Chapter 2

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Review of related literature is an important pre-requisite to actual planning and for the execution of any research work before embarking on making a fresh study. On the importance of review of related literature, Best (1977) says, “a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing, to avoid the pitfalls of the past researches and the repetition of the field already carried out and to know what problems remained to be solved not only this, the study of related literature helps in avoiding duplication, guides in carrying out the investigation successfully and makes the researcher familiar with the steps.

Hence, in the present chapter, an attempt has been made to review studies having adequate relevance to the problem and to arrive at trends depicted in these studies;

2.1. STUDIES RELATED TO TEACHING OF SOCIAL STUDIES

Research in the field of teaching-learning in school subject areas is scarce in India. This is supported by fact that Buch (1978) lists just a few studies in these areas after making a survey of the researches. Of course, research is available in the field of science education, research in the teaching of social sciences, has been neglected. Attempts have been made to study trends in history and social studies, economics, geography curricula in various states, but such studies have largely neglected other aspects of teaching these subjects which are vital.

A review of research in history teaching in India shows a general apathy of researchers in studying various aspects of
social studies teaching. Research spanning a period of about forty five years shows distinct trends marked by the absence of some vital areas of study. A very common topic of research has been construction of achievement tests (Bhardwaj, 1953; Chaudhary, 1958).

The other popular topic on which researchers have focussed their attention is evaluation of history textbooks from angles such as national integration, suitability for a particular level, criteria of selection, and with a purpose to improve them (Puri, 1958 and Antani, 1964). A special mention needs to be made of the National Council of Educational Research and Training’s project to develop the criteria and guidelines to evaluate History text books in the light of national integration (1965, 1970, 1980).

A few studies have been made to see the effectiveness of some methods and the working of some dynamic methods of social studies, history and geography teaching (Jesper, 1973; and Veerkar, 1980). The use of audio-visual aids in reference of history teaching have also been an area of research (Saroja, 1968; Deswal, 1976) and preparation of programme learning material in geography (Chaudhary, 1985).

The Open University Humanities Foundation Course (1970) undertook a project to study the reasons for the study of history. It was found that there was agreement mainly on that “history enables us to know, and understand better our fellow being’ and ‘history prepares us to face problems of the contemporary world”. Pioneering work is being done by School Council Project on History Teaching (1975) in U.K. In these projects, history is not seen as a body of knowledge which must be learned, but as a method of analyzing the past through the application of particular skills and concepts.
In United States, major surveys in various school subjects were carried out by the Educational Testing Service in the early seventies. The surveys were based on Test Development Report TDR – 69.7. As a part of the project, a survey of teaching history and social studies in secondary school was carried out. This surveys was based on information gleaned from a questionnaire completed by a sample or nearly 3,000 juniors and seniors who took either the American history and social studies test or the European history and world culture test or college entrance examination board during the academic year 1965-66. The report gives an overview of the courses in history and the social sciences which these students had taken, what was included in these courses and how some of them were taught.

The major objective of the Arora and Gupta (1981) study, was to analyze the load of curriculum on students of secondary stage, viz., class IX and X. Techniques used for data collection included questionnaire rating scales, interview, deliberations, group discussion, observation, etc., The study was conducted in Delhi; Haryana, Kerala and Maharashtra. A number of schools of various types; viz rural and urban schools, boys and girls schools, government and government aided schools, in the four states were contacted to obtain data. Analysis was done with respect to teachers' opinions about the purpose of teaching and of the existing curricula, reasons for there inability to finish the course in time, approaches followed for covering course contents, suggestions for the adjustment of curriculum load and difficulty index of course content.

Kumar (1982) investigated the questioning pattern of Social Studies and Science teachers in the English medium schools. The major objectives of the investigations were (i) to analyse the classroom questioning behaviour of social studies
and science teachers and (ii) to study the kinds of questions used by teachers in classroom teaching. It was found that the teacher dominated the classroom interaction and about 71.77% of the total time was used by the teacher talk. Questioning formed only 6.09% of the time. The response decreased with an increase in the level of complexity of questions. The questioning behaviour of social studies and science teachers also differed significantly. Science teachers used questioning, translation, interpretation, application, and higher order questions to a greater extent than Social Studies teachers. It was also found that the increase in the use of questioning increased students response and initiation.

The main findings of the study were: (i) In Delhi, at the secondary stage, the existing curricula in English, Mathematics and Hindi were considered negligibly heavy while the curricula in science and social studies were considered somewhat heavy by teacher. In the opinion of students, science was the only subject with a heavy curriculum (ii) In Maharashtra, the existing curricula in English and social studies were considered negligibly heavy while the curricula in Marathi science and mathematics were considered to be some-what heavy. In the opinion of students science was the only subject with a heavy curriculum (iii) In Haryana at the secondary stage, the present curricula in all the five subjects, namely English, Hindi, Science, Mathematics and Social Studies were negligibly heavy. According to students mathematics had a heavy curriculum. (iv) in Kerla, at the secondary stage the curricula in English, Malayalam, Mathematics and Social Studies were some what heavy while that in Science was considered to be negligible heavy. Students considered Mathematics to be the only subject which had a heavy curriculum.
The objectives of Gupta (1983) study was to analyse the needs, aims, and objectives, contents of the curriculum, methods, techniques, teaching materials used and strategies of evaluation employed in social studies at the secondary stage in Himachal Pradesh. The study was mainly a status-survey type. It adopted the descriptive survey method of research. The principal tools for data collection were two questionnaires. The main findings were—there was no provision for human relationship though man’s cultural heritage was a part of the existing syllabus. There was no scope for the development of self-reliance, tolerance, initiative, creativity, world-mindedness in the existing curriculum of social studies. The content matter did not focus on the variety and change in human behaviour in groups, interaction with physical and social environment. Curriculum was not related to significant problems of to-day like industrial changes, population changes, pollution and urbanization. It did not provide for a spirit of enquiry, flexibility, interaction between man and his environment, careful planning and experimentation. The traditional approach of history, geography and civics pervaded the content matter, the lecture method or question-answer method was frequently used. No creative method such as the project method or activity method was being applied in teaching social studies. The traditional system of examination dominated the instructional procedures. The concept of evaluation had not been implemented.

