

EVALUATION OF SOCIAL SCIENCE CURRICULUM AT ELEMENTARY STAGE IN ASSAM

¹Jadab Dutta ²Riggon Nyicyor

^{1&2}Research Scholars, Deptt. of Education, Rajiv Gandhi University, Rono Hills, Doimukh, India

ABSTRACT

The evaluation of curriculum material occupies an important place as on the provisions of effective, meaningful, need based and rational curricular material depends the growth of the learners. Good study materials contribute to desirable changes in the learners. It has therefore, to be assumed that the curriculum materials are of good quality. At the same time, these should be acceptable both to the learners and the teachers. These should be of practical use and fit well in the existing educational setting. This can be assured by evaluation alone. Evaluation helps in modifying the curriculum to adequately meet the growing challenges. Thus, the evaluation of social science curriculum at elementary level is the assessment of the outcome of the learning of that subject.

Keywords: Evaluation, Social Science, Curriculum and Elementary Level.

INTRODUCTION:

Education is a social process of development. Therefore various social aspects are taken into consideration for the formulation of curriculum. The fundamental elements of curriculum are interrelated internally and externally. The main fundamental elements of curriculum are educational objectives, content, teaching methods, techniques and techniques of evaluation which provide the specific form of curriculum. These elements operate in a cyclic order and are used continuously in the process of curriculum development. The nature of curriculum construction is future oriented. The social and national needs are given main weightage in curriculum construction.

It is the social task of our educational system to take up the challenge of the insistent present and illumine the great realities by which the present and future student generation can live, move and have their well-being. It is also the task of educational system to help children develop an insight into human relationships, social values and attitudes. It is also the task of educational system to enable children to appreciate Indian cultural heritage as also to recognize and get rid of what is undesirable and antiquated and above all, not allow narrow parochial chauvinistic and

obscurantist tendencies to take root. One area of study, which has been introduced in school curriculum to meet these entire requirements, is social science.

EVALUATION OF SOCIAL SCIENCE CURRICULUM:

The evaluation of curriculum material occupies an important place as on the provisions of effective, meaningful, need based and rational curricular material depends the growth of the learners. Good study materials contribute to desirable changes in the learners. It has therefore, to be assumed that the curriculum materials are of good quality. At the same time, these should be acceptable both to the learners and the teachers. These should be of practical use and fit well in the existing educational setting. This can be assured by evaluation alone. Evaluation helps in modifying the curriculum to adequately meet the growing challenges.

Thus, the evaluation of social science curriculum at elementary level is the assessment of the outcome of the learning of that subject. The scope of the social science is very vast. As there is a limited period of time and even the thought must be carefully selected to help students to develop major ideas, skills, attitudes and every good student can learn but a few new things each day, the decision on what to teach at different levels should be made wisely and carefully.

OBJECTIVES OF THE STUDY:

1. To examine the aims and objectives of social science at elementary level.
2. To find out the importance of social science in the elementary school curriculum
3. To analyse the views of the students and teachers of elementary level regarding the component subjects of social science curriculum.
4. To analyse the social science curriculum at upper elementary level in terms of its content.
5. To find out the attitude of elementary school students towards the social science curriculum.
6. To find out the attitude of elementary school teachers towards the social science curriculum.
7. To suggest measures for improvement of social science curriculum at elementary level in Assam.

HYPOTHESES:

1. There is no significant mean difference in the attitude of rural male and female students towards social science curriculum at elementary level.
2. There is no significant mean difference in the attitude of urban male and female students towards social science curriculum at elementary level.
3. There is no significant mean difference in the attitude of male and female students towards social science curriculum.
4. There is no significant mean difference in the attitude of rural and urban students towards social science curriculum.
5. There is no significant mean difference in the attitude of male and female teachers towards social science curriculum.
6. There is no significant mean difference in the attitude of urban and rural teachers towards social science curriculum.

