

## Research in Social Science Education

A TREND REPORT

E.G. VEDANAYAGAM

### INTRODUCTION

Social Science is a generic term that envelops a body of knowledge and thought relating to human affairs, human activities, human interactions and relationships and human responses to environments. It utilizes the scientific method for investigation and research. The purpose of the social sciences is to discover truths concerning the various relationships of human being within a societal set-up that would contribute to the promotion of social unity and social utility and deepen and extend knowledge about the subject matter of the component disciplines. The generally accepted group of disciplines that is classified as social science includes history, geography, social studies, economics, political science, anthropology and sociology. These disciplines represent man's historical records, his habitat and the interrelationship of his activities with the environment, his understanding of the world in which he lives, the political structure, the society, man's subsistence and social organisation.

At university and collegiate levels, the disciplines that come under 'social sciences' are offered as separate fields of specialization and there are very few universities that offer courses in the discipline of social science as such, at the undergraduate and postgraduate levels. The disciplines that are grouped under 'social sciences', specially history, geography and civics, have been included as school subjects for several years, perhaps over a century or so now. A more recent addition has been the subject social studies which has divergent approaches in its presentation. In one approach in several school systems in India, the subject, social studies, is a combi-

nation of history, geography and civics with a tinge of economics, but these are taught as separate subjects under the umbrella of 'social studies'. Another approach stresses the integration of all the subjects, as they should be, and where the individual entity of each of the subjects is submerged and what emerges is a composite instructional process which develops in students a wholesome attitude to social living. From the researches that have been carried out in the area of social studies it is evident that both these approaches are followed in schools, based on the type of approach indicated in the curriculum of the schools in the different states.

### RESEARCH IN SOCIAL SCIENCE EDUCATION

The research studies at the doctoral and institutional levels in the area of Social Sciences Education that are reviewed in this *Fourth Survey of Research in Education* relate to the different dimensions of education in social science disciplines such as history, geography, social studies, population, commerce, civics, home science, music and social science *per se*, the emphasis being on teaching, curriculum and evaluation aspects of social science subjects rather than on the content of the disciplines. In the three earlier Surveys of Research in Education (Buch 1974, 1979, 1986) studies pertaining to social science disciplines were classified under different heads such as curriculum, methods, textbooks, educational evaluation and examination, etc. In this Fourth Survey, a separate chapter on Social Science Education has been added, thus stressing the need to consider studies relating to the education aspect of social sciences as a

separate subject in itself. The 23 Ph.D. theses and institutional projects covered by this Fourth Survey have been clubbed with the 46 studies and projects covered in the three earlier survey reports for presenting this trend report on social science education.

**DISCIPLINE-WISE AND SURVEY-WISE DISTRIBUTION OF STUDIES**

An analysis of the total number of studies in social science education (Vide Table 13.1) reveals that the discipline that contributes to the highest number of studies is geography education (29 per cent); history education (17 per cent) and population education (13 per cent) are next in order. The other five disciplines, namely, commerce education, civics education, home science education, music education and social science education, contribute about 18 per cent of the studies. It is disappointing to note that only one study has been conducted in social science education itself.

Considering the 23 studies presented in this Fourth Survey of Research in Education, population education tops the list with 30 per cent of the studies, the second being geography (25 per cent). Commerce education, history and social studies education contribute 12.5 per cent each with only a single study in music education. It is interesting to note that the comparatively recent addition to the list of social science education subjects, population education, has contributed the highest number of studies during the past six years.

**Table 13.1**  
DISCIPLINE-WISE AND SURVEY-WISE DISTRIBUTION OF STUDIES

Social Sciences	Prior to 1972 to 1979		1984 to 1988		Total
	S <sub>1</sub>	S <sub>2</sub>	S <sub>3</sub>	S <sub>4</sub>	
1 Geography Education	4	6	3	6	19
2 Social Studies Education	7	2	4	3	16
3 History Education	4	1	4	3	12
4 Population Education	-	1	1	7	9
5 Commerce Education	-	1	2	3	6
6 Home Science Education	-	1	1	-	2
7 Civics Education	1	-	1	-	2
8 Music Education	-	-	1	1	2
9 Social Science Education	-	-	1	-	1
	16	12	18	23	69

S<sub>1</sub>, S<sub>2</sub>, S<sub>3</sub>, S<sub>4</sub> indicate the four Surveys of Research in Education.

