

## CURRICULUM DESIGNING AND PEOPLE STUDY APPROACH IN EDUCATION SYSTEM IN J&K

Rajesh Kumar Kotwal

Asst. Prof., Govt. Degree College R S Pura, Department of Higher Education. Govt. of J&K, India

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### ABSTRACT

*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. 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.*

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### INTRODUCTION:

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:

The study is designed with the following objectives:

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.

## HYPOTHESES:

The following hypotheses are formulated:

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.

## 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 Jammu in J&K. 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:

Research design is a plan, structure and strategy of the investigation concerned so as to obtain answer to research questions. Design of the present study is discuss below.

**Population-** The present study is conducted to know the status of social science curriculum at elementary stage in Jammu district of J&K. 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 J&K in general and Jammu 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 Jammu 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 Jammu.

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 :

Objectives of Social Science Curriculum-

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. 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.

6. 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.
7. Most of the students and teachers support the objective of teaching social science is that it helps the learners to adjust in social environment.
8. More than 90% of students and teachers have considered that social science develops a sense of belongingness among pupils.
9. 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 J&K 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 2<sup>nd</sup>, 3<sup>rd</sup> 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 J&K. 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 J&K 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. 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.
3. Further, 100% of teachers and 85% of students were favouring the revision of social science curriculum from time to time.

#### 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 J&K.

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 deal with current and emerging social problems boldly and effectively. Therefore, current affairs and contemporary social problems should be included in the curriculum, like future of democracy, need for world peace, national integration, international understanding etc.
4. The curriculum in social science at elementary stage should include the knowledge of soft skills for their practical experience of children.

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