

Social Science Education

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Asthana, Sita Rani. 1989. **Political Education: A critical study of its needs, concept, content and method at the secondary stage.** Ph.D., Edu. Univ. of Allahabad.

Problem: This study aims to develop a rationale for developing a curriculum of political education by analysing its concept, content and methods at secondary stage.

Objectives: (i) To identify the need for political education, (ii) to clarify the concept of political education, (iii) to know the attitudes of different sections of society regarding the content of political education, and (iv) to identify the effective methods of teaching political education at the secondary level.

Methodology: A sample of 400 teachers, students and principals and a cross-section of people consisting of advocates, engineers, doctors, administrators and businessmen were selected using the purposive sampling technique. The teachers, students and principals were drawn from 12 schools, selected randomly. The data were collected through a questionnaire followed by interview. Critical ratios were computed to test the significance of difference between the expressed opinion for or against the concept.

Major Findings: (1) There was a general opinion favouring the introduction of political education at the secondary level. (2) Political education was expected to promote among students political literacy and cultivate in them

values like justice, honesty and freedom, besides making them conceptually rich and better prepared for taking right decisions. (3) On the concept of political education, the doctors and student leaders expressed the highest agreement. (4) The principals, teachers and students along with the business community in general showed greater commonality of views. (5) It was concluded that the importance of democracy and the role of political issues broadly constituted the content of political education. (6) A high degree of agreement existed on the content among principals, teachers and students. (7) The methods favoured for teaching were found to be question-answer, discussion-cum-lecture, use of audio-visual aids, and non-formal ways. (8) Analysis of the interview-data suggested that political education should be made more activity-oriented and less theory-biased. [PCS 0943]

Chavan, C.V. 1990. **An analysis of Marathi textbooks to find out the extent to which they develop emotional, national and international integration and international understanding and to develop a relevant programme for Standard VII.** Ph.D., Edu. Univ. of Poona.

Problem: The study aims at analysing the textbooks of Marathi language from Standard V to VII, and to study whether they develop national and international understanding amongst the learners.

Objectives: (i) To prepare a criteria for analysis of textbooks of Marathi from Standard V to VII from the standpoint of national, emotional and international integration and international understanding, (ii) to find out the words or sentences which are harmful for integration, (iii) to study the understanding of teachers in national, emotional and international integration and international understanding, and (iv) to find out the improvement in development of national, emotional, and international integration and international understanding through a curricula developed for the purpose.

Methodology: Two hundred students of Standard VII drawn from 20 schools of Pune were selected for trying out a programme of national, emotional and international integration and understanding. A criteria for evaluation of textbooks was prepared and thereafter the textbooks were analysed. A questionnaire for teachers was developed and administered to 310 teachers. Pre- and post-tests were administered to find out the improvement, if any, in national, emotional and international integration and international understanding. Percentages were computed for the purposes of analysis of data.

Major Findings: (1) It was found that the textbooks of Standards V and VI, VII had an integration content of 62.5, 64.7 and 64.1%, respectively. (2) Biographical and autobiographical studies were found to be useful for national and emotional integration. (3) Not a single lesson related to international understanding was found in the textbooks of Standards V and VI, and only one lesson was found in the Standard VII textbook. (4) All the textbooks written by the Textbooks Bureau were found to be appropriate and well-prepared. (5) The textbooks of Standard VII had better pictures and figures as compared to those of Standards V and VI. (6) The programme for developing awareness in national, emotional and international integration and international understanding was found to be effective. [KC 1372]

Dhand, Harry. 1990. **Bias in social studies textbooks.** *Indian Educational Review.* Vol. 26 (4): 1-14.

Problem: This study addresses itself to the problem of errors of commission and omission, attribution, imbalanced orientation and negative treatment of certain cultures as it exists in the Canadian and the USA social studies textbooks.

Objective: To study the extent and nature of bias in the social studies textbooks in USA and in Canada based on the findings of studies such as the Alberta Education Study in 1981 and a similar study conducted in the USA.

Methodology: In the 1981 Alberta Education Study, a sample 245 titles dealing with the portrayal of native people, including recommendations and required sources as well as teaching units, Kanta Kits and Alberta Heritage Learning Resources were taken up for analysis. Content analysis of the textbooks in terms of textbook make-up, design, size, authorship, concepts, generalisations, facts, treatment, value, presentations of subject-matter and character traits was undertaken.