**DISCIPLINE-WISE AND DIMENSION-WISE DISTRIBUTION OF STUDIES**

Each one of the 69 studies dwells on more than one aspect of the concerned discipline. Taking into consideration the different aspects/dimensions stressed by the research studies, the following classification has been arrived at to group the studies under eight dimensions—teaching and models of teaching, educational technology, curriculum, textbooks, tests and measurements, examination and evaluation, interests and attitude, and aptitude (see Table 13.2). The dimension, teaching, has attracted many researchers and a total of 21 studies (31 per cent) have been carried out, representing all the disciplines except civics. Social studies education which has contributed the most research on curriculum, educational technology and examination is fairly spread out among the disciplines. Aptitude studies are not popular among researchers of social science education. Geography education and history education have studies distributed in seven dimensions and commerce education has at least one study in each of the

**Table 13.2**  
DISCIPLINE-WISE AND DIMENSION-WISE DISTRIBUTION OF STUDIES

Social Science Education Disciplines	Teaching & Models of Teaching	Edu. Technology Curriculum	Textbooks	Test & Measurements	Exams & Evaluation	Interests & Attitude	Aptitude	Total
Geography Ed.	6	5	1	3	3	-	-	1*
Social Studies Ed.	9	-	2	1	2	2	-	16
History Ed.	2	1	1	3	2	2	-	12
Population Ed.	1	2	3	-	-	1	-	9
Commerce Ed.	1	1	2	-	-	1	-	6
Home Science Ed.	-	1	1	-	-	-	-	-
Civics Education	-	-	-	-	2	-	-	2
Music Education	1	-	1	-	-	-	-	2
Social Science Education	1	-	-	-	-	-	-	1
<b>TOTAL</b>	<b>21</b>	<b>10</b>	<b>11</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>-</b>	<b>41*</b>

\*Represents the single study of social science education.

six dimensions represented by it. There is great need for more studies in the disciplines of social science education, music education, civics education and home science education.

#### DISCIPLINE-WISE AND UNIVERSITY-WISE DISTRIBUTION OF STUDIES

More research studies in social studies education were undertaken by university departments than by other institutions, the universities being credited with 75 per cent of the total studies (see Table 13.3). The Maharaja Sayajirao University of Baroda leads with 11 studies, followed by Banaras Hindu University with six studies. The M.S. University studies cover six out of the eight dimensions of social sciences education. Banaras Hindu University has also covered six disciplines, with one study in each of them. Sardar Patel University has five studies and Calcutta and South Gujarat contributed three studies each. The remaining 17 universities have contributed only one or two studies each. A total of 17 studies were the output of 14 institutions such as State Institutes of Education, Colleges of Education, SCERTs, NCERT, etc. There is a conspicuous lack of interest and initiative on the part of university departments for research in teaching of subject like commerce, population, music and social science. From Table 13.3, it is evident that geography education and social studies education draw the attention of the maximum number of researchers and research scholars are fairly interested in history education too. Interest and attention have to be focused on other disciplines as well.

#### TEACHING METHODOLOGY AND MODELS OF TEACHING

The studies under this head are as many as 21 (33 per cent) out of the 69 studies reviewed in the four surveys so far. Among these, social studies education tops the list with nine studies, followed by geography education with six studies. In other disciplines there were only one study in each subject (except history with two). Civics and home science had none.

Studies on the present position of teaching geography in secondary schools carried out by Jani (1987) in Gujarat, Patil (1985) in Solapur and Khan (1985) in Bangladesh indicate that most of teachers of geography were not fully qualified to handle the subject in terms of a degree in geography and/or professional training in

methodology and, therefore, mostly, the lecture method in teaching was adopted by them. Audio-visual teaching and learning aids, including maps, were not considered necessary and were not used in class. The situation was similar in respect of library and museum facilities. Field trips and excursions found limited usage in both urban and rural schools. The problems the teachers faced related to lack of needed facilities and the required knowledge to teach the subject. An important suggestion advocated by the researchers to solve the problems of the teachers appears to be the organization of in-service programmes in both content and methodology. However, Patel (1985) reports in his study that, in spite of the problem faced, 74 per cent of the students passed in the annual examination in geography.

Two studies, that of D'Souza (1971) and Ponshe (1983) deal with the geography concepts and approaches to develop skill in teaching geographic concepts effectively. These represent a welcome trend towards a

Table 13.3  
UNIVERSITY-WISE AND DISCIPLINE-WISE DISTRIBUTION OF STUDIES

Universities	Geography Ed.	Social Studies Ed.	History Ed.	Population Ed.	Commerce Ed.	Home Sc. Ed.	Civics Ed.	Music Ed.	Social Science Ed.	Total
1 MSU	1	4	1	1	1	2	-	-	-	10
2 BHU	1	1	1	1	-	-	1	-	1	6
3 SPU	2	1	1	-	1	-	-	-	-	5
4 SGU	-	-	-	3	-	-	-	-	-	3
5 CAL	2	-	-	-	1	-	-	-	-	3
6 BOM	1	-	-	1	-	-	-	-	-	2
7 DEL	1	-	1	-	-	-	-	-	-	2
8 Jammu	-	-	1	-	-	-	-	1	-	2
9 KER	-	-	1	-	-	-	-	1	-	2
10 KUR	1	1	-	-	-	-	-	-	-	2
11 MEE	2	-	-	-	-	-	-	-	-	2
12 RAJ	-	-	-	-	2	-	-	-	-	2
13 SU	1	-	1	-	-	-	-	-	-	2
14 Anna	-	-	1	-	-	-	-	-	-	1
15 Avadh	1	-	-	-	-	-	-	-	-	1
16 Bihar	-	-	1	-	-	-	-	-	-	1
17 GOR	1	-	-	-	-	-	-	-	-	1
18 HPU	-	1	-	-	-	-	-	-	-	1
19 LUC	-	1	-	-	-	-	-	-	-	1
20 Madras	-	1	-	-	-	-	-	-	-	1
21 Poona	1	-	-	-	-	-	-	-	-	1
22 Vikram	-	-	-	-	-	-	1	-	-	1
14 Other Institutions	4	6	3	3	1	-	-	-	-	17
	19	16	12	9	6	2	2	2	1	69

