

Unit-II

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APPROACHES OF SOCIAL SCIENCE CURRICULUM (Correlation, Integration, Concentric & Unit Approach)

The social science curriculum includes four social development at different stage and classes. These components are different nature and deals important problems. The social science curriculum has to be organized in such way that it can be taught effectively and purposefully. Therefore, the organization should be very comprehensive and broad. It requires to involve different approaches in organizing social science curriculum at school level. These approaches are applicable to different components of social science curriculum.

5/ ORGANIZATION OF THE CURRICULUM IN SOCIAL SCIENCE

A good organization faithfully includes the materials that have been selected as socially desirable and arranges them to facilitate learning. Following are the characteristics of an effective organization:

(1) **Learnable** : If chronology provides a more learnable structure than a topic, it should be employed.

(2) **Smooth and Continuous Progress from Grade to Grade** : Vertical integration involves arranging materials in proper sequence for the student and this assures an order and progressive development in the subject.

(3) **Horizontal Correlation** : The arrangement of materials should be made in such a way as to establish relationships and connections between various subjects.

(4) **Balanced** : Provision should be made for both actual and various learning experience activities and formal study, background knowledge and contemporary affairs, details and generalization.

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(5) **Flexible** : It should not be so rigid as to preclude the utilization of current and local developments.

(6) **Complementary Repetition** : Complementary repetition is sound psychologically and pedagogically. A good organization should provide rich complementary kind of repetition that involves additional facts, new viewpoints and fresh generalizations.

(7) **Transfer of Training** : By transfer is meant the carry-over value from one topic to another if one studies topic X, he naturally expects to learn the content of X, but he also hopes that when he approaches the study of Y he will be able to understand Y more expeditiously because of his study of X.

(8) **Provision for Commonly Agreed Basic Understandings and Experiences** : The content which is considered basic and preliminary to subsequent expansion should be plainly indicated. This means that certain specified concepts, skills, information and generations should be plainly labeled in course of study.

(9) **Catering to Individual Differences** : The curriculum can be so organised as to make a contribution towards the solution of the problem of individual differences. It should provide materials that are maturity.

(10) **Provision for Individual Variability** : It is desirable that the social studies program provides a great variety of reading material, original projects and activities, which will afford each student of which he is capable.

The following are the major approaches to organizing social science curriculum.

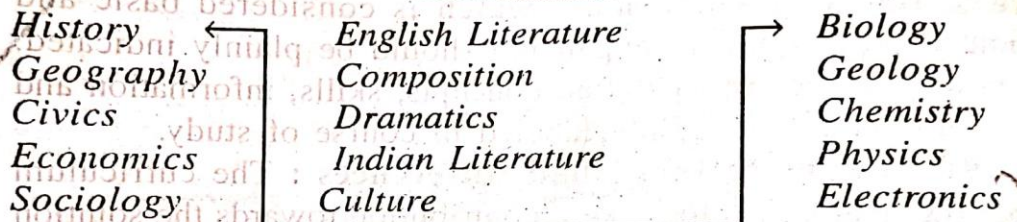
- { 1 } Correlation Approach.
- { 2 } Integration Approach.
- { 3 } Concentric Approach.
- { 4 } Spiral Approach.
- { 5 } Unit Approach, and
- { 6 } Chronological Approach.
- { 7 } Topical Approach.

The details and main features of these approaches for organizing social science curriculum have been discussed in the following paragraphs.

{1} Correlation Approach

Correlation is the interrelating of subjects. It may be carried on successfully without any formal plan, provided the teacher has a wide range of information and is sensitive to similarities, differences and relationships. It attempts to make each subject provide its value to other subject. The interweaving of web of relationships and interpretations is an inevitable process in alert minds. Whether formal division is made for such excursion or not they are made by both teachers and student. So in practice, correlation frequently becomes a philosophy or an attitude rather than a structured organization.

