

# Development of Theme Based Integrated Programme with a Holistic Approach for Primary Education Curriculum

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**Abstract-** Early childhood education as a basis of growth towards better future of child. In early childhood development of physical, emotional, social, ethical and moral values takes place. Child initially learns through its parents and later formal education happens in schools. In School child develop its attitude skills and knowledge based on the curriculum and pedagogy. Traditional curriculum and pedagogy are unable to develop and grow the students to face modern challenges. New Modern curriculum development or pedagogy development or text / book development will encourage improving the learning process, one of the main process of learning in this new curriculum/pedagogy /text or book development is scientific approach based learning process. The process of developing the ability to think this is a process of discovery learning as meaningful learning. Meaningful learning is needed by younger children as a learning process that will be the foundation of knowledge in the face of developmental stages of thinking that will ultimately provide a solid foundation in the face of further education stage. The learning process through a scientific approach is very appropriate if delivered through an integrated approach, thematic approach and Holistic approach. Thematic learning integrated is learning that can instill basic concepts of knowledge, to increase knowledge of facts, and can provide interesting learning because the theme is a theme that is very close to the child, simple, attractive, and incidental (according to the event is happening), Using themes while working with young children has been popular since John Dewey, an American philosopher, psychologist, and educational reformer first proposed that the curriculum should be related to real-life experiences. A thematic way to deal with instructing includes incorporating every single branch of knowledge together under one subject. Various teaching and learning methods can be used. Projects, cooperative learning, active participation, experiential learning are often highlighted. Thinking and problem solving skills, observation, critical reasoning, analysis and drawing conclusions are key skills in thematic learning Research into how the brain works and the psychology of learning shows that learning 2 is a process of integration. When we see how facts and ideas connect with one another across subjects, we are constructing meaning. When we're able to communicate that meaning, the learning is further reinforced. This is why theme-based learning is so effective. It's the most natural way to learn

### **Need of the Study**

The researcher wishes to study about effectiveness of theme based teaching, Integrated teaching, and holistic learning approach to develop new pedagogy for learning students in Kolhapur city. While doing a review of the related literature, the researcher discovered that very few studies have been conducted in India, concerning the applications of theme based learning, Integrated learning, holistic learning and teaching in upper primary school students. Although the training of teachers to use theme based teaching, Integrated teaching, holistic teaching, may well be the most important Step to helping students learn effectively, there is no data on the impact of theme based teaching, Integrated teaching, holistic teaching and teaching in India. Hence there is a need for such an investigation. This study investigated the following research questions. Through theme, children get to understand their own unique strengths, explore multiple ways of learning and also use the skills that they have been acquiring through new methodology. Through skillful planning the curriculum integrates into a framework that helps children to be introduced to life skills, academic skills, understanding one's own unique skills, critical thinking and ample of opportunities are provided for children to learn social, cognitive, emotional and physical development which are recognized as equally valuable assets which are reflected in our curriculum. Students learn better when experiencing knowledge in a larger context. They begin to see relationships and connections across time, place, and disciplines. Research into how the brain works and the psychology of learning shows that learning is a process of integration. When we see how facts and ideas connect with one another across subjects, we are constructing meaning. When we're able to communicate that meaning, the learning is further reinforced. This is why theme-based learning is so effective. the theme-based approach creates an environment where students acquire a taste for lifelong learning.

### **Statement of the Problem Development of Theme Based Integrated Programme Review of Related Literature and Research**

An Amanda Wall 2017 11 Overview Boris Handal, 2011, in the research article concludes that mathematics can be related to real-life situations. Research also strongly recommended the theme based teaching for mathematics. Theme based teaching by teachers broaden understandings of the issues surrounding student and help students in high achievement and success. Cem Alptekin, 2007, concludes that theme-based syllabus is much better than grammatical syllabus with functional elements for young student's in primary school setting. Theme-based syllabus had good understanding than grammatical syllabus results both in listening and reading/writing skills. Jason R. Wingert (2011), in the research article concludes that cross-course projects and activities are the strategies that offer opportunity for students to integrate learning from diverse fields and to develop students as holistic thinkers. These strategies have positive effects on students' perception of their learning, a finding that encourages us to continue developing curricula that provide and enhance opportunities for integration. Lisa, (2015) Concludes in the research article, that embedding themes across an entire course can be a successful way to improve student perceptions of their learning and comfort with learning about new subjects.

