

# **A Study of Effectiveness of Guided and Innovative Practice in the Teaching of CBSE School Social Science of Grade VI**

**Author:** Neha Donde

**Research Guides:** Vandana Sangle, Pravina More, Anjali Gugale

**Action Research Conducted at:  
S. B. Patil Public School, Ravet, Pune, Maharashtra**

**December 2023**

## ACKNOWLEDGEMENT

- ❖ I extend my sincere gratitude and a heartfelt thanks to Madam Principal Dr. Bindu Saini, for giving me this opportunity to conduct the Action Research and guiding me all through my work.
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**S. B. Patil Public School**

## **Abstract**

The beginning of middle school is a crucial transition phase for students. Factors such as an increase in the course content and school timing affect the student's ability to adjust to this change and influences their academic performance. This report documents a collaborative Action Research conducted for all the students of Grade VI by their teachers of Social Science. We observed that employing creative and innovative teaching-learning strategies leads to better engagement of the students and hence helps in improving their academic scores in the discipline. Our findings are based on both quantitative data (performance of students in tests) and qualitative data (collected through students' work and teachers' lesson plans). The larger objective of this study is not just about students learning the subject content, but to develop their interest in social science for their critical thinking and cognitive abilities to grow.

## **Research Background:**

Social Science is important for students not only to understand the dynamics of the societies around them, but also to develop their critical thinking and cognitive abilities to allow them to meet the challenges in the social world. It was observed that students of Grade VI scored less marks in their Social Science Eva-I evaluation as compared to their Eva -1 scores in other subjects. This could be due to an increase in the Social Science subject content. Thus, we decided to create inclusive, innovative, and accommodative learning strategies for students to engage them effectively with the Social Science curriculum. In today's time, it is important for our students to have social values and moral responsibilities while getting ready to address global challenges in a sustainable way.

## **Objective:**

To develop and test the effectiveness of guided and innovative practice in the teaching of CBSE School Social Science of Grade VI.

## **Research questions:**

- 1) Does the volume of content affect the students' performance in written exams?
- 2) Can different techniques and methods help build confidence in students towards learning the subject?
- 3) Can different creative strategies of CW and HW enable students to better engage with Social Science?

## **Hypothesis:**

**Research Hypothesis:** - There is a significant difference of mean scores in post- test after implementation of guided and innovative practice in the teaching of CBSE school social science of Grade VI.

**Null () Hypothesis:** - There is no significant difference of mean scores in post- test after implementation of guided and innovative practice in the teaching of CBSE school social science of Grade VI.

## **Scope:**

In the scope of the study were: -

1. All middle school students in S. B. Patil Public School, Ravet, Pune, Maharashtra, affiliated to CBSE.
2. The present study focuses on middle school students of Grade VI.
3. Primary focus is for implementation of guided and innovative practice in the teaching of social science for improving their academic scores and learning outcomes.

## **Time Duration:**

The project was carried out for four months from 23<sup>rd</sup> August 2023 to 23<sup>rd</sup> December 2023. During this period there were some holidays (Diwali Vacation).

## **Population and Sample:**

### **Population:**

- Students of Standard VI from S. B. Patil Public School affiliated to CBSE (Central Board of Secondary Education)
- Teachers of schools affiliated to CBSE Board teaching Social Science to Grade VI.

### **Sample:**

- One group of a total of 280 students from seven sections of grade VI in S. B. Patil Public School, Ravet, Pune.
- Five Teachers teaching grade VI Schools affiliated to CBSE for implementing the innovative strategies and guided practice for teaching social science.

## **Research Design:**

One Group Pretest – Posttest Research Design: All 280 students of seven sections of grade VI were the one group for this action research study and testing. Thus, pre-test post-test one group design was used.

## **Variables of Study:**

### **Independent Variable:**

One group of all sections of Grade VI

### Dependent Variable:

Pre-Test and Post-Test scores of EVA I and EVA II

### Tools of Data collection:

1. Pre-test EVA I and Post Test EVA II scores: Pretest and Post-test scores of students in EVA I and EVA II was decisive to conduct the study and test the effectiveness of the method for achieving the desired learning outcomes and academic scores.
2. Students Worksheets

### Tools of Data Analysis:

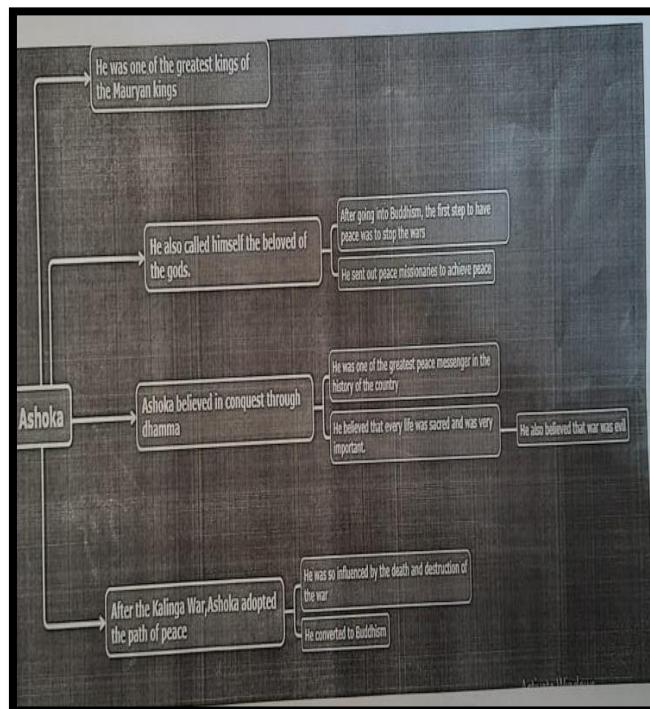
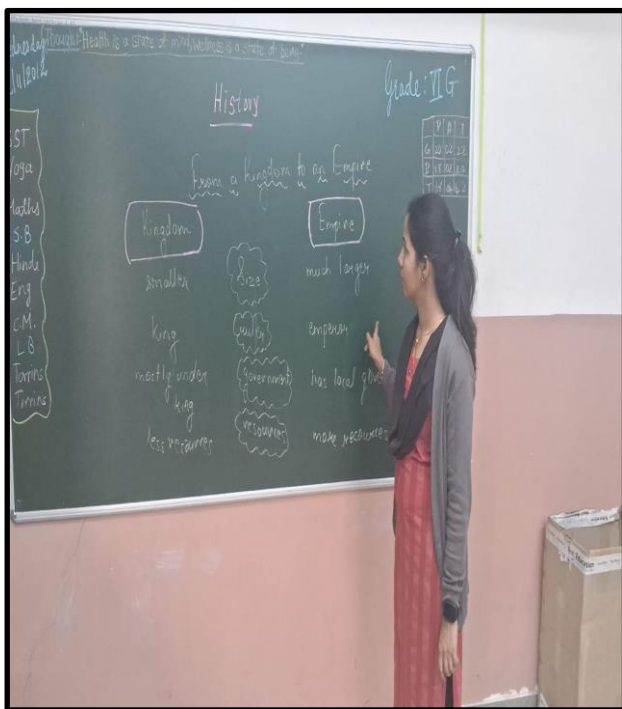
Mean of Pre and Post test scores