Correlated Curriculum

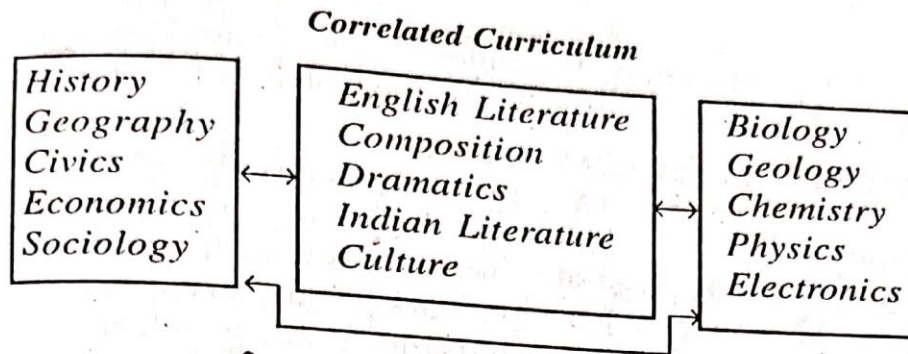


Integration is a form of organization, which emphasizes the social studies field rather the separate subjects that compose the field. The subjects are recognized and to some extent utilized, but the boundaries between them are freely ignored in the process of arranging materials for teaching purposes. It differs from fusion, however, in that it recognizes that the content of the subjects furnish much suitable materials for teaching purposes. It differs from fusion, however, in that it recognizes that the content of the subjects furnish much suitable materials for teaching purpose and that the revolutionary process of discarding all subject content and stating with a new alignment of materials is necessary.

Integration may be achieved to some extent by the use of units, through a series of topics, through the limited use of selected portion of subject content *etc.* Successful integration is supposed to appeal to the student; it ignores scholarly tradition and emphasizes the utility of the material; and it demands psychologically arranged material rather than traditionally organised content.

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{2} Integration Approach

Experiments were conducted in psychology in the beginning of 20th century and Gestalt psychology was introduced. It was not in parts. Whole knowledge is stable in the mind.

These researches and inventions also influenced social studies. An integrated curriculum was introduced in USA. This type of curriculum was based on the unification theory. The ideas and activities will be useful only when these can combine in a unit.

The project method is used in an integrated curriculum. It is an activity centred curriculum. Group-controlled instruction are employed in this type of curriculum. It is also known as activity-oriented curriculum. The knowledge of all subjects is imparted by relating to some social activity. The activity should be related to life. The main focus is to develop social efficiency among the students. There is no compartmentalisation of the subject. The knowledge is considered as a unit. The subject content are the parts of an activity. An activity is assigned to a group of students, the required knowledge of the subjects for performing the activity are given to the students. The learning by doing technique is used in this type of curriculum. The school subjects are integrated and correlated. The courses of study should be related to real life situations.

According to Henderson, there should not be any barrier or compartmentalization among the subjects. It provides such experiences to the students which are easy to understand and easy to use.

The approach is given by pragmatic philosophy. Kilpatrick has employed the project-method and introduced integrated

approach to curriculum. It employs group-controlled instruction which must be activity oriented method of instruction.

Characteristics Integration Approach

The following are the main characteristics of this type of curriculum.

- (1) The knowledge of subjects is given in the integrated form.
- (2) The students learn the various subjects simultaneously.
- (3) This type of curriculum is activity oriented and experiences-centred.
- (4) This type of curriculum provides knowledge of the subject which is useful in real life.
- (5) The student's interests are taken into considerations.
- (6) As it employs group-controlled instruction therefore duties and responsibilities are assigned to the students.
- (7) It helps in developing spirit of team work and feeling of cooperation.

Difficulties Integration Approach

The following are the difficulties in the construction and use of integrated curriculum :

- (1) It is not possible to include the interest of each every student.
- (2) As it is used in group-controlled instruction, therefore individual interest is not developed.
- (3) There is no definite outline or structure of the content.
- (4) There is no sequence in the subject-content.
- (5) It is very time consuming.
- (6) It is not possible to integrate all the subject on an activity.

{3} Concentric Approach

Meaning of Concentric Approach

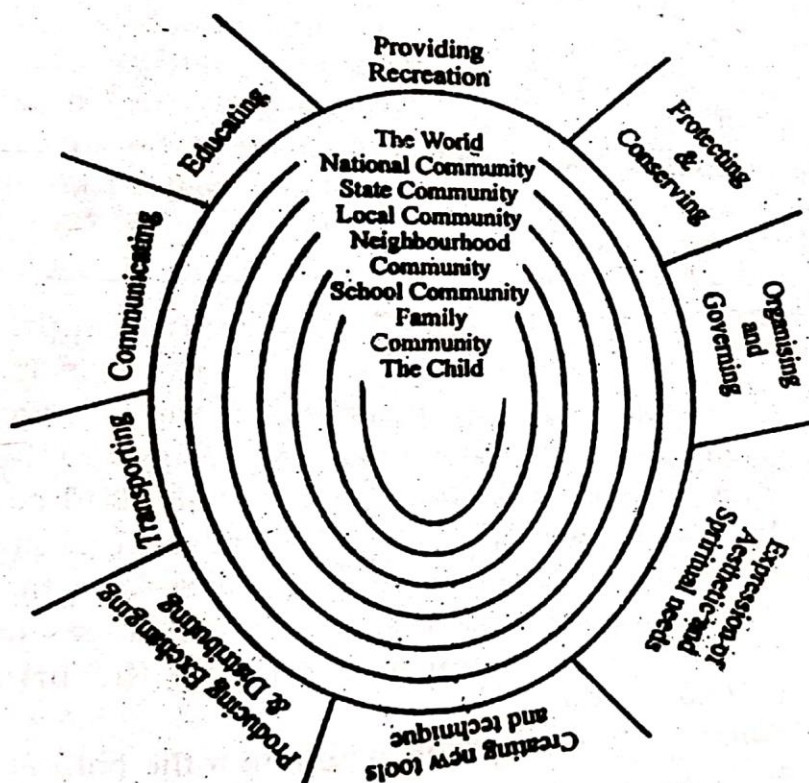
Children in the primary classes should develop simple generalisations about men carrying on their everyday activities. As they progress through the middle and high classes, the students work with more and more difficult arrangement of information. They, thus, deepen and reshape the dimensions of their generalisations. Using increasingly more abstract levels of thought