Amanda (2017) Concludes in the research article, that states that Curriculum integration is a important for middle level education Teachers can integrate curriculum across content areas by anchoring units of study in issues and themes that are determined along with students. Curriculum integration in different capacities studied in this study. Table: Related Literature from Abroad (Thesis) Sr. No. Name of Literature Name of author 1 Teaching languages to young learners. Cambridge: Cambridge University Press. Cameron, L. 2001 2. An investigation of the effectiveness of theme-based syllabus on the motivation of freshman students at atilim university SEÇKİN CAN 2009 3. Theme-based Teaching in an English Course for Primary ESL Students in Hong Kong Ruby Yang 2009 4. An investigation into the use of a theme based on children's literature to support the development of speaking skills and early writing skills in a bilingual preschool environment. MA TESOL 2013 5. Curriculum and pedagogical practices in four Hong Kong kindergartens Joyce Ho 2015 13 Cameron, L. (2001), Theme-based teaching is an approach in which different areas of the curriculum are integrated instead of being separated into different subjects. It is considered that teaching which is integrated around a theme suits the way children naturally learn Seçkin Can, 2009, Concludes in the research article that students' motivation improves when theme based syllabus is employed in the classroom. It is also realized that content is an important motivating factor and employing a theme-based syllabus can have a positive effect on students' motivation. It is reported that if a theme-based syllabus reflecting students' interests is employed in a classroom, student motivation improves. Thus, they can develop positive attitude towards the course and language learning

Ruby Yang (2009), Concludes in the research article that children became more interested in learning English after the introduction of theme based course, It shows that students perceptions of theme-based teaching is positive. The ma-or finding is that theme-based teaching in this study could not make learners more interested in learning English, unless teachers were able to use interesting activities and suitable materials in their lessons. The themes of the course should suit the proficiency level, wants and needs of the learners and be relevant to their daily lives. The teachers in this study frequently used demonstration and direct instructions to children to maintain classroom discipline and rules.

Researcher MA TESOL, (2013). Concludes in the research article that the study help to investigate how the use of a theme, developed around the popular children's stories could be used during teacher led activities to develop many skills. Study gives importance to extra-curricular activities in children's learning. it is also reported that the teacher played an important role in guiding and sustaining the children's free play activities, and spontaneous use of theme related language was observed to be highest at these times. Researcher Joyce Ho, (2015) Concludes in the research article that important themes were identified and its impact on the learning of students was analyzed. The findings reveal that 14 teachers were primarily focused on pedagogical practices associated with establishing and maintaining classroom discipline and rules, and ensuring children's learning of academic skills. In the area of curriculum and pedagogical practices, the data indicated that teachers put extensive amounts of time and effort into enhancing children's academic skills Related Researches from India.

Varun Ashokan, 2014 Concludes in the research article that Theme based teaching help to bring the effective communication skill among the pre and primary school education. Theme based teaching is a way of teaching and learning, whereby many areas of the curriculum are connected together and integrated within a theme. When all subjects are integrated there will be lot of occasions to communicate with peers, teachers, parents, and strong community interaction.

Erik Byker, 2014 Concludes in the research article that states that India aspires to emerge as the information and communication technology leader among the knowledge-based societies; it does so with the education of children as a primary concern. This research gives details about barriers to and possibilities for information and communication technology programs in India's elementary schools.

Dr. Chetna Pandey, 2015 Concludes in the research article that ICT and Quality Education in Indian Schools must be contemporary. Research also suggest there must be a continuous training of teachers, school staff and administrators because sometimes there are new areas of teaching learning process where ICT gets involved and it becomes difficult to achieve goals for teachers to keep abreast with the changes if they are not properly trained.

Harshvardhan singh 2015, Teachers need to adopt better teaching methods such as effective design of curriculum and course content, a variety of learning contexts i.e. collaborative learning, experimentation, soliciting and using feedback, and effective assessment of learning outcomes. Research also shows that there is a gap between theory and practice. This research has reported lot of emerging issues and related concerns in the field of education. Various issues of teacher education namely, experiential Learning, cooperative and Collaborative Learning, effective Use of ICT and Research has emphasised.

Ramprasad, (2016) Concludes in the research article that Good strategies are required to bring the effective communication skill among the pre and primary school education. Theme based 16 Approach is a way of teaching and learning, whereby many areas of the curriculum are connected together and integrated within a theme. When all subjects are integrated there will be lot of occasions to communicate with peers, teachers, parents, and strong community interaction.

Rudge, L. Forbes, S.H. 20003, Holistic approach gives the fullest possible development of human potential that's why holistic learning and holistic education is important in early stage of life. Holistic approach helps to go or extend will be on traditional academic goals and develop students in optimal way. Holistic approach is good for ultimate human development and offers diverse strategies for achieving success for students. Holistic education encompasses a wide range of philosophical orientations and pedagogical practices. Its focus is on wholeness, and it attempts to avoid excluding any significant aspects of the human experience.

