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APPROACH OF TEACHING AND LEARNING SOCIAL SCIENCE AT SECONDARY SCHOOL LEVEL IN NAGALAND STATE: A CRITICAL STUDY

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INTRODUCTION

Brief profile of Nagaland:

Nagaland attained statehood on 1st December 1962. Nagaland is a small hilly state and is the 16th state of the Indian Union. It is situated between Longitude 93.20E and 95.15E and latitudes 25.6N and 27.4N. It is located in the extreme North-Eastern part of India. The state has the boundary of Assam in the North and Manipur in the South. Nagaland is connected to the rest of the country by rail through the North East Frontier Railway which passes through Dimapur while going from Guwahati to Tinsukia in Assam. Airlines connect Dimapur to other parts of the country by air.



Population and Literacy:

The total population of Nagaland according to the 2011 census was 19, 80, 602, out of which 10, 25, 707 are males and 9, 54, 895 are females. The total literacy rate for Nagaland according to the 2011 census was 80.11%.

Secondary Education in Nagaland:

The schools in Nagaland followed the 10+2 system. With the primary schools up to class (V) five and the middle school up to class (VIII) eight, the second section comprises only class (IX) nine and (X) ten. The secondary school curriculum was framed by the Nagaland Board of School/Secondary Education and it evaluates the Students. The schools are under the administration of the Director of School education at the State level and Districts Education Officer at the District level. Social Sciences subject became one of the core components of the school education curriculum in Nagaland. After India got Independence and attainment of Nagaland statehood in the year 1962, there had been a considerably great expansion in the field of education in Nagaland. Many schools were opened and the efforts for school education development never end and it is continued by the concerned authorities and stakeholders in the state.

The Social Sciences encompass diverse concerns of society and include a wide range of content, drawn from the disciplines of History, Geography, Political Science, Economics Sociology, etc. Social Sciences is one of the most important core components of the Secondary Education Curriculum in Nagaland. The National Policy on Education (1986), the National Curriculum Framework for School Education (2000), published by the NCERT emphatically stressed the importance of Constructivism as a suitable approach to learning, The NCF, 2005 establishes the need to recognize the child as a natural learner, and knowledge as the outcome of the child's activity. The National Curriculum Framework for Teacher Education (2009) voices the need and importance of professionally trained teachers. Learning outcome depends on the teaching approach, teaching process, and quality of teachers. In the present context teaching Social Sciences Education at the Secondary School level is not easy.

There are two different common approaches to teaching and learning that emerged at the Secondary School level in Nagaland, the Behaviourist and Constructivist approaches. Currently, in Nagaland state the behaviorist approach dominates as it is present in the whole educational system. Teachers and Students are a more familiar and common approach for teaching and learning of Social Sciences. But those teachers who have different notions of knowledge are introducing a changed approach to learning and teaching that follows from the Constructivist approach. The investigator is Teacher Educator for Pedagogy of Social Sciences in Teacher Education Institution in Nagaland and has a vast experience in teaching Social Sciences Subject at Secondary School level. The investigator observes that, in the present situation of approach of teaching and learning Social Sciences both Behaviourist and Constructivist are facing problem and create confusion among teachers and students in Nagaland State.

Therefore, the approach of transacting the content of Social Sciences subject and its corresponding impact on the learning of the students is needed to examine the effectiveness. Teaching learning of Social Sciences need change in approach and process, the change in teaching requires a paradigm shift from the traditional approach of teaching to the modern innovative strategies including the integration of technology, etc. The shift from traditional approach to new innovations in teaching strategies will definitely result in achieving quality in Social Science education. The advent of constructivist approach in teaching is a new development in our Indian classroom context and had great impact on secondary school level classroom in Nagaland State. The investigator made an attempt to examine transacting the content of Social Sciences subject in Behaviourist and constructivist approach and its impact on the learning of the students. The findings show that the needs to seriously think about the approach of teaching and learning Social Sciences at Secondary School level in Nagaland. The findings of the study will definitely facilitate the curriculum planners, Students and particularly the classroom teachers at Secondary School level in Nagaland.

