CHAPTER I
INTRODUCTION

CHAPTER-I

INTRODUCTION

1.1.0 Introduction

"The biggest mistake of past centuries in teaching has been to treat all students as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way." – Howard Gardner

Education is the fundamental pillar for all sorts of development in Human life. It is a lifelong process that starts with the birth of a human being and ends after the death of a human being. democratic process as well as for the well-being of their community. It is a multidimensional process that emphasizes a comprehensive and balanced individual development of the learner's cognitive, affective, and psychomotor domains. The field of education has undergone significant transformation with the growing understanding of the holistic development of learners. Traditional pedagogical models, which often emphasize rote memorization and uniform assessment, have gradually given way to more learner-centered approaches. The traditional one-size-fits-all model of instruction has been widely critiqued for its inability to address the diverse learning needs of students. In response to this, Howard Gardner's Theory of Multiple Intelligences (MI), introduced in 1983, has revolutionized the way educators understand intelligence and deliver instruction. Gardner proposed that intelligence is not a single general ability but a combination of various distinct intelligences, each contributing uniquely to the human capacity to learn and solve problems (Gardner, 1983). The MI-based instructional approach promotes inclusive and diversified teaching strategies, which aim to engage students holistically by stimulating their intellectual, emotional, and physical faculties which result in enhancing learner's development across the **cognitive, affective, and psychomotor domains**. By recognizing and nurturing diverse intelligences, this approach transforms the classroom into an inclusive, dynamic, and learner-centered space. Supported by established learning theories and empirical evidence, MI-based instruction not only improves academic performance but also fosters emotional well-being and skill development. As education systems move toward personalized and competency-based learning in line with frameworks

like **NEP 2020**, the integration of MI-based strategies becomes increasingly relevant. It empowers teachers to move beyond the “one-size-fits-all” model and cultivates learners who are not only knowledgeable but also emotionally intelligent and practically skilled.

In the present educational scenario, the emphasis has shifted from rote memorization and standardized assessment to developing learners' competencies that enable them to function effectively in diverse situations. Learning competency has emerged as a central concept in educational discourse and practice, especially in the context of outcome-based education and 21st-century learning frameworks. It encapsulates the knowledge, skills, attitudes, and values that learners must acquire to perform tasks successfully and adapt to the complexities of real-life situations. The global push towards competency-based education (CBE) has been amplified by reforms such as the UNESCO's Education 2030 Agenda, which underscores the need for inclusive and equitable quality education that promotes lifelong learning (UNESCO, 2016). Consequently, educators, curriculum designers, and policymakers are increasingly focusing on learning competencies as the core of instructional goals and learner assessment. To comprehensively understand and assess learning competency, educational researchers and practitioners often rely on taxonomies that classify educational objectives, especially those related to cognitive, affective, and psychomotor domains. Among the most widely used frameworks in this regard is Bloom’s Taxonomy (Bloom et al., 1956), revised by Anderson and Krathwohl (2001), which categorizes cognitive learning into hierarchical levels, from lower-order thinking skills (such as remembering and understanding) to higher-order thinking skills (such as evaluating and creating). The theoretical linkage between learning competency and taxonomy thus lies in the use of taxonomic frameworks to define, structure, and evaluate the scope and depth of learners’ competencies across diverse educational settings.

In educational practice, learning competencies are articulated in curricular frameworks to guide instruction, assessment, and learner progression. Taxonomies of learning serve as essential tools in this process, providing structured classifications of learning objectives that can be aligned with competency-based education (CBE) models.

So, in this study the learning competencies are integrated to taxonomy of learning objective in order to design effective educational programmes that promotes meaningful learning and enhance overall quality and effectiveness of the learning process.

Social Science as a subject occupies a foundational role in the Indian educational framework, serving not only as a repository of historical, geographical, economic, and political knowledge but also as a means to inculcate democratic values, social awareness, and critical thinking skills among learners. Rooted in the objectives of national integration, cultural preservation, and participatory citizenship, the teaching of Social Science in India has undergone significant transformation over the decades, influenced by various educational policies and national priorities. Social Science at the secondary level encompasses the integrated study of history, geography, political science, and economics, aiming to develop learners' critical awareness of social realities and foster values of justice, democracy, and sustainability (NCERT, 2006). The National Curriculum Framework (NCF) 2005 emphasizes the significance of child-centered, constructivist pedagogy in Social Science education, advocating for strategies that accommodate students' interests, experiences, and diverse abilities. However, the traditional teaching-learning process in Social Science remains predominantly textbook-centered, examination-driven, and teacher-dominated, which often leads to superficial learning and disengagement (Kumar, 2005). Such practices hinder the holistic development of competencies like analytical thinking, participatory skills, and problem-solving that are essential for active citizenship and lifelong learning. The National Education Policy (NEP) 2020 also underscores the need to move toward competency-based education that fosters higher-order cognitive skills and personalized learning pathways. In this light, instructional strategies that are adaptable to individual learning styles and intelligences become vital.

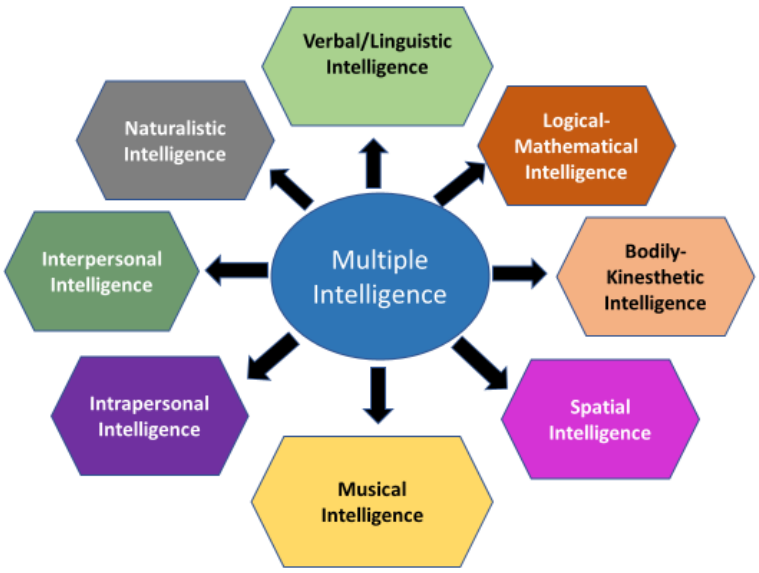
This study, therefore, positions itself within the current educational discourse of reform, focusing on how Howard Gardner's theory of Multiple Intelligences (1983) can be integrated into curriculum transaction to effectively develop learning competencies in Social Science.

1.2.0 Theoretical background of Multiple Intelligence Theory

Multiple Intelligence Theory was developed by the great psychologist Dr Howard Gardner for the first time in his book "Frames of Mind" published in the year 1983. Gardner in his theory has given a different outlook to the previously believed concept of intelligence which was limited only to the ability of person to think logically, critically, doing complex task and numerical activities to solve day to day problems. According to him intelligence is not only include reasoning and numerical abilities but also different types of abilities such as spatial ability, musical ability, interpersonal ability, intrapersonal ability, kinetic ability, naturalistic ability too (Brualdi, A.C. 1996). So, these abilities should also be given equal importance. And hence he identified eight distinct intelligences, later expanded to nine. According to Gardner, each individual possesses a unique combination of these intelligences, and effective teaching must recognize and incorporate this diversity. The MI theory emphasizes that students learn best when taught in ways that match their individual intellectual strengths.

(Northern Illinois University Centre for Innovative Teaching and Learning, 2020). In this study only the previously originated eight intelligences will be adopted. They are discussed as below:

Figure 1.1 Types of Multiple Intelligence



- **Logical-Mathematical Intelligence:** A person with this type of intelligence generally have the ability to do complex mathematical calculations, can think logically, have the ability to do inductive as well deductive reasoning, can identify the numerical patterns, geometrical shapes, has the capacity to think critically and solve complex abstract problems etc. encompasses the capacity to identify patterns, engage in deductive reasoning, and employ logical thought. Overall, this type of intelligence has a scientific and mathematical thinking skill.
- **Linguistic Intelligence:** It is the ability of an individual to express them with the help of language. Person with kind of language have a mastery over language. Poets and writers are generally found to have this type of intelligence. One with this type of capacity use language in order to learn or remember information. (Brualdi, A.C., 1996).
- **Spatial Intelligence:** One with this intelligence has the capacity to grasp spatial or visual information. They can create and manipulate visual images in their mind. A student with this intelligence can easily get the idea of information displayed with charts, graphs, pictures, etc. However, this intelligence is not limited to normal children only but this intelligence is seen to be used mostly by visually impaired children also. (Tobias & O' Niel, 2015).
- **Musical Intelligence:** Individual with this type of intelligence has the ability to create and compose music, tone, rhythm, etc. This kind of individual can learn better with the information related to the auditory functions.
- **Bodily-Kinaesthetic Intelligence**: Person belonging to this category of intelligence uses their mind to coordinate their body in order to solve problems. Students with this intelligence generally shows good results in the activities related to their physics such as sports, dance, use of drama in their presentation, project works out of models. etc.
- **Interpersonal intelligence:** This intelligence is related to the capacity to understand others feelings and intention. The students with this intelligence are generally friendly, social and love to do group activities and learn better in groups.
- **Intrapersonal Intelligence:** It is the capability to understand oneself and one's own feelings, personality and mood. This category of student has the ability to take their own life decision which suits his/her inner potentialities. They are a

little bit shy and introvert type of students. This type of student requires individualised learning methods and introspection in order to get better learning outcomes.

- **Naturalist intelligence:** This intelligence consists of the capacity to understand the nature and can distinguish between different types of living and non-living things of the nature. This type of individual is sensible towards the nature and usually learns better when given exposer to the nature.

Each individual possesses all intelligences in varying degrees, and these intelligences function together in complex ways (Gardner, 1999). The theory emphasizes that intelligence can be nurtured and developed, particularly when learning environments are supportive and responsive to diverse talents (Chen, Moran, & Gardner, 2009).