Dhemija (1985) studied the effectiveness of three approaches of instruction namely-conventional, radio-vision and modular on achievement of students in social studies-geography, civics and history. The sample comprised of thirty students in each of the three different schools. The sample of confirmatory study comprised ninety students belonging to one school. These students were selected on the basis of their intelligence scores. At
the final study stage, three schools formed three parallel groups for three approaches of teaching. A three way factorial design (3 x 3 x 3) was employed for three factors, namely approaches of teaching (radio-vision, modular and conventional), intelligence (high, middle, low) and testing occasions (pre-test, post test and retention test). The findings of the study revealed radio-vision to be best suited for teaching geography, students gained the most from modular approach in civics, and for history, conventional approaches was best as far as the achievement of the students was concerned. The involvement of the students was maximum when radio-vision was used and self confidence among students increased the most when the modular approach was used.

Jani (1987) investigated the prevailing position of the teaching of geography in the rural and urban areas of Gujarat. The method of study followed was that of survey. For collecting the data researcher prepared a questionnaire. The major findings were — (i) 50% of the teachers were not qualified in the subject of geography. (ii) About 52% of the teachers teaching geography did not have geography as a method at their B.E.d level training. (iii) About 77% of the teachers were teaching geography through lecture method and without the use of any teaching aids. (iv) Teaching aid facilities in 52% of the schools especially for geography, were not satisfactory. (v) About 42% of the teachers teaching geography did not attend any refresher course or orientation programme. (vi) About 83% of the teachers were of the opinion that the curriculum required modifications in the light of modern development in the subject.

The objectives of Dasgupta (1987) study were to explore the usability of PSI personalised system of instruction i.e. programme learning in teaching economics to students at school level in India and to compare the effects of two different form of
experimental variables – PSI and the conventional lesson plan (CLP) method.

The sample consisted of two groups of students of Class IX of secondary school divided into two equivalent groups on the basis of last annual examination—one group was taught by PSI approach and the second by CLP approach.

The major findings were (1) The mean achievement of pupils taught by the PSI approach was not better than of pupils taught by CLP method. (2) The PSI and CLP group pupils did not differ in their attitudes. (3) As regards retention, the PSI group scored significantly more than CLP group but there was no significant difference in attitude or both the groups.

The objectives of Viswanathan (1987) research were (1) to study the effectiveness of teaching economics through the case study method and compare it with the traditional method; (2) to study the impact of case study method on the rate of learning or learning efficiency; (3) to study the retentivity or different groups of pupils taught by the case study method and compare it with traditional method; (4) to study the impact of the case study method on attitude or pupil towards participatory methods of learning. The target group consisted of standard XII pupils studying Economics in English medium classes. The final phase of sample consisted of 66 pupils each in the controlled and experimental groups. The major findings were:

(1) The teaching of economics through the case study method was more effective than through traditional method.

(2) The rate of learning of pupils taught by case study method was higher than by the traditional method.

(3) The rate of learning and retention of pupils taught by the case study was higher than that by traditional method.
There was a positive change in attitude towards participatory method in case of pupils taught by the case study method as well as by the traditional method.

Chandra (1989) in his study established that economics teaching helps in the international understanding e.g. through trade, resource mobilization, sharing or knowledge or science and technology, industrialization, agricultural development, regional cooperation, co-curricular activities, debate/dialogue and essay competition, drawing and collection of cartoons, visits, collections of stamps and international currencies.

Doyle (1999) studied about the use of graphic organizers to improve comprehension to learning disabled students in social studies. An approach using the graphic organizer in the form of visual display was compared to the traditional method, in which students were presented content through lecture, text and linear note taking. Four chapters from the history text were chosen and taught to eight senior high school learning disabled students. Two chapter were taught using graphic organizes as a teaching method and study tool and two chapters were taught via lecture/linear note taking. Results indicated significant positive effects favouring graphic organizer instruction.

Gautam (1992) investigated the effect of inquiry training model on achievement of adolescents studying Economics in relation to their cognitive style and found that inequality training model of teaching was more effective than traditional model of teaching in terms of achievement in Economics and the interaction between teaching models and different levels of cognitive style was found to be significant.

Ganihar, (1993) in her study on a sample of 200 students of class IX found that there was significant relationship between cognitive style and academic achievement in Social Studies, Language, Mathematics, Science and English.
Panda (1994) confined his study to secondary schools of Cuttak district of Orissa for class eight in History. The most striking results of this analysis was that Bloom’s Mastery learning was more effective irrespective of rural and semi-urban areas, poor or middle SES students, boys and girls scheduled castes and general caste students, and students belonging to agriculture service class family as compared to students following conventional method of instruction, for immediate and delayed retention.

Koh’s (1998) study revealed that more than half of the respondents perceived small group discussion, case study, student presentation, co-operative learning and active learning strategies for helping students to attain all the higher levels of Benjamin Bloom’s taxonomy of cognitive learning outcomes.

Kumar and Kaur (1998) concluded that inquiry training model was more effective for developing process skill in Geography than the conventional method. The experimental and control groups did not differ with respect to cognitive style and personality on the development of process skill in geography. The teaching techniques and cognitive style did not have any interaction effect on the development of process skills in Geography.

Toriskie (1999) examined the effects of internet usage on student achievement and student attitudes. The purpose of the study was to determine whether the use of the Internet, integrated into an eight weeks social studies unit at the fourth grade level of elementary school, would effect students’ achievement in social studies or students’ attitude toward school, reading, writing, geography, history, maps computers and typing. The results of the study suggested that Internet usage have a positive impact on both students’ achievement in
social studies and on students’ attitudes towards geography, history and maps. Notably, internet usage had significant attitude benefits for students of lower socio-economic status.