cognitive approach to the teaching of geography. There is great need first to identify the different geographical concepts and then develop suitable learning experiences in the teaching of regional and general geography. The researchers are of the opinion that some of the problems faced by the teachers (as indicated in the previous paragraph) stand in the way of concept development.

An interesting attempt has been made by Bhattacharya (1984) through his study on the effectiveness of the Concept Attainment Model and Inductive Model for teaching geography. His finding is that the models of teaching approach results in better achievement in geography even in average and low-resource-status educational institutions.

There are only two studies, that of Patel (1984) and Ingole (1985), relating to the teaching of history. The sample of teachers for Patel was from Gujarat and he found that teachers of secondary schools adopted story-telling methods, lectures with questions, and assignment approaches. More than fifty per cent of the teachers read periodicals, prepared teaching aids, visited historical places and read historical dramas and novels. Most of the schools gave 20 per cent weightage to internal assignments. Ingole's sample from Solapur district indicates that undergraduate history teachers failed to create a time-sense while teaching history. Narration was the most popular method of teaching history. Teachers mainly used graphic teaching aids, and other aids were rarely considered. The percentage of student passing history was found to be very high.

The discipline of social studies education has as many as nine studies relating to teaching the subject. Srivatsava (1969) and Narayanaswami (1960) conducted their studies in Uttar Pradesh and Tamil Nadu respectively. Srivatsava assessed the achievement of students of social studies with regard to developing certain democratic understanding, attitudes and abilities and found that these students were superior to their counterparts who had not studied social studies in respect of the democratic aspects. Narayanaswami's study reveals that the teaching of social studies is not up to the mark in terms of techniques adopted, teaching aids used, facilities provided and examinations conducted.

Veerkar (1980) and Khushdil (1960) have investigated the integrated approach in the teaching of social studies. Khushdil compared integrated and traditional methods of approach and his findings indicate that in respect of assimilation and acquisition of knowledge, the integrated method was better. The introduction of

the integrated approach depended on the teacher, his mental and professional calibre, and his attitude towards his institution. Veerkar (1980) studied the effect of the integrated approach to the teaching of social studies at primary school level. Kumar (1982) compared the questioning pattern of teachers of science and of social studies. Jangira *et al.* (1981) dealt with the structure of classroom questions. The GCPI (1981) had an interesting study on the errors committed by examiners in valuing a map question at high school stage.

Pandey's (1986) experimental study involved two groups, one taught social studies using the Advance Organizer Model and the other the Inquiry Training Model. Their effectiveness was compared with that of a conventional approach. The findings indicated that the treatments had different effects on the pupils' achievement.

The effectiveness of a conventional, radio-vision and modular approach in improving achievement of students in social studies was researched by Dhamija (1985). The high intelligent students scored high marks in geography when taught through the radio-vision approach, civics through the modular approach and history through the conventional method. The high scores included marks for both knowledge and comprehension.

The academic causes of backwardness in social studies at the elementary level was considered by Lulla (1966) and others. These were related to defects in the curriculum, teaching material, teachers and teaching methods and administration of examinations. There is a single study by Mishra (1985) on population education in which the materials developed by the SCERT, Orissa, have been tried out on urban and rural schools. It was found that the materials were effective in increasing the total awareness of the students regarding population problems.

Dasgupta (1987) has conducted an experimental study on the teaching of school economics by two approaches—the Personalised System of Instruction (PSI) and conventional lesson plan (CLP). The findings indicate that there is no significant difference in the mean achievement of the students nor in their attitude towards population education. In terms of retention, the PSI group scored significantly more than the CLP group. In the area of social sciences, Rai (1982) has made an attempt to study the objectives, courses and methods of teaching followed at the undergraduate level. Music education has a single study by Rani (1979) on the teaching of musically gifted girls at the school

and college level.

The several studies in the teaching aspect of the social science disciplines deal mainly with the state of art of the teaching of the subject rather than on the appropriate combination of methods that could be suggested for the particular type of unit or sub-topic to be taught and learnt. Further, these studies emphasise more the teaching aspect rather than the learning by the students. There is an urgent need to study the learning patterns or styles followed by the students and adopt suitable methods and approaches required to develop educationally and psychologically sound learning patterns. Moreover, learning in small groups and learning individually should be encouraged and therefore researched.