1.2.1 Principles of Multiple Intelligence Theory

- **Plurality of Intelligences:** Gardner proposed that human intelligence is **multi-dimensional**, consisting of **at least nine different intelligences**, each representing a unique way of processing information and solving problems. These are:
    i. Linguistic
    ii. Logical-Mathematical
    iii. Spatial
    iv. Bodily-Kinesthetic
    v. Musical
    vi. Interpersonal
    vii. Intrapersonal
    viii. Naturalistic
    ix. Existential (tentatively suggested)

    Each individual has a unique combination of these intelligences, and no two people share the same intellectual profile (Gardner, 1999).

- **Autonomy of Each Intelligence:** Each intelligence is **relatively independent** of the others. For example, a person may excel in musical intelligence but struggle

with logical-mathematical reasoning. This autonomy implies that intelligence is **not unitary** and should not be narrowly assessed using traditional IQ tests (Gardner, 1983).

- **Cultural and Biological Foundations:** The intelligences are **biologically rooted** yet also **shaped by cultural influences**. Different societies and communities may value certain intelligences over others. For example, Western societies may emphasize logical and linguistic abilities, while tribal cultures may value naturalistic or bodily-kinesthetic intelligences (Gardner, 1999).
- **Developmental Trajectories:** Each intelligence has a unique **developmental course**. Some intelligences may manifest earlier in life (e.g., musical or linguistic), while others (e.g., interpersonal or intrapersonal) may take longer to fully develop. Proper **nurture and environment** can influence the growth of each intelligence.
- **Education Should Address All Intelligences:** Traditional education systems often focus primarily on linguistic and logical-mathematical intelligences. Gardner emphasized that schools should **broaden their teaching strategies** to include and nurture all intelligences, thereby making learning more **inclusive and effective** (Armstrong, 2009).
- **No Intelligence is Superior:** In Gardner's framework, **no intelligence is more important** or superior to others. Each intelligence has value and can contribute to a person’s overall success and well-being. A dancer, artist, or farmer may possess the same level of intelligence as a mathematician or scientist, but in different domains.
- **Intelligence as a Capacity for Solving Problems or Creating Products:** Each intelligence represents a **capacity to solve problems or to fashion products** that are valued in one or more cultural settings. For instance, musical intelligence enables one to compose music, while interpersonal intelligence helps in resolving social conflicts (Gardner, 1993).
- **Performance-Based Assessment:** Gardner discouraged the use of standardized testing to measure intelligence. Instead, he advocated for **performance-based, authentic assessments**, such as projects, portfolios, exhibitions, and observations that better capture a learner’s range of abilities (Shearer, 2004).

- **Differentiated Instruction:** The MI theory supports **differentiated instruction**—adapting teaching methods to address students' diverse intellectual strengths. For instance, a teacher can explain a Social Science topic through role-play (bodily-kinesthetic), group discussion (interpersonal), and storytelling (linguistic) to cater to multiple learners.
- **Empowerment and Inclusion:** By recognizing and validating diverse intelligences, MI theory **empowers learners** who may otherwise be marginalized by traditional education systems. It promotes **equity and inclusivity**, fostering self-esteem, engagement, and success among all types of learners (Kornhaber, Fierros & Veenema, 2004).

1.2.2 Educational Implication of Multiple Intelligence Theory

- **Personalized Learning:** Encourages recognizing students' individual strengths and designing activities accordingly.
- **Differentiated Instruction:** Allows multiple entry points for understanding a single concept.
- **Holistic Development:** Promotes cognitive, emotional, physical, artistic, and social development. It also encourages the integration of both academic and life skills.
- **Inclusive Education:** Recognizes and supports learners with diverse abilities, including those with learning disabilities and helps to reduce marginalization by appreciating all kinds of intelligences.
- **Enhanced Student Engagement:** Learners become more interested and motivated when they can engage using their preferred intelligences which leads to deeper understanding and long-term retention.
- **Multi-modal Curriculum Design:** Curriculum can integrate activities that engage various intelligences. For example, teaching history through storytelling (linguistic), timelines (logical), role play (bodily-kinesthetic), and art (spatial).
- **Interdisciplinary Learning:** MI supports the blending of subjects to foster meaningful connections and encourages real-world application of knowledge across domains.
- **Authentic Assessment Methods:** Allows students to demonstrate learning in ways suited to their strengths.

- **Active Role of Teachers:** Teachers act as facilitators, observers, and designers of personalized learning experiences.

- **Student Autonomy and Voice**: Students are given choices in how they learn and how they demonstrate understanding which increases responsibility and self-directed learning.

- **Strength- Based Education:** Focuses on nurturing students' strengths rather than remediating weaknesses which builds confidence and a growth mindset among students.

- **Social and Emotional Learning (SEL):** Encourages development of interpersonal and intrapersonal intelligences in order to support empathy, collaboration, self-awareness, and reflection.

- **Supports Competency – Based Education:** MI aligns with frameworks that emphasize skill mastery over rote memorization. Students progresses based on demonstrated abilities across various domains.

- **Inclusive Classroom Environment:** Builds a learning space where all students feel valued and capable. Celebrates diversity in thinking, learning, and expressing.

1.2.3 Multiple Intelligence Based Instructional Approach

The **Multiple Intelligence-Based Instructional Approach** (MI-based instruction) derives directly from Gardner's theory and offers a comprehensive pedagogical model that accommodates different learning styles, intelligences, and preferences. It aims to create inclusive, engaging, and differentiated learning environments where each learner's cognitive strengths are acknowledged and utilized (Armstrong, 2009). This approach advocates for multimodal teaching strategies, such as integrating music, art, physical activity, collaboration, self-reflection, and real-world experiences into curriculum delivery, thereby allowing learners multiple entry points to content understanding (Gardner, 1999). Instruction is structured not merely to transmit knowledge but to actively involve learners through projects, cooperative learning, creative expressions, and experiential tasks that align with their dominant intelligences (Tomlinson, 2014). By adopting this model, educators can address diverse learning needs, foster deeper understanding, and promote the holistic development of students' cognitive, emotional, and social faculties. Moreover, the MI-based instructional approach aligns with constructivist and learner-centered paradigms, supporting the development of 21st-century competencies such as critical thinking, communication, collaboration, and creativity. It also holds particular promise in multicultural and inclusive educational

settings, where students bring varied abilities, interests, and backgrounds. Thus, the Multiple Intelligence-Based Instructional Approach represents a transformative shift in education, focusing on personalization, equity, and the full realization of each learner's potential.

1.2.4 Approaches for Integrating Multiple Intelligence into Classroom

Integrating Multiple Intelligences (MI) theory into the classroom involves adapting teaching methods to address the diverse ways students learn. The goal is to engage students' strengths across various intelligences and create a more inclusive, engaging, and effective learning environment. Below are several approaches for integrating MI into the classroom:

i. Differentiated Instruction: This approach tailors teaching methods, activities, and assessments to cater to different intelligences within a diverse group of students. Differentiation helps students connect with the material in ways that align with their strengths. According to Tomlinson (2014), differentiated instruction creates multiple pathways so that students of different abilities, interests, and intelligences can access and engage with curriculum content effectively.

- **Linguistic Intelligence**: Use reading and writing activities, such as essays, storytelling, debates, and journaling.
- **Logical-Mathematical Intelligence**: Incorporate problem-solving tasks, logic puzzles, or math-based activities and experiments.
- **Spatial Intelligence**: Use diagrams, charts, visual aids, and allow students to create models or visual representations of concepts.
- **Musical Intelligence**: Include music, songs, or rhythm-based activities in lessons (e.g., using songs to remember historical facts or formulas).
- **Bodily-Kinesthetic Intelligence**: Integrate physical activities like role-playing, experiments, simulations, or building models.
- **Interpersonal Intelligence**: Encourage group work, peer teaching, and collaborative projects.

- **Intrapersonal Intelligence**: Allow for reflective tasks such as self-assessments, journaling, or setting personal goals.

- **Naturalistic Intelligence**: Include nature-based projects, field trips, or environmental studies.

- **Existential Intelligence**: Integrate discussions or assignments that explore philosophical, ethical, or life-related questions. (D'Souza & Rodrigues, 2015; Armstrong, 2009)

ii. Project-Based Learning (PBL): Project-Based Learning engages students in real-world challenges, encouraging them to work in teams, conduct research, and create meaningful products. This approach naturally incorporates various intelligences by providing opportunities for diverse learning styles. (Larmer, Mergendoller, & Boss, 2015).

- Design interdisciplinary projects that can be approached from multiple angles (e.g., a project on ecosystems could involve writing reports, building models, creating presentations, and making videos).

- Allow students to choose how they want to present their findings, offering different options like writing a paper, creating a visual presentation, or performing a skit.

- Provide opportunities for group collaboration, where students contribute based on their strengths (e.g., one student may handle the writing, another may focus on visuals, and another on hands-on activities).

iii. Flexible Grouping: Flexible grouping involves grouping students based on various criteria (such as intelligence type, interest, or skill) rather than fixed groups. This allows students to work with different peers and apply their strengths in diverse settings. (Tomlinson, 2014).

- Group students according to their intelligence strengths to tackle tasks that align with their abilities. For example, students with strong musical intelligence could work together on creating a soundtrack for a history project.

- Mix groups based on different intelligences, allowing students to learn from one another and contribute diverse skills. For instance, a group could have a student who excels in logical-mathematical intelligence for data analysis and a student strong in interpersonal intelligence to facilitate collaboration.

iv. Multiple Modes of Assessment: To assess a student's understanding and abilities, it's essential to provide a variety of assessment methods that engage different intelligences. This ensures that students can demonstrate their knowledge in ways that align with their strengths.

- Use traditional tests (to assess linguistic and logical-mathematical intelligences) alongside project-based assessments, portfolios, and performances (which can highlight bodily-kinesthetic, interpersonal, and musical intelligences).

- Incorporate self-assessments and peer reviews, allowing students to reflect on their own learning and provide feedback on others.

- Allow for creative assessments, such as creating a video, designing a model, composing a song, or writing a reflective essay. (Armstrong, 2009; Sternberg, Grigorenko, & Zhang, 2008)

v. Learning Centers and Stations: Learning centers involve creating different "stations" or areas in the classroom where students can engage in activities that target different intelligences. This approach allows students to rotate through different tasks, each focusing on a different intelligence. (Chapman & Freeman, 2008).