Khajuria (1999) studied the effectiveness of the individualized and group instructional modules while teaching social studies to eight class. The experimental design (3 x 2 x 2 x 2) was factorial testing cum crossing design i.e. two factors intelligence (high and low) were nested in two approaches of teaching (group and individual) which in turn were nested in three modes of teaching (visual, audio and print). The sample included 240 students from three schools selected randomly from the urban area of Kurukshetra. From each of these schools two section of eighth class were selected out of two sections in each school, one section was randomly designated as experimental group and the other as control group. Two types of tools – instructional tools comprising instructional material (modules, transparences etc.) and measuring tools consisting of criterion reference tests, apart from the Raven’s Progressive Matrices and Kulshrestra, Socio-Economic scale was used. ANOVA revealed that the achievement of students through group instructional modules was significantly much better than individualized one.

Kohli (1999) studied the effectiveness of Self Learning Modules (SLM) on achievement in geography by using Mastery and Non-Mastery teaching strategies. A sample of 200 students of class eleven was selected randomly from different senior secondary schools in Chandigarh. Group Intelligence Test (Jalota) and Study Habit Inventory (Wrenn and Lassen) along with Achievement Test were used as tools. Three-way analysis of variance revealed that the Mastery Teaching is superior to non-Mastery teaching strategy as far as the achievement and concept of the students in the subject is concerned.
Carte (2000) studied the use of internet as an educational tool in the geography courses. Rapid technological advances in computers continue to present challenges to geography educators. The use of internet as a pedagogical tool is evaluated at the university level in a junior level environmental geography course. A classroom setting of lecture and discussion was supplemented by a web page assignment requiring each student to author a home page, use the Internet as a research vehicle and publish original content. The students participating in this assignment reported an enhanced learning experience for the class, enhanced learning skills suitable for other classes, and high level of personal and academic satisfaction. The main characteristics of students that influenced their performance was their level of computer literacy skill. The internet can be successfully used as a pedagogical tool in geography courses provided the faculty and students become proficient in the skills necessary to access, manipulate and use information technologies.

In an evaluative study on the textbooks in the subject of Economics, Mathematics and Science at the high school level; Dhiman (2000) took a sample of 200 students, 20 mathematics teachers, 16 science teachers and 16 economics teachers. She found that textbooks in economics do not provide sufficient opportunities for learning within the classroom. Teachers of economics feel that facts are not accurate and not up to date. The exercises do not provide varied activities for the children. There are exercises for bright students at the end of the each chapter. Language of the textbooks is simple. In the opinion of the mathematics teachers, content and information of mathematics textbooks do not satisfactory cover the syllabus. Content does not provide sufficient opportunities for learning.
within the class, but it develops critical thinking. Textbook is not accurate and up to date. The exercise at the end of each chapter provides varied activities for the children. There are difficult examples for bright students at the end of each chapter. As per science teachers, content course of science textbooks is lengthy but the textbooks are free from errors. Textbooks do not have problems related with everyday life.

Sonu (2003) studied the effect of classroom questioning on the academic achievement of IX class students in economics. It was concluded that classroom questioning has a significant effect on the achievement of students.

Twyman (2003) studied about the effect of conceptually framed, problem solution/effect of graphic organizer on content comprehension and problem solving skills for seventh grade social studies students. The experimental group used GOS during instruction while the control group used a note taking strategy. Both groups were pre and post tested for comprehension and problem solving skills. Two factor repeated measures analysis of variance (ANOVA) were used for all statistically analysis. The important finding from this study indicates that framing GOS with hierarchical knowledge from within a problem solution effect paradigms and provides students with both an entry to the content by minimizing curriculum and ability barriers and serve as a concrete help for developing problem solving skills.

2.2. STUDIES RELATED TO TEACHING SUBJECTS IN GENERAL

There are few doctoral studies that have been carried out in the field of history teaching. There are notably the studies of Gupta (1953) who investigated the apathy of students towards the teaching and learning of history, studies by Saraf (1954)
and Misra (1968) to construct and standardize an achievement
test of history. Sharma (1977) conducted his study to see the
experimental verification of various methods of examination in
history at the lower and higher stages.

The situation is altogether different in western countries
where in recent years increasing attention has been given to
curricular reforms and to the nature of children’s learning and
its assessment, with a view to improve the caliber of teaching in
schools. Giles (1973) carried out a survey of history teaching at
the secondary level which revealed that in one case out of ten,
there was no reference to aims and statement of content.

The research of the past decade is based upon the
empirically tested belief that students at all levels of schooling
can learn economic content (Darin, 1958; Robinson, 1963;
Spears, 1967; Dietz, 1963; Bach and Saunders, 1968; Dawson
and Bernstein, 1967; Moyer and Paden, 1968; Dawson and
Bernstein, 1967; Moyer and Paden, 1968; Bennett 1968; and
Dawson and Davison, 1973). Although a number of studies
confirmed the feasibility of teaching economics to elementary-
age students, the research is less conclusive in determining
proper matches between students and curriculum content.

Wentworth and Lewis (1973) reviewed the use of
simulations and games in economics instruction and found
mixed result. Fennesssey et al. (1975) found that in their sample
of more than 1,000 third and fourth grade students, there was
no significant differences in the effectiveness of conventional
versus simulation methods. Wilson and Schug (1979) described
eight studies at secondary level in which games and simulations
were used in teaching of economics with the mixed results.

Cohen (1970) reported, however, that a game can be
useful not only in teaching concepts to poorly motivated
students, but that it can also improve motivation as measured by attendance and behaviour in class. Do Nike (1973) found that students who derive more knowledge from simulations tend to be those who speak and listen well, acquire meaning from sound, empathize, apparently are not greatly influenced by their peers, but usually do not exert their individuality, and can reason according to rules.

