

Use of Community Resources in Social Science Teaching at Secondary Schools

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Abstract

The prime purpose of the paper was to explore the status of use of Community Resources in Social Science teaching at secondary school in Hunagund. To find out the use of community resources in social science teaching by senior secondary school teachers "The Utilization of Community Resources in Teaching Social Sciences in Secondary Schools" a Questionnaire was developed by researcher and administered. Taking cognizance of the nature of sample, 'Incidental sampling technique' was used. On the other hand sample was Incidental and on the other hand it was purposive as it served the purpose of the study. Government, Aided and unaided Secondary Schools were considered for data collection. Even though all educationists have stressed the need for revitalising the teaching of Social science, in actual practice, it is found that there are hardly any attempts by the social science teachers in this context, by linking school and community. It also helps the teachers to use Community Resources in Social Science teaching at secondary school and find out their effect on students learning.

Introduction:

In the emerging scenario of knowledge based society of 21st century. Secondary school level becomes crucial issue in creating skilled and knowledgeable human resource to meet the upcoming challenges of the changing world. Article 30 of the Indian Constitution that Right to Education is a fundamental right of every citizen. In a democratic country like ours equal educational opportunities are given to all citizens without any discrimination of caste, creed, colour and sex. The same opinion has been accepted by all the societies now, since education is a necessary for any society to bring about social change and the development of human faculties. Rabindranatha Tagore opines that, "Education is an all-round development of all human faculties for the attainment of a full life."

The National Policy on Education (1986) (98) and the programme of Action (1992) (99) gave a policy framework for teaching various school subjects that include social sciences also at the secondary stage. According to this, the general policy framework of teaching social science at the secondary stage has three components, these were:

1. Deepening the pupils understanding of contemporary India and its social, economic and political development as an independent nation and its composite culture.
2. Developing in the pupils a world progressive ideas and an understanding of the problems of the contemporary world, particularly those relating to international peace and human rights and the establishment of a world order
3. Including in the student a spirit of inquiry, a scientific and forward looking outlook and aversion to injustice and bigotry.

It also emphasised the importance of relating education and community life. The realise these goals of education we have various agencies of education both formal and informal functioning on a cooperative basis. Even though all educationists have stressed the need for revitalising the teaching of Social science, in actual practice, it is found that there are hardly any attempts by the social science teachers in this context, by linking school and community. It also helps the teachers to use Community Resources in Social Science teaching at secondary school and find out their effect on students learning. This the prime reason why study came in to existence.

What is Community Resources?

Leveraging community resources and local partnerships supports high-quality academic and enrichment opportunities by broadening the experiences that may be typically offered to students and by expanding access to local expertise. Better aligning and utilizing these resources can also help school systems identify and access low-cost services or facilities to support learning opportunities on and off school sites. Pulling in local resources such as health and human services agencies, departments of public safety and parks and recreation, community colleges, businesses, community-based organizations, and other entities can effectively maximize opportunities for students and school systems.

Community Resources that facilitate include everything in the Community that can be used to illustrate a concept or generalization. Unless community resources are educated on their role and function, there is a danger that they will make their presentations public relations rather than instructional in nature. Evans says that "the concept of community always involves some Form of life

Most people agree, however, that the above definitions Are necessary to describe a community, and still may not adequately Describe what many have in mind when the word community is mentioned

Community As Teacher

I had the best seat in the house when I was a fifth grader—back row, next to the window. I could prop a book in my lap to read, and the teacher wouldn't notice. Mysteries, adventures anything to take me out of the classroom. It was a blur when I looked straight ahead to the front of the room. I feared that I wouldn't get the right answer or that the teacher would ask me for the missing homework. But when I looked out the window, I saw to the tops of the trees, the rooftops of the buildings, and beyond, the horizon of the cityscape. That's where I was really learning—out there in the city.

As one of twelve children, I knew the city, beginning with my own neighbourhood on the South Side of Chicago. My siblings and I knew all the neighbours, and we talked every day with the postman. When the street in front of our house was resurfaced, we watched the workers and the equipment for hours. The empty lot at the end of the street was the "prairie" and we spent long days exploring and inventing games that included everyone. During school holidays, Mom piled the kids in the car for a trip to the Museum of Science and Industry. Older and younger children paired up to explore the museum, searching out favourite galleries. The community was our teacher, right there on our block and in the greater city.

Role of Social Sciences to build-up School- Community relations

Teaching of social sciences is an important part of secondary school curriculum. Social Sciences form that part of school curriculum which includes subject matter and activities that enable the child to acquire an understanding of human relationships, a knowledge of environment, dedication to values and principles of society and to participate in the process through which society is maintained and improved. Especially of the social sciences needs to be carefully planned and judiciously implemented. Since the domain of social sciences is primarily to educate the child regarding his role as a worthy member of the community. Social sciences should primarily develop the qualities of social awareness and social concern. To develop these qualities the teachers should make use of the available community resources to make their teaching effective and purposeful. Strong school and community relationship is needed.