- Set up stations that engage students in various types of tasks: one could involve reading and writing tasks (linguistic), another could include logic games (logical-mathematical), another could have hands-on building activities (bodily-kinesthetic), and another could involve visual art projects (spatial).

- Allow students to explore the stations at their own pace, with each activity designed to challenge and stimulate a different aspect of their intelligence.

vi. Use of Technology: Incorporating technology into the classroom can help accommodate diverse intelligences by offering interactive, multimedia experiences.

Technology can engage students through visual, auditory, and kinesthetic channels. (Mishra & Koehler, 2006).

- Use interactive apps and online platforms for students to explore topics through multimedia presentations, virtual simulations, and interactive exercises. For example, virtual reality (VR) can help enhance spatial intelligence.

- Incorporate audio tools, like podcasts or music composition apps, to cater to students with musical intelligence.

- Create online collaboration spaces, like Google Docs or Padlet, where students can work together on projects, share ideas, and provide feedback, encouraging interpersonal intelligence.

vii. Flexible Learning Spaces: Create a classroom environment that is adaptable to different types of learning, allowing students to move, collaborate, and engage in different ways. This can enhance bodily-kinesthetic intelligence and interpersonal intelligence. (Rands & Gansemer-Topf, 2017).

- Arrange the classroom to allow for group discussions, collaborative work, or individual study. Some areas may be equipped for independent reading or reflection (intrapersonal intelligence), while others may have collaborative workspaces (interpersonal intelligence).

- Use seating arrangements that encourage movement, such as standing desks or seating pods, to foster different modes of learning and interaction.

viii. Thematic and Cross-Disciplinary Units: Teaching using thematic or cross-disciplinary units allows for integration of multiple intelligences by combining different subject areas. This encourages students to approach learning from various perspectives. (Drake & Reid, 2010).

- Develop interdisciplinary lessons or units that combine subjects like history, science, and art. For example, a unit on the Renaissance could include writing assignments (linguistic intelligence), art projects (spatial intelligence), music history (musical intelligence), and scientific exploration of the period (logical-mathematical intelligence).

- Encourage students to create their own projects based on their personal interests and strengths within the thematic unit.

ix. Student-Centered Learning

In student-centered learning, students take ownership of their education by making choices about what and how they learn. This approach fosters independence and encourages the use of multiple intelligences. (Cornelius-White, 2007).

- Allow students to choose projects or topics they are passionate about, which can lead to more engagement. For example, a student passionate about animals could focus on researching endangered species, using their naturalistic intelligence.

- Let students decide how they want to present their work, offering options like writing a report, creating a visual presentation, or performing a skit.

1.3.0 Concept of Learning Competency

Learning competency refers to the specific knowledge, skills, attitudes, and behaviors that learners are expected to acquire and demonstrate after completing a particular educational activity or course. These competencies are often clearly defined in curricula to guide both teaching and assessment. They serve as measurable indicators of a student's ability to apply what they have learned in real-world situations, demonstrating not just theoretical understanding but also practical proficiency. These competencies serve as a guide for curriculum development, instructional strategies, assessment design, and learner progress (Marzano, 2007). The **Department of Education (DepEd)** in the Philippines, for instance, defines learning competencies as "knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson or learning area" (DepEd, 2020). Competency-based education ensures that the learning process is not content-heavy but outcome-focused, where the emphasis lies on mastery of skills rather than completion of a syllabus. The term is often used interchangeably with terms like "competence" or "capability," but it carries a more educational orientation.

According to the **Organization for Economic Cooperation and Development (OECD)**, competencies are "more than just knowledge and skills. They involve the ability to meet complex demands, by drawing on and mobilizing psychosocial resources

(including skills and attitudes) in a particular context" (OECD, 2005, p. 4). In simpler terms, a competency means being able to perform a task successfully and responsibly using a combination of knowledge, skills, and values.

Similarly, **Spencer and Spencer (1993)** define competency as "an underlying characteristic of an individual that is causally related to criterion-referenced effective or superior performance in a job or situation" (p. 9). This definition extends to the learning context, suggesting that learning competencies not only concern the possession of knowledge but the ability to apply it effectively in real-world situations.

In the Indian context, the National Education Policy (NEP) 2020 emphasizes competency-based education that enables students to develop critical thinking, creativity, collaboration, and life skills.

1.3.1. Key Characteristics of Learning Competency

i. **Clear and Specific-** Learning competencies are clearly defined, with specific learning outcomes. They outline what students need to know, understand, and be able to do by the end of a particular learning experience. This specificity makes it easier for educators to design effective teaching strategies and assessments and ensures that students have a clear understanding of the expectations.

ii. **Measurable-** Competencies are measurable, meaning that students' progress toward mastering the skill or knowledge can be evaluated. This is important for tracking student development and ensuring that they are achieving the expected outcomes. Assessments, both formative and summative, are typically designed to evaluate the degree to which students have achieved the competency.

iii. **Holistic and Integrative-** Learning competencies encompass a variety of cognitive, emotional, and practical aspects. They are often not limited to the mastery of specific content alone but also involve higher-order thinking skills, such as problem-solving, critical thinking, creativity, and communication. Competencies encourage the integration of knowledge across subjects and contexts, ensuring that students can connect their learning to real-world situations.

iv. **Contextual and Relevant-** Learning competencies are context-sensitive, meaning they are designed to be relevant to students' lives, future careers, and the

world around them. They are rooted in real-world application, ensuring that students understand the value of what they are learning and can transfer their knowledge to various contexts outside the classroom.

v. **Progressive and Developmental-** Competencies are developmental in nature, meaning that they are built upon over time. They often follow a progression that allows students to develop foundational skills first and gradually move toward more advanced, complex levels of learning. This approach fosters continuous improvement and encourages lifelong learning.

vi. **Student-Centered-** Learning competencies focus on the learner and their ability to apply knowledge and skills. This student-centered approach means that learning is personalized, with each student progressing at their own pace and receiving tailored support where necessary. Competencies enable students to take ownership of their learning, focusing on mastery rather than simply completion of tasks.

vii. **Flexibility and Adaptability-** Competencies are flexible and adaptable to different learning environments, subjects, and educational models. Whether the learning takes place in a traditional classroom, online setting, or through experiential learning, competencies can be applied and adjusted to suit different instructional methods and student needs.

viii. **Action-Oriented-** Learning competencies emphasize the ability to do something with the knowledge and skills acquired. They are action-oriented and focused on the practical application of learning. Students are expected to demonstrate their competency by performing tasks, solving problems, or creating something new, rather than just recalling information.

ix. **Accountability and Ownership-** Learning competencies encourage students to take responsibility for their learning. By setting clear, measurable outcomes, students understand what is expected of them and can assess their progress. They are encouraged to reflect on their strengths and areas for improvement, helping them become self-regulated learners.

x. **Interdisciplinary-** Competencies often extend beyond the boundaries of individual subjects, integrating knowledge and skills across disciplines. In real-world scenarios, problems and challenges are rarely confined to one subject area, so competencies that require the integration of knowledge from various fields are critical for preparing students for complex situations.

xi. **Sustainable and Lifelong Learning-** Competencies promote sustainable learning practices by encouraging students to acquire skills that will continue to benefit them throughout their lives. These competencies include critical thinking, problem-solving, and adaptability, which are essential for ongoing learning and growth in a constantly changing world.

1.3.2. Components of Learning Competency

- **Knowledge:** Knowledge refers to the cognitive dimension of competency. It includes the information, facts, principles, and concepts that a learner must understand and internalize to perform tasks effectively (Bloom, 1956). Knowledge is not limited to memorization but extends to comprehension, application, and analysis.
- **Skills:** Skills represent the psychomotor and procedural aspects of learning. These are the abilities that enable learners to perform specific tasks efficiently and accurately. Skills may include technical skills, communication skills, critical thinking, problem-solving, and digital literacy (Anderson & Krathwohl, 2001).
- **Attitudes and Values:** Attitudes encompass the affective domain, which includes learners' dispositions, motivations, and feelings toward learning tasks. Values guide behavior and ethical decision-making. Competency is incomplete without the right attitude and ethical grounding, especially in professions like teaching, healthcare, or public service (Krathwohl et al., 1964).
- **Contextual Application:** Learning competency also involves the ability to transfer knowledge and skills across contexts. It emphasizes adaptive learning, where learners can adjust their responses based on different situations. This feature differentiates competency from isolated skill acquisition.
- **Performance Standards:** Competency includes not just the ability to perform a task but to meet a predefined standard or benchmark of performance. Thus, assessment becomes an integral component of competency development.

1.3.3. Taxonomy of Learning

The concept of the taxonomy of learning objectives refers to a structured classification system developed to delineate, organize, and evaluate the various