### Tools of Data Representation:

- Tables
- Graphs
- Charts

### Interventions:

- Teachers used flowcharts and mind maps to deliver the content to students for better understanding.



Link of lesson plan before EVA1

<https://drive.google.com/file/d/1CJeLazKXIUfPxi36V4Dr6mern6xayHND/view?usp=sharing>

**New lesson plans were made with innovative pedagogies:-**

Link of lesson plan after EVA 1

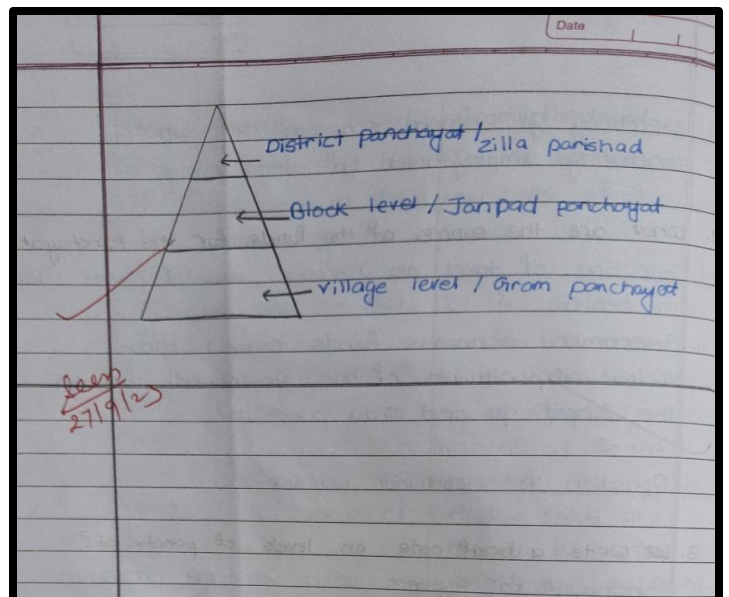
<https://drive.google.com/file/d/1VL77mKEd3Ozy4bWs2BEX8lGtjtriREr/view?usp=sharing>

<p>P -1</p>	<p><b>Interactive Lecture method</b> Teacher will few question to the students like</p> <ol style="list-style-type: none"> <li>1. What do you do when you face a problem in school?</li> <li>2. whom do you contact when you face problem in school</li> </ol> <p>The teacher then connects this interaction with the Gram Sabha, a meeting of all adults who live in the area covered by a Panchayat. (the village council). Teacher explains, when any villager faces any kind of problem they go to Panch who are the 5 people who sit together to listen and solve villagers ' problems. Teacher explains the concept of Gram Panchayat through role play.</p> <p><b>Role play Method:</b> Teacher conducts a role play wherein children play the role of sarpanch (head of village), secretary-who is appointed by the government and other ward members in this role play children will present a scenario of <u>problem faced villagers</u> like water issue, electricity and poverty.</p> <p><b>Recapitulation:</b> Teacher ask few question like</p> <ol style="list-style-type: none"> <li>1. Where do people of <u>village</u> go to solve their <u>problem</u>.</li> <li>2. Who is the head of the <u>village</u>.</li> </ol>	<p>Students are able to</p> <ol style="list-style-type: none"> <li>1. Understanding concept the gram Sabha and gram panchayat</li> <li>2. know how the <u>problem</u> faced by the people are discussed and solved at Panchayat through role play activity.</li> </ol>	<p><b>Skills developed-</b></p> <ol style="list-style-type: none"> <li>1.Comprehension skills</li> <li>2.Analytical thinking</li> <li>3.Visual thinking</li> <li>4.Reflective thinking</li> <li>5.Logical reasoning</li> <li>6.Creativity</li> </ol> <p><b>Values developed-</b></p> <ol style="list-style-type: none"> <li>1.Collaboration-Shares this ideas with others</li> <li>2.Patience to listen attentively and wait for his turn</li> <li>3.Respect the opinions of others</li> <li>4.Appreciate ideas of others</li> <li>5.Freedom of thought</li> </ol>	<p>English: Vocabulary as students learn new words like- Panchayat,</p>	<p>List all the problem faced by the villagers and find the solution the solution suitable according to you</p>
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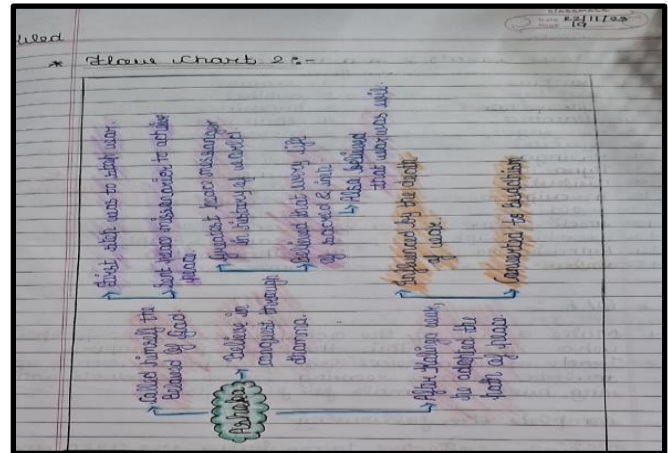
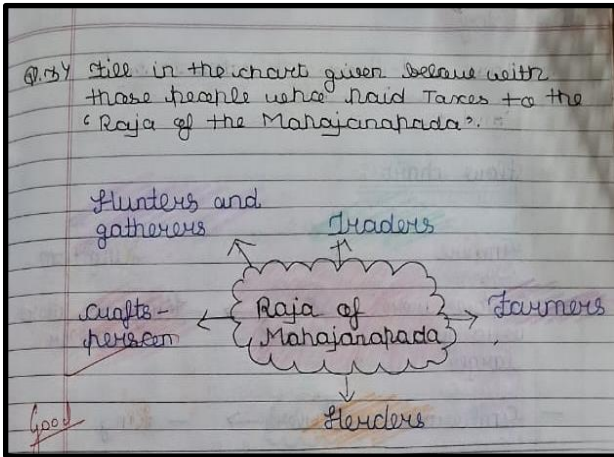
<p>P - 3</p>	<p><b>Interactive and Discussion Lecture method:</b> Teacher revise the concept of the work done by the gram panchayat and sources of funds with small discussion on it</p> <p><b>Flowchart method:</b> Teacher explains the 3 level of Panchayat The three-tier system comprises the following: i) Zilla Parishad at district level. ii) Panchayat Samiti at block level or middle level.</p>	<p>Students recall the previous knowledge and answer the questions.</p> <p>Students are able to Know the circumstances under which poor workers have to take loans.</p> <p>As per teachers guidance students prepared their own notes.</p>	<p>Students understand the</p> <ul style="list-style-type: none"> <li>• The idea of <u>primary</u> unit of governance.</li> <li>• Three level of Panchayat-district level, block level, village level.</li> </ul>		<p>Read the lesson at home.</p>
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	<p>iii) Gram Panchayats at village level.</p> <div data-bbox="245 848 529 1020" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Structure of Panchayat Raj</p> </div>	<p>Students ask their doubts.</p>			
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- Similarly, the students were also guided to capture content creatively and efficiently through notetaking during lectures and making diagrams, flow charts and mind maps.







