

**A Study of the Methods Adopted by Social
Science Teachers at the Secondary Level**

A

Dissertation

**Submitted to the Sardar Patel University,
Vallabh Vidyanagar in Partial fulfillment of
requirement for the degree of**

Master of Education

Research Scholar

SWATI J. PATEL

Guide

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Certificate of Approval

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Chapter-1

INTRODUCTION

1.1 Introduction

Social Science is, in its broadest sense the study of society and the manner in which people behave and influence the world around us. The effect of recent developments in educational philosophy and educational psychology upon the methods of teaching has been revolutionary.

Johann Amos advocated that the teacher in his methods should appeal through sense perception to understanding of the child. The Secondary Education Commission emphasized the need for right methods because teachers from experience know that even the best curriculum and the most perfect syllabus remain dead unless quickened in to life by the right methods of teaching and the right kinds of teacher.

The well-known educationists have invented so many effective methods of teaching which have been helpful for teachers. Such methods are learning by doing, learning by play, learning by experience, learning by self-education, discussion method, laboratory method, lecture method, observation method, review method, source method, storytelling method, project method, learning by program method.

Any method links up the teacher and his pupils in to an organic relationship with constant mutual interaction. It reacts not only on the mind of students but on their entire personality, their standard of work and intellectual and emotional being, their attitudes and values.

Good methods which are psychologically and socially good should be used so that they may raise our quality of education. Hence, it has become imperative for us to study the different methods actually being adopted in school settings. It is then that the actual relationship between theory and practice can be drawn clearly. With this intention in mind to have a view of the teaching methods adopted in teaching Social Science at secondary level, the researcher selected the topic and in order to have a more holistic view tried to compare the teaching methodology adopted in GSEB and CBSE schools.

1.2 Statement of the Problem

The title of the study can be stated as under-

“A study of the methods adopted by Social Science teachers at the Secondary Level.”

1.3 Explanation of the Key Words and Operationalization of the Terms

The following key terms have been stated in the problem which have been explained and operationalized as under-

Social Science :-

According to the Secondary Education Commission of the National Education Association, USA Social Sciences are understood to be those whose subject-matter relates directly to the organization and development of human society and to man as a member of social group.

Secondary level:-

According to the recent pattern followed in Gujarat, the classification of different levels of education is as under-

- 1}Pre-Primary School** : class 1st to 5th – aged between 5 to 10 years students.
- 2}Upper-Primary School** : class 6th to 8th – aged between 11 to 13 years students.
- 3}Secondary School** : class 9th and 10th – aged between 14 to 15 years students.
- 4}Higher Secondary school** : class 11th and 12th – aged between 16 to 17 years students.

Thus, in the present study, Secondary Level means the school, which provides education of 9th and 10th class students.

1.4 Objectives of the Study

- To study the methods adopted by Social Science teachers in GSEB and CBSE schools at the secondary level.
- To study the problems faced by the secondary level teachers in GSEB and CBSE schools in teaching Social Science.
- To suggest appropriate measures to the social science teachers for using different methods for teaching Social Science at secondary level.

1.5 Research Questions

1. What are the different methods adopted by Social Science teachers of GSEB and CBSE schools at the secondary level?
2. Do they use different teaching aids like maps and atlas, globe in the classroom while teaching?
3. Do they use innovative and creative methods like storytelling in the class?
4. Do they take students for field visit?
5. Do they use problem solving approach for the students?
6. Do they use project method to make the study more effective?
7. Does the school have a separate Social Science room or laboratory?
8. Do they use internet services to give students extra knowledge related to the syllabus?
9. Is there any difference in the use of methods by the teacher's gender wise?

1.6 Delimitations of the Study

The present study is confined to English medium and Gujarati medium Secondary schools of Anand district only.

1.7 Rationale of the Study

George and Madam (2009) remarked that, “ the study of Social Science are often seen as easy probably because they deal with issues and processes that surround us all the time and on which we have ideas and positions. They are about people, our wealth, our problems and our values yet this apparent simplicity is deceptive. Teaching the complexity of human being is not an easy task.”

It means that on the one hand it is necessary to learn or to teach Social Science as it a part of life and on the other hand, it is too difficult to learn or to teach about human complexities present in form of particular content to students.

National Curriculum Framework (2005) states that “ The Social Science encompasses diverse concern of society and includes a wide range of content drawn from the discipline of History, Geography, Political science, Economics & Sociology. The selection of organization of material in to meaningful Social Science curriculum enabling students to develop a critical understanding of society is therefore a challenging task. The dimension and concerns are immense especially in view of the students own life experiences.

It is the one of the subject, which deals with the human relation’s science. In other words it deals with the things, languages with quantities and art with ethics.

George andMadam (2009) have stated that Social Science is after all most practical, dealing with affairs that everybody participates in and best learn by doing, yet quality of Social Science text books and classroom teaching has not risen to expectations. In Indian classroom climate it is the most common complain that Social Science is meant only for rote learning, for cramming and cruelest cut of all is student saying that there is nothing to understand in Social Science.

This situation may be due to methods or media used ineffectively during teaching process and at adolescence level it is necessary to give students something new and something attractive which may lead them to not only proper understanding but also interest towards Social Science because it is a basic stage for the whole life. Thus, it is very important for the teachers to adopt innovative and progressive methods of teaching Social Science at secondary level. Since, the researcher found this topic interesting and of significance, the researcher tried to have a peep into the practices actually adopted at school level so that it would give a field view of the actual situation, of our standing and the steps to be taken to further move ahead towards progress and realization of objectives of teaching Social Sciences.

1.8 Scheme of Chapterisation

The dissertation has been divided into six chapters. The scheme of chapterization is as follows-

Chapter-1: Introduction This present chapter begins with an introductory note and states the problem of the study with the explanation of key terms. It also states the objectives of the study undertaken, hypotheses framed and rationale of the study as perceived by the researcher.

Chapter-2: Conceptual Framework This chapter focuses on the conceptual framework or theoretical background of the study undertaken.

Chapter-3: Review of Related Literature The chapter begins with stating the objectives with which review of related literature is done and then presents the different studies reviewed for the present work.

Chapter-4: Methodology of Investigation The chapter focuses on the methodology adopted in the present study. It describes in detail about the research design selected for the present study, the tools used and the procedure adopted for data collection as well as data analysis.

Chapter-5: Data Analysis, Interpretation and Discussion In this chapter the collected data has been analyzed and presented in a tabular form. Interpretations based on the findings have been presented and discussed in the light of the present study undertaken.

Chapter-6: Conclusions, Suggestions and Implications The last chapter of the dissertation deals with the conclusions drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field. The chapter ends with a reflective note by the researcher on the research undertaken.

CHAPTER-2

CONCEPTUAL FRAMEWORK

2.1 Introduction

Education plays an important role in the overall development of human beings. Initial school education enables children to maintain harmony of life through process of socialization. In the Indian classroom, different subjects like, languages, mathematics, science, Social Science are taught by chalk and talk method. Each of the subjects has their special significance in the curriculum. The subject of Social Sciences is not any exception.

Shah (1976) has stated that

“The field of Social Science differs from other fields by the fact that its content as well as its purposes is focused upon human being and their relationship.”

Although the subject of Social Studies includes much of the subject-matter of history, geography, civics and economics, it does not limit itself to the fields formally covered by these formal disciplines nor does it attempt to give a regular sequence of lessons in them.

2.2 The Subject Matter of Social Studies

Social Studies include the study of relationship and inter- relationship –historical, geographical and social so as to provide to the young person with the basis of public knowledge. It includes matter which reveals to the child where he is in time, space and society.

Social Studies traces for the fascinating story of how man has developed through the ages; how life has been influenced by the environment; how our institutions have grown out of the past; how man has struggled with his environment in the past; how he is struggling today; man's use or misuse of his powers and resources and above all the essential unity of civilization.

Social Studies aims at breaking the habit of putting knowledge into water tight compartments, labeled History, Geography, Civics, Economics etc.

Social Studies includes that material which is conducive to the development of a well-informed, intelligent person who is capable of comprehending properly the current problems,

is keen to accept responsibilities as a citizen for the welfare of all and has developed insights, skills and moral qualities which are so essential and desirable in a democratic society.

Social Studies deal with man, his relations with other men and his environment. It, therefore, draws its contents from several Social Sciences to help us understand the problems of man and how he dealt or deals with them. The main themes of Social Studies are—man's struggle with environment yesterday and today, man's use or misuse of his power and resources, his development and the essential unity of civilization. The contents of Social Studies are drawn from several Social Sciences but are not determined by the discipline of any one of these. Social Studies are meant to cover the ground, traditionally associated with History, Geography, Economics, and Civics etc. If the teaching of these subjects only imparts miscellaneous and unrelated information and does not throw any light on it or provide insight into social conditions and problems or create the desire to improve the existing state of things, their educative significance will be negligible. The whole group of studies has, therefore, to be viewed as a compact, whole whose object is to adjust the students to their social environment.

2.3 Characteristics of Social Studies

An analysis of the foregoing paragraphs brings out the following characteristics of Social Studies—

- Social Studies deals with the inter-relations that develop between and among people and those that develop between people and their environment.
- Social Studies are a broad and composite instructional area which draws its contents from different Social Sciences.
- Social Studies are a compound rather than a mixture where the ingredients lose their identity and combination. It differs from the teaching of History, Geography, Civics, Economics etc. in the same sense in which the taste of ice-cream differs from that of its ingredients like sugar, cream, milk etc., tasted in isolation.
- Social Studies aim at enabling the students to adjust to their social environment which includes the family, community, state and nation and in fact the entire humanity.
- Social Studies deal with the art of living.

- Social Studies deal with those areas of curriculums that enable the students to interpret intelligently the matrix of forces and movement in the midst of which they are living.
- Social Studies establish relationship between present, past and future.
- Social Studies integrate the knowledge of all Social Sciences and is, therefore, called ‘Co-ordinated’ and ‘Co-coordinating.’
- Social Studies are the applied branch of Social Science, introduced in the school curriculum with a view to developing proper attitudes, sensibilities and skills in future citizens.
- The materials of Social Studies are useful for general education at school level, before collegiate education starts so that pupils can learn them with sufficient ease and interest.
- The contents of Social Studies are continuously growing and changing with the changing social process. Hence, its contents will have to be revised periodically.
- Social Studies covers the study of communities at all levels, local, regional, national and international with focus on man and his social environment.
- Social Studies stress contemporary human life and its problems rather than the past history of man.

2.4 Importance of Teaching Social Studies

An NCERT publication Guidelines for upper primary stage (1988) points out these outcomes, “The child at this stage could be initiated into the study of India’s past in all its major aspects such as social, cultural and scientific development. He should also be helped to appreciate diversities in ways of living and independence of various regions of India and the world. He should also know the civic and political institutions and understand contemporary social and economic issues and problems. Social skill and civic competencies and a national perspective would, thus, equip him to participate in the task of social and economic reconstruction.”

The Social Studies committee of schools Board, Victoria (USA) has pointed out that through Social Studies, “We are trying to train children in the habit of thinking clearly, to be able to use all the knowledge at their command to solve problems and to be able to find the necessary information.”

In the words of J.F. Forrester, the chief aim of Social Studies “is to help pupils to understand the world in which they have to live and how it came to be so that they become responsible citizens. It aims at promoting critical thinking and a readiness for social change, at creating a disposition for action on behalf of the general welfare, and an appreciation of other cultures and a realization of the interdependence of man and man and nation and nation.”

M.P. Moffatt is of the opinion that a person may be learned in Chemistry or Mathematics, he may be a skilled technician, but if he is shortsighted in his attitude to his fellow-men, he is unsocial and perhaps ill-adjusted in many other ways.

The Secondary Education Commission, 1952-53, states that the object of Social Studies is “to adjust the students to their social environment which includes the family, community, state and nation so that they may be able to understand how society has come to its present form. They may be able to interpret intelligently the matrix of social forces and movements in the midst of which they are living.” The Commission further adds that “ This subjects should help the students to discover and explain how this adjustment has taken place in the past and how it is taking place to-day. Through this subject, the students should be able to acquire not only the knowledge but attitudes and values which are essential for successful group living and civic efficiency. It should endeavor to give the students not only sense of national patriotism and an appreciation of national heritage but also a keen and lively sense of world unity and world citizenship.”

The role of Social Studies has been clearly outlined in “The Curriculum for the Ten-year School-A Framework’ published by NCERT in 1976. It states as follows:

“The instruction in Social Science Should promotes the values and ideals of humanism, socialism, and democracy. It should inculcate attitudes and impart the knowledge necessary for the achievement of the principal values of a world order, maximization of ecological stability.”

Cyril Burt in the Foreword to James Hemming’s book entitled ‘Teaching of Social Studies in Secondary Schools’ has stressed the importance of Social Sciences as core subject in these words, “the social, economic and political problems of the modern world are so intricate that few young people can trusted to pick up the necessary information, or to teach themselves to think clearly and logically on the numerous problems that confront them..... A well designed and well conducted course of Social Science can fulfill the main education

requirements of a field of study. It will satisfy the need of the child to understand his environment and his relations with it and it will go far satisfy the need of society for well-adjusted citizens prepared to participate in solving the pressing problems of our times.”

2.5 Social Studies and Social Science

David L. Sills in article in The International Encyclopedia of Higher Education (1997) has observed, “Although knowledge is often broadly divided into the social and behavioral sciences, the humanities and the natural science, there is no full definition of the Social Science that is generally accepted. Nor is there any consensus concerning which individual disciplines are properly included under the heading. Accordingly, each generation of social scientists uses a different implicit definition of the field, sometimes resulting in controversies among colleagues and between countries.

International Encyclopedia of the Social Science, edited by David L. Sills includes the following disciplines under Social Sciences:

- (1) Anthropology, (2) Behavioral Science, (3) Economics, (4) Geography, (5) History (6) Law, (7) Political Science, (8) Psychiatry, (9) Psychology, (10) Sociology, (11) Statistics.

The New Encyclopedia Britannica gives the scope of Social Science as “The Social Science, which deal with human behavior in its social and cultural aspects, include the following disciplines: economics, political science, Sociology, social and cultural Anthropology, Social psychology, Social and Economic Geography; and those areas of Education that deal with social context of learning and the relation of the school to the social order. History is regarded by many of its practitioners as of Social Science and certain areas of historical study today are almost indistinguishable from work done in the Social Sciences.”

2.6 Difference between Social Science and Social Studies

1. Social Science is the advanced studies of human society which are taught at the high school stage, higher Secondary stage and at college stage. Social Studies are simplified portions of Social Science selected for instructional purpose at the primary and middle Stages.

2. Social Science represents an adult approach while the Social Studies represent a child-centered approach.

3. Social Science is the theory part of human affairs and Social Studies is the practical part of human affairs.

4. Social Science lays more emphasis on knowledge and Social Studies on the functional part of knowledge.

5. Social Science are concerned with the investigation of a diversity of human relation and pile up considerably more data than it is possible or desirable to include in Social Studies.

6. Social Science aims at finding out how new truth about human relationships and Social Studies aim at guiding adolescents in their learning of selected portions of what has been discovered in Social Science.

Social Science and Social Studies have many similarities. They are not only related generally but also share a common body of content. The Social Science is the parent disciplines. The Centre of focus in Social Science and Social Studies is man's relationship to his environment and how he meets his needs. Human relationships are the common denominators. As a matter of fact there is no hard and fast line separating Social Science and Social Studies. The subject matter is generally known as Social Studies in the primary and middle classes- there gradual unfolding of the total environment –physical, Social and cultural –is needed. As the student gains more insight and becomes mature to interpret raw data at the secondary and higher secondary stages, he emerges from the Social Studies and into Social Science.