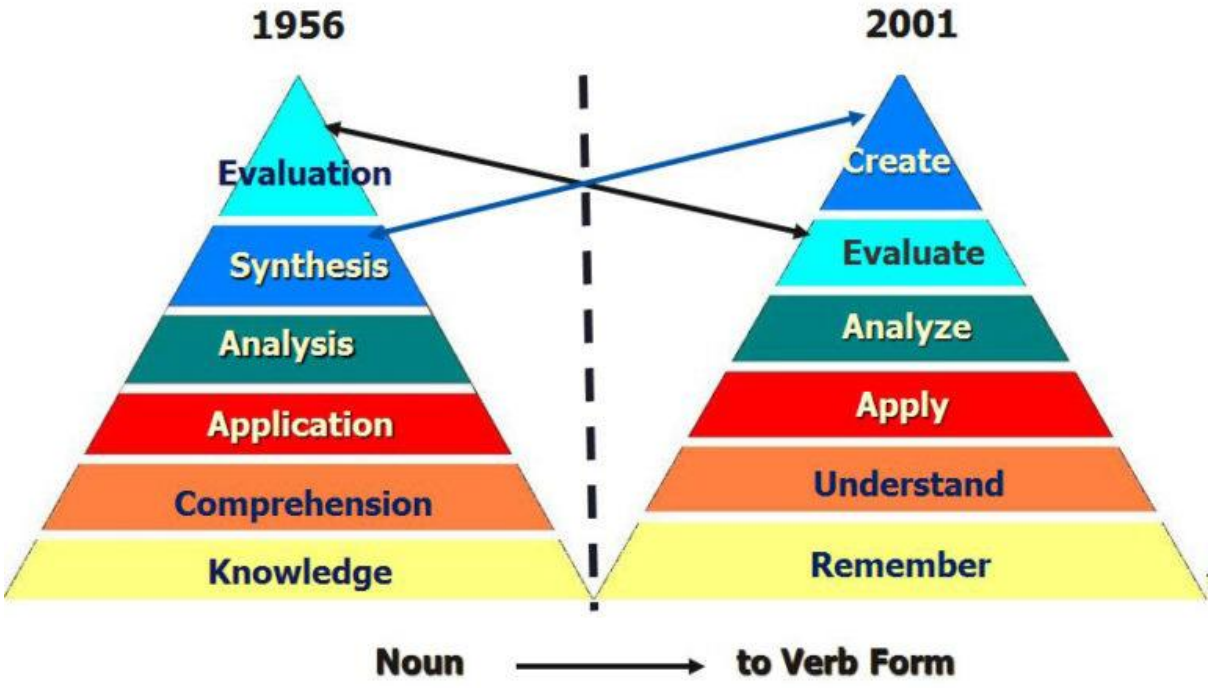
goals of the educational process, facilitating alignment among curriculum design, instructional delivery, and assessment practices, thereby ensuring that learning outcomes are both measurable and meaningful. This theoretical framework was pioneered by Benjamin S. Bloom and his colleagues in the 1950s, following a series of conferences aimed at improving communication among educators regarding curriculum development and assessment strategies, culminating in the publication of *Taxonomy of Educational Objectives: Handbook I – Cognitive Domain* in 1956 (Bloom et al., 1956). Bloom's taxonomy, as it came to be known, proposed a hierarchical structure of learning objectives, originally within the cognitive domain, comprising six levels that represented a progression of intellectual complexity—knowledge, comprehension, application, analysis, synthesis, and evaluation—ranging from the recall of facts and basic concepts to the formulation of judgments and the creation of new ideas. Each level built upon the previous one, enabling educators to design learning experiences that moved students from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS), thus fostering deep learning and critical reasoning. In subsequent years, the taxonomy was expanded to include two additional domains: the affective domain, developed by Krathwohl, Bloom, and Masia in 1964, which focuses on students' emotions, attitudes, and values, and the psychomotor domain, articulated through frameworks by Harrow (1972), Simpson (1972), and others, which encompasses the development of physical and motor skills essential in kinesthetic and performance-based learning contexts. The affective domain comprises a five-tiered hierarchy—receiving, responding, valuing, organizing, and characterizing by value complex—progressively internalizing affective dispositions from mere awareness to consistent behavioral manifestation, making it crucial in value education, social sciences, and moral development (Krathwohl et al., 1964). Meanwhile, the psychomotor domain outlines learning objectives that support physical dexterity, coordination, and the manipulation of tools or instruments, which are critical in subjects such as physical education, laboratory sciences, vocational training, and the arts, with Harrow (1972) and Simpson (1972) each offering unique but complementary taxonomies to classify skill acquisition. Recognizing that the original taxonomy, particularly its cognitive domain, needed adaptation for the demands of 21st-century education and cognitive psychology, Anderson and Krathwohl (2001) revised the taxonomy by

transforming the nouns into actionable verbs (e.g., “comprehension” became “understanding”), and repositioning the hierarchy to reflect a more dynamic conception of learning, with “creating” placed at the apex, thus emphasizing innovation and constructivist pedagogy. This revised taxonomy includes six cognitive processes—remembering, understanding, applying, analyzing, evaluating, and creating—paired with four types of knowledge: factual, conceptual, procedural, and metacognitive, facilitating a two-dimensional matrix that allows educators to map complex learning tasks more effectively. The practical utility of the taxonomy lies in its capacity to guide educators in formulating clear instructional objectives, selecting pedagogical strategies, designing differentiated instruction, and aligning assessments with learning goals, thereby bridging the gap between intended, enacted, and assessed curricula. It encourages a systematic progression in teaching and learning activities, ensuring that learners are not only acquiring knowledge but also applying it meaningfully, analyzing its components, evaluating alternatives, and ultimately generating original outputs. This is particularly salient in disciplines such as social science, where cognitive engagement must be complemented by affective alignment and psychomotor performance in tasks such as collaborative projects, role plays, field surveys, or digital storytelling. Moreover, the taxonomy fosters inclusivity and learner-centered pedagogy, as it recognizes that students possess diverse intelligences and learning styles, echoing the principles of Gardner’s (1999) Multiple Intelligence Theory, which posits that learning objectives should reflect not just logical-linguistic capabilities but also spatial, interpersonal, bodily-kinesthetic, and musical intelligences. By integrating taxonomic frameworks with differentiated instruction, educators can ensure that educational practices address cognitive rigor while respecting individual learner differences. Additionally, in the context of competency-based education and outcome-based learning models that dominate current educational paradigms, the taxonomy provides a common language for articulating what students should know and be able to do at the end of a learning cycle, thus supporting curriculum transparency and accountability.

Better explanation of these three domains are as follows:

Cognitive Domain: The cognitive domain was proposed by Benjamin Bloom in 1956. Again, it was revised by Lorin Anderson in 2001. In the study the researcher will use this revised cognitive domain. This domain is basically related to the mental and thinking ability of an individual. This domain is again sub divided into six sub categories; they are –

Figure 1.2 Bloom's Taxonomy Revised



Citing Source: https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised/

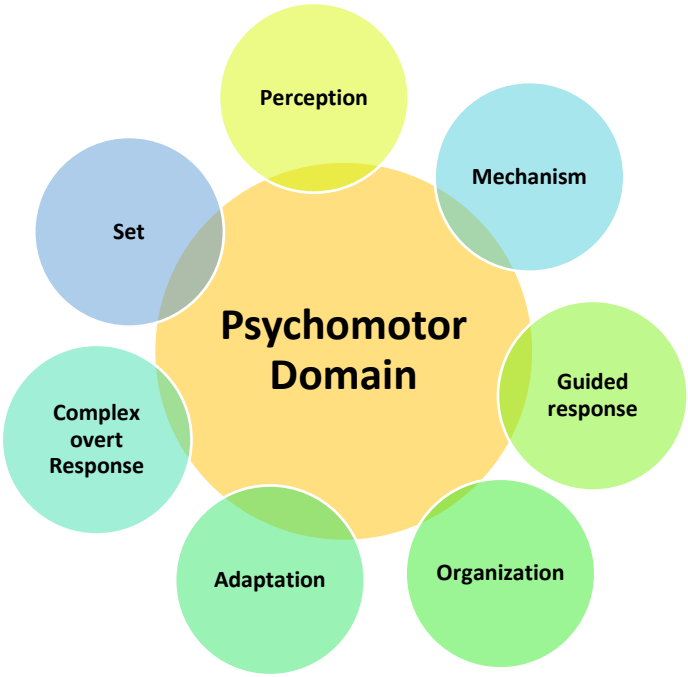
i. **Remembering:** This stage includes the student's capacity to remember or recall information regarding the topic.
ii. **Understanding:** Remembering stage is followed by understanding stage where the student can explain the information he/she had remembered.
iii. **Applying:** Next stage is application stage where student develop the capacity to apply what has been gathered in a new situation.
iv. **Analyzing:** In this stage student can differentiate between various facts as well as opinions of the information gathered.

v. **Evaluating:** It is the judgment stage where the amount of knowledge gathered is judge or given feedback.

vi. **Creating:** In this stage the student can combine different concepts or facts gained to form single concepts and ultimately forming new meaning to an existing concept and applying this new concept in real life situation. Such as writing a thesis, composing music, developing a model.

Psychomotor Domain: Psychomotor domain was developed by Anita Harrow in 1972 and it consists of the student's ability to utilize the motor skill and coordinate them effectively. This domain is again divided into seven sub categories, they are –

Figure 1.3 Psychomotor Domain



i. **Perception**: The perception stage includes the ability to use information gather through sensory organs to motor activities. It includes the student's effort to practice certain tasks or activities from a text book or say other outer source to achieve higher marks in the class.

ii. **Set**: This stage involves the student to get ready to act upon the series of activities.

iii. **Guided response:** This stage includes the ability to grasp the displayed learning skill and begin to learn it with the help of trial-and-error method.

iv. **Mechanism:** This stage is the stage where the student learns to develop a habituate action towards the learned skill and hence becoming proficient over it.

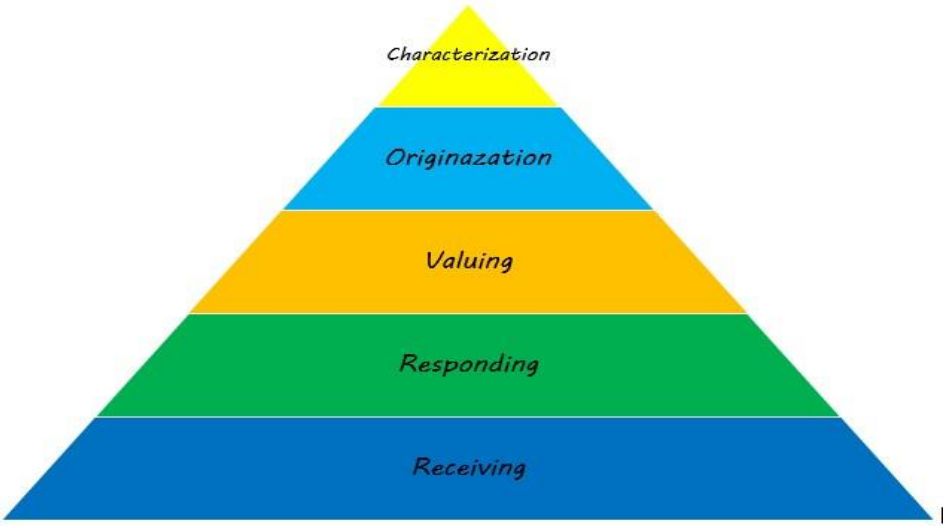
v. **Complex overt Response:** This stage belongs to the ability to perform the complex motor skills with skillful performance.

vi. **Adaptation:** Adaptation stage is the stage where the student develops the capacity to create new skills by integrating all the skills learned. For instance, a student developing a model out of various theories.

vii. **Organization:** Organization includes the capacity of creating a new skill for a specific event.