- Creative worksheets were prepared using different techniques and framing different types of questions such as crosswords, and label-the diagram.



Pimpri Chinchwad Education Trust's  
S. B. PATIL PUBLIC SCHOOL  
S.No. 110, Gat No. 1, Ravet, Pune - 412101  
Worksheet (A.Y. 2023-24)

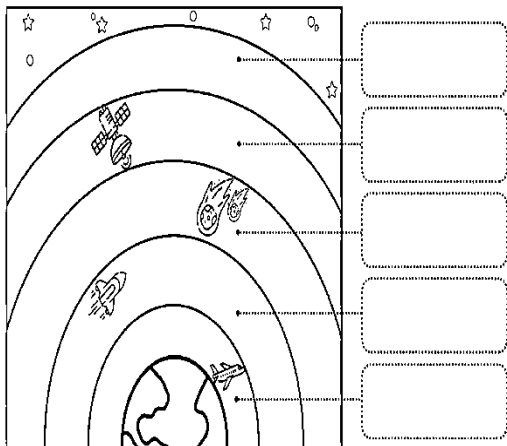


Sub: Social Science  
Name: \_\_\_\_\_  
Std/Div: VI \_\_\_\_  
Geography: Ls. No 5: Major Domain of the Earth, History: Ls no 5: Kingdom, Kings and Early Republic

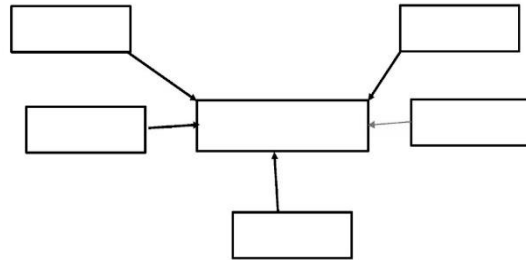
Q1. Riddle time! Tick the correct answer

- I am the smallest continent in the world. I am also known as the 'island continent'. Which continent am I?  
a) Asia      b) Australia      c) Africa      d) North America
- I am the one who performs rituals, chants hymn but never goes to fight a war. Who am I?  
a) Brahmins      b) Vaishya      c) Shudras      d) Kshatriyas
- I am let loose to wander free and guarded by raja's men. If you stop me, you have to fight with my guards. Who am I?  
a) Cow      b) Dog      c) Elephant      d) Horse
- I am the solid portion of the earth, made of rocks and a thin layer of soil. Who am I?  
a) Hydrosphere      b) Biosphere      c) Lithosphere      d) Atmosphere

Q2. Label and write the measurement of layer of atmosphere in the given diagram and colour the diagram/figure



Q3. Fill in the chart given below with those people who paid taxes to the 'Raja of the Mahajanapada'



Q4. Guess the names of the seven continents and solve the given crossword puzzle.

- Peer learning sessions for students during lectures.



- Collaboration among Social Science teachers of Grade VI.



**Data Collection:**

The following quantitative data compares the students' Social Science test scores before and after Eva -2.

Criteria	VIA		VIB		VIC		VID		VIE		VIF		VIG	
	Eva-1	Eva-2	Eva-1	Eva-2	Eva-1	Eva-2	Eva-1	Eva-2	Eva-1	Eva-2	Eva-1	Eva-2	Eva-1	Eva-2
91 – 100 %	3	10	6	13	2	17	2	10	0	11	9	20	5	24
81-90.9%	7	9	11	8	12	4	4	8	10	14	9	14	13	9
71-80.9%	11	7	6	6	3	5	3	9	14	10	6	4	3	1
61 – 70.9%	3	10	2	5	1	6	7	9	3	1	8	2	3	2
51 - 60.9%	6	1	5	4	4	1	6	2	6	2	6	2	2	2
41-50.9%	4	2	2	2	3	3	7	1	3	0	3	0	0	2
33-40.9%	2	0	1	1	3	1	4	0	3	1	1	0	3	1
Below 32.9%	4	1	7	1	5	1	0	0	2	0	0	0	7	1

**Sectionwise Comparison of Eva-1 Vs Eva-2**

## **Data Analysis:**

Refer to data analysis of the mean scores of pre and posttests in the annexure 2.