Significant of the study: The study is significant in the following:

- i. The Study about the approach of teaching and learning of Social Sciences at Secondary School level in Nagaland State will explore about transacting content of Social Sciences subject and its effectiveness.
- ii. The study will contribute recommendation and remedial measures for effective and improvement of teaching Social Sciences education at secondary school level in Nagaland.
- iii. The Study will explore the problem faced by teachers and students in relation to approach of teaching and learning of Social Sciences education at Secondary School level in Nagaland.

Statement of the problem: Approach of teaching and learning Social Sciences at secondary school level in Nagaland state.

Research questions:

- i. What is the common approach of teaching and learning Social Sciences subject at Secondary Education level in Nagaland State?
- ii. What type of approach of teaching will be appropriate for teaching and learning Social Sciences at Secondary School level in Nagaland State?
- iii. What type of approach of teaching is prefer by teachers and Students for teaching and learning Social Sciences at Secondary School level in Nagaland State?

Objectives of the study:

- i. Tostudy the present approach of teaching and learningSocial Sciences at secondary school level in Nagaland State.
- ii. To identify the common approach of teaching and learning Social Sciences Subject at Secondary School level in Nagaland.
- iii. To identify the problems and challenges faced by teachers and students in relation to approach of teaching and learningSocial Sciences at Secondary School level in Nagaland State.
- iv. To give concreterecommendation for improvement and effective teaching and learning of Social Sciences.

Delimitation of the study: The study covered only Social Sciences subject teachers and Students at Secondary School level in Nagaland from Government and Private Secondary Schools level.

Methodology of the study: Survey method was used for the study.

Tool used for data collection: For the study questionnaire andinterviewtools wereused for collection of data and information.

Statistics tool used for the study: Percentage (%) was used for the present study.

Sample used for the study: Sample consists of fifty(50) Social Sciences subject teachers and one hundred (80) students randomlycollectedfrom Government and Private Secondary School level in Nagaland.

Table no: 01. Show no of teachers

SL no	Districts	Total no of Schools	Types of Schools				No of Teachers				Total
			Government		Private		Male		Female		
			Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	
1	Kohima	13	02	01	06	04	03	02	06	02	13
2	Dimapur	12	01	01	08	02	03	01	07	03	14
3	Wokha	10	00	02	00	08	00	03	00	08	11
4	Phek	10	00	02	00	08	00	05	00	07	12
Total		45	03	06	14	22	06	11	13	20	50

Table no: 02. Show the no of Students

SL no	Districts	Total no of Schools	Types of Schools				No of students and location				Total
			Government		Private		Male Students		Female students		
			Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	
1	Kohima	04	02	00	01	01	05	02	10	03	20
2	Dimapur	04	02	00	01	01	04	03	08	05	20
3	Wokha	04	00	02	00	02	00	05	00	15	20
4	Phek	04	00	02	00	02	00	07	00	13	20
Total		16	03	06	14	22	09	17	18	36	80

Major findings of the study: As per the responds of the Social Science Teachers and students the findings of the study are given below:

SOCIAL SCIENCES TEACHERS KNOWLEDGE ON APPROACH OF TEACHING:

- Urban Secondary School Teachers:
As per the responds given by the urban secondary school teachers 40% urban teachers have knowledge on Behaviourist approach, 17% of urban teachers have knowledge on Constructivist approach. 23% of urban teachers have basic knowledge on both Behaviourist and Constructivist approach, 20% of teachers have no knowledge on both Behaviourist and Constructivist approach.
- Rural Secondary School Teachers: As per the responds given by the rural secondary school teachers 42% rural teachers have knowledge on Behaviourist approach, 13% of rural teachers have knowledge on Constructivist approach. 20% of rural teachers have basic knowledge on both Behaviourist and Constructivist approach, 25% of teachers have no knowledge on both Behaviourist and Constructivist approach.
- Male Secondary School Teachers: As per the responds given by the rural secondary school teachers 38% male teachers have knowledge on Behaviourist approach, 22% of male teachers have knowledge on Constructivist approach. 18% of male teachers have basic knowledge on both Behaviourist and Constructivist approach, 22% of male teachers have no knowledge on both Behaviourist and Constructivist approach.
- Female Secondary School teachers: As per the responds given by the rural secondary school teachers 45% female teachers have knowledge on Behaviourist approach, 15% of female teachers have knowledge on Constructivist approach. 22% of female teachers have basic knowledge on both Behaviourist and Constructivist approach, 18% of female teachers have no knowledge on both Behaviourist and Constructivist approach. The following given chart clearly indicate the knowledge teachers on teaching approach for Social Sciences.