Affective Domain: This domain was developed by David Krathwohl in 1973. This domain centres on a person's feeling, emotions and attitude towards a learning object. This domain is again divided into five categories, they are –

Figure 1.4 Affective Domain



Citing source: https://www.ddc4shop.com/?product_id=530657305_61

i. **Receiving:** Receiving stage involves the the capacity to attentively listening to a lesson delivered in the class. Paying attention towards learning object is the ultimate goal of this stage.

ii. **Responding:** Followed by the responding stage where the student active participation in a classroom will be observed.

iii. **Valuing:** Here giving value or worth towards something related to the learning process is given importance. Sharing one's own idea and thought upon a topic being discussed in the classroom can be included in this stage.

iv. **Organization**: This is the stage where student's ability to prioritize a value over another is observed. And thus creating a value system. This stage teaches a student to value their academic work rather than being affected by the other social relationships such as friends, family, lover, etc.

v. **Characterization**: This stage is the last stage of this domain which includes student's ability to form a required behavioral pattern by internalizing the value and controlling their unaccepted behavior. It teaches to give importance towards their academic achievements and deciding their own career according to their interest and abilities.

Collaborative effect of these three domains of learning makes the learner more effective and competent towards the learning event or subject matter.

1.3.4. Measuring Learning Competencies as Taxonomies of Learning Objective

The concept of learning competency is inherently multidimensional. It encompasses not only cognitive abilities but also behavioural, emotional, and psychomotor dimensions (Mulder, 2014). According to the Organization for Economic Cooperation and Development (OECD, 2005), competencies involve a combination of knowledge, skills, attitudes, and values necessary to effectively perform tasks in complex situations. In educational practice, learning competencies are articulated in curricular frameworks to guide instruction, assessment, and learner progression. Taxonomies of learning serve as essential tools in this process, providing structured classifications of learning objectives that can be aligned with competency-based education (CBE) models. The

alignment between competencies and taxonomic levels ensures that learning outcomes are measurable, observable, and developmentally appropriate.

Bloom's original taxonomy (1956) classifies cognitive learning objectives into six hierarchical categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. This framework became a foundational reference for curriculum design, instructional planning, and assessment. In 2001, Anderson and Krathwohl revised Bloom's taxonomy to reflect contemporary educational thinking and incorporate advances in cognitive science. The revised taxonomy replaced nouns with action verbs (e.g., "remembering," "understanding," "applying," "analyzing," "evaluating," and "creating") and introduced a two-dimensional framework that combines the cognitive process dimension with the knowledge dimension (factual, conceptual, procedural, and metacognitive). This model allows educators to articulate learning outcomes with greater precision and to align them with competency benchmarks that reflect both the depth of understanding and the complexity of performance tasks.

In the affective domain, Krathwohl et al. (1964) provided a taxonomy that classifies objectives based on emotional and value-based learning, ranging from receiving and responding to phenomena to the internalization of values and beliefs. These affective outcomes are crucial for competencies related to attitudes, dispositions, ethical reasoning, and interpersonal skills. Similarly, Simpson (1972) proposed a taxonomy for the psychomotor domain, which addresses the physical skills and actions associated with performance-based tasks. These taxonomies support the broader understanding of learning competency as encompassing more than intellectual achievements, thus reinforcing the value of a holistic educational approach.

Competency-based education emphasizes learner outcomes in terms of clearly defined competencies, which are derived from educational goals and are often mapped to taxonomic levels. For instance, a competency such as "the learner demonstrates the ability to critically evaluate multiple perspectives on a social issue" corresponds to the "evaluating" and "analyzing" levels of the cognitive taxonomy. By mapping competencies to taxonomic levels, educators ensure that instructional objectives are aligned with expected learner performances and that assessments are valid and purposeful. As Harden (2002) argues, competency frameworks combined with learning

taxonomies offer a structured pathway for learners to progress from foundational knowledge to complex problem-solving, synthesis, and creation.

In the Indian educational context, the National Education Policy (NEP) 2020 underscores the importance of developing 21st-century skills and holistic competencies among learners. The policy promotes a shift from rote learning to competency-based and experiential learning, with an emphasis on higher-order cognitive skills such as critical thinking, problem-solving, and creativity (Ministry of Education, 2020). This pedagogical shift necessitates the use of learning taxonomies to guide curriculum development and assessment strategies, ensuring that competencies are not only defined but also taught and assessed at appropriate levels of complexity.

A theoretical understanding of the relationship between learning competency and taxonomy also draws from constructivist learning theories. Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) emphasizes that learning occurs when learners are supported to move from current levels of understanding to more complex levels through guided instruction. Taxonomies provide a scaffold for this progression, while competencies define the observable outcomes of learning within and beyond the ZPD. Similarly, Bruner's spiral curriculum theory aligns with taxonomic structures, proposing that learners revisit concepts at increasing levels of difficulty, thereby mastering competencies through iterative, deepening engagement.

1.3.5 Importance of Learning Competency in Education

The educational journey of students is significantly influenced by learning competency, which serves as a guide for both their personal development and academic growth. Students must acquire the necessary skills, knowledge, and abilities to succeed in a variety of educational environments. These competencies not only prepare students for academic challenges but also for real-world situations where they must apply their learning effectively. Here's a detailed breakdown of the role of learning competency in education:

i. **Framework for Academic Achievement:** Learning competencies serve as a foundation for designing curricula and assessments. They provide clear and measurable outcomes that educators use to guide the learning process. These

competencies break down complex knowledge and skills into manageable components, ensuring that the objectives of a course or program are met effectively.

ii. **Personalized Learning:** In a competency-based education model, students' progress at their own pace, advancing once they've demonstrated mastery of a particular skill or knowledge. This approach caters to individual learning styles and speeds, allowing students to take the time they need to grasp concepts fully. Competency-based education focuses on outcomes rather than time spent on tasks, ensuring that no student is left behind or held back.

iii. **Improving Problem-Solving Skills:** In the fast-paced, complex world of today, critical thinking, problem-solving, and analytical skills are essential learning competencies. These competencies equip students to tackle real-world problems by analyzing situations, thinking creatively, and coming up with effective solutions. In this sense, learning competencies help students develop the cognitive flexibility needed to adapt to changing environments.

iv. **Bridging Gaps Between Knowledge and Application:** Simply acquiring knowledge is not enough in modern education. Competencies ensure that students can apply what they've learned in practical, real-world contexts. For example, a student may understand theoretical concepts in mathematics, but a competency in the subject would also require them to solve real-life problems using mathematical methods.

v. **Preparing for Future Careers:** Learning competencies foster skills that are essential for the workforce. They assist in the cultivation of soft skills, including emotional intelligence, leadership, collaboration, and communication, in addition to technical expertise. These are important for students to thrive in their careers, especially in a job market where employers value practical skills over academic credentials alone.

vi. **Encouraging Lifelong Learning:** With competencies, students are not just preparing for exams but for lifelong learning. Competency-based education fosters a paradigm in which students assume responsibility for their own learning. As the world continues to evolve, the ability to adapt and learn new skills becomes crucial. Competency helps build resilience and adaptability, traits that are essential in the face of career changes and advancements in technology.

vii. **Fostering Equity in Education:** By focusing on mastering competencies, education becomes more inclusive. All students, regardless of their background, have the opportunity to progress at their own pace. The shift towards personalized learning ensures that each student's unique needs are addressed, fostering an equitable learning environment where everyone can achieve success based on their abilities.

viii. **Data-Driven Insights for Educators:** Learning competencies provide valuable data for educators to track student progress. This information can assist in identifying the areas in which students have excelled and those in which they may require additional support. It allows for targeted interventions, making the educational process more efficient and aligned with the students' actual learning needs.

ix. **Self-Assessment and Reflection:** Competency-based education encourages students to reflect on their progress and identify areas for improvement. It fosters a culture of self-assessment, in which learners actively participate in their own growth. This process encourages students to assume a greater degree of autonomy, self-assurance, and accountability for their own educational experiences.

1.4.0 Conceptualizing Social Science Subject

Social Science is an integrated field of study that encompasses the systematic examination of human society, its institutions, relationships, cultural norms, economic practices, political systems, geographical contexts, and historical developments, all aimed at fostering a holistic understanding of the world and the individual's role in it. As an academic discipline at the secondary level, Social Science is a confluence of History, Geography, Political Science (Civics), and Economics, each of which contributes uniquely to the learner's cognitive, affective, and behavioral development. The subject is grounded in the epistemological traditions of the Enlightenment, wherein reason, empirical inquiry, and democratic values were emphasized as foundational to understanding society (Kumar, 2002). Social Science enables students to develop critical thinking skills, civic awareness, ethical reasoning, and a sense of identity and belonging by encouraging them to engage with complex socio-political phenomena, economic disparities, cultural diversities, and global

interdependence. It equips learners with the intellectual tools necessary to interpret past events, analyze contemporary social dynamics, evaluate the implications of public policies, and envisage sustainable futures. The National Council of Educational Research and Training (NCERT), in its position paper on Social Sciences (2006), defines the subject as a means to equip learners with knowledge and skills that will enable them to critically analyze socio-economic and political realities and contribute to social change in a democratic framework.

1.4.1 Viewpoints of Various Policies regarding Social Science Subject at the Secondary level

The role of Social Science has been significantly shaped and redefined by various education policies in India, reflecting broader socio-political and economic changes. The viewpoints of Various Policies regarding Social Science Subject at the Secondary level:

i. Kothari Commission (1964–66)

The **Education Commission of India (1964–66)**, chaired by D.S. Kothari, was one of the most comprehensive policy frameworks for education in India. The commission emphasized the **interdisciplinary nature** of Social Science and its significance in cultivating national integration and a scientific temper.

- **Key Viewpoints on Social Science:**
  - **Nation-building objective:** Social Science should promote democratic values, national unity, and social cohesion.
  - **Social orientation:** Emphasis was laid on studying social realities and encouraging social participation among students.
  - **Curriculum restructuring:** Recommended a unified curriculum up to Class X with Social Science as a compulsory component.
  - **Citizenship education:** Stressed on inculcating civic sense and responsible citizenship through the study of civics and governance.

