

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

(PAC Programme No.16.08/2018-19)



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

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विद्ययाऽमृतमश्नुते



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PAC-16.08
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Foreword

Identification of problems in social studies is necessary for the development of skill and pedagogical practices of teaching-learning process in the modern educational scenario to ensure quality of education at the upper primary level, because the pedagogies are changing to make the classroom process more effective, vibrant and cut throat completion in the era of post globalisation. In order to make the learner independent in learning, different pedagogical processes are being adopted in the classroom process. Besides the improvement of learners belongs to socio-economic backwards and slum dominated area is a great challenges and indispensable for the development of nation with a good citizen. So, if learners will develop the skills of learning by themselves, they will be considered as independent learners and they can build their capacity in such a way that they can compete at global level. In the last one and half decades, the approach of teaching-learning and writing NCERT textbooks has been changed by using various constructivist pedagogical process. Thus, the NCERT and its textbooks are well-known not only in Indian but also outside the countries abroad.

There was a need to conduct a research investigation on problems of learning social studies at upper primary level in the State of Maharashtra under the PAC Programme of the Institute for the academic year 2018-19 and further to explore how to make the teaching-learning process more interesting, relevant and meaningful in its different subject area like geography, history, economics and civics. Considering the need of the state, a research study has been conducted on the topic “**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**” by Dr. Premananda Sethy under the PAC-16.08 for the financial year 2018-19.

For that Dr. Sethy had carried out rigorous fieldwork in three different types of schools nearby slum area. The administration and staffs of SCERT, Pune; Regional Academic Authority(RAA), Mumbai; Kendriya Vidyalaya, Mankhurd; Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla(W); Sangharsh Nagar Marathi Medium, BMC School deserves sincere thanks for cooperating during field work for data collection and investigation as without their helps and support the research was not possible. I congratulate to **Dr. Premananda Sethy, Assistant Professor of Economics**, who worked as **investigator of this programme** for conducting research work and his sincere efforts for the successful completion of the investigation and bringing the report in this form. Beside Dr. Sethy deserves a kind of appreciation for bringing a precise research report based on in depth investigation of pedagogical process in social studies and classroom.

I hope the suggestions, recommendations and educational implication though research outcome will not only go a long way in identification of problems of learning social studies, improvement of understanding and skill of social studies teachers but also bringing about a positive change in the teaching learning process at upper primary level.

Prof. Nityananda Pradhan
Principal

Executive Summary

Social study is an important subject at the upper primary level, which is distinct from the physical, biological or environmental sciences, because it is concerned with the behaviour of “human beings as members of societies”. So far as the people is concerned, society is the laboratory for proper conceptual understanding of social studies in term of their physical location, environment, economic activities, past culture & event, government, citizenship and democracy. This poses a greater challenge to social scientist as they need to establish hypotheses, observations and assumptions, which are general statements that formally, show the existence of cause and effect relationships between observable events since people’s behaviours cannot be controlled while learning. So whether the teachers developing moral and social value among the students.

There was a need to conduct a research investigation on problems of learning social studies at upper primary level in the State of Maharashtra under the PAC Programme of the Institute for the academic year 2018-19 and further to explore how to make the teaching-learning process more interesting, relevant and meaningful in its different subject area like geography, history, economics and civics. Considering the need of the state, a research study has been conducted on the topic “**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**” by Dr. Premananda Sethy under the PAC-16.08 for the financial year 2018-19.

The statement of problems identified as the Class-VIII is the terminal class at upper primary level. Class VIII students’ data has been collected through both primary and secondary sources of data to develop deep insights into the problems faced by slum dwellers students. With this backgrounds, here an attempt has been made to study the problems of learning faced by the socially and economically backward students in the state of Maharashtra with special reference to slum area and suggest some skill to relate pure socio-economic analysis to such real world problems as exploitation, discrimination, social exclusion, cultural relation, historical event, physical location, environment, inflation, unemployment and poverty etc. Whether there is any lacuna in pedagogical practices in teaching-learning or any other problems leading to learning difficulties among the socially and economically students that has been traced out in this research work and some needful suggestions have been recommended to improve the quality of learning among the students belong to slum area.

The analytical framework of this study is based on school whether the students of slum area are facing the problems of learning social studies? Whether the students of socially and economically backwards students of the study area are sincerely attending the class? Is there any financial support providing to the students those who are belong to slum area, lower-caste-group, and lower-income

groups? Is there any moral support and responsibility provided and taken by the concerned subject teacher? Are the social science teachers using the innovative practices and following the learning outcomes of the students in teaching-learning process? Beside this study will also exploring the availability of human resources, infrastructural facilities and other factors which are responsible for learning difficulties among the urban slum children in the school under study.

With this background of the study, here an attempt has been made to trace out a framework of whole research work based on both primary and secondary data to analysis the **research objectives**: *firstly*, to identify the socio-economic background of students in the school and class under study of Maharashtra state, *Secondly*, to examine the academic performance or achievement level of students in the school and class under study of the state, *Thirdly*, to examine the attendance of students in the school and class under study of Maharashtra state, *Fourthly*, to trace out the problems faced by socio-economic backward students in learning social studies in the school and class under study, *Fifthly*, to explore whether the problems of learning social studies in human resource or physical infrastructure facilities, *Sixthly*, to suggest some suitable measures to minimise the learning difficulties in social studies and improve the standard of learning of the students belong to slum area. In this process in order to achieve these objectives, the following activities conducted by Dr. Premananda Sethy, Principal Investigator of the project.

The activity-1 for one day of plenary meeting of the programme (**PAC-16.08: 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**) was conducted on 6th August, 2018 at RIE, Bhopal to explore the overall programme preparation of work, library work for secondary data collection, discussion on research work conducted by any individuals and agencies, selection of schools nearby slum area in which the research work has been conducted. The following members were attended in the meeting at 10.00 a.m in the seminar hall No-49 of the institute are Prof. Sharad Kumar, Retd. Professor, RIE, Bhopal, Prof. Ramakar Raizada, Retd. Professor, RIE, Bhopal, Dr. S. Sebu, Assistant Professor of Geography, RIE, Bhopal, Dr. Vanthangpui Khobung, Assistant Professor of Political Science, RIE, Bhopal, Dr. Premananda Sethy, Assistant Professor of Economics & Programme Coordinator, RIE, Bhopal, Ms. Vidhya, JPF. In the meeting the above were welcomed by Principal Investigators and then Dr. Sethy brief about the research programme. With discussion the following plan was prepared for execution of the programme as identification of slum dominated area in Mumbai of Maharashtra State, selection of three schools nearby slum area like one underdeveloped schools from each of private and state government and one CBSE school, identification of socio-economic background of students through information schedule, attendance and academic performance of current Class-VIII students since last three years from schools records as well as conducting one achievement test, FGD of students and Parents, Interviews of teachers and Headmaster of the respective schools etc.