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children refine the same generalisations. A sequential arrangement of experiences produces a spiral of cumulative learning. As areas of study at each level are treated wholistically, learning. As areas of study at each level are treated wholistically, whatever is taught to the child is a whole in itself leaving scope for additions to be made with additional understanding and maturity of the child.

One of the most recent of these designs has been prepared by *Paul R. Hanna* and is depicted in the following diagram. The designs in the diagram provide a basis upon which the students may prepare a programme organised around subject and combination of subjects in social studies.



Design of Concentric Approach

In this design the concentric circles indicate the expanding communities with which the child becomes acquainted: the family and the school in Grade 1, the neighbourhood in Grade 2, etc. Superimposed on these communities are categories of basic human activities communicating, organizing and governing etc.

Teaching of the topic *Indian Freedom Movement*. For example, suppose that children are to know our freedom struggle. In the primary classes, information should be imparted through some of the more important leaders. In the middle stage, the information should be imparted through events such as the Indian National congress, partition of Bengal, the Gandhian Era-Civil Disobedience, the INA, Quit India Movement : In the secondary stage, the pupils should learn to compare and contrast the freedom movement in India with other countries of the world.

Teaching about UNO-They should know about the United Nations and its role in international peace. In primary classes, they should know about the importance of cooperations among nations, work of UNICEF, WHO, UNESCO, India in the U.N.O. : In the middle classes information should be provided in greater detail about the need for cooperation, co-existence, the United Nations etc. In the Secondary stage, more information should be imparted about international peace and cooperation and the role of India in the United Nations and the world.

Advantages of Concentric Approach

(1) Continuous Learning : Concentric approach is a strategy that fosters continuous, unbroken learning of the subject-matter of social studies through the primary, middle and secondary stages. While in the initial stages, thinking is on a simpler level, as the child advances in age and understanding, he thinks in more abstract terms. As the learning sequence progresses from the simplest unit to the most detailed in gradual stages learning is continuous and unbroken through the primary and secondary stages.

(2) Simpler : In this approach although the path is narrower, the way is simpler.

(3) Easy Memorisation : The pupil does not easily forget his journey.

(4) Interesting : The pupil is interested from the very beginning. Use of this approach makes social studies a subject of immediate, real.

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- (5) It uses the maxim of 'From know to unknown'. It is easy to proceed from the know to the unknown.
- (6) Good basis for specialisation. For the more intellectual, this approach provides the basis on which academic and specialist studies can be built.

Limitations of Concentric Approach

The limitation of concentric approach have been given following paragraphs :

(1) **Psychologically Unsound** : In this approach the some facts are repeated again and again. Being devoid of freshness and novelty, the presentation fails to rouse curiosity and create a sense of wonder in the pupils.

(2) **Very Simple** : This approach does not give a clear vivid with detail picture of a problem. Its hurried and passing references do not help in understanding complex problems.

(3) **No Sense of Time and Space** : If this approach is followed it is difficult to develop time and space sense in the pupils.

(4) **Denial of Essential Aspects of Social Studies** : This is the case of the joy of discovery, the freshness of events, the adventures and achievements of great personalities, the atmosphere of an age or era, the wonder of geographical phenomena and the constitutional land-marks.

(5) **Boredom and Dullness** : As the children go through the whole course more than once sense of boredom and dullness is inevitable. Children develop a sense of familiarity without the fullness of knowledge.

By making the repetition interesting through following a different approach and a fresh point of view in different stages concentric approach may be made useful.

{4} Spiral Approach

Several approaches and strategies are used in social science teaching and learning. It provides the awareness and understanding man, society and nation. The content of social science is very broad and complex specific component or aspect of social science. The focus of social science teaching is to develop man and society.

The social science attempt to answer the following three fundamental questions. These were stated mathilesaran in his book 'Bhart Bharti'

- (1) What we were ?
- (2) What we are ? and
- (3) What we will be ?

