

IJCRT.ORG

ISSN : 2320-2882

**INTERNATIONAL JOURNAL OF CREATIVE
RESEARCH THOUGHTS (IJCRT)**

An International Open Access, Peer-reviewed, Refereed Journal

UTILIZATION OF COMMUNITY RESOURCES IN TEACHING SOCIOLOGY AT PRE-UNIVERSITY LEVEL.

Vishwanath Toti

Researcher, Dept of Education
Rani Channamma University
Belagavi.

Dr. V.D. Aiholli

Rtd. Principal and Research Guide
Co-ordinator Dr Fa.Gu. Halakatti ,
Vachana pitamaha
Research center Vijayapur.

Abstract:-

The prime purpose of the paper was to explore the status of Utilization of Community Resources in the teaching of sociology at pre- university level in Bagalkote district. To find out the “The Utilization of Community Resources in the teaching of sociology at pre- university level” 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 pre- university colleges were considered for data collection. Even though all educationists have stressed the need for revitalizing the teaching of sociology, in actual practice, it is found that there are hardly any attempts by the sociology lecturers in this context, by linking college and community. It also helps the lecturers to Utilize Community Resources in sociology teaching at pre-university level and find out their effect on students learning.

Key words: -

Utilization, Community Resources, Teaching of sociology, Pre- university level, Principal, lecturers and Community.

Introduction:

In the emerging scenario of knowledge-based society of 21st century, pre- university level becomes impactive stage 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 our 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 Indian University Commission gave a policy framework for teaching various college subjects that include sociology also at the pre-university stage. According to this, the general policy framework of teaching sociology at the pre-university stage has three components, these were: 1. Developing in the pupils a world progressive

idea 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 2. Introducing the basic components of sociology to pupils of pre-university level. 3. develop a skill among students to participate in seminars of social problems. 4. Deepening the pupils understanding of contemporary India and its social, economic and political development as an independent nation. 5. Including in the student a spirit of inquiry, a scientific and forward-looking outlook and aversion to injustice and bigotry in social situation. It also emphasized the importance of relating education and community life. To realize 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 revitalizing the teaching of Sociology, in actual practice, it is found that there are hardly any attempts by the lecturers of sociology in this context, by linking college and community. It also helps the lecturers to Utilize Community Resources in the teaching of sociology at pre- university level and find out their effect on students learning. This is prime reason why study came in to existence.

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 college systems identify and access low-cost services or facilities to support learning opportunities on and off college 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 college 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

Role of Lecturers in Community:

As in every other field, to utilize the community resources, the role of lecturer is very important. The function of the lecturer is to bring home to pupils the idea that students are not only study the community life for its own sake, it is the pupils ultimately who can guide it, by fighting against the evils. Hence the lecturer should not suppress the facts nor ignore them. Alertness is required by the lecturer to make the pupils alert about the processes, foresight and patience to build community understanding of the pupils. In this way lecturer can prepare them to be the fit members of the community. To improve the college and community relationship, the community council has to work actively. The physical resources and the human resources to be identified and utilized for improving the teaching of sociology.

Sociology as a medium of connection between colleges - Community relations:

Teaching of sociology is an important part of college curriculum. Sociology form that part of college curriculum which includes subject matter and activities that enable the student 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 the social needs to be carefully planned and judicially implemented. Since the domain of sociology is primarily to educate the human regarding his role as a worthy member of the community. Sociology 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 sociology lectures made little or no utilization of community resources in teaching of sociology it is reported in this paper. Some of lecturers identified lack of fund, inadequate training, lack of technological skills, and low lecturers 'morale as inhibiting factors

against the effective utilization of community resources. Lecturer's lack of community resources may be accounted for the constraints which they face in using community resources. Hope the paper will be helpful for lecturers, educational planners and researchers working in the field of social science education.

Aims of teaching sociology:

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 focus in the social science at primary 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 sociology follows

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

For a meaningful realization of the above aims and build college - community relationship, utilization of community resources for the teaching of sociology imperative. Hence a detailed knowledge of all the available community resources and how to integrate them with the college activities is very essential for a lecturer of sociology.

Related Literature:

Foreign Studies

Introductory Statement*»-The related literature part in this Area of research has been organised 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

- Finding the resource- or exploration
- Arranging them for use in teaching and learning situations – or organizations
- Using them in appropriate ways in planning and Carrying on teaching and learning experiences and activities – or utilization.

❖ **Community-college Relationship.** —»We can see therefore, that in order to utilize the community resources property, there should be a good college -community relationship. It has been found that through the years much effort has been made toward bringing the college and community closer together. College leaders are trying to promote and develop life centered 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 the semi best ones 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 till ages And Rural Communities was published toy MacMillan 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 exists 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

Rational of the Study: -

In this study researchers have tried to find out actual status of Utilization of Community Resources in teaching of sociology at pre-university level 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 revitalizing 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 college and community.