Denton et al. (1974) found televised instructions and programmed instruction to be effective techniques for learning basic economic content.

Computer assisted instructions (CAI) has been the basis for considerable study since the early 1960. Soper (1974) reviewed twenty two research studies dealing with the use of computers in economics instructions. Kelly (1968, 1973) reported on a Teaching-Information Processing System (TIPS) designed to improve instruction. Anderson et al. (1974, 1975) demonstrated that a computer-based system; Computer Assisted Instruction Study Management System (CAISMS) can manage student study, administer examinations and grade and record results without the use of conventional classroom instructions. Paden, Dalgaard and Barr (1977) concluded that such a CAI system also lead to improve cognitive achievement, especially for slow learners and more positive attitude in the introductory college economics course.

**Kourilsky’s work (1974)** showed that students who participated in her Mini-Society programme learned more economics than those in more traditional text book programmes because they were required by the classroom structure to know economics content in order to succeed within the confines of contrived classroom setting.

**Bharatendu (1976)** studied discovery – oriented approach in science teaching. A workbook for science teaching for class VI was developed on the basis of eight month meetings and teacher’s orientation course. It was further tried out on a large number of students and teachers who provided a good deal of feedback for its revision and finalization. The final version of the workbook comprised curriculum, practical work and experimentation involving the use of local resources. The contents were related to the common needs of the village community. The curriculum thus devised, aimed at improving the process of learning science and inculcating positive scientific attitude both among the students and the teachers but they were not tried further on the students and teachers. The philosophy of the discovery approach formed the very basis of the development and practice of the new curriculum.

The study was designed by Jha (1979) to test, experimentally, the relative effectiveness of various methods of teaching biology. The experimental study was conducted on a sample of sixty students reading Class X in Bankpur Government Girls High School, Patna. These students were regular students and they were selected out of a total number of 100 students in the class. Again the sixty students were divided into three groups, randomly. The first group was control group, the second demonstration and the third activity group. The investigator herself taught all the groups after administrating pretest. Only one group was taught in a day. To avoid fatigue,
every group was taught in first period. Post-test was administrated at the end of experiment. Analysis of covariance was employed to analyze the results. The difference was further examined by paired t-test. The main finding of the study was that there was strong evidence in favour of activity based approach in teaching school science in respect of acquisition of knowledge, application of the scientific knowledge and development of scientific skill.

The status study was attempted by Bhardwaj (1981) to find out the position of audio visual teaching aids. A sample of two hundred private and government boys and girls schools comprising pre-primary, primary, junior high schools and higher secondary schools was selected from Kanpur, Agra, Varanasi, Allahabad and Lucknow. Data were collected through questionnaires and interviews of teachers, students, principals, suppliers of teaching aids and other official and non-official agencies. The study analyzed (i) the position of audio-visual aids with respect to availability and use of teaching aids along with difficulties encountered in the availability of appropriate aids (ii) their use in respect of existing facilities of trained persons as well as the administrative difficulties encountered in processing them.

A study was conducted by Government Central Pedagogical Institute (GCPI) in 1981. The main objectives of the study were: (i) to diagnostically analyze the nature and extent of the errors committed by the examinees in response to a question related to the map of India and (ii) to suggest a few remedial measures for improving the students’ ability in drawing the maps. A sample of fifty answer books of Geography from the April 1980 high school examination of the Uttar Pradesh Board of High School Examination was randomly drawn. A random sample of ten female students from the women Inter college, Allahabad, and
five male students from the Government Inter College, Allahabad was also drawn for the purpose of filling up the map. The main points which served as the criteria while analyzing the students responses were the drawing of the map, showing of mountains, rivers, lakes, cities, mineral, oil, tea regions, railway lines, etc. The data were analyzed by computing percentages and frequencies.

The findings of the study were: (i) more than 60 percent of the students failed in drawing the map correctly, (ii) of the 50 students only five showed the locations of mountains on the map correctly; thirty-six students gave incorrect responses whereas the responses of the rest of the students were partially correct (iii) more than 75 percent of the students failed in indicating the lakes, rivers and cities correctly. They did not have complete knowledge of the sign/symbols of these objects, (iv) for the improvement of students skills in drawing maps correctly the remedial measures should include a good integration of theoretical and practical knowledge regarding the maps and through information and practice of the different signs to show different objects on the map.

Patel (1984) conducted a study entitled, “A Study of the Present Position of Teaching History in the Secondary Schools of Gujarat State” and found that about 86-88% of teachers teaching history had graduate degree; about 13% teachers were untrained; 52% of total sample had history as principal or subsidiary subject, 39% teachers attended in-service educational programme, about 82% teachers used old textbooks as reference book and 35% teachers used guides. More than 5% teachers read periodicals, prepared teaching aids, visited historical places and read historical dramas and novels. Lecture, story-telling, questioning and assignment methods, which are teacher-
centered methods, were used by almost all teachers. Most of the schools were poorly equipped with teaching aids in history; only few teachers knew how to do sketch work, operate a filmstrip projector or prepare slides, 81% of total sample were male teachers while only 19% were female teachers.

**Meena (1991)** conducted a study entitled, “An evaluative study of the teaching of Mathematics in elementary and secondary schools in Punjab with special reference to its objectives” and found out that 61.11% elementary teachers and 34.25% secondary teachers get required equipment for teaching; 41.42% senior secondary school teachers get the chance to attend the seminar during last five years. Approximately 33% elementary and 34% senior secondary gifted children get the coaching. Most teachers give emphasis on monthly tests. Mathematics Clubs exist only in 15.62% senior secondary schools. 81.42% senior secondary teachers give feedback to their students. According to 57.14% senior secondary schools, 81.42% senior secondary teachers give feedback to their students. According to 57.14% senior secondary teachers present syllabus of Mathematics meets the needs of the children, teachers of all the classes are of the opinion that syllabus should be light; there is lack of A.V. aids, lack of cooperation from parents, less salary of teachers, heavy load of work.

