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A PROPOSED SOCIAL STUDIES PROGRAM
FOR THE PRIMARY SCHOOLS OF
PESHAWAR, PAKISTAN

By

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A Thesis

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ABSTRACT

The main purpose of this study is to suggest improvements in the current program of social studies in the primary schools of Peshawar in view of the changing needs of the country and the changing conception of the curriculum. For this purpose the current program of social studies has been analyzed in respect of objectives, content, method and evaluation. The proposals for improvement have also been given from these four points of view.

The method of investigation has been mainly analytic. The current social studies program has been analyzed with the help of the prescribed course of study and a questionnaire. The questionnaire had been sent to the teachers of primary schools with a view to ascertaining the current practices in respect of methods and evaluation of social studies teaching. Furthermore, literature pertaining to the social, political and educational conditions of the country and relevant literature in the field of curriculum development have been reviewed. A core program of social studies has been recommended in the light of the findings of the analysis of the current program on one hand, and the analysis of pertinent literature on the other.

The materials for this core program of social studies have been drawn from history, geography, civics, economics, sociology, nature study, arts and music. The objectives for this program have been stated

in terms of understandings, skills, social-ethical attitudes and aesthetic appreciations. The scope and sequence of the program have been stated in terms of persistent life situations. The unit method of teaching has been dealt with both in respect of general procedure of unit teaching and of developing understandings, skills, attitudes and creative experiences. Some general suggestions have been given to improve evaluation. Miscellaneous recommendations have been given in regard to scheduling, selecting units of work and developing resource units, to the use of text-books, audio-visual material and community resources and to the improvement of teacher education. Every care has been taken to keep the suggested program as flexible as it is possible.

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CHAPTER I

ORIENTATION TO THE PRESENT STUDY

Education is change of behavior in desirable direction. The desirable direction is determined by society; society determines the qualities which the individual should have. For example, should he be a creative thinker or should he be socially responsible? Conversely, the individuals who compose society determine the kind of society which they deem desirable. Thus society and individual are so inextricably interwoven that it is difficult to separate one from the other. Schools are established by society and are especially entrusted with the task of improving the quality of its individuals. It is in this improvement that the hope for the progress of society lies. The present study is undertaken with a view to improving the quality of education in the primary schools of Peshawar, West Pakistan.

A. PURPOSE OF THE STUDY

The purpose of the present study is to analyze the prescribed social studies program for the primary schools of Peshawar and to make proposals for its improvement in the light of recent trends in curriculum development and of the changing needs of the country.

The program will be analyzed in respect of objectives, contents, methods of teaching and evaluation. The analysis of these four aspects

will give a well rounded view of the current practices in the teaching of social studies in the schools under consideration.

The proposals for the improvement of the program will be made with a view to fulfilling the vital needs of the country, and complying with the changing conception of the curriculum due to the advancement of knowledge in child development and the learning process. The proposed program will be considered from four points of view, namely, objectives, scope and sequence, unit teaching and evaluation. Proposals for putting it into practice will also be given.

B. IMPORTANCE OF THE STUDY

1. Significance of primary education

The importance of the present study lies, in the first place, in the strategic position of the primary school years. In general, it may be said that all periods of life and education are important, but the primary school period has assumed a little more significance than all other periods, for two reasons. First, the primary school is the terminal stage of education for the majority of the Pakistani children; in other words the only formal education which the majority of these children will have is primary education. Second, the primary school years are the most formative years of the child's life. This is the age when the child learns and accepts influences very easily. Habits, attitudes and values formed during these years are difficult to change at a later stage of life. This period should therefore, be utilized fully for the development of desirable behavior patterns, and the program of

studies should be improved to give them maximum benefit along these lines. The proposed program for social studies is believed to fulfill this purpose.

2. Socio-political needs

The present study is also important in regard to the needs of the country. The problems faced by the country are quite complex. Though the solution of these problems does not depend wholly on education, yet education is one of the vital factors which can help the people to solve their problems successfully.

It may be said, on the political side, that the government of the country is democratic. The political leaders are elected by the people, but most of the electorate are not ready either by background or by training to play their proper role. The result is political instability. Sometimes a handful of political leaders monopolize the government for personal ends, and sometimes the well-meant and sincere efforts of the leaders to ameliorate the conditions of people are wasted, because of the lack of support from the people themselves. Political leaders shift loyalties from one group to another as the occasion arises. This being the situation, there is great need for well considered enlightenment of public opinion. People need not only knowledge, but they need to learn to think, to judge and to take the responsibility of exercising their right to vote.

Furthermore, the population of the whole country, including Peshawar, is composed of various racial, religious and socio-economic groups. Racial, religious and socio-economic differences cannot be effaced. The

important point about these groups is that they should develop good attitudes towards each other and should learn to cooperate with each other in solving their social and political problems. Harmony between the various groups can be achieved by developing among them a feeling of affinity and of loyalty to some common denominator. This common denominator can be the feeling of belongingness to one nation and, on a little higher level, to one family of nations.

Developing a feeling of national unity, developing the ability to think and to judge for themselves, developing the spirit of cooperation, and so on, are not the exclusive functions of the school. Children learn these things at home and in the community also. But schools are especially entrusted with the task of educating the young generation. Through their total program, including the program of social studies, they should provide situations in which desirable behavior patterns can flourish. These patterns are likely to help the people to solve their social and political problems.

3. Advances in the knowledge of child development and learning

Considerable progress has been made in the knowledge of child development and of learning which has important implications for the curriculum. The conception of child development is rapidly changing. The traditional conception gives subject-matter primary importance and the child a secondary position. In the modern conception, on the other hand, the child is given primary importance. The main purpose of education is to develop the child's personality. The learning of subject-matter is subordinated to this purpose. In planning and carrying out a program of studies, the child's needs, interests and growth characteristics are given primary consideration.

Similarly the conception of learning is rapidly changing. The high quality of learning with which the schools are now concerned is not attained by mere acquisition of subject-matter, but by seeing the relationship and applicability of subject-matter to a given situation. Seeing relationships and applicability demands thinking on the part of children, and thinking starts from some problematic situation with which they are vitally concerned. In short, learning is now regarded mainly as an off-spring of doing; children know the meaning of a thing when they use it. This conception of learning has influenced both curriculum planning and teaching methods. This modern conception of learning, as well as of child development, adds to the importance of the present study.

C. DEFINITION OF TERMS

1. Social studies

The term social studies is of more than ordinary significance, partly because of its plurality, and partly because of misconceptions connected with it. Social studies are those portions of social sciences which are selected for use in school teaching. Edgar Wesley defines them as "the social sciences simplified for pedagogical purposes."¹ In the present study, social studies will be considered as the core of a program the material for which will be drawn from history, geography, civics, economics, sociology, nature-study, arts and music.

¹Edgar B. Wesley, Teaching Social Studies in High School, (3rd ed., Boston, D.C. Heath and Co., 1950), p. 34.

2. Unit of work

A unit of work as defined by Lavone A. Hanna is:

...a purposeful learning experience focused upon some socially significant understanding which will modify the behavior of the learner and enable him to adjust to a life situation more effectively.²

The term unit has been used to mean different things. Even a block of subject-matter may be referred to as a unit. It is better to differentiate it from other concepts by viewing its significant characteristics. They are as follows:

(i) It is a series of related and meaningful activities organized around some purpose of the learner. The learner knows the definite relationship between the activities involved in the achievement of the purpose.

(ii) A unit of work cuts across the subject lines. The material for a unit of work may be drawn from various subject fields; e.g., from language arts, history, geography, civics, nature study and so on. The unifying factor is the purpose of the learner.

(iii) In a unit of work all learnings are related to one another, i.e., understandings, skills, attitudes and appreciations are developed in relation to each other. All of them are interrelated and are different outcomes of a unit of work.

(iv) A unit of work starts from the problem of the learner. For example, the unit may start from a problem situation which faces the

²Lavone A. Hanna, et al., Unit Teaching in the Elementary School, (New York, Rinehart and Company, Inc., 1956), p. 101.

learner in relation to transportation or communication. Transportation and communication and the like refer to general areas in which problem situations are likely to arise.

(v) A unit of work is based upon the problem solving process and provides many opportunities for problem solving.

(vi) A unit of work provides a variety of activities suited to individual and group work, and suited to various levels of abilities and to various capacities of children.

(vii) A unit of work requires a large block of time in the daily schedule and it may continue for weeks.

(viii) It is cooperatively planned by teacher and children.

3. Primary education

The main purpose of primary education is to educate an individual who is capable of leading a fairly full and productive life as a citizen. Primary education in West Pakistan usually starts from the age of 5 plus and continues till 10 plus. The period of five years is divided into five classes of one year's duration each.

It is expected that within ten years the five years of primary education will be universal and compulsory. After making these five years of schooling compulsory, the next target will be to extend its duration to eight years within a period of fifteen years.³

The subjects prescribed for the primary schools of Peshawar, at present are as follows:

- (i) Urdu

³Report of the Commission on National Education, (Karachi, Government of Pakistan, Ministry of Education, 1960), p. 170.

- (ii) Pashto
- (iii) Arithmetic
- (iv) Social studies
- (v) Nature study
- (vi) Practical arts
- (vii) Physical education
- (viii) Islamyyat or stories from Islamic History.⁴

D. DELIMITATIONS

Planning a program of studies is quite a heavy job for one person. Moreover, as a matter of principle, it should be cooperatively planned by teachers, inspectors and others concerned. The present study has certain limitations. The two significant delimitations are as follows.

The first is in relation to the scope and sequence of persistent life situations. They will not be worked out in detail; only a portion of them will be attempted for the sake of illustration. The reasons are: first, it is not in the power of one person to work them out in detail in such a short time. Second, it is regarded better that the details of persistent life situations be cooperatively planned by all those concerned in the primary schools of Peshawar. That would give them insight into the nature of this type of scope and sequence. Moreover, various subject specialist teachers will contribute significantly to them.

The second delimitation is in relation to skills. It is beyond the scope of this thesis to give detailed analysis of the skills which

⁴Department of Education, Peshawar Region, Nisab-i Talim for Primary Section, (Lahore, West Punjab Printing Press, 1955), p. 7.

are likely to be developed in connection with this program of studies. Only a portion of map study skill will be worked out in detail. The teaching of these skills by itself can be a subject for another study.

E. METHODS OF STUDY

Relevant information for the present study will be secured from three sources, namely, literature, the present syllabus of social studies and a questionnaire to the teachers of primary schools of Peshawar.

1. Review of relevant literature

Recent literature in the field of curriculum development in general and in the field of social studies curriculum in particular will be reviewed. To ascertain the local needs, literature relating to the social and political conditions of the country will also be reviewed.

2. Analysis of the present syllabus

The prescribed course for social studies will be analyzed in terms of objectives and contents.

3. Analysis of the questionnaire

As the present syllabus says little about the methods of teaching and evaluation, a questionnaire was sent to the teachers of primary schools of Peshawar. The responses received were twenty-five, representing twenty-one primary schools. The study of the methods of teaching and evaluation will be largely based on the responses of the questionnaire.

F. PLAN OF THE STUDY

The general plan of the present study is as follows:

Chapter I will give a general orientation to the study. Chapter

II will be devoted to the survey of the present social studies program in the primary schools of Peshawar. Chapter III will deal with the psychological and social foundations of the curriculum. Chapter IV will discuss the core program for social studies in terms of objectives and organisation. Chapter V will deal with unit teaching and evaluation and with other miscellaneous suggestions for putting the program into practice. These suggestions will be followed by a concluding paragraph.

CHAPTER II

SURVEY OF THE PRESENT SOCIAL STUDIES PROGRAM IN PRIMARY SCHOOLS OF PESHAWAR

A. ANALYSIS OF THE RESPONSES OF THE QUESTIONNAIRE⁵

To survey the present status of social studies teaching in the primary schools of Peshawar, it has been considered necessary to analyze it in regard to objectives, contents, methods and evaluation. As the prescribed course of study states the objectives and contents only, a questionnaire was sent to the teachers of the primary schools for the purpose of getting information about the present practices in respect of methods and evaluation of social studies teaching. Twenty-five questionnaire responses were received from twenty-one schools. The analysis of these responses is as follows:

TABLE I

METHODS OF TEACHING

	<u>Always</u> ⁶	<u>Often</u>	<u>Occasionally</u>	<u>Rarely</u>	<u>Never</u>	<u>Omit</u>
Textbook reading	23 ^{7a}	2	0	0	0	0
Recitation	20	5	0	0	0	0
Work done by individual pupil	16	5	1	0	0	3
Group discussion	2	8	10	3	2	0
Group reports	0	1	3	4	2	15
Dramatization ⁸	0	0	0	14	5	6
Other reading literature in social studies	0	0	0	12	8	5

⁵A copy of the Questionnaire is included in Appendix A.

⁶Always means daily; often stands for three or four times in a month; occasionally stands for four or three times in a term; rarely stands for once or twice in a year.

^{7a}Number 23 and other similar numbers indicate the number of responses.

TABLE II

OTHER METHODS

	<u>No.</u>		<u>No.</u>
Memorization	11	Note giving	4
Story telling	10	Play activities	2
Project method	9	Daily news	1
Lecture	7	Assignments	1

TABLE III ^{7b}

A TYPICAL DAY'S WORK

	<u>No.</u>
Textbook reading	20
Explanation of textbook	14
Narration	13
Assigning home work	12
Listening to recitation	5
Questions to test previous knowledge	5
Discussion	4
Story telling	3
Written work	2
Current news	2
Project method and group work	1

^{7b} These items are arranged in order of frequency. The pattern of typical day's work is described on page 20.