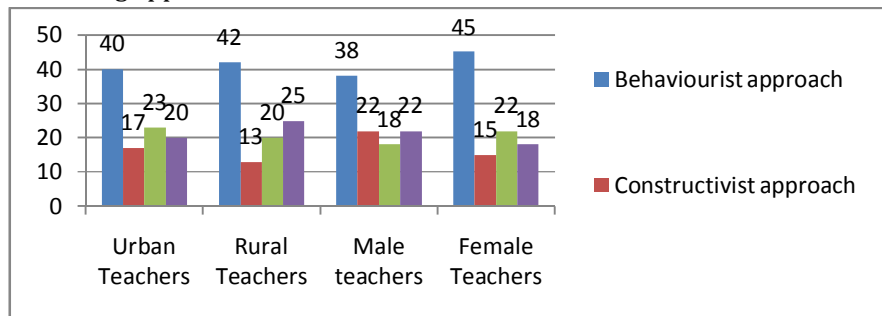


Figure: 01. Show the percentage of knowledge of teachers on approach of teaching of social sciences.

AN APPROACH OF TEACHING APPLIES FOR TEACHING SOCIAL SCIENCES:

1. Urban Secondary School Teachers:As per the responds given by the secondary school teachers 55% urban teachers applyBehaviourist approach forteaching Social Sciences, 20% urban teachers apply Constructivist approach of teaching and 25% urban teachers apply both Behaviourist and Constructivist approach for teaching Social Sciences.
2. Rural Secondary School Teachers:60% rural teachers apply Behaviourist approach for teachingSocial Sciences, 15% rural teachers apply Constructivist approach for teaching Social Science and 25% rural teachers apply both Behaviourist and Constructivist approach for teaching Social Sciences.
3. Male Secondary School Teachers:50% male teachers apply Behaviourist approach forteaching Social Sciences, 22% male teachers apply Constructivist approach teaching of Social Science and 28% male teachers apply both Behaviourist and Constructivist approach for teaching Social Sciences.
4. Female Secondary School Teachers:56% female teachers apply Behaviourist approach for teaching Social Sciences, 20% female teachers apply Constructivist approach teaching of Social Science and 24% female teachers apply both Behaviourist and Constructivist approach for teaching Social Sciences. The following chart clearly indicates the teaching of social science.

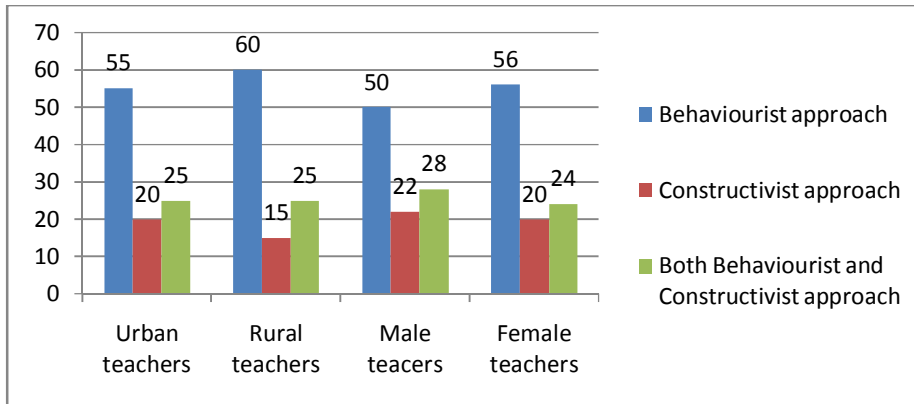


Figure: 02. Show the percentage of approach apply for teaching Social Sciences

APPROACH OF TEACHING EFFECTIVEFOR TEACHING SOCIAL SCIENCES EDUCATION:

1. Urban Secondary School Teachers: On the basis of the responds given by the secondary school students, 60% of urban teachers felt thatBehaviourist approach of teaching is effective for teaching social sciences. 18% of urban teachers said that Constructivist approach is effective and 22% of urban teachers felt that combination of both Behaviourist and Constructivist approach is effective for teaching learning social sciences at secondary school level.
2. Rural Secondary SchoolTeachers: On the basis of the responds given by the secondary school students, 65% of ruralteachers felt thatBehaviourist approach of teaching is effective for teaching social sciences. 15% of ruralteachers said that Constructivist approach is effective and 20% of ruralteachers felt that combination of both Behaviourist and Constructivist approach is effective for teaching learning social sciences at secondary school level.
3. Male Secondary School Teachers: On the basis of the responds given by the secondary school students, 55% of maleteachers felt thatBehaviourist approach of teaching is effective for teaching social sciences. 20% of maleteachers said that Constructivist approach is effective and 25% of

maleteachers felt that combination of both Behaviourist and Constructivist approach is effective for teaching learning social sciences at secondary school level.

- Female Secondary School Teachers: On the basis of the responds given by the secondary school students, 58% of femaleteachers felt thatBehaviourist approach of teaching is effective for teaching social sciences. 17% of femaleteachers said that Constructivist approach is effective and 25% of femaleteachers felt that combination of both Behaviourist and Constructivist approach is effective for teaching learning social sciences at secondary school level.

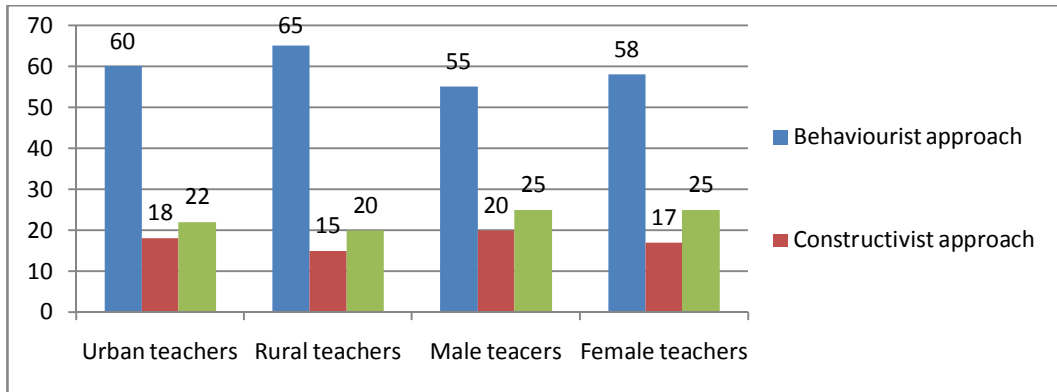


Figure: 03. Show the percentage of Teachers responds on the effectiveness of approach for teaching social sciences.

APPROACH OF TEACHING PREFER BY STUDENTS:

- Urban Secondary School Students: On the basis of the responds given by the secondary school students, 50% of urban students preferred Behaviourist approach for learning social sciences. 22% of urban Students preferred Constructivist approach and 28% of urban students preferred the combination of both Behaviourist and Constructivist approach for learning social sciences.
- Rural Secondary School Students: On the basis of the responds given by the secondary school students, 54% of rural students preferred Behaviourist approach for learning social sciences. 20% of rural Students preferred Constructivist approach and 26% of rural students preferred the combination of both Behaviourist and Constructivist approach for learning social sciences
- Male Secondary School Students: On the basis of the responds given by the secondary school students, 45% of male students preferred Behaviourist approach for learning social sciences. 25% of male students preferred Constructivist approach and 20% of urban Students preferred the combination of both Behaviourist and Constructivist approach for learning social sciences
- Female Secondary School Students: On the basis of the responds given by the secondary school students, 54% of female students preferred Behaviourist approach for learning social sciences. 21% of female students preferred Constructivist approach and 25% of female students preferred the combination of both Behaviourist and Constructivist approach for learning social sciences.