Thus, the results reject the null hypothesis and accept the Research hypothesis to prove that there is a significant increase in the post tests after the implementation of Guided and Innovative Practice in the Teaching of CBSE School Social Science of Grade VI.

## **Major Findings:**

- Result analysis of Social Science done by the Vice Principal, Subject teacher, and Section Head.
- Eva-1 shows that students' scores in Social Science are comparatively lesser than the scores in other subjects.
- In Grade V, students had only one textbook of Social Science, whereas in Grade VI students got three separate textbooks namely History, Geography and Political Science, thus increasing the volume of content.
- Feedback and concerns about students' performance in Social Science were received from the parents on the Open Day of Eva-I.
- The scores of the Post Test (EVA II) were higher than the Pre-Test (EVA I) scores (Refer annexures 1,2,3 and 4).
- The performance of the students was found to be better after the implementation of the innovative learning techniques and pedagogies for Std VI.
- This shows that the programme on innovative learning techniques was effective. The directional research hypothesis is accepted, and Null hypothesis is rejected.

## **Conclusion:**

Social science is an important subject for the student. Social science is a way of thinking, of asking questions, of observing and appreciating political system, history, economics, civics, geography etc. social science also provide us the basic human rights and duties. So that the teacher can help children learn by interesting techniques and methods of teaching.

## **Significance of the study:-**

The present study would possibly contribute in various areas of teaching and learning. Some of them are highlighted as under:

- This research would be helpful to the students to understand the concepts and use mind mapping, flow charts, and other innovative techniques in their daily note taking and learning.
- This research would be of great help for the teachers who would use the innovative techniques in their teaching for giving a good learning experience to the students.

## **Recommendations:-**

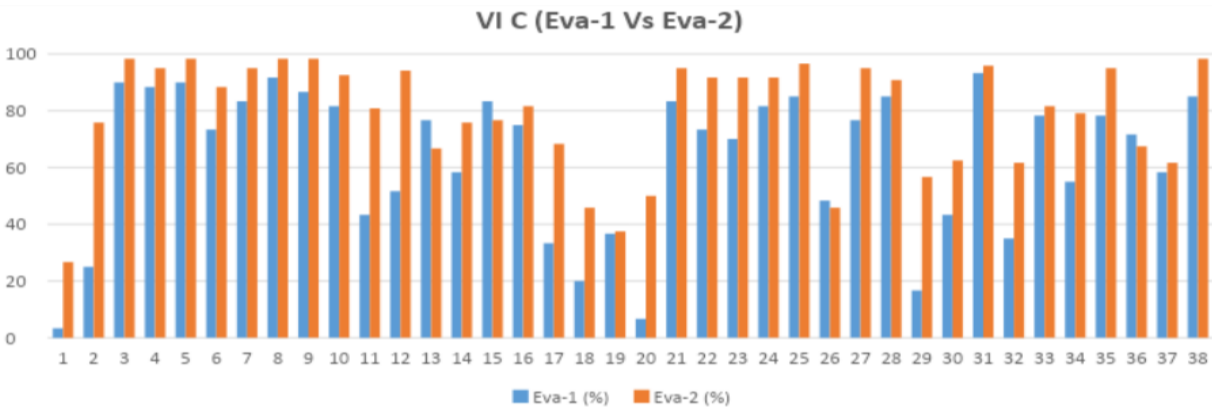
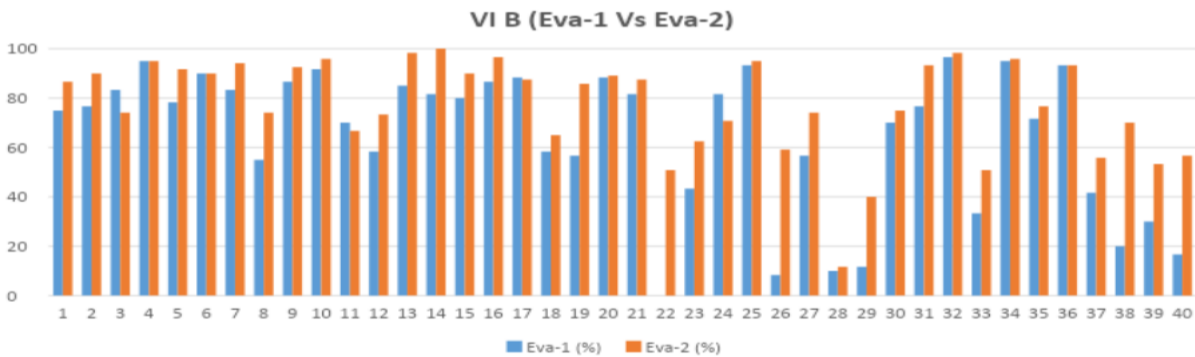
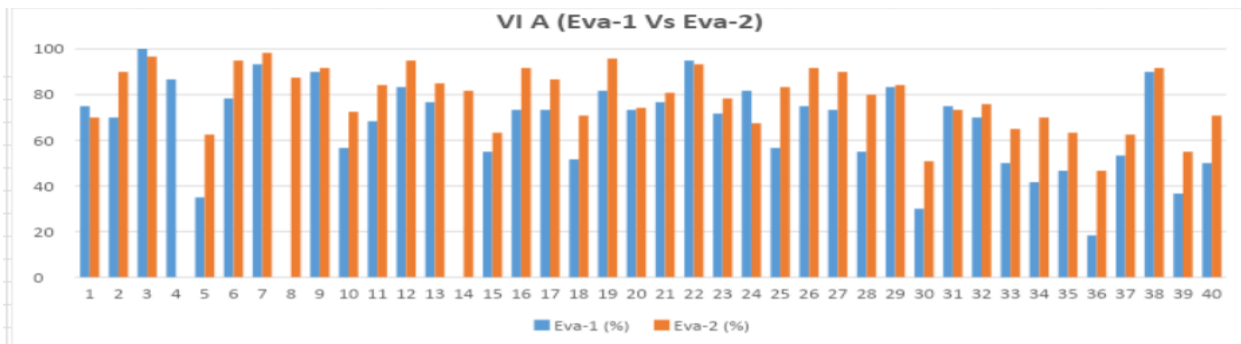
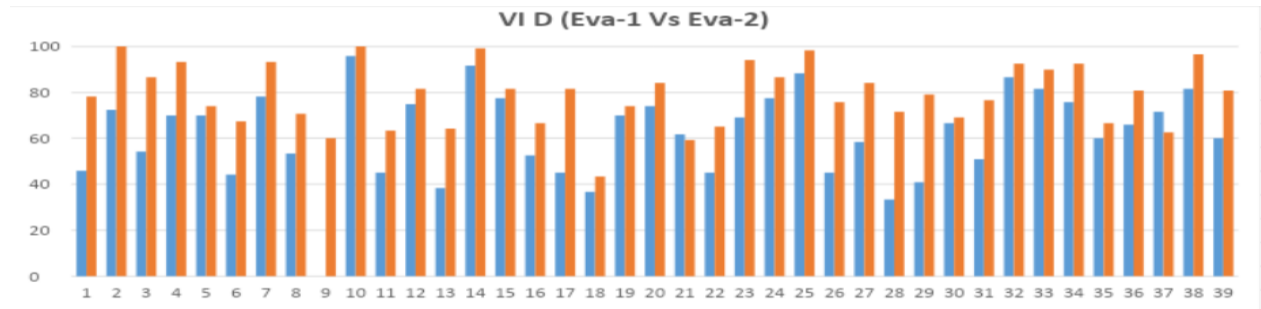
- Henceforth, the same strategy could be used for the 6th Graders to enhance their exam score in the initial stages.
- The research to be continued for the same group of students in the next academic year.