TABLE IV
TEACHING AIDS USED

	<u>Always</u>	<u>Often</u>	<u>Occasionally</u>	<u>Rarely</u>	<u>Never</u>	<u>Omit</u>
Black-board	20	2	0	0	0	3
Maps and globes	6	14	3	0	0	2
Pictures	6	8	8	2	0	1
Graphic materials (charts, graphs, tables)	3	12	6	2	0	2
Newspapers, magazines	1	1	4	5	12	2
Bulletin board	1	2	4	6	10	2
Movies	0	0	0	5	2	18
Film strips	0	0	1	10	2	12
Models	0	4	3	9	2	7
Field trips	0	0	1	11	2	11
Guest visitors	0	1	3	2	10	9
Radio	0	1	0	0	0	24

TABLE V
WEAKNESSES OF TEACHING METHODS

	<u>No.</u>		<u>No.</u>
Textbooks are difficult	8	Syllabus is rigid	2
Emphasis is on verbal instruction	7	Syllabus is out of date	1
Memorization	6	No correlation	1
Lack of availability of teaching aids	4	Timetable is rigid	1
Civics is neglected	3	Heavy load of teaching	1
		Lack of funds for incursions	1

TABLE VI

METHODS OF EVALUATION

	<u>No.</u>		<u>No.</u>
Oral test	17	Observation	4
Written examination	14	Written work	3
Home work	12	Project reports	1

TABLE VII

BASES OF EVALUATION

	<u>No.</u>		<u>No.</u>
Tests	20	Citizenship	2
Written expression	13	Social responsibility	2
Home work	8	Map reading skills	1
Discussion	5	Field work	1
Discipline	5	Reproducing broadcast	1
Cooperation	3	Social sense	1
Leadership	2	Social service	1

TABLE VIII

FREQUENCY OF EVALUATION

	<u>No.</u>		<u>No.</u>
Annual examination	19	Monthly tests	3
Terminal examination	15	Promotion tests by inspectors	3
Daily	5		

TABLE IX

ASPECTS OF CHILD'S BEHAVIOR
EVALUATED

	<u>No.</u>		<u>No.</u>
Regularity of attendance	15	Hobbies	2
Original ideas	8	Cleanliness	2
Cooperation	7	Open mindedness	2
Home work	5	Keeness for studies	1
Social responsibility	4	Resourcefulness	1
Discipline	4	Punctuality	1
Thinking	2	Truthfulness	1

TABLE X

WEAKNESSES OF METHODS OF EVALUATION

	<u>No.</u>
Stress memory work	17
Unreliable and subjective	5
Do not test important aspects of behavior	3
Questions are vague and require long answers	1

TABLE XI

PURPOSES OF EVALUATION

	<u>No.</u>		<u>No.</u>
For promotion	18	For departmental requirement	6
For informing parents	16	For office record	4
For guidance	10	For motivation	3
For awarding stipend	8	For competition	2
For comparing teacher's results	7	For self improvement	1

(viii) To help the child to become a good citizen.⁸

2. Contents^{9a}

(1) History

The course in history consists of the biographies of famous personalities. The course from Class I up to Class III is organised in the following manner:

Leader: Qad-i-Azam Mohammed Ali Jinnah

Prophet: Mohammed

Saint: Khawja Abdul-Qadir Gillani

Ruler: Aurangzeb

Mujahid: Khalid-ibn-Walid

Thinker: Avcina

Famous women: Miss Fatima Jinnah

For Classes IV and V the same biographical organization continues, but the proportion of the biographies of religious personalities increases. For Class IV, out of seventeen biographies seven are of religious figures including saints and prophets while in Class V twelve out of twenty-seven belong to religious leaders. Sequence is not in terms of the difficulty of subject-matter, but in terms of the number of biographies. The number increases with the class level. Thus, for Class I seven biographies are prescribed, for Class II nine, for Class III thirteen, for Class IV seventeen and for Class V twenty-seven, as well as ten pages from the history of tribal areas.

⁸Department of Education Peshawar Region, op.cit., p. 56. These objectives are translated from the prescribed course for social studies.

^{9a}The details of the contents are given in Appendix B.

B. PRESENT STATUS OF SOCIAL STUDIES TEACHING

The present course of social studies for the primary schools of Peshawar is composed of history, geography and civics. Its name suggests broad-field organisation, but in fact each subject stands independently. Though the organisation of each subject is different from that of the other, the objectives for all three subjects are not stated separately. The objectives stated for the prescribed course of social studies are as follows:

1. Objectives

- (i) To direct the child's natural tendency of curiosity to explore his immediate environment.
- (ii) To encourage the child: (a) to collect things, (b) to take trips, (c) to put questions about the what and why of a thing.
- (iii) To provide opportunities for the development of the child's power of observation and discrimination.
- (iv) To acquaint the child with the plants, trees, animals and other things of the environment.
- (v) To develop the concept that the climate and location of the country influence the way of life and occupation of its people.
- (vi) To give the child information about the progress of the other countries of the world and to prepare him for international understanding.
- (vii) To let him know the position which his country holds in the world in respect of commerce and civilization based upon means of transportation.

(ii) Geography

The topics prescribed in geography for Classes I and II are of a general nature. The topics prescribed for Class II are as follows:

- (a) Stories of children in other parts of the world
- (b) Directions
- (c) Scale-conception of proportion and size
- (d) Observation of day, night and month
- (e) Geographical terms

For Class II, geography of Peshawar division, for Class IV, geography of Peshawar region and for Class V, geography of East and West Pakistan as well as a general study of Asia are prescribed. The topics in detail are as follows:

Class III

- (a) Geographical terms
- (b) Mountains, rivers, main places, railroads, other roads and location of Peshawar division
- (c) Geography of Peshawar division
- (d) Conception of four seasons
- (e) Preparing maps and models

Class IV

- (a) Geography of Peshawar region
- (b) Keeping record of the length of days
- (c) Preparing map and model

Class V

- (a) Names of the continents and oceans
- (b) Study of East and West Pakistan in detail. General study of India, Afghanistan, Iran, Burma, Ceylon and other Asian countries. Special attention is to be given to Muslim countries
- (c) Winds
- (d) Maps and models

(iii) Civics

The topics prescribed for the civics course are as follows:

Class I

The child's home, street, playmates, teacher, classmates; training in good habits; understanding the importance of standing in a line.

Class II

Responsibility of the child at home and in school; taking care of pets and crops.

Class III

Local affairs of the city or village; public gardens, fair, feasts, places of worship and traffic rules.

Class IV

Different aspects of the social life of village or city.

Class V

Educational and cultural institutions; administration of the division.

3. Methods of Teaching

The study of the methods of teaching is largely based on the responses of the questionnaire. Brief summaries will be given on (i) teaching techniques, (ii) teaching aids, and (iii) weaknesses of the methods as felt by the teacher.^{9b} These summaries are drawn from the analysis of the responses listed in Tables I to V.

(i) In regard to teaching techniques, Tables I, II and V indicate that heavy emphasis is laid on memorization and text-book reading. This view is also confirmed by Table III. The pattern of a typical day's work, as indicated by responses in this table, is as follows. The lesson starts either with a discussion of interesting news, or by asking questions about the previous lesson or by marking the written work of the pupils. This is followed by text-book reading on the part of the students and explanation on the part of the teacher. Some teachers give a black-board summary of the lesson which is copied by the students, while others ask the pupils to memorize the lesson in the class. At the end of the period home task is assigned.

The second teaching technique which seems to be emphasized, as shown in Tables II and III, is story telling. This is probably used in narrating the biographies prescribed in the history course. It may fairly be concluded that pupils have to memorize these biographies from the text-books when the teacher's narration of them is over.

The third teaching technique in order of frequency, as shown in Table II, is the project method. This technique is not so heavily mentioned in other tables. On the basis of my own observation and experience. I am under the impression that the project method is not a very familiar method of teaching in the primary schools of Peshawar.

^{9b} Some of the responses are meager and have been supplemented by the writer's own experience.

(ii) In respect of teaching aids, the use of the black-board is mentioned most frequently as shown in Table IV. Next to black-board comes the use of maps, globes and other graphic material. It does not seem to me, however, that graphic material is so frequently used as the responses indicate.

(iii) In regard to the weaknesses of teaching methods as felt by the teachers, Table V has a great deal to tell. It indicates that there is heavy emphasis on memorization and verbal instruction, lack of correlation of the three social studies subjects and very limited use of teaching aids. In addition to the weaknesses of teaching methods Table V indicates weaknesses in respect of the timetable, text-books and syllabuses.

4. Evaluation

The study of evaluation is also based largely on the responses of the questionnaire. The following results are drawn from them.

Table VI indicates that evaluation is most frequently done on the bases of oral and written tests and home work. Other methods are so meagerly mentioned that it seems only a few teachers use them.

Table IX indicates that regularity of attendance and original ideas are also considered in evaluation. There is every likelihood that regularity of attendance is taken into consideration. As for original ideas it can be fairly surmised that they are not taken into account. It seems quite evident from the analysis of the responses to methods of teaching that rarely are learners given opportunity to be original and creative. Similarly, numerous aspects of behavior mentioned in Tables VII and IX, such as cooperation, do not seem to form bases for

evaluation, though they may be regarded important enough to be casually considered by some of the teachers. In classroom situations, opportunities are rarely given for the development or observation of these aspects of behavior. This view is confirmed by Table X which indicates that evaluation stresses the testing of memorized facts. On the whole it may be fairly concluded that oral and written examinations which test only the mastery of text-book material are the bases and methods of evaluation mostly used.

Table VIII indicates that annual and terminal examinations form the major occasion for evaluating the progress of the pupils.

Table XI indicates that the purposes for which evaluation is used are mostly promotion, informing parents and guidance. Guidance seems to mean finding out children who are weak in some subjects, with a view to giving them some coaching.

C. CRITICAL ANALYSIS

1. Objectives are not well formulated

Objectives should be clear, achievable and measureable so that both teachers and pupils may be able to know their progress and the appropriateness of their direction. Some of the objectives enumerated in the prescribed course of study are either stated in very general terms or in highly specific terms. For example, the objective, "To help the child to become a good citizen,"¹⁰ is a worthy objective, but it is so broad and inclusive that all other objectives can be subsumed under it. Moreover,

¹⁰Department of Education, Peshawar Region, op.cit., p. 56. Translated.

good citizenship does not signify the precise behavioral changes which are expected in a good citizen as a result of undergoing an experience. If these objectives were stated in terms of understandings, skills, and appreciations, they would be more meaningful to the teachers and pupils. Similarly, the objective, "to acquaint the child with the plants, trees, animals and other things of the environment,"¹¹ is quite indefinite. Objectives enumerated in such indefinite terms, tend to bewilder the teacher with vagueness.

Statements of objectives must be phrased as simply and as clearly as it is possible. It is through such simplicity and clarity that they can be effective in giving direction to teachers and pupils. Objectives like, "to encourage the child to collecting things; to take trips; to put questions about what and why of a thing,"¹² can be stated more clearly and comprehensively in such terms as learning various skills in obtaining information. If the meanings of the objectives are not clear they will not serve the purpose of guiding the teacher and pupil in learning situations.

2. Contents are not suited to the developmental level of the child

(1) History

Children of six years of age have not developed the time concept enough to understand the biographies of people belonging to far-off times. A six-year old child can tell time in such descriptive terms as he experiences, i.e., morning, noon, evening, to-day, yesterday and so on.

¹¹ Ibid.

¹² Ibid.

He cannot understand that Avicena¹³ or Aurangzeb¹⁴ was born on such dates. The child of six or seven is more interested in the things in which he is directly involved. To him, the policeman and the blacksmith are more interesting and meaningful than Avicena or Aurangzeb.

It may be said that these biographies are defensible on the ground of their moral values; but the moral values involved in these biographies are often quite abstract for the children. Moreover, moral virtues cannot be acquired merely by reading the biographies of prophets, saints, rulers, thinkers and leaders. Children develop moral values by experiencing them in their daily life. In fact, biographies which have moral values are appropriate when the children have had enough experience background to understand the moral abstractions depicted in them.

Similarly, for a nine-year old child the biography of Plato¹⁵ is quite unsuitable. He can learn about Plato, if necessary, at some later stage more easily than at this stage. The pressing need at this stage is to understand the present in which the child is living. It is mainly to understand the present that one studies the past.

(ii) Geography and civics

The contents of geography and civics may be said, in general, to be suited to the developmental level of the children. There is no danger that the children will not understand because of the difficulty of the subject-matter. However, some of the topics prescribed for Classes III,

¹³Ibid., p. 60.

¹⁴Ibid., p. 59.

¹⁵Ibid., p. 62.

IV and V can be and should be studied in Class I or II. For example, the traffic rules¹⁶ prescribed for Class III and the policeman¹⁷ for Class V are more suited to Classes I and II. These topics are needed by the child at an earlier stage, and at the same time they are not beyond his understanding and experience. There seems to be no reason that they should be deferred till the child is nine or ten years of age. Similar examples could be given in the prescribed course of geography and civics.

3. Contents lack balance and continuity

Balance implies proper emphasis on all phases of living. It also means that, relatively, more important aspects are given greater emphasis. Considered from this point of view, the course in history is so bulky that it takes most of the time and efforts of the children and teachers, and consequently other parts of the course suffer.

Continuity means that over a large period of time the same concept or skill will be dealt with, but with each successive experience it would become deeper and broader. Considered from this point of view, the course in history lacks a great deal of continuity. The biographies of only four figures are repeated once, otherwise for each class, biographies of different personalities are prescribed. The result is that children memorize biographies and forget all about them after a short time. This is just a waste of human time and effort. Similarly, in some of the topics

¹⁶ Ibid., p. 69.

¹⁷ Ibid.

prescribed for the geography and civics courses no mention is made that some deeper concept is involved at each successive level. For instance, the same geographical terms prescribed for Class II are repeated for Class III without adequately pointing out that more depth should be attempted at this higher level. On the other hand, there is no reference whatsoever to geographical terms for Classes IV and V, though the children should learn such terms as hemisphere, North Pole, Equator and so on.

4. Organization is rigid

The pattern of organization is the same as is usually followed by a subject-matter curriculum. The contents of each subject are divided into sequential parts and assigned to particular class levels. Prescribing a course for each class quite ahead of learning situation and insisting that the prescribed course be completed within a specified period of time make the organisation rigid. The rigidity of organization has its reaction on classroom practices. Teachers generally emphasize the covering of ground without any regard for the efficacy of learning and the existence of individual differences. The course thus becomes a sort of rigid mould by which all the children in the class are forced to become the same kind of products. The rigid organization does not give teachers or pupils the opportunity of being creative. Teachers are not given the opportunity of applying various methods and devising new approaches to the betterment of teaching. Pupils are not given the opportunity of developing their creativity; they are simply expected to master the lessons assigned. Teacher and pupil planning which gives the pupil

opportunities to think, to decide and to discriminate has no place in this type of organization.

5. Emphasis is on memorization

Usually rigidly prescribed contents encourage memorization. As has already been pointed out, the analysis of the responses of the questionnaire shows that great emphasis is given to memorization from text-books. What makes matters worse is that text-books are often difficult both in respect of ideas and language, with the result that many of the children memorize without understanding.