**NCERT (1992)** in its “Fifth All-India Educational Survey” presents a comprehensive study of education at primary, middle, secondary and higher secondary/intermediate/pre-university stages of education with special reference to school facilities, size of the schools enrolment and teachers. In addition, it provides vital information about school buildings, number of class-rooms, availability of blackboards, library, contingency funds, incentive schemes, playgrounds, urinals/
lavatories, drinking water facilities etc. and adequacy of furniture etc. Data on the availability of basic facilities and equipment have also been collected in respect of all schools. The availability of educational facilities in the rural areas for various stages of education in general, and in rural areas predominantly populated by scheduled castes and scheduled tribes in particular have been discussed in great detail. The report provides data on the academic qualifications and professional training of teachers at various school stages. Further, information is also provided on the tenure of service of teachers and on the number of teachers. The survey reports data separately for all the stages and union territories draws attention and highlights the wide variation of facilities for different stages of school education. This survey has 30 September, 1986 as the reference date.

Ellis and Gleen (1997) found that real and contrived problem solving approaches appear to be more effective than text book/workbook methods in teaching of Economics.

Dhiman (1997) in her study on 175 history teachers and 175 economics teachers teaching in senior secondary schools in Haryana state, reported that percentage of males was more than females, SES of sample teachers were found to be average; less than 20% teachers reported that objectives of history and economics teaching were fulfilled; majority of the teachers were satisfied with textbooks, 88% of the teachers were of the opinion that text books help in achieving national integration; teachers mainly use essay type tests; 70% of the teachers using lecture method; 88% of the teachers were of the opinion that libraries were not well equipped; 90% of the teachers have not visited any historical place; 93% of the teachers used to give the regular tests; 94% of the teachers check the home work; only 1.57% of
the teachers have read current topics from current literature on history or economics, majority of the teachers reported that no incentive is given to the teachers for attending any seminar, refresher course on in-service programme; classes were over crowded, there was lack of audio-visual aids, physical facilities and syllabus was over burdened.

Brown (2001) reported that mathematics teachers were adopting new teaching strategies such as cooperative learning, computer labs, one-to-one teaching, lecturing, peer-tutoring and guided practice in Alabama High schools. Mathematics teacher’s major concerns were student retention, covering of all the course material, students concentration and students attendance. Their major challenges were maintaining student’s interest, and covering all of the course material.

McCormick (2001) studied the attitude, achievement and classroom environment in a learner centered introductory biology course. These reactions were analyzed as a modified lecture and the other control-reaction as the traditional lecture. The experimental sections were the integrated sections. Subjects in the traditional and integrated sections scored higher on the content knowledge. Subjects in the integrated course and the modified lecture course scored higher on the attitude towards science than those in the traditional course. This suggests that learner centered environments are important in determining positive attitude towards science. The integrated course was the most effective.

Lee (2000) employed meta-analysis methodology to synthesize mathematics intervention studies published during the last 28 years for students identified with learning disabilities (LD) and students identified as low achieving (LA). For teaching computation, interventions that included peer tutoring strategies
with two people or strategies using mastery level criterion were more effective than other interventions.

Hansen (2000) investigated the social benefits of peer tutoring at the secondary level examinees, how to create a peer tutoring program at the secondary level where the focus is social skills building and friendship formation. This study specially addressed how to involve general and special education teachers and parents in the process and also looked at ways to maintain friendships and peer-relationships between disabled and non-disabled students outside school.

Hajveik and Anne (2003) investigated the effect of on-line instruction using Geographic information System (GIS) to improve middle school students and their teachers’ understanding of environmental content and students’ spiral abilities, experience and learning preferences.

Bhatnagar (2003) conducted a study of curricular aspects and transactional modes of Hindi language teaching at secondary level in Punjab and concluded the following results. 27.40% teachers have suggested that the books should be according to the mental level of students. 36.75% teachers are of the view that syllabus should be minimized while as per the opinion of nearly 50% teachers seminars, workshops and conferences should be organized by schools, districts educations department of the state government. 36% of the teachers have suggested that there should be improvement in examination system and instead of essay type questions, more objective type questions should be set in question papers. 28% teachers expressed that there should be more stress on practical grammar while 21% teachers felt that new teaching devices should be adopted by Hindi teachers.
Bonnstetter's Inquiry Evaluation and Swarty's Problem Solving were used as the conceptual framework for designing these GIS units and for interpreting the results. The qualitative and quantitative analyses results indicated that the experimental GIS group learned the environmental content better than the control group. Males of GIS group scored higher than females of the GIS group on the spatial reasoning test as more the computer games played and more the on-line collaboration the higher is the score.

Ramarao, Keshav (2004) undertook a study to analyze a Social Study textbook of V and VI grade in Gujrat. He concluded that the textbooks are extremely poor. There is omission of important historical eras and events like Indus Valley Civilization. The presentation of the content is extremely pedantic. Most of the History chapters have no maps, very few dates. There are some sketches, mostly useless and without captions. There are lots of factual inaccuracies, spelling and grammatical errors and wrong use of English words. The book has similar problems in Civics as well as Geography sections.

Rehman (2006) evaluated the textbook of Economics at higher secondary school level in Pakistan. He found that the physical aspect of the book is satisfactory; contents are according to the syllabus, and useful. Generalizations are proceeded by concrete examples, presentation helps the teachers to improve his method, indexing is appropriate and the models are complex to some extent. Presentation of the book is both inductive and deductive.

Biswa, Sampurna (2007) wrote an article on “Review of new NCERT Social Science Textbooks of class 9th”. She remarked that the pie-charts and maps have had a face-lift; inclusions like “Did You Know?” are very interesting; graphics and the quality of
pictures too have improved. There does exist scope for improvement in the Geography books. Some crosswords (given at the end of the chapters) need to be edited. Text can be reduced at many places and the monotony can be broken by presentation in the forms of charts and graphs.