### EDUCATIONAL TECHNOLOGY

Development of programmed material for individual instruction seems to be the main focus of researchers in educational technology. Of the ten studies reviewed under this dimension, nine relate to programming of one type or another. Seven studies deal with linear programmes whereas two studies, Kagathala (1986) and Verma (1977), compare the linear and the branching programme for their effectiveness. Content-wise the programmes deal with units in home science (1), commerce (1), population education (2), history (1) and geography (5). Verma (1977) studied the interaction effects and main effects of styles of programming (linear and branching) response modes (covert and overt) and taxonomic categories. Singh (1973) found thematic prompts in programmed material in geography more effective than formal prompts. Verma (1977), Mavi (1981) and Choudhary (1985) developed programmes in geography. Kagathala's (1986) study investigated the relative effectiveness of linear and branching programmes in commerce subjects.

Nanavati (1981) developed a multi-media learning package on population education. Shah's (1984) programme on population education was linear in style and meant for IX standard students. Jayachandran's (1980) filmstrip programme was a projected medium for presenting programmed material to students of history.

In the early years, educational technology meant only programmed learning to many researchers. This concept has, however, been outgrown and educational technology today stands for systematic application of scientific principles in teaching. Programmed material finds its legitimate place not as a technique of instructions all

by itself but only in combination with other techniques and media in a multi-media instructional packages. The development and use of multi-media instructional packages is yet in its infancy. In the present survey there is only one study where a multi-media instructional package is used. There is need to develop computer programmes for different subjects. Computer-managed and computer-assisted instruction should be priority areas for education research. Computer-presented educational programmes and courseware for distance education require urgent development. The most significant need, therefore, is to view educational technology as a means, rather than an end in itself, for effective teaching and learning.

### CURRICULUM

Studies on curriculum are generally appraisals of existing curricula in various subjects. Of the 11 studies on curriculum, three relate to population education, two to social studies, two to commerce education, and one each to geography, history, home science and music education.

Pires and Katyal (1957) developed a social studies curriculum suitable for junior basic classes. Gupta (1983) made a critical study of the social studies curriculum with special reference to the secondary stage in Himachal Pradesh and found that the curriculum did not reflect the change in human behaviour and human interaction with physical and social environment.

Vasanth (1985) analysed the content and practice of music education and concluded that music education was essential for national awareness and integration and for international understanding. Shah (1975) conducted a critical enquiry into the programme of home science education in the secondary schools of India and pointed out that, as a new subject, home science education has to be continuously developed and improved upon.

Jain (1977) and Miyan (1986) studied the commerce curriculum. Jain (1977) reviewed the commerce curriculum in relation to the job requirements of bank employees and Miyan (1986) analysed the curriculum for commerce education followed in Bangladesh and gave a number of suggestions for its improvement.

Salkar (1975), Sundarraj (1978) and Mohanty (1986) studied the curriculum of population education. Salkar and Mohanty collected reactions of teachers and parents regarding the inclusion of population education in

775. INGOLE, R.N., *A Critical Study of the Present Position of Teaching History in Secondary Schools of Solapur District*, Ph.D. Edu., Shi. U., 1985

The main objectives of the study were (i) to find out the existing position of teachers' preparation for teaching history, (ii) to study the position of teaching history in secondary schools with reference to curriculum, textbooks, methods, facilities, etc., and (iii) to find out ways and means and measures to improve the teaching of history.

The study was a survey. The investigator used the following tools for gathering information: (a) a questionnaire for history teachers, (b) structured interview schedules for headmasters, educational officers and experts, and (c) observation schedules. The questionnaire and interview schedules dealt with different aspects of history teaching, like teachers, students, objectives, curriculum, teaching evaluation and facilities such as library, history room, etc.

The copies of questionnaire were sent to 225 high schools of Solapur district. The estimated number of history teachers was 270 (one teacher per small school and two to three teachers per big school). Ninety teachers responded. In order to get information not covered by the questionnaire, interviews of 60 headmasters, 15 experts and 15 education officers were taken. The investigator visited 20 schools and conducted discussions with students and teachers of these schools and also observed the lessons of the teachers. The data collected were analysed using percentages and arithmetic means.

The major findings of the study were: 1. The teachers of history were academically and professionally well qualified but nearly 40 per cent had not offered history as a special subject at graduate level. 2. Reading reference books, magazines, etc. was the most popular activity for professional enrichment; other activities were rarely used. 3. Mutual cooperation among history teachers to solve the problems arising was common in many schools. 4. Teachers were more or less equally divided on the adequacy of importance given to history in the school curriculum. 5. According to the teachers, the objectives of teaching history could rarely be achieved through regular teaching due to inadequacies of curriculum, textbooks and time. 6. Narration was the most popular method of teaching history. The method was adequately supplemented by questioning. 7. Undergraduate history teachers failed to create time sense in the pupils while teaching history. The teachers mainly

used graphics as their teaching aids; other aids were used very rarely. 8. Celebration of national days and anniversaries of great men was one of the main co-curricular activities organized in schools. 9. The percentage of students passing in history was found to be very high.

