Jennifer Anne (2005)“Searching citizenship: Social studies and the tensions of teaching.” Ph.D, Univ. of Alberta (Canada)_


_Zawawi, Areej Omar (2006)”Synthesis of the Jordanian social studies curriculum and how it meets the needs of advanced learners using grade 8 as a case study.” Ph.D Univ. of Arkansas._