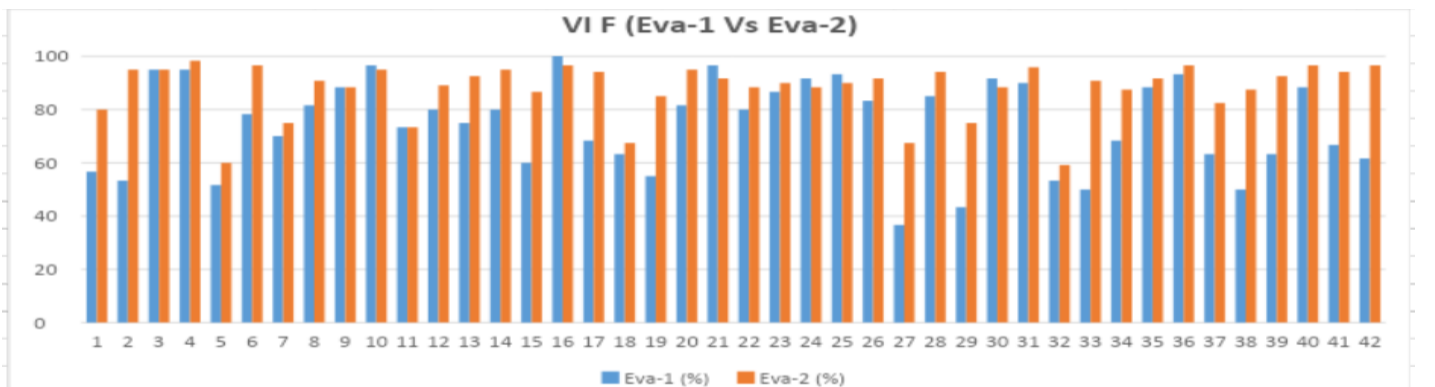
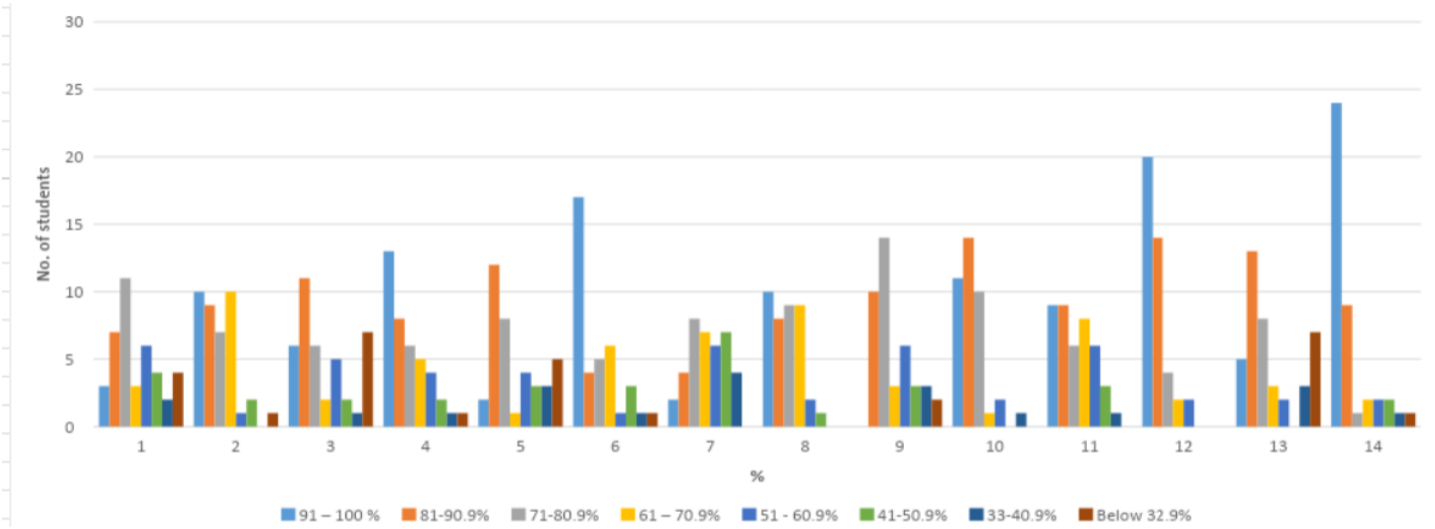
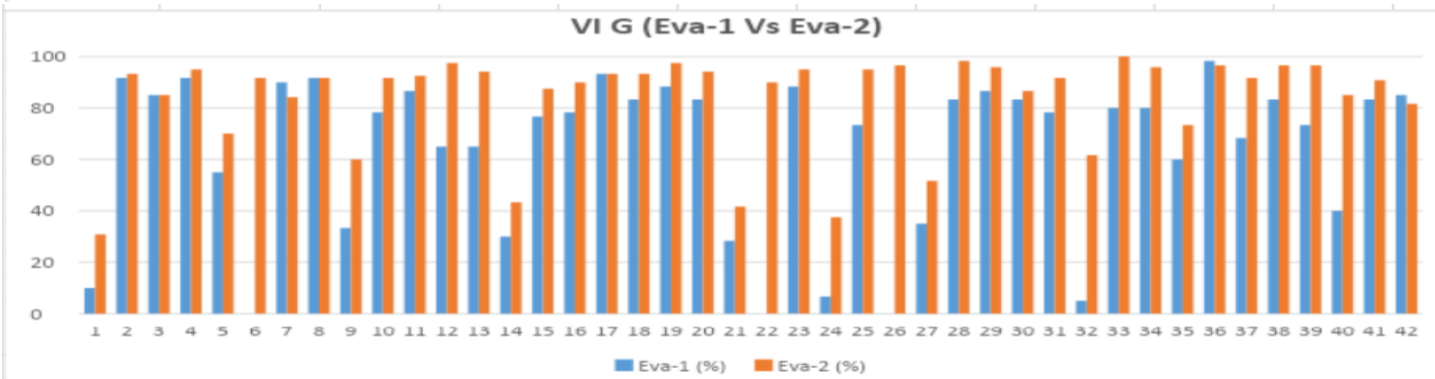
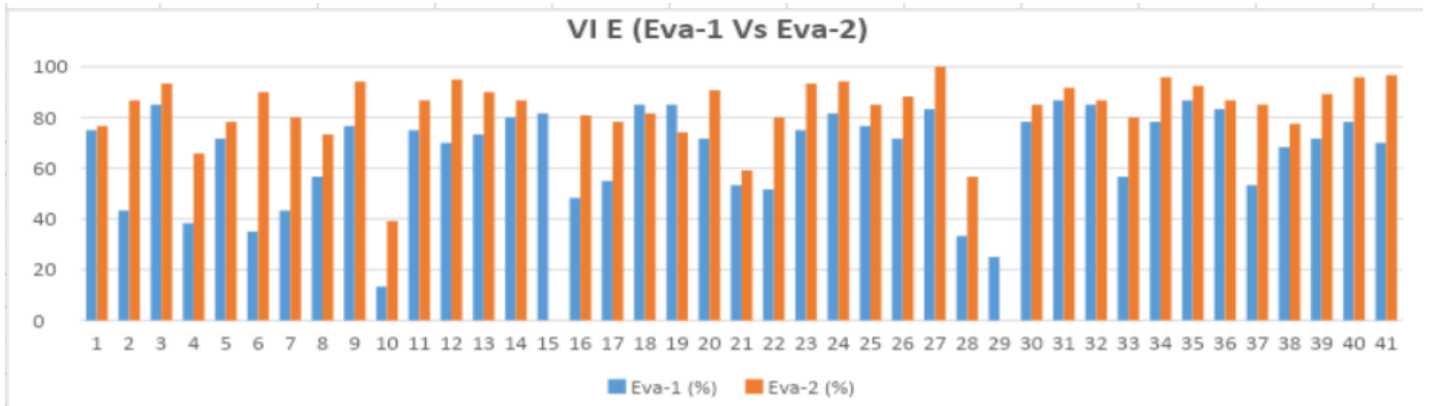
## References