Major Findings: (1) The native content in the Alberta Social Studies Learning Resources was adequate, though not abundant, at most grade levels. (2) Forty-three per cent of the titles reviewed were found to pose some definite problems. (3) When items directly related to native studies were included, 63% of all materials were found either seriously problematic or completely unacceptable. (4) Errors of facts and attribution at all grade levels were detected. (5) Inadequate treatment and development of contextual information existed in the textbooks. (6) Inappropriate construction of events in textbooks could lead to misinterpretation. (7) Repetition of themes were found at different grades. (8) The educational establishment at all levels, including curriculum developers, publishers and writers, often did not know their subject-matter well enough to convey it without a variety of errors. (9) The image of the

Native American was very similar to the picture depicted in Canada's social studies textbooks — savage, blood thirsty and primitive. (10) Most elementary teachers were inadequately prepared to teach about the Middle East. Evidence of bias in the American textbooks about the treatment of many other ethnic groups was observed. [SPBa 1459]

Govinda Swamy, D. 1992. **A study of awareness of concepts in history among secondary grade teacher trainees and their attitude towards social sciences.** M. Phil., Edu. *Madurai Kamaraj Univ.*

Problem: The present study tries to find out the awareness of various concepts in history amongst secondary teacher trainees and also their attitude towards social sciences.

Objectives: (i) To study the awareness of concepts in history among secondary grade teacher trainees and their attitude towards social sciences, and (ii) to find out the relationship between the awareness of concepts in history among secondary grade teacher trainees and their attitude towards social sciences.

Methodology: Three hundred and fifty secondary grade teacher trainees from various teacher training institutes in Dindigul were selected for the study. The tools used were the Awareness of Concepts in History Test (ACHT) and the Social Science Attitude Scale (SSAS), which were constructed. The mean, SD, 't' test and Pearson's product-moment correlation were used for the statistical analysis.

Major Findings: (1) The male secondary grade teacher trainees had greater awareness of concepts in history than the female secondary grade teacher trainees. (2) The second-year secondary grade teacher trainees had greater awareness of concepts in history than the first year secondary-grade teacher trainees. (3) The arts group secondary grade teacher trainees had a more favourable attitude towards social sciences than the science group secondary grade

teacher trainees. (4) Awareness of concepts in history among secondary grade teacher trainees was related to their attitude towards social sciences. [MKU 1091]

Gupta, Rita. 1989. **A study of development of geographical concepts among children of different age-groups and construction of improved geographical teaching material.** Ph.D., Edu. *Kurukshetra Univ.*

Problem: The present study aims to investigate the development of geographical concepts of children of different age-groups with a purpose to construct improved geographical instructional material.

Objectives: (i) To find out the development of geographical concepts in girls and boys at different grade levels, (ii) to find out the relationship between intelligence and development of geographical concepts at different grade levels, (iii) to prepare experimental teaching materials which would help in better concept formation, and (iv) to conduct an experiment to test the effectiveness of the improved teaching material.

Methodology: The sample consisted of 501 students taken from some high schools of Haryana. The tools used for data collection were, a Diagnostic Test, Raven's Progressive Matrices, 12 programmes on geography and 12 unit tests.

Major Findings: (1) Grade VI students achieved an average of 8.84 scores out of 100 scores. Girls' achievement was 8.2% as compared to boys' 10% scores. (2) Grade VII students achieved an average of 10.87 scores out of 100. Girls scored 9.90%, and boys scored 11.82%. (3) Grade VIII students achieved an average of 13.76 scores out of 100. Girls scored 11.23 % and boys scored 17.26% (4) After readministering the same diagnostic test in another experimental sample at Ambala, it was found that the performance of Grades VI, VII and VIII students was poor. (5) The impact of programmed learning materials that were developed revealed that about 92% students performed correctly on

90 per cent to 92% of the frames of the twelve programmed units. None had a cumulative density of less than 0.47. The success of Grade VI students in the test was between 92% to 94%; of Grade VII students, 93% to 95%; and of Grade VIII students it was 94% to 98%. [CLK 0336]

Laul, Vibhu. 1990. **A sociological analysis of Grades XI and XII home science textbooks.** M.Phil., Edu. Univ. of Delhi.

Problem: This study attempts to analyse Grades XI and XII home science textbooks from the sociological perspective to reveal the life-style of the clientele.