The activity-2 of this programme was conducted during the period October, 3-4, 2018 at RIE, Bhopal to identify the difficulty area in the subjects of social studies like geography, history, economics and civics for the development of tools like questionnaire and information scheduled for data collection. The following members were present in the meeting like Prof. Ramakar Raizada, Retd. Professor, RIE, Bhopal, Dr. S. Sebu, Assistant Professor of Geography, RIE, Bhopal, Dr. Vanthangpui Khobung, Assistant Professor of Political Science, RIE, Bhopal, Dr. Sangeeta Pethiya, Assistant Professor of History, RIE, Bhopal, Dr. Sambhu Shankar Deep, Assistant Professor of Education, RIE, Bhopal(Contractual), Dr. Premananda Sethy, Assistant Professor of Economics, RIE, Bhopal, and Ms. Vidhya, JPF. In continuation three days of workshop was conducted at SCERT, Pune during October, 5-7, 2018 along with three subjects teachers (History, Geography, and Civics) like Dr. Sumita Shankar Patil, Let Ganpatrao Gole Vidhyalaya, Gokhale Nagar, Pune-16. Mr. Ghodke Pramod Narayan, Netaji Subhash Chandra Bose Vidyalaya, Yerwada, Pune-411006, Mr. Mangal Vishwas Gaiward, Yashwantrao Chavan M. Vidyalay, Bibavewadi, Pune-37, Guikward Ji, SCERT, Pune, and Padmaja Madam, SCERT, Pune to review of the tools and translation of the question paper for achievement test in Marathi language.

The activity-3 of this programme was conducted at Regional Academic Authority(RAA), Mumbai during October, 8-9, 2019 along with Deputy Director and concerned staff of, RAA, Mumbai and teachers from selected schools, Dr. Sambhu Sankar Deep, RIE, Bhopal and Ms. Vidyashree Panchore, JPF for pilot survey to tryout and finalisation of prepared tools and field visits of three schools nearby L ward slum area selected under study. In the meeting RIE, Bhopal investigators teams were welcomed with a buckeye by the Deputy Director, RAA, Mumbai and then Dr. Sethy as a Principal Investigator of the research work, gave a brief about the programme how to chalk out. Then Deputy Director, Madam had instructed their staff to escort us to visit the schools in a smooth and cooperative manner. We are very much thankful to Deputy Director Madam and Staff of RAA Mumbai for their cooperation and hospitality.

The activity-4 of the programme(PAC-16.08) was conducted the field work during December, 10-24, 2018 at Mumbai for data collection from three schools selected under study. For which Dr. Sambhu Shankar Deep, Assistant Professor of Education, RIE, Bhopal and Ms. Vidhyashree Panchore, JPF along with cooperation Deputy Director and Gite Ji from RAA, Mumbai were smoothly collected the data. After that the collected data entry was going on.

The activity-5 of the programme(PAC-16.08) was conducted the five days workshop at RIE, Bhopal during February, 1-5, 2019 for evaluation of achievement test and question wise data analysis to identify the learning difficulties and mistake committed by the students of selected schools. So, the following members were present in the workshop like Dr. Ramakar Raizada, Retd. Professor, RIE, Bhopal, Dr. S. Sebu, Assistant Professor of Geography, RIE, Bhopal, Dr. Vanthangpui Khobung,

Assistant Professor of Political Science, RIE, Bhopal, Dr. Sangeeta Pethiya, Assistant Professor of History, RIE, Bhopal, Dr. Sambhu Shankar Deep, Assistant Professor of Education, RIE, Bhopal(Contractual), Dr. Premananda Sethy, Assistant Professor of Economics, RIE, Bhopal, Ms. Vidhya, JPF, RIE, Bhopal, Dr. Sumita Shankar Patil, Let Ganpatrao Gole Vidhyalaya, Gokhale Nagar, Pune-16, Mr. Ghodke Pramod Narayan, Netaji Subhash Chandra Bose Vidyalaya, Yerwada, Pune-411006 and Mr. Mangal Vishwas Gaiward, Yashwantrao Chavan M. Vidyalay, Bibavewadi, Pune-37.

In the activity-6 of the programme(PAC-16.08), the report of the research work was going on. At the end with the sincere effort of Dr. Premananda Sethy, Principal Investigator of this **programme** in conducting research work and successful completion of the investigation, finally the report of the research work has been brought up with ten chapters having Chapter-I: Introduction, Chapter-II: Review of Literature, Chapter-III: Database and Methodology, Chapter-IV: Infrastructure and Learning Social Studies , Chapter-V: Socio-Economic Profile of School Students, Chapter-VI: Attendance and Academic Performance of Students, Chapter-VII: Determinants of Problems of Learning Social Studies , Chapter-VIII: Pedagogical Process and Problems of Learning Social Studies, Chapter-IX: Learning Difficulties in Different Social Studies Subject's Area and Chapter-X: Summary & Conclusion based on in depth investigation of pedagogical process in social studies and classroom.

In order to deal with statement of problems of this study both primary and secondary data are used for qualitative and quantitative analysis. The secondary data are collected in this study for Chapter-II, IV, V and VI, while a well structure questionnaire, FGD and information scheduled has been used for primary data collection to deal with Chapter- VII, VIII and IX. The primary data from three selected villages under study were collected by using the Census method during October-December, 2018 and conducted in depth survey of the students facing the problem of learning and captures the dynamics of schools system. In order to accomplish these tasks, the methods of suitable advance econometrics tool and technique are called for like Regression analysis has been used to estimate growth. In this regard methods like percentage and ANOVA has been used to analyse the socio-economic background of the students and their household heads. The percentage, cross tabulation, correlation, chi-square test statistics have been used to analysed the attendance and academic performance of the students of the schools under study. The dummy dependent regression models- Logit and Pobit model and Z-test statistics, LR statistics and Mean are most commonly used to analysis the determinants of the problems of learning social studies among the socio-economic backward students of the schools under study.

