

Disclaimer

The abstracts displayed here are submitted by SCERTs/DIETs and NCERT constituent units. It is only for dissemination of the abstracts of completed research studies for wider use. The concepts, methodology, outcomes/results, implications, etc. given in the abstracts are expressed by the authors only. The Division of Educational Research and/or NCERT will not be responsible for any discrepancies.

Social Science Education

1. Research Abstract

1. Theme/Subject:	Social Science Education
2. Stage of Education:	Upper Primary Stage
3. Topic of Research:	Problems of Learning Social Studies among Socio-Economic Backward Students at Upper Primary Level: A Case Study of Three Schools in Maharashtra's State nearby Slum Area.
4. Name and Address of the Investigators(s) with email:	Dr. Premananda Sethy
5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2018-19
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>Social Studies at the upper primary level is a critical subject that examines human behavior, society, economy, culture, history, and governance. Unlike physical or biological sciences, it focuses on human beings as members of societies, making classrooms a complex "laboratory" for learning. Students' learning is influenced by their socio-economic environment, past cultural experiences, and exposure to civic concepts. In urban slum areas, socio-economically disadvantaged students often face challenges that impede their learning, including irregular attendance, lack of resources, and insufficient parental support. These conditions make it difficult for teachers to implement effective pedagogical practices that develop conceptual understanding and moral-social values among students. The present study focuses on Class VIII students in Maharashtra, considered the terminal class at upper primary level, to investigate the challenges faced by socially and economically backward students in learning Social Studies. The study aims to explore whether the observed learning difficulties arise from inadequate teaching practices, insufficient human or physical resources, or socio-economic and environmental constraints. By identifying these problems and suggesting interventions, the study seeks to enhance learning quality, promote inclusive</p>

education, and support sustainable educational development among urban slum children, ensuring their equitable participation in the broader educational system.

11. Objectives:

The primary aim of this study is to investigate the socio-economic, pedagogical, and infrastructural factors affecting the learning of Social Studies among Class VIII students in urban slum areas of Maharashtra. Specific objectives include: 1) To identify the socio-economic backgrounds of students, including caste, family income, and parental occupation, to understand the correlation between socio-economic status and academic performance. 2) To examine the academic achievement levels of students in Social Studies through analysis of school records, assessments, and standardized tests. 3) To analyze students' attendance patterns and identify irregularities that may affect learning outcomes. 4) To trace out specific learning difficulties faced by socio-economically backward students, including conceptual understanding, retention, and application of social studies knowledge. 5) To examine whether problems are rooted in human resource inadequacies, such as untrained teachers, or physical infrastructure constraints like classroom space, library facilities, and teaching aids. 6) To suggest appropriate strategies and measures to minimize learning difficulties and enhance the quality of Social Studies instruction in slum schools. These objectives aim to generate actionable insights for policymakers, school administrators, and teachers to improve inclusive education and ensure equitable learning opportunities for marginalized students.

12. Methodology:

The study adopts a **mixed-methods approach** combining quantitative and qualitative data to understand learning difficulties in Social Studies among Class VIII students from slum areas of Maharashtra. **Primary data** was collected through structured questionnaires, interviews with students, teachers, principals, and parents, and focus group discussions to gain insights into socio-economic backgrounds, learning challenges, and perceptions of school and teaching practices. **Secondary data** was drawn from school records, including attendance sheets, mark-sheets, and government publications such as DISE reports, Economic Surveys, and Census Abstracts. Purposive sampling used three schools with different administrative setups – one state government school, one private school, and one Jawahar Navodaya Vidyalaya – located near slum areas to represent diverse institutional contexts. Data on students' socio-economic status, caste, family occupation, and income were collected and coded. Achievement levels and attendance records were analyzed statistically. **Quantitative data** were analyzed using descriptive statistics (mean, standard deviation, percentages), and inferential

techniques (t-tests, ANOVA) to test hypotheses. **Qualitative data** from interviews and focus groups were coded thematically, highlighting patterns, challenges, and perceptions. Triangulation of quantitative and qualitative findings may ensure reliability and a comprehensive understanding of factors influencing Social Studies learning in slum-area students.