METHODOLOGY:

The research methodology is a systematic procedure of investigation of problem starting from its initial identification of the problem to the final conclusion. A sound methodology and procedure includes an appropriate strategy in carrying out each and every step of investigation of facts. The present study is descriptive in nature using survey method to describe the place of Social Science Curriculum at Elementary (Upper primary) stage of Education in the district of Lakhimpur in Assam. The descriptive study is concerned with condition or a relationship that exists or processes that are going on, effects that are evident, or trends that are developing at present. It often considers past events and influences as they related to current conditions. Descriptive research involves events that have already taken place and may relate to a present condition.

DESIGN OF THE STUDY:

Population- The present study is conducted to know the status of social science curriculum at elementary stage in Lakhimpur district of Assam. The students and teachers of upper primary

level form the population for the study. In the district different types of school are providing elementary education as- Lower Primary School (L.P School, Classes I to V), Middle English School (M.E School, Classes VI to VIII), Composite Secondary School. (Classes VI to XII). Therefore students and teachers who are enrolled and teaching respectively at the Upper Primary level in Assam in general and Lakhimpur district in particular for the population of the study.

Sample- The investigator selected a sample of 550 randomly. The sample is selected from 20 schools urban and rural settings of Lakhimpur District. From The sample is comprised of 400 students taking 200 each from rural and urban with 100 each belonging to males and females from both the areas respectively. Similarly, teachers sample of 150 was consisted of 75 each from rural and urban with 50 and 25 males each belonging to and females respectively from rural and urban areas.

Sources of Data- The sources of data are generally two types i.e. Primary and Secondary sources. The investigator had collected data from the field himself about status of social science curriculum at upper primary level of education from Teachers and students of the different schools of urban and rural of the district of Lakhimpur.

In order to know the status of social science curriculum in terms of its different contents at the upper primary level and attitude towards social science curriculum, the data from students and teachers were collected. The report of the different Education Commissions, NCERT, 'State Curriculum for Upper Primary Stage of School Education 2010' of SCERT, Assam, is used to know the status of social science curriculum for upper primary level. In order to collect data annual/half yearly/unit wise schools records of student's achievement in social science were also used.

Tools Used- Considering the problem the investigator has constructed the following tools-

1. Questionnaire for Evaluation of Social Science Curriculum (QESSC).
2. Attitude Inventory towards Evaluation of Social Science Curriculum (AITESSC).

Collection of Data and Analysis- The data are collected personally by administering constructed tools and as per the direction therein. In addition, official documents, record, reports of various commissions, books, research journal and other reports are consulted for the study. The data are

organized and analyzed quantitatively and qualitatively using percentage and t-test of significance.

MAJOR FINDINGS:

1. As per the analysis of the responses of the whole sample, 94% students and 97% teachers reported social science that helps the learners to adjust with the social and physical environment.
2. It is found that social science curriculum appreciates individual's own culture and traditions; it has been supported by 91% students and 98% teachers of the elementary level.
3. It is found that 95% students 100% teachers have reported social science enables the learners to know the constitutional rights and obligations.
4. Eighty percent of students and 98% of teachers reported that history part of the social science curriculum promote an understanding the process of social change and development of society.
5. Geography section of social science studies lifestyle of the people in different regions and the effect of environment and climatic conditions on human beings.
6. Political science part of social science promotes among students an understanding of various social responsibilities and social awareness as well as system of administration both at Centre and state levels.
7. However, 94% of students and 91% of the teachers of the elementary level look at economics which makes familiar with the economic life and activities for their livelihood and sustaining life.
8. One of the important objectives of teaching social science is to provide unified and integrated knowledge of different subjects to the students. 92% students and 97% teachers supported this objective of social science.
9. Most of the students and teachers support the objective of teaching social science is that it helps the learners to adjust in social environment.

10. More than 90% of students and teachers have considered that social science develops a sense of belongingness among pupils.
11. Social science acquaints the learners about the men's basic needs emanating from social, economic, political and environment which are considered important by most of the students and teachers.

