

## Section-A

### Chapter 2- Curricular approaches to teaching of Social Science. Curricular approaches: Coordination, Correlational, Concentric, Spiral, Integrated, and Regressive.

**Meaning of Curriculum:** Curriculum is an important facet of any education. It is not achievement of aims but a source to achieve educational aims, Curriculum suggests learner about the specific and minimum boundaries of learning. It encourages learners and teachers to complete course within time limits. Good curriculum emphasis wholistic development of learner than one sided. While constructing curriculum of social science, constructor keep in mind national and international needs, social webs, living styles social, economic and political aspects. After analysis of these aspects, curriculum is framed.

The term curriculum is derived from Latin word 'currere, the meaning of which is 'run' or 'path to run'. Hence, curriculum is the path where learner has to run in order to achieve educational objectives. To explain meaning of curriculum different educationalists, sociologists have suggested.

#### Experts' Views (Definitions of Curriculum)

According to **Cunningham**, "Curriculum is a tool in the hands of the artist (Teachers) to mould his material (students) according to his ideals (aims & objectives) in his studio (school)."

According to **Froebel**, "Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race."

According to **Munroe**, "Curriculum includes all those activities which are utilized by the school to attain the aims of education."

According to **Bent Rudyard and Kornenberg Henry**, "Curriculum, in its broadest sense, includes the complete school environment, involving all the courses, activities, reading and associations furnished to the pupils in the school."

According to **Good**, "Curriculum is a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for gradation or certification for entrance into a professional or vocational field."

**Approaches of Curriculum:** Approaches of curriculum construction are the specific scientific ways which gives the direction to organise learning experiences effectively or it gives that how curriculum of a subject can be and should be organised so that it helps in achievement of aims of subject as well as aims of education. Approach is made on specific theory, principles etc. No approach is absolute or final or perfect for all subjects. Each has its own advantages and limitation. Hence, suitability of an approach depends on nature of subject.

## Coordination Approach/Correlational Approach

There is always a healthy relationship between the science and their social implications. No single isolated subject can give a complete and correct picture of complex human relationships. Hence there is the need for studying one another in relationships, coordinating and correlating different subjects for the benefit of all. For a proper and thorough understanding of these relationships all the subjects must together to shed light.

### Meaning of Correlation Approach

Correlation is the interrelating of subjects. It is an endeavor to synthesize different subjects into integrated knowledge and to synthesize the knowledge with the actual life. Correlation connects every fact to be learnt with the life of the students. If an act has no correlation with the environment, it is not a useful item for him and it is eliminated from the curricula. Every item of knowledge must be correlated with his life. Mainly the following types of correlation can be kept in mind while seeking to follow the correlated approach.

- ❖ Correlation of social studies with the life and day to day activities of the students.
- ❖ Correlation of social studies with the other subjects of the school curriculum.
- ❖ Correlation and interdependence of the various social sciences disciplines comprising the subject social studies.
- ❖ Correlation with in the different topics and learning experiences comprising the subject material of the subject social studies.
- ❖ Correlation of social studies with the work experiences and co-curricular activities.

### Advantages of Coordination Approach

**1. Effective Learning:** This approach is nothing but making the learning situations concerning to us and we learn those more effectively which concerns us more. Therefore, learning is effective in this approach.

**2. Real and Meaningful Learning:** When the learning situations are correlated with the life of the students the bits of knowledge become meaningful and real students.

**3. Dynamic Curriculum:** This approach integrates and synthesizes various for the subjects round the centre of correlation. Therefore, it gives a dynamic form of curriculum.

**4. Natural Learning:** This approach makes the studies natural. In learning situation, there is no artificiality that's why it is natural.

**5. Motivated Learning:** This approach motivates learning. When the studies are actually needed and they are real and meaningful, they become really motivated and interesting for the students.

**6. Purposeful Activity:** This approach helps the students to develop in a balanced way. Correlation of subject with a parallel topic makes the subject interesting and students also feel that they are performing purposeful activity.

**7. According to Mental Level:** Correlation is according to the mental level of the students. Students should be provided with every sort of knowledge by this approach.

**8. Less burden of curriculum:** Correlation can simplify the syllabus. It will lay less burden on the students when a topic involving a relationship of number of subjects may be placed in one particular subject.

**9. Unity of Knowledge:** This approach achieves unity and integration of knowledge. Students acquired required knowledge as needed by them in an integrated form.

**10. Practical Knowledge:** This approach lay emphasis on practical knowledge as it provides effective learning by correlating various subjects.

### **Conclusion**

Correlation should always be natural it should not be forced. If someone cannot be correlated with the present needs of the child but it is important for his future life, it may teach without correlating it artificially with any Centre.

### **Concentric Approach**

#### **Meaning of Concentric Approach**

Concentric means two or more things having same centre e.g., coil to kill the mosquito. So like coil, in this approach there is only one centre (subject matter) that is used and extended in higher classes with full explanation. On one level subject matter is completed and repeated in next level. See the coil, it expands its area when it repeats the cycle. Same happens in this approach.