In a nutshell, Social Studies is the adaptation of the scholarly findings of the Social Science. It includes those portions of Social Science which are pertinent to the immediate purpose of learning and can be adapted to the level of comprehension of the students.

According to 'The Curriculum for Ten-Year School' History, Civics, Geography and Economics are to be taught in Social Science at middle and Secondary stage of education, i.e., for classes VI to X. In view of the limited time that is available for each of the branches, it would be desirable to integrate their teaching in a way that pupils develop a proper understanding of the facts and problems in their right perspective without causing any damage to the totality of individual discipline.

History provides the youth an insight, appreciation and understanding of how our present life has come into being. Emphasis in History is to be shifted from dynastic history and political details to Social and Economic conditions and the growth of various aspects of culture.

Civics makes an attempt at imparting training in civic life, development of Civic competencies and Civic competencies and civic abilities so that students eventually participate constructively in the life of the Community in the democratic way.

The NCERT in its documents on Curriculum 1986 and 1988 has used the term Social Science.

Economics makes the child familiar with the current multifarious activities and issues that affect the everyday life of the common man and of the Society to which he belongs. The course is intended to throw some light on the potential resources and the performance shown so far and the future economicprospects of the country.

In the earlier stages, it would be helpful if some rudimentary understanding of the economics forces that influence the Citizen's daily life is given to the students some elementary knowledge of consumer economics such as earning and spending, controls, price rise and the effects of increasing population should be given in a very simplified form.

Geography is intended to bring home to the pupils the independence of the various regions of the country and the world. Geography should enable them to appreciate that it is only through sharing with others that the people of the world can really enjoy the blessings of the mother earth.

The most important point to be kept in view in the teaching of Social Science is to encompass the vast frontiers of the subject matter in such a way as to deepen the understanding of the child on the social, physical and cultural world around him, develop an insight into human relationships, values and attitudes and appropriate skills.

2.7 Chief Features of Social Science

1. Social Scienceis those parts of cultural knowledge which have a direct bearing on man's activities in specific field.

2. Social Science is the advanced studies of human society which are meant for mature students.

3. Social Science aims at finding out new truths about human relationships so as to contribute to social utility.

Regarding the study of Social Studies and Social Science the Education Commission observed, "At the higher secondary stage, there will be specialized studies in the Social Science. There is now an increasing trend to introduce in the curriculum of secondary education, at least in the senior most classes, some elements of the Social Sciences and their methods. The new curriculum proposed in the higher secondary classes provides for the study of History, Geography, Civics, Economics and Sociology. But something of the scientific spirit and methods of Social Sciences should permeate the teaching of Social Studies and of history, geography and civics even in the lower classes."

2.8 Branches of Social Science



Figure 2.1: Branches of Social Science

Following are the main branches of Social Sciences that deal with the modern problems of the modern world of 21st century.

Economics is a Social Science that seeks to analyse and describe the production, distribution, and consumption of wealth. The classic brief definition of economics, set out by Robins in

1932, is "the science which studies human behaviour as a relation between scarce means having alternative uses." Without scarcity and alternative uses, there is no economic problem.

Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge positive judgment and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation. It draws on many disciplines such as Psychology, Philosophy, Computer Science, Linguistics, Neuroscience, Sociology and Anthropology.

Geography as a discipline can be split broadly into two main sub fields: human Geography and physical Geography. The former focuses largely on the built environment and how space is created, viewed and managed by humans as well as the influence humans have on the space they occupy. The latter examines the natural environment and how the climate, vegetation and life, soil, water and land form are produced and interact. As a result of the two subfields using different approaches a third field has emerged, which is environmental Geography.

History is the continuous, systematic narrative and research of past events as relating to the human species; as well as the study of all events in time, in relation to humanity. History can be seen as the sum total of many things taken together and the spectrum of events occurring in action following in order leading from the past to the present and into the future. The historical method comprises the techniques and guidelines by which historians use primary sources and other evidence to research and then to write history.

Law in common place, means a rule, which (unlike a rule of ethics) is capable of enforcement through institutions. Law is not always enforceable, especially in the international relations context. It has been defined as a "system of rules", as an "interpretive concept" to achieve justice, as an "authority" to mediate people's interests, and even as "the command of a sovereign, backed by the threat of a sanction". However one likes to think of law, it is a completely central Social institution. Legal policy incorporates the practical manifestation of thinking from almost every Social Sciences and humanity.

Linguistics investigates the cognitive and social aspects of human language. The field is divided into areas that focus on aspects of the linguistic signal, such as syntax (the study of the rules that govern the structure of sentences), semantics (the study of meaning), phonetics (the study of speech sounds) and phonology (the study of the abstract sound system of a

particular language); however, work in areas like evolutionary linguistics evolutionary linguistics (the study of the origins and evolution of language) and psycholinguistics (the study of psychological factors in human language) cut across these divisions.

Political science is an academic and research disciplines that deals with the theory and practice of politics and the description and analysis of political systems and political behaviour. Fields and subfields of political science include political economy, political theory and Philosophy, Civics and comparative Politics, theory of direct democracy, apolitical governance, participatory direct democracy, national systems, cross- national political analysis, political development, international relations, foreign policy, international law, politics, public administration, administrative behaviour, public law, judicial behaviour, and public policy. Political Science also studies power in international relations and the theory of Great powers and Superpowers.

Psychology is academic and applied field involving the study of behaviour and mental processes. Psychology also refers to the application of such knowledge to various spheres of human activity, including problems of individuals' daily lives and the treatment of mental illness.

Sociology is the study of society and human social action. It generally concerns itself with the social rules and processes that bind and separate people not only as individuals, but as members of associations, groups communities and institutions and includes the examination of the organization and development of human social life. The sociological field of interest ranges from the analysis of short contacts between anonymous individuals on the street to the study of global social process. Most sociologists work in one or more subfields.

There are so many other fields that enhance the scope of Social Sciences in the century of machines.

Human life is enveloped by Social Sciences in one shape or other. The man of 21st century is surrounded by unlimited problems; Social Sciences are the solutions of these problems. Natural science talks about the facts of the universe; it is Social Sciences that deal with these facts.

2.9 Aims and Objectives of Teaching Social Sciences

The aims and objectives of teaching Social Sciences are necessary to point to the broad ideals and to enable us to select significant and meaningful content, teaching methods and techniques. They are the ‘Crux’ and ‘key’ of the entire process of teaching and learning and therefore, they will have to be in consonance with broader aims of education. John V. Michaels has aptly stated “The Social Sciences are concerned with man and his interaction with his social and physical environment, they deal with the human relationship- the central function of the Social Studies is identical with the central purpose of education- the development of democratic citizenship.”

General Objectives of Teaching Social Sciences

1. Acquaintance with the environment. Social Science acquaints the child with his past and present social, cultural and geographical environment.
2. Interest in Socio-economic institutions. Social Science in schools helps the students to take a keen interest in the ways people live through various socio-economic and political institutions.
3. Appreciation of cultural heritage. The teaching of Social Science enables children to appreciate India’s rich cultural heritage.
4. Sifting of material. The teaching of Social Science enables the students to recognize and get rid of what is undesirable and antiquated especially in context of social change.
5. Development of broadmindedness. Social Science aims at ensuring that narrow, parochial, chauvinistic and obscurantist tendencies are not allowed to grow in our pupils and that they become tolerant and broadminded.
6. Development of Social commitment. Social Science endeavours to develop a will and ability in every pupil to participate in the most important task of the reconstruction of society and with a sense of social commitment.
7. Faith in the destiny of nation. Teaching of Social Science aims at developing a faith in the minds of students in the destiny of our nation in terms of promoting a spirit of tolerance and assimilation and peace and harmony among the people of the world.

8. Development of insight into human relations. Social Science is intended to help pupils to develop an insight into human relationships, social values and attitudes.
9. Effective participation in social affairs. Social Science enables the growing children to participate effectively in the affairs of the community, the state, the country and world at large.
10. Promotion of ideals enshrined in the constitution. Social Science promotes the values and ideals of humanism, secularism, socialism and democracy.
11. Maximization of economic and social welfare. Social Science inculcates attitudes and skills for maximization of economic and social welfare.
12. Promotion of peace. Social Science inculcates attitudes and imparts the knowledge necessary for the achievement of the principal values of a just world order.
13. Profitable use of leisure time. Social Science affords opportunities to the students to develop such interest that will enable them to use their leisure properly.
14. Foundation of specialisation. Social Science provides a pattern and experience of study that will serve as a foundation for specialisation at a later stage of education of the students. At the early stages, students are made familiar with the elementary knowledge of various disciplines.
15. Many –sided development of the personality. The primary objective of Social Science is to develop an appreciation of 3 R's-Rights, Responsibilities and Relationship. Social Sciences aims at developing qualities like clearness of thought, intellectual conscience, courage, love of truth, initiative, self-reliance, tolerance, unbiased attitude etc., which go a long way in the development of a well –balanced personality, physically strong, intellectually mature, emotionally stable socially efficient

2.10 Methodsof Teaching Social Science

Social Sciences occupy a significant position in the curriculum. Hence, it becomes imperative to implement different methods and techniques in teaching Social Sciences so that students can reap maximum benefits as well as the aims and objectives of teaching Social Sciences at the secondary level are considerably met with. Some of the progressive

and innovative methods which are used in teaching Social Sciences have been discussed as under-

❖ **Story Telling Method**

Story Telling is an art. Story telling is one of the most important methods of teaching Social Studies. It is an art which enables the teacher to come very close to the heart of the students and thereby he attracts their attention. This art of storytelling aims at presenting to the pupils, through the medium of speech, clear, interesting, ordered sequences of events, in such a way that their minds reconstruct these happenings and they live in imagination through the experiences recounted either as spectators or possibly as participators. Story telling enables the teacher to make lessons lively and interesting to the pupils. Story telling helps in enhancing the interests of the students in the subjects. It goes a long way in firing the imagination of the students. Story telling can be relied upon by the teacher as the best companion for helping in developing in his pupils traits of character such as charity, piety truthfulness and valour etc.

❖ **Discussion Method**

This method has been used in the teaching-learning process since time immemorial. It was widely used at the famous Nalanda University.

The Greek scholars in their walk used to discuss various problems and issues with their disciples. Discussion has been described as a thoughtful consideration of the relationships involved in a topic or problem under study. It is concerned with the analysis, comparison, evaluation and conclusions of these relationships. It aims at uniting and integrating the work of the class. It is carried out by organizing, outlining and relating, the facts studied .It encourages the students to direct their thinking process towards the solution of a problem and use their experiences for a further clarification and consolidation of learning material. Discussion is very important in stimulating mental activity developing fluency and ease in expression, clarity of ideas in thinking and training in the presentation of one's ideas and facts,an exchange of ideas and opinions, offers valuable training to students in reflective thinking.

❖ **Play way Method**

“ Play is the chief activity of childhood ” which Froebel considers as “ the highest phase of child developmentfor it is self- active representation of the stage... it gives, therefore, joy, freedom, contentment, inner and outer rest, peace with the world . It holds the sources of all that is good.” but, “without rational conscious guidance,” says Froebel, “childish activity degenerates in to aimless play instead of preparing for those tasks of life for which it is designed.”

❖ **Learning by Doing**

The principle of ‘learning by doing’ has been accepted by all the progressive educators and in all the progressive countries. All educationists recognize that activity is an important instrument of education. According to Comenius “impression must be ensured by expression and what has to be done must be learnt by doing.”

❖ **Laboratory Method**

H.C. Hill presents a picture of the laboratory methods as used in the University of Chicago High School in a class in civics. He says, “The greater part of the students will be studying and writing at their work tables. Two or three may be having a quiet conference on some moot point .Others may be comparing notes or outlines of some phase of work. One student may be busy at the dictionary, hunting for the explanation of some phrase or term; another may be consulting an atlas; a third may be sharpening a pencil or filling his fountain pen; a fourth may be making a map or preparing a graph; a fifth may be conferring with the teacher about some difficulty or asking for criticism on his notes or outline ,usually one or two students will be browsing among the volumes in the bookcases or going through tables of contents or indexes to find a clue to some observed. In general, however, the room is a place of quite, disorderly order in which students are busily engaged in profitable activities of one kind or another.”

❖ **Lecture Method**

It is the oldest teaching method given by philosophy of Idealism. As used in education, the lecture methods refer to the teaching procedure involved in the clarification or explanation to the students of some major idea. This method lays emphasis on the

presentation of the content. Teacher is more active and students are passive but he uses question answer to keep them attentive in the class. It is used to clarify matters, to expand content and motivate the students. By changing his voice, by impersonating characters, by shifting his position and by using simple devices, a teacher can deliver his lesson effectively. While delivering his lecture, a teacher can indicate by his facial expression, gestures and tones the exact shade of meaning that he wishes to convey.

❖ **Observation Method**

It is rightly believed that observation under the careful guidance of a Social Studies teacher proves very effective in the process of learning, and facts, skills and behavior learnt are retained for a longer period. Observation or direct experience or visits to actual places, say, a monument, a fort, a field, a river, a temple, an institution etc. provide ample opportunities to students, for ‘seeing’, ‘hearing’, ‘examining’, ‘gathering data’, and ‘asking questions’. Visits to hospitals, telephone exchanges, telegraph offices, study trips to airport, etc. Show how people and goods are transported from one place to another. Pupils understand better the working of markets, cooperative stores and factories when they see their working and thus acquaint themselves with the processes of production, distribution, exchange and consumption. Such experiences are most conducive to learning. concrete data on cultural, industrial, political and geographical facts and relationship being more ‘tangible’, ‘visible’ and describable’ serve as a great motivating force for further enquiry in Social Science. Observation lends vitality to the subject matter of Social Studies.

❖ **Supervised Study Method**

Arthur C. Binning and David H. Binnig describe the meaning of supervised study as, “by supervised study, we mean the supervised by the teacher of a group or class of pupils as they work at their desk or around their tables. In this procedure, we find pupils busy at work that has been assigned to them by the teacher. When they come across a difficulty that they cannot overcome, they ask the teacher for direction and assistance. The teacher, when not called upon, walks up quietly up down the classroom or remains at his desk watching the pupils do their work continually alert for any wrong procedures that the pupils may follow. He is always ready to direct and aid them.”

❖ **Dramatization/Simulation**

Dramatization has been described as 'a synthetic art', involving the purposive coordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm, with a view to free and intelligent expression of emotions and ideas.

❖ **Source Method**

Source method implies the use of original material and original source in the teaching of Social Studies. A source method provides first hand experiences and leads to better understanding of the subject. Sources may be divided into two categories ;(a) primary sources (b) secondary sources.

❖ **Project Method**

Project method is outcome of the pragmatic educational philosophy of Dewey, the well-known American philosopher-cum-educationist. It was developed and perfected by Dr. William H. Kilpatrick of the University of Columbia. It is a revolt against the traditional environment of the school which is usually marked by listlessness and Passivity and which lacks keenness and real life. Much of the subject-matter taught and many habits formed in school do not conform to desirable social life in the outside world. The project method is the expression of the widespread dissatisfaction against the bookish, encyclopedic passive method, whereby children as obedient masses are carefully drilled and spoon-fed with fact and information. The modern educators speak in no uncertain terms about disconnected facts, disconnected subjects, water-tight compartment and pigeon-hole time tables. "Ignore these." They say, "Give the class a real life project to bite at and watch the result."