**Kaur (2007)** conducted a survey study on English language teaching in secondary schools of Punjab to find the answers of the issues like what is the perception of English teachers about objectives of this subject and upto what extent objectives are attained, what is their perception about the English text book prescribed by PSEB, what are the instructional methods, strategies, AV aids employed by teachers, inadequacy of equipment, evaluative teaching was employed by teachers, what are the incentives, facilities and encouragement are given to English teachers, whether the teacher has recently ready any book, journal or article on this language, type of assignment test given by teachers and method of checking these assignment of test, problems faced by English teachers, areas where students are deficient in learning English and similar other issues.

As per the findings of this study it was found that 40% teachers were of the view that English should be studied because it is an international language, according to the view of 18.6% teachers it should be studied because it is a link language whereas 16.12% teachers expressed that it should be studied because it is an important means of communication. In the views of 25% teachers objective of English is to develop the four skills, viz., listening, speaking, reading and writing, whereas 15% teachers expressed that objective should be to prepare the students to face various competitions. Majority of the teachers expressed that objectives are not attained fully.
Only 3.1% teachers were of the view that present curriculum meets the needs of students. Only 10% teachers expressed that text books recommended by PSEB are upto the mark, Grammar translation method, lecture method and Bilingual methodology are employed by nearly 50% teachers. AV aids are used only by 15% teachers, 78% teachers use different mass media and AV aids while teaching this subject, 60% teachers opine that the provision of equipment and AV aids are inadequate, similarly 65% teachers informed that funds to be spent on the promotion of English language are inadequate; majority of teachers depend on written tests for evaluating the performance of students, 84% teachers have expressed that they are given nothing for attending in-service programme, 50% teachers informed that in-service education programmes are not meaningful, 37% teachers get encouragement from the head, and only 25% teachers have read recently book(s) on English literature and 18.6% teachers have knowledge of some current topic/article/ event published in English Newspapers.

In the opinion of 77.5% teachers there is provision for the extra coaching of backward children in this subject. Only 12% teachers are member of English club, only 22.94% teachers have organized drama/exhibition/play in their school, almost all the teachers (96.72%) assign homework to students, 93% teachers give class test to students, majority of teachers, (83.7%) give weekly tests to students, 6% teachers provide feedback to students, only 37% teachers expressed the availability of textbooks and reference books in the library, 71% teachers informed that their school subscribe journal in English language. 51% teachers expressed that their schools maintained bulletin board or wall magazine, in the opinion of 54% teachers level of students' achievement in this subject is satisfactory, 82.78%
teachers use dictionary, 14.26% teachers use motivational techniques, only 32% teachers use English while interacting with students. None of the teachers has undergone any certificate/diploma course from I.C.E.F.L. Hyderabad or RIE Chandigarh. Teachers face the problems of over-crowded classes and poor background of students in English language.

Visser, Christiaan (2008) critically reviewed American And World History textbooks used in schools in the USA. He found that history textbooks are not consistently interesting and enlightening; they won’t do a good job of teaching history to their readers; the prose is choppy and incoherent, so students won’t understand what the texts are trying to teach; they explains everything but explain practically nothing.

Kaur (2009) evaluated a text book of Economics for +2 class prescribed by Punjab School Education Board with the objectives to see whether text book is according to the mental level of students, whether it helps in correct understanding of concepts and basic principles of economics, type of mistakes and error in text books and similar other aspects. It was found that Economics, text books are not written as per mental level of students and do not help in proper understanding of concept and principles; there is no scope of inculcating scientific attitude, thinking and problem solving ability; latest informations are not provided and subject matter of Economics are not organized logically and psychologically.

Survey of related literature reveals that most of the studies have been derived from different aspects of teaching of Social Studies, history, teaching of economics or teaching of other school subjects. It is a matter of general acceptance that geographical location hold a tremendous significance in the teaching learning process at any stage of education. Present
study was therefore, a humble attempt to highlight different aspects of teaching of Social Studies at Secondary level in the schools of Chandigarh.

This mixed methods study investigates the relationship between fifth-grade teachers' social studies knowledge and beliefs and their relationship to classroom practices. Quantitative data were collected through a beliefs and classroom practices survey and 60-item knowledge test covering the areas of American History, America and the World, Political Philosophy and American Government, and The Market Economy, in order to provide a comprehensive picture of fifth-grade teachers' knowledge, beliefs, and self-reported classroom practices relating to social studies. Additionally, qualitative data were collected through individual and focus group interviews. These data were used to provide an in-depth look that expanded on fifth-grade teachers' knowledge, beliefs, and self-reported classroom practices relating to social studies. The findings of this study indicate that there is a relationship between teachers' beliefs and their self-reported classroom practices in the areas of resources, best practice, time, the Sunshine State Standards, and personal interest. While there were no significant relationships between teachers' knowledge of social studies as a whole and their self-reported classroom practices, there were several significant correlations found in the areas of American History and Political Philosophy and American Government. Further findings indicate that teaching experience and demographic variables, such as age, gender, and education level moderate some of these relationships. Implications and suggestions for further research are offered for elementary education, teacher education, and the field of social studies.

The mixed method case study was examined by David (2009) to find the relationship between students who regularly
received instruction through research based instructional methods and students that may or may not have received instruction through research based instructional methods. The quantitative section of the study included the collection of student state assessment data from two high school social studies teachers who regularly used research based methods and compared the results. Phase 2 of the quantitative portion required gathering state assessment data from the remaining students in the building and state assessment data from every student in the state to allow a comparison of data results. The qualitative phase implemented a structured interview and a formative classroom observation of both participating teachers. The interview and the classroom observation allowed instructional themes to emerge revealing the instructional strategies of the teachers in the study. The qualitative data allowed a variety of instructional methods to emerge that showed an affect on student achievement on the state assessment.