Majority of social studies teachers made little or no use of community resources in teaching of social studies it is reported in this paper. Secondary school teachers identified lack of fund, inadequate training, lack of technological skills, and low teachers morale as inhibiting factors against the effective use of community resources. Teachers' lack of community resources may be accounted for the constraints which they face in using community resources. Hope the paper will be helpful for teachers, educational planners and researchers working in the field of social science education.

Aims of teaching Social Sciences

Determination of the aims and objectives are necessary to point the broad ideals and to enable us in selecting significant and meaningful content, teaching methods and techniques. The main focus in the social science course at the secondary level is to highlight the growth of human civilization and the evolution of the social systems and on culture and scientific development

The aims of teaching social science as suggested by S.K.Kochar as follows

- a) To build social competence.
- b) To build intelligent democratic citizenship.
- c) To gain insight into spiritual, economic and political values as forces in human behaviour and human relationship/
- d) To help the child acquire the knowledge's, understandings, attitudes and competencies which he will need in the interaction with social and physical environment.
- e) To develop desirable qualities for an all-round development of a rich personality.
- f) To give a sense of belongings.
- g) To enable the pupils to use the leisure properly
- h) To promote world peace.

For a meaningful realisation of the above aims and build-up school- community relationship, use of community resources for the teaching of social science imperative. Hence a detailed knowledge of all the available community resources and how to integrate them with the school activities is very essential for a social science teacher.

Related Literature

Foreign Studies

Introductory Statement*»-The related literature pertinent to this Area of research has been organized under the following captions as Indicated below:

- Harold R. Bottrell, Using community resources Within the Curriculum, A publication of the foundations of Education Department, 'College of Education (Houston, Texas: University of Houston, Author, January 1960) types of community resources as set forth in the literature will be treated in this section* Bottrell gives three steps that are involved in using community resources in teaching of social science

(1) finding their source- or exploration

(2) arranging them for use in teaching and learning situations – or organizations

(3) using them in appropriate ways in planning and carrying on teaching and learning experiences and activities – or utilization.

- Community-School Relationship.—»We can see therefore, that in order to utilize the community resources property, there should be a good school-community relationship. It has been found that through the years much effort has been made toward bringing the school and community closer together. School leaders are trying to promote and develop life centred education and seemingly, they are coming closer to it now than ever before.

Olsen refers to the progress that has been made as milestones. He gives an account of these milestones by years. Here the list several of these developments:

- ❖ 1897...John Dewey's School and Society was the first book to stress the social responsibility of the school to improve the community as well as to educate the child.

1913...Joseph K. Harts* Educational Resources of Tillages And Rural Communities was published by Mac Millan Company of New York. The idea involved in this book is that a community has within it, work that educates and provides for life. The part these things in the community play in the actual education of the boys and girls should be recognized

Indian studies

- Nagarajaiah R (1981) conducted a study to investigate into the availability and utilization of the community resources by the high schools managed by Shree Siddaganga Math.

The major findings of the study were

1. All the schools of Siddaganga Math have the required infrastructure like building, playground and equipment.
2. Majority of high schools have not made attempts in utilizing the community resources for their betterment.
3. Attempts have been made by majority of the schools for tapping the financial resources of the community.

- Desai (1972) conducted a survey of the community resources and their utilization in the teaching of science

The major findings of the study were

1. There exist a relationship between the teaching experience of the science teachers working in the in the composite schools and their knowledge about community resources
2. Almost all teachers feel that the observations made at the community resources are either effective or highly effective.
3. There is near full agreement among the teachers of the primary and composite schools about the effectiveness of the observations made at the community resources and their linking with classroom teaching.

Rationale of the Study

In this study researchers have tried to find out actual status of use of Community Resources in Social Science teaching at secondary school and find out their effect on students learning which play pivotal role in knowledge transformation process. Leveraging community resources and local partnerships supports high-quality academic and enrichment opportunities by broadening the experiences that may be typically offered to students and by expanding access to local expertise. Even though all educationists have stressed the need for revitalising the teaching of Social science, in actual practice, it is found that there are hardly any attempts by the social science teachers in this context, by linking school and community.

It also helps the teachers to use Community Resources in Social Science teaching at secondary school and find out their effect on students learning. Majority of social studies teachers made little or no use of community resources in teaching of social studies it is reported in this paper. Secondary school teachers identified lack of fund, inadequate training, lack of technological skills, and low teachers morale as inhibiting factors against the effective use of community resources. Teachers' lack of community resources may be accounted for the constraints which they face in using community resources. Hope the paper will be helpful for teachers, educational planners and researchers working in the field of social science education.

Objectives of the Study

1. To identify the Community Resources available in Hunagund Taluk for teaching social sciences.
2. To find out the extent of utilization of the available community resources in teaching social sciences by secondary schools of Hunagund taluk.
3. To identify the reasons for not utilizing the available community resources.
4. To suggest measures for the optimum utilization of the community resources for effective teaching of social sciences.