❖ **Problem Solving Method**

Problem solving may be defined as a planned attack a difficulty or perplexity for purpose of finding a solution. It is a method in which a person uses his ability to solve problems which confront him. It enables a person to exercise control over his activities and environment. It is an instructional device whereby the teacher and the pupils attempt in a conscious, planned, purposeful effort to arrive at explanation or solution to some educationally significant difficulty. Yoakum and Simpson define it as "a problem occurs in a situation in which a felt difficulty that is clearly present and recognized by the thinker. It may be a purely mental difficulty or it may be physical and involve the manipulation of data. The distinguishing thing about a problem, however, is that an individual who meets it as needing a solution. He recognizes it as a challenge." It is a method in which some difficulty to act in

an educational setting is felt and an attempt is made in a conscious, planned and purposeful way to find its solution. Dewey observes, “Whenever-no-matter how slight and common place in character- perplexes and challenges the mind so that it makes belief at all uncertain there is a genuine problem.” He further explains problem solving in these words, “ The problem fixes the end of thought and the end controls the process of thinking.” problem solving is not merely a method of teaching. It is, in fact a method of organization of subject matter .It is an approach to deal with subject Matter.

❖ **Role-play Method**

Role-play is a structured experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of co-learners and facilitators. Role play is a conscious attempt to examine the various roles played in actual life.

Features of role play are activating, energizing, involving and absorbing activity and it provides opportunities for developing new insights and sensitivity by looking into oneself as well as others points of view, feelings, behaviours and experiences. It generates valuable data about human relationships and interactions and exposes learners to the dynamics of a situation.

Role Play provides opportunities to bring out hidden attitudes and unexpressed feelings before the group for review, thus facilitating a process of checking one’s perceptions and attitudes without fear of rejection. This facilitates practice of new behaviours leading to internalisation of learning. It helps establish causality – understanding stimulus-response situations-why certain behaviours provoke certain responses, etc. It helps in identifying problems both at individual and group levels and analysing them. It serves an evaluation function by facilitating individual and group change through feedback from others and through self-assessment. Forms of Role Play include simple role-play, multiple role-play and socio-drama.

Advantages of Role play are a simple and low-cost method. Focuses right on the problem and helps learners deal with it. Throws considerable light on crucial issues within a short period of time. It provides low risk opportunities to individuals to experiment with new behaviours and open oneself up- with support and understanding in the group.

Role play exposes an individual to various points of view as well as diverse reactions to a particular situation, which may not be possible in reality. It does not require much material or much advance preparation.

Disadvantages of Role Play are if the learners are not involved fully, learning can be hampered and the session serves mostly an entertainment value. Participants can get intensely involved in their roles and may not be able to look at themselves and the dynamics from a distance. Role-playing can become an end in itself-roles can be exaggerated, distorted or underplayed. This tends to reduce its potential for learning. During the reflection after role-play, much attention needs to be paid to highlight dynamics and issues on which it was based. If enough care is not exercised, reflection can be curtailed or distorted, thereby undermining learning from it.

❖ **Field Trip Method**

The purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates. The aim of this research is to observe the subject in its natural state and possibly collect samples. In western culture people first come across this method during school years when classes are taken on school trips to visit a geological or geographical feature of the landscape, for example. Much of the early research into the natural sciences was of this form. Charles Darwin is an important example of someone who has contributed to science through the use of field trips.

To mitigate these risks and expenses, most school systems now have formalized field trip procedures that consider the entire trip from estimation, approval and scheduling through planning the actual trip and post-trip activities.

❖ **Text book Method**

It is an old technique in use since quite long. In this technique the teacher recommends some books to the students and asks them to read those books. Once the students have finished reading the books the teacher asks a few Questions.

Text book method is advantageous.

- It helps in giving stable pace to the knowledge acquired.
- It makes explicit to the students the extent of the standard of knowledge, to be received.
- It provides the knowledge, to the students, in a systematic way.
- In this the care of the students is concentrated on the books and they acquire the art of concentration.

These are some of the progressive and innovative methods which ought to be used in teaching Social Sciences at secondary level. To find out the relation between theory and actual practice and to have insight into the present day situations, the present study was undertaken with a view to know about the different teaching methods adopted by teachers in teaching Social Sciences at secondary level.

Chapter-3

REVIEW OF RELATED LITERATURE

3.1 Introduction

A review of the related literature must precede any well planned research study. It enables the research to define the limits of his/her field. Also the researcher can avoid unfruitful and useless problem areas and avoid unintentional duplication of well-established findings. It also helps in developing insight of the research methodology. Also through reviewing the literature the suggestions and recommendations of previous researcher can be taken into account.

Taking all this into consideration the following studies were reviewed which have been mentioned below.

3.2 Review of the studies

Natalie (2008) did a study of Social Studies education in the context of standard based education reform.

The primary purposes of the study were to focus attention on content. It is foundation to preparing students to participate in a democratic and diverse society, civic and Social Studies education and begin to explain the ways in which opportunities to learn conditions are useful for understanding the level of achievements attained by the students overall, and by subgroup, in addressing equity gaps in such achievement. The research used person correlation multiple regression, and hierarchical linear modelling to explore the research questions.

The results of this exploratory state wide analysis Social Studies achievement showed that similar patterns among student level and school level demographic were present in Social Studies achievement scores as compared to achievement scores in content areas currently receiving attention under no child left behind in social studies.

Additionally study findings indicated that schools social studies achievement scores would be lower if the majority of the schools demographics reflected students who are male. African American qualifies for free or reduced lunch and have a disability.

Jennifer (2007) studied the Effectiveness of a mixed method study of the teaching of Social Studies concept in elementary classrooms.

The aim of the study was to know that if Social Studies are really taught and if so how it is being taught. A list of key Social Studies concepts of grades 1-5 from the Oklahoma pass document and the Californian concept collection was used to survey approximately 100 elementary school teachers. Analysis revealed that elementary teachers are teaching most Social Studies concepts in traditional time blocks and with curriculum integration in a variety of methods.

Heafner (2002) Prepared powerful methods of effective integration of technology in secondary Social Studies. A state wide study of technology use in secondary social studies was conducted using a survey. The study identified existing uses of technology in secondary Social Study classrooms and teachers perceptions of effective technology effective technology integration. This study also aimed at the teachers attitude towards the technology and students attitude towards the same. The study shows that there are some key issues affecting technology integration within secondary social studies classrooms. The factors affecting use of technology were resources, constraints support and skill. It also showed that the teacher effect was a composite of teacher's experimental knowledge beliefs and gender.

Premlata (1992) studied the utility of peer tutoring in the promotion of verbal spatial abilities and academic achievement in Geography.

Major objective of the study was to identify the effectiveness of the peer tutoring of scholastic achievement in Geography Experimental was conducted on 500 students, both male and female students of class IX and X.

Findings of the study were that the peer tutoring strategy had a significant role in increasing the verbal and spatial abilities as well as in raising the level of the entire academic achievement of the student in Geography. It was found that the strategy was more useful for low and average achievers and the classroom climate was found to improve.

Shahi (1989) did comparative study of inductive and deductive programming and the traditional teaching of Geography at the secondary stage.

Major aim of study was to compare learning in the physical Geography through inductive and deductive programme with traditional teaching.

The study was experimented in nature and found the inductive programme was effective than deductive and traditional teaching.

Ingole (1985) did a status study of the position of teaching History in secondary schools of Sholapur district.

The study was a survey. The investigator used a questionnaire for history teacher, structured interview schedule for Head master officer and expert. The questionnaire and interview schedule dealt with the different aspects of history teaching like teachers, students, objectives, curriculum teaching evaluation and facilities such, as History room, library etc. Copy of questionnaire was sent to 225 high schools of Sholapur district.

The findings of the study Showed that the teachers had not offered history as a special subject at graduate level, reading reference books magazines etc. was the most popular activities for professional achievement. Other activities were rarely used. Mutual cooperation among history teachers to solve the problems arising was common in many school teachers were more or less equally divided on the adequacy of importance given to history in the school curriculum, According to the teachers the objective of teaching history could rarely be achieved through regular teaching, due to inadequacy of curriculum text book and time, narration was most popular method of teaching history. The method was adequately supplemented by questioning, under graduate history teacher failed to create time sense and in the pupils while teaching history. The teachers mainly used and other aids were rarely used, Celebrations of national days and an anniversary of great men was one of the main co-curricular activities organized in school. The percentage of students passing in history was found to be very high.

Pandey (1984) studied an effectiveness of advance organizer model and the inquiry – training model in teaching of Social Science.

It was an experimental study. This shows findings that every model has significant achievement level. It effects significantly on students achievement.

Bhattacharya (1983) conducted a study of an effectiveness of various models of teaching Geography in education to institutional resources.

The objective of the study were to find out the effectiveness of concept attainment model, to find out the effectiveness of teaching Geography through inductive module, to compare the effectiveness of concept attainment model and inductive model in relation to educational institutional resources and to find out interaction of different levels of educational institution resources, status models of teaching and types of concept taught in the gains in achievement scores of junior high school students in Geography.

The study was conducted with parallel group design with three treatments viz teaching with traditional method, teaching with concept attainment model, and teaching with inductive model. The data were collected with the help of educational institution resource status index, socio economic status index. Entering behaviour test in Geography were prepared and standardized by an investigator. The other tools for data collection were Joshi's general mental ability test and Joshi's study habit and Joshi's attitude. Inventory means t-test, f-test and there were analysis of variances in a 2 X 2 X 2.

The major findings of the study were the concept attainment model shows better achievement in Geography than the students of traditional teaching group in average and low resource educational institution. The inductive teaching group proved itself more effective in achievement in Geography in comparison to traditional teaching and concept attainment module irrespective resource status of educational institution.

Gupta (1983) conducted a critical study of the Social Studies curriculum with special reference to secondary stage in Himachal Pradesh.

The objective of the 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 of school level. The study was mainly of status survey types. If adopted the descriptive survey method of research. The principal tools for data collection were two questionnaires.

The finding of the study were: (i) There was no provision for participation of human relationships and other social adjustments although man's cultural heritage was part of the existing syllabus.(ii) There was no scope for the development of self-reliance tolerance, initiative, creativity, broad mindedness appreciation and adventureness of

outlook in the existing curriculum of social studies (iii). The content matter did not focus on the variety and change in human behaviour in groups, interaction with physical environment and social environment, development of cross cultural and international understanding and lastly, successful integration of the subject. It was not related to significant problems of today like industrial changes, population changes, pollution and urbanization. It did not provide for a spirit of inquiry and experimentation. The traditional approach of History, Geography and Civics pervaded the content matter. 1) the lecture method or the 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 students were not exposed to a variety of learning experiences such as assignment, discussion, observation and interaction. 2) the traditional system of examination dominated the instructional procedures and the overall teaching – learning orientation in social studies. The concept of evaluation had not been implemented. The social studies teachers did not build a wholesome community environment.

Rai U.C. (1982) carried out a study of objectives, courses and method of Teaching followed at undergraduate level Social Sciences.

The major objectives of the study were (i) to find out the extent to which the general and specific objectives were realized through the teaching of Social Science at the B.A. level. ii) To find out the relevant general as well specific objectives in teaching Social Science. iii) To find out the items of study prescribed in social sciences for realizing general objectives and their relevance. IV) To find out the extent to which they were essential for realising these objectives in the teaching of Social Sciences. v) To find out whether the organization of courses in Social Sciences was acceptable to students and teachers of social science VI) To find out methods / techniques / teaching aids used at the B.A. level for the teaching of Social Sciences. vii) To find out whether these techniques and tools were useful in the opinion of parents, teachers and students. A sample of 135 teachers and 191 students was drawn from four universities, viz. Banaras Hindu University Kashi Vidyapeeth and Allahabad and Gorakhpur Universities working or studying in the post graduate departments of history, political Science Sociology Economics and Psychology.

The tool used was a questionnaire prepared by the investigator. The data were analysed by employing percentages chi-square test and t-test.

The major findings of the study were: None of the general objectives was being realized by the courses and method of Social teaching at the under graduate level. All the sixteen general objectives were considered relevant by a large majority. There was difference in the perception of students of the objectives except the two objectives viz. to enable students to be mature and sensitive to the world around them and to inculcate in them a commitment to society through involvement in nation – building programmes. The specific objectives of teaching History, Political Science, Sociology, Economics and Psychology were not being realized fully but all of them were considered useful and essential by a large majority of the respondents. Lecture method was the only method which claimed to be used daily by 90.87 percent followed by dictation, which claimed to be used daily by 28.15 percent of respondents. Charts, films, maps modules and cyclostyled materials were considered more useful than other ones but in the opinion of a large majority of the students and the teachers teaching aids were generally not used.

Chakraborty (1979) conducted an inquiry into the strategy of classroom teaching.

It was a comparative study of strategies one was lecturing and questioning – answering second strategies was lecturing and questioning answering by using behavioural objectives and third was discussion by using instructional materials. On the development of knowledge comprehension application ability and total achievement in geography of pupils of standard IX and second objective of study to find out the effect of above stated strategies. The study showed that strategy 2 was more effective than 1 and 3 was most effective than 2 lecturing and question answer with behavioural objective discussion by using instructional material were more effective than lecturing and question answer positively and concussively.

Veerkar (1979) studied the effectiveness of integrated approach of teaching of fourth standard Social Studies.

The objectives of the study were to develop syllabus for an integrated Social Studies course for standard IX primary school in the state of Maharashtra, by collecting present content from History, Geography, Civics. To develop instructional strategy for teaching the integrated Social Studies. To find out effectiveness of integrated approach in terms of pupil performance on achievement test, to compare the performance of pupil taught through integrated approach and conventional approach with respect to knowledge comprehension, skill and attitude.

Findings of the study were that the achievement performance of the pupil of the experimental group in total performance as well as in specific objectives namely skill and attitude is better than that of the pupils of control group. It is emphatically stated that the integrated approach is superior to the conventional approach in achieving the group goal. Integrated approach is superior to the conventional approach for average intelligence group only for developing competency in the skill and for below average intelligence group for developing competencies in total peer skill and attitude.

Shah (1976) conducted a study of the attitudes of school teachers towards the teaching of Social Science. In an integrated way.

The objectives of the study were to know the views of secondary school teachers about the teaching of social science of Baroda district and to construct a reliable and valid attitude scale for measuring the attitude of men and women. The results showed consistency in the showing their attitude by these teacher is quite good and that their attitude towards the teaching of Social Science. In an integrated way is neutrally favourable. They do bend slightly towards an integrated teaching of the subject.

Sharma(1975) Conducted an experimental study of different methods of teaching in Sanskrit classes.

The main objectives of the investigation were: (i)To prepare a programme in Sanskrit Grammar using Hindi as the medium of presentation. (ii)To evaluate the functional effectiveness of the programme on Sanskrit grammar at high, average and low academic achievement and (iii)To find out the relative effectiveness of three methods traditional lecture and programmed instruction of teaching Sanskrit Grammar separately at high, average and low achievement levels as well as to a composite group. A sample of 122 subjects was selected from class IX from a school in Meerut district.

The subjects were divided into three sub-groups of high, average and low achievement on the basis of marks in the previous examination with the three methods of teaching and the three groups of students, the study adopted a 3 x 3 factorial design. A criterion test was administered to ascertain the quantum of knowledge in Sanskrit grammar. Equal time was allotted for teaching through each of the three methods after which the same test of Sanskrit grammar was again

administered. The t-test and the F-test were used to analyse the data. The findings of the investigation were: There was significant difference in the three methods of teaching Sanskrit grammar, the programmed instruction being the most effective.