The qualitative research study by Hilary (2009) examined the manner in which preservice elementary social studies teachers are prepared for professional practice to promote the development of elementary students to become responsible citizens. Study participants included preservice elementary social studies methods students, as well as their elementary social studies professors' from the 2008 Fall and 2009 Spring elementary social studies methods courses from a sample of Kansas colleges and universities who offer elementary education teacher licensure programs that include a required elementary social studies methods course. The purpose of this study was twofold: (1) to examine preservice social studies teachers' perceptions, attitudes, and beliefs concerning their role in promoting and teaching citizenship education, and (2) to examine
the elementary social studies professors' role in preparing the preservice elementary social studies teachers to integrate citizenship education during the elementary social studies methods course of the teacher preparation program.

Integrating environmental learning into mainstream education is an important countermeasure to address the challenges to the sustainability of the earth and children's integrated development. To be effectively integrated into mainstream education, an environmental learning program should be designed in ways that elicit the support of stakeholders, while at the same time without scarifying the environmental learning goals. The purpose of this study of Baohua (2009) therefore is to explore an environmental learning model that meets the above mentioned goal using a case study design.

Key principles for designing such environmental learning programs are identified first based on the theoretical framework. Then, the actual enactment of these principles in a practical setting and the effects on students in terms of environmental learning goals and traditional educational goals are explored through a case study of a pilot environmental learning program designed with these guiding principles. It presents a detailed portrait of the design process, the actual enacted curriculum, and the experiences of key stakeholders with this environmental learning program. It also evaluates this program's effects on students in environmental literacy (the environmental learning goal), academic achievement and social development (the traditional educational goals). The enactment of the guiding principles and factors that influence the enactment of this program are discussed thereafter. It concludes with the construction of the curriculum integration through environmental
learning model based on the case study and a discussion of the model in light of the curriculum integration framework.

**Michele (2009)** investigated the beliefs and practices of a novice high school social studies teacher through her first and second years as a classroom teacher. Results of the study indicate that while her beliefs and goals changed little over time, her classroom practices changed and adapted to the school climate and to student needs. In addition, results of the study indicate that she was able to engage her students in powerful and effective social studies instruction, even in a high-stakes testing environment. Also, because of current standardized testing requirements that focus on student achievement in reading and writing, As such, this teacher incorporated literacy skills, such as reading comprehension and writing, into her classroom to help meet school goals in these areas. Qualitative methods, including interviews, observations, and archival data, were used to understand how this social studies teacher’s beliefs influenced her decision-making and classroom practice. Overall, this study suggests that, despite the challenges that she encountered, this teacher practiced in ways that were consistent with her beliefs and that aligned with powerful and effective social studies practice.

**Christopher (2009)** conducted a study in order to improve written argument making ability of 8th graders. This intervention took place in an 8th grade U.S. History classroom with 32 students. Of these 32, two students were re-designated former ELL. The intervention was conducted at a medium sized middle school in the greater Bay Area region. Both former ELL students were withdrawn from the program by their families and placed into mainstream schooling. Twenty-five of the thirty-two students were Asian, with the remaining seven being Caucasian. This
group of students was roughly representative of the school's population as a whole. Before the intervention, a survey was administered to the students to determine student attitudes towards essay writing and their ability to make a written argument. A rubric was used to measure achievement on persuasive essays in six different areas of the essay. Once pre-intervention essays were completed, students were introduced to two graphic organizers designed to help them focus their arguments and back them up with historical evidence. Students also participated in a debate and worked as individuals and in groups. After the intervention, students wrote another essay using their graphic organizers. On the final day of the intervention, students took another attitudinal survey. It was found that for the most part, students achieved much higher marks on the second essay than on their first. The majority of students reported on their attitudinal survey that they found the Argument Outline Handout useful. However, students reported feeling less comfortable backing up an argument with historical evidence after the intervention than they had before. Many students expressed after the intervention that they particularly enjoyed the debate and hoped to do more debates in future units.

The study by Ryan sought to determine whether the INCLUDE model could successfully be implemented in a general education classroom or if it must remain within the confines of its original intent. The participants for the research were eighth grade students in an honors level social studies class and one at the general level at a junior high school outside of Tacoma, Washington. Information was gathered through observing and questioning the students and discussing the validity of those observations with the supervising classroom teacher. Findings show that the INCLUDE model has many points that can be
employed in the general classroom but is best utilized for special education purposes.

**Pierre (2010)** conducted a Research on alternative teaching methods versus the standard "chalk and talk" lecture with mixed reviews. Students have different learning styles and the argument that a standard lecture-style of teaching will prove ineffective to many students is examined. Chapter 2 surveys the economics education literature and then explores the effectiveness of alternative teaching methods (simulations, group activities, and audio-visual aids) compared to a standard lecture/textbook only method of teaching. Findings show that including alternative teaching methods as a complement to a standard lecture-based teaching method ("chalk and talk") does not significantly improve student learning as measured by a comparison of pre-tests and post-tests on selected topics.

The study by Baker and John (2010) examined the problem of inconsistent achievement in social studies on the Delaware State Testing Program (DSTP) at a high school in Delaware. Since 2002, the district began an initiative to create common assessments for all core content areas that were meant to align with the state standards. In social studies, that initiative was the development of common semester assessments in the 11th grade United States History course. This study reviews the alignment of the common assessments to both the district curriculum and state social studies standards. An analysis of disaggregated student data from the common assessments is compared to student data from the social studies DSTP to determine alignment between the two tests. Surveys of social studies teachers provided information about how the assessments inform and modify teacher instruction. Results suggested that the common assessments are aligned to the curriculum and to the social
studies standards. Although the assessments can predict performance on the state test, teachers do not use the assessments to inform instruction. Recommendations include the use of formative assessments to help teachers make informed instructional decisions to increase student achievement.