A case study of three schools under study have been purposively selected are KV, Mankhurd, Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla(W) and Sangharsh Nagar Marathi Medium, BMC School on the basis of their location nearby slum dominated area of Mumbai and Mumbai Suburban district of Maharashtra State with three nature of schools like CBSE, private and

BMC or state government schools as per the data from Primary Census Abstract, 2001 & 2011 and District Census Handbook-2001 and consultation of RAA Mumbai. The three schools so selected shall represent firstly, Kendriya Vidyalaya, Mankhurd subjected to scope for advance infrastructural facilities and academically developed schools near to L ward Slum dominated area of Mumbai Suburban district, secondly, Mahila Mandal Madhyamik Vidyalaya, Kurla(W) representing a backward traditional and oldest private schools of an slum dominated area with lack of academic and infrastructural development forces around from Mumbai district and the thirdly, Sangharsh Nagar Marathi Medium School representing slum dominated and backwards students of Bruhmumbai Municipal Corporation(BMC), school from Mumbai district.

On the basis of Primary Study, the main finding of the study is that for the study altogether, 106 numbers students have been surveyed in the three schools under study. Out of total 106 students, 32.05%, 34.91% and 33.02% of students from K.V Mankhurd, Mahila Mandal Sanchalit Madhyamik Vidyalaya, and BMC School respectively. The slum students (62.26%) are found more than that of non-slum (37.74%) in the schools under study and also irrespective of all categories like SC, ST and OBC but equal in the General category (19.81%). Within the slum students in the schools under study, it is found that majority of the students from SC (25.7%) than that of OBC (9.43%) group of students. Together SC & ST students of slum area constituted by 33.25% of total students, which is relatively higher than that of General & OBC (29.24%) in the schools under study.

In the study it is found that, the determinants of learning opportunities or educational opportunities of students nearby slum area have been identified as their attendance, area of household, age, sex, caste, education, occupation, income, size of the household, number of rooms in current dwelling, number of dependent member of the household and type of family. On the basis of Logit and Probit Analysis it is observed that about 58.82% of students secured above 60% of marks in social science for class-VIII in KV, Mankhurd. In case of the K.V Mankhur, In fact, the problems of learning was found among the students who belongs to lower caste social groups- SC&ST, lower level of occupations others than services & trade and business like wage labour, artisan skill worker, old & retired, handicapped, other; lower level of income, joint family system. About 59.46% of students secured above 60% of marks in social science for class-VIII in private school (Mahila Mandal Sanchalit Madhyamik Vidyalaya). In case of the private school, the learning opportunities of the students were low with the students those who were belongs to slum area, female household head, lower class of occupation, income, less number of rooms in current dwelling, more number of dependent members in the household. About 88.57% of students secured above 60% of marks in social science for class-VIII in State Government School (BMC Marathi Medium School). In case of the state government school, the learning opportunities of the students were less and found difficult with the students belongs to lower caste group of SC&ST and higher number of dependent member of the household.

So far as the student's response towards the problems of learning in social studies is concerned, in nutshell it is observed that most of the students were feeling nervous(83.96%), not doing home work regularly(38.68%), lack of confidence of social studies teacher(38.68%), not understanding various social studies concept(33.96%), not contributing and participating in social studies class(25.47%), feeling superior complexity(20.75%), Not reading the lesson in advance of the class(19.81%), not preparing running note inside the class(16.98%), not referring supplementary material apart from textbook(16.04%), truanting from social studies class(14.15%), lack of interest in social studies class(13.21%), feeling inferior complexity(9.43%), not developing daily note(8.48%), not punctual in class(8.49%), augment with social studies teacher(6.61%), Not keeping upto date knowledge about social studies(6.60%), problem of listening in social studies class (6.60%), feeling boring(4.72%), problem of language in reading and writing(2.83%), lack of confidence on good achievement(2.83%), sleeping inside the class(2.83%), late entry(2.78%) etc. Area-wise, more or less the slum students were facing all such problems as compared to non-slum students in all the schools under study. School wise, it is noticed that the BMC and private schools were facing such problems more or less as compare to KV. Hence, the pedagogical intervention is necessary to solve all such problems in learning social studied in the schools under study.

On the basis of secondary data, it is found that in sum total; about 25.46%, 23.58% and 15.09% as well as 50.94%, 54.72% and 59.44% of total students had less than 70% of attendance and academic performance respectively in Class-VI, Class-VII and Class-VIII over time since last two year. This implies that the problem of attendance is decreasing, but academic performances of students are not improving in the schools under study. In fact, the relationship between the attendance and academic performance of the students is highly significance at the 0.01 level in the sample schools nearby slum area. School-wise, it is found in the study that there is a positive correlation between the attendance and academic performance of the students over time in the BMC School. In fact, this implies that higher the attendance of the students, higher the academic performance of the students, but here it is found that the academic performance is less as compared to the attendance of the students in BMC School (Just opposite of KV Mankhurd). Therefore, the pedagogical intervention in term of art integrated learning(AIL), ICT integrated education, constructivist pedagogy and innovative teaching-learning process is required and indispensable to improve the quality of education and academic performance of Class-VIII students of BMC School, however, in all students in present global education scenario. Hopefully, the suggestions, recommendations and educational implication though research outcome will not only go a long way in identification of problem of learning social studies, improvement of understanding and skill of social studies teachers but also bringing about a positive change in the teaching learning process at upper primary level.

Date:
Place: Shyamla Hills, Bhopal

Dr. Premananda Sethy
Principal Investigator

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I must take this opportunity to express my sincere thanks to the Resource Persons like Dr. Sharad Kumar, Formerly Professor of Commerce, RIE, Bhopal, Dr. Ramakar Raizada, Formerly Professor of Commerce, RIE, Bhopal, Dr. S. Sebu, Assistant Professor of Geography, RIE, Bhopal, Dr. Vanthangpui Khobung, Assistant Professor of Political Science, RIE, Bhopal, Dr. Sangeetea Pethiya, Assistrant Professor of History, RIE, Bhopal, Dr. Sunita Shankar Patil, Let Ganpatrao Gole Vidhyalaya, Gokhale Nagar, Pune-16, Mr. Ghodke Pramod

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Place: Shyamla Hills, Bhopal

(Dr. Premananda Sethy)

Principal Investigator

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CHAPTER-I

INTRODUCTION

1.1 Slums: Meaning and Definition

A slum is an overcrowded and squalid district of a city or town usually inhabited by very poor people. Slums are usually characterised by high rates of poverty and unemployment. Slums are breeding centres for many social problems such as crime, drugs, alcoholism and despair and in many poor countries they are also breeding centres for disease due to unsanitary conditions. The term 'slum' speaks volumes about the plight of the urban poor. Though not all is well with the life in urban areas, the rural poor migrate from rural areas to urban areas dreaming of a comfortable life there. True, it is something different but not better than what they experience in their villages. Once they step into the city, they suffocate. The pure air, water and healthy and spacious living place which they enjoyed in their place of origin are denied to them in cities and towns (www.uelcindia.org).