Jani (1967) conducted a study on status of teaching geography at secondary level in Gujarat

.The objective of the study were: (i) To study the prevailing position of teaching of Geography in rural area and urban areas of Gujarat.(ii)To study the prevailing position of evaluation system in the subject of Geography (iii)To study the availability of teaching aids and other facilities which facilitates teaching of Geography.

It was survey study.A questionnaire was used for data collection and for analysis of data descriptive statistics was used.

The findings were: 50 per cent teachers were unqualified to teach geography. 77 percentage of teachers used lecture method and 73 per cent of teachers were not clear about the teaching skills of Geography. About 52 per cent of teachers teaching geography did not have Geography as a method at their B.Ed. level. About 77 per cent of teachers were teaching Geography through the lecture method and without the use of any teaching aid. Teaching aid facilities in 52 per cent of the school especially for Geography were not satisfactory. About 83 per cent of the teachers were of the opinion that the curriculum required modification in the light of modern developments in the subject. There was not clarity of the teaching of skill in the subject according to 33 per cent of teachers.

Narayan Swami (1950) studied the teaching of social studies in the school of Madurai. It aimed at an inquiry into Social Studies as an interdisciplinary approach.

Findings of the study was that, teaching aids, play way method, and proper techniques to teach Social Science was rarely used in teaching process.

3.3 Conclusion

The above studies indicate that all over researchers in knowing about the methods widely used for teaching different subjects. This motivated the researcher to investigate about the specific methods followed in teaching Social Science at Secondary level and so the topic of comparative study of teaching methods adopted for teaching Social Science ay secondary level in GSEB and CBSE schools was chosen by the researcher.

CHAPTER -4

METHODOLOGY OF INVESTIGATION

4.1 Introduction

Research is an organized endeavor. Like any other organized work, research requires proper planning. Planning means deciding in advance. Planning of research means deciding the question or issue to be studied, setting the objectives of the study and determining the means of achieving those objectives. It is an intellectual process. It requires intellectual curiosity, intelligence, imagination and vision and knowledge of methodology of research.

In any research work planning is necessary. The essential step of dissertation is planning. Research work needs to be well planned keeping in mind the sample, methods, tools and procedure.

This chapter deals with the plan and procedure adopted for the present study. This chapter gives clear understanding about the plan and procedure followed by carrying out the study and all the aspects of the methodology adopted by the investigator.

4.2 Research Design

The present study has utilized Descriptive research design. This studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusion from the facts discovered. They are restricted not only to facts finding but may often result in the formulization of important principle of knowledge and solution of significant problems concerning local, state, national and international issues. Descriptive studies are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation. They collect and provide three types of information: (1) of what exists with respect to variables or conditions in a situation; (2) of what we want by identifying standards or norms with wish to compare the present conditions or what experts consider to be desirable, and (3) of how to achieve goals by exploring possible ways and means on the basis of the experience of others or the opinions of experts.

4.3 Research Type

In the present study Survey type of study was utilized for the data collection. Survey is an important type of research study. The aim of the survey is to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them.

4.4 Population

The population of the present study comprise of all the Secondary level schools affiliated to Gujarat board and Central Board of Anand district.

4.5 Sample and Sampling Procedure

The sample of the present study comprised of 3 English medium CBSE schools, 3 English medium GSEB schools and 3 Gujarati medium GSEB schools. Convenient sampling method was used to select the schools. All the teachers (15) teaching Social Sciences at the above mentioned schools at the secondary level comprised the sample. Also randomly 85 students were selected for their opinions on the teaching methods adopted in the classroom. Out of these 28 belonged to English medium CBSE schools, 29 to English medium GSEB schools and 28 Gujarati medium GSEB schools.

Table No 4.1 Sample of the Study

S. NO	Name of the School	Name of the Board	Medium of Instruction	No. of Teachers	No.of Students
1	Swami Narayan Vidhya pith	CBSE	English	3	10
2	Shree Angel English Medium Secondary School	CBSE	English	3	8
3	V& C Patel Eng. Med School	CBSE	English	2	10
4	P.L Patel Secondary School	GSEB	English	1	10
5	C.J. Patel Eng. Med. School	GSEB	English	1	10
6	I. B. Patel Eng. Med School	GSEB	English	2	9
7	Mahatma Gandhi Vidhyalaya	GSEB	Guajarati	1	8
8	Shree. Pritam High School	GSEB	Guajarati	1	10
9	Shree K. D Patel Vidhyamandir	GSEB	Guajarati	1	10
Total	9	9	9	15	85

4.6 Tools

To collect the data for the present study the researcher prepared-

- a Questionnaire for teachers,
- a Questionnaire for students and also
- An observation schedule to observe teaching sessions of the various teachers.

All the tools were self-constructed by the researcher. The questionnaire for teachers comprised of open-ended as well as close-ended questions for the teachers. It was prepared with the help of guidance from the mentor. It was also shown to the experts for their suggestions. The questionnaire was then modified and the final draft was prepared. **(SEE APPENDIX-A)**

The questionnaire for the students was also prepared with the help of the guide which again consisted of close-ended and open-ended questions. **(SEE APPENDIX-B)**

The observation schedule for observing teaching sessions of teachers was also prepared by the researcher on which teachers were observed for their content mastery, presentation, language, teaching method adopted participation of students in class and overall teaching learning environment in the classroom. **(SEE APPENDIX-C)**

4.7 Data Collection

Enough care was taken by the investigator to follow appropriate procedure for collecting reliable data. The investigator visited selected CBSE and GSEB schools of Anand, personally to collect data through prepared tools. With the permission of the Principals of the schools selected as sample, the data was collected through questionnaire administered on students and teachers respectively. A master chart was prepared for analyzing the data obtained through the different tools.

4.8 Data Analysis

The data has been analyzed qualitative as well as quantitatively using proper techniques like content analysis and percentage.

CHAPTER-5

DATA ANALYSIS, INTERPRETATION AND

DISCUSSION

The data collected through questionnaire for teachers and students and also by observing teaching sessions of social science teachers in CBSE and GSEB schools, was analyzed through triangulation of data. The findings have been interpreted and discussed in this present chapter.

5.1 ANALYSIS OF THE RESPONSES GIVEN BY THE SOCIAL SCIENCE TEACHERS

The responses given by the teachers when they were asked to fill in a questionnaire have been analyzed and presented in a tabular form as under-

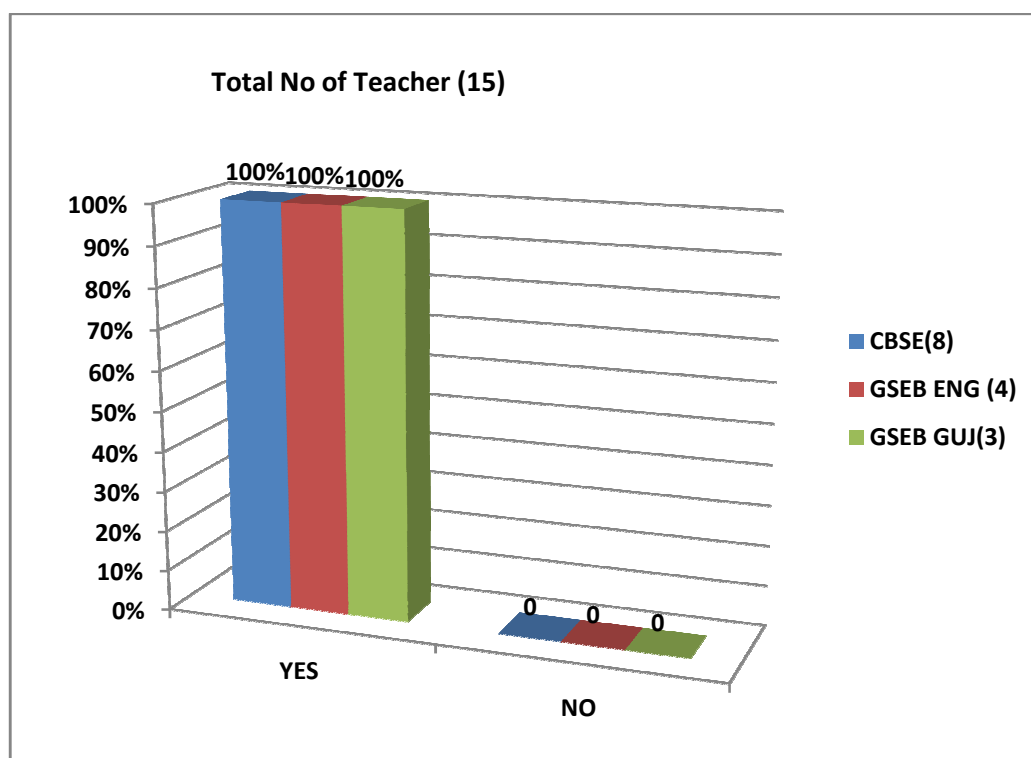
TableNo: 5.1 Use of different Teaching Methods to Teach Social Science

Total No of Teacher	Category	CBSE(8)	GSEB(7)	
15	YES	100	ENG M(4)	GUJ M(3)
			100	100
	NO	0	0	0

As is observed from table no. 5.1 all the teachers (100 per cent) of CBSE as well as GSEB (English medium and Gujarati medium) schools responded that they were using different teaching methods to teach Social Science in their schools.

The findings have been graphically represented below-

FIGURE: 5.1USE OF DIFFERENT TEACHING METHODS TO TEACH SOCIAL SCIENCE



TableNo:5.2 Different Teaching Methods used by the Teachers

Teaching method	CBSE(8)	GSEB(7)	
		ENG M(4)	GUJ M(3)
Story telling method	62.5	50	100
Discussion method	87.5	75	100
Field visit	62.5	50	66.66
Project method	75	100	66.66
Problem solving methods	12.5	25	66.66
Learning by doing	62.5	50	0
Learning by play way method	12.5	25	0
Laboratory method	25	50	66.66

Lecture method	75	50	33.33
Observation method	37.5	50	0
Supervised study method	12.5	25	0
Dramatization/ Simulation	12.5	50	50
Role play method	25	50	50
Text book method	75	50	50
Source Method	12.5	0	0

Table no. 5.2 shows the choice of the different methods used by the teachers to teach Social Science. In CBSE and GSEB schools, teachers have given priority to discussion method, storytelling method and project method. In CBSE schools, discussion method is used by 87.5 per cent teachers, project method, lecture method and textbook method by 75 per cent teachers and storytelling method, field visit method and learning by doing method by approximately 62.5 per cent teachers. Observation method is used by 37.5 per cent teachers. Role play method and laboratory method are used by 25 per cent teachers whereas the rest of the methods such as problem solving method, learning by playway method, supervised study method and simulation method are used by 12.5 percent teachers respectively.

In English Medium GSEB schools, project method is used by all the teachers (100 per cent) followed by discussion method which is used by 75 per cent teachers. Story telling method, field visit method, learning by doing, laboratory method, lecture method, observation, simulation, role play as well as textbook method is used by 50 per cent teachers. 25 per cent teachers also give preference to problem solving method, play way method as well as supervised study method.

In Gujarati medium GSEB schools, discussion and storytelling method was found to be the most preferred method used by almost all the teachers. Project method, field visit method, problem solving method and laboratory method is used by 66.6 per cent teachers. Simulation, role play and textbook method are used by 50 per cent teachers whereas lecture method is used by 33.3 per cent teachers.

Learning by doing, learning by play way method, observation method and supervised study method do not find inclusion in the teaching methods of GSEB Gujarati medium teachers.

Similarly it was found that source method has not been integrated into the repertoire of teaching methods of GSEB school teachers.

The findings have been graphically represented as under-

FIGURE: 5.2 DIFFERENT TEACHING METHODS USED BY THE TEACHERS

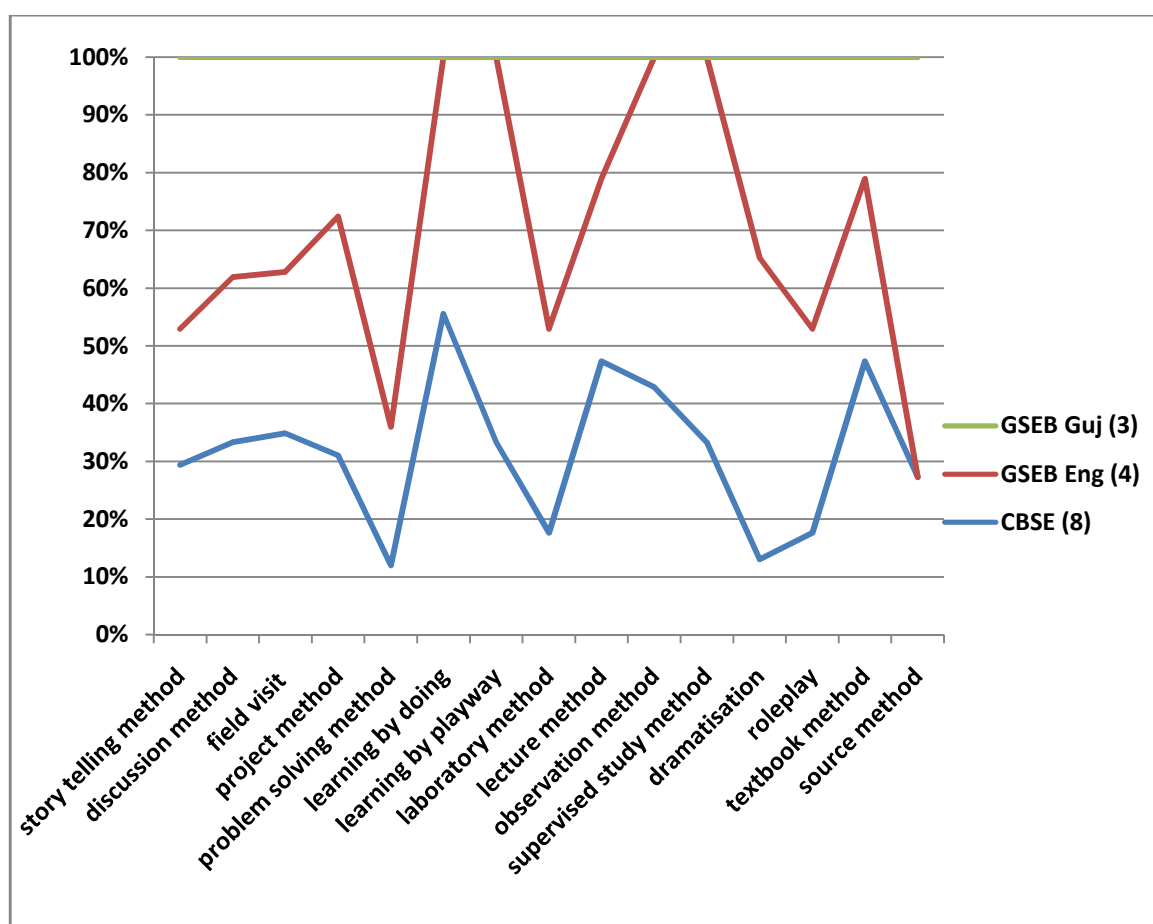


Table No 5.3: Different Teaching Aids used during Teaching Social Science

Teaching Aids	CBSE	GSEB	
		ENG M	GUJ M
Slides	12.5	25	0
Documentary films	12.5	0	0
Video clips	12.5	0	0
PPT	50	25	0
Work sheet	12.5	0	0
Charts	12.5	50	100
Module	25	25	33.33
News paper	25	25	0
C.D	12.5	25	33.33
Internet	12.5	0	0
Films	12.5	0	0
Picture	12.5	0	0
Map	12.5	0	66.66
Projector (Transparencies)	0	50	33.33
Computer	0	25	0
Flash Card	0	0	33.33
Globe	0	0	33.33

In Table no. 5.3, the different teaching aids used by Social Science teachers have been presented. As is evident from the table, in CBSE schools 50 per cent teachers use power point presentations, 25 per cent teachers use modules and newspapers respectively whereas slides, documentary films, video clips, worksheets, charts, maps, pictures etc. are used by 12.5 per cent teachers.