Importance of Social Science Curriculum-

1. Social Science curriculum is an important part at upper primary level of education; 95% students and 98% teachers have recognized it. Social science is the applied branch of social sciences introduced in the curriculum with a view to developing proper attitudes, sensibilities and skills in future citizens.

Component Subjects of Social Science-

1. Social science is broad and composite instructional area which draws its contents from different social sciences, covering the individual and group life. It was found that 97% students 100% teachers supported it respectively.
2. Social science is an integrated subject. It has been reported by 95% students and 100% teachers. At the upper primary level the curriculum of social science in Assam included the subjects history, geography, economics and political science.
3. The analysis of liking of different components of social science it has been found that the higher preference has given to the history part where geography, political science has and economics got 2nd, 3rd and last preference respectively by the students.
4. When asked about liking and disliking of different components of social science it was found that (a) 45% of students and 28% of teachers did not like history because of memorization of more facts; (b) 5% to 7% of students and teachers did not like geography because of its comprehensive nature; (c) 48% of the students did not like economics due to its difficulty in understanding and ; (d) 22% of students and 12% of teachers did not like political science due to the nature of its content. There was also reported to be quite comprehensive and sufficient content for this stage in Assam. Eighty six percent of students and 84% of teachers claimed that the integration of different subjects in social science curriculum creates interest among the learners.

5. The performance of urban students was found to be higher in all component subjects than that of their rural counterparts.

Contents of Social Science Curriculum-

1. It is found that social science curriculum at upper primary stage in Assam mainly contains three sections- geography, history and economics and political science. The scope of the content areas is that, the curriculum familiarizes the students with the origin of Indian history, environment, cultural values and effects of technological and scientific developments on human beings and society as a whole. The contents are included keeping into view the recommendations of various commissions, committees and policies.
2. In social science curriculum more weightage has been given to geography and history sections than economics and political science section with 40% each in geography and history and 20% for economics and political science as per the approved guidelines of 'State Curriculum for Upper Primary Stage of School Education 2010' in Assam.
3. However, both the students and teachers felt that there is scope of enriching the content in all its different components in the light of changing social structure globally and locally. But, 70% of students and 50% of teachers reported that the integration of subjects in social science posed more difficulty in their comprehension. In this context 90% of students and teachers also opined in favour of teaching the constituent subjects separately.
4. Further, 100% of teachers and 85% of students were favouring the revision of social science curriculum from time to time.

Attitude of Students and Teachers Towards Social Science Curriculum-

1. Whereas there was no significant mean difference in the attitude between rural male and female students, their urban counterparts had shown significant difference towards social science curriculum.

2. In the overall sample, males and female students had shown significant difference. But urban and rural students had not shown any difference in their attitude towards social science curriculum.
3. Teachers when compared in terms of sex and locality had shown significant mean difference towards social science curriculum.

RECOMMENDATIONS:

Taking into consideration of the findings of the study and interaction of investigator with the various groups of students and teachers during the data collection, the following recommendations are presented for the benefit of the planners and policy makers. The recommendations will help in the development of quality curriculum in social science at upper primary stage in Assam.

1. In society man has been struggling with many socio-economic problems in life, where religious prejudice, urbanization and over population etc. creates economic deficiency, unemployment and other related social evils in society. Rapid industrialization, urbanization and maximum use of scientific products in agricultural sector etc. created environmental problems and ecological imbalance. So there is a need to make young generation aware about these socio-economic problems related to unemployment, population explosion, environmental problems family planning, small family norms and social evils and focus on these should also find place in curriculum at elementary stage.
2. The importance of human civilization and the contribution of various civilizations on human progress and development should also form part of social science. Hence the importance of topics like social customs, traditions, manners, folkways, cultural heritage, cultural achievements and future possibilities etc. cannot be ignored in social science curriculum. The curriculum planners may look into this aspect for inclusion in the school curriculum.
3. Students should be given not only knowledge about physical, social, political and economic affairs but should also be helped to develop understanding, abilities and skills to deals with current and emerging social problems boldly and effectively. Therefore,