The content of social science thus related to post present and future. We plan for future on the basis past experience and knowledge. Human development includes, social, economic, political and physical aspects. The geographical conditions and resonance are the basis of economic and social development. The advanced countries could develop due their geographical conditions. Human working efficiency depends on the climatic conditions of a country. In our country human working hours are usually eight hours because our climate efficiency as such. While in advanced countries working hours 12 to hours per day. Because climatic efficiency is better than ours. Thus historical description is uni-dimensional while social science is multi-dimensional with regard man and social progress. A particular period of history should also provide the awareness of social, economic and culture aspect of the society which would be much more useful and comprehensive.

This type of knowledge and understanding are provided with the help of 'Spiral approach' of teaching and preparing curriculum.

Meaning of Spiral Approach

The main focus of social science teaching learning is to achieve with the help of spiral approach.

'A historical period should be described including its social, economic, cultural, political and geographical conditions and then next period in the some manner. This strategy of teaching-learning provide comprehensive awareness and it will indicate virtually the progress of man and his society along with the events and facts of the different period in chronological order.'

More over an analysis of such content will help to establish the causal relationship of various. Economic, cultural, social political and religious factors in the progress of man. It will provide the chronological advancement of man and his down fall, along

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with the causal factors. Human progress is influenced by geographical, historical, economic, religious cultural and social factors,

Principles of Spiral Approach

The spiral approach is based on the following principles :

- (1) Social relevance of the content.
- (2) Utility of social content.
- (3) Contribution of social, economic, geographical and cultural factors in human progress.
- (4) Social, economic cultural and geographical progress in chronological order.
- (5) Cumulative/record of man and society progress is prepared.
- (6) Provide the progress of man and society of a specific period.
- (7) Indicate the integration of social science components on man and society rather than a social problem.

Advantages of Spiral Approach

The following are the main advantages of spiral approach in social science teaching :

- (1) This approach includes correlation and integrated approaches in purposive way.
- (2) It is comprehensive and broad base social science approach.
- (3) It makes the relevance of the components of social science.
- (4) The components—History, geography, economic and civics operate meaning fully for understanding the man and society progress and development.
- (5) It establishes the importance and relevance of social science subject at secondary stage.
- (6) This approach is time-centred or chronological approach for understanding man's progress.
- (7) It involves the fundamental principles of social science teaching and learning.
- (8) The approach is basically man and society centred.

- (9) It resolves the complexity of social science of content.
- (10) It makes the social science broad base and comprehensive.

Limitations of Spiral Approach

It has the following limitations or disadvantages :

- (1) The concept of spiral approach is complex.
- (2) It can not be used in teaching all the content of social science.
- (3) The approach is not-easy to understand.
- (4) It is an difficult approach every teacher of social science can not use in teaching.
- (5) The structure of this approach is not well designed

Suggestions for Spiral Approach

The following suggestions should be employed in using spiral approach.

- (1) The concept of this approach should try to understand
- (2) During teacher training spiral approach should be used in classroom teaching.
- (3) Instruction of teaching should be designed for a specific period which should be human dominated.
- (4) Teaching lesson should be designed according to spiral approach.
- (5) The techniques and devices of spiral approach should be enumerated clearly.
- (6) The approach should be practised to reduce its complexity.
- (7) The spiral approach should be used in the content which is human oriented or society-centred.
- (8) In chronological emphasis should be given to men and society not the rulers side by side.
- (9) It should be presented as cumulative record of human progress and development.
- (10) It the approach main stress should be given to period (time), place economic conditions, social structure and culture.

Difference Among Correlation, Integration, Chronological & Spiral Approaches in Social Science Teaching

The spiral approach can be understood by differentiating with other approaches. Such as correlation, integration and chronological approach.

(1) The correlation approach is used while a teaching a topic of a component of social science is correlated with other components or other teaching subjects language, bio-science and physical science for the comprehension. For example teaching Hilly region in geography is correlated with poems of language an mountains or hilly scene of Kargil battle in history.

(2) Integrated approach is used while teaching with project method i.e. experience-centred or group-activities, The students have to take a problem to solve by performing some activities related to the components of social science or other subjects. For example for sending a parcel, they have to write address by using language, in weighting the parcel and calculating worth of stamp will require the knowledge of maths is locating the place, they have to consult-map i.e. knowledge of geography *etc.* The knowledge of the school subject is integrated on a activity which is to be completed or performed.

In spiral approach knowledge of the components of social science is imparted along the chronological order. During different-period or years social, economic, cultural and geographical progress or dawn fall description is given. This approach is helpful in establishing cause-effect relationship which provides the basis for improvement.)