Objective: To analyse Grades XI and XII home science textbooks from a sociological perspective, i.e. life-style of the clientele, the roles of various members, types of houses, equipment, food consumption pattern, money expenditure pattern, etc.

Methodology: Four textbooks (best-sellers) were taken up for the analysis following purposive sampling. Content analysis of the books was done, following the construction of a tool for this purpose. A qualitative analysis of the textbooks was also done. The statistics used was counts and analysis.

Major Findings: (1) The sociological analysis of Grades XI and XII home science books suggested that the textbooks should be prepared according to the needs and demands of society. (2) The books emphasised the nuclear and small family. (3) Women performed the maximum number of roles while the males contributed very little. (4) Textbooks reflected the middle income status of the clientele. (5) Flat/group housing/apartment type accommodation was preferred to any other type of shelter. (6) In the architecture of the house, equal weightage was found for bedroom, drawing room, yard and garden, living room, etc. (7) General facilities provided for common people received maximum weightage and developmental facilities getting least weightage. (8) The manner of presentation of text

indirectly emphasised on interior decoration and aesthetic aspect of life. (9) Under the category of equipment used in the kitchen all the modern gadgets were mentioned. (10) Food consumption pattern revealed non-vegetarian eating habits and definite meal-times. (11) Expenditure of money on the savings aspect was the maximum, with second weightage to expenditure of money on food. (12) Analysis of the forewords of the textbooks revealed that the textbooks were prepared by female authors for female readers. [RDM 1324]

Pahuja, Prem Lata. 1992. **Utility of peer-tutoring in the promotion of verbal, spatial abilities and academic achievement in geography : An experimental study.** Ph.D., Edu. Agra Univ.

Problem: This study aims to assess the effectiveness of peer-tutoring on verbal and spatial abilities and the academic achievement of the secondary stage students in geography.

Objectives: (i) To study the effectiveness of peer-tutoring on scholastic achievement in geography, (ii) to use peer-tutoring as an instrument in developing the verbal and spatial abilities of the students, (iii) to compare the verbal and spatial abilities scores of experimental and control groups, and (iv) to compare the gains accrued in verbal and spatial abilities of the experimental and control groups after the experimentation.

Methodology: Five hundred students, both male and female, of Classes IX and X, offering geography, formed the sample of the study. The tools used were a verbal test in geography, a spatial ability test in geography and a general achievement test in geography developed by the investigator. A mixed group test of intelligence by P.N. Mehrotra was also used. Mean, standard deviation, quartile deviation, skewness, kurtosis, correlation, 't' test, and analysis of variance were used for the analysis of data.

Major Findings: (1) 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 students in the subject. (2) The teaching strategy was found to be more useful for low and average achievers and learning-disabled students. (3) Peer-tutoring was helpful in developing a sense of accomplishment. (4) In the peer-tutoring, the learners received feedback to their performance and got motivated for better comprehension. (5) The peer-tutors made progress in mastering the subject. (6) The classroom climate was found to improve. [SS 1348]

Raina, V.K. 1990. **A critical survey of history teaching in Rajasthan.** Independent study. *National Council of Educational Research and Training.* (ERIC Funded)

Problem: The present study aims at making a critical survey of history teaching at a micro level by choosing to study the existing state of affairs in the State of Rajasthan.

Objectives: (i) To study the educational and professional background of the history teachers, (ii) to study the perception of history teachers about the nature of history, its objectives, the curriculum, and various instructional strategies, (iii) to study the pattern of evaluation and evaluation practices, (iv) to identify the gaps and weaknesses and in the light of that to suggest measures to improve the teaching of history in the state, and (v) to study different audio visual aids that the history teachers make use of in history teaching.

Methodology: Two hundred and thirty-nine secondary teachers teaching the subject were drawn from higher secondary schools of the state. A detailed questionnaire covering the various aspects of the study was administered to the teachers. The data collected was supported by the interviewing of about 30 teachers on various dimensions.