Slums have been defined under Section 3 of the Slum Areas (Improvement and Clearance) Act, 1956, as areas where buildings are in any respect unfit for human habitation on account of dilapidation, over-crowding, faulty arrangement and design of such buildings, narrowness or faulty arrangement of streets, lack of ventilation, light, sanitation facilities or any combination of these factors, which are detrimental to safety, health and morals (Tamil Nadu Slum Clearance Board, 2002-2003). According to the Census of India (2001), a slum is a compact area with a population of at least 300 or about 60-70 households of poorly built, congested tenements, in unhygienic environment, usually with inadequate infrastructure and lacking in proper sanitary and drinking water facilities. The latest available statistics on slums in India reveals that the total slum population was 40,297,341, comprising of 22.58 per cent of the total urban population of the cities/towns reporting slums. The largest slum population was registered in Maharashtra (10.64 million), where about 1 per cent of India's population live in the slums of Maharashtra (India: Ministry of Finance, 2001-2005: 255). The NSS statistics also highlights a similar trend that the number of slums are the highest in Maharashtra (32 per cent), followed by West Bengal (15 per cent) and Andhra Pradesh (15 per cent). It further reveals that about 14 per cent of urban households, that is, eight million live in slums and that every seventh person in an urban area is a slum dweller (National Sample Survey Organisation, 2003).

1.2 Statement of problems

Social studies is an important subject at the upper primary level, which is distinct from the physical, biological or environmental sciences, because it is concerned with the behaviour of "human beings as members of societies". We all know that human beings do not behave in the way as animals do when they kept in laboratories. But so far as the people is concerned, society is the laboratory for proper conceptual understanding of social studies in term of their physical location, environment, economic activities, past culture & event, government, citizenship and democracy. This poses a greater challenge to social scientist as they need to establish hypotheses, observation and assumptions, which are general statements that formally, show the existence of cause and effect relationships between observable events since people's behaviours cannot be controlled while learning. So whether the teachers developing moral and social value among the students.

The statement of problems identified as the Class-VIII is the terminal class at upper primary level. Class VIII students' data has been collected through both primary and secondary sources of data to develop deep insights into the problems faced by slum dwellers students. With this backgrounds, here an attempt has been made to study the problems of learning faced by the socially and economically backward students in the state of Maharashtra with special reference to slum area and suggest some skill to relate pure socio-economic analysis to such real world problems as exploitation, discrimination, social exclusion, cultural relation, historical event, physical location, environment, inflation, unemployment and poverty etc. Whether there is any lacuna in pedagogical practices in teaching-learning or any other problems leading to learning difficulties among the socially and economically students that has been traced out in this research work and some needful suggestions have been recommended to improve the quality of learning among the students belong to slum area.

1.3 Overview of Related Research Literature

An overview of related literature on the topic has been given below with summarizing some views to demonstrate the current status of the topic as well as gaps in the area that indicate the need for the proposed study are:

Desai, Armaity S(1989) studies on education of the children in Urban Slums: an overview of the factors affecting learning and responsive action through social work. This

paper demonstrates how effective work can be undertaken in the interest of the most disadvantaged children in slums. It begins with an examination of the realities of slum life for the children and then goes to discuss their implications for structuring the educational goals and suggested solutions to problems posed by the system on the disadvantaged learners. Since the issue of wastage and stagnation in education, the main focus of this paper is on action rather than only on the analysis of the problems identified as, Firstly, the educational system is ordinarily based on the premises which have their roots in an era when education was confined mostly to those whose families had a history of education and the wherewithal to educate the child. It examines the social realities of the life of the urban child in lower income families, mainly residing in slums or *zoppadpattis* (hutments and squatter colonies), and the services to respond to these realities. Secondly, the focus is on the implications of these background factors on structuring educational goals. Thirdly, the system of education and its effects on the disadvantaged learner are examined and some solutions suggested to the problems. Lastly, there is an examination of the need to develop school enrichment programmes through the activities of the Social Services Departments in these schools, and the utilisation of the resources of other organisations. It is suggested that the first three grades be treated as one stage of learning. The initial period should allow for a very slow start and only gradually acceleration may take place once foundations are laid. This means that, instead of the usual equal teaching units, there will be initially longer ones in which less content and more time is given. Secondly, instead of texts, teaching materials should be designed, which are so varied that a group of materials may be selected by the school according to the child's environment. For instance, two out of seventeen schools have fishing communities and domestic help working in nearby homes. In some communities children are from homes of mill workers, while others have craftsman such as cobblers. Appropriate visual material could be selected on the basis of what the child knows. Since it is not all bound in a text book, the principal and teachers can appropriately select the materials related to the child's environment, supported by the education inspector.

In sum up, they suggested that the emphasis should be progressively on: (i) Development of behaviour patterns suitable to promote learning and a classroom atmosphere conducive to such development, stimulation and interest. (ii) Development of vocabulary through visual means, songs, walks outside the school with the teacher pointing to objects around. (iii) Mastery over reading through activity oriented techniques and learning to use writing tools through crayons, colours, drawing, (iv) **Beginning writing skills and number work. He concludes that there is a need for a holistic approach to the**

education of the disadvantaged child based on an analysis of the contextual realities of the child, the child family and the community. It has highlighted social workers' analysis of the problem situation in the field of education and responsive strategies employed in problems solving.

Wankhede, G.G(1999) studies the social and educational problems of deprived section of the society (SCs) in India. The underlying assumption is that with the principle of equality and social justice supported by constitutional provisions, so that the SCs are expected to make significant progress. The experiment of special provisions is in operation since the last 50 years and, therefore, it is expected that there have been changes in their socio-economic conditions. However, studies have revealed that the progress made by them is marginal and is limited to the urban situation. The majority, still, have a long way to go. Further, the problems of the SCs need to be studied separately, as they are not a single entity. Education was expected to contribute a lot to the social and economic status of the SCs. However, various studies shows that the educational progress made by the SCs is marginal, differs from state to state and caste to caste and is necessarily urban based. The 'best education is available in cities, but majority of poor likes urban slums, SCs cannot afford it. The facilities provided to them suffer from many drawbacks as it is not properly implemented, do not reach on time and so on. Politicisation of the issue is another hurdle to their progress. They are still engaged in traditional occupations and a few of them are engaged in modern manual occupations. The educated classes suffers from status anxiety and identity crisis because with referring to the educational problems, currently the educational system itself is under heavy criticism for several reasons as it is completely dominated by the English knowing class. Caste is an important variable in the analysis of contemporary social reality of India and if the goals of social justice and equality have to be met through the education system, one needs to confront the problems of castes squarely in the content and process of the education system.