In GSEB, English medium schools, Transparencies and charts are used by 50 per cent teachers, whereas power point presentations, slides, newspapers, etc. are used by 25 per cent teachers.

In Gujarati medium GSEB schools, majority of the teachers were found to use traditional teaching aids like charts, maps, globe, etc.

FIGURE:5.3DIFFERENT TEACHING AIDS USED DURING TEACHING SOCIAL SCIENCE

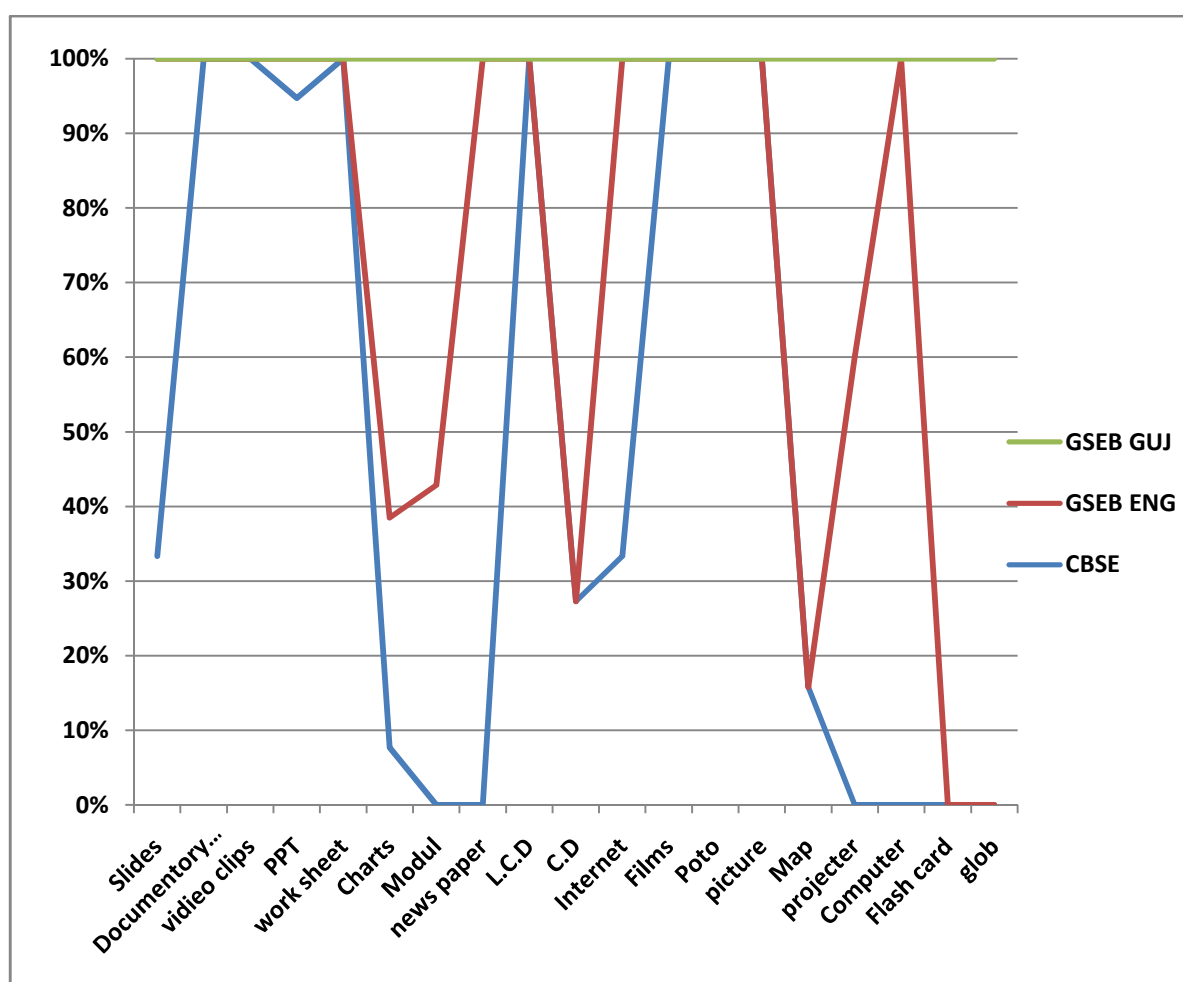


Table No:5.4 Interference of Non-Teaching Duties with Teaching Duties

Category	CBSE	GSEB	
		ENG M	GUJ M
Yes, always	0	50	0
Quite often	62.5	0	100
Seldom	12.5	25	0
Never	25	25	0

Table no. 5.4 shows that 62.5 per cent teachers in CBSE schools and 100 per cent teachers in Gujarati medium GSEB schools have responded that the non-teaching duties allotted to them quite often interferes with their teaching duties. 50 per cent of the English medium GSEB school teachers also responded that always they felt so.

Table: 5.5 Reactions of Colleagues in School

Category	CBSE	GSEB	
		ENG M	GUJ M
Always co-operate	75	100	100
Not interested	0	0	0
Co-operate sometimes	25	0	0
Never co-operate and criticize	0	0	0

Table 5.5 shows that in CBSE as well as GSEB schools, teachers have responded that they receive cooperation from their colleagues when they use different teaching methods in school.

Table:5.6 Role of Principal in motivating Teacher

Category	CBSE	GSEB	
		ENG M	GUJ M
Yes, always	87.5	75	100
Quite often	12.5	25	0
Not interested	0	0	0
Never, busy in administrative work	0	0	0

87.5 teachers in CBSE schools, 75 per cent teachers in GSEB English medium schools and 100 per cent in GSEB Gujarati medium schools responded that their principal always motivates them in incorporating different teaching methods in the curriculum as is evident from table 5.6

Table No: 5.7 Provision of Finance for Audio-Visual Aids

Category	CBSE	GSEB	
		ENG M	GUJ M
Class provide it	37.5	0	0
From my own pocket	12.5	0	0
Sometime school Sometime my self	50	100	100
Never prepare due to luck of funds	0	0	0

Regarding the financial provision for preparation of teaching aids, the teachers responded that sometimes it is borne by the school sometimes by themselves.

Table No:5.8 Condition of School Library

Category	CBSE	GSEB	
		ENG M	GUJ M
Excellent	37.5	25	0
Fair	12.5	25	33.33
Good	50	50	66.66
Poor	0	0	0

From the table no. 5.8 it is observed that majority of the teachers in the entire schools feel that the condition of their library is good.

FIGURE: 5.4 CONDITION OF SCHOOL LIBRARY

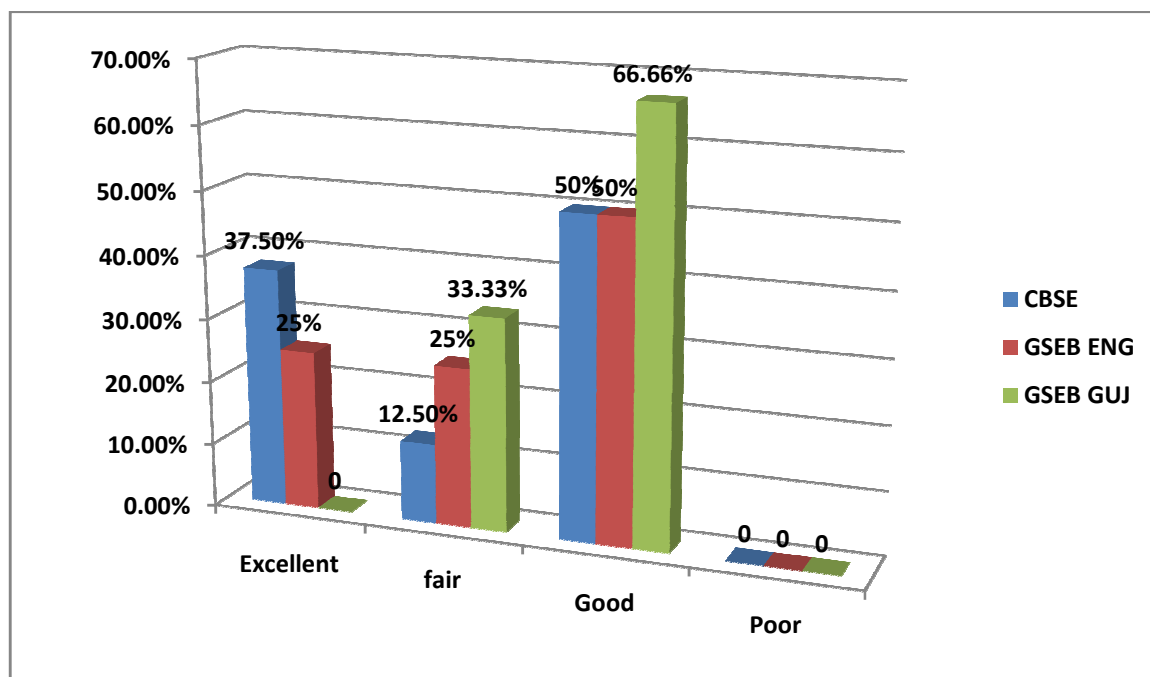


Table No: 5.9 Availability of Teaching materials in the School

Category	CBSE	GSEB	
		ENG M	GUJ M
Excellent	25	25	33.33
Fair	12.5	0	0
Good	62.5	75	66.66
Poor	0	0	0

Majority of the teachers more than 60 per cent responded that the availability of teaching materials in their school is good.

Table No: 5.10 Provision of Seminar/Work shop organized at School

Category	CBSE	GSEB	
		ENG M	GUJ M
Yes, at regular intervals	25	50	0
Seldom	12.5	25	100
Quit often	37.5	25	0
Never	0	0	0

As is evident from table no.5.10, there is greater provision of organization of seminars and workshops for implementing different methods in teaching Social Science in CBSE schools as mentioned by the teachers , whereas teachers in Gujarati medium GSEB schools have responded that such events are seldom organized in their schools.

Figure 5.5 Provision of Seminar/Work shop organized at School

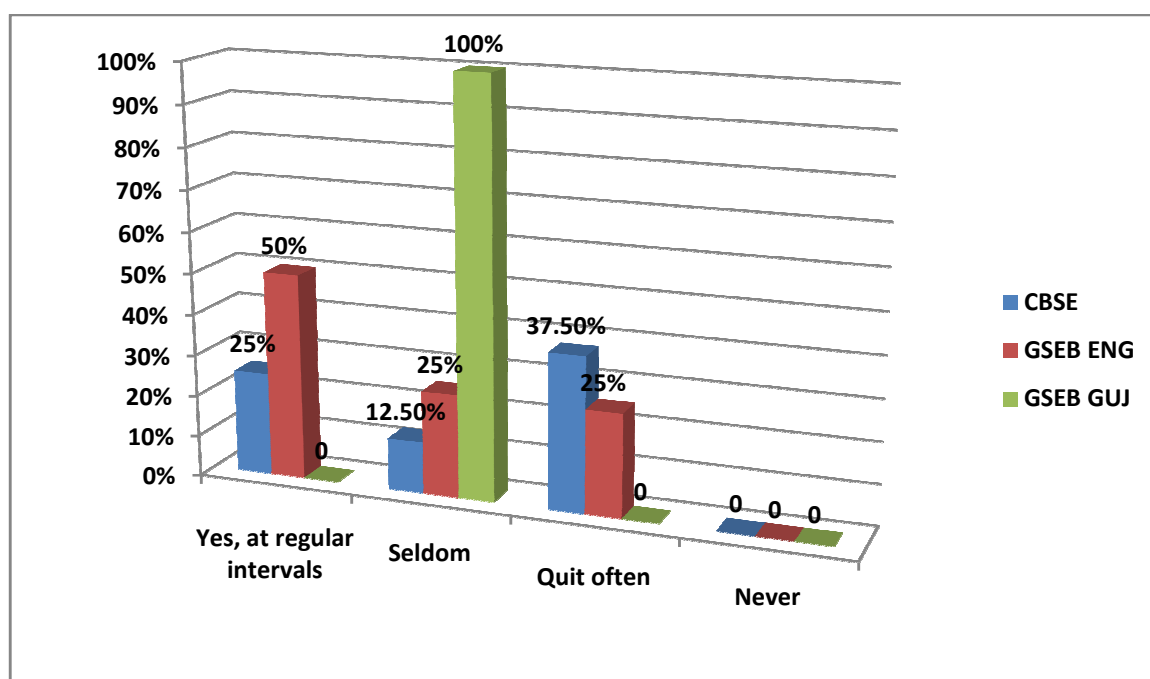


Table No: 5.11 Reaction of Parents on use of different Teaching Methods

Category	CBSE	GSEB	
		ENG M	GUJ M
Appreciate it	75	100	100
Interfere and try to stop the usage	0	0	0
Criticize it as Wastage of time	0	0	0
Show no interest	25	0	0

As far as parents are concerned, almost all the teachers responded that the parents appreciate the use of different teaching methods used for teaching Social Science.

Table No: 5.12 Response of students on Implementation of different techniques in classroom

Category	CBSE	GSEB	
		ENG M	GUJ M
Pay more attention	25	50	33.33
Understand better	37.5	50	66.66
Get motivated	37.5	0	0
Show indiscipline behavior	0	0	0

When the teachers were asked about the response of students when they use different techniques in class, 25 per cent of CBSE school teachers, 50 per cent of GSEB English medium school teachers and 33.3 per cent of Gujarati medium GSEB school teachers said that the students pay more attention in class. Majority of the teachers, 37.5 per cent CBSE, 50 per cent in English medium GSEB schools and 66.6 per cent teachers in Gujarati medium GSEB schools said that the students understand better when they are exposed to different techniques in the classroom and also 37.5 per cent CBSE school teachers felt that the students get motivated by doing so, as is evident from table no.5.12.