The underlying concept of learning by rote is that the mind is conceived as a store-house of knowledge. Knowledge embodied in text-books once memorized can be stored in the mind and used later on as the needs arise. Modern theories of learning discredit this point of view. Facts and generalizations memorized from text-books, without a clear understanding of their relationship to life are likely to be forgotten as soon as the examination is over.

Learning by memorization makes the children more or less passive recipients, receiving knowledge either from text-book or from teacher. To read a text-book and or to listen to a teacher's exposition are not objectionable; they are recognized teaching and learning procedures. The problem lies in the way they are used. If the children have a worthwhile purpose, and if in planning for its realization, they get help from teachers or from books then this help becomes meaningful to them. In that way the children will not be passive recipients; rather they will think, do, plan and decide. In short, they will be active participants in the learning experience.

Furthermore, learning by rote is one of the causes of disciplinary problems. This type of learning is not so absorbing as to keep the children quietly busy in their work. The teacher has to resort to force for the purpose of maintaining order in the classroom. Thus children's natural urge of activity is thwarted; they are required to sit passively in pin-drop silence. As a result many children who are not able to adjust themselves to these conditions become problems to themselves, to teachers and to parents.

6. Use of community resources is lacking

A child's community may be regarded as that segment of his environment which he can readily explore. Some of the richest instructional resources for social studies can be found in the local community. Children can develop increasingly deeper insight into social functions by experiencing them directly under the guidance of the teacher. A reading lesson in the text-book on the post office will be more meaningful if the children have visited a nearby sub-post office. These resources are not used because of the lack of provision of time in the time table and because of the lack of provision of the necessary funds as mentioned in Table V. The lack of realization of their educational significance seems to be a more basic cause for neglecting their use for educational purposes. If these resources are recognized to be at least as important as text-books, then provision will most likely be made for them both in regard to time and funds. Moreover, many community resources can be used without incurring great expenses.

7. Evaluation is done on the basis of memorization

The necessary corollary which follows from teaching methods laying heavy emphasis on memorization is that evaluation will be done on the basis of memorized subject-matter. This is also indicated in Table X. The present system of evaluation does not give children the opportunity of participating with their teachers in the evaluation of their progress. Children have a real sense of achievement as they consider their progress, and the teacher's work of guiding them is also facilitated, when both teachers and pupils know the goals for which they are working.

After studying the current program for social studies from four points of view, namely, objectives, contents, methods and evaluation, it can be fairly said that there is need for its improvement. In order to improve this program there should be some bases. Some of these bases will be discussed in Chapter III as foundations of curriculum.

CHAPTER III

FOUNDATIONS OF THE PROPOSED SOCIAL STUDIES PROGRAM

Education is essentially concerned with three fundamental factors. First, there is an immature child who is to grow and live in a complex society; second, there are social needs and values; third, there is the learning process. In the words of John Dewey:

The fundamental factors in the educative process are an immature, undeveloped being; and certain social aims, meanings, values incarnate in the matured experience of the adult. The educative process is the due interaction of these forces.¹⁸

The curriculum, which is the social stuff through which the child realizes himself, is vitally concerned with the three above-mentioned factors, i.e., learner, learning process and social needs and values. The present chapter deals with these factors as psychological and social foundations of the curriculum.

A. PSYCHOLOGICAL FOUNDATION

Through centuries down to the eighteenth century, education was approached from the point of view of adult needs and interests. Education was conceived as a process of adding to the child's behavior more and more adult patterns. Vigorous efforts of educators like Rousseau (1712-1778), Froebel (1782-1852), Pestalozzi (1746-1827), Francis Parker

¹⁸J. Galen Saylor and William M. Alexander, Curriculum Planning (New York, Rinehart and Company, Inc., 1956), p. 113. The author is quoting from John Dewey, The Child and the Curriculum.

(1831-1902) and, above all, John Dewey (1859-1952) have focused attention to the child and thus changed the conception of the learning process. An effective program of studies should be made with due regard to modern knowledge in the field of child development and learning.

1. Learners

(i) Learners seek to satisfy their needs

Children's needs have been analyzed by many educators and psychologists. Murray divided all needs into two groups; vicerogetic and psychogenic needs. Freud defined basic needs as life and death instinct. Alfred Adler made the desire of status the key urge in man.¹⁹

One of the comprehensive analysis of human needs is made by Prescott.²⁰ He discusses them under three main headings; physiological needs, social needs, and ego or integrative needs. Physiological needs arise by virtue of the biological nature of man. They include conditions and materials for proper physiological functioning such as adequate food, drink, clothing, shelter and opportunity for a balance in activity and rest.

Social needs are described as follows:

Social, or status, needs have to do with the relationships which the individual must establish with others. The detailed analysis points out there is "a fundamental need... to live in a relation of affection or love with some one or several other human beings. Only in such a manner can the individual have an unassailable feeling of his own value." Moreover, the individual's relations with other individuals and with groups must enable him to achieve a feeling of belonging--a feeling "that he is well thought of, that he is valued... Without this sense of increasing belonging the 'security' of the individual is greatly menaced. ... Attempts to relieve this tension may involve the individual in... anti-social or regressive behavior inimical to ordered personality development."²¹

¹⁹ Glenn Myers Blair, et al., Educational Psychology (New York, The Macmillan and Co., 1956), pp. 327-28.

²⁰ William B. Featherstone, A Functional Curriculum for Youth (New York, American Book Company, 1950), p. 70. The author is paraphrasing from Prescott, Daniel A., Emotion and the Educative Process.

²¹ Ibid.

Integrative needs mean certain conditions of life experience which further the growth of the individual and the finding of the self. These conditions are: contact and harmony with reality; progressive symbolization of experience, increasing self-direction; a fair balance between success and failure.²²

These needs cannot be taught by formal instruction; or directly included in the curriculum. We cannot; for example; teach belongingness or security. But a program of studies can help the child to achieve the feeling of belongingness or security by providing proper conditions and materials and by helping him to acquire competencies which will make possible his adequate adjustment to his environment.

(ii) Learners have interests

Children's interests are to be considered while planning a program of studies. Children learn better if the learning experience is in line with their interests. Furthermore; interests are not only aids to learning, but they are also forms of experience through which the child realizes the resources of his nature. According to Jersild and Tasch:

Through the process of developing interests that are in keeping with his particular qualities and abilities the child is helped to acquire a conception of himself that is in line with reality. Through this process he probably also can be helped to acquire a wholesome idea of his own worth. Such interests also can be the medium through which he is helped to find a place in his social environment that is comfortable to him and to others.²³

The implication for a program of studies is that it should provide varied opportunities so that learners may acquire interests which

²²Ibid., p. 71.

²³ Arthur T. Jersild and Ruth J. Tasch, Children's Interests (New York, Bureau of Publications, Teachers College, Columbia University, 1949), p. 86.

are best suited to their particular gifts.

(iii) Learners learn in terms of their developmental level

The term development is defined by Olson as "an end product under the combined influence of nature and nurture."²⁴ Various efforts have been made to distinguish stages of growth and development. Actually, this process is continuous from conception to death. The following are some of the developmental characteristics of the period of middle childhood:²⁵

(a) The child from six to eight

Physical development: The child of six to eight is undergoing a most important transition. His increasing muscular development and control enable him to become more concerned with action as a means rather than an end. He tends to give greater attention to refinement of skills and he is able to use his small muscles with increasing precision. His organs and nervous system are not sufficiently differentiated functionally to be well adapted to continuous, close work. He has boundless physical energy and is in need of careful balance between play and rest.

Social development: Socially and emotionally he depends, in a major way, on the security of the home, but his consciousness of himself as a person leads to increasing concern for the companionship of his peers. His individualistic play gradually yields to a more competitive and organized form. He assumes greater responsibility for the disposition of his time and the selection of his friends.

²⁴Willard C. Olson, Psychological Foundations of the Curriculum (UNESCO - Paris, 1957), p. 9. Col. B.

²⁵The following developmental characteristics are abridged from Hollis L. Caswell, Education in the Elementary School (New York, American Book Company, 1942), pp. 105-118.

Intellectual development: An outstanding characteristic of the child at this stage is an insatiable curiosity. He continually asks about the things he encounters and exhibits a remarkable determination to have his questions answered. Through this procedure he accumulates very rapidly a large amount of information on a great variety of subjects. His principal concern is with the things which relate to him in a direct way, or come under his observation. He can understand many causal relationships if they are explained in simple terms. Information concerning sex is often sought and natural phenomena are of considerable interest.

(b) The child from nine to eleven

Physical development: Physical growth continues on a steady basis. It does not differ markedly from that which emerges in the preceding years, except in the case of some girls who may experience the onset of puberty at ten or eleven. The outstanding physical developments are increased manual dexterity, increased strength and increased resistance to fatigue. These developments make it possible for the child to engage in activities involving the use of small muscles and fine motor performance over a large period of time.

Social development: Socially the child of nine to eleven is highly sensitive to the approval and standard of his peers, and has less regard for those of his parents and teachers. Cooperative ventures and team play are liked. This period forms the basis of group cooperation. Loyalty to groups outside the home represents an important step in moving from dependence to independence.

Intellectual development: Intellectually this period is characterized by specialization in interests, differentiation between work and play, uninhibited creative work and distinctly more mature intellectual ability. The increasing tendency to separate work from play is a significant process. The child wishes to contribute something real to the family, class or community. The word study takes on meaning, and under good guidance he can become an eager learner. His creative possibilities are very high. Stories, poems and drawings may appear spontaneously from his pen if he is given opportunities. He can enjoy vicarious experiences. He learns with little difficulty to locate source material. Often there is a tendency on his part to become highly sensitive to his inadequacies in skills.²⁵

These developmental characteristics have important implication for the selection of experiences to be included in the program of studies. For example, a six-year-old child is not sufficiently well advanced physically to be ready for continuous, close work. For him, there should be different activities of short duration. Similarly, other characteristics should be taken in consideration while planning and carrying out a program of studies.

(iv) Learners have individual differences

While the division of curriculum experiences by broad periods is of substantial help in curriculum planning, it is insufficient from the point of view of individual differences. Differences among children of the same age

²⁵Hollis L. Caswell, Education in the Elementary School (New York, American Book Company, 1942), pp. 105-118. The developmental characteristics are abridged from Hollis L. Caswell.

level are readily observable. These individual differences are caused by differences in background experiences and in hereditary factors. Children differ in rate of growth, in pattern of growth, and in background experiences. Consequently the level of development at any stage differs. The differential growth rate is not simply in terms of physical development, but includes intellectual and social development as well.

As a general rule, a person who tends to be superior at one point will tend to be superior in other respects; but it is also possible that a youngster who shows sudden spurt in physical growth may not show a comparable growth in reading, with the result that his developmental age in that area is considerably below his maturation age in height.

Blair states:

The typical child has many "ages." Thus a child who is 10 years old chronologically might have a mental age of 12, a social age of 8, a dental age of 9, a reading age of 7, and a weight age of 13.²⁶

Children differ in capacities also. Much of the richness of living and many of the important achievements of men arise from their differences in capacity, ability and outlook.

The implication for the program of studies is that it should be flexible enough to be adjusted to these differences, and that it should also provide rich and varied experiences to cultivate different capacities.

2. Learning

"Any change of behavior which is the result of experience and

²⁶ Glenn Myer Blair, op.cit., p. 43.

which causes people to face later situations differently may be called learning."²⁷ Learning in schools is usually understood to mean modification of behavior in a desirable direction.

(1) The learning process

The learning process is described by Snygg²⁸ in the following words:

First: The learner (possessed of specific capacities, experience, background, and maturity) is motivated to seek a given goal. Second: As he progresses towards his goal, he encounters a new problem (because he lacks necessary skills, knowledge or generalizations needed to reach his goal or because he does not see how what he knows can be applied). Third: As he explores the problem, he hits on a solution in line with his goal (through a process of trial and error, with varying degrees of insight, with varying types of guidance from his teacher). Fourth: He refines and perfects his solution (through repetition and reduction of incorrect responses, through increasingly accurate insights, through analysis of his errors). Fifth: He makes his solution his own (through repetition, practice, use in daily life).²⁹

The importance of the learning process lies in the fact that it sets a model for the teaching process. From the foregoing brief analysis of the learning process the distinctive features of the teaching process can be discerned. The unit method of teaching discussed in Chapter V is based upon this new conception of the learning process. Some of the significant factors which are related to this conception are as follows:

²⁷ Ibid., p. 93.

²⁸ Florence B. Stratemeyer, et al., Developing a Curriculum for Modern Living (2nd ed., New York, Bureau of Publications, Teachers College, Columbia University, 1957), p. 67. The author is quoting from Donald Snygg, "Some Recent Texts in Educational Psychology."

²⁹ Ibid.

(ii) Maturation and learning

The effectiveness of any learning situation depends upon the child's readiness for that situation. Readiness depends mainly upon maturation and experience. "The maturation process describes the potential capacities of the individual but experience determines the expression in development."³⁰ Recent research³¹ indicates that when lack of normal environmental stimulation is long continued, the maturing of intellectual functions seem to suffer permanent set-backs.

The implications for curriculum experiences are that they should be according to the level of the maturity of the children. It is futile to present the child with a task for which he is not ready and which can be learned easily at a later stage of development. It also implies that varied experiences should be provided so that the learners are not deprived of opportunities for maturation.

(iii) Motivation and learning

Motivation may be defined as the state of need which results in the goal-seeking behavior or learning activity. Blair states:

The understanding and proper use of motivational techniques bring interest, good morale, effective learning and a sense of real achievement to the classroom.³²

Motivation is either extrinsic or intrinsic. Extrinsic motivation consists of artificial incentives lying outside the activities which engage the attention of the learner, such as rewards, punishments,

³⁰ Willard C. Olson, op.cit., p. 9, Col. A.

³¹ Glenn Myer Blair, op.cit., p. 119.

³² Ibid., p. 150.

competition, etc. Motivation is called intrinsic when the incentives are drawn from the learner's present activities which grow out of real life situations. Ideally the motivation should be intrinsic and the learning activity should carry its own reward. If the experiences selected for the program of studies are meaningful to learners, then there is a great possibility that the learning activity will be interesting in itself without any external pressures. Another point of importance is that the motivation grows and changes with experience. Teachers should not only understand and consider the present motives of the learners, but also seek to direct the formation of further desirable motives.