1. Effectiveness of Experiential Learning in History Among CBSE Secondary School Students, Anjali Chetan Gugale, 2022
2. Experiential Learning in School Education: Prospects and Challenges, Komal Rani, Tarun Kumar, 2022
3. Programme Based on Mind Maps for Teaching Science, Gargee D. Mitra, 2014

# Annexure 1

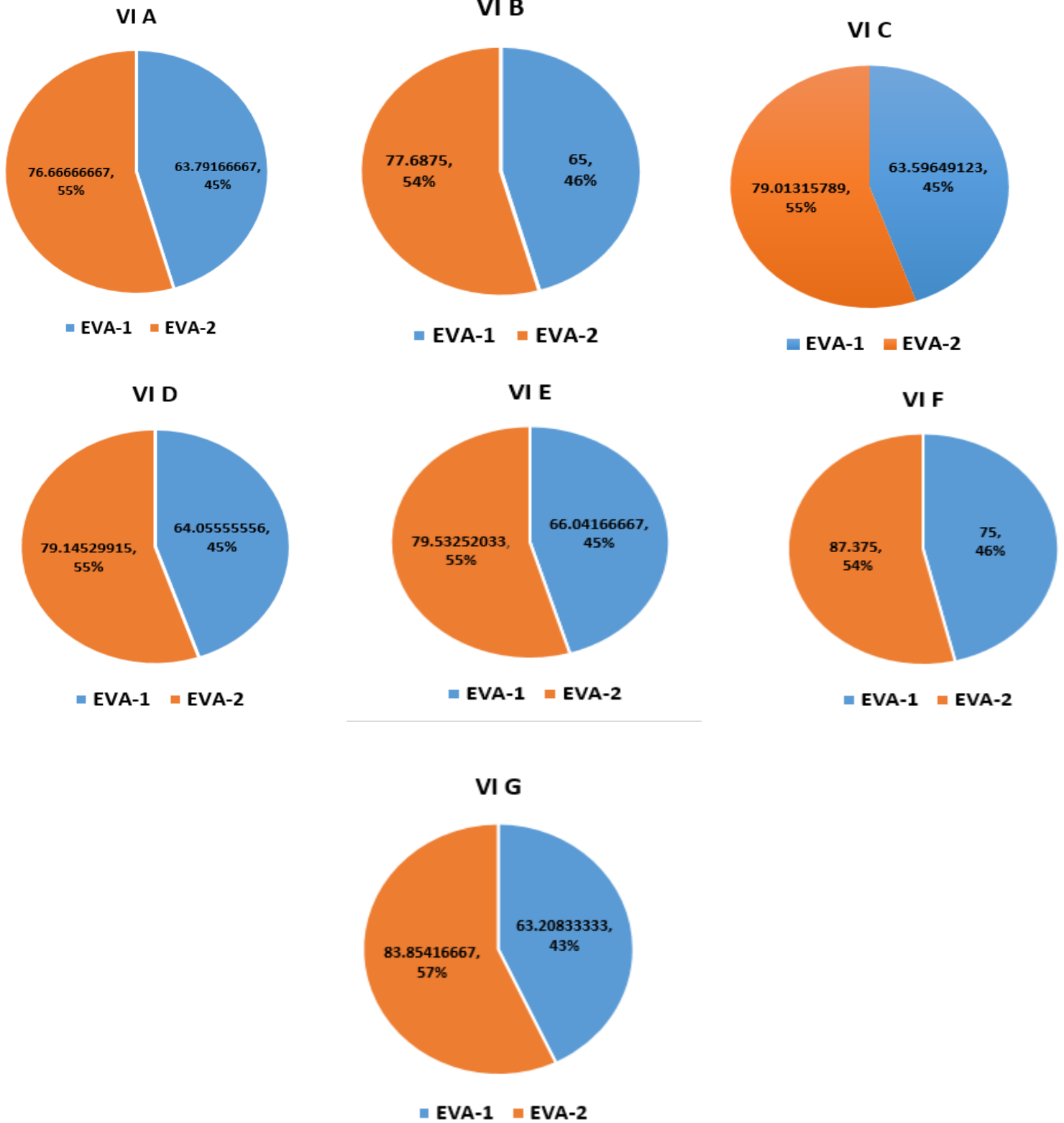
Graphical Representation of the tabular data:





## Annexure 2

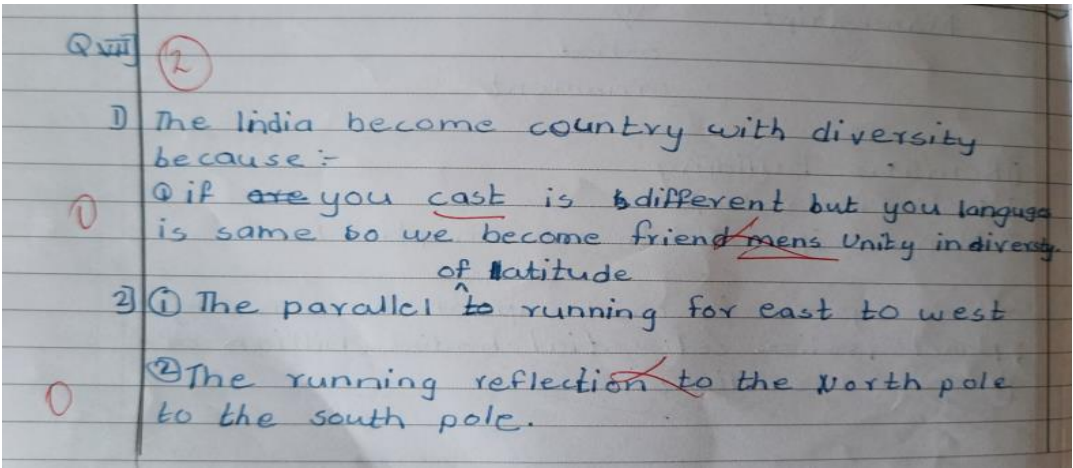
Mean calculation of all 7 division of grade 6



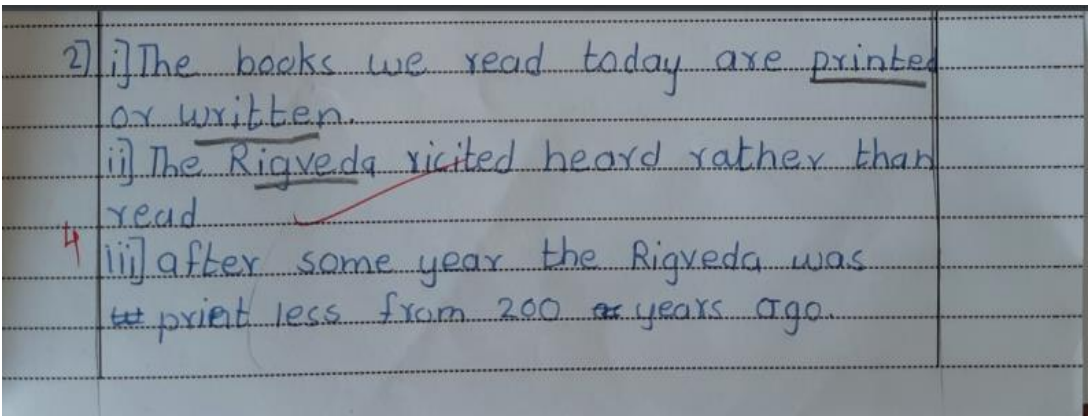


### Annexure 3

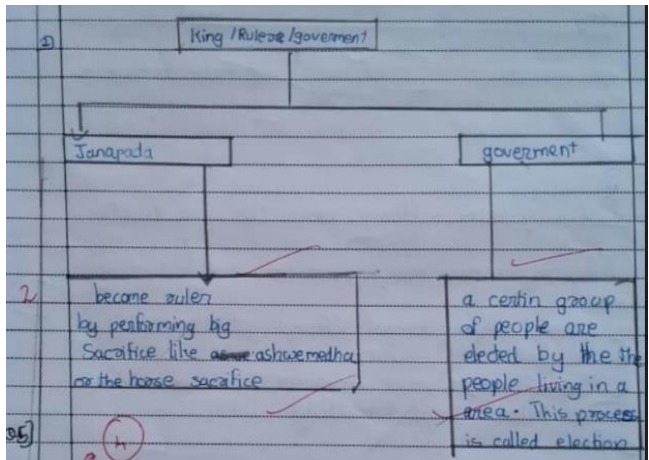
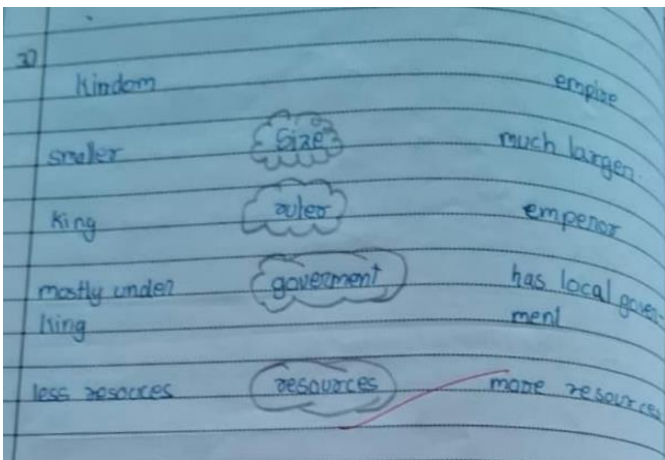
#### Answer sheet of EVA1