Hypotheses

- Majority of teachers are not aware of resources that are available at local community and
- Hence they are not able to make social sciences as a functional subject.

Methodology

By this present study is a descriptive study. In this study survey method was used to collect the data.

Population

Population of the present study consisted of all senior secondary schools teachers who are providing service in different schools affiliated by Govt. of Karnataka of Hunagund Taluk.

Sample And Sampling Techniques

Taking cognizance of the nature of sample, 'Incidental sampling technique' was used. On the other hand sample was Incidental and on the other hand it was purposive as it served the purpose of the study. Government, Aided and unaided Secondary Schools affiliated by Govt. of Karantakawere considered for data collection. In the view of the objectives to investigate the "The Use of Community Resources in Teaching Social Sciences in Secondary Schools" it was decided to draw the sample from various seniors secondary schools situated in Hunagund taluk. The sample consisted of 50 seniors a secondary school teacher who teaches social science. Out of 50 teachers 20 belonged to Government sector, 15 belonged to each aided and unaided schools.

Tool Used

Use of Community Resources Questionnaire (UCRQ) was developed and standardised by the researchers for fulfilling the previously mentioned objectives. There were 25 questions in a questionnaire which covered main aspects of use of community resources in teaching social sciences. The UCRQ found highly reliable and valid for the purpose of this study.

Findings

The overall average Use of Community Resources in Teaching Social Sciences in Secondary Schools among teachers was 60.86 per cent (mean was 30.43) with the minimum score of 15 per cent (9 questions out of 25 questions) and maximum of 96 per cent (24 questions out of 25 questions). Result reveal that the senior secondary school teachers' possess average level of Use of Community Resources. 51.09 per cent of the total teachers scored below the average score. Only two teachers gave all right answers. This is the actual state of Use of Community Resources in Teaching Social Sciences in Secondary Schools who were highly educated and had long experiences of teaching Social Sciences. These findings reflect most of the teachers are not updated with relevant scenario still they taught only delimitations of the concepts and theories that's all.

The observation of means between government, aided and unaided senior secondary school teachers indicated that score in average of government sector 31.86% aided 27.56% and unaided 25%. Community resources were available to the respondents in varying degrees. The resources most available to the majority of the respondents were association Journals, visits and places and the resource least available were resources persons. The data shows that the Community resources were not adequately used by the majority of the respondents. The respondents, who used them, however gave them an overall rating of good, for social Science Education purposes. Utilization of the community resources for effective teaching of social sciences has to be emphasized.

Discussion And Conclusion

Teachers are very important in knowledge transformation and teacher's quality is an important aspect in student learning. Results of the study reveal that much emphasis has been needed on improving teachers view on Use of the community resources for effective teaching of social sciences. There is need to equip teachers with relevant materials, training and workshops on regular basis for effective teaching of social sciences.

It is gratifying to note that the available public library has been utilized by most of the students and teachers. However it is suggested that state government may open public library in places where public library is very much felt by the students and teachers. It is encouraging to know that the religious places of all the major religions are found near school. It is suggested that the schools which are using these religious places may think of using them according to the content requirement.

Arranging visits to the village panchayat and taluk panchayat office may help students to understand the important functions. This visit also helps the students to understand their future role. The visit of various

panchayat officers or members to school beneficial to students in understanding the social problems, issues and current events. Utilizing the historical and cultural importance in their locality is must for effective teaching of social science. It is encouraging to note that majority of teachers are showing keen interest in guiding students to understanding the historical and social aspects by watching movies. The other teachers who are not advising students may also suggest to them for the observation of historical movies. The secondary schools may think of using the community resources in a effective manner by organising field trips, community surveys and projects and also conducting social service activities by the schools. This study focuses the attention of related authority towards the requirement of training, workshops, and conferences in social sciences for improving average of teachers participants in the use of community resources at secondary schools because research evidences suggest that student's learning social sciences is influenced by their teachers' knowledge and academic background in social sciences. In addition use community resources are equally essential for teachers who do not teach social sciences because they educated and responsible persons and inventors of the country. A comparative study may be undertaken by taking different districts in Karnataka state regarding use of community resources for teaching social science in various level of education. This study may be extended by taking more sample. The effectiveness of teaching social science through community resources may be undertaken with utilizing physical and human resources of the community. So, it is the possible way to find out how the schools have attempted to use the available community resources for teaching social sciences.

Conclusion

Teachers may be busy in completing the syllabus and they do not find time to plan for using the community resources for effective teaching of social science. But they must use the services of various Human resources persons like freedom fighters, teachers, lecturers, religious leaders, farmers, police officers, doctors etc available in the locality have been invited by the schools to talk on various aspects to students. Through that we can make use of there experience for the betterment of the student The reasons for not using the community resources fully by the secondary school may be the lack of physical resources and human resources.

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