776. JANI, J.I., *A Study of the Present Position of Teaching of Geography in the Secondary Schools of Gujarat*, Ph.D. Edu., SPU, 1987

The objectives of the investigation were (i) to study the prevailing position of the teaching of geography in the rural and urban areas of Gujarat, (ii) to study the qualifications and experience of the teachers teaching geography, (iii) to study the textbooks of geography prescribed for different standards in Gujarat in the light of the curriculum of geography, (iv) to study the availability of teaching aids and other facilities like library, and their use in the teaching of geography, and (v) to study the prevailing position of the evaluation system in the subject of geography in Gujarat.

The method of study followed was that of survey. For collecting the data, the researcher prepared a questionnaire. The data were analysed and descriptive statistics were used for data analysis. \*

The major findings were: 1. Fifty per cent of the teachers were not qualified in the subject of geography. 2. About 52 per cent of the teachers teaching geography did not have geography as a method at their B.Ed. level training. 3. About 77 per cent of the teachers were teaching geography through the lecture method and without the use of any teaching aid. 4. Teaching aid facilities in 52 per cent of the schools, especially for geography, were not satisfactory. 5. About 42 per cent of the teachers teaching geography did not attend any refresher course or orientation programmes. 6. About 83 per cent of the teachers were of the opinion that the curriculum required modifications in the light of modern developments in the subject. 7. There was no clarity of the teaching of skills in the subject in 33 per cent of the teachers.

777. MUTHAPPAN, A., *A Study of the History Curriculum in Schools in Tamil Nadu since Independence*, Ph.D. Edu., Anna U., 1986

The objectives of the investigation were (i) to find out

the standard of achievement of high school pupils of Tamil Nadu in history, and its relationship to certain selected factors such as sex, type of management of schools and their rural or urban location, (ii) to identify the areas in history teaching in schools which needed improvement, (iii) to make a survey of the conditions of teaching and learning history in respect of objectives, syllabus, textbooks, methods of teaching and the use of audio-visual aids, (iv) to make an appraisal of the existing evaluation procedures used in the teaching of history, and (v) to suggest modifications, if any, in the history curriculum followed in schools in Tamil Nadu.

The normative survey method was used. In the final study, 240 teachers working in 48 schools in the 15 districts of Tamil Nadu constituted the sample selected by the cluster sampling technique. The tools used were an achievement test, a questionnaire for teachers and question papers used for internal tests and external examinations. The achievement test in history was standardized on a sample of 449 students, studying in 12 secondary schools, selected on the basis of cluster sampling. It was then administered to 445 students in the final study, selected again on the same principle. The questionnaire for history teachers was administered to 240 teachers working in 48 schools in Tamil Nadu. The history question papers used in internal tests and external examinations were all analysed in respect of the content area covered, weightages given types and number of questions asked, and cognitive skills tested.

Some of the major findings were: 1. Pupils were weak in 'skill' and 'understanding' objectives compared to 'knowledge' and 'application' objectives. 2. A significant percentage of teachers had not attended any in-service programme. In general, teachers were dissatisfied with the training given in teaching history in the training institutions. 3. The view of a majority of teachers was that history should be made a separate subject of study and not a part of social studies in the school curriculum. 4. There was general dissatisfaction over the selection and gradation of materials in the history syllabus. 5. Teaching aids like films, filmstrips and slides were not available to a large percentage of teachers. Such aids, even when available were not being utilized. 6. Only a few teachers arranged for their pupils to listen to the radio lessons. Only very few of them prepared their students for such lessons in advance or gave them some follow-up activities. 7. Excursions were very rarely conducted. 8. In external examinations, overriding importance was given to 'knowledge' and 'understanding' objectives as opposed to the 'application'

objectives. 9. The content validity of the question papers was very low. Important topics were omitted. Only 40-54 per cent of the standard VIII syllabus and 33-34 per cent of the standard X syllabus were covered in the question papers.

778. PATEL, A.M., *A Study of the Present-Position of Teaching History in the Secondary Schools of Gujarat State*, Ph.D. Edu., SPU, 1984

The objectives of the enquiry were (i) to study the existing position of teaching history in rural and urban secondary schools, (ii) to study the educational qualifications and experience of teachers teaching history in rural and urban schools, (iii) to study the methods and approaches adopted by teachers of history and to understand their difficulties, (iv) to collect information about the use of teaching aids in history and to understand the difficulties of teachers in using these aids, (v) to study the nature and effectiveness of measurement and evaluation methods adopted by teachers teaching history, and (vi) to critically review the syllabi and textbooks of history for classes VIII and IX.

In view of the objectives, the investigator constructed a questionnaire covering the following aspects of history teaching: The teacher and his professional equipment, methods and approaches of teaching history, syllabi and textbooks of history, teaching aids and other facilities for teaching history, and measurement and evaluation in history. The questionnaire was sent to secondary schools of Gujarat selected at random. In all, 650 questionnaires were received from 525 secondary schools of the state—250 from urban areas and 400 from rural areas. The responses were analysed and expressed in terms of percentages.