FIGURE: 5.6 RESPONSES OF STUDENTS ON IMPLEMENTATION OF DIFFERENT TECHNIQUES IN CLASSROOM

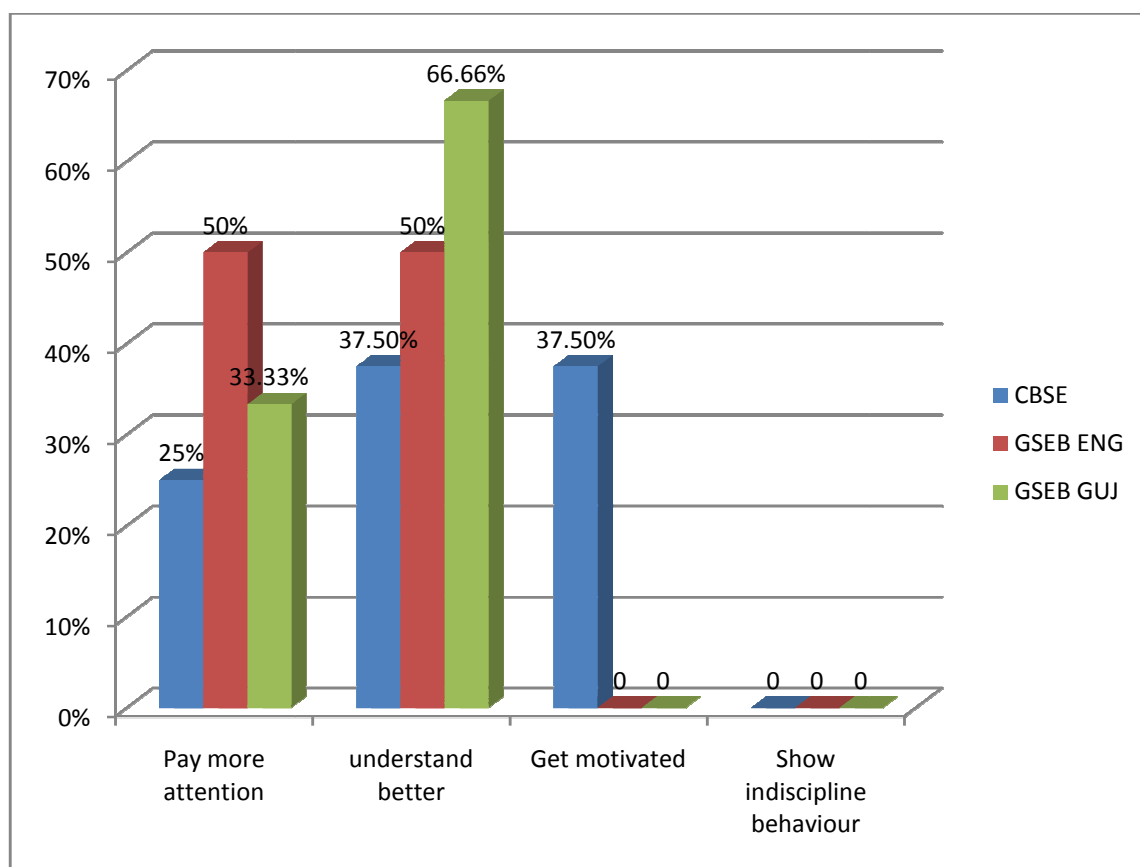


Table No:5.13 Incentives provided to teachers for use of different Teaching Methods

Category	CBSE	GSEB	
		ENG M	GUJ M
Special increment in Salary	0	0	0
Extra free time and facilities	0	25	0
Appreciate and provide certain of recognition	37.5	0	33.33
There is no such provision in the school	62.5	75	66.66

As is evident from the above table no. 5.13, there is almost no provision for incentives for teachers who use different teaching methods in any of the schools but still the teachers have mentioned that they are appreciated for their work and some kind of recognition in form of extended facilities are provided to them.

Table No: 5.14 Examination systems as a cause of not facilitating Teachers to use different Methods

Category	CBSE	GSEB	
		ENG M	GUJ M
YES	62.5	25	33.33
NO	37.5	75	66.66

As can be observed from table no. 5.14, 62.5 per cent teachers in CBSE schools and 25 and 33.3 per cent teachers in English medium and Gujarati medium GSEB schools respectively feel that examination system is a cause which hinders the use of different teaching methods by the teachers.

Table No: 5.15 Major Causes for use of mostly using Traditional Method in teaching Social Science

S. N	Cause	CBSE	GSEB	
			ENG M	GUJ M
1	Old concept not at all changed since long	25	0	0
2	Overlapping of concepts	12.5	0	0
3	Lack of fund	25	0	0
4	Some students are not interested in Theoretical subject	12.5	75	0
5	Lack of time	25	0	33.33
6	Some time lack of facilities	12.5	0	0
7	Personal reasons	50	0	0
8	Heavy curriculum	62.5	0	99.99
9	Examination system	20	0	0
10	Limited types of questions in examination	37.5	0	0
11	The students should be able to remember and present in the paper possible through rote memory	12.5	0	0
12	Students get clear concepts	12.5	0	0
13	All time relevant method	12.5	0	0
14	Student approach is not very good	12.5	0	0

S. N	Cause	CBSE	GSEB	
			ENG M	GUJ M
15	To motivate the Students	12.5	0	0
16	Very large class	0	0	66.66
17	Lack of awareness	0	25	0
18	Lack of content knowledge	0	25	0
19	Laziness of teacher	0	25	0
20	The students belong to rural areas	0	25	0
21	The students feel bored in history section	0	25	0
22	They are afraid of very long lesson	0	25	0
23	Only teachers are involved	0	25	0

As can be observed from table no. 5.15, the major causes of use of traditional method has been attributed to very large class size, heavy curriculum and lack of time by Gujarati medium GSEB school teachers. The teachers in English medium GSEB schools feel that majority of the students are not interested in theoretical subject like Social Science, they feel bored in History section as well as there is apathy from the side of teachers as well.

CBSE school teachers have given a number of causes for using traditional method as can be observed from the above table and which have been also represented graphically in the figure below-

FIGURE: 5.7 MAJOR CAUSES FOR USE OF MOSTLY USING TRADITIONAL METHOD IN TEACHING SOCIAL SCIENCE

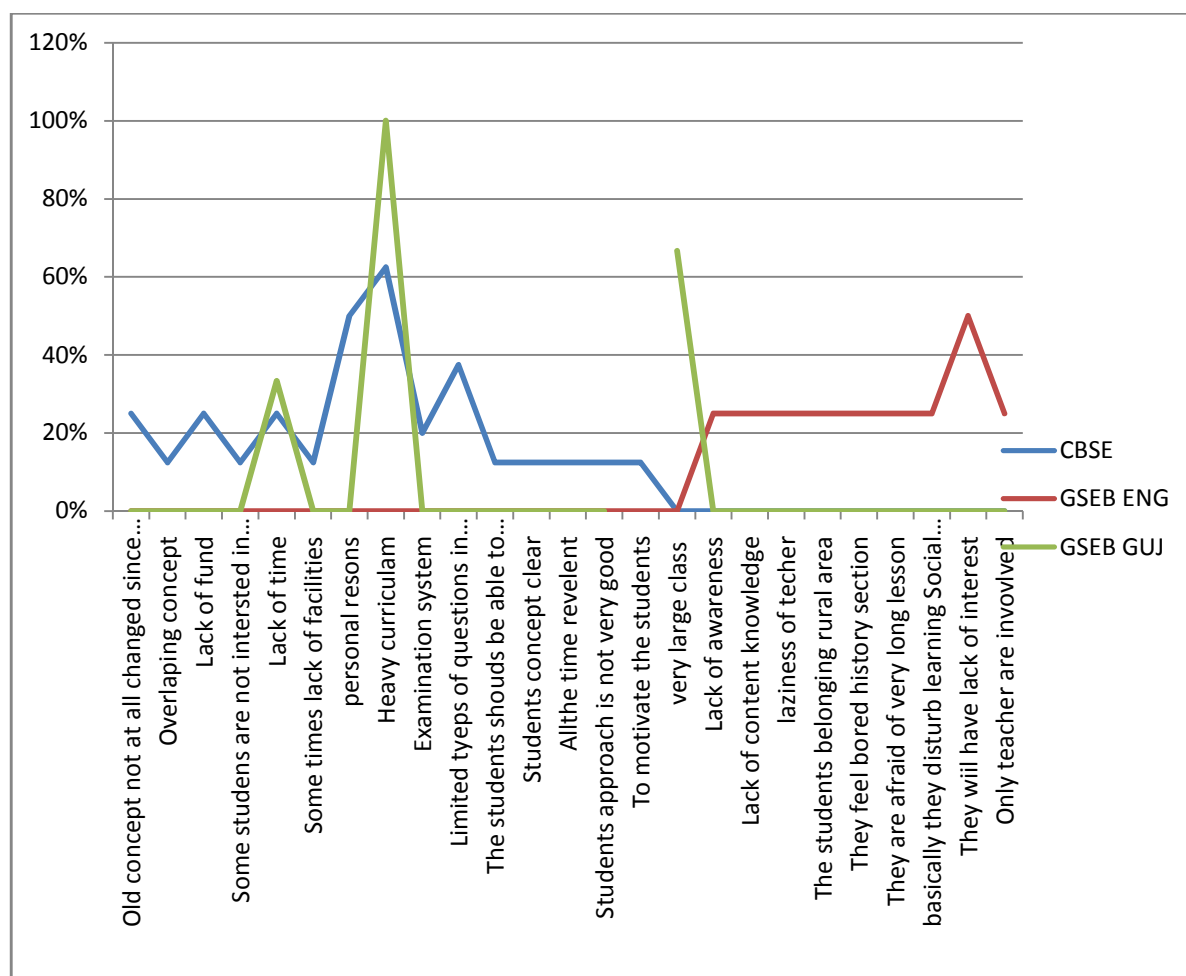
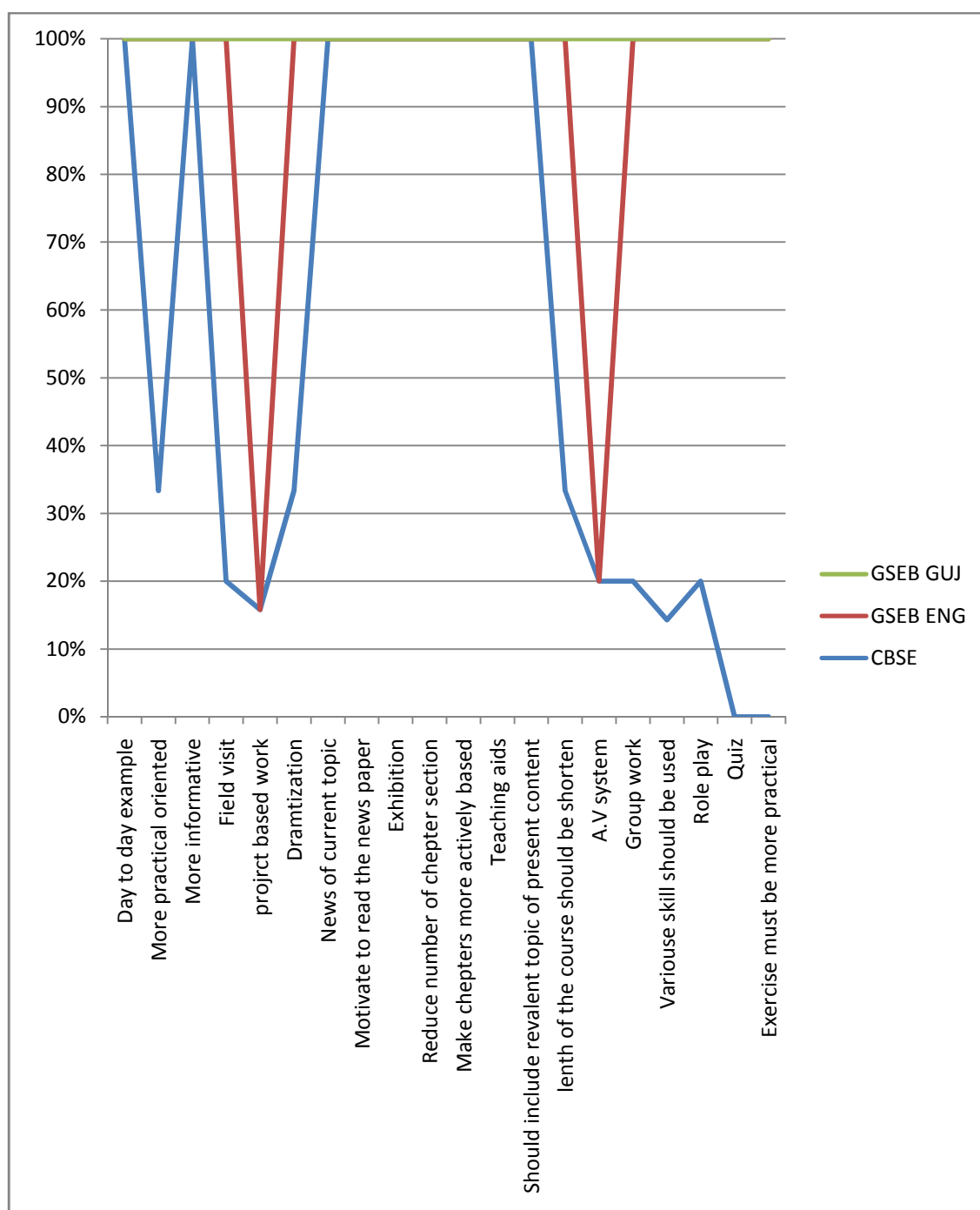


Table No: 5.16 Suggestion for different methods for teaching Social Science which can be integrated in Classroom Teaching

S .No	Suggestion	CBSE	GSEB	
			ENG M	GUJ M
1	Day to day example	12.5	0	0
2	More practical oriented syllabus	12.5	25	0
3	More informative syllabus	12.5	0	0
4	Field visit	12.5	50	0
5	Project based work	12.5	0	66.66
6	Dramatization	25	50	0
7	News of current topics	12.5	0	0
8	News of current topic	12.5	0	0
9	Motivate to read the news paper	12.5	0	0
10	Exhibition	12.5	0	0
11	Reduce number of chapter section	12.5	0	0
12	Make chapters more actively based	12.5	0	0
13	Teaching Aids	25	0	0
14	Syllabus should include relevant topics of present context	12.5	0	0
15	Length of the course should be shortened	12.5	50	
16	A.V system	25	0	99.99
17	Group work	12.5	50	0
18	Various skills should be used	12.5	75	0
19	Role play	12.5	50	0
20	Quiz	0	25	0
21	Exercise must be more practical	0	25	0

A number of good suggestions have been given by the teachers of all the schools which can be observed from the above table no. 5.16 and which has been graphically represented in figure under-

FIGURE: 5.8 SUGGESTIONS FOR DIFFERENT METHODS FOR TEACHING SOCIAL SCIENCE WHICH CAN BE INTEGRATED IN CLASSROOM TEACHING



5.2 ANALYSIS OF THE RESPONSES GIVEN BY THE STUDENTS

The responses given by the students when they were asked to fill in a questionnaire have been analyzed and presented in a tabular form as under-

Table No: 5.17 Liking towards Social Science

Category	CBSE(28)	GSEB	
		ENG M(29)	GUJ M(28)
YES	100	100	100
NO	0	0	0

Table no. 5.17 shows that all the students in all the schools have expressed their liking towards the subject Social Science.