Following are some psychological principles of this approach.

**1. Whole to Part:** According to Gestalt Psychologists first of all students understand a concept or a principle as whole. After that they could understand the part of that concept. For example, (in botany) first students perceive/see slower as whole then proceed to parts such as leaves, etc. In this approach, subject matter is set according to this maxim so that students can learn in better way.

**2. Simple to Complex:** In junior classes, mental level of the students is less developed. Piaget in his theory of cognitive development explains four major stages as depict in following figure and difficulty of subject matter increase accordingly. So subject-matter should be simple. As soon as mental development occurs, the students become able to understood the difficult subject matter.

**3. Concrete to Abstract:** In this approach this thing taken into consideration that in junior classes student learn the things by seeing and observing. So, the teacher needs to teach the lesson by showing some teaching aids. He also uses word 'concrete' (operational) for a stage. In this stage Piaget suggests that learner thinks logically but with the help of concrete things. Whereas in formal operational the same learner becomes able to think deductively, analytically, synthetically without any concrete things. Hence, in higher classes student can understand the basic concepts abstractly. So, in primary classes teacher should use pictures, book, concrete examples, material, aid etc. while teaching any concept.

## Advantages of concentric approach

1. **Simple:** Themes or topics studied at primary level are also studied in higher classes. By this method elaboration and extension of syllabus has been given easily.
2. **Continuity:** Those topics taught at primary level are taught at senior level. Hence, it maintains continuity in curriculum. For example, fundamental rights and duties are taught in civics or political science from sixth class to M.A.
3. **Psychological:** For arranging the subject matter mental development of students is taken into consideration. For junior class, topic with simple aspects and at higher class same topic with difficult aspects. Psychological maxims such as concrete to abstract, simple to complex and whole to part are followed in this approach. All these maxims are based on some fundamental theories of learning as whole to part is passed on gestalt psychology.
4. **Interesting:** Students have knowledge about the concepts introduced in new class. So, the study become interesting for them as topic is familiar to them.
5. **Easy Memorization:** Because of the repetition in every class the student can easily retain the subject matter.
6. **Develop Thinking:** Development of thinking is one of the aims of education. Today UNESCO and CBSE has introduced critical thinking, creative thinking, problem solving as major life skills. This approach provides exercises to develop critical thinking, reflective thinking etc. In senior classes, students have to find answers of 'Why' and 'How' etc. which develop their thinking.
7. **Increase self-confidence:** In every new class before starting the new lesson student has the basic knowledge of that particular topic. New lesson has been started by taking the base of previous topic. So, it increases the self-confidence of the students. i.e., students remain surer about the subject matter that they get in lower classes.
8. **Easy for Revision:** In this approach, topics are not changed in next class. In every class every new topic basically is revised old topic. Hence it provides provision of revision to students. This revision helps in memorization as discussed above.
9. **Useful for Drop Outs:** It is also useful for the drop outs students. If they leave their study of somehow reasons. Now if they want to continue then it became helpful in understanding the concept for them, because more or less part of the subject matter they had used in lower classes.
10. **Useful for Teachers:** When the teacher transfer from junior to senior classes it also become helpful for them in teaching. They can easily make the lesson plan of the chapters as same subject matter they have taught in junior classes. Hence, identical elements work here.
11. **Develop critical abilities:** At higher level (class), students should be able to synthesize and evaluate good and bad aspects of a thing. This approach provides such exercises for students of higher classes. Hence, students' critical mental abilities are developed.

## Limitations of Concentric Approach

1. **Lack of Novelty:** In every class, students read same subject matter. In new class new subject matter is not introduced rather old subject matter is expanded novelty or new. Subject matter attracts learners because human mind remain curious to know new things.

**2. Repetition:** A subject matter teaches in one class repeat in next classes. Although repetition helps learning (memorization) but it also leads to boredom. Students with high abilities need less repetition.

**3. No Knowledge of Time and Space:** Concentric approach is not capable to give knowledge about time and space. It is very important to give the knowledge of time and space to the students. In other sense, it is not much suitable to teach history.

**4. No Curiosity:** The content matter which taught to the students in junior classes one same teach in higher classes so no curiosity is there in the students.

**5. Non-Availability of capable Teachers:** In this method the topic of higher classes teaches in the classes by giving good explanation. For this purpose, need capable teachers those can do this.

**6. No Comprehensiveness:** By this method the selected topics are very limited because of this every aspect of a chapter has not come out. It provides intensive study but not extensive. 7. Incomplete Knowledge. Complete knowledge of subject in not provided at lower level. Although at higher level more/expanded subject matter is presented to students but it misses the aspect which are provided at lower level.

## Spiral Approach

The knowledge of the component of social studies is imparted along the chronological order is spiral approach. During different periods physical, social, cultural, geographical, economic and religious progress of man and his society is studied. This approach helps in studying the cause-and-effect relationship.

Spiral approach provides the awareness and understanding man, society and nation in his various aspects. It also indicates the progress of man and society along with the facts of different periods. Thus, it helps in achieving the main focus of social studies.