Sinha, S.K & Shekhar, R(2017)studies that slums in cities are a face of injustice and a symbol of systemic dysfunction resulting into urban divide. There is near absence of even basic amenities in the slums. In India, due to government policies, cities have emerged as islands of development, whereas economy in villages and even in small and medium towns are stagnating. People in these backward areas find their survival difficult and therefore, they migrate to cities in large number in the hope of a better future. However, although city needs the cheap labour of these migrants, it is unable to provide basic necessities as well as good jobs. This results into creation of slums. It is widely recognized that slums must not

exist, and slum dwellers be provided with dignified living for sustainable development. The present study is an attempt to understand the problems, needs and aspirations of people living in slums in India. The study also evaluates the impact of government programmes on the development of slums. One slum each in the two megacities – Mumbai and Delhi were selected to understand the quality of life and measures required for the development of slums leading to inclusive growth and sustainable development.

1.4 Conceptual Framework:

In the modern education system, the main focus is on learning among the children. The problem of learning social studies is an important issue in the current educational scenarios. More specifically the students belong to slum area are facing the problems of learning social studies in the state of Maharashtra. So here a study has been undertaken to study about the problems of learning among the socially and economically backward students of Maharashtra state. The analytical framework of this study is based on school whether the students of slum area are facing the problems of learning social studies? Whether the students of socially and economically backwards students of the study area are sincerely attending the class? Is there any financial support providing to the students those who are belong to slum area, lower-caste-group, and lower-income groups? Is there any moral support and responsibility provided and taken by the concerned subject teacher? Are the social science teachers using the innovative practices and following the learning outcomes of the students in teaching-learning process? Beside this study will also exploring the availability of human resources, infrastructural facilities and other factors which are responsible for learning difficulties among the urban slum children in the school under study.

1.5 Educational Implications/Learning Outcome and Likely Benefits

The significance of this study in the context of school education/teacher education system is that the importance will be given to those students who are in the slum area and different intervention programme and policies will be suggests to improve the learning ability of the urban slum children under the provision of the inclusive education. Without improvement of the learning ability of such children there would not be possibility of the inclusive growth and sustainable development of the country. So it can improve the quality of education and standard of living of the urban slum people in future. The research report, suggestions and policy intervention may be published by the Institute/State and will be

made available for future research programme of the Institutes/State as well as other educational institutions and state functionaries

1.6 Objectives of the Study/Project:

1. To identify the socio-economic background of students in the school and class under study of Maharashtra state.
2. To examine the academic performance or achievement level of students in the school and class under study of the state.
3. To examine the attendance of students in the school and class under study of Maharashtra state.
4. To trace out the problems faced by socio-economic backward students in learning social studies in the school and class under study.
5. To explore whether the problems of learning social studies inhuman resource or physical infrastructure facilities.
6. To suggest some suitable measures to minimise the learning difficulties in social studies and improve the standard of learning of the students belong to slum area.

1.7 Chapterisation of the Study

Chapter-I: Introduction

Chapter-II: Review of Literature

Chapter-III: Database and Methodology

Chapter-IV: Infrastructure and Learning Social Studies

Chapter-V: Socio-Economic Profile of School Students

Chapter-VI: Attendance and Academic Performance of Students

Chapter-VII: Determinants of Problems of Learning Social Studies

Chapter-VIII: Pedagogical Process and Problems of Learning Social Studies

Chapter-IX: Learning Difficulties in Different Social Studies Subject's Area

Chapter-X: Summary & Conclusion

CHAPTER-II

REVIEW OF LITERATURE

2.1. Introduction

This chapter deals with the review of literature related to role and type of school management and other factors influencing quality of education at school level and household level. The literature review has further concentrated on progress of primary education, type of school, school level variables – dropout and enrollment, students-teacher ratio, class size and household level variables - socioeconomic status, parent's education and parent's occupation. Beside this some of the general overview of various governments programmes and policies also have been reviewed for the development of school education.

2.2 Education Scenario in India

Abbi(2012) has reviewed the education scenario in India and the findings showed that primary school enrollment has come close to being universal and current attendance rates as well as literacy rate have risen encouragingly in recent years. There is an improvement in the education development index, enrollment, and student -teacher ratio. The imposition of two percent cess for education is a witness to increased commitment of Government to school education. The author has found the spurt in development of private schools. It was found that there was positive effect of private school enrollment.

Chand, Vijiya, Sherry and Amin - Choudhury, Geeta(2006) have conducted the study on 'Shiksha Sangam: Innovations under the Sarva Shiksha Abhiyan (SSA)' at IIM, Ahmadabad. Government of India has launched the SSA in 2001-2002 in partnership with the state and local-self governments to universalize and improve quality of elementary education in the country. They have used the secondary data of 13 states of India. Authors have concluded that SSA played an important role in reducing the number of out-of-school children.

Kingdon (2007) has presented an overview of school education in India. The study revealed that India's educational achievements in international perspective, was relatively better than its South-Asian neighbours- Pakistan and Bangladesh, in certain educational indicators. India lags behind the other countries with which it is increasingly compared, such as BRIC (Brazil, Russia, India and China) economies in general and China in particular. Further, the assessment of schooling access, enrolment, school attendance rates and schooling quality, learning achievement levels, school resources and teacher inputs is done. The study has also

examined the role of private schooling in India and relative effectiveness of unit cost of private and public schools. It was concluded that learning achievements in both primary and secondary schooling are very low, signalling poor-quality schooling. The findings suggested that there is need for evaluation of quality of education and relative cost-effectiveness for evidence-based policy-making.

Kothari(2004) has discussed the challenges of elementary education in India. The study was conducted by NIEPA to explain the elementary education scenario in India using secondary data sources such as Census, the NSS, NCERT and NFHS surveys. The overall development was assessed with respect to gender, age, rural-urban divide, expenditure groups, village amenities, and health status of children. The study has concluded that India was classified in the medium human development category.