{5} Unit Approach

The unit approach is based on the growing acceptance of the Gestalt-Organisation-*Field Theories* of learning which emphasise the 'Wholeness' nature of learning. This approach is contrary to the older atomistic conception of learning according to which learning was a matter of adding one small item of knowledge to another bit by bit. The new approach is based upon the assumption that effective learning takes place in an environment in which the goals are clearly perceived and every phase of the

operational procedure is viewed as a relational part of the total learning situation. The underlying assumption is that the learner reacts to the situation as a whole and not to parts in isolation.

Definition of a Unit

Some terms in modern educational usages have been more extensively used with as much disagreement as to meaning as has the term 'Unit'.

(According to *Bossing*, "A Unit consists of comprehensive services of related and meaningful activities so developed as to achieve pupil purposes, provide significant educational experiences, and result in appropriate behavioural changes.")

The *Dictionary of Education* defines a unit as "an organisation of varied activities, experiences and types, learning around a central problem or purpose, developed cooperatively by a group of pupils under teacher leadership, involves planning, execution of plans and evaluation of results."

James High defines unit approach in 'Teaching Secondary School Social Studies' as, "It is more than a mere technique and is often called the unit approach rather than method. The primary requisite is a point of view that will allow the imaginative instructor to arrange and organize all available and pertinent information around a nuclear idea and then select and provide references, aids and activities that will enable his students to master the basic material."

H.C. Morrison has explained the 'Unit Method' in detail in his book *'The Practice of Teaching in Secondary School'* published in 1926. The unit method is very popular and frequently used in the USA.

According to *Morrison*, 'Unit is a comprehensive and significant aspect of the environment of an organised science and art'.

According to *Wesley*, 'Unit is an organized body of information and experience designed to effect significant outcomes of the learner'.

Jarolimek John defines unit "as a means of organising materials for instructional purposes which utilises significant subject matter content, involves pupils in learning activities through active

participation intellectually and physically and modifies the pupil's behaviour to the extent that he is able to cope with new problems and situations more competently."

Richard Survey has pointed out in *Social Studies Instruction in Elementary School* as, "A teaching unit in social studies is a comprehensive instructional plan specifying the 'what', the 'how' and 'when' of teaching a big idea."

According to *East S. Johnson*, "Unit is a segment of experience which is cut out for study, within it, *i.e.* method employed. It is my understanding that every unit is a 'project'. It is a project in the sense that one projects enquiry into it. Furthermore, every unit has a topic, theme or careful tendency or whatever name you choose to call it, otherwise it could have no unity. Every unit is a 'contract' in the sense that the student enters upon a contract or obligation to study how the things which it contains are related, how they work, how cause and effect are identified and related and how a conclusion is reached. Every unit is also a 'problem', a problem of significance and meaning in some unknown or less than thoroughly known phase of human experience."

Hanna, Hageman and Potter state, "A unit can be defined as a purposeful learning experience focused upon behaviour of the learner and enable him to adjust to a life situation more effectively."

Main Characteristics of an Unit

- (1) A unit is a purposeful learning activity or experience.
- (2) A unit is around a central problem.
- (3) A unit has a significant content.
- (4) A unit is comprehensive enough to have scope and unity.
- (5) A unit is developed cooperatively by a group of pupils.
- (6) A unit is developed under the guidance of the teacher.
- (7) A unit involves pupils in learning intellectually and physically.
- (8) A unit modifies the pupil's behaviour to the extent that he is able to cope with new problems and situations more competently.
- (9) A unit emerges out of the pupil's experience.

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- (10) A unit provides opportunities for creative experiences.
- (11) A unit is flexible and provides opportunities in adopting instruction to individual differences of children.
- (12) A unit is a logical useful division.
- (13) A unit is evolutionary or functional.

Elements of a Teaching Unit

A good teaching unit has nine elements but the sequence of those elements is not fixed. Following sequence is generally followed :

(1) **Overview** : This implies the consideration of the needs of the students while formulating the objectives of teaching unit.

(2) **Inventory or background** : This element is concerned with exploring the entering behaviour of the students. The teacher is required to establish the behaviour repertoire by linking the new knowledge with the previous knowledge of the students.

(3) **Presentation** : This element is concerned with providing new experiences to the learners. It includes an analysis and presentation of the elements of teaching units in a logical sequence so that they are helpful to the students. With a view to encourage students' participation in teaching, question-answer strategy is employed.

(4) **Motivation** : This element of the teaching unit is concerned with the creation of motivational situations to facilitate learning.

(5) **Summarization** : This element of the unit is concerned with providing a summary of the unit.

(6) **Drill** : This element provides an opportunity to the students for Drill or practice which enables them to retain longer what is learnt.

(7) **Review** : This implies giving the salient features of the unit orally.