FIGURE: 5.9 LIKING OF STUDENTS TOWARDS SOCIAL SCIENCE

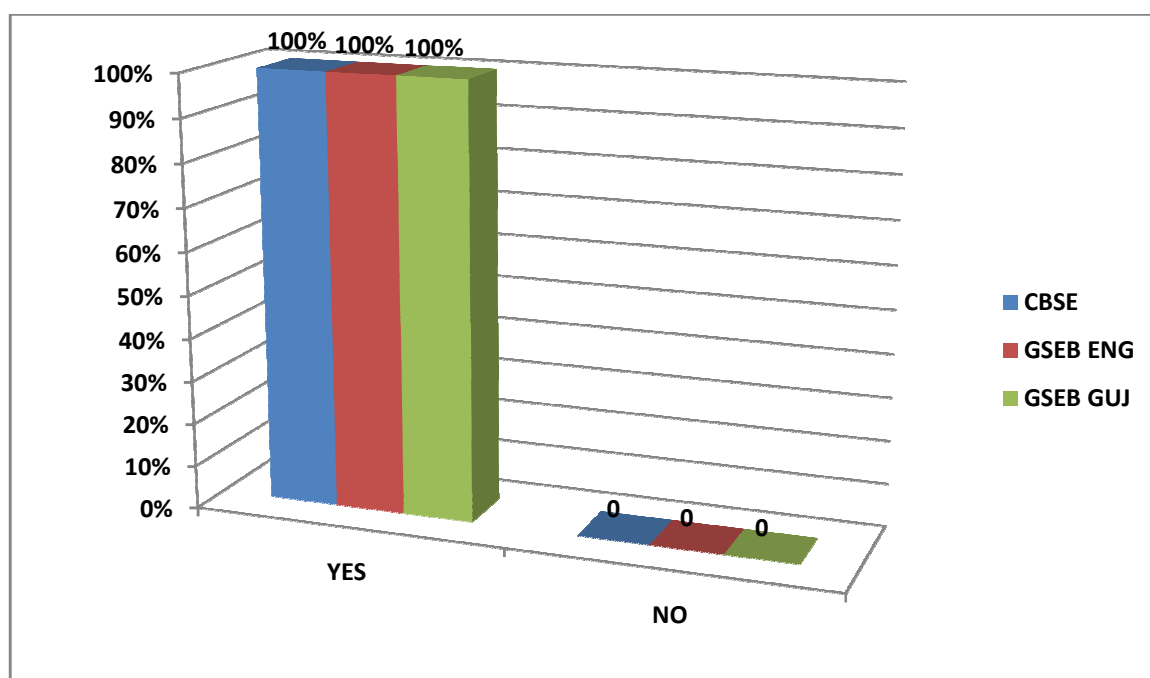


Table No: 5.18 Method used by teachers for teaching Social Science

Category	CBSE	GSEB	
		ENG M	GUJ M
Traditional method	42.85	62.8	64.28
Progressive method	53.57	34.48	35.71

As can be observed from table no. 5.18, 53.57 per cent students of CBSE schools have said that their teachers use progressive methods of teaching Social Science whereas only 34.48 and 35.71 students in English medium and Gujarati medium GSEB schools, respectively said that progressive teaching methods are used by the teachers to teach Social Science.

FIGURE: 5.10 METHOD USED BY TEACHERS FOR TEACHING SOCIAL SCIENCE

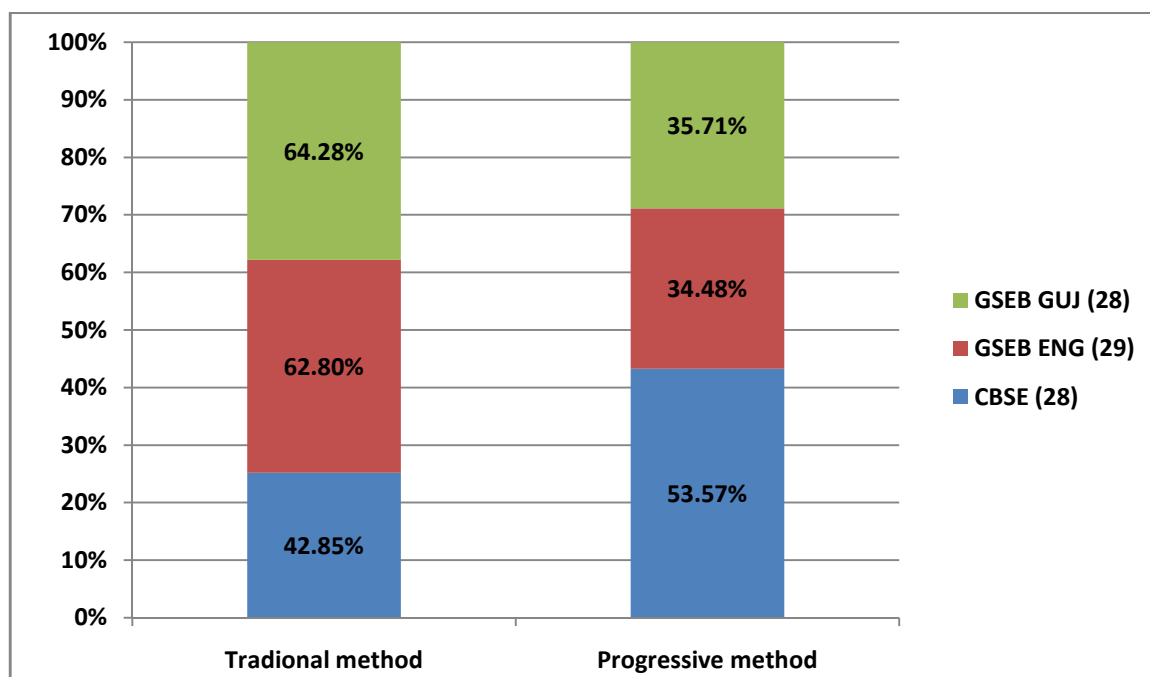


Table No: 5.19 Progressive methods used by the teachers to Teach Social Science

Name of the Method	CBSE	GSEB	
		ENG M	GUJ M
Story telling method	39.28	62.08	39.28
Discussion method	67.85	31	39.28
Field visit	25	17.24	0
Project method	92.85	48.27	39.28
Problem solving methods	32.14	17.24	39.28
Learning by doing	39.85	3.44	0
Learning by play way method	7.14	6.89	0
Laboratory method	10.71	3.44	0
Lecture method	42.85	27.58	39.28
Observation method	25	31.03	0
Supervised study method	10.71	0	0
Dramatization/ Simulation	7.14	27.58	21.42
Role play method	17.85	20.68	21.42
Text book method	82.14	41.37	39.28
Source Method	32.14	27.58	0

The above table shows the different methods used by the teachers in different schools to teach Social Science which have also been graphically represented in the following figure-

FIGURE: 5.11 PROGRESSIVE METHODS USED BY THE TEACHERS TO TEACH SOCIAL SCIENCE

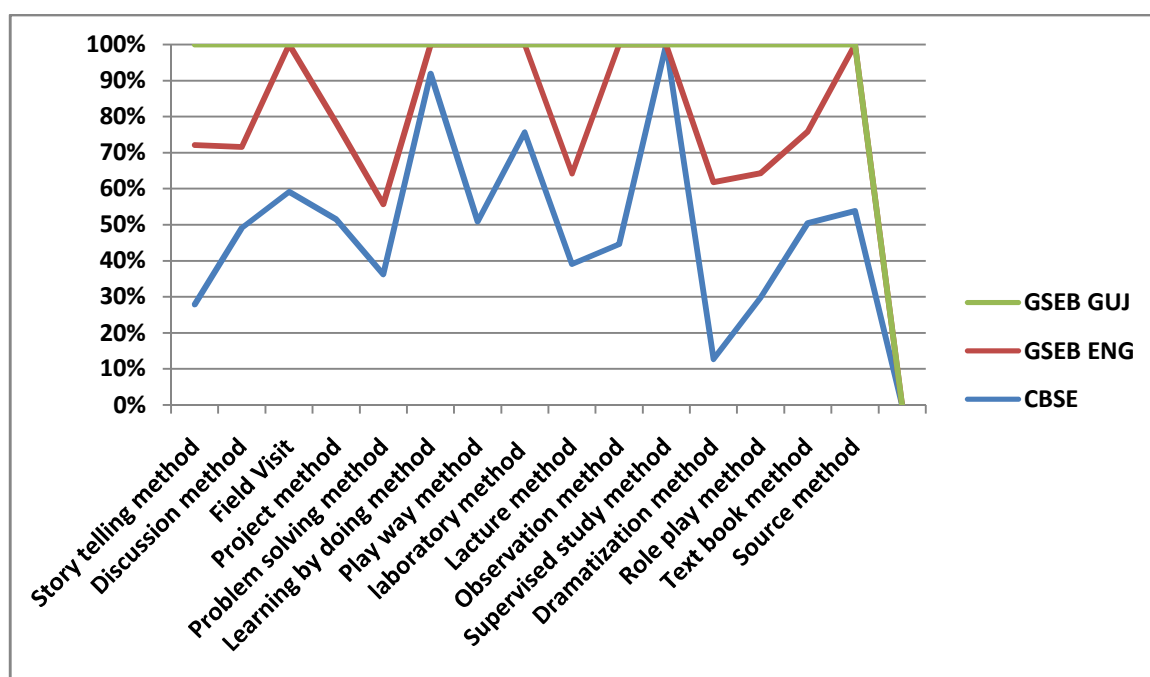


Table No: 5.20 Useof Teaching Aids in Social Science

Category	CBSE	GSEB	
		ENG M	GUJ M
Yes, always	10.71	0	25
Quiet often	28.57	27.58	39.28
Seldom	25	27.58	0
Never	35.71	41.37	0

As is evident from the table no. 5.20, most of the students of the different schools have responded that quiet often their teachers use different teaching aids to teach Social Science.

Table No: 5.21 Interests Developed in Social Science Classroom

Category	CBSE	GSEB	
		ENG M	GUJ M
Yes, always	46.42	90.10	100
Seldom	32.14	10.34	0
Quite often	2.14	0	0
Never	0	0	0

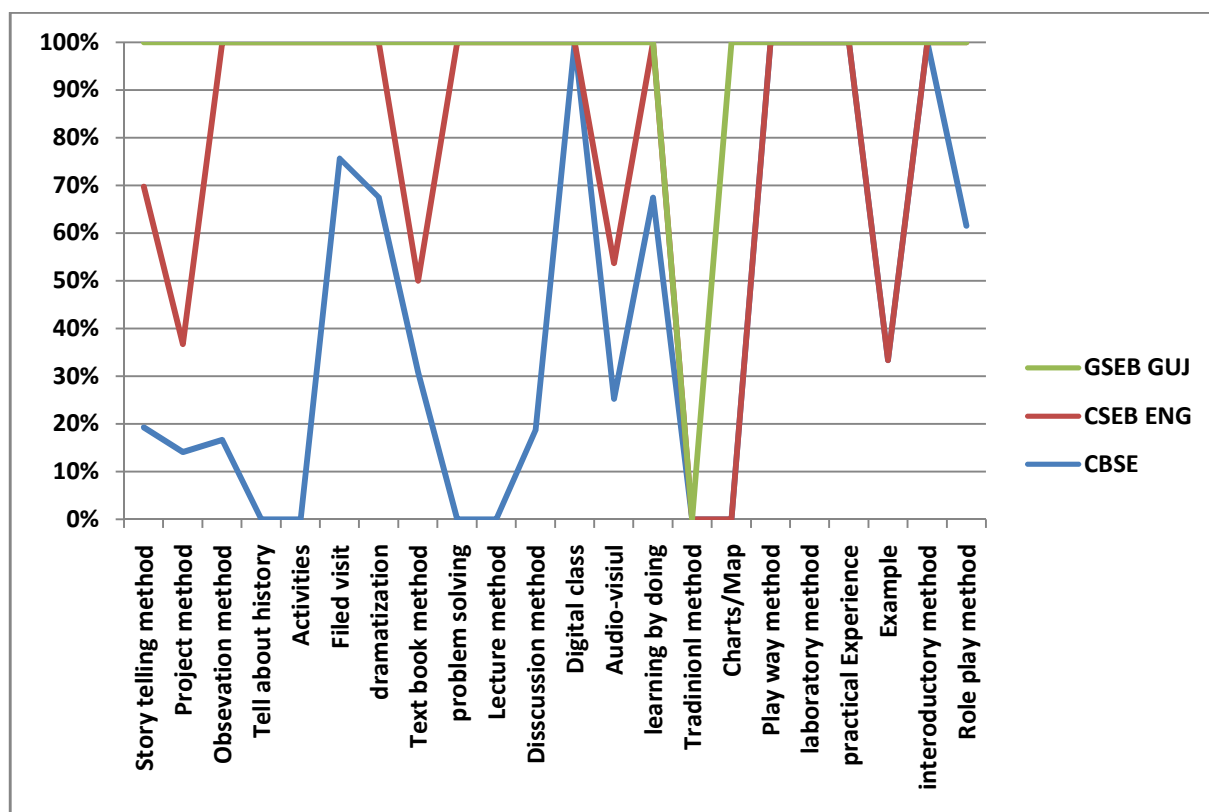
Majority of the students in CBSE as well as GSEB schools have responded that due to the use of different teaching methods their interest develops in studying Social Science.

Table No: 5.22 Priority of methods with which students want to study Social Science

Name of the methods	CBSE	GSEB	
		ENG M	GUJ M
Story telling methods	25	65.51	39.28
Project method	21.42	34.48	96.42
Observation method	3.57	17.85	0
Tell about history	0	3.44	0
Activities	0	10.34	0
Field visit	32.14	10.34	0
Dramatization	7.14	3.44	0
Text book method	28.57	17.85	0
Problem solving	0	3.44	0
Lecture method	0	3.44	0
Discussion method	7.14	31	0
Digital class	7.14	0	0
Audio-Visual	21.42	24.13	39.28
Learning by doing	14.28	6.89	0
Traditional method	0	3.44	0
Charts/Map	0	0	14.28
Play way Method	35.71	0	0
Laboratory method	3.57	0	0
Practical Experience	21.42	0	0
Example	7.14	0	14.28
Introductory method	3.57	0	0
Role Play method	28.57	17.85	0

The above table shows the response of the students when asked about their choice of methods to study Social Science which has also been represented graphically in the following figure-

FIGURE: 5.12 PRIORITY OF METHODS WITH WHICH STUDENTS WANT TO STUDY SOCIAL SCIENCE



5.3 ANALYSIS OF THE OBSERVATION OF THE TEACHING SESSIONS OF THE SOCIAL SCIENCE TEACHERS

The teaching sessions of the Social Science teachers of different schools were observed to validate the use of teaching methodology adopted by them. They were observed for their content mastery, different teaching skills, participation of students, teaching learning environment created in the classroom and basically for the use of different teaching methods as told by them. The analysis of the observation schedule has been presented in a tabular form as under-

Table No: 5.23Content mastery of Social Science Teachers

Category	CBSE(3)	GSEB(6)	
		ENG M(3)	GUJ M(3)
Good	100	66.66	66.66
Moderate	0	33.33	33.33
Poor	0	0	0

As is evident from table no. 5.23, majority of the teachers in all the schools were found to have good content mastery of their subjects.

Table No: 5.24 Presentation of Social Science Teacher

Category	CBSE	GSEB	
		ENG M	GUJ M
Good	100	66.66	66.66
Moderate	0	33.33	33.33
Poor	0	0	0

As is evident from table no. 5.24, majority of the teachers in all the schools were found to have good presentation skills.

Table No: 5.25 Language used by Social Science Teachers

Category	CBSE	GSEB	
		ENG M	GUJ M
Good	100	66.66	66.66
Moderate	0	33.33	33.33
Poor	0	0	0

It was also found that the teachers in CBSE schools had good command over the language used in the classroom. In GSEB schools also 66.66 per cent teachers were found to have good command over their language.

Table No: 5.26 Explanation of Social Science Teacher

Category	CBSE	GSEB	
		ENG M	GUJ M
Good	100	66.66	66.66
Moderate	0	33.33	33.33
Poor	0	0	0

Similarly it was also found that the teachers in CBSE schools were good enough in skill of explanation. . In GSEB schools also 66.66 per cent teachers were found to have good skill of explanation.