Some of the findings were: 1. Eighty-one per cent of the total sample were male teachers while only 19 per cent were female teachers. 2. A majority of teachers belonged to the age group 21-25 years and 46-60 years. 3. About 86-88 per cent of teachers teaching history had either a B.A., B.Com., or B.Sc. degree. Very few teachers had an M.A., M.Com., or M.Sc. degree. There were very few teachers who had post-graduate qualifications with history as the major subject. 4. About 89 per cent of teachers from urban areas and 86 per cent from rural areas were professionally trained. On the whole it was found that about 13 per cent of the teachers in the sample were untrained. 5. It was found that only 5 per cent teachers had history as a subject at the B.A., M.A., and also at B.Ed., levels. 6. Only 6.5 per cent teachers had

history at the B.A. and B.Ed. levels. 7. Eleven per cent teachers of urban areas had subjects other than history at their graduate, post-graduate and B.Ed. levels, while the percentage of such teachers from rural areas was 4.25. 8. Fifty-two per cent of the total sample had history as the principal or subsidiary subject. 9. Eighteen per cent of the total sample had an experience of four to 12 years of teaching social studies in secondary schools. Twenty-one per cent of teachers had three or less than three years of teaching experience in social studies. 10. Thirty-six per cent teachers of urban areas and 40 per cent teachers of rural areas attended seminars or workshops on history teaching. In all, 39 per cent teachers attended in-service education programmes. 11. Only a few in-service programmes in teaching history were organized according to the teachers. 12. About 83 per cent of the total sample read newspapers as they believed that the history teacher should remain in touch with current events. 13. About 82 per cent of the teachers included in the sample used old textbooks as reference books and 35 per cent used guides. Seventy-six per cent of the teachers used books from the school library. 14. About 30-35 per cent of the teachers used books on world history and Indian history as reference books. 15. More than 50 per cent teachers read periodicals, prepared teaching aids, visited historical places and read historical dramas and novels. Very few teachers prepared assignments or tests and used them in classroom teaching. 16. About 73 per cent teachers used to prepare daily lesson notes. Forty-three to 53 per cent of teachers prepared unit plans and monthly planning, 40 per cent of teachers prepared term planning and 12 per cent of teachers did mental planning. 17. Lecture, storytelling, questioning and assignment methods, which are teacher-centred methods, were used by almost all teachers. Most of the teachers did not elect to teach through student-centred methods such as project, dramatization, seminar, etc. 18. Only a few teachers knew how to do sketch work, operate a filmstrip projector or prepare slides. About 50 per cent of teachers knew how to draw outline maps, charts, time line, etc. 19. Less than 40 per cent of teachers had the hobby of collecting stamps, coins, photographs, etc. 20. Eleven per cent teachers did not prepare their daily teaching work. Forty-seven per cent teachers spent about an hour for preparation for teaching. 21. There was no difference in the professional preparation of teachers working in rural and urban areas. 22. Out of 650 teachers, 578 teachers considered that professional training was essential. 23. Most of the schools were poorly equipped with teaching aids in his-

tory. This was particularly true of rural schools. 24. Most of the schools gave 20 per cent weightage to internal assessment.

779. PATIL, T.B., *An Inquiry into the Present Position and Problems of Teaching Geography in the Rural Secondary Schools of Solapur District*, Ph.D. Edu., Shi. U., 1985

The main objectives of the study were (i) to study the existing facilities available for teaching of geography in rural secondary schools, (ii) to study the professional preparation of geography teachers, (iii) to study the methods and techniques followed in the teaching of geography, and (iv) to suggest measures helpful in improving the teaching of geography.

The study was of the survey type. The investigator used the following tools for gathering information: (a) A questionnaire for geography teachers, (b) structured interviews for headmasters, parents and experts, (c) visits and observation. The questionnaire and the interview schedules dealt with different aspects of geography teaching, like teacher, students, objectives, curriculum, teaching, evaluation and facilities such as library, museum, etc.

The copies of the questionnaire were sent by post to all the secondary schools in rural areas of Solapur district of Maharashtra. The number of schools covered was 155 and the estimated number of geography teachers was 360 (i.e. two teachers per school). Out of these respondents 80 teachers responded. In order to check and validate the information furnished by the geography teachers, interviews of 40 headmasters, 20 parents and 40 experts were held. The investigator visited 20 schools and conducted discussions with students and teachers from these schools. He also observed the lessons of the teachers though no specific observational instrument was used. The data collected were analysed using percentages and arithmetic means.

The major findings of the study were: 1. No facility of a geography room nor museum was available in a large number of schools, and the facilities of library and teaching aids were inadequate. 2. The teachers of geography were academically and professionally well qualified; however, they could not participate in the in-service programmes and the activities of the subject teachers, association for various reasons. 3. According to the teachers, the objectives of teaching geography could rarely be achieved through regular teaching due to

inadequate time. 4. The majority of the teachers followed traditional methods such as lecture or question-answer method, however, they were aware of certain recent techniques and method like evaluation approach. 5. Geographical excursions were one of the main co-curricular activities organized in schools. 6. The percentage of students passing in the subject of geography was found to be very high (74 per cent).