(iv) Transfer of learning

The test of all effective learning in school is that it could be carried over to new situations. Under the concept of learning as mental discipline, the sharpening of faculties was regarded necessary for transfer of learning. The experiments of Thorndike³³ and later Wesman's³⁴ pointed out that transfer takes place because of identical elements or components in learning situations. More recently the research of Judd³⁵ pointed out that learning can be transferred to new situations if the learners have reached generalizations about old ones. Transfer readily occurs if the learning situation is meaningful to learners and results in formulating and understanding principles.

³³ Ibid., p. 246.

³⁴ Ibid.

³⁵ Ibid., p. 251.

The implication is that experiences included in the curriculum should be meaningful and should provide opportunities for the learner to see relationships between situations and to form generalization about them.

B. SOCIAL FOUNDATION

The other important consideration in planning a program of studies is its social foundation. Schools are established by society to perform two important functions. First, inducting the child into society by transmitting and interpreting its existing values and by helping him to take his place as a participating member of society. Second, improving the quality of group and individual living. Brown states:

The conception of the school as an agency of social control implies that the curriculum cannot be limited to the child's immediate interests, but must be organised in terms of social values; it must not be exclusively concerned with immediate behavior changes of individuals, but must also look to the long-range behavior changes of society.³⁶

Child experiences and race experiences are not opposed to each other. They are rather complementary. The child realizes himself through society. Education and consequently a program of studies should meet the changing needs of the country. The pressing needs and problems faced by Pakistan are as follows.

1. Political needs

Pakistan is one of the major countries which came into existence

³⁶Francis J. Brown, Educational Sociology (2nd ed., New York, Prentice-Hall, Inc. 1954), pp. 358-59.

after World War II. The problems which the country has faced and is still facing are tremendous. The solution of these problems depends upon many factors, but education is one of the important factors which can help the people to solve their problems.

With the emergence of Pakistani independence the control of the government passed to the people through their elected representatives. There is a vital need that the people should be so educated as to discharge these responsibilities for which they are hardly prepared either by background or by training. Political leaders change loyalty from one group to another as the occasion arises. The political instability which resulted in the failure to make a balanced and well-conceived approach to social and economic improvement may be due to lack of the right type of education. There is a great need for well considered enlightenment of public opinion. Recognizing the fundamental need for certain minimum education for every citizen which would enable him to play his role effectively, the Planning Board states:

A system of universal primary education is imperative. Primary education is essential to prepare citizens for the discharge of their democratic and civic responsibilities and to provide them with equal opportunities for economic and cultural advancement.³⁷

If self-government in Pakistan is to work, the people should not only be skilled in the three Rs but should also be educated, through a good program of studies, to exercise judgement, to think for themselves,

³⁷Planning Board, Government of Pakistan, The First Five Year Plan, 1955-60, (Vol. II, Karachi, 1956), p. 403.

and to exercise adequately their right to vote.

2. National needs

Pakistan has a very heterogeneous population, consisting of various racial, religious and socio-economic groups. One of its major needs is national solidarity. Moreover, East and West Pakistan are separated by more than a thousand miles of foreign territory. This distance has created a lack of understanding between these two parts. During the struggle for independence, differences among Pakistanis were put aside and religion created a strong bond among Muslims. After the attainment of independence the conflict of cultural and religious loyalties started all over again.

Peshawar, West Pakistan, is mainly occupied by the people known as Pakhtun (Pashto speaking people). Among these Pashto-speaking people there are two major groups. The first are Asli Pakhtun, who can establish their connection with one of the Pakhtun tribes. The other major ethnic block of Pashto speakers is considered Pathans by their Punjabi neighbors, but they are not of Afghan origin.³⁸ In addition to these major groups of Pathan inhabitants there are people from Punjab, Kashmir, Afghanistan and India. The people are further divided into caste-like group as syeds, shaiks, mughuls, etc. There are also two major religious groups among Muslims--the Shias and the Sunnis. There are also Christians, Quadianis, and a few Paris and Hindus.

³⁸Stanley Maron, Ed., Pakistan: Society and Culture (New Haven, Human Relations Area Files, 1957), pp. 105-106.

The existence of these groups side by side is by no means objectionable. The important thing is that they should develop good attitudes towards one another and should learn to work together for the solution of their various social problems. Harmony between various groups can be created by developing a feeling of belongingness to one nation. There is great need in Pakistan for developing national solidarity, and an adequate social studies program is capable of meeting this need.

3. Civic-ethical needs

The civic-ethical needs of Pakistan are no less urgent than the political and the national. Character traits are aspects of civic-ethical behavior to which great value has been attached. Honesty, loyalty, cooperativeness and the like are all traits of character which every citizen should have. A person's character determines his role in various aspects of life. The purpose of education is to develop desirable behavior traits. While emphasizing the need for scientific and technical education for the country, the Message of Quaid-i-Azam to the First Educational Conferences states:

At the same time, we have to build up the character of our future generation. We should try, by sound education, to instil into them the highest sense of honour, integrity, responsibility and selfless services to the nation. We have to see that they are fully qualified and equipped to play their part in the various branches of national life in a manner which will do honour to Pakistan.³⁹

Needless to say, honesty, loyalty, cooperativeness, responsibility and similar character traits cannot be taught by formal instruction. It

³⁹Planning Board, Government of Pakistan, op.cit., p. 400.

is by living and by experiencing that these intangibles can become a part and parcel of behavior. There is a great possibility that by developing these desirable behavior traits the people would be able to solve their various problems successfully and would be able to promote the well-being and happiness of social and individual life. A program of studies should provide situations in which desirable behavior trait can flourish.

CHAPTER IV
PROPOSED CORE PROGRAM
FOR
SOCIAL STUDIES

A. OBJECTIVES

The objectives for the proposed core program of social studies are based on the social needs of the country as discussed in the preceding chapter, and are in keeping with the objectives broadly stated by the Commission on National Education⁴⁰ for a five years' course of primary education.

1. General statement of the objectives

The objectives stated by the above mentioned Commission are as follows:

(a) to provide such education as will develop all aspects of the child's personality--moral, physical and mental;

(b) to equip the child, according to his abilities and aptitudes, with the basic knowledge and skills which he will require as an individual and as a citizen, and which permit him to pursue further education with profit;

⁴⁰Report of the Commission on National Education, op.cit., p. 173.

(c) to awaken in the child a sense of citizenship and civic responsibilities as well as a feeling of love for his country and willingness to contribute to its development;

(d) to lay the foundation of desirable attitudes in the child, including habits of industry, personal integrity and curiosity;

(e) to awaken in the child a liking for physical activity and an awareness of the role of sports and games in physical well-being.⁴¹

This general statement of objectives emphasizes two main points. First, it refers to the development of the child's personality in its various aspects, physical, intellectual, emotional and moral; and second, it refers to the development of the child's sense of civic responsibility. These two major objectives are closely related to each other. The development of the child's personality is achieved through the medium of society, and the progress of society depends upon the enrichment of the child's personality. The individual child is expected to interact with others in such a way as to realize his own potentialities, and at the same time to contribute to the betterment of society.

2. Personal outcomes

The personal outcomes of the proposed core program for social studies as will be stated here encompass all the facets of the child's personality, namely, the cognitive, conative and affective. They are stated in terms of the understandings, skills, social-ethical attitudes and appreciations and aesthetic appreciations. The child should attain

⁴¹ Ibid.

these outcomes as a result of undergoing an educational experience which would help him to live effectively in a democratic society.

(i) Understandings

As outcomes of educational experiences, the individual should develop, at levels appropriate to his maturity, the following understandings:

(a) To understand the important facts about the establishment of Pakistan.

(b) To understand the present problems of the country; e.g. health problems, social problems, etc.

(c) To understand the social structure and social processes of Pakistani society.

(d) To understand the basic values held by society.

(e) To understand the type of government in the country, and that man has created government to coordinate certain social activities and to protect the rights of individual and groups.

(f) To understand his rights and duties as a citizen.

(g) To understand the effect of geographical factors on the way of life of Pakistani people.

(h) To understand how man meets his needs through the use of natural and human resources.

(i) To understand the interdependence of the people and of the nations of the world.

(j) To understand that man has sufficiently increased his control over his physical environment, so that he is no longer completely at its mercy as in former times.

(k) To understand the contribution of scientific development to the advancement of civilization.

(l) To understand basic facts about health and hygiene.

(m) To understand his own special talents and aptitudes.

(ii) Skills

As outcomes of educational experiences, the individual should develop, at levels appropriate to his maturity, the following skills:

(a) To gain skills in critical thinking.

(b) To gain skills in obtaining information, such as listening, observing, reading and interpreting graphic material, maps and globes; interviewing; experimenting.

(c) To gain skills in organizing and evaluating information.

(d) To gain creative skills, such as preparing and giving reports, sketching maps and diagrams from first-hand observation, constructing, dramatizing, singing.

(e) To gain skills in participating in group undertakings.

(iii) Social-ethical attitudes and appreciations

As outcomes of educational experiences, the individual should develop, at levels appropriate to his maturity, the following social-ethical attitudes and appreciations:

(a) To regard behavior as a better guide to character than socio-economic status; occupation, religion, nationality and the like.

(b) To love his homeland and to be willing to work for its betterment.

(c) To respect the laws of his country.

(d) To respect the rights and privileges of others and to enjoy his own.

(e) To appreciate honesty, industry and a sense of responsibility.

(f) To appreciate personal freedom and open-minded inquiry.

(g) To have the desire to learn, and to appreciate this desire in others.

(h) To appreciate good work habits and to carry out one's own responsibility in an orderly fashion.

(i) To observe amenities of social behavior and to appreciate them in others.

(j) To try to make wise use of human and material resources.

(k) To make decisions in terms of their probable consequences and not in terms of personal convenience and comforts.

(l) To have positive attitudes towards changes which are beneficial to the country.

(m) To appreciate and use his special talents.

(n) To express personal feelings in socially acceptable ways.

(o) To respect manual work.

(p) To appreciate the social value of work.

(iv) Aesthetic appreciations

As outcomes of educational experiences, the individual should develop, at levels appropriate to his maturity, the following aesthetic appreciations.

(a) To appreciate beauty in literature and to be creative in his own writing and speech.

b) To appreciate beauty in the natural and social environment, and to express it through various media of expression; i.e., painting, drawing, singing, dancing and dramatics.

(c) To make one's own surrounding and appearance attractive.

(d) To engage in leisure time activities that enrich life.

B. THE TWO CONCEPTIONS OF CURRICULUM

Before proceeding to a consideration of the organization of the core program for social studies, it is necessary to discuss the two conceptions of curriculum. The two major types of the curriculum are the subject curriculum and the experience curriculum. Other conceptions are a variation of these two types. These two conceptions are totally different from each other. According to Beauchamp:

If one thinks of a continuum in terms of spread of curriculum, the subject curriculum would be at one end and the experience curriculum at the other.⁴²

The subject curriculum, as its name suggests, is composed of subjects. The subjects are divided into sequential parts, and each part is assigned to a particular grade level. The subjects are the focal point in this curriculum. The experience curriculum, as its name suggests, is focused on experience. For the sake of clarity it seems better to distinguish the experience involved in the experience curriculum from that involved in the subject curriculum. The difference lies in the quality of experience which is the basis for educational values. Discussing the

⁴²George A. Beauchamp, Planning the Elementary School Curriculum (New York, Allyn and Bacon, Inc. 1956), p. 20.

qualitative aspects of the experience in the experience curriculum,

Thomas Hopkin states:

The experience curriculum is so named because it is essentially composed of a series of the high type of experiences. This is in sharp contrast with the subject curriculum, which is essentially composed of a series of low type of experiences, for they are so "slack and discussive" that they do not have the cohesion necessary to "having an experience." Unless learners can spend a major part of their time in school in studying experiences of the high type, their curriculum cannot be called an experience curriculum.⁴³

The experience curriculum is composed of a series of purposeful experiences growing out of the entire life of the individual. In other words, the experiences of the learners are used for the realization of educational values.

For more detailed distinction between these two types of curriculum, they will now be considered in regard to the learner, learning, integration and order of learning.

1. The two types of curriculum in relation to the learner

In the subject curriculum the teacher is primarily interested in teaching subject-matter which is set forth for learning, while learners are considered of secondary importance. The child must learn the subject-matter assigned to a particular class or accept failure or possible non-promotion. If this heavy emphasis on subject-matter upsets the equilibrium of the child's personality and he becomes a problem case, then the remedy which is usually prescribed is the more emphasis on the learning of subject-matter. In the experience curriculum, on the other hand, the learners are the focal point. Learners' needs, interests, growth charac-

⁴³L. Thomas Hopkins, Interaction; The Democratic Process (Boston, D.C. Heath and Co., 1941), p. 43.

teristics and individual differences are given priority over subject-matter. The purpose is develop the child's personality. The acquiring of subject-matter is subordinated to this purpose. Each learner's all-round growth is continuously studied and the program is adjusted in the light of such study.

2. The two types of curriculum in relation to learning

Learning in the subject curriculum is an additive process. The mind is regarded as a store-house of knowledge. It is assumed that once the subject-matter is memorized and stored, it can be used in the future, whenever the need arises. So the best preparation for the future is to master subject-matter as thoroughly as possible. Mastery of subject-matter is the end product of education.

Learning in the experience curriculum on the other hand, is through problem solving. Knowledge does not exist independent of experience. It is acquired in the course of experiencing or solving problems:

Knowledge, Dewey says, is "the offspring of doing," and does not exist outside of a situation with which a person is attempting to deal, but is "a perception of those connections of an object which determine its applicability in a given situation."⁴⁴

The experience curriculum does not exclude subject-matter, but rather it suggests the functional use of the subject-matter. According to John Dewey:

While the content of knowledge is what has happened, what is taken as finished and hence settled and sure, the reference of knowledge is future or prospective. For knowledge furnishes the means of understanding or giving meaning to what is still

⁴⁴Edward T. Ladd and John S. Brubacher, Philosophical Foundation of the Curriculum (Report to UNESCO to be published, 1956), p. 29. The authors are paraphrasing from John Dewey, Democracy and Education.

going on and what is to be done. The knowledge of a physician is what he has found out by personal acquaintance and by study of what others have ascertained and recorded. But it is knowledge to him because it supplies the resources by which he interprets the unknown things which confront him, fills out the partial obvious facts with connected suggested phenomena, foresees their probable future, and makes plans accordingly.⁴⁵

In the experience curriculum emphasis on problem-solving is also for another reason. It is difficult to predict the problem or experiences which the children will have in the future. So the best way to prepare them to meet future problems is to develop appropriate behavior skills in problem-solving here and now.