Education Survey (7th AISES) conducted by NCERT with reference date of 30th September 2002 has been used in this study. As the reference date coincides with the initiation of implementation of SSA interventions in many states, this study may be served as a baseline for assessment of SSA interventions. Data on the aspects which were not covered under the 7th AISES were taken from SSA, DISE and Achievement surveys conducted by NCERT. A composite index is given by Narain et. al. while measuring socio-economic development of states in India was used in this study. On the basis of this index, various States and UTs were compared with respect to systemic quality in the field of elementary education. Kerala stands first when elementary education as a whole is considered. Though, Tamil Nadu was on top position at primary level education, very strong upper primary level education of Kerala pushed the state to fore front at elementary level. The states which were lagging behind at elementary level were Bihar, Jharkhand and Nagaland. The dimensions where these states were lagging behind were identified so that administrators put focused efforts in those weak areas.

2.3 Types of School

Abbi(2013) focused on a growth scenario of school education in Navi Mumbai. It further explained the administrative system of private/public schools and evolution of educational growth over a period of 40 years. The study has utilized the secondary data collected from 431 schools on the various parameters like, type of schools, distance of school, enrolment, and drop out, student-teacher ratio, infrastructural facilities, and year of establishment of schools, medium of instruction, teachers' qualification, training, salary, gender, and

experience. The study revealed that even though the education in public schools is free in Navi Mumbai. Yet there was a significant proportion (63%) of private schools. The proportion of teachers and students in private school was highest and made up of 85% and 87% respectively as compared to public school. The success of primary and secondary education was due to organized urban planning.

Desai, Dubey, Vanneman and Banerji(2008), have done the research on private schools using secondary data. The author found a large number of studies on public versus private schools in other countries, research on public and private schools in India is still in infancy. Schools in India have mushroomed in the past decade. There is need to know, whether private school can be effectively utilized to provide a viable alternative to public education.

Kingdon 2007 and Verma(2007) pointed out that private schools often provide superior results at a fraction of the unit cost of government schools. Author has found, the size of private sector is greatly under-estimated in official published statistics, particularly at the primary level, owing to excluding 'unrecognized' schools, given that more than 50 per cent of all private primary schools are unrecognized. Author is of the view that even if one ignores the numerous unrecognized schools and look instead at recognized schools only, it is clear that the private schooling sector is growing extremely rapidly in urban areas and more slowly in rural areas. It was found that, controlling for student background; private schools are more effective in imparting learning and do so at a fraction of the unit cost of government schools. The study revealed that major reason for private schools' massive cost advantage over public schools was that they can pay market wages while government school teachers' bureaucratically set salaries, which teacher unions have fought hard to secure. The spread of fee-charging private schooling represents growing inequality of opportunity in education. It was concluded that, the pattern of growth of private schooling in urban areas (fastest at the primary level, slower at the middle and secondary levels) gives cause for equity concerns, since the children of the poor are best represented at the primary level of education and progressively less represented at further levels.

Khuluse (2004) has studied the role of school management teams in facilitating quality of education in schools in South Africa. The author found gender gap that there were more males at the School Management Structure than females, imbalance of the racial composition in some schools, insufficient involvement of staff in defining school goals, some members of management do not consult staff on curriculum needs or changes, to work collaboratively

with staff to improve the quality of teaching in the classroom, most schools do not work according to a properly structured evaluation or supervision programme, most schools need to improve their strategic planning. The findings indicated that some School Management Teams are ineffective in facilitating quality education in their schools because they do not have the expertise to lead and manage schools.

Muralidharan and Kremer(2007)their paper presents results from a nationally-representative survey of rural private primary schools in India that was conducted by authors in 2003. They have compared the primary education in public and private schools in rural India. They found that private unaided fee-charging schools are widespread in rural India, particularly in areas where the public system is dysfunctional. The number of such schools appears to be growing rapidly with both demand-side variables (desire for English-medium education, less multi-grade teaching, smaller classes, more accountable teachers) and supply-side variables (availability of educated unemployed youth) playing an important role in this rapid growth. Salaries paid by these schools are only about one-fifth of those paid by public schools, but these schools have many more teachers relative to the number of pupils, and the private-school teachers are more sincere in teaching than public school teachers. They have suggested improving the quality of education in India in the private as well as public schools. The result showed that private schools have lower teacher absence and higher levels of teaching activity than public schools. The attendance of students was higher in the private schools relative to the public schools.

2.4. Dropout and Enrolment of students

Manandhar and Sathapit(2011) has employed statistical analysis on causes of primary School Dropout in Nawalparasi District of Nepal. The sample of 599 dropout children was interviewed. The maximum dropout rates 10.3% and 21.9% were observed in grade I and in the age six years respectively. The mean age of primary school dropout children was 8.51 years. Boy's dropout rate was slightly higher than girl's but there was no significant difference between the dropout and sex of the child. Father's education, father's occupation, mother's education and total number of children were also negatively correlated with drop out. To reduce dropout rate of primary school age children, the parents should be made literate through adult literacy program and made aware & motivated regarding the importance of education.

Mehta(2007) has analysed the secondary data of different states and union territories of India, he has computed survival rate, retention rate, grade and promotion rate. He has concluded that an indicator should be developed to measure dropout rate based on secondary data. True-cohort study in which each and every enrolled child is tracked should be undertaken and can be used for assessing the quantum of drop-out as well as the completion rates. Retention rate, by using enrolment and repeaters data over a period of five years should only be utilized to assess the retaining capacity of an education system. The root cause of high incidence of drop-out can easily be identified by calculating the grade-to-grade flow rates, such as promotion, drop-out and repetition rates. This will help a block/district/state in identifying a grade(s) wherein there is high incidence of drop-out and repetition. He has demonstrated in this study, grade-to-grade transition rates and developed indicators of internal efficiency of an education system.

Pratham (2006) and Govinda(2011) have given the results on learning level of Indian children, enrolment and dropout trends in school, gender differences and school functioning. They found the rising enrolment of children but declining attendance, over-reliance on private tuitions, decline in reading and mathematical ability of children in the age group between 6 and 14. Apart from this, enrolment of students in private schools has seen a sharp increase.

Thangaraj(2002) studied the impact of mid day meal scheme on enrolment and retention in Tamil Nadu, The schemes helped to improve the strength and enrolment in schools and remove malnutrition of children. The evaluation of the scheme clearly showed an upward trend in the education status of children. The dropout rates had also come down in Tamil Nadu due to midday meal.