"A new type of citizen needs to be educated to meet the challenges of modernization and democracy" (Kothari Commission, 1966).

The Commission's recommendations were foundational in recognizing Social Science as a vehicle for social transformation and value education.

ii. National Policy on Education (1986, Modified 1992)

The **National Policy on Education (NPE) 1986**, and its 1992 modification, reaffirmed the importance of Social Science in creating a **value-based and socially responsible citizenry**. The policy aimed to make education an instrument of social change and promote equality and justice.

- **Key Viewpoints on Social Science:**

- **Social relevance:** Curriculum should relate to everyday social realities and historical consciousness.
- **Cultural heritage:** Emphasis on the preservation and transmission of India's cultural and historical legacy.
- **Environmental awareness:** Recommended inclusion of environmental studies as part of Social Science.
- **Human rights education:** Advocated for inclusion of content on human rights, gender equality, and peace education.

"Education should foster a spirit of common citizenship, social responsibility, and national identity" (MHRD, 1986).

The NPE 1986 expanded the scope of Social Science to include **environmental, gender, and peace education**, thus linking it with sustainable development and global awareness.

iii. National Curriculum Framework (NCF) 2005

The **NCF 2005**, developed by the National Council of Educational Research and Training (NCERT), is a landmark document that redefined the pedagogy and structure of Social Science education. It emphasized **critical pedagogy**, learner-centered approaches, and the interrelation of knowledge and experience.

- **Key Viewpoints on Social Science:**

- **Pedagogical shift:** Moved from rote learning to inquiry-based and participatory learning.
- **Critical thinking:** Encouraged interpretation and analysis over memorization of facts.
- **Inclusivity and diversity:** Emphasized multiple perspectives, especially those of marginalized communities.
- **Integration of disciplines:** Advocated for disciplinary as well as interdisciplinary approaches within Social Science.
- **Assessment reform:** Suggested evaluation based on reasoning and reflection rather than fact-recall.

"Social Science education must enable children to critically understand society and develop a commitment to democratic values" (NCERT, 2005).

The **NCF 2005 marked a significant transformation in viewing Social Science as** not just informative, but transformative**, particularly in its focus on** equity, justice, and constitutional values**.**

iv. National Education Policy (NEP) 2020

The **National Education Policy (NEP) 2020** is a paradigm shift from traditional content-heavy models to a **competency-based, holistic, and flexible education system**. While the policy does not delineate Social Science as a standalone subject extensively, its principles and structural changes have implications for how Social Science is conceptualized and taught.

- **Key Viewpoints on Social Science:**

- **Integration and flexibility:** Emphasize multidisciplinary learning and blurs rigid boundaries between streams, encouraging integration of humanities and sciences.
- **Competency-based learning:** Focuses on developing core skills such as analysis, empathy, communication, and ethical reasoning.
- **Experiential and project-based learning:** Promotes fieldwork, community engagement, and hands-on projects in Social Science.

- **Foundational literacy in citizenship:** NEP highlights the need for students to understand **constitutional values**, rights and responsibilities, and the Indian legal system.
- **Global citizenship:** Emphasizes values such as peace, tolerance, and sustainable development as key learning goals.

"Education must develop not only cognitive capacities but also social, ethical, and emotional capacities" (MHRD, 2020).

NEP 2020 reinforces the idea of Social Science as a tool for developing **critical citizens in a global society**, aligning with the goals of **UNESCO's Global Citizenship Education (GCED)** and **Education for Sustainable Development (ESD)**.

v. Learning Outcomes Framework (NCERT, 2017)

Although not a policy, the **NCERT Learning Outcomes Document (2017)** directly reflects policy intentions in classroom practice. It provides grade-wise expected learning outcomes in Social Science, ensuring **measurable competencies** for each topic.

- **Key Viewpoints on Social Science:**

- **Outcome orientation:** Clearly outlines what students should know and be able to do at each grade level.
- **Skill development:** Encourages conceptual clarity, analytical reasoning, and socio-political awareness.
- **Cross-curricular linkages:** Promotes integration with languages, arts, environmental studies, and life skills.

This framework operationalizes policy objectives into **classroom teaching and assessment**, ensuring that learning is purposeful and student-centered.

vi. Right to Education Act (2009)

While the **Right of Children to Free and Compulsory Education Act (RTE)** does not explicitly mention subject content, its emphasis on **equity, child-centric pedagogy, and continuous assessment** impacts Social Science education as well.

➢ **Implications for Social Science:**

- Encourages inclusive content that reflects social diversity.
- Promotes teaching practices that respect learners' lived experiences.
- Requires teachers to be trained in non-discriminatory, reflective pedagogy.

RTE supports the **democratization of Social Science learning**, where every child can relate to and engage with the curriculum.

vii. NCF for School Education (2023 Draft)

The **Draft National Curriculum Framework for School Education (2023)**, developed in line with NEP 2020, further details the structure of Social Science.

➢ **Key Highlights:**

- Divides Social Science into **two stages** at the secondary level: Social Science 1 (history, civics, and geography) and Social Science 2 (economics and contemporary social issues).
- Recommends a **multidisciplinary approach** with thematic units that cut across disciplines.
- Places emphasis on **civic literacy**, digital citizenship, and awareness of local and global issues.
- Advocates for **experiential learning** including **simulation, storytelling, and research projects**.
- Encourages the use of **regionally contextualized content** to increase relevance.

The 2023 NCF proposes a **skill-integrated and learner-contextualized model** for Social Science learning aligned with global competencies.

1.4.2. Importance of Learning Competency in Social Science

Learning competency in social science is pivotal in shaping students' understanding of the world, enhancing their analytical abilities, and preparing them to be informed and responsible citizens. Social science, which encompasses disciplines like history, geography, economics, sociology, and political science, focuses on understanding human behavior, societal development, and the interplay between individuals, communities, and

institutions. Here are the key reasons why learning competency is crucial in social science education:

i. **Critical Thinking and Analytical Skills:** Social science fosters students' critical thinking about the world in which they live. Learning competencies in this field help students develop the ability to analyze complex social issues, evaluate different perspectives, and make informed decisions. These skills are essential for students to navigate and understand societal problems, such as inequality, political conflicts, and economic challenges. By mastering competencies in areas such as historical analysis or economic forecasting, students can assess evidence, draw connections, and form reasoned judgments—skills applicable in both academic and real-world contexts.

ii. **Understanding of Societal Structures and Systems:** Social science competency ensures that students gain a thorough understanding of how societies function. This includes the study of political systems, economic structures, social institutions (like family, education, and religion), and cultural dynamics. When students develop competencies in these areas, they learn to critically assess the strengths and weaknesses of these systems, promoting active and informed participation in civic life.

iii. **Promotes Informed Citizenship:** The cultivation of informed, engaged citizens who can make meaningful contributions to their communities is one of the primary goals of social science education. Competency in social science helps students grasp essential concepts such as human rights, democracy, justice, and governance. This knowledge enables students to advocate for social change, engage in political discourse, and participate in civic life. By understanding the structures that govern societies and how they evolve, students with strong competencies in social science can better understand their rights and responsibilities as citizens and how to influence positive societal change.

iv. **Cultural Awareness and Global Understanding:** Social science competencies also involve understanding diverse cultures, histories, and global issues. As the world becomes increasingly interconnected, students must be able to appreciate cultural differences, recognize global challenges (like climate change, migration, and international conflict), and participate in global solutions.

v. **Enhancing Problem-Solving Abilities:** Social science competencies develop problem-solving skills that are crucial for addressing societal challenges. Students learn to apply theoretical knowledge to real-world problems, such as poverty, social inequality, environmental degradation, or political instability. By mastering competencies in areas like economics or sociology, students are better equipped to contribute to solutions to these complex issues.

vi. **Fostering Ethical Reasoning:** Social science education emphasizes the development of ethical reasoning, encouraging students to consider the moral implications of decisions and actions within society. Competency in social science helps students understand ethical dilemmas in areas such as justice, governance, and human rights. This awareness fosters a deeper sense of responsibility in both personal and professional realms. In subjects like political science or sociology, students are often confronted with questions about fairness, justice, and equity, which encourages them to think deeply about the impact of societal decisions on individuals and communities.

vii. **Encouraging Research and Evidence-Based Thinking:** Learning competencies in social science promote research skills, which are essential for gathering, analyzing, and interpreting data. These skills help students distinguish between credible sources of information and unreliable ones. Competency in research methodologies, both qualitative and quantitative, enables students to contribute to academic discourse and understand societal trends through data-driven insights. A student proficient in social science research methods can examine societal patterns, assess the effects of policies, and even propose new areas for investigation or intervention.

viii. **Interdisciplinary Connections and Integration:** Social science is inherently interdisciplinary, with connections to fields such as economics, history, psychology, and law. Mastery of learning competencies in social science allows students to integrate knowledge across these disciplines and understand how different aspects of society interact. This holistic approach fosters a more comprehensive view of societal dynamics and equips students to solve complex, multifaceted problems.

ix. **Preparing for Diverse Career Paths:** Learning competencies in social science open the door to various career opportunities in fields such as law, education, government, social work, international relations, journalism, and public policy.

These competencies develop transferable skills like research, communication, and critical analysis, which are highly valued in the job market. Students with strong competencies in social science are prepared to take on roles that require deep knowledge of societal structures and the ability to address the needs of diverse populations.

x. **Promoting Social Responsibility and Advocacy:** Social science education instils a sense of social responsibility. Through learning about societal challenges, students develop empathy for others and are motivated to contribute to the common good. Competency in social science encourages students to advocate for vulnerable populations, push for policy changes, and take actions that promote equality and justice. By mastering concepts of social justice, inequality, and human rights, students can become effective advocates for social causes, ensuring that their education extends beyond the classroom and into meaningful contributions to society.