(8) **Organisation** : This element involves giving assignments to the students to organise their learning experiences of their own.

(9) **Evaluation** : This element of the teaching unit consists of ascertaining how far the teacher has been successful in achieving

the objectives of the lesson, i.e. to what extent students have grasped the content and developed meaningful behaviour.

Characteristics of a Good Teaching Unit

A good teaching unit possesses the following characteristics :

- (1) A teaching unit consists of meaningful elements.
- (2) A teaching unit arranges all elements in such a manner as the students can understand the whole.
- (3) A teaching unit provides the starting point of teaching activities.
- (4) A teaching unit provides the ending point of activities.
- (5) A teaching unit has a broad and comprehensive structure.
- (6) A teaching unit has a practical form rather than theoretical.
- (7) A Teaching unit provides for various activities so as to create appropriate learning structures by the teacher.
- (8) A teaching unit provides for the interaction of the teacher-taught.
- (9) A teaching unit presents the basis for evaluating the performance of the students.
- (10) A teaching unit reveals the forms of teaching activities and selects appropriate teaching strategies, tactics and teaching aids.
- (11) A teaching unit is economical from the point of view of time and energy.
- (12) A teaching unit achieves the learning objectives.

Classification of Units

Units may be classified into four types :

- (1) Subject-matter Units
- (2) Experience Units
- (3) The Adaptive Units or Units of Adaptation
- (4) The Resource Units

(1) Subject-Matter Units : In these units emphasis is more on the subject-matter than the learner. The wholeness or integration is achieved through large bodies of information or subject-matter to be acquired or achieved. It has three as follows :

- (i) **The topico unit** : It is like the traditional topical organisation of the subject -matter. It differs from that only in degree. It is not recommended by modern educators, as teachers in this approach are apt to include too much or too little and thereby confuse the students.
- (ii) **The generalization unit** : This is based on the understanding of some principle. For example, a principle of Utility could be selected in economics as the central factor.
- (iii) **The environment unit** : This was developed by Morrison of University of Chicago and is, therefore, also known as the Morrison Unit. Morrison defined it as "A comprehensive and significant aspect of the environment, of an organised science, of an art or of conduct, which when learned results in adaptation in personality." Environmental unit is organised around an important aspect of the environment or culture.

(2) **Experience Units** : These are based upon the experiences of the learner on certain life situations or problem situations. The learner fully reacts to situation he is confronted with. The learner's needs, purposes and interests determine these experiences. Need, purpose or interest is the binding and motivating force. This results in greater effort, knowledge and understanding on the part of the learner. Experience unit is of three types as : (i) Student-interest unit, (ii) Student-purpose unit, (iii) Student-need unit.

An important limitation of the student interest is that all areas of curriculum cannot be planned on this basis. The learner may not be interested in all the areas of the curriculum. Student-purpose and student-need units cannot be planned in advance. They have to be continuously planned as they develop.

(3) **The Adaptive Units** : In the words of Jones of the University of Pennsylvania who is the originator of this unit, "a unit consists of a group or chain of planned co-ordinated activities undertaken by the learner in order to obtain control over a type of life situation." The central point in the adaptive unit is that it is the 'general ability' that should be developed to meet specific life situations, resulting in greater adjustment or adaptation or

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integration of the individual. The development of acquisition of skills, habits, knowledge, each as a separate aspect of learning does not result in unification or integration of the individual.

(4) The Resource Units : A resource unit like the 'subject matter type' or of the 'experience type' is not planned for a specific group of pupils in a particular school and for a definite time. It is concerned with a broader field and, in fact, it serves as a guide for teachers working at different places. This unit is generally built by a group of teachers who operate in a workshop guided by specialists and helped by the extensive library facilities. Once built up, it is mimeographed and made available to other teachers of the concerned subject. A resource unit serves as a teacher's guide in planning his programme. It includes :

- (i) Statement of objectives concerning the theme,
- (ii) Problem, (iii) The approach or initiation,
- (iii) Content of subject matter basic to the area of study,
- (iv) Direct and related experiences,
- (v) Organising and summarising experiences,
- (vi) A collection of instructional resources.

Implications and Working of Unit Approach

The centre of interest usually offers an opportunity to cover a considerably wide area. For instance, a child in the first class, is interested in knowing more and more about his own school. Obviously 'school' is his centre of interest. Therefore, for him, 'school' may be a suitable unit of work. The topic provides both intellectual and manual work. Also, it offers opportunities for him to work individually and in co-operation with his class-mates. This unit of work is broken up into a few sub-units, each covering an important aspect of the main problem or a topic, in which a child is profoundly interested. Thus the unit can be conveniently broken up into sub-units such as :

- (i) The School is our Home.
- (ii) How do we come to School.
- (iii) Annual Day of the School, and
- (vi) To be a good boy or a girl at Home and School.