- current affairs and contemporary social problems should be included in the curriculum, lie future of democracy, need for world peace, national integration, international understanding etc.
4. Science and technology have been playing an important role in the development of human kind. Physical and life sciences have contributed much towards the end. Therefore the importance and role of science and technology in changing social conditions as well as cultural changes should form point of focus in the social science curriculum.
 5. In revision and modification of social science curriculum, local experienced teachers and educated parents of the students should be involved in this service. Because they are well acquainted with the local needs and problems on which they deliberate more exactly and judiciously to decide a more suitable curriculum for their children at this stage.
 6. Social science curriculum is an integration of geography, history, economics and political science, so in teaching of these component subjects experienced and specialized teachers for each section are necessary to be appointed as against for the present practice of general teachers who are supposed to teach all the subjects. This aspect need to be looked at seriously for doing justice in curriculum transaction. So the state government should make the provision for appointment of sufficient and qualified teachers for better transaction of curriculum as this stage is a foundation stage in whole educational structure.
 7. The curriculum in social science at elementary stage should include the knowledge of soft skills for their practical experience of children.
 8. Various kinds of activities should also be included in social science curriculum, as these provide practical experiences of life to children. The activities and skills are such as-making of charts, models, figures, tables and maps, organizing social activities, exhibitions, conducting field surveys, going on education tours etc. should find place in social science curriculum.
 9. The social science curriculum goes on changing because of changes in society and application of science and technology in our ways of doing things. Therefore orientation courses for social science teachers should be organized by state government from time to

time while revision of social science curriculum has been done more specifically teachers are oriented to new curricula before being enforced.

10. Evaluation of textbooks should be got done by experts at national level for judging their suitability.
11. Textbooks are the sole study materials for school education. Therefore textbooks should be made available in the beginning of academic session in the state.

Reference

- Aggarwal, J.C. (2000) Handbook of Curriculum and Instruction. Doaba Book House, Delhi-110006, PP 38, 298.
- Aggarwal, J.C. (1993) Teaching of Social Studies: A Practical Approach. Vikash Publishing House Pvt. Ltd. New Delhi - 110014. PP 0,39,46
- Aggarwal, J.C. (2005) Curriculum Development. Shipra Publication, Delhi-110092.
- Aggarwal, J.C., Development and Planning of Modern Education. Doaba Book House, Delhi - 110006.
- Aggarwala, Sunita and S. Baruah, (2006) Principles and Theories of Education. Binod Nath, Bookland, Ghy-I.
- Ary, D., Lucy, C. Jacob and A. Razavich (1972), Introduction to Research in Education. New York: Holt Rinehart and Winston.
- Awasthi, O.N. "Curriculum Development," Journal of Indian Education, Special Issue on Curriculum Development – Vol-II. February 2000, NCERT, PP 115-124.
- Balsara, Maitreya (2007) Principles of Curriculum Reconstruction. Kanishka Publisher, New Delhi - 110002.
- Batt, B.D., Curriculum reform, change and Continuity. Kanishka Publishers and Distributors, New Delhi - 110002.
- Bhatia and Bhatia (1992) The Principles and Methods of Teaching. Doaba House, Delhi - 110006.
- Buch, M.B., (1979) Second Survey of Research in Education Society for Educational Research and Development. Baroda - 380009. PP 292,293,295, 301.
- Buch, M.B., (1979) Third Survey of Research in Education Society for Educational Research and Development. Baroda - 380009. PP 518, 571.
- Chandra, Anil (2003) Basic Curriculum Theory, Research and Reform, Book Enclave, Jaipur - 302006.
- Dash, B.N., (1995) Content cum Methods of Teaching Social Studies. Kalyani Publisher, New Delhi - 110002.
- Dhand, Harry, Research in Teaching of the Social Science, Ashish Publishing House, New Delhi - 110026. P15.
- Ediger, Malbow, D. Bhaskara Rao; (2003) Philosophy and Curriculum. Discovery Publishing House, New Delhi - 110002.