1.4.3. Present status of pedagogical practices in social science subject at secondary level in Assam

The pedagogical practices prevailing in the teaching of the Social Science subject at the secondary level in Assam reflect a blend of traditional methodologies and emerging learner-centered approaches, though the dominance of conventional lecture-based teaching remains a significant characteristic. In most government and rural schools, the predominant method of instruction is the **chalk-and-talk approach**, where teachers deliver lessons directly from textbooks with minimal student interaction or experiential learning opportunities (Baruah & Dutta, 2021). This practice is largely driven by factors such as large class sizes, lack of adequate teacher training, and pressure to complete a content-heavy syllabus within limited instructional hours. Despite the directives of the **National Curriculum Framework (NCF) 2005**, which advocates constructivist pedagogy, inquiry-based learning, and the contextualization of content (NCERT, 2005), many educators in Assam continue to rely on rote memorization techniques, especially in preparation for examinations conducted by the Board of Secondary Education, Assam (SEBA). This examination-oriented system encourages factual recall over analytical or critical thinking skills, resulting in superficial engagement with Social Science topics such as history, geography, economics, and political science (Sharma & Bhuyan, 2020).

In contrast, select urban and private schools have gradually adopted more interactive strategies such as **group discussions, project work, debates, map work, role-playing, and case studies**, aligning more closely with NCF principles. These approaches have shown promise in enhancing student participation and improving conceptual understanding (Ahmed & Gogoi, 2020). However, their implementation is uneven and often limited to high-performing institutions with better infrastructure and access to teacher development programs. Furthermore, the use of **audio-visual aids and ICT tools** in Social Science classrooms remains minimal, particularly in rural regions, due to limited access to digital infrastructure, erratic electricity supply, and lack of teacher proficiency in educational technology (Das, 2020). Although initiatives like **Samagra Shiksha Abhiyan (SSA)** and **NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement)** have introduced pedagogical training modules for Social Science educators in Assam, the reach and depth of these programs have yet to translate into significant classroom transformation (SSA Assam, 2022).

Another challenge pertains to **language barriers and cultural relevance**. Many students, especially those from tribal and minority communities, struggle to relate to textbook content that is either abstract or lacks local contextualization. This disconnect further discourages active learning, and teachers, constrained by rigid curricula and limited autonomy, often fail to adapt lessons to the socio-cultural backgrounds of learners (Bordoloi, 2021). While the **National Education Policy (NEP) 2020** envisions a shift toward **multidisciplinary, experiential, and skill-based learning**, actual classroom practices in Assam's Social Science education continue to lag behind this transformative vision. The policy's emphasis on flexible curricula, integration of arts and vocational education, and development of critical citizenship through Social Science subjects presents a progressive framework; however, its implementation requires significant investment in teacher training, curriculum reform, and resource development at the state level (Ministry of Education, 2020; Government of Assam, 2023).

So, it can be said that, the prevailing pedagogical practices in the teaching of Social Science at the secondary level in Assam are characterized by a dichotomy between policy aspirations and classroom realities. Traditional, exam-centric methods dominate the landscape, with limited integration of interactive or technology-enhanced pedagogies. Although reforms and training initiatives are underway, systemic challenges such as

infrastructural inadequacies, insufficient teacher preparedness, and lack of contextualized pedagogy continue to hinder the realization of meaningful, learner-centered Social Science education. For genuine pedagogical transformation, a concerted effort is needed to empower teachers, decentralize curriculum delivery, and create learning environments that value dialogue, inquiry, and critical engagement with society and history.

1.5.0 Curriculum Transaction through Multiple Intelligence Based Instructional Approach in Social Science

Curriculum transaction in Social Science at the secondary level is a critical process that not only delivers content knowledge but also aims to shape students' cognitive, emotional, social, and ethical understanding of the world around them. In this context, the **Multiple Intelligence-Based Instructional Approach (MIBIA)**, rooted in Howard Gardner's theory of Multiple Intelligences (Gardner, 1983), presents a transformative paradigm that redefines how teachers engage with learners in the Social Science classroom. Gardner posits that intelligence is not a single general ability but a combination of distinct modalities—**linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential**—which exist in varying degrees in each learner. The application of this theory to curriculum transaction in Social Science offers an inclusive and dynamic pedagogical framework that caters to the diverse intellectual profiles of students. At the secondary level, where learners are in the process of consolidating their abstract reasoning, identity, civic awareness, and sense of history and culture, MIBIA ensures that learning is not confined to rote memorization or textbook-centered instruction but is enriched through **interactive, experiential, and student-centered methods** that resonate with learners' innate strengths.

In the traditional instructional setup, curriculum transaction in Social Science often follows a **teacher-dominated, lecture-based method** where content is passively received by students, with limited engagement or connection to real-life experiences. This approach has been criticized for its inability to cultivate critical thinking, ethical reasoning, problem-solving, or citizenship skills—outcomes that are central to the goals of Social Science education (NCERT, 2005). In contrast, the Multiple Intelligence-Based

Instructional Approach aligns with **constructivist learning theory**, which emphasizes active participation, contextual learning, and the social construction of knowledge (Piaget, 1970; Vygotsky, 1978). Within this framework, the teacher becomes a **facilitator or guide** who designs activities, assessments, and learning environments that stimulate different intelligences and engage students in multiple modes of exploration. For example, in teaching a topic such as the French Revolution, students with **linguistic intelligence** might be encouraged to write a newspaper article from the perspective of a revolutionary; those with **interpersonal intelligence** might engage in a group role-play simulating debates in the National Assembly; students with **bodily-kinesthetic intelligence** might choreograph a mime sequence depicting key events; and learners with **logical-mathematical intelligence** could construct timelines or flowcharts to trace causes and consequences. Such a pluralistic approach ensures that each student has access to at least one preferred modality of learning, thus enhancing motivation, comprehension, and retention.

The process of curriculum transaction through MIBIA in Social Science involves three key stages—**planning, implementation, and assessment**—each of which is designed to activate multiple intelligences. During the **planning stage**, the teacher begins by identifying the learning objectives aligned with the prescribed syllabus, such as those formulated by the Board of Secondary Education, Assam (SEBA, 2019), and maps them onto relevant intelligence domains. This mapping enables the design of **differentiated instructional strategies** where content is restructured to suit varied learner profiles. For instance, when teaching Indian geography, students with **visual-spatial intelligence** could interpret thematic maps using GIS tools, while those with **naturalistic intelligence** could undertake a field study of local landforms or climate patterns. This pre-planned alignment of content and intelligence domains is critical in ensuring that curriculum transaction becomes more **inclusive, student-centered, and engaging** (Supianto et al., 2020).

In the **implementation stage**, the teacher creates a learning environment that encourages exploration, collaboration, and reflection. **Collaborative group work** is a key strategy here, especially for fostering interpersonal and intrapersonal intelligences. Activities such as debates, model-making, digital storytelling, mock parliaments, case studies, interviews with local historians, and field visits transform the Social Science classroom

into a vibrant and participatory space. For instance, when dealing with topics like democracy or human rights, **interpersonal intelligence** can be activated through peer discussions and group projects, while **intrapersonal intelligence** may be enhanced through reflective journaling and personal value mapping. **Musical intelligence** can also be integrated by encouraging students to compose songs or poems that capture the spirit of freedom struggles or social reform movements. These strategies ensure that learning is not only cognitively rigorous but also **emotionally resonant and socially meaningful**, thereby aligning with the affective objectives of Social Science education (Näykki et al., 2019). Furthermore, the use of **digital tools** such as virtual field trips, interactive maps, and online simulations enhances spatial, visual, and logical intelligences, providing students with immersive and context-rich experiences.

Assessment, the final stage of curriculum transaction, is reconceptualized under the MIBIA framework to be **continuous, comprehensive, and multi-modal**. Traditional pen-and-paper tests are supplemented with performance-based assessments such as portfolios, exhibitions, group presentations, peer evaluations, and self-reflection logs. For example, after a unit on environmental conservation, students with naturalistic intelligence may submit a photo-essay on local biodiversity, while those with logical intelligence could design infographics on resource management. This ensures that **assessment captures the depth and breadth of student learning** across different domains of intelligence. It also provides the teacher with authentic evidence of students' conceptual understanding, creativity, collaboration, and ethical reasoning—qualities that are difficult to measure through conventional examinations alone (Gardner, 1999). Additionally, MIBIA facilitates the practice of **differentiated feedback**, where each student receives guidance tailored to their intelligence profile and learning trajectory, thereby fostering self-awareness and metacognitive skills.

The effectiveness of curriculum transaction through MIBIA in Social Science has been supported by several empirical studies. For instance, Supianto et al. (2020) found that students' motivation significantly increased when history lessons were designed using MI-based strategies. Winarti et al. (2019) observed that students demonstrated improved scientific process skills and cognitive performance in MI-enriched environments. In the Indian context, research by Singaravelu (2010) emphasized that the affective and social domains—often ignored in conventional pedagogy—can be actively developed through

instructional designs that activate multiple intelligences. These findings suggest that MIBIA not only enhances academic performance but also contributes to **holistic personality development**, a core aim of Social Science education. In Assam specifically, where linguistic, cultural, and socio-economic diversity presents unique challenges to education delivery, MIBIA offers a flexible and adaptable framework that honours the varied learning needs of students across urban, rural, and tribal contexts.