#### Answer sheet of EVA 2 Important points underlined



#### Answer sheet of EVA 3 Answered answer using flow chart






## Annexure 4

### Practice Worksheet for EVA 2

Pimpri Chinchwad Education Trust's  
S. B. PATIL PUBLIC SCHOOL  
S.No. 110, Gat No. 1, Rowel, Pune - 412101  
Worksheet (A.Y. 2023-24)

Sub: Social Science  
Name: Vasudha V. Karhale  
Std/Div: VI B

Civics: L. No. 5: Panchayati Raj  
L. No. 8: Rural administration  
Q1. Observe the given picture carefully and answer the following questions.

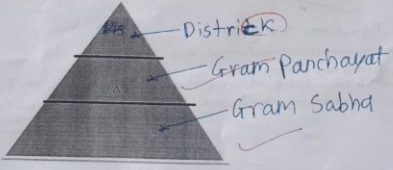


a) What is shown in the picture?  
The picture shows a Gram Sabha meeting where the people of the village are gathered together.

b) How decisions are made in a village?  
Decisions are made by the members of the Gram Panchayat.

c) What is a Gram Sabha?  
Gram Sabha is the meeting between the people and the village.

Q3. Complete three tier structure of Panchayat Raj.




Q2. Match the following.

a) District magistrate	a) First information report
b) Hindu Succession Act	b) Revenue officer
c) FIR	c) 2005
d) Tehsildar	d) Top administrator of a district

Q4. Look at record and map and answer the following questions.

VILLAGE - AMRAPURA  
PATWARI RECORD - 15



No.	Area (Acres)	Area (Cents)	Area (Sq. Yds)	Area (Sq. Ft)	Area (Sq. M)	Area (Sq. Km)
1	10	0	0	0	0	0
2	10	0	0	0	0	0
3	10	0	0	0	0	0

a) Who owns the land south of Mohan's field?  
Rajhu owns the land south of Mohan's field.

b) Who can use field no 3?  
Mohan can use field no 3.

c) Mark the common boundary between Mohan's and Rajhu's lands.

d) What information can one get if field no. 2 and field no. 3?  
NO information as land of Mohan of Raja Ram. NO 3 in 2.

Q5. What are sources of funds for the panchayat? (tick the correct box)

<input checked="" type="checkbox"/> Government scheme	<input type="checkbox"/>	<input checked="" type="checkbox"/> Donation of community worker
<input checked="" type="checkbox"/> Collection of taxes	<input type="checkbox"/>	<input checked="" type="checkbox"/> Farmers
<input type="checkbox"/> Income of people	<input type="checkbox"/>	<input checked="" type="checkbox"/> Zila panchayat

### Practice worksheet for EVA 3

Pimpri Chinchwad Education Trust's  
S. B. PATIL PUBLIC SCHOOL  
S.No. 110, Gat No. 1, Rowel, Pune - 412101  
Worksheet (A.Y. 2023-24)

Sub: Social Science  
Name: NMB - ANBAL Krishna Jagade Roll no - 26  
Std/Div: VI A

Geography: Lx. No 5: Major Domain of the Earth, History: Lx No 5: Kingdom, Kings and Early Republic

Q1. Riddle time! Tick the correct answer

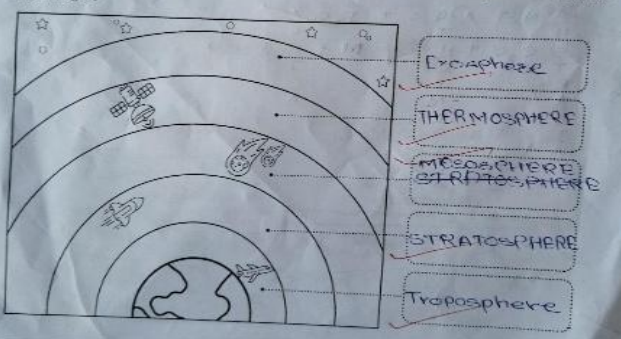
1. I am the smallest continent in the world. I am also known as the 'Island continent'. Which continent am I?  
a) Asia  b) Australia  c) Africa  d) North America

2. I am the one who performs rituals, chants hymns but never goes to fight a war. Who am I?  
a) Brahmins  b) Vaishya  c) Shudras  d) Kshatriyas

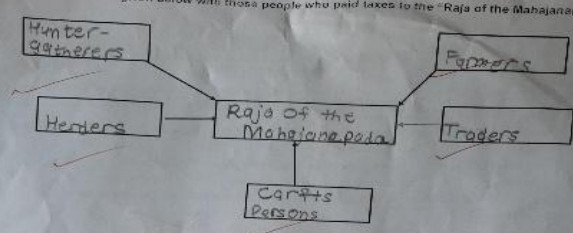
3. I am let loose to wander free and guarded by raja's men. If you stop me, you have to fight with my guards. Who am I?  
a) Cow  b) Dog  c) Elephant  d) Horse

4. I am the solid portion of the earth, made of rocks and a thin layer of soil. Who am I?  
a) Hydrosphere  b) Biosphere  c) Lithosphere  d) Atmosphere

Q2. Label and write the measurement of layer of atmosphere in the given diagram and colour the diagram/figure



Q3. Fill in the chart given below with those people who paid taxes to the "Raja of the Mahajanapada"



Q4. Guess the names of the seven continents and solve the given crossword puzzle.