Major Findings: (1) The overall academic and professional background of history teachers was found to be rather poor. (2) The preferences of

teachers both for the nature of history and the objectives were not in tune with the currently accepted objectives. (3) Only a small number (19%) of the teachers were able to attain their objectives adequately. (4) The lecture method was being used by 86% teachers again and again. (5) The most commonly available and used instructional media were the textbook and the blackboard. (6) The evaluation techniques followed by the Board were the ones used by the teachers too. No one had an idea of the non-cognitive outcomes of history teaching and its evaluation. (7) Only 39% teachers suggested gaps and weaknesses which mainly related to the non-availability of instructional material and aids. (8) Suggestions for improvement were offered. [Author 1335]

Shahi, G. 1989. **A comparative study of inductive and deductive programming and the traditional teaching of physical geography at the secondary stage.** Ph.D., Edu. Patna Univ.

Problem: The study seeks to assess the relationship between achievement in physical geography through inductive and deductive programmes and traditional method of teaching.

Objectives: (i) To compare learning in physical geography through inductive and deductive programmes, (ii) to compare learning in physical geography through inductive programmes and traditional teaching, and (iii) to compare learning in physical geography through deductive programmes and traditional teaching.

Methodology: The sample consisted of 180 school final students, 60 each in the Control Group, in Experimental Group I and in Experimental group II, from randomly drawn schools in Patna. The experimenter developed inductive and deductive programmes in geography. Criterion test and retention test were prepared. Mean, SD, analysis of variance and 't' test were applied for the analysis of data.

Major Findings: (1) The three groups differed significantly with regard to immediate

achievement. (2) Experimental Group I, following inductive programmes, was found to be significantly better as compared to the Control Group following the traditional method. (3) Experimental Group II, following deductive programmes, was found to be significantly better than the Control Group. (4) The Subjects following inductive programme performed significantly better as compared to the subjects following deductive programmes. (5) The three groups differed significantly with regard to the

retention scores. (6) The subjects following inductive programmes were found to be significantly better as compared to the subjects following the traditional method. (7) The subjects following deductive programmes were found to be significantly better in retention as compared to the subjects following the traditional method. (8) The subjects following inductive programmes were significantly better as compared to the subjects following deductive programmes. [KCP 0522]

Also See

- Dasgupta, Dipti. 1988. **Teaching school economics by the personalised system of instruction (PSI)**. Ph.D., Edu. *Calcutta Univ.* [SPB 0191] (See in Chapter 23.)
- Dhand, Harry and Lyons, John. 1991. **An innovative social studies curriculum in Canada: An experiment**. *Indian Educational Review*, Vol. 26(4): 1-14. [SKB 1913] (See in Chapter 13.)
- Geetha, T. 1988. **Geography syllabus: An international comparison**. M.Phil., Edu. *Univ. of Delhi*. [RDM 0354] (See in Chapter 34.)
- Idayavani, S. 1991. **Developing a video programme on weathering and work of the rivers in physical geography for higher secondary students**. M.Phil., Edu. *Madurai Kamaraj Univ.* [MKU 1078] (See in Chapter 23.)
- Kaur, Amarjit. 1988. **Development of professional competency of social studies and mathematics teachers as related to process and structure variables of educational environment in government in-service training centres**. Ph.D., Edu. *Punjab Univ.* [JNJ 0281] (See in Chapter 25.)
- Kidwai, Zeenat. 1991. **Development of an environmentally oriented curriculum in geography at secondary stage**. *Indian Educational Review*, Vol. 26(3): 87-94. [MPR 1509] (See in Chapter 33.)
- Kulkarni, Prabhjot S. 1991. **The use of drama in improving teaching-learning process**. Independent study. *Vivekananda College, New Delhi*. (ERIC Funded). [SKB 1197] (See in Chapter 24.)
- Rajam, G. 1990. **A study of peace concepts in the higher secondary textbooks of Tamil Nadu**. M.Phil., Edu. *Alagappa Univ.* [SM 1765] (See in Chapter 16.)
- Rudramba, B. 1988. **Problems of teaching the new social studies syllabus for Standard VII in Andhra Pradesh and their impact on pupil achievement**. Ph.D., Edu. *Sri Venkateswara Univ.* [PVD 0135] (See in Chapter 38.)
- Sharma, Jamna Datt. 1992. **A sociological study of language and social science textbooks produced by the NCERT**. Ph.D., Edu. *Jamia Millia Islamia*. [SPR 0607] (See in Chapter 3.)
- Unhale, K.M. 1989. **A critical study of measures for developing map-reading ability in pupils of Standards III and IV**. Independent study. *Pune: M.S. Bureau of Textbook*. [Author 1835] (See in Chapter 15.)