1.6.0 Rationale of the Study

Currently, the education system is undergoing a variety of reforms and changes to ensure that it is more effective in meeting the demands and requirements of the current situation. The traditional curriculum of educational institutions has been challenged by the reforms and changes in the education system. Now the old teacher centric approach to education has transformed into learner – centric and now the learners are given more priorities and are the centers of the whole teaching learning process. For the better development of each and every student of different groups a holistic learning environment has been made by introducing inclusive education setting. So now the classrooms are transformed into inclusive classrooms where students with diverse needs and capabilities learn together. Each and every individual is different to one another in one or other aspect related to their capacity, interest, personality, intelligence, etc. And each and every student is capable or good at some kind of trait. And in order to get a positive learning outcome teacher must give importance to the capabilities, personalities, area of interest, learning style, background as well as intelligence. It can be observed that in most of the cases the teacher assesses the learning experiences only through the performance based on the student's verbal and numerical abilities only. The abilities of the student is determine by taking a test or examination where the memorizing and mathematical capabilities are only required and this process of accessing the students outcome is used in all the subjects. Hence neglecting the other capabilities such as spatial, musical, bodily kinetic and so on. This assessment results in giving feedback or remarks as

intellectual, average or below average by only the cognitive skills of the child. In case of secondary school students when they are at the pick point of choosing their subject or area of interest it is very important to have knowledge of their own personal aspects which can suit their profession and in which they can do better. One of the great educators of Germany Froebel said "Education is unfoldment of what is already enfolded in the germ". By this line he clearly suggested that education should unfold or one can say bring up or extract out what a child already possess within him. It should be the process of leading out all the capacities, inherited capabilities of an individual that is wrapping up or being embrace within him. So, for this the teacher must know how to unfold the capacities of the student with suitable techniques. Based on the theory of Multiple Intelligence, which was devised by psychologist Dr. Howard Gardner, the Multiple Intelligence Based Instructional Approach is a multidimensional learning approach that incorporates learning experiences. According to this theory, there are eight intelligences or capabilities: logical, mathematical, linguistic, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. In accordance with this theory, each individual possesses one or more distinctive mental abilities that aid them in understanding their personal interests, capabilities, intelligence, and other factors that facilitate their learning. This theory has the potential to pique the interest of students. In order to guarantee that students are capable of establishing connections between their acquired mental abilities, it is necessary to implement teaching methods and techniques that are aligned with multiple intelligence theory. The NCF (2005) has recommended Competency based learning in order to achieve the challenges of 21st century. According to the framework the learning experiences of various learning activities should develop competency among the students. And these competencies should be achieved through the desired learning outcomes which will be based on the student's level of knowledge, understanding, attitude and ability to demonstrate after learning process. (NCF, 2005). Social science subject is an interdisciplinary subject that deals with human relationship with the societal aspects. Social science in secondary stage includes the subject matters related to history, geography, political science, and economic (NCERT, 2006). The National Focus Group (NFG) under the National Curriculum Framework (NCF, 2005) has pointed out some perceptions prevailing regarding Social Science subject. NFG

has found that most of the people find the subject as non-utility-based subject. And the subjects related to the natural and physical sciences are given more importance and are regarded as the subject of the bright students. Moreover, Social science is taken as information and fact-based subject that requires memorization only and are lacking relevance of real-life situation. It was also observed as a subject lacking in providing enough career options. So, for all this reason there is lack of 27 interest between both students to learn and teachers to teach this subject. So NFG pointed out some of the measures guided by Yash Pal Committee to be taken in order to develop interest as well as self-esteem towards the social science subjects such as focusing on concept and analysis between the socio-political realities, to give priority to scientific inquiry just like other natural science and science subjects, should be able to develop critical, moral and mental abilities with the help of an interdisciplinary thinking towards the theme, etc. (National Focus Group on Teaching Social Science, 2006). After going through all the above-mentioned factors and the research gaps found from the review of related studies in this area the researcher develops a keen interest in studying the effectiveness of the Multiple Intelligence based Instructional Approach in achieving learning competency based on the learning outcomes on the three effective domains such as cognitive, affective and psychomotor domain.

1.7.0 Statement of the Study

The present study is focused towards developing a module based on the Multiple Intelligence Based Instructional Approach in order to study its effectiveness on achieving the learning competency of the student of secondary level in Assam towards social science subject. Hence the research problem is titled as "EFFECTIVENESS OF MULTIPLE INTELLIGENCE BASED INSTRUCTIONAL APPROACH TO CURRICULUM TRANSACTION IN ACHIEVING LEARNING COMPETENCY OF SECONDARY LEVEL STUDENTS TOWARDS SOCIAL SCIENCE"

1.8.0 Operational Definition of the Term Used

Multiple Intelligence Based Instructional Approach: Multiple Intelligence Based Instructional Approach is an instructional approach that is delivered in the classroom by using the principles of the Multiple Intelligence Theory. By

Multiple Intelligence Based Instructional Approach the present study refers to the module that is constructed by the researcher based on the principles of Multiple Intelligence Theory developed by Howard Gardner. It includes a sequence of learning activities related to the eight type of intelligence such as logical, linguistic, musical, spatial, interpersonal, intrapersonal, body-kinetic, and naturalistic which focuses on assessing its capacity in achieving learning competency towards social science subject in secondary level.

Curriculum Transaction: In this study curriculum transaction means the process of delivering the knowledge of the social science curriculum with the activities and learning experiences based on the activity based Multiple Intelligence Approach that is developed by the researcher.

Learning Competency: Learning competency related to the capabilities of using the knowledge, skills, attitude and behaviour by an individual to do have mastery over a specific subject or task. In this study the learning competency on social science subject means the number of scores that the students have achieved based on the Blooms Taxonomy that consist of 3 domains cognitive, affective and psychomotor domain, in a learning competency tool which is prepared by the researcher.

Students at secondary level: In the study by students at secondary level the researcher mean to the students of the IX standard of secondary level in Assam.

1.9.0 Research Questions

This research tries to answer the following research questions:

1. Will the Multiple Intelligence Based Instructional Approach be able to show positive results in achieving learning competency and interest towards social science subject among the students of secondary level?

2. Whether there will be any differences between the effectiveness of the Multiple Intelligence Based Instructional Approach on the learning competency and interest towards social science subject among the students of secondary level on the basis of individual differences such as gender and level of achievements (slow, average and above average learner?

3. Whether there will be any relationship among the three domains such as cognitive, affective and psychomotor domains of learning of learning competency?

1.10.0 Objectives of the Study

1. To develop and standardized a module based on Multiple Intelligence Based Instructional Approach (M.I.B.I.A.) for the selected units of social science subject of class IX in order to test its effectiveness on learning competency of the students towards social science subject.

2. To study the effect of the Multiple Intelligence Based Instructional Approach over Traditional Learning Method in achieving overall learning competency in Social Science subject with regard to the pre-test and post-test scores.

3. To study the effect of the Multiple Intelligence Based Instructional Approach over Traditional Learning Method in achieving domain wise learning competency in Social Science subject with regard to the pre-test and post-test scores.

4. To study the effect of Group, Gender and their interaction on overall Learning Competency in Social Science subject by considering the pre-test as covariate.

5. To study the effect of Group, Gender and their interaction on domain wise Learning Competency in Social Science subject by considering their respective domain at pre test level as covariate.

6. To study the effect of Group, Academic Achievement Level and their interaction on overall Learning Competency in Social Science subject by considering the pre-test as covariate.

7. To study the effect of Group, Academic Achievement Level and their interaction on domain wise Learning Competency in Social Science subject by considering their respective domain at pre-test level as covariate.

1.11.0 Hypotheses of the Study

1. H01.There is no significant difference between the mean scores of overall Learning Competencies developed through MIA and the mean scores of overall Learning competencies developed through TLM in social science subject with regard to pre-test and post-test scores.

2. H02. There is no significant difference between the mean scores of dimension wise learning competencies developed through MIA and the mean scores of dimension wise

learning competencies developed through TLM in Social science subject with regard to pre-test and post-test scores.

a. There is no significant difference between the mean scores of cognitive domains developed through MIA and the mean scores of cognitive abilities developed through TLM in social science subject with regard to pre-test and post-test scores.

b. There is no significant difference between the mean scores of affective domains developed through MIA and the mean scores of affective domains developed through TLM in social science subject with regard to pre-test and post-test scores.

c. There is no significant difference between the mean scores of psychomotor domains developed through MIA and the mean scores of psychomotor domains developed through TLM in social science subject with regard to pre-test and post-test scores.

3. H03.There is no significant effect of Group, Gender and their interaction on overall learning competencies of students by considering their pre- test as covariate.

4. H04.There is no significant effect of Group, Gender and their interaction on domain wise competencies of students by considering their pre- test as covariate.

a. There is no significant effect of Group, Gender and their interaction on cognitive domain by considering their pre- test as covariate.

b. There is no significant effect of Group, Gender and their interaction on affective domain by considering their pre-test as covariate.

c. There is no significant effect of Group, Gender and their interaction on psychomotor domain by considering their pre- test as covariate.

5 H05. There is no significant effect of Group, Level of Academic Achievement and their interaction on overall learning competencies of students by considering their pre- test as covariate.

6. H06. There is no significant effect of Group, Level of Academic Achievement and their interaction on domain wise learning competencies of students by considering their pre- test as covariate.

a. There is no significant effect of Group, Level of Academic Achievement and their interaction on cognitive domain of students by considering their pre- test as covariate.

b. There is no significant effect of Group, Level of Academic Achievement and their interaction on affective domain of students by considering their pre- test as covariate.

c. There is no significant effect of Group, Level of Academic Achievement and their interaction on psychomotor domain of students by considering their pre- test as covariate.

1.12.0 Significance of the Study

The study titled *"Multiple Intelligence-Based Instructional Approach in Curriculum Transaction in Achieving Learning Competency of Secondary Students in Social Science Subject"* holds substantial significance in the evolving landscape of contemporary education, particularly within the Indian context. As educational systems worldwide shift toward learner-centric, competency-based models, it becomes imperative to explore pedagogical strategies that can cater to the diverse intellectual capacities of students and promote meaningful learning. The application of Howard Gardner's theory of Multiple Intelligences (1983) to curriculum transaction in Social Science represents a progressive and inclusive instructional paradigm that can address the persistent challenges of disengagement, rote learning, and academic underachievement that often characterize Social Science classrooms at the secondary level.

Following point of significance are mentioned below:

- Advocates a learner-centered, inclusive instructional model for Social Science education;
- Promotes the achievement of core learning competencies through differentiated teaching;
- Responds to the cultural and educational needs of diverse learners, particularly in regions like Assam;
- Supports national educational goals as articulated in NEP 2020 and NCF 2005;
- Contributes to teacher professional development and pedagogical innovation; and
- Advances scholarly research on the application of Multiple Intelligence theory in secondary education.

By addressing both theoretical and practical dimensions of curriculum transaction, the study has the potential to transform how Social Science is taught and learned in

Indian secondary schools, ultimately empowering students with the knowledge, skills, and attitudes necessary to become active, informed, and empathetic members of society.

1.13.0 Delimitations of the Study

- The study is delimited to only SEBA board curriculum.
- The present study is delimited to only geography part of social science subject.
- The present study is delimited to the students of 9th standard only.
- It is delimited to one district i.e. Nalbari of the state of Assam.
- This study is delimited to only two government school of Nalbari district.