3. Integration in the two types of curriculum

The purpose of all education and consequently of the curriculum is the development of well integrated personalities. Both types of curriculum approach the problem of integration but quite differently. In the subject curriculum, to save fragmentation in learning, an attempt is made to unite the subjects by correlation. It is assumed that by correlating the subjects the child will have a better understanding of the materials of instruction, and this better understanding will lead to the development of well integrated personality.

The experience curriculum, on the other hand, has a different view of integration. It seeks integration in the purposeful experience of the learners. The experience is regarded as a whole, and facets of experience are looked upon in relation to the whole. Each purposeful experience demands a unique selection and organization of subject-matter. Each learner integrates his own subject-matter by seeing relationship between

⁴⁵John Dewey, Democracy and Education (New York, Macmillan Company, 1916), p. 397.

means and ends. The integration in behavior is achieved by developing new insights and qualitative thinking.

4. Order of learning in the two types of curriculum

The order of learning in the subject-matter curriculum is logical. Logical order may be said to proceed from the simple to the complex. For example, logical order in the teaching of reading will start from letters, syllables and words and then go on to phrases and sentences. The logically organized subject curriculum has been criticized first, on the ground that it fails to enlist the interests of the learner, as it does not take his present purposes into account and lessons tend to be meaningless to him; second, on the basis that the mind is not necessarily predisposed to any logical order of learning.

The experience curriculum, on the other hand, essentially conforms to the psychological order of learning. It starts from the child's present purposes. It is the simple, meaningful and interesting that fulfills his purpose.

The logical and psychological order need not to be opposed to each other. The former is the order of investigating and the latter is the order of organizing what has been learned. According to Brubacher:⁴⁶

It is at the conclusion of the pursuit of a purpose that the psychological organization of a learning experience makes the closest approach to the logical. In reviewing the frequently torturous, roundabout course which the psychological organization of learning takes, it is often possible to see short cuts that could have been made, also further interconnections not previously seen. The more one analyzes his experience this way and the more he generalizes and simplifies it, the more nearly he approaches the

⁴⁶ John S. Brubacher, Modern Philosophies of Education (2nd ed., New York, McGraw-Hill Book Company Inc., 1950), p. 250.

so-called logical organization of subject-matter of the savant or scholar.

C. ORGANIZATION OF EXPERIENCE CURRICULUM

The proposed core program of social studies is made more or less, on the lines of the experience curriculum. The experience curriculum cannot be planned totally in advance, yet some type of advance planning is essential to provide sufficient scope, balance and continuity to educational experiences. Advance planning in the experience curriculum is broad and flexible, giving enough scope to the teachers to plan in terms of the learner's immediate concerns, problems and purposes.

1. Major areas of human activities⁴⁷

The experience curriculum can be organized in many ways. One way is to organize it in terms of Major Areas of Human Activities. This will be discussed briefly to illustrate the nature of its scope and sequence.

(i) Scope

The scope in the experience curriculum determines the general milieu in which the vital problem situations arise. This general milieu is further classified according to the similarities of the problem situations into nine areas. They are as follows:

Major Areas of Human Activities

1. Protecting life and health
2. Making a home
3. Conserving and improving material conditions

⁴⁷Nelson L. Bossing, Teaching in Secondary Schools (3rd ed., Boston, Houghton Mifflin Company, 1952), p. 41.

4. Cooperating in social and civic action
5. Getting a living
6. Securing an education
7. Expressing religious impulses
8. Expressing aesthetic impulses
9. Engaging in recreation⁴⁸

(ii) Sequence

The sequence in the experience curriculum is determined by centres of interest for each grade. These centres of interest begin with the child's immediate environment and expand outward to places and people removed in time and space. For children of Grade I, there is a likelihood that major problem situations arising for experience learning would centre around the environment of home and school. Therefore, home and school life become the centre of interest for Grade I. Similarly, for Grade II the problems are likely to shift from home and school to community life; so community life becomes the centre of interest for Grade II. Similar centres of interest are established for the other grades.

2. Persistent life situations

A similar attempt is made by Stratemeyer⁴⁹ to organize the experience curriculum in terms of Persistent Life Situations. As the learner's everyday concerns are the starting points around which class experiences are

⁴⁸ Ibid.

⁴⁹ Florence B. Stratemeyer, et al., Developing a Curriculum for Modern Living (2nd ed., New York, Bureau of Publications, Teachers College, Columbia University), 740 pp.

developed, there should be some framework within which the teacher can view the educational value of every-day concerns. This can be done by examining these concerns in relation to persistent life situations. Discussing persistent life situations in relation to every-day concerns of the learner Stratemeyer states:

The foundation of the proposed design is a blend of the genuine concerns of learners with society's needs and values. Learning to meet problems at their level of maturity, growing more able to face and handle the problems of tomorrow--this goal can be achieved when the situations of everyday living are seen in the light of persistent life situations, those situations that recur in the life of the individual in many different ways as he grows from infancy to maturity.⁵⁰

In the range of persistent life situations with which the learners must deal, the teacher can find the guide for a balanced development of the program. An attempt will be made to organize the proposed core program of social studies in terms of persistent life situations.⁵¹

(i) Scope

The scope of the proposed program is within the range of persistent life situations. The individual and group situations of every-day living calls for three kinds of growth; (a) growth in individual capacities, (b) growth in social participation and (c) growth in ability to deal with environmental factors and forces.

(a) Growth in individual capacities.

Growth in individual capacities give due recognition to all aspects

⁵⁰ Ibid., p. 115.

⁵¹ Persistent life situations for the proposed program are adapted from Florence B. Stratemeyer.

of the growth of the learner, i.e.: physical, intellectual, moral and aesthetic. Though these aspects develop in relation to society, the focus of this section is the individual. Maximum development of the capacities of the individual is essential for the well-being and progress of society. Situations calling for growth in individual capacities are classified in the following manner:

Situations calling for growth in individual capacities

(a)' Health

Part I Satisfying physiological needs

Part II Satisfying emotional and social needs

Part III Avoiding and caring for illness and injury

(b)' Intellectual power

Part I Making ideas clear

Part II Understanding the ideas of others

Part III Using effective methods of work

(c)' Moral choices

Part I Determining the extent and nature of individual freedom

Part II Determining responsibility to self and others.

(d)' Aesthetic expression and appreciation

Part I Finding sources of aesthetic satisfactions in oneself.

Part II Achieving aesthetic satisfactions through the environment

(b) Growth in social participation

Maximum growth of the individual and society depends upon the ability of the individual to work with others. The situations calling for social participation are classified into three main areas, namely, situations involving person-to-person relationships, situations involving

group membership and situations involving intergroup relationship. They are sub-divided in the following way.

Situations calling for growth in social participation:

(a)' Person-to-person relationships

Part I Establishing effective social relations with others

Part II Establishing effective working relations with others

(b)' Group membership

Part I Deciding when to join a group

Part II Participating as a group member

Part III Taking leadership responsibilities

(c)' Inter-group relationships

Part I Working with religious and racial groups

Part II Working with socio-economic groups.

(c) Growth in ability to deal with environmental factors and forces

Learners constantly deal with environmental factors as they grow up. Some are controlled by human beings while others are not. Understanding of and adaptation to environmental factors is necessary to live a successful life. Situations calling for the learner's ability to deal with environmental factors are classified into three main areas, namely, natural phenomena, technological resources and economic-social-political structures and forces. These main areas are further sub-divided in the following way:

Situations calling for growth in ability to deal with environmental factors and forces.

(a)' Natural phenomena

Part I Dealing with physical phenomena

Part II Dealing with living phenomena other than human beings

Part III Using chemical and physical forces

(b)' Technological resources

Part I Using technological resources

Part II Contributing to technological advance

(c)' Economic-social-political structures and forces

Part I Earning a living

Part II Securing goods and services

Part III Providing for social welfare

Part IV Participating in local and national government

Part V Developing Pakistani nationality.

Persistent life situations as stated above define the scope of the curriculum in broad areas. These broad areas are to be sub-divided into sub-areas. The extent of the details is to be determined by the teachers who use it. It is advisable to have it worked out in detail so that all the teachers may profit by it and know exactly what is meant by these areas or situations. Some of the persistent life situations are worked out in detail to provide a sample for further work, if this program is put into practice.⁵²

(ii) Sequence

The sequence in this organization develops as the learner matures and meets recurring life situations in new experiences. In the proposed program of social studies the sequence will be represented by dividing

⁵² Master list of the scope and sequence plan is given on pages 61-62 and the details are given in Appendix C. This master list has been adapted from Florence B. Stratemeyer, et al., Developing a Curriculum for Modern Living (2nd ed., New York, Bureau of Publications. Teachers College Columbia University), pp. 155-321.

the five years of primary school into two major areas: from six to seven and from eight to ten. These two major areas will be designated as early childhood and later childhood respectively. The persistent life situations which are recommended for a child of six or seven become wider and deeper in the subsequent years. Thus a child who in early childhood is expected to know the topographic features of the locality will in later childhood be expected to know the topographic features of the country, its effect upon the life of people and some rudimentary knowledge of how the surface features came into being. Similarly, in studying the development of the Pakistani nation, the learners will in early childhood develop a feeling of nationality by singing the national anthem, by observing national days and the like, while in later childhood they will develop the same feeling by understanding how the nation came into being, by reading the biographies of national leaders and Muslim saints and the like. The master list of the sample of the scope and sequence plan is given below.

MASTER LIST
OF
SCOPE AND SEQUENCE PLAN

Some typical situations calling for growth in ability to deal with natural phenomena.

Part I Dealing with physical phenomena⁵³

<u>Scope</u>	<u>Sequence</u>	
	Early childhood (from 6 to 7 years) <u>2 years</u>	Later childhood (from 8 to 10 years) <u>(3 years)</u>
1. Adjusting to weather conditions	Identifying simple weather changes and its effects on one's activities -- p.97 ⁵⁴	Developing bases for judging and adjusting to weather condition--p.97.

⁵³The details of this section are given in Appendix C.

⁵⁴The page number given here refers to the page numbers of Appendix C.

- | | | |
|---|---|--|
| 2. Dealing with topographic features | Becoming acquainted with the surface features of the locality--p. 98. | Extending acquaintance with the surface features of the country and its effect on life--p. 98. |
| 3. Conserving and using earth contents | Identifying the common uses of earth contents--p. 98. | Extending the knowledge of the uses of earth contents-- p. 98. |
| 4. Understanding factors conditioned by the relative motions in solar systems | Identifying changes in time and season--p. 98. | Finding simple explanation of time and season--p. 98. |
| 5. Exploring the nature of universe | Becoming acquainted with heavenly bodies--p. 99. | Finding simple explanation of the movement of heavenly bodies-- p. 99. |

(iii) Use of scope and sequence plan⁵⁵

The detailed analysis of persistent life situations is not meant to be treated as topics or units for teaching. The scope and sequence chart is a framework within which the teacher can see whether or not the units taught over a period of time have sufficient scope and continuity. In one unit many persistent life situations will be involved. In successive units the teacher is to see that all vital aspects are emphasized and that there is no useless repetition. The scope in persistent life situation is defined in terms of two broad areas, namely, early childhood and later childhood. These broad areas are for the guidance of teachers. After studying the class the teacher can decide what it needs to learn next. The concepts should become broader and deeper at each successive level.

⁵⁵ Sample of scope and sequence plan is given in Appendix C.

The details of persistent life situations do not mean storing more information. The main purpose of the experience curriculum is to develop the problem-solving attitude of mind. Each problem is to be dealt with in a true spirit of inquiry, even if the teachers know the answers beforehand. One reason for keeping the plans of scope and sequence flexible is to give the teachers the opportunity to plan with the children and to let them think of the solutions of the problem themselves.

CHAPTER V

UNIT TEACHING RECOMMENDATIONS AND CONCLUSIONS

A. UNIT TEACHING

It may be fairly said that unit teaching is a composite of methods. The main process involved in it is problem solving or rather the development of problem-solving skills. In the words of Bossing:

The goal is primarily the development of skill in sensing and formulating problems, skills in planning a valid attack, and the general skill and habit of carrying through to a successful conclusion all the processes involved in unit learning.⁵⁶

The crux of the unit is the problem, and methods used in it lead to the solution of problems. It may include memorization or drill also. For further clarification of unit teaching its general procedure is given below.

1. General procedure in unit teaching

Unit teaching procedure may be divided into four steps. These steps are not to be slavishly followed. The teacher may adapt them to his classroom situation and can add his own creative touch, wherever he feels the need for it.

(i) Orientation

The purpose of this step is to arouse interest and curiosity on the part of the learner. Before a systematic study of the unit starts

⁵⁶Nelson L. Bossing, op.cit., p. 86.

some time should be spent to acquaint the learner with the general nature of the unit. There is no cut and dried method of introducing a unit; it can be done in many ways. It can start from some problem of the children provided the problem is educationally significant. The teacher may arrange the learning environment in such a way that a discussion naturally follows from it, raising questions and problems. Similarly, excursions can be used to introduce a unit. Sometimes a unit is developed from a previous unit.

(ii) Planning a unit

This is one of the most vital phases of unit development. Learners should have a real part in this phase. It is difficult to chalk out step by step this planning phase, but some general suggestions may be given.

After the orientation the teacher and the class discuss the problem. The questions raised by the class are recorded on the blackboard. The teacher through discussion may add some questions and comments so that the list suggested by the teacher and the class covers the major points of the unit as pre-planned by the teacher. Sometimes, particularly in the beginning, it may happen that children will not have many questions, because of the lack of experience with this type of learning. In that case, the teacher has to do more in helping the children to formulate questions. They usually catch up during the next unit.

All the suggested questions and points need to be organized. The class and the teacher should arrange them under proper headings. This will be a sort of outline which should be written neatly on the

blackboard or on posters and retained throughout the study. Space should be left for additional questions which might be raised as the study proceeds.

The activities suggested by the class for finding out answers to certain questions should also be examined by the teacher and the class or groups. Those activities which are practicable and related to the goals should be kept, and the rest can be discarded. There should also be planning as to the time to be devoted to the various activities, especially in the higher classes.