It also helps the lecturers to Utilization of Community Resources in teaching of sociology at pre-university level and find out their effect on students learning. Majority of sociology lecturers made little or no use of community resources in teaching of sociology it is reported in this paper. Some lecturers identified lack of fund, inadequate training, lack of technological skills, and low lecturers morale as inhibiting factors against the effective utilization of community resources. Lecturer's lack of community resources may be accounted for the constraints which they face in using community resources. Hope the paper will be helpful for lecturers, educational planners and researchers working in the field of sociology.

Objectives of the Study: -

1. To identify the Community Resources available in Bagalkote District for teaching of sociology.
2. To find out the extent of utilization of the available community resources in teaching of sociology by the lectures of pre- university of Bagalkote District.
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 sociology.

Hypothesis of the Study: -

- Majority of teachers are not aware of resources that are available at local community and
- Hence, they are not able to make sociology 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 pre- university lectures of sociology that are providing service in different college affiliated by Govt. of Karnataka, aided and unaided institution of Bagalkote District.

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 pre-university colleges affiliated by Govt. of Karnataka were considered for data collection. In the view of the objectives to investigate the Utilization of Community Resources in Teaching Sociology at pre-university college it was decided to draw the

sample from various seniors' lectures of pre- university situated in Bagalkote District. The sample consisted of 50 senior's lectures of pre- university lecturers who teach sociology. Out of 50 lectures 20 belonged to Government sector, 15 belonged to each aided and unaided schools.

Tool Used: -

Utilization of Community Resources Questionnaire (UCRQ) was developed and standardized by the researchers for fulfilling the previously mentioned objectives. There were 30 questions in a questionnaire which covered main aspects of use of community resources in teaching sociology. The UCRQ found highly reliable and valid for the purpose of this study.

Findings: -

- Overall average of Utilization of community resources at Pre-university colleges

Lecturers	Average	mean	Maximum average	Minimum average
30	50.86%	20.33	85% (25/30)	15% (07/30)

The overall average Utilization of Community Resources in Teaching of Sociology at in pre-university level among lectures was 50.86% (mean was 20.33) with the maximum of 96 (25 questions out of 30 questions) and minimum score of 15% (7 questions out of 30 questions). Result reveal that the senior lectures of pre-university colleges possess average level of Utilization of Community Resources. 48.14 % per cent of the total lectures of pre-university colleges scored below the average score. Only five lectures of pre-university colleges gave all right answers. This is the actual state of Utilization of Community Resources in Teaching of Sociology at in pre-university level who were qualified and had long experiences of teaching Sociology. These findings reflect

most of the lectures are not updated with relevant scenario still they taught only delimitations of the concepts and theories that are all.

- Observation of means between lecturers of pre- university colleges

Lecturers	Government college	Aided college	Unaided college
Means	42.68	38.42	30.05

The observation of means between governments, aided and unaided lecturers of pre- university colleges indicated that score in average of government sector 42.68% aided 38.42% and unaided 30.02%. 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 the main overall rating of good, for social Sociology purposes. Utilization of the community resources for effective teaching of Sociology has to be emphasized.

Discussion and Conclusion: -

Lectures are very important in knowledge transformation and lecturer's quality is an important aspect in student learning. Results of the study reveal that much emphasis has been needed on improving lectures view on Utilization of the community resources for effective teaching of sociology. There is need to equip lectures with relevant materials, training and workshops on regular basis for effective teaching of sociology at Pre-university level. It is gratifying to note that the available public library has been used by most of the students and lecturers. However, it is suggested that state government may open public library in places where public library is very much felt by the students and lecturers. It is encouraging to know that the religious places of all the

major religions are found near institutions. It is suggested that the colleges 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 panchayat members and officers to colleges is 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 sociology. It is encouraging to note that majority of lecturers are showing keen interest in guiding students to understanding the historical and social aspects by watching movies. The other lecturers who are not advising students may also suggest to them for the observation of historical movies. The pre-university colleges may think of utilization the community resources in an effective manner by organizing field trips, community surveys and projects and also conducting social service activities by the institutions.

This study focuses the attention of related authority towards the requirement of training, workshops, and conferences in sociology for improving average of lecturer's participants in the utilization of community resources at pre-university colleges because research evidences suggest that student's learning sociology is influenced by their lecturer's knowledge and academic background in sociology. In addition, use community resources are equally essential for lecturers who do not teach sociology 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 utilization of community resources for teaching sociology in various level of education. This study may be extended by taking more samples. The effectiveness of teaching sociology 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 pre-university colleges have attempted to use the available community resources for teaching sociology.

Conclusion: -

Lecturers may be busy in completing the syllabus and they do not find time to plan for using the community resources for effective teaching of sociology. 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 colleges to talk on various aspects to students. Through that we can make use of their experience for the betterment of the student the reasons for not using the community resources fully by the pre-university colleges may be the lack of physical resources and human resources.

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