780. PONKSHE, D.B., *To Enlist and Analyse the Concepts in Geography Covering the Syllabi for Standards VII, VIII and IX of the Secondary Schools in Maharashtra State and to Develop the Methodology of Teaching Concepts in Geography Effectively*, Ph.D., Edu., Poona U., 1983

The main objectives of the study were (i) to identify and enlist the concepts in geography covering the syllabi of standards VII, VIII and IX of the secondary schools in Maharashtra State, (ii) to analyse the enlisted concepts, (iii) to investigate the extent to which the geography teachers could analyse the concepts, and (iv) to develop a concept-oriented method to teach concepts in geography and to compare its effectiveness with that of the traditional method.

The research covered the syllabi of geography of classes VIII, IX and X. The study was in two phases. In the first phase, the concepts were identified and analysed. In the second phase, the methodology of teaching concepts was developed and tried out in an experimental situation. The sample for the study was drawn in two phases. Twenty schools out of 162 Marathi medium schools of Dhule district were selected on the basis of the random stratified sampling method. Out of these schools, 611 students from ten schools formed one group and an equal number of students from the other ten schools formed the second group. Matched pairs were formed on the basis of the scores of a pretest. The first group was taught by the concept-oriented method. The research tools comprised a questionnaire for the geography teachers, an interview schedule for experienced teachers and teacher-made objective tests based on the identified concepts developed by the investigator; t-test was used to test the significance of difference between the mean scores of the two groups.

The major findings of the study were: 1. The geography syllabi were not concept-oriented. 2. Most of the geography teachers were trained with about half of them with the subject of geography either at the first degree or

at the postgraduate level. Nearly 75 per cent geography teachers had offered geography as a special method at training level. However, most of them were unable to formulate specific objectives to teach concepts, analyse the concepts properly and develop suitable learning experiences for teaching geography concepts. 3. Most of the schools had neither adequate teaching aids nor adequate books on geography in their libraries. There was no tradition of organizing field trips to provide direct experiences to understand and retain geography concepts. Films, filmstrips, slides, models, specimens and pictures were not used at all or if used, their use was not systematic. 4. The teachers did not lay stress on concepts while teaching. There was no provision for in-service training for the teachers. 5. The concept-oriented method was found more useful than the traditional method.

The main educational implication is that teachers should be trained in identifying the geography concepts and teaching with the expressed objective of developing the concepts.

781. SATTARSHAKWALA, H.G., *Trying out a Strategy of Bringing about Attitudinal Changes in the Context of Population Education*, Ph.D. Edu., SGU, 1981

The major objectives were (i) to prepare and try out an attitude scale to know the attitude of the students of class IX, people in general, and field-workers in the family planning programme towards population education, and (ii) to study the effect of a multimedia learning package of their attitude towards population education.

In all 1000 students of class IX, 300 people in general, and 100 field workers in the family planning programme (equal number of both sexes) were selected from urban as well as rural areas of Surat district. The investigator prepared an Attitude Scale on Population Education for data collection. The learning package prepared by Urmila Nanavati was used for instruction. Research design followed was pretest and post-test single group design. Differences were tested for significance by using t-test for correlated means.

The major findings were: 1. The whole group that was exposed to the treatment of the learning package showed significant positive improvement (0.01 level) in their attitude towards population education. 2. The field workers in the family planning programme did not

show any significant improvement in their attitude towards population education after the use of the learning package. 3. The male and female students who were exposed to the treatment of the learning package showed significant positive improvement at 0.01 level and at 0.05 level respectively in their attitude towards population education. 4. The males and females of the general population after the use of the learning package showed significant positive improvement at 0.05 level in their attitude towards population education. 5. There was no significant difference between the rural and urban sample, or between the male and female sample in the change of attitude towards population education.

The investigation has the following implications: (1) It would be helpful to use learning packages for imparting the knowledge of population education to the various classes of society. (2) Large scale production of the learning packages would reduce the unit cost and the schools and the colleges of education would be able to avail themselves of such packages and be profited by them.

782. SCERT, Bihar, *Achievement of Secondary Level Students in Population Education—An Evaluation Study*, 1986

The main objective of the study was to evaluate the effectiveness of the efforts made so far towards imparting population education. The specific objectives were (i) to assess the level of gain in knowledge regarding population education ideas and contents, (ii) to assess the level of understanding of issues related of population education, (iii) to assess the degree of enhancement made in such knowledge and understanding through sources other than classroom instruction, and (iv) to assess the mode of application of such knowledge by an individual in solving problems.

Purnea, Gumla, Deoghar, Gopalganj and West Champaran districts were selected. A representative sample of 1000 students of class X, drawn from 20 boys' and girls' schools of urban and rural areas, were selected from these five districts. Achievement tests were developed and administered. The test items were based mostly on knowledge, understanding and application. The areas were selected from the school subjects. Special care was taken to base the test items of the contents of those subjects which were being taught in the secondary classes. The target group constituted those students who were taught lessons on population education.