(iii) Carrying out unit activities

The first two steps are preparatory to this third one. Various activities will be carried out by individuals and groups as assigned during the planning period. There need not be clear-cut boundary lines between the various activities involved; but for the sake of clarity these activities may be presented under three main headings, namely, collecting data, presenting and discussing data, and recording data.

(a) Collecting data

The data will be collected from various sources: from books, from audio-visual material, from guest visitors and excursions, from experimentation and from teachers' exposition. Each of these activities will be carefully planned by the teacher and pupils.

(b) Presenting and discussing data

It is not necessary that all discussion and presentation of information should be postponed till the end of the unit. Discussion and presentation should go on throughout the unit when it is regarded appro-

priate. To increase the effectiveness of presentation, it should be well prepared. Each child or group should talk over plans with the teacher.

(c) Recording data

As the class gathers information it should systematically be recorded in note-books, in scrap-books, in maps, in time-lines and so on.

(iv) Culminating a unit

The final step of the unit may consist of revising and summarizing all the activities of the unit of work in terms of the goals to be achieved. The major purpose of this step is to bring together all the important concepts and generalizations learned in a unit. The culminating activities may include oral or written reports, drama puppet show, exhibits and the like. The teacher and pupils can decide what will be the most effective way to culminate a unit.

Though evaluation will be done continuously during the unit of work, yet at the end of each unit testing by the teacher and evaluation by the group are also necessary. The teacher's tests should cover all the important points of the unit. In group evaluation, the children may be encouraged to tell which methods of work were found satisfactory; how these methods can be improved; what additional activities and contents might have been included; what further interests have been found in the study, and so on.

2. Developing understandings

The purpose of directed learning is to produce desirable changes

in the behavior of children. Evidence of the success of unit teaching is to be found in the development of desirable understandings, skills and attitudes. All these aspects are interrelated and are the outcome of one learning experience. For their development all the points discussed in Chapter III as psychological foundation of the curriculum are generally applicable. Some of the important techniques which can be helpful in developing these behavior aspects will now be discussed.

Understandings are compounded of facts, concepts and generalization. According to two writers a concept is an abstraction that "applies to a class or group of objects which have certain qualities in common."⁵⁷ Thus mountain as a concept refers to a general class of objects and not to a particular object. In social studies there are also intangible concepts such as cooperation, tolerance, and so on. These writers also state that a generalization is "any verbalized formulation of a relationship which is of broad applicability."⁵⁸ As the learners attack various problems and discover relationship between concepts they begin to form generalizations and develop understandings.

As concepts and generalizations in social studies are largely abstract they cannot be grasped readily. Children will develop these understandings gradually, after experiencing them in different situations. For example, to understand that the people of the world are interdependent, will be possible only after the children have experienced this concept in different situations and at different levels. In classes I and II

⁵⁷John U. Michaelis, Social Studies for Children in a Democracy (2nd ed., Englewood Cliffs, N.J., Prentice-Hall, Inc. 1956), p. 117. The author is quoting from W.A. Brownell and G. Hendrickson, "How Children Learn Information, Concepts and Generalizations."

⁵⁸Ibid., p. 118.

they will learn that children depend on father and mother at home and on teachers at school, and that many people in the community work for their parents while their parents work for others, and so on. In higher classes the same understanding will be deepened by learning that people of one part of the country depend on the people of other parts, or by learning that our country helps other countries while others help us and so on.

Generalizations should grow out of the unit study. They are developed when the children have a chance to examine and learn facts on which they are based. Relevant facts are as important as generalizations themselves. The more clear the factual knowledge is, the more it will help the formation of concepts and generalizations. Facts are to be learned from direct and vicarious experiences. While discussing the facts the children should be encouraged to draw generalizations in their own words.

In every social studies unit the teacher should determine quite ahead of time, the concepts, generalizations and understandings which he wants to emphasize. During the unit study they should be brought to the attention of the children every now and then when it is appropriate.

3. Developing skills

Closely related to understandings are skills. For the development of understandings, skills are necessary; skills are learned best in relation to the building of meanings. According to Burton:

Skills are extensions of meaning; procedures for making understandings operative. Skills are learned better, therefore, when closely related to meanings.⁵⁹

⁵⁹Helen McCracken Carpenter, ed., Skills in Social Studies (Twenty-fourth yearbook of the National Council for the Social Studies, Menasha, George Banta Publishing Company, 1953), p. 7. The authors are quoting from William H. Burton, "Implications for Organization of Instruction and Instructional Adjuncts."

Though skills develop best when they are related to understandings, yet the development of skills will not be automatic. Teaching for skills should be specifically planned in relation to on-going activities of the unit.

For the successful learning and retention of a skill practice is necessary. Practice should be given when the learners have developed insight into the pattern involved in that skill. Drill periods at the beginning should be devoted to some practice with time to diagnose mistakes. When the learners have developed enough familiarity with the pattern and processes involved in the skill, then practice can be carried on with insight into the nature of that skill.

Research indicates that distributed practice is superior to massed practice.⁶⁰ It is difficult to say exactly what the length and frequency of practice periods should be, but in general it can be said that practice periods should be short with short intervals, rather than long with long intervals. For determining the length of the period, the age of the children should also be considered. For young children the practice periods should definitely be very short.

An important task in planning the development of skills is the analysis of complex abilities into manageable parts for instructional purposes and their arrangement in proper sequential order with reference to the maturity of the children. Some of the skills are too complex to lend themselves to such a division. However, such an analysis is likely to be helpful in guiding and evaluating skills. For the sake of illustration, the skill of interpreting maps and globes is organized in the

⁶⁰ Glenn Myer Blair, op.cit., p. 220.

following manner.

Instruction in the use of maps and globes, as in developing any other skill, should be given in relation to the on-going activities. Children should see a purpose in what they are learning. Though the skill is analyzed into several abilities, yet these abilities are to be developed simultaneously. Clyde F. Kohn states the following six abilities which are required to interpret maps and globes successfully. Ability to:

- (1) Orient the map and note directions.
- (2) Recognize the scale of a map and compute distances.
- (3) Locate places on maps and globes by means of grid systems.
- (4) Recognize and express relative locations.
- (5) Read symbols and look through maps to see the realities for

which the symbols stand.

(6) Correlate patterns that appear on maps and make inferences concerning the association of people and things in particular areas.⁶¹

The above-mentioned skills will be the same for different grade levels. The sequential order will differ for each level. For example, the sequential organization of orienting the map and noting directions, for primary schools may be given as follows.

- (1) From six to seven years⁶²

Early in Class I children can be taught to express directions

⁶¹Helen McCracken Carpenter, op.cit., pp. 146-47.

⁶²The primary school period is divided into two broad periods from six to seven and from eight to ten years of age.

in relative terms. Later on, i.e., by the end of Class I or by the beginning of Class II, cardinal directions can be introduced with the help of simple sundial, weathervane or an arrow painted on the classroom floor with its tip pointing towards north. By the end of Class II they should be helped to learn to find out cardinal directions with the aid of the sun. After they have learned cardinal directions, intermediate directions can be introduced. Exercises should be devised which require the child to give and follow directions from one place in the community to another. In the course of the development of a unit, whenever a trip is taken, the teacher should diagram the route beforehand. Each child might be given a duplicated copy of the diagram to follow on the trip. Reference should be made to the map from time to time to note the direction in which the group is travelling. Similar opportunities should be capitalized to further children's understanding of and skill in the use of cardinal directions. They might then be given experience in making maps of school or community by laying out directional lines with the help of the compass.

(ii) From eight to ten years of age

Once the children have grasped the fundamental concept of cardinal directions, they are ready to learn how to orient a map. The first map which the class uses should be placed on the floor in properly oriented position, so that the children do not confuse north and south with up and down. Children should be taught that both on the map and on the globe, north is always towards the North Pole and south towards the South Pole, no matter how the map is hung in the classroom. The teacher should

take care that North Pole is not taken as up, or South Pole as down. Children should know that up is away from the centre of the earth and down is towards the centre. Street maps of the community are valuable in teaching children to read directions on the map. Later on, i.e., in Class IV or in Class V, children can be helped to learn to orient correctly, simple desk maps, outline maps or atlas maps as they use these maps. North-south lines and east-west lines should be introduced as guide lines in finding direction on maps and globes. In Class V children can be taught to call these lines as latitudes or longitudes or meridians and parallels.⁶³

Similarly, other skills can be analyzed and organized. It is expected that by an analysis of this type the teacher will have an overview of proper sequential order which would help to give better guidance in the development of skills. This analysis will also be helpful for the balanced development of various skills. There will be less likelihood that some of the skills will be neglected till the end of primary school years.

4. Developing attitudes

Attitudes are "emotionally toned sets of ideas."⁶⁴ They determine to a great extent, how a person behaves in a situation. Like all other learnings, attitudes are learned and in turn profoundly effect further learnings. Children have positive or negative feelings about things and persons at an early age. As they grow up they develop definite

⁶³Helen McCracken Carpenter, op.cit., pp. 146-177. The analysis of map study skills has been done with the help of Chapter VIII.

⁶⁴Ibid., p. 8.

feelings about such abstractions as honesty, cooperation, etc.

Children's attitudes are highly modifiable during primary school years, so it is justifiable to devote time and effort to the development of socially accepted and worthwhile attitudes. Social studies provide countless opportunities for this purpose. Some suggestions for the development of attitudes are as follows.

First, the teacher must furnish a worthy model by exhibiting desirable attitudes.

Second, the classroom and school atmosphere should be so managed that preferred traits are given opportunity to flourish. In relation to the development of constructive attitudes Jersild states:

...to promote constructive attitudes which might contribute to the child's ability to take responsibility in the social group, it is necessary to provide opportunities for him to acquire and appreciate the practical expression of attitudes making for fair play, sportsmanship, cooperation, and all of the amenities of social intercourse.⁶⁵

Third, attitudes should be based on information. Information is an important factor in modifying behavior. For example, if we want the child to have respect for the policeman we must let him know the significance of the work done by the policeman. Attitudes which are intellectually recognized tend to be permanent.

Fourth, children should be emotionally well adjusted. Often mal-adjusted children have poor social attitudes. In the words of Jersild, "Good attitudes are promoted by everything that enables the child to make good emotional adjustments."⁶⁶

⁶⁵Arthur T. Jersild, Child Development and the Curriculum (New York, Bureau of Publications, Teachers College, Columbia University, 1946), p. 118.

⁶⁶Ibid., p. 119.

5. Developing creative experiences

"To create is to put things together in new relationships."⁶⁷

Experiences possess a creative quality whenever they involve a situation to which the individual has formed a novel and peculiarly appropriate response. Viewed from this point, the avenues of creative expression lie in every direction: in thinking, in social relationships and in artistic and aesthetic expression of emotions. Creative writing, painting and drawing, ceramics and woodwork, weaving, dramatics and music are all fruitful fields of creative endeavours for the children of primary schools. Like other experiences in the unit of work, creative experiences should also be related to the on-going activities.

(i) The value of creativity

Through creative experiences children achieve a number of values which contribute to the development of well integrated personalities. Some significant values are self-discovery, self-reliance, persistence, constructive use of leisure and aesthetic appreciation. The value of creativeness to the progress of society cannot be over-emphasized. Creators have made civilization. The development of creative interests and abilities is one of the major purposes of education.

Creative expression is also a means of consolidating, summarizing what one has learned. According to Preston,

Writing, painting, dramatizing, and other art activities in connection with social studies require the child first to collect the relevant historical, geographical, or sociological detail, make a plan for representing or interpreting it, then execute the plan through a form of art. In these three processes he organizes the relevant concepts and fixes them firmly in mind.⁶⁸

⁶⁷John A. Hockett and E.W. Jacobsen, Modern Practices in the Elementary School (New ed., New York, Ginn and Company, 1943), p. 165.

⁶⁸Ralph C. Preston, Teaching Social Studies in the Elementary Schools (Rev. ed., New York, Rinehart and Company, Inc., 1958), p. 298.

(ii) Guiding for creative experiences

The nature of creative expression is largely influenced by the child's environment. Other things being equal, the richer are the background experiences, the more original and the fresher will be his creative expression. If the home and school are lacking in the artistic sense, and if the community affords little contact with finer modes of expression, the creative abilities of the child will be stunted. In order to create the child should have sensory experiences. Lavone A. Hanna states:

Children's awareness of and sensitivity to color, to beautiful words, to rhythm and melody, to the feel of textiles, wood, or stone, and to the flow of line will be enhanced by exposure to the work of authors, poets, artists, musicians, sculptors, and engineers. The beauty in nature... is on every hand but frequently goes unnoticed because no awareness has been developed in those who live in its midst.

A school program should give enough time to allow young children to feel, see, and listen in order to awaken their innate power to express, in some form, their appreciation of beauty. When interest is high in a common enterprise about which children feel deeply and to which they react, creative expression will emerge.⁶⁹

The intense and vivid experiences must be followed by opportunities for expression of the ideas and emotions. To give expression to these ideas and emotions, the child should learn techniques. The ideas will remain somewhat unexpressed without the skill to give them concrete expression. The learning of techniques itself may be partly creative. It may involve ingenuity in the adaptation of means and material to achieve desired results. The more satisfactorily the children will learn to express their impressions, the more they will be encouraged and skilled

⁶⁹Lavone A. Hanna, op.cit., pp. 268-69.

to express their further impressions. The standard of creative expression should be continuously raised through constructive criticism and enrichment of experience. Both the ideas which children seek to express and the skill through which they express them should be developed continually.

The classroom atmosphere should give a feeling of security and freedom to the children. There must be a feeling of relaxation to allow the ideas to grow. The teacher should strive for a spirit of cooperative companionship between herself and the class. Children's original contributions should be valued, no matter how insignificant they may be.

6. Evaluating a unit of work

Evaluation is judgement on the basis of evidence obtained through different measuring devices. According to Bossing:

Evaluation involves an effort to make a considered judgement on the basis of evidence of the relative success of our educational endeavours, whatever they may be.⁷⁰

Evaluation in the experience curriculum is concerned with all aspects of the child's behavior. It is concerned with his understandings, skills, attitudes and interests. Some of the characteristics of a good program of evaluation are as follows.

Evaluation should be made in terms of the purposes of a program. Its central function is to determine the extent to which the goals are achieved. It will be facilitated if the goals are defined behaviorally. For example, behavior during construction work which is expected from the child can be stated as follows:

⁷⁰Nelson L. Bossing, op.cit., p. 242.

Wastes no time in getting started.