2.5 Students-Teacher Ratio

Graddy and Stevens (2003) has carried out a study of private schools in United Kingdom to know the impact of school inputs on student performance. The findings suggested that student teacher ratio was the important determinant for achieving better results after controlling for other school and student characteristics. This study found that the lower student-teacher ratio and smaller class size have impact on student achievement.

In the report of the Government of India (2000) stated that the average number of students per teacher in all categories of schools in India shows that highest number of student-teacher

ratio was in Bihar (1:54) followed by West Bengal (1: 47) and minimum ratio was in Mizoram (1:16) The average student-teacher ratio for India was 1:37 which was quite high as compared to international standard.

Jain and Mital(2011) have done the assessment of Sarva Shiksha Abhiyan (SSA) in Sarvodaya Schools of Delhi, authors have observed that the norm under SSA, which says teacher to student ratio should be 1:40, was not being followed in schools completely and measures should be taken to reduce the size of the classes. Student to teacher ratio was found to be more in most of the schools since after Class V students from feeder schools were also merged in these schools in addition to the existing ones and schools could not deny admission to them. This further distorted the student teacher ratio in middle classes. Therefore, measures should be taken to reduce the number of students that are merged from the feeder schools in order to maintain the proper ratio.

OECD (2009) Organization for Economic Co-operation and Development (OECD) stated that the ratio of students to teaching staff is an important indicator of the resources devoted to education. A smaller ratio of students to teaching staff may have to be weighed against higher salaries for teachers, increased teacher training, greater investment in teaching technology, or more widespread use of assistant teachers and other paraprofessionals whose salaries are often considerably lower than those of qualified teachers. Moreover, as larger number of children with special educational needs are integrated into normal classes, more use of specialised personnel and support services may limit the resources available for reducing the ratio of students to teaching staff. The ratio of students to teaching staff is obtained by dividing the number of fulltime equivalent students at a given level of education by the number of fulltime equivalent teachers at that level and in similar types of institutions. However, this ratio does not take into account instruction time compared to the length of a teacher's working day. The ratio of students to teaching staff in primary education, expressed in full-time equivalents, ranges from 25 students or more per teacher in Korea, Mexico and Turkey and in the partner country Brazil, to fewer than 11 in Greece, Hungary and Italy. The OECD average in primary education is 16 students per teacher.

2.6 Class Size

Angrist and Lavy(1999) used a regression discontinuity design to analyze the effect of class size on student achievement. The class sizes were determined by the Maimonides' rule in Israel. According to that rule, the maximum class size is 40. Two classes are automatically

created if the total enrolment is greater than 40. Likewise, there will be three classes if the numbers of students are greater than 80 and so on. The researchers exploited these irregular changes. This study found that class size has a positive and significant effect on student achievement in reading comprehension and mathematics.

Bonesronning (2003) has investigated the effects of class size on student achievement in Norway. Contrary to Fuller & Clarke findings in 1994, that class size has no effect in the upper grades of many countries, including Botswana, Philippines, and Thailand. However, in Tanzania, there was a positive effect of class size on achievement. The author found that effect varies among student sub-groups. This effect was larger in schools with a higher proportion of students from intact families, however, it was conditional on student effort.

Dahar, Dahar and Dahar(2009) have conducted the study to find out the impact of student teacher ratio, class size and per student expenditure on the academic achievement of students at secondary stage in Punjab (Pakistan). There was positive relationship of class size with academic achievement. The positive relationship shows that larger class size produced the higher level of academic achievement. Likewise, smaller class size produces the lower level of academic achievement. Furthermore, the study also identified an average class size in the rural areas was 35; however, it was 61 in the urban areas. In the rural areas, class size was smaller with lower level of academic achievement. However, there was larger class size with higher level of academic achievement in the urban areas. This is a serious problem. Furthermore, it was also stated that there was a possibility that the schools where effective teachers and head teachers struggle hard, larger class size may produce higher level of academic achievement. On the other hand, the schools where teachers and head teachers do not work hard, smaller class size may produce lower level of academic achievement.

2.7 Quality of Education

Adeyemi(2004) has done an analytical assessment of the effective management of primary schools in Ekiti state, Nigeria. He has investigated the management of education in 394 primary schools in Ekiti state. The finding shows that level of management of primary schools was very low and ineffective as compared to others. The variables such as school size, school location, teacher's experience were found to be critical in effective management of primary schools.

Aturupane , Glewwe , Wisniewski(2013) have conducted the study of grade 4 students in Sri Lanka to evaluate the impact of school quality, socio-economic factors and child health on students' academic performance. The findings provide that Sri Lanka has achieved universal primary completion, but many Sri Lankan primary school students perform poorly on academic tests. At the child and household level, educated parents, better nutrition, high daily attendance, enrolment in private tutoring classes, exercise books, electric lighting and children's books at home all increase learning, while hearing problems have a strong negative effect. Among school variables, principals' and teachers' years of experience, collaborating with other schools in a "school family", and meetings between parents and teachers all have positive impacts on students' test scores.

Chapman and Adams(2002) pointed out that the increased concern for education quality has resulted from a variety of factors including: (i) inability to adequately staff and finance rapidly expanding education system; (ii) research-based evidence of low levels of learning in basic skills; (iii) new demands for advanced language, mathematics, and, increasingly, computer skills, stemming from industrialization; and (iv) financial crises that have had an adverse effect on education budgets - in some cases reducing internal efficiencies and eliminating plans for qualitative improvement.

Cooper(1998), has conducted the study in US, to examine the success for all school restructuring program in more than 1,100 elementary schools in urban locations. The data collection strategies included surveys, one-on-one interviews, group interviews, focus groups, and school site observations. The goal of the analyses was to document the evolution of the implementation process and identify factors that contribute to the successful replication of Success for All and the scaling up process. The analyses examined factors related to quality of implementation in schools where the implementation was identified as high quality, medium quality, and low quality. The quantitative analyses identified six within-school factors and three socio-cultural factors that significantly influenced quality of implementation of the program. The within school factors that contributed to high quality implementation were the creation of a supportive culture for institutional change, the overcoming of program resistance on the part of a minority of teachers, a commitment to implement the structures of the program, a strong school-site facilitator, less concern among teachers for handling an increased workload and availability of program materials. The three socio-cultural factors that contributed to high quality implementation were lower student mobility, higher school attendance rate and a greater percentage of the student body

being white. Qualitative analyses based on case studies of 25 schools provided further elaboration on the influence of the racial composition of the student body in the schools, the factors involved in program resistance, and the importance of each school having a full-time school-site facilitator.