In other words, a unified course in Social Studies consists of a series of problems or units of study, drawn from the major areas

of the daily living. Information from all subjects contributes to the solution of the problem. It thus cuts across the subject boundaries and presents a content in a composite and united form, centred around children's typical interests.

The choice of the unit of study or of unit work is based on the following criteria :

- (i) The unit is related to the current needs and problems of the society.
- (ii) It is appropriate to the physical and mental development of the children, their needs and interests at the particular age level.
- (iii) It is conducive to achieve life-like, practical and creative learning.

The organisation of the subject of Social Studies into a series of a unit of work offers the best transition from a more verbal learning of a practical approach. The unit of work offers many opportunities for learning through activity and provides for constant correlation with the physical, social and cultural environment, and even with crafts, wherever possible. A unit of work, moreover, is realistic and functional in nature.

Sequence of the units in Social Studies Programme

The Sequence of the units in Social Studies programme in the syllabus is based on the studies of child growth and development. These suggest that children should first deal with direct experience and with the simpler aspects of their own environment. Then, they are prepared to progress gradually, to its more remote and complex aspects.

Another pedagogical consideration in determining the grade-placement of various units of work, is to group the units of work for each grade, so as to develop a central theme, or a big idea, throughout the year. Thus an attempt is made to develop, also, the grade- themes for each grade or class.

The sequence of the grade-themes, again is based on the principle of widening children's mental horizon, gradually, from the immediate to the remote and from the simple to the complex aspects of our living. In fact, an attempt is made to fit every unit in a sequence both horizontal and vertical.

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For instance, transport is one of the major areas of our daily living. The problems listed under this are :

- (i) How do we come to school ?
- (ii) How do people travel in town and village ?
- (iii) Avoiding road accidents,
- (vi) Undertaking a rail journey,
- (v) How do goods come from abroad ? And
- (iv) The age of aeroplanes or a shrinking world.

The units, in the order they are stated, represent a vertical sequence form grade to grade. They are in conformity with the pedagogical principles as such 'from immediate to remote and 'from simple to complex') 3

{6} Chronological Approach

Teaching chronology is one of the important objectives in teaching history because the sequence of events is the clue to understanding history of both past and present. History is one school subject which helps in the development of a mature sense of time and chronology. It is imperative that the pupils know important dates, not because those dates are significant in themselves but because they are the key to a recognition and grouping of the various elements in the total situation. Chronology, of course, is not history but certainly it is the scaffolding of history. It confers the two ideas of change and continuity in human affairs. For pupils to develop a sense of the past and to see its relation to their own lives, they have to move back and forth along a base time line. This is the only way students can build a sense of perspective or formulate for themselves significant time concepts. Development of time sense among students, therefore, is one of the responsibilities of the history teacher.

Dimensions of Chronology in History

The essential dimensions of chronology in history are as follows :

- | | |
|---------------------|-------------------|
| (i) Location | (ii) Distance |
| (iii) Duration and, | (iv) Simultaneity |

(1) **Location** : By location we mean spotting the events on the line of time. The time, we know, is infinite and flowing. Unless we locate the facts in time and space, we cannot measure distance. Again, one spot is connected with the other. When we say that Indian National Congress was founded in 1885 or India became independent in 1947, we only point to a spot. With the help of relation that exists between the various spots on the time line, we determine the relative position of events. Location is, according to the needs of history, the most preliminary work. As no event or person exists in isolation and every important dimension of chronology.

(2) **Distance** : Distance means the length of time that stands between two personalities, between two events, between two periods. For example, the distance between two periods will show the social and cultural progress or retrogression that we have made.

While spotting the line of time to serve this purpose, we should select only those dates which are landmarks. A.D. 1526 is a date of this nature in Indian history, because it signifies the decline of the Sultanate and the beginning of the Mughal rule; A.D. 1707 is another important date because it signifies the gradual downfall of the glorious Mughal Rule in India; A.D. 1947 is still another significant date when India finally became free.

The dates also provide associative bonds. For instance, we know India became free in 1947; by subtracting it from 1984, we find that India became independent 37 years ago. With all the limitations of the human factor involved, we can measure life and activity.

(3) **Duration** : By duration is meant the period during which an idea, a religion, a philosophy, a movement assumes a concrete shape. With the help of the duration, we balance our judgement. We become more positive and decisive in our conviction. We can easily measure the process of development during a particular period. For example, an event known in history as that Industrial Revolution was the result of inventions spread over a period of 120 years from (1750 to 1870). Similarly, the struggle for Indian Independence which started in (1857) ended in (1947) when India finally threw the shackles of slavery.