## Principles Spiral Approach

Following are the principles on which spiral approach is based:

**1. Principle of relevance:** This approach is based on the principle of relevance of the content. This approach helps in studying cause and effect relationship which provide basis for improvement.

**2. Principle of Integration:** It indicates the integration of social studies components of man and society.

**3. Principle of human progress:** The components, History, Geography, Economic and Civics operate meaning fully for understanding the man and society progress and development.

**4. Principle of Utility:** Spiral approach in based on the principle of utility of social contents.

**5. Principle of chronological order:** This approach is time-centered or chronological approach for understanding man's progress.

**6. Principle of Cumulative records:** Spiral approach should be presented as cumulative record of human progress and development.

### **Advantages of Spiral Approach**

- 1. Correlated:** It is correlated and integrated approach as it establishes the relationship between different branches of social studies.
- 2. Student Centered:** Spiral approach is basically pupil centered in which student learn according to his interests and need.
- 3. Broad Based:** Spiral approach in broad-based approach. It makes the social studies broad based and comprehensive.
- 4. Society Centered:** Spiral approach is society centered as child learns according to the needs of the society.
- 5. Time Centered:** Spiral approach is time centered approach for understanding progress of man, society and nation.
- 6. Based on teaching-learning principles:** This approach is based on the principles of teaching and learning of social studies.
- 7. Resolves Complexity:** Spiral approach resolves the complexity of contents of social-studies.

### **Limitations of Spiral Approach**

- 1. Complexity of Concept:** The concept of spiral approach is complex.
- 2. Lack of trained teachers:** This approach is so difficult that most of the teachers of social studies cannot use it in teaching.
- 3. Inadequacy:** All the contents of social studies cannot be taught with this approach.
- 4. Lacks well designed structure:** The structures of spiral approach is not well designed.

### **Integrated Approach**

Integrated approach towards curriculum organization works on the principle of integration and coordination. According to this principle knowledge exist as a whole. It is therefore, used as a whole rather than in fragments in our practical life. Gestalt psychology favours integrated curriculum and integrated approach. Integrated curriculum is an activity-centered curriculum. This approach is used while teaching with project methods i.e., experience centered or group activities. Kilpatrick and Henderson are the Chief advocates of integrated approach. Kilpatrick used the project method and introduced integrated approach to curriculum. It employs groups-controlled instruction which must be activity-oriented method of instruction. Activities of head, heart and hand are covered in the integrated curriculum or integrated approach. Activities should be related to life. The main emphasis is to develop social efficiency among the students. In integrated approach, it is learning by doing principles which is dominating.

## **Advantages of Integrated Approach**

- 1. Activity Centered:** This approach is based on 'learning by doing'. It is activity-oriented approach.
- 2. Experience Centered:** It is experience centered in which 'learning by experiencing' can take place.
- 3. Psychological:** It is based on psychological principles like interest and motivation. This integrated approach makes the teaching learning process interesting and psychological.
- 4. Integrated Knowledge:** The knowledge of subjects is given in integrated form.
- 5. Life Centered:** Integrated curriculum provides knowledge of the subject which is useful in real life. It is life centered.
- 6. Team Work:** It helps in developing spirit of team work and feeling of co-operation.
- 7. Balanced Development:** It helps in balanced physical, intellectual, emotion and social development of the students. The activities lead to the balanced development of the students.
- 8. Easy for Students:** Integrated curriculum is easy for students as it does not make any burden on them and it is according to the interests of the students.
- 9. Preparation for life:** Integrated curriculum prepares the students for life by providing them rich life experiences.

## **Limitations of Integrated Approach**

1. It is very difficult and sometimes impossible to integrate the subject on an activity.
2. It is not possible to include the interest of each and every student.
3. There is no definite sequence in the subject-content
4. Time Consuming: This approach is very time consuming.
5. Integrated approach needs expert teachers which are not easily available.

## **Regression Approach**

Regression approach is based on psychological principles of learning. In this approach, the evaluation of present events has been done on the basis of past. This approach gives more importance to present as compared to past. This approach is helpful in teaching of social studies. With this approach, history has been taught very effectively

## **Principles of Regressive Approach**

1. This approach is based on psychological principles of learning.
2. Developing questions of this approach is based on the previous knowledge of the students.
3. In this approach, students learn through maxims of learning known to unknown.

4. This approach is based on experience-based learning.
5. This approach emphasize learning through motivation.

### **Merits of Regressive Approach**

1. This approach encourage learning among students.
2. Students feel interest about subject.
3. Students enable to understand the events of past.
4. Students enable to understand the relations between past and present.
5. This approach helps the students to utilize their experiences.
6. This approach is based on the principles of teaching and learning.

### **Limitations of Regressive Approach**

1. In this approach, importance is given to events then time.
2. This approach is not beneficial due to the lack of trained teachers.
3. To understand present, it is very difficult task to understand events.

### **Conclusion**

Regressive approach is based on psychological principles of learning. This approach mention events which leads from known to unknown.