13. Findings:

The study revealed several critical insights into the learning of Social Studies among Class VIII students from slum areas of Maharashtra. Quantitative analysis showed that students from lower-income and lower-caste backgrounds consistently scored lower in achievement tests compared to their higher-income or upper-caste peers, confirming a strong correlation between socio-economic status and academic performance. Attendance patterns indicated irregularity, with many students missing classes due to household responsibilities, economic constraints, or lack of parental support. Qualitative findings from interviews and focus group discussions highlighted that students often faced difficulties in understanding abstract socio-economic and historical concepts due to inadequate exposure to real-life contexts and limited teaching aids. Teachers reported challenges in delivering lessons effectively due to large class sizes, insufficient resources, and diverse learning needs. Additionally, both students and teachers noted that lack of motivation and limited engagement strategies hindered the development of critical thinking and analytical skills. Despite these challenges, the study found that schools with proactive teacher interventions, contextualized learning materials, and interactive teaching methods showed relatively better student outcomes. Overall, the findings indicate that socio-economic factors, infrastructural inadequacies, and traditional teaching methods are significant barriers to learning Social Studies, emphasizing the need for targeted pedagogical interventions, inclusive strategies, and resource enhancement in slum-area schools.

14. Implications:

The findings of this study have significant implications for improving the quality of Social Studies education in urban slum areas. By identifying the socio-economic, environmental, and pedagogical factors that impede learning, the study can guide targeted interventions to support marginalized students. Insights from the study may inform teacher training programs, emphasizing strategies for inclusive teaching, culturally responsive pedagogy, and differentiated instruction to meet the needs of diverse learners. Policy interventions could include allocation of resources, provision of teaching aids, and establishment of supportive infrastructure in slum-area schools. Enhanced attention to student attendance, engagement, and motivation can improve retention and academic outcomes. The

study can also influence curriculum planning by incorporating real-life socio-economic contexts and problem-solving approaches that resonate with students' lived experiences, thereby fostering critical thinking and practical understanding. Long-term benefits may include equitable educational opportunities, improved academic performance, and social mobility for students from disadvantaged backgrounds. Additionally, the study may serve as a reference for policymakers, educational planners, and NGOs working to promote inclusive education, ensuring that the principles of quality education under the RTE Act are effectively implemented for students in marginalized urban areas.

15. Abstract Prepared /Submitted By: Dr. Premananda Sethy
Official Address: RIE Bhopal
Email: N/A (*The faculty member expired during COVID pandemic*)

16. **Keywords:** Social Studies, Learning Difficulties, Slum Students, Maharashtra, Socio-Economic Factors, Achievement

2. Research Abstract

1. Theme/Subject:	Social Science Education
2. Stage of Education:	In-service teacher trainees
3. Topic of Research:	A Study to assess the implementation of Social Science pedagogical training programme in classroom process of Maharashtra
4. Name and Address of the Investigators(s) with email:	Dr. Vanthangpui Khobung
5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: (Research study/ Action research/Other)	Research
7. Language of Research Report:	English
8. Year of Completion:	2019-20
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>The quality of teaching and learning in schools is largely dependent on the pedagogical skills and training of teachers. In the field of social sciences, effective pedagogy requires not only theoretical knowledge but also practical application in the classroom. To enhance teaching practices, various training programmes are conducted for teachers, aiming to equip them with innovative teaching strategies, constructivist approaches, and the use of digital tools. However, the effectiveness of such training largely depends on how well the teachers implement the acquired knowledge and skills in real classroom settings. While teachers may participate in these programmes, challenges such as lack of resources, limited access to ICT tools, and difficulty in adapting new pedagogical methods can affect implementation. Additionally, the practicality and relevance of the training content play a critical role in its successful adoption. This study aims to examine the extent to which social science pedagogical training has been implemented by teachers, the obstacles faced during its application, and the impact on students' learning experiences. Understanding these factors is essential to bridge the gap between teacher training and classroom practice, and to improve the quality of social science education. The study further emphasizes the need for school-based, self-directed professional development to sustain effective teaching practices.</p>
11. Objectives:	The primary objectives of this study are to evaluate the effectiveness and practicality of social science pedagogical training programmes for teachers. First, it aims to examine the extent to which the content and materials