Govinda and Vergees(1993), have examined the quality of primary schooling in India: A case study of Madhya Pradesh, which shows that a trained teacher makes considerable difference in terms of teaching style and classroom management. The authors are of the opinion that several researchers and reports indicated improvement in learning level of children depend not only on expansion of schooling provision but also on availability of ample instructional time and its effective use. It is the teacher who plays an important role in effective use of instructional time.

2.8 Socio-Economic Factors

Choudhury, B. C(1965) The purpose of the present study was to see the difference between the disciplined and undisciplined groups of students in respect of their economic status of the parents, social position of their family, and the school environment. The problem was investigated by the questionnaire technique. (a) The disciplined pupils had come from the middle and higher economic status. They had better relationship with the teacher in the school and they came from an area free from excess of amusement facilities. (b) The undisciplined group belonged to the lower economic class and generally belonged to the area, where amusement facilities were many. In the school their relationship with the teacher was not cordial. It is felt that the home conditions might influence disciplined behaviour and therefore could be taken as a further study.

Das, Biswaroop(2004) The article examines some key socioeconomic differences among the Hindu, Muslim, Scheduled Caste and Scheduled Tribe population living in the slums of Surat, based on data drawn from a complete enumeration of slum dwellers. The analysis indicates that such settlements are essentially 'heterogeneous' in character. The labour market especially in the 'informal' or 'unorganised' sector that draws much of its work force from within such settlements – gets divided through participation of specific groups and communities in a wide range of jobs within select occupational categories. This reinforces the fragmentation of the urban informal labour market and tends to behave in an 'inclusive-exclusive' mode by absorbing labour within specific sectors of immediate as well as larger city economies. Placed within a wide range of job types, employment situations, income-

groups, sociocultural backgrounds, coping strategies and modes of entry into the labour market, the slum dwellers are a heterogeneous lot. This is quite contrary to the popular belief and the prevalent administrative view about their existence as a homogeneous group of urban poor. In fact, it is probably their heterogeneity that produces such a wide range of 'entrepreneurship', especially in self-employed activities. As an extension to this proposition, it may also be said that their social and economic behaviour within a given urban context is not only determined by the limits posed by the market, but also by regions of their origin, tendencies of crowding in specific spaces and economic sectors, available and created support systems, as well as long- and short-term objectives. Such processes can be seen in the areas inhabited nearly exclusively by Oriyas, Khandeshis, and migrants from Uttar Pradesh. While, on the one hand, coming together on regional lines does help in cutting down on actual migration and living costs, the shared experiences of work and living spaces, on the other, create as well as reinforce a particular identity in relation to others. Even while working within different as well as same division of a particular sector, such identities do not really get blurred and continue to be sustained and reinforced through importation and subsequent implantation of cultural practices brought in by different groups.

Jaiswal, N. K. and Jha, U. C(1970)the findings of the present investigation bring into light that there were wide gaps between the members of upper castes, backward castes and scheduled castes with respect to various dimensions of socio-economic status. All privileges in terms of housing conditions, landed property, occupational pattern, level of education, material possession and social participation were mostly availed by the higher caste people followed by backward castes. The members of scheduled castes remained an unprivileged segment of the society. This was mainly due to the fact that all opportunities were availed by so called higher caste people through the ages; the backward and scheduled castes had faced scarcity and handicaps which resulted in poor socio-economic status discriminating the forward section from the backward one. They were, in majority of the cases, landless, residing in small huts, working as landless labourers or following their own traditional occupations; which have been placed at the lowest in the ladder of hierarchy. Formal education still remains beyond their reach.

Ahmeduzzaman(1992), conducted a study on socio demographic factors, functioning styles, social support and father's involvement with pre-schoolers' in African American families. It

was found that the family income was a chief variable associated with different dimensions of father's involvement with children.

Cherians(1990), study revealed a negative relationship between family size and their academic achievement. He conducted a study on family size and academic achievement of children. The sample consisted of 369 boys and 652 girls in the age range of 13 to 17 years.

Devi and Mayuri(2003) examined the family and school factors that affect the academic achievement of residential school children studying in IX and X classes. The sample consisted of 120 children of Hyderabad city. An interview schedule was developed by the investigator to study the family factors. A significant contribution by family factors like parental aspirations and socio-economic status, to academic achievement was observed.

Gerwal(1985) carried out a study to find out the effect of socio-economic status on academic performance of children. The sample consisted of 550 students (355 boys and 200 girls) from 16 higher secondary schools of Bhopal studying in class XI, with modal age of 16. The socioeconomic status of parents was assessed by using Kuppuswamy's socio economic status scale. The results revealed that academic performance was influenced by socio economic status of the subjects.

Lewbank et al(1993) conducted a study in US on "Parental relationship practices of single mother mediating of negative contextual factors". Subjects were 50 divorced mothers and their sons. Results showed that socio-economically disadvantaged mothers had less effective discipline and their sons were at greater risk for antisocial behaviour problems because of disrupted parental relationship practices.

Wango et al., 1991, conducted a study on the sample of 180 female students from ten government and ten private schools, within the age group of 13, were selected from Srinagar. Kapoors SES scale was administered and the mean of the two annual examination results was considered as the criterion for the academic achievement. The finding shows that there is impact of SES on academic achievement of student.

2.9 Parent's Education

Bhatnagar and Sharmas(1992), investigation was designed to study the relationship between parental education and academic achievement of students. Academic Achievement was assessed using examination scores and Udaipareek and Trivedi's test of socio-economic

status was used, to assess parental education. The sample consisted of 1st 5th , 9th, 10th and 11th class students in semi rural setting in Rajasthan. Results indicated that the children whose parents were educated performed at a significantly higher academic level than who did not have school education.

Pal and Pradhan(1996) studied socio-psychological factors which promote students mathematics competence among urban and tribal students. The sample comprised of 194 urban and 132 tribal students. The mathematics achievement test developed by National Council of Educational Research and Training (NCERT) was administered. The test of significance revealed that mathematics competence of urban students was positively and significantly related to father's education. Urban students whose fathers had higher educational status performed better in mathematics.

Pamela E Davis-Kean(2005) examined the process of how socioeconomic status, specifically parents' education and income, indirectly relates to children's academic achievement through parents' beliefs and behaviors. Data from a national, cross-sectional study of children was used for this study. The subjects were 868 8-12-year-olds, divided approximately equally across gender (436 females, 433 males). This sample was 49% non-Hispanic European American and 47% African American. Using structural equation modelling techniques, the author found that the socioeconomic factors were related indirectly to children's