Problem-based learning is an authentic learning experience where the learner directs their own learning process and product after being presented with a loosely constructed question. The study by Stephens (2010) attempted to evaluate whether problem-based learning (PBL) would be a successful teaching method in a 3rd grade social studies class. This was important to consider because PBL appears to be a successful method of teaching in other educational settings such as medical schools and post-secondary education; however, little research shows its effectiveness in elementary grades.

Data were collected in two classes - one experiment and one control - using Likert scale surveys, pre- and post-tests, open-ended questionnaires, and teacher observation notes. The results of the analysis showed that PBL can be a successful method of teaching for 3rd graders, and that students do enjoy student-centered learning experiences with their peers - even students as young as 3rd graders.

The purpose of Hackney (2010) study was to explore teacher use and student perceptions of instructional strategies that promote creative problem solving by students of advanced middle school classes in social studies in a suburban school district in Georgia. The conceptual framework for this study is supported by the research of Osborn and Parnes on creative problem solving and Torrance on creative thinking skills. This qualitative study used a case study research design and data were collected from multiple sources, including observations, interviews, and documents.
first level of data analysis, the specific analytic technique of category construction was used, and at the second level, the general analytical technique of theory development was used. Coded data were examined for patterns, themes, and relationships to determine if the theoretical proposition was supported. This study found that students and teachers believed that the integration of creative problem solving skills into social studies classes made attitudes toward social studies less negative and improved learning in social studies although teachers were concerned about the lack of resources to deliver standards and related assessments. This study encourages positive social change by examining the potential for improved teaching and learning for social studies classrooms.

Angelas (2010) conducted a study of find the effects of small-group and traditional instruction on students' ability to recall facts and develop reasoning skills surrounding social studies content in a private school setting were examined. There has been limited research at the high school level in social studies both in assessing knowledge acquisition and in measuring retention rates for factual recall and reasoning types of questions. This study examined the effects of small-group and traditional didactic instruction on student acquisition of facts and reasoning skills, measuring both short-term and long-term retention, for low and high-achieving students. All 89 U.S. History students at a private girls' high school were randomly assigned to one of four classes, two using small-group instruction and two using traditional methods, taught by two teachers experienced in both approaches. Teachers were closely monitored for methods used in the classroom. Students were given a pretest to ensure equality of groups in terms of prior knowledge, and a post-test after four weeks of instruction. Two weeks post-treatment, identical content
was tested to determine retention of subject matter content and reasoning skills. Students placed in the small-group instruction classrooms increased their learning in the social studies unit significantly more than those in the traditional classroom for factual recall and reasoning questions. Quantitative results showed no significant difference between the gains of high and low-achieving students. These findings have implications for planning teacher preparation and professional development programs, specifically with regards to methodology courses, teacher evaluations, classroom assessments, student learning, and pupil motivation.

This quasi-experimental study by Lawrence (2010) uses mixed methodologies to examine learning engagement on a social studies unit test based on primary and secondary sources (a "document-based question", or DBQ), to determine whether the use of film in a DBQ changes the nature of historical inquiry. The study was conducted in two Grade 7 classes taught by the same teacher (N = 42). Each class completed a teacher-created DBQ unit test: one DBQ ("Film Group") included two film clips (from a fiction feature film and a nonfiction documentary film) as documents, while the second DBQ ("No Film Group") replaced the films with two written text versions of the same content. The study data included classroom observations of the testing environment, content analyses of student essays, essay scores based on a five-point scoring rubric, and student surveys. Analyses were informed by a taxonomy of student engagement (Bangert-Drowns & Pyke, 2001) and the theory of historical consciousness (Rüsen, 2004), framed in a constructivist view of learning. The Film Group demonstrated higher engagement levels through their essays, liked the films more than the No Film Group liked its written texts, and recalled the films more than the No Film Group recalled its written.
texts. On the other hand, the No Film Group preferred written texts as DBQ documents, and thought it was more helpful to show movies in history class overall.

The purpose of the Lewis (2010) study was to investigate the factors that contribute to the cultural competence of social studies teachers in a South Carolina suburban public high school. With increasing numbers of racially, ethnically and culturally diverse student populations in public schools, and decreasing numbers of racially, ethnically and culturally diverse faculty, the teachers' level of cultural competence is critical to the students' engagement in class and their academic success within the school community. This study examined the social studies teachers' perceptions of the students, the social studies curriculum, the school's climate and demographics; the teachers' diversity training/preparation as pre-service teachers and their professional staff development opportunities for diversity training as in-service teachers. The study is a bounded, single case study, utilizing qualitative methodology. The participants in this study included five public school social studies teachers. Data for the study were collected through the review of official school documents and individual, semi-structured interviews with the participants. Using Cross, Bazron, Dennis and Isaacs's (1989), cultural competence continuum, participants' interview responses were analyzed to determine where the participants might fall on the continuum. An analysis of the participants' perceptions of their students, the social studies curriculum, the school's climate and demographics provided further insight into the participants' diversity training/preparation opportunities at the pre-service and in-service teacher levels. Findings suggest teacher preparation programs and teacher educators must ensure pre-service teachers have required, relevant experiences working with
racially, ethnically, and culturally diverse student populations before exiting the preparation programs. Prior to exiting preparation programs and receiving certification to enter professional practice, pre-service teachers should receive certification which acknowledges they have reached an acceptable level of cultural competence. Findings support on-going, systemic professional staff development opportunities in diversity training at the school in-service teacher level on race, ethnicity and cultural diversity that is structured, focused, targeted, relevant and experiential. Specific research questions addressed in the study included: (1) Based on Cross's cultural competence continuum, where do social studies teachers in a South Carolina suburban public high school fall? (2) Regardless of where the social studies teachers fall on the continuum, what are the teachers' perception of the students and the school's demographics, culture and climate? (3) What are the implications for professional staff diversity preparation/training?