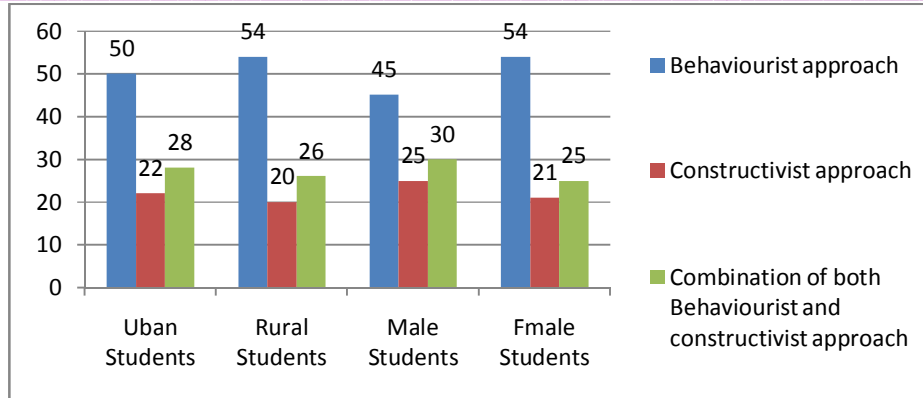


Figure: 04. Show the percentage on approaches preferred to use for teaching Social Sciences:

Most of the Social Sciences teachers are not aware about the different teaching approaches, methods, teaching aid and co-curricular activities related with teaching of social science. It also observed that most of the teachers teach Social Sciences just to complete the course in the given stipulated time. In Nagaland, one year academic session is divided into three quarter and based on this academic structure the whole syllabus is split up in three and every subject teachers are compelled to complete the syllabus in time bound manner, therefore there is lack of opportunity for participation of students in teaching learning process and mainly focus on course completion and teach them for examination purpose only. The common approaches apply by Social Sciences teachers is behaviourist approach.

With the rapid development of science and technology teaching and learning process is incomplete without using information and communication technology (ICT). The 21st century teacher is needed to equip with knowledge of information and communication technology for making the subject interesting and to make teaching effective. But the investigator observed that most of the Social Sciences teachers have no knowledge, experience and facilities at their school for using information and communication technology for teaching Social Sciences, if it continues in the same way of teaching, Social Sciences subject will never become an interesting school subject. There is an urgent need to seriously think about the teaching of Social Sciences education in the Secondary school level in Nagaland.

Recommendation: On the basis of the study findings, the investigator has made the following recommendation and conclusions:

- i. Social Sciences teaching needs to be revitalized towards helping the learner to acquire knowledge and skills in an interactive environment.
- ii. The advent of constructivist approach in teaching is a new development in our Indian classroom context therefore the Social Sciences teachers need to apply in the teaching. The classroom teachers will have a paradigm shift in their domain of academic activity based on constructivist approach.
- iii. The change in teaching requires a paradigm shift from the traditional methods of teaching (behaviourist approach) to the innovative approach (Constructivist approach) including the integration of technology, etc.
- iv. Problem-solving, dramatization and role-play are some important methods can employ for effective teaching and learning Social Sciences.

- v. The change in teaching requires a paradigm shift from the traditional methods of teaching (Behaviourist approach) to the innovative approach (constructivist approach) including the integration of technology, etc.

CONCLUSION:

In order to make the process of learning participative, there is a need to shift from mere imparting of information to debate and discussion strategies. The advent of constructivist approach in teaching is a new development in our Indian classroom context therefore the Social Sciences teachers need to apply in the teaching. The classroom teachers will have a paradigm shift in their domain of academic activity based on constructivist approach. This approach of learning will keep both the learner and the teacher alive in the class and make them to be close to the social realities. Concepts should be clarified to the students through the live experiences of individuals and communities. There is an urgent need to seriously think about the teaching of Social Sciences in the Secondary school level in Nagaland and need to change base on constructivist approach.

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