Is satisfied only with careful work.

Profits by observation and direction.

Handles tools with care.

Shares materials.

Does a good clean up job.⁷¹

Evaluation should be based on a variety of measuring devices.

There is no single test that can measure the whole result of learning experience. Different techniques and instruments are needed to measure different behavior aspects. For example, to know the social status of the children in the classroom the teacher can use sociometric techniques to make a sociogram of the social structure of the classroom. The selection of the instruments is to be made in relation to the goals which are to be evaluated. The general criteria for making or selecting a test are as follows:

Validity: Measures what they purport to measure.

Reliability: Measures consistently and accurately.

Objectivity: Gives similar results even though used by different persons.

Practicability: Easy to administer and does not require unreasonable amount of time and money.

Descriptiveness: Gives evidence that describes the behavior of the children.

Evaluation should be continuous. It should go on all through the unit of work. It is not a thing that is done just before the report cards are filled out. Terminal and annual examinations and reports are

⁷¹Lavone A. Hanna, op.cit., p. 377.

to be looked upon as periodic summaries for reporting to parents and summarizing the work of a term. The knowledge of continuous progress serves as a motivating force to the learner. Continuous evaluation is also helpful to teachers to improve their methods. According to Klausmeier:

... unless the teacher continuously evaluates pupil progress, she cannot determine the effectiveness of her methods and materials, or which aspects of the learning situation are excellent and which may be actually impeding learning.⁷²

Evaluation should be cooperative. Children should be given opportunity to share with teacher in the evaluation of their behavior. Self-evaluation, leading to increasing self-direction, is an essential aspect of evaluation in a social studies program. As children are given opportunities to participate in evaluation, they learn to analyze their behavior with respect to the competencies required. Greater success comes when the children and teacher know and work together for the achievement of the same objectives.

Evidence yielded by various measuring devices should not only be quantitative but also descriptive. Sometimes a descriptive statement carries more meaning than a grade. Furthermore, evidences should be well-organized to facilitate interpretation. Each bit of evidence standing alone will not give full meaning. The sum total of evidences should be so organized as to give a more complete picture of the child's development. For example, the evidence secured by means of anecdotal records and check lists will be more meaningful if supplemented by the child's

⁷²Herbert J. Klausmeier, et al., Teaching in the Elementary Schools (New York, Harper and Brothers, 1956), pp. 159-60.

mental status, level of achievement, previous difficulties and home background. All useful information should be kept in cumulative records. Such information will help subsequent teachers to make more effective plans for guiding the child.

B. RECOMMENDATIONS

1. Selecting a unit of work

The selection of a unit for teaching is no easy problem, especially for those teachers and learners who are not used to unit teaching. There is need for some guide lines to help teachers in the selection of appropriate units. The basic considerations are the same as the foundations of the proposed program treated in Chapter III. The following suggestions for selecting a unit of work may be helpful.

- (i) The objectives as discussed in Chapter IV.
- (ii) The scope and sequence plan of persistent life situations.⁷³
- (iii) Resources available for providing first-hand experiences.

Community problems and activities can be capitalized for educational purposes.

(iv) Availability of teaching aids, other than first-hand experiences, should also be taken into consideration while selecting a unit. Teaching aids required for the unit of work, such as books, audio-visual aids, materials for construction and experimentation should be easily obtainable. To give an extreme example, a unit should not depend upon a film which is not likely to be available within the academic year

⁷³A sample of scope and sequence plan is given in Appendix C.

or which is not likely to be available at all.

(v) The unit selected should provide for various activities suited to individual and group work, suited to the various levels of abilities and suited to the various capacities of the individuals.

It is expected that other considerations, not mentioned here, will be taken care of by the teachers. It is better to select and to plan for three or four units at the beginning of the year and to start with one which is most desirable for the group. The selection of the unit should be made in cooperation with other members of the staff so that there will be no useless repetition.

2. Teacher preparations

After selecting the unit the teachers should get full information about it. They are to become acquainted as thoroughly as possible with its contents. Naturally this step calls for wide reading of material prepared for adults as well as material prepared for children. Background information can also be obtained by the teachers through first-hand experiences. In short, the teachers should have, as far as possible, a thorough grasp of the subject. All demonstrations which are likely to be given should be tried out before. For example, demonstrations of the formation of the days and nights and seasons should be practiced before being given in front of the class. Teachers should foresee what additional proficiencies are needed to make the unit successful and should make provision for them.

3. Developing resource units

A resource unit is defined by Lavone A. Hanna as follows:

... a collection of materials, activities, and resources related to an area or topic and organized in a functional way which a teacher uses in planning and developing a unit of work with his class.⁷⁴

To carry out the program proposed in the present study, a sufficient number of resource units should be developed for each class level. Resource units can be developed by groups of teachers. A sample of the framework of a resource unit is given in Appendix D. The resource unit "the clothes we wear," included in this framework is abridged for the sake of illustration. Actually the length of the resource unit is not a matter of importance. Without considering the number of pages, it should give very specific suggestions with a view to giving as much help as possible to busy teachers. For example, if the resource unit suggests some books, it should also refer to the pages which the teacher should read. Similarly, if some audio-visual material is recommended mention should be made where the material can be obtained. A resource unit is a permanent and growing body of suggestions and materials for the use of teachers in developing a teaching unit or unit of work. The teachers may continue to add new suggestions and materials as they go on with unit teaching.

4. Scheduling

Unit teaching demands large blocks of time. The day schedule made up of brief periods cannot allow continuity and flexibility of planning which is essentially require in unit teaching. For construction

⁷⁴Lavone A. Hanna, op.cit., p. 393.

work, for excursions, for discussion and group work and for creative experiences large blocks of time are needed. The following daily schedule is suggested for primary schools of Peshawar.

Winter season

8:30-10:10	Assembly
	Physical Education
	Arithmetic
10:10-10:30	Break
10:30-12:10	Social Studies Unit
12:10-2:00	Break
2:00-3:00	Language Arts
3:00-3:15	Break
3:15-3:50	Islamyat

Summer season

7:15-8:45	Assembly
	Physical Education
	Arithmetic
8:45-9:00	Break
9:00-10:30	Social Studies Unit
10:30-10:50	Break
10:50-12:20	Language Arts
	Islamyat

Needless to say the schedule should be as flexible as possible. The schedule suggested here is tentative. Teachers can introduce any changes which they think would adapt it to their special conditions.

5. Establishing audio-visual centres

One important means by which teaching can be improved is to be found in the field of audio-visual aids. According to Wittich and Schuller:

Our understanding of events, places, and objects is a direct outgrowth of our ability to perceive. Our perception of things depends on our ability to see, hear, touch, taste, and smell.⁷⁵

The basic function of audio-visual materials is to enable learners to see and hear more discriminately and with greater comprehension.

Shortage of audio-visual material can be met by the joint efforts of teachers and inspectors. The audio-visual material which is cheaper or can be produced by the teacher or is very frequently used should be stored in each school. For more expensive material audio-visual sub-centres should be established. One such sub-centre can supply material to four or five neighbouring schools. One main centre should be established to administer material to all the schools of Peshawar.

6. Using community resources

The basis of learning is perception. In this respect the importance of direct experiences cannot be over-emphasized. In the words of Wittich and Schuller:

Because of its realism, community study can become an effective first step in building understanding through real experiences

⁷⁵Walter Arno Wittich and Charles Francis Schuller, Audio Visual Materials, Their Nature and Use (2nd ed., New York, Harper and Brothers, 1957), p. 43.

which give additional meaning to subsequent and more abstract learning situations and heighten understanding of them.⁷⁶

The community affords many valuable opportunities for first-hand experiences. To use its resources teachers should first survey the situations which the community offers for study and then select those which are most suited to a particular group of children. Excursions are not only for sight-seeing purposes. They should be planned by teachers and pupils so as to capitalize their educational values. The following steps can be used for planning excursions:

- (i) Preliminary preparation.
- (ii) Preliminary discussion of study objectives.
- (iii) Observation during the visit.
- (iv) Follow-up discussion and evaluation.
- (v) Follow-up projects growing out of community study.

Similarly, if the community members are invited to the class, their visits should also be carefully planned by teacher and pupils.

7. Text-books

The use of text-books is indispensable especially in higher classes. At present, as it has been mentioned in Table V, text-books used in social studies are difficult both in language and ideas. If these text-books are to be used, they should be introduced when the children have enough background experience to understand them. It is not necessary that children should read the chapters consecutively. They can read any chapter which happens to be related to the unit of work under study.

⁷⁶Ibid., pp. 266-67.

Word difficulties should be removed, so that children may understand what they read. If the text-books contain so many difficult words that word study becomes the end product, then they should be definitely discarded. In Class I children will learn most of the things from direct experiences and the teacher has to prepare chart stories relating to unit experiences. In Class II the same practice can be continued, but alongside of chart stories, children can learn to use simple text-books. In Classes III, IV and V children's reading ability will be advanced enough to enable them to use many books. A series of text-books and supplementary books, with graded difficulties, should be prepared for them. The gradation should be in such matters as vocabulary, organization, sentence length, script size, illustration and above all in ideas.

8. Teacher education

The importance of improving teacher education is stated by the Commission on teacher education in these words:

To improve teacher education is to improve teaching; to improve teaching is to improve the schools; to improve the schools is to strengthen the next generation; to strengthen the next generation is a social duty of the first magnitude.⁷⁷

Improvements and changes in the curriculum and methods of teaching cannot be successfully carried out unless the teachers are trained along lines of unit teaching. For example, for guiding group work of the children, the teacher should have the experience of working in groups. John Dewey's motto, "learning by doing" is not only applicable to children but also to teachers. Changes in the curriculum and methods of teaching

⁷⁷Commission on Teacher Education, Teachers for Our Times (American Council on Education, Washington, 1944), p. 24.

must necessarily synchronize with changes in the teacher education program of normal schools.

Teacher education does not come to an end when teachers graduate. Guidance should be given by head-teachers, inspectors and training institutions when the trained teachers are in service. The training of teachers in service is essential for carrying out the proposed program of social studies successfully. Workshops should also be organized to give the teachers an experience in unit teaching.

C. EPILOGUE

Pakistan is a young state. The hope of her progress lies in the right type of education. An education which can help to develop individuals who are socially responsible and who can think creatively, individuals, in short, who are capable of playing a positive role in the formation of the new social order. The curriculum, being an important aspect of the educative process, needs to be reconstructed. The present study has been undertaken with a view to improving the current program of social studies in the primary schools of Peshawar. It has been studied in respect of objectives, contents, methods and evaluation. Improvements in the program have been considered necessary in view of the changing needs of the country and the changing conception of the curriculum. The proposed core program of social studies has been discussed in its four aspects--objectives, organization, methods and evaluation. Suggestions have been also given to put it into practice.

To carry out the core program of social studies suggested in the present study is no easy job. It demands hard work, resourcefulness,

ingenuity and cooperative efforts of teachers, inspectors and all others concerned. All of them are invited to develop scope and sequence plan, to think over the techniques of teaching various skills, to collect audio-visual material, to study community resources, to develop resource units and above all to train themselves for this type of teaching. Changes like this do not happen all of a sudden. They need conscientious efforts, perseverance, patience and hope. The efforts will be rewarding. Teaching will not be a dull job but will provide avenues for the expression of creative potentialities on the part of the teachers. The benefits which will come to individual and society are in no way less rewarding. To promote the happiness and progress of individual and society is the worthy purpose of all education and life.

APPENDIX A

QUESTIONNAIRE TO THE ELEMENTARY SCHOOL TEACHERS

1. Name of the Teacher
2. Name of School
3. Qualification
4. Subject Taught
5. Methods of teaching social studies: Please check each of the methods listed below according to how frequently you use these methods. (Always means daily; often stands for three or four times in a month, Occasionally stands for three or four times in a term; and Rarely for once or twice in a year.)

	Always	Often	Occasionally	Rarely	Never
a. Recitation	_____	_____	_____	_____	_____
b. Group Reports	_____	_____	_____	_____	_____
c. Group Discussion	_____	_____	_____	_____	_____
d. Dramatization	_____	_____	_____	_____	_____
e. Work done by individual pupil	_____	_____	_____	_____	_____
f. Text-book Reading	_____	_____	_____	_____	_____
g. Other Reading Literature in social studies	_____	_____	_____	_____	_____

6. What other methods do you use in teaching social studies?

7. Describe a typical day's work in social studies;

8. Check the teaching aids you use in teaching social studies:

	Always	Often	Occasionally	Rarely	Never
a. Black-board	_____	_____	_____	_____	_____
b. Bulletin Board	_____	_____	_____	_____	_____
c. Pictures	_____	_____	_____	_____	_____
d. Graphic Materials: (Charts, Graphs, Tables)	_____	_____	_____	_____	_____
e. Newspapers, Magazines	_____	_____	_____	_____	_____
f. Maps and Globes	_____	_____	_____	_____	_____
g. Movies	_____	_____	_____	_____	_____
h. Film strips	_____	_____	_____	_____	_____
i. Models	_____	_____	_____	_____	_____
j. Field Trips	_____	_____	_____	_____	_____
k. Guest Visitors	_____	_____	_____	_____	_____
l. Others	_____	_____	_____	_____	_____
m.					
n.					
o.					
p.					