provided during the training have been implemented in classroom teaching. This includes assessing how teachers apply constructivist methods, digital tools, and other innovative pedagogical strategies in their daily teaching practice. Second, the study seeks to determine the practicality of the pedagogical processes imparted during the training, focusing on whether teachers can adapt and integrate these strategies effectively within their existing classroom routines. Third, the research aims to assess the benefits of the training for both teaching and learning in social sciences, evaluating the impact on student engagement, understanding, and participation. Fourth, the study intends to identify obstacles or challenges faced by teachers in implementing the training, such as lack of resources, insufficient ICT infrastructure, or limited institutional support. By addressing these objectives, the study seeks to provide insights into improving teacher training programmes, enhancing the teaching-learning process in social sciences, and ensuring that professional development initiatives translate into meaningful classroom practices that positively influence student learning outcomes.

12. Methodology:

The study employed a mixed-method approach to evaluate the implementation and effectiveness of social science pedagogical training programmes. A total of nine teachers, representing nine different schools, were selected using stratified random sampling to ensure diversity across school settings. Data collection was conducted by the principal investigators and Junior Project Fellow using multiple tools to gather comprehensive information. These included a school infrastructure schedule to examine the availability of teaching resources, a classroom observation schedule to assess the application of pedagogical methods, and interview schedules for teachers to capture their perspectives on the training programme. Additionally, Focus Group Discussions (FGDs) with students were conducted to triangulate the teachers' implementation with learners' experiences. The classroom observations focused on the use of constructivist approaches, student engagement, and integration of ICT tools, while interviews explored challenges and benefits experienced by the teachers. Both qualitative and quantitative analyses were performed to interpret the data, providing a holistic understanding of the extent and effectiveness of the pedagogical training. Findings from these analyses aimed to highlight gaps in implementation, practical challenges faced by teachers, and areas for improvement in future training programmes, ensuring alignment between professional development and actual classroom practices in social sciences.

13. Findings:

The study revealed that the implementation of the social science pedagogical training programme by teachers was largely unsatisfactory. Classroom observations indicated minimal integration of ICT tools, which significantly limited the practical application of innovative teaching methods. While teachers attempted to employ constructivist approaches, consistency and depth in applying these methods were found to be inadequate. Interviews with teachers highlighted challenges such as lack of resources, time constraints, and limited familiarity with modern pedagogical techniques, which hindered the effective translation of training content into classroom practice. Focus Group Discussions with students corroborated these findings, revealing that many learners experienced traditional, teacher-centered instruction rather than the intended constructivist, interactive learning environment. The benefits of the training were observed sporadically, with some teachers showing initiative in adopting student-centered strategies, but these efforts were neither uniform nor sustained. The overall analysis suggests that while the training programme provided theoretical knowledge and exposure to new pedagogical approaches, its practical impact on teaching and learning processes was limited. These findings underscore the need for continuous support, mentoring, and school-level facilitation to help teachers consistently implement innovative methods and effectively enhance student engagement and learning outcomes in social sciences.

14. Implications:

The findings of the study indicate a critical need for sustained, school-based professional development to ensure effective implementation of pedagogical training programmes. Teachers require ongoing support and mentoring to translate theoretical knowledge into practical classroom strategies. Emphasis should be placed on self-directed professional development, encouraging teachers to design and adapt their own models of teaching based on their unique classroom contexts. Integration of ICT tools must be prioritized, as the lack of technological resources significantly limits innovative teaching methods and student engagement. Schools should facilitate collaborative platforms where teachers can share experiences, challenges, and effective practices, fostering a culture of continuous learning and peer support. Additionally, follow-up workshops and refresher training sessions can help reinforce constructivist and student-centered pedagogies, ensuring consistency in their application. Policy interventions should consider providing sufficient infrastructure, instructional materials, and time allocation for teachers to experiment with new approaches. Ultimately, addressing these gaps can improve the quality of social science education, enhance student

learning outcomes, and promote active, participatory classrooms. These implications highlight that teacher training alone is insufficient; a supportive environment, resources, and continuous guidance are essential for meaningful transformation in teaching and learning processes.

15. Abstract Prepared /Submitted By: Dr. Vanthangpui Khobung
Official Address: RIE Bhopal

16. **Keywords:** Social Science, Pedagogy, Teacher Training, ICT, Constructivist, Classroom