John Miller, 2005, addresses the theory of the holistic learning and related it with the spirituality in education it also explains how to practice holistic learning. Holistic education is

important to 17 educate the soul of a person, holistic education or learning helps you to partnership in education with theme based learning and integrated learning. Holistic education is very helpful in nourishing children especially at younger ages. Holistic learning develops creativity in the person holistic education gives you better pedagogy explain importance of meditation for the students and learning through holistic approach will lead to meaningful life

Susan, 2007, Holistic approach go beyond traditional approach in educating students in classroom. Holistic approach helps in giving opportunity to use multiple intelligence from various subjects. holistic approach is based on historical development it also gives philosophical explanation it is based on timeline of key people and ideas in holistic approach considered physical element, social element, spiritual eminent and environmental elements are discussed holistic approach helps in education and result in developing student as a complete person

Mayes, C., 2007, Holistic approach helps to understand student as a whole. Videos cultural aspects of the education or student must be viewed before developing syllabus or curriculum. Holistic approach deals with physical psychological cognitive ethical spiritual elements and aspects of student. These aspects are very much related an integrated with the culture of the student. For democratic learning deep learning and good learning cultural aspects must be taken into consideration of the student so that student will develop as a whole human being and not just a future manpower or worker. Multicultural aspects give the perspective on various issues it helps in good analysis of various aspects of the studies.

Lucila, 2010, Concludes in the research undertaken, the holistic education movement emerged in the mid-1980s as a response to the then dominant worldview of mainstream education. It is an educational paradigm that integrates the idealistic ideas of humanistic education with spiritual philosophical ideas. Holistic education theorists propose an integration of what most progressive and democratic movements in education assume should be kept separate: spirituality and humanistic ideals. While these two paradigms may be combined philosophically, the author questions whether they can be jointly applied in a single approach to education. The pedagogical 18 application of the philosophical principles advocated in the field of holistic education

### **Assumptions of the Study**

1. Use of theme based learning, integrated learning approach, and Holistic approach will result in high achievement of success in students.
2. The theme based learning, integrated learning approach, and Holistic approach will be more effective than traditional methods in better understanding by the students.
3. New text book or new pedagogy or new curriculum will reduce the loads of the study activities of the students.
4. Teacher will also use new text book or new pedagogy or new curriculum In more interesting way and help in comprehensive holistic learning.

5. The theme based learning, integrated learning approach, and Holistic approach will integrate curriculum to better understand the topics.
6. At present student have more curriculum load, which is difficult for them to understand and show their full potential.
7. Due to current curriculum learning is based on the rote memory and which will to develop to their full potential in their life.

### **Objectives of Study**

1. To Develop new Programme with the help of optimal use of integrated learning, theme based learning and through holistic approach.
2. To use Integration of subject approach to develop new pedagogy or new text book.
3. To reduce curriculum load and help students learn in holistic way for better results.
4. To develop scientific attitude through literary approach.
5. To Development of theme based teaching learning activities.
6. Developing holistic approach through formal education.
7. To define new curriculum or new pedagogy or new textbook for state board.
8. To Integrate English, Environment and Science to develop better method of learning.
9. To use literary aspect, scientific attitude, Theme Based Learning and Holistic approach.
10. A Need Analysis study to develop new pedagogy or textbook for 5th Standard students for better understanding, achievement and success.
11. To prepare new course-book for formal education through holistic approach.
12. To Integrate English, Environment, Science, etc. to develop better method of learning.
13. To find out subject themes common in all subjects for better understanding, Achievement and success.

### **Hypotheses of the Study**

1. There will be no significant difference in the opinion of the Experimental and Control groups; about Usefulness of the theme based teaching, Integrated teaching, holistic approach for 5th standard secondary students.
2. There will be no significant difference in the achievement and success of the Experimental and Control groups, in before and after the introducing the theme based teaching, Integrated teaching, holistic teaching.
3. There will be no significant difference in the Better understanding of the Experimental and Control groups, the theme based teaching, Integrated teaching, holistic teaching.
4. There will be no significant difference in the attitudes, skills and knowledge of the 5th standard secondary students before and after using theme based teaching, Integrated teaching, holistic teaching.
5. There will be no significant difference in the performance of 5th standard secondary students before and after using theme based teaching, integrated teaching, holistic teaching.
6. There will be no significant difference in the reducing the load of curriculum of 5th standard secondary students after using theme based teaching, Integrated teaching, holistic teaching.