Table No: 5.27 Evaluation of students by Social Science Teachers

Category	CBSE	GSEB	
		ENG M	GUJ M
Good	100	66.66	66.66
Moderate	0	33.33	33.33
Poor	0	0	0

As is evident from the above table, majority of the teachers were good in evaluating students learning within the classroom.

Table No: 5.28 Participation of students in the Social Science Classroom

Category	CBSE	GSEB	
		ENG M	GUJ M
Good	100	66.66	66.66
Moderate	0	33.33	33.33
Poor	0	0	0

Even the participation of students in the Social Science classroom was found to be good in all the CBSE schools whereas it was good in 66.66 per cent of GSEB schools and moderate in 33.33 per cent GSEB schools.

Table No: 5.29 Teaching -Learning Environment in the Social Science classroom

Category	CBSE	GSEB	
		ENG M	GUJ M
Good	100	66.66	66.66
Moderate	0	33.33	33.33
Poor	0	0	0

As can be observed from the above table, teaching learning environment in the Social Science classroom was found to be good in all the CBSE schools whereas it was good in 66.66 per cent of GSEB schools and moderate in 33.33 per cent GSEB schools.

Table No: 5.30 Use of the different teaching methods to teach Social Science

Category	CBSE	GSEB	
		ENG M	GUJ M
Traditional method	0	66.66	100
Progressive method	100	33.33	0

When the teaching sessions of the teachers was observed, it was found that in CBSE schools 100 per cent teachers were using progressive teaching methods. In GSEB English medium schools, 33.33 per cent teachers were found to be using progressive methods whereas 66.66 per cent teachers were found to use traditional methods of teaching Social Science. In GSEB Gujarati medium schools, 100 per cent teachers were observed to use only traditional methods of teaching Social Science.

DISCUSSION

The data for the present study was collected through administration of a questionnaire to the teachers and to the students and also through observation of teaching sessions of Social Science teachers in CBSE and GSEB schools. This was done so that triangulation of the data could be done so that actual practices could be known.

From the data collected it was found that 100 per cent teachers in CBSE and GSEB schools (both English medium and Gujarati medium) used different types of teaching methods for teaching Social Science at secondary level. The students also responded so and also it was observed in the teaching sessions observed by the researcher. The methods generally used by the teachers of CBSE schools are discussion method, storytelling and project method followed by lecture method and textbook method. Field visit method as well as learning by doing was also practiced by these teachers commonly. The other methods such as role play, laboratory method, problem solving, simulation, play way method and supervised study method were sparingly used by them. The students also confirmed the responses given by the teachers and it was also validated through observation. Students responded that the Project method, discussion method, storytelling, lecture method and textbook method were frequently used the teachers to teach Social Science. In GSEB English medium schools, project method is the prominent method used by all the teachers followed by discussion method. Story telling method, field visit method, learning by doing, laboratory method, lecture method, observation, simulation, role play as well as textbook method is also generally used by the teachers. Problem solving method, play way method as well as supervised study method are sparingly used by the teachers. In GSEB Gujarati medium schools, discussion and storytelling methods were found to be the main methods used for teaching Social Sciences. Project methods, field visit method, problem solving method were also generally used. Simulation, role play and textbook method are also used by some teachers whereas lecture method is used by a large number of teachers.

Learning by doing, learning by playway method, observation method and supervised study method do not find inclusion in the teaching methods of GSEB Gujarati medium teachers.

Similarly it was found that source method has not been integrated into the repertoire of teaching methods of GSEB school teachers.

The responses given by the teachers were confirmed with the responses given by the students. The students of CBSE schools confirmed that the project method, discussion method, storytelling method, lecture method and textbook method were the main methods used by their teachers to teach Social Science. The GSEB English medium as well as Gujarati medium students confirmed about the project method, storytelling method and textbook method as the main methods used by their teachers. They also confirmed that field visit, learning by doing, learning by play way, laboratory method, supervised study method, observation method and source method are rarely used by the teachers.

Regarding the use of teaching aids in the classroom, it was found out by the response of teachers as well as students and also through observation that the teachers of CBSE schools frequently use a variety of projected media such as video clippings, power point presentations, documentaries, slides, etc. Such aids are occasionally used in English medium GSEB schools whereas in Gujarati medium GSEB schools only traditional non- projected aids are generally used. Probably the facility of computers and internet is not readily available to the teachers.

The teachers in all the schools responded that they had a supportive climate in school in terms of cooperation from principal and colleagues, good library and availability of teaching materials. Only the teachers in GSEB Gujarati medium schools seem to be dissatisfied about the lack of any provision for seminars and workshops on teaching of Social Sciences.

The teachers as well as the students confirmed that that they are able to pay more attention, get motivated and hence understand better when different teaching methods are used in the classroom. Parents also appreciate such practices.

When asked about the causes of use of traditional method of teaching Social Sciences still being prevalent in the classrooms, the GSEB Gujarati medium school teachers attributed this to very large size, heavy curriculum and lack of time for course completion. The GSEB English medium school teachers gave the reasons that the students do not like theoretical subjects, they get bored in history classes and students coming from rural background are not able to comprehend well along with this they responded that there is lack of awareness amongst teachers for new methods, lack of content knowledge as well as laziness on part of the teachers to adopt new practices. The reasons given by CBSE school teachers also include heavy curriculum, set patterns of the examination as well as personal reasons of the teachers.

To help remove the causes of using traditional method of teaching Social Science, the teachers suggested use of Audio Visual system (projected media), project based learning, dramatization along with shortening the length of the course. Even the students have given their preference to methods like project method, storytelling, and field visit; play way method, role play and integration of projected media in teaching Social Science.

Thus, the present study helped to know about the current classroom practices in teaching Social Sciences in the CBSE as well as GSEB schools. It can be concluded that the different teaching methods are being used in both the type of schools but are being more comprehensively used in CBSE schools. The GSEB schools face some challenges regarding the infrastructure and number of students in a class, still the teachers are managing competently. Measures can be taken up to solve such issues and if regular workshops can be organized by the concerned authorities at school and district level, it can help maintain the impetus of the teachers, thereby enhancing the quality of education being imparted in our classrooms.

CHAPTER-6

CONCLUSIONS, SUGGESTIONS AND EDUCATIONAL IMPLICATIONS

In the present chapter conclusions derived from the present study, suggestions for further study and the educational implications of the present study have been presented as under-

6.1 CONCLUSIONS

- Majority of the teachers in CBSE and GSEB schools (both English medium and Gujarati medium) use different types of teaching methods for teaching Social Science at secondary level.
- The methods generally used by the teachers of CBSE schools are discussion method, storytelling and project method followed by lecture method and textbook method.
- In GSEB English medium as well as Gujarati medium schools, project method is the prominent method used by all the teachers followed by storytelling and textbook method.
- Learning by doing, learning by play way method, observation method and supervised study method do not find inclusion in the teaching methods of GSEB Gujarati medium teachers.
- Source method has not been integrated into the repertoire of teaching methods of GSEB school teachers.
- Field visit, learning by doing, learning by play way, laboratory method, supervised study method, observation method and source method are rarely used by the teachers.
- Projected aids frequently used by the teachers of CBSE schools.
- Generally Non-projected aids used by the teachers of GSEB schools.
- Supportive climate in school for teachers in terms of cooperation from principal and colleagues, good library and availability of teaching materials.

- Seminars and workshops for innovative ways of teaching Social Sciences rarely organized in GSEB Gujarati medium schools.
- Students are able to pay more attention, get motivated and hence understand better when different teaching methods are used in the classroom.
- Parents also appreciate such practices.
- GSEB Gujarati medium school teachers attributed the cause of traditional teaching methods still being prevalent in classrooms to very large size, heavy curriculum and lack of time for course completion.
- Reasons given by GSEB English medium school teachers for use of traditional methods in teaching Social science are that students do not like theoretical subjects, they get bored in history classes and students coming from rural background are not able to comprehend well. Also there is lack of awareness amongst teachers for new methods, lack of content knowledge as well as laziness on part of the teachers to adopt new practices.
- The reasons given by CBSE school teachers also include heavy curriculum, set patterns of the examination as well as personal reasons of the teachers.
- Teachers have suggested use of Audio Visual system (projected media), project based learning, dramatization along with shortening the length of the course so that other methods beside the traditional method can be used.
- Students have given their preference to methods like project method, storytelling, and field visit; play way method, role play and integration of projected media in teaching Social Science.
- Regular In-service training to teachers can help make the situation still better.

6.2 SUGGESTIONS FOR FURTHER STUDY

After carrying out the present study, the researcher developed an insight into the issues related with the subject and hence, following areas have been proposed in which further research can be carried out-

1. The present study can be extended using a large sample.
2. District wise study can be taken up with the same objective.
3. Use of Jurisprudence model in teaching Social Sciences can be investigated upon.
4. Effectiveness of Collaborative learning in Social Sciences can be investigated.

5. A study of realization of objectives of teaching Social Sciences at different levels can be taken up.

6.3 EDUCATIONAL IMPLICATIONS

Qualitative improvement in education is the buzz word today. National Curriculum Framework (2005), talks about Constructivism in Education. Hence, with the changing times it becomes imperative to adopt methods which are in lieu with the education policy. The system of education has three components-input, process and output. Overhauling the 'input' as well as 'process' part can only bring about qualitative as well as quantitative improvement in the 'output'. So, the present study undertaken can be considered as a small step in the right direction and at the right time. The results of the present study need to be considered objectively and accordingly measures can be taken to bring about necessary improvements in the system. Proper planning and coordination at various levels is required to further improve conditions. Besides this, implementation procedure has to be accelerated without which dynamism cannot be introduced. It is expected that teachers and administrators will take adequate measures to bring about the qualitative changes.

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APPENDIX-A

Questionnaire for Social Science Teachers

A good deal of attention has been directed in recent years to the methods and techniques used for revitalizing classroom teaching in schools. The purpose of this questionnaire is to know about the different methods adopted by social science teachers at secondary level.

The questionnaire consists of multiple-choice questions. You have to tick mark () any one of the choices most suited to you. Please be honest while answering the questions. Do not leave any question. All information provided by you will be held in strict confidence. Your cooperation will be highly appreciated.

1. Name of the School:-
2. Name of the Teacher:-
3. Sex :- M/F
4. Age :- Years
5. Educational qualifications :-
6. Trained/Untrained :-
7. Marital status:-
8. No. of dependents :-
9. Salary:-
10. Teaching experience: - Years Months
11. Classes you teach :-
12. Average number of students in a class:-
13. Subjects you teach :-
14. Your Subject specialization:-
15. How many periods do you teach in a day?

16. How many free periods do you get in a day?

17. Do you use different teaching methods to teach social science?**YES/NO**

(a) If your answer is “YES” fill in the following queries also.

Please fill in the details for the methods that have been used by you in teaching social sciences.

TEACHING METHODS	CLASS	CHAPTER/TOPIC
Story telling method		
Discussion method		
Field visit		
Project method		
Problem solving method		
Learning by doing		
Learning by playway method		
Laboratory method		
Lecture method		
Observation method		
Supervised study method		
Dramatization /Simulation		
Role play method		
Text book method		
Source method		

(b) If Your answer is “No” then answer the following questions:

(i) What according to you is the main cause of not using different teaching methods?

1. Lack of latest information on teaching methods.
2. Personal causes.
3. Work load.
4. Lack of administrative support

(ii) Personally you do not implement different methods of teaching because of

1. Lack of training
2. Hesitation
3. Large class size
4. Lack of time

(iii) The atmosphere of the school prevents you from using different teaching methods because of

1. General laziness of teachers
2. Traditional type of work
3. Lack of initiation and motivation
4. Heavy curriculum

(iv) There is lack of concern on the part of school administration because of

1. Lack of funds
2. Lack of interest on part of the management
3. Lack of infrastructural facilities
4. Lethargy towards progressive education

18. **Do you use different (audio-visual) aids during teaching social science? YES/NO**

If ‘YES’ then list down the aids frequently used by you.

19. Do you think that the responsibility of non-teaching duties, such as preparing reports inspection at play ground organizing meeting etc given to you, increases your work load and interferes with teaching duties?

1. Yes, always
2. Seldom
3. Quite often
4. Never

20.What is the reaction of your colleagues when you want to give a new dimension to your teaching or want to introduce some new technique?

- 1.They always co-operate
- 2.Not interested
3. Co-operate sometimes
- 4.Never co-operate and criticize

21. Does your principal motivate you to adopt teaching methods keeping in view psychology of students?

1. Yes, always
2. Quite often
3. Not interested
4. Never, busy in administrative work

22.If you have to prepare teaching aids to be used in the classroom how do you manage finances for it?

1. Class provides it
2. From my own pocket
3. Sometimes school, sometime my self
4. Never prepare due to lack of funds

23. How would you rate your school library with regard to reference books available?

1. Excellent
2. Fair
3. Good
4. Poor

24.How would you evaluate the availability of teaching materials in your school?

1. Excellent
2. Fair
3. Good
4. Poor

25.Is any seminar /workshop organised in your school emphasizing importance and use of different teaching methods?

1. Yes, at regular intervals
2. Seldom
3. Quite often
4. Never

26.When you try to use, new methods in your teaching what is the general reaction of the parents of the children?

1. Appreciate it
2. Interfere and try to stop the usage
3. Criticize it as wastage of time
4. Show no interest

27.How do the students respond when you implement different techniques in classroom teaching?

1. Pay more attention
2. Understand better
3. Get motivated
4. Show indiscipline behaviour

28. What incentives does your school provide to those teachers who incorporate different methods in teaching?

1. Special increment in salary
2. Extra free time and facilities
3. Appreciate and Provide certificate of recognition
4. There is no such provision in the school

29. Can our examination system be regarded as one of the causes of not facilitating teachers to use different methods in their teaching?

YES/NO

30. What according to you are the major causes for use of mostly traditional method of teaching social science? List at least 5 causes.

- 1.
- 2.
- 3.
- 4.
- 5.

31. What measures should be taken so that different methods for teaching social science can be integrated in classroom teaching? Give at least 5 suggestions.

- 1.
- 2.
- 3.
- 4.
- 5.

APPENDIX-B

QUESTIONNAIRE FOR STUDENTS

1. Do you like studying social sciences?

YES/NO

2. Social Science in your school is taught by using

a. Traditional method (Book Reading and exercises)

b. Progressive methods/Other methods

If it is taught by other methods then put a tick mark () on the methods used in your class
and also mention the topics in which used.

Tick Mark	Method	Topic
	Story telling method	
	Discussion method	
	Field visit	
	Project method	
	Problem solving method	
	Learning by doing	
	Play way method	
	Laboratory method	

	Lecture method	
	Observation method	
	Supervised study method	
	Dramatization /Simulation	
	Role play method	
	Text book method	
	Source method	

3. Do the teachers use different Audio- visual aids for teaching Social Sciences?

- a. Yes, always
- b. Seldom
- c. Quite often
- d. Never

4. When your teacher teaches in the class are you able to develop interest in the lesson?

- a. Yes, always
- b. Seldom
- c. Quite often
- d. Never

5. Which teaching methods would you like while studying Social Sciences? List any 3 according to priority.

APPENDIX-C

Observation Schedule for Observing Social Science Teaching Sessions

Name of the School:

Name of the Teacher:

Topic:

Standard:

S.NO.	PARTICULARS	DESCRIPTION
1	Content mastery	
2	Presentation/Language Explanation/Evaluation	
3	Teaching method (Traditional/Progressive)	

4	Participation of students	
5	Teaching Learning environment in the classroom	

Date:

Time:

Sign of Researcher:-

Sign of Teacher:-