9. In your opinion what are the important weaknesses in the methods of teaching social studies in your school?

10. What methods do you use for evaluating the children in social studies?

11. What are the bases which you use for evaluating the children in social studies? Check those which are given below and indicate (in the blank spaces given) other bases for evaluation which you use;

- | | |
|--------------------------------------|-----------------------------|
| a. Tests | b. Written expression |
| c. Participation in discussion | |
| d. | e. |
| f. | g. |
| h. | i. |

12. How frequently do you make your evaluation? Describe a whole year's programme for evaluating a pupil's work in social studies

13. Indicate those aspects of a child's behaviour which you consider important in evaluating his achievements in social studies;

- | | |
|-----------------------------|--------------------------|
| a. Regularity of attendance | b. Co-operation |
| c. Original ideas | d. Initiative |
| e. | f. |
| g. | h. |
| i. | j. |

14. For what purposes do you use the results of evaluation? (Write your answer in the blank spaces given below

- | | |
|---|---------|
| a. For promoting the child to the higher class | |
| b. For informing the parents about his work and behaviour | |
| c. | d. |
| e. | f. |
| g. | h. |
| i. | j. |

15. In your opinion what are the weaknesses of the present methods of evaluation in social studies used in your school?

APPENDIX B

THE COURSE IN SOCIAL STUDIES FOR PRIMARY SCHOOLS OF PESHAWAR

Prescribed by the Department of Education, Peshawar
Region (Translated from Urdu)

History

Class I	Leader	Quad-i-Azam Mohd. Ali Jinnah
	Prophet	Mohammed
	Saint	Khawja Abdul Qadir Gillani
	Ruler	Aurangzeb
	Conqueror	Khalid-Ibn-Walid
	Thinker	Avicena
	Famous women	Miss Fatima Jinnah
Class II	Prophet	Adam
	Saint	Akhwand Daryza Baba
		Khawja Moinuddin Chishti
	Ruler	Nawab Zaman Khan ruler of Tirah
	Conqueror	Khush-hal-khan Khatak
	Thinker	Nasiruddin Mohaqqiq Tuasi
	Leader	Sir Sahabzada Abdul Qaum
	Famous women	Hazrat Fatima Rabia Basari
Class III	Prophet	Noah
		David
	Saint	Khawja Nizamuddin
		Hazrat Pir Baba
		Hazrat Kaka Sahib
	Ruler	Akbar the Great
		Noorjahan
	Mujahid	Bayzid Ansari
		Haji Sahib Tartagzi
	Thinker	Mohammed-bin-musa Al-Kharzomi
Leader	Mollana Mohammed Ali Jouhar	
Famous women	Hazrat Khadijia Chand Bibi	

- Class IV
1. Prophet Ayub
 2. Prophet Solomon
 3. Hazrat Data Ganj Shakar
 4. Hazrat Bakhtiar Kaki
 5. Hazrat Umar Sakin Chamkni
 6. Hazrat Dival Baba Sakin Kallachi'
 7. Buddah
 8. Ashoka
 9. Arshmidas
 10. Shahjahan (The Mughul Emperor)
 11. Amrao Khan Sakin-Chandol
 12. Plato
 13. Ghulam Qasim Nawab Tank
 14. Mustafa Kamal
 15. Mohammed Iqbal
 16. Sultana Razia
 17. Zeb-un-nisa

Class V A. Biographies of the following famous personalities:

1. Prophet Ibrahim
2. Prophet Moses
3. Prophet (Isa) Jesus
4. Prophet Mohammed
5. Hazrat Abu-Bakr
6. Hazrat Umar
7. Hazrat Uthman
8. Hazrat Ali
9. Molana Rumi
10. Khawja Fariduddin Ganj Shakar
11. Newton
12. Farraday
13. Hazrat-ji Sahab Sakin Attock
14. Guru Nanak
15. Kunusk
16. Mahmud of Gazna
17. Baber
18. Sher Shah Suri
19. Khalid Ibn Walid
20. Tariq Ibn Ziad
21. Mohammed-bin-Qasim
22. Sultan Salahuddin Ayubi
23. Sir Syed Ahmad Khan
24. Gandhi
25. Qadi Azam Mohammed Ali Jinnah
26. Chand Bibi
27. Miss Fatima Jinnah

B. The history of tribal areas (ten pages).

Geography

- Class I
1. Short description and pictures of animals, birds and trees
 2. Home, school and environment. Daily travel from home to school
 3. Stories about the children of Peshawar region
 4. Description of observation of earth, sun, moon, stars, water and air.
 5. Description of well streams and rivers.
 6. To prepare children for trips to hospital, mosque and market.
- Class II
1. Stories of the children of the other regions of Pakistan
 2. Conception of directions
 3. Conception of scale, proportion and size.
 4. Observation of day, night, week and month.
 5. Description about rivers, mountains, forests, lakes, canals, passes, etc., and preparation for taking trips to above mentioned places.
- Class III
1. Geographical terms--mountains, passes, lakes, forests, etc. The teaching of the above mentioned terms should be related to handwork. Children should take trips to some river nearby. Teachers should prepare models of rivers, lakes, etc. in school.
 2. To study the following items with the help of the map of Peshawar division.
 - A. Mountains, rivers, main places, railroads and other roads.
 - B. Preparing an outline map and model.
 - C. Location of Peshawar division in Peshawar region.
 3. Geography of the division under the following headings.
 - A. Surface
 - B. Climate and production
 - C. Population and occupation
 - D. Trade and transportation
 - E. Tahsil and other important places.
 4. Four seasons. It should be based upon observation. The effect of seasonal changes on human life, main crops, fruits and vegetable of each season.
 5. To provide the samples of crops and industries in school's museum.
- Class IV
1. Study of the geography of Peshawar region
 - A. Surface
 - B. Climate

- C. Agricultural production and means of irrigation
- D. Minerals, forests and animals
- E. Population, occupation, means of recreation
- F. Trade and transportation
- G. Industries and important places

- 2. Keeping record of the length of days and nights during summer and winter.
- 3. Preparing maps and model of Peshawar region.
- 4. Collecting samples of agricultural and industrial products for school museum.

- Class V
- 1. Land and water. Names of the continents and oceans.
 - 2. Study of Asia consisting of the following topics
 - A. Surface
 - B. Relations of Pakistan with other countries of Asia (with special emphasis upon exports and imports).
 - 3. East and West Pakistan in detail. India, Afghanistan, Iran, Burma, Ceylon and other Asian countries. Special attention will be given to Muslim countries.
 - 4. Journey from Karachi to Mecca, from Peshawar to Ankara and from Karachi to Chittgong.
 - 5. Winds and their effect upon climatic conditions and crops.
 - 6. Keeping record of rainfall by rain gauge.
 - 7. Preparing outline map and models of East and West Pakistan and Indo-Pak.

Civics

Class I

The child and his environment: home, street, school, the child and his playmates. The child and his teachers, the child and his classmates, training in basic good habits, i.e., spitting, etc., cleanliness, cleanliness of the body, cleanliness of the things owned by the child, i.e., book, pen, pencil, state.

Learning to stand in a line. Its importance in the progress of a disciplined child.

Class II

The responsibilities of the child at home. Taking care of his things, i.e., books, clothes, bed, toys, cup glass, tooth paste, and tooth brush, towel, etc.

The responsibilities of the child in school. Taking care of drinking fountain, pitcher, glasses, walls, desk, benches, mats, bathroom. Pet animals and birds. Taking care of crops. Taking care of school garden. The purpose is to create aesthetic sense and to form the habits of taking care of things.

Class III

The affairs of the village and city where the child lives.

Public gardens--their advantages and their protection.

Fairs and feasts--the places for worship and traffic rules.

Class IV

Different aspects of the social life of the village or city--hospital, pharmacy, prevention of diseases--Mohalladar, Numberdar, Chowkidar, Patwari, Chawki, Thana, Post Office, shops of the villages, buying and selling, market, helping strangers and being courteous with them.

Class V

Educational and cultural institutions--schools, maktab, college, university, museum, zoo and public libraries.

Administration of a division--police, policeman, police officer, prison house, courts, judge, magistrate, advocate, Girga, Panchat of villages.

The ways of settling disputes in tribal areas.

APPENDIX C

SCOPE AND SEQUENCE PLAN

Some typical situations calling for growth in ability to deal with natural phenomena

Part I - Dealing with Physical Phenomena

Scope

Sequence

Early childhood
(From 6 to 7 years)
(2 years)

Later childhood
(From 8 to 10 years)
(3 years)

1. Adjusting to weather conditions

Identifying simple weather changes and its effects on one's activities--observing weather changes and keeping simple weather charts; listening to weather reports; reading thermometer, finding how animals protect themselves in winter; finding what clothes one should wear for various weather conditions

Developing bases for judging and adjusting to weather conditions. Understanding simple weather reports and keeping records; reading thermometer; testing weather superstitions; finding out what causes thunder; lightning, hail, rain, snow, fog, dew, windstorm, hurricanes and cyclones; finding why some people go to the mountains in summer. Finding why some areas are deserts, some praires and some are forests; finding why places nearby large bodies of water have temperate climate. Finding the causes of regular floods in specific areas; finding how homes are built to take account of different weather conditions; finding how to protect oneself from sun-stroke, from cold, from windstorm, from hail storm,

- and from lightning; finding about the differences in climate and adjustment to climatic condition in other parts of the country or in other countries.
2. Dealing with topographic features
- Becoming acquainted with the surface features of the locality--knowing the surface features of Peshawar division; rivers, mountains, plains, passes, etc. Finding out why some soil is rocky and some is fine; finding how surface features have affected transportation and agriculture in the locality; making simple map of the school yard or neighborhood.
- Extending acquaintance with the surface of the country and its effect on life--knowing those surface features which are not found in the locality; knowing how mountains, volcanoes, deserts, rivers, oceans and islands came into being; finding how national surface features affect transportation, location of industries and cities, agricultural products and occupation of people. Making maps of Peshawar region and the country showing surface features and relative location
3. Conserving and using earth contents
- Identifying the common uses of earth contents--learning the names of minerals used in household appliances; finding the uses of oil and coal in home; identifying the names of the minerals found in the locality; knowing about the industries using earth contents in the community. Knowing how the gardener fertilizes soil...
- Extending of the knowledge of the use of earth contents--discussing the plans for prevention of soil erosion; knowing how rivers are used for irrigation and power-projects; finding how the water for drinking is secured; finding out the uses of minerals in other parts of the country; finding those minerals which are imported from other countries.
4. Understanding factors conditioned by relative motions in solar system
- Identifying changes in time and season--observing length of days in summer and winter. Asking why moon looks different at different times of the month; asking why one's shadow differs at different time of the day, learning to locate directions with the help of sun...
- Finding simple explanation of time and season--finding why there is difference between East and West Pakistan time; finding how sun dial works; finding why we have summer, winter and rainy season; finding why days and nights are longer and shorter; discussing reasons for difference in climate on different parts of earth surface.

4. Exploring
the nature
of universe

Becoming acquainted with
heavenly bodies--asking
simple questions about
stars, sun and moon;
identifying North star...

Finding simple explanation of
the movement of heavenly bodies;
discussing that how the people
know that earth is round; find-
ing the simple explanation of
the nature of solar system;
discussing the nature of ~~comets~~
and eclipses which one observes;
identifying major constella-
tions...

APPENDIX D

FRAMEWORK OF RESOURCE UNIT

- I.
 1. Title of the unit: The Clothes We Wear
 2. Table of contents:
 3. Age or grade level: 8 years and Class III
 4. Time required: One and a half month
- II. Introductory statement: Formulation of general purpose and clarification of topic and the general importance of the unit.
- III. Anticipated outcomes¹
 1. In terms of pupil behavior:
 - (i) Understandings
 - (a) Understands cloth is made from material acquired from vegetables and animals.
 - (b) Understands how we get water from oceans
 - (c) Understands how seasons are formed.
 - (d) Understands how soil is formed and can differentiate between types of soil.
 - (ii) Skills
 - (a) Participates in group work effectively; identifies himself with group purposes; makes good contribution to work; plays the role of a leader as well as of a follower.
 - (b) Science skills: carries small experiments.
 - (c) Art skills: Draws, paints, models in clay.
 - (d) Language skills: reads, speaks and writes.
 - (iii) Attitudes
 - (a) Respects honest and hard work
 - (b) Accepts responsibility willingly
 - (c) Cooperates in solving problems
 - (d) Recognizes the rights of others

¹A few of the understandings, skills, attitudes, appreciations and generalizations are included here.

(iv) Appreciations

- (a) Appreciates well dressed people and himself is well dressed
- (b) Loves beauty in surroundings and in the lives of people.

2. In terms of generalizations

- (a) Green plan need soil, air and sunshine to live
- (b) People depend upon each other
- (c) Climatic conditions affects the vegetation, occupation and way of living of the people.
- (d) Climate is an average weather condition for a particular area over a long period of time.

IV. Analysis of the unit in terms of contents.

1. How do we get cotton clothes?

- (i) What climate is needed for cotton production?
- (ii) How the farmer gets water to irrigate field?
- (iii) How the farmer fertilizes soil?
- (iv) How the farmer takes care of the crops?

2. How do we get woolen clothes?

3. How do we get silk clothes?

4. How we can take care of our clothes?

5. What clothes the children of other regions and of others countries wear?

V. Suggested activities

1. Initiary activities: Activities are required if the pupils are to make a good start. Some of the suggested initiary activities for this unit of work are as follows

- (a) Pictorial map showing dresses of different regions
- (b) Exhibits of the pieces of cloth
- (c) Cuttings of the advertisement for cloth and dresses

2. Suggested developmental activities: Activities are required if the pupils are to develop understandings, skills, attitudes, aesthetic appreciations and generalizations.

- (i) Reading - Stories, charts, captions, signs and labels and poems.
- (ii) Writing - Committee reports, invitation and thank you letters, charts, stories and so on.
- (iii) Speaking - Discussing, reporting, etc.
- (iv) Excursions - To nearby cotton field, to cotton factory, to hand-loom shop, etc.

- (v) Interviews - Interviews with workers such as farmers, tribesmen.
- (vi) Construction - Weaving, stichery for making dresses for puppets; making things out of clay.
- (vii) Dramatic play - Playing roles of cloth-merchant; of dress-maker; of farmer, of tribesman; of the children of various countries of the world; of wind, raindrops of little plant in the seed and of seasons, etc.
- (viii) Arithmetic - Drawing map to scale, measuring rainfall and so on.
- (ix) Using maps and globes - Learning formation of day and night and of seasons with the help of globes. Drawing map of the community.
- (x) Using and making charts and diagrams - Using charts showing water cycle or making charts showing weather conditions and so on.
- (xi) Painting - making friezes and so on.
- (xii) Singing and music - Dancing and singing which is usually done when crops are ready.
- (xiii) Observations - Plant and insect life, different cotton and woolen fibres and so on.
- (xiv) Experiments - Sandy soil allow free passage to water; clay soil absorbs much; loam contain characteristics of both; plants need air; plants need sunlight; plants need water; soil heats more quickly than water and so on.

VI. Culminating Activities

- (i) Arranging an exhibit of the work done during the unit study
- (ii) Report of committee work
- (iii) A puppet show
- (iv) Evaluation by teacher and pupils

VII. Bibliography: Books to be used by teachers for subject-matter and methods, books to be used by pupils.

- Appendix A - Directions for keeping weather charts
- Appendix B - A list of audio-visual material to be used in the unit.
- Appendix C - List of the material needed for construction and experiments, etc.

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