### **Limitations of the Study**

1. This study is restricted to Kolhapur City area in Maharashtra.
2. Sample is restricted to only 5th standard secondary students and not for all students.
3. The teachers sample is drawn only from Marathi and English medium every levels of education. (Other mediums not covered)
4. This data collection and research study is restricted for year 2019-21

### **Scope of Study**

1. Development of effective pedagogy for effective theme based learning.
2. The conclusion drawn may be applicable to the Kolhapur City area students in Maharashtra.
3. The developed new curriculum or Text book or Method or pedagogy may be used for Kolhapur or Maharashtra state urban and sub-urban schools where there are Marathi and English medium schools.
4. The developed new curriculum or Text book or Method or pedagogy may be used for teacher of 5th standard secondary schools.
5. The present study attempts to find the effectiveness of the theme based teaching, Integrated teaching, holistic teaching, on students learning development and performance.
6. This entails that one has to study the difference in current learning methods and theme based teaching, Integrated teaching, holistic teaching.
7. This study is limited to school students enrolled in classes V, VI and VII; in Marathi and English medium schools in Kolhapur city.
8. The aim is to develop the new effective pedagogy where teachers will effectively and efficiently teach current syllabus.
9. Need and requirement of theme based teaching, Integrated teaching, holistic teaching, will be measured by an objective-type and short answer type test instruments.
10. Questionnaire will be asked to teachers of primary schools in Kolhapur.

### **Significance of the Study**

1. The study will be useful to all levels of education going students in rural, urban and sub-urban area. Because they are the future citizen of our nation. This study will help to give the additional knowledge and different aspects of coin to different levels of education teachers and students.
2. Students will be become aware and get a lot of information of the theme based teaching, integrated teaching and holistic teaching.
3. Due to theme based learning integrated learning and holistic approach students will have good foundation of knowledge to understand things better and perform well in there assignments.
4. Due to theme based learning integrated learning and holistic approach students will not feel the syllabus for the curriculum boring in fact they will learn it and their interest in the learning will remain intact.

5. Syllabus can be developed in much better way and creative and innovative way so that it will give maximum output and results.
6. Due to theme based learning integrated learning and holistic approach long term learning is possible.
7. Due to theme based learning integrated learning and holistic approach long term understanding and long term recall of studies material is possible.
8. Due to theme based learning integrated learning and holistic approach syllabus can be developed application based and not theoretically based.
9. Due to theme based learning integrated learning and holistic approach students can relate their syllabus program and curriculum to real life problems and find out their solution.

<b>Objectives</b>	<b>Tools of Data Collection</b>	<b>Methods of Data Collection</b>	<b>Methodology of Data Collection</b>	<b>Methods of Data Analysis</b>	<b>Techniques of Data Analysis</b>
1) To Develop new Programme with the help of optimal use of integrated learning, theme based learning & through holistic approach.	Procedural objective				
2) To use Integration of subject approach to develop new Programme.	Researcher prepare questionnaire	Quantitative and Qualitative	Questionnaire for teacher, observation	Quantitative	t-test, mean ANOVA Qualitative Analysis
3) To reduce curriculum load and help students learn in holistic way For better results.	Researcher prepare attitude test	Quantitative and Qualitative	attitude test for teachers	Quantitative	t-test, mean
4) To develop scientific attitude through literary	Interview schedule	Quantitative and Qualitative	Interview schedule for stakeholder	Qualitative	Qualitative Analysis



approach.			s		
5) To Development of theme based teaching learning activities.	Procedural objective				
6) Developing holistic approach through formal education.	Researcher prepare questionnaire, checklist	Quantitative and Qualitative	questionnaire for teacher, checklist for expert	Quantitative Rating scale	t-test, percentage
7) To define new curriculum textbook for state board.	Interview schedule	Quantitative and Qualitative	Interview schedule for stakeholders	Qualitative	Qualitative Analysis
8) To Integrate all subject to develop better Content for active learning.	Interview schedule	Quantitative and Qualitative	Interview schedule for stakeholders	Qualitative	Qualitative Analysis
9) To define new curriculum or new pedagogy or new textbook for state board.	Interview schedule	Quantitative and Qualitative	Interview schedule for stakeholders	Qualitative	Qualitative Analysis

### **Research Methodology**

The present research will use tools of data collection, methods of data collection, methodology of data collection, methods of data analysis and techniques of data analysis given below-

Research Study will be carried out in Kolhapur District. There are 12 Talukas in Kolhapur District. Study will be carried out in Karveer Taluka. There are total 179 No of State board schools in the Karveer Taluka. There are 88 Schools in Urban Areas. Urban schools are selected for the Study. There are 97 schools in rural Areas of Karveer Taluka which are not included in the study. There are 88 Schools in Urban 2 Marathi medium and 2 English medium schools are selected.

### **Research study will be Experimental and Descriptive**

An Experimental is an empirical interventional study used to estimate the causal impact of an intervention on target population without random assignment. Experimental research shares similarities with the traditional experimental design or randomized controlled trial, but it specifically lacks the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allow the researcher to control the assignment to the treatment condition, but using some criterion other than random assignment (e.g., an eligibility cutoff mark)

Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred.

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