(4) Simultaneity: Parallel developments have taken place in the history of different countries simultaneously and different times. While teaching history, these should be pointed out for comparison and contrast. For example, when England was enjoying its palmy days in the period of Elizabeth, India too was passing through a prosperous era during the period of Akbar. Similarly, the happenings in Great Britain had influenced events in India during the modern period (e.g., a labour government holding office in Great Britain and the Declaration of Indian Independence have positive relationship). These comparisons and contrasts will lend relevance to developments in history in different countries.

Varied Time Concepts

Persons, events, trends, movements and forces of historical significance have appeared at recorded or otherwise ascertainable time in the past. Different types of time concepts as general designations, proximate designations and specific dates have been used.

Examples of Varying Types of Time Concepts

General Designations	Proximate	Specific Dates
(1) <i>A long time ago</i>	The 1920's	Jan. 26, 1950
(2) <i>Recently</i>	about 1760	June 28, 1914
(3) <i>Before</i>	The Second	Oct. 2, 1869
(4) <i>Eventually</i>	Century	
(5) <i>Once upon a time</i>	B.C.	Centennial date
(6) <i>In early times</i>	For a decade	200 years ago
(7) <i>During the recent past</i>	Before the	50 years hence
	Sixth century	
(8) <i>At about the same time as</i>	Form 1526-1857	Decade
(9) <i>For many years</i>	Time of Ashoka	Century

General designations of time are used when exactness of a time interval is not of significance. More definite terms are used for approximately designating the length of historical periods and for roughly dating events. Terms range from two centuries ago

Use of Time Lines

A time line is a symbolic presentation of certain ideas, it is absolutely essential that pupils get a good grasp of the symbols used in the time line. As far as primary classes are concerned, it is generally felt that it is difficult for pupils at this stage to understand time relationships and symbols. Thus, a systematic use of time line, may not be possible. Later also, we should begin with regressive time lines and gradually switch over to the use of progressive time lines. Comparative time line may not be used earlier than in class IX.

Once the use of time line has been started, it can be used in almost every lesson. Frequent use of the time lines will make the pupils so used to its symbols that they will appear to them as real. It will be better if time line is drawn on the blackboard before the lesson starts, and relevant events placed on the time line as the lesson develops. Every pupil should also have a similar time line drawn in his history note-book.

Large-sized time lines should be prepared and exhibited in the history room for ready reference.

(3) Map Exercises : To help pupils understand time in relation to space, exercises may be given on outline maps. The pupils may be asked to show events with dates on the map.

(4) Quizze Exercises : Quiz exercises involving dates, events, personalities, countries, movements, etc., may be given. Example—India became independent in... Name the movement associated with 1942 in the history of Indian independence.

(5) Panel Discussion : Discussion on important topics as world War I 1914-18, and World War II 1939-1945, can lead to meaningful generalisations and conclusions about time.

(6) Assignment : This is another device of promoting time sense among pupils. Trace the history of Industrial Revolution from (1750 to 1870).

53 **(7) Topical Approach**

Meaning of Topical Approach

In topical approach, certain topics of study make up the whole syllabus these are suitable for the age, ability and interest of

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children.) Each topic stands by itself. All the topics are connected together by the teacher with the help of individual lessons called 'link' lessons. The approach is quite worthwhile for the children of the age group 13+ and above.

In the topical approach, the curriculum includes particular topics as the central theme of work in social studies at different levels of instruction. The nature of these topics varies in accordance with the age, ability and interests of the children. In the primary classes, the child studies the developments of concrete and familiar things such as food, clothing, houses or means of transport. In the middle classes, he is introduced to more difficult topics like the history of institutions and of government and finally to the history of ideas. The development of the topics is traced throughout history. These topics supply the central theme from which subsidiary investigations can radiate according to the pupil's time and intelligence. Events are logically and intelligently related.

Opportunities are provided to the students for an intensive study of a particular problem by a careful selection and detailed study of the topics. Instead of repeating the content a number of times as is done in concentric approach, in topical approach one can discuss all the aspects of a problem and give its overall view.

Advantages of Topical Approach

The following are the main advantages of 'Topical Approach'

(1) ***Logically Deals with Vast Material*** : Topical approach provides a solution for dealing with vast material in a logical and rational method. It helps the students to understand the facts in their developmental setting.

(2) ***Foot Hold in Ancient Culture*** : Without grossly overloading the syllabus, social studies, may be studied through considerable stretches of lines, establishing a foothold in ancient cultures, and maintaining a connection with them here and now.

(3) ***Flexible to Age, Aptitude and Ability*** : The topical approach may adapted according to the age, ability and aptitude of the children. This flexibility is useful in projects on topics pertaining to transport and communication, scripts, trade, money, etc.