- Ediger, Marlow, D. Bhaskara Rao, Teaching of Social Studies. Discovery Publishing House. PP 39, 85.
- Garret, Hery.E.and R.S. Woodworth (1926) Statistics in Education. David McKay Company, New York.
- Gogoi, D.(2007) Guide on Teaching of Social Studies. Kiran Publication, Dhemaji Chariali - 787057, PP 91,93.
- Good,C.V., A.S. Barn and Douglas E.Seates, (1953) Methodology of Educational Research. New York:Appleton Century Crofts.
- Goode W.J. and Hall, P.K. (1952) Methods in Social Research.McGraw-Hill Book C, New York.
- Goswami, M (2003) Measurement and Evaluation in Psychology and Education, Makhan Mahanta, Ghy-5.
- Gullford, J.P. (1956) Fundamental Statistics in Psychology and Education, New York, McGraw-Hill Book Co.
- Gupta, S.K. (1994) Applied Statistics for Educational Research. Mittal Publications, New Delhi- 110059.
- Hooper Richard, (1971) The Curriculum Context, Design and Development. Oliver and Body, Tweedale Court, Great Britain.
- Kalita, P.C. and S. Bezbaruah (2005) Issues of Secondary Education. Kalita Publication, Tihu, Nalbari - 781371.
- Khan, M.I. and B.K. Nigam (1993), Evaluation and Research in Curriculum Construction.Kanishka Publishers and Distributors.Delhi - 110031.
- Khanna, S.D., T.P. Lumba, V.K. Saxena and V.Murthy (1989) Teaching of Social Studies with Lesson Plan. Doaba House, Delhi - 110006, P 28.
- Modules 25s, "Teaching of Social Science at Secondary Level". In-service Teacher Education Package for Upper primary and Secondary School Teacher. Vol.II, 1988, NCERT PP 181-190.
- Mrunalini, T. (2007) Curriculum Development. Nilkamal Publication Pvt. Ltd. New Delhi - 110063.
- NCERT (2000) Fifth Survey of Educational Research, VOI-II, New Delhi.
- NCERT (2001) Indian Educational Abstract. Vol-I, January 2001.
- NCERT (2005) National Curriculum Framework.
- Pandey, M.M. "Curriculum Transaction and Evaluation". Journal of Indian Education Special Issue on Curriculum Development. February 2000. NCERT PP 107-114.
- Pandey, R.S. Principles of Education, Binod Pustak Mandir, Agra - 2.
- Prasad, J and Vijoy Kr. Koushik (2007) Advance Curriculum Construction.Kanishka Publishers and Distributors. New Delhi – 110002
- Sarmah B.R. A handbook of Curriculum Reforms and Teaching Methods.Swarup and Sons, New Delhi - 110002.
- Sarmah R.C. (2002) Modern Methods of Curriculum Construction. Book Enclave, Jaipur 302006.
- Sarmah, R.A. (2005) Curriculum Development and Instruction. Surya Publication, Meerut. PP 78, 82.

- Sarmah, R.A. (2005) Managing Curriculum; Curriculum Transaction and Education. Vinoy Rakheja, Merrut-20001. PP 60-66.
- SCERT, Assam (2012) Smaj Bigyan: Dwitiya Bhag: A Textbook for Class VI, The Assam State Textbook Production and Publication Corporation Ltd, Guwahati.
- SCERT, Assam (2012) Smaj Bigyan: Pratham Bhag: A Textbook for Class VI, The Assam State Textbook Production and Publication Corporation Ltd, Guwahati.
- SCERT, Assam (2012) Smaj Bigyan: Thritiya Bhag: A Textbook for Class VI, The Assam State Textbook Production and Publication Corporation Ltd, Guwahati.
- SCERT, Assam. State Curriculum for Upper Primary Stage of School Education.P 513.
- Shaida, B.D and A.K. Shaida (1994) Teaching of Social Studies. Arya Book Depot. New Delhi - 110005. PP 47,48.