The major conclusions were: 1. In respect of knowledge, urban boys were the most knowledgeable followed by urban girls, rural boys and rural girls. 2. In respect of understanding, urban boys were at the top followed by urban girls, rural boys and rural girls. 3. In respect of application, the urban boys were most aware followed by urban girls, rural boys and rural girls. 4. Urban boys and girls were more knowledgeable than rural boys and girls but in the field of understanding and application of population education, the girls of both urban and rural areas lagged behind the boys significantly. 5. There was maximum variation in the knowledge of the students but the same went on diminishing in understanding and application. 6. There was a considerable level of difference in the awareness of the population problem (knowledge), its understanding and application. Many of those who were aware of the problem did not understand it and at the application stage failed to apply the knowledge. 7. As regards the levels of overall achievements among the secondary students of Bihar, the awareness or knowledge of population problems was found up to 69 per cent and the understanding and application of the knowledge gained had been evaluated to the extent of 64 per cent in each case. There was a lot of scope for improving the level of achievement particularly among students of rural and backward areas.

783. SCERT, Maharashtra, *An Evaluation of the Teaching-Learning of Population Education, National Population Education Project*, Pune, 1986

The study was conducted (i) to assess broadly the measure of institutional support that had become available for the programme, (ii) to assess the measure of attitudinal change that could be brought about among the secondary teachers who were trained in the concept and methodology of population education, and (iii) to extend suggestions for the improvement of the administration of the project.

The tools used for the study were opinionnaires for principals of colleges of education and principals of junior colleges of education, questionnaires for the headmasters of secondary schools, the teachers of secondary schools, and the teachers of junior colleges, information schedules, observation schedules, and schedules for noting attitudinal change in teacher educators. All the training colleges, junior colleges and schools under the population education programme in 15 districts of Maharashtra were included as the sample of the study.

Data were collected through interviews, administration of questionnaires, and observation of lessons of teachers trained in population education. Data were analysed in descriptive form.

The major findings of the study were: 1. Five out of seven non-agricultural universities had population education as a subject included in the syllabi at B.Ed. level. 2. With the exception of one university all the remaining general universities in the state had more than 50 per cent of their staff oriented to the concept and methodology of population education. 3. Seventy-five per cent of the junior colleges of education had oriented their staff to the concept and methodology of population education. 4. All the pupil teachers in the junior colleges of education were studying this subject in their second year course. 5. The quality of the lessons on population education was fairly satisfactory at nine centres out of 15. 6. Around 67 per cent of college teachers had the desired attitudinal change. 7. More than 50 per cent of junior college teachers had the desired attitudinal change. 8. Around 78 per cent of colleges of education came under grades A and B, 72 per cent of the junior colleges of education fell under grades A and B. 9. Only 22 per cent of the high schools came under grades A and B, 65 per cent under grade C and 12 per cent under grades D and E. 10. It was suggested that training programmes must be organized for the left over teachers at all levels, including the +2 stage teachers.

\*784. VISWANATHAN, T.V., *Teaching Economics through Case Study Method: An Exploration*, Ph.D. Edu., SGU, 1987

The objectives of the research were (i) to study the effectiveness of teaching economics through the case study method and compare it with the traditional method, (ii) to study the impact of the case study method on the rate of learning or learning efficiency and compare it with that of the traditional method, (iii) to study the retentivity of different groups of pupils taught by the case study method and compare it with that of their counterparts taught by the traditional method, (iv) to study and find out the suitability of the case study method for different groups of pupils, and (v) to study the impact of the case study method on the attitude of pupils towards the participatory methods of learning and compare it with results obtained by the traditional method. The hypotheses of the study were: (1) The teaching of economics through the case study method will be more effective

than that through the traditional method. (2) The rate of learning of pupils taught by the case study method will be higher than that of pupils taught by the traditional method. (3) The rate of retention of pupils taught by the case study method will be higher than that of pupils taught by the traditional method. (4) The effectiveness of teaching economics through the case study method will be different in different groups of pupils. (5) The attitude of pupils taught through the case study method will change positively towards participatory methods.

The target group consisted of standard XII pupils studying economics in English medium classes. The pilot phase sample consisted of 11 pupils each in the controlled and experimental groups. The final phase sample consisted of 66 pupils each in the controlled and experimental groups. So, the total number of pupils was 154. The investigator used an Attitude Scale, I.Q. Test, Socio-economic Status Scale and previous terminal examination scores for matching the groups. For the purpose of the experiment, Case Study Handout, Case Book on Economic Concepts, Instructor's Manual, Taped Lecturette, and criterion test were used.

The major findings were: 1. The teaching of economics through the case study method was more effective than that through the traditional method at .01 level of significance. 2. The rate of learning of pupils taught by the case study method was higher than that of pupils taught by the traditional method. 3. The rate of learning and retention of pupils taught by the case study method was higher than that of pupils taught by the traditional method. 4. The effectiveness of teaching economics through the case study method was different in different groups of pupils. 5. There was a positive change in attitude towards participatory methods in the case of pupils taught by the case study method as well as by the traditional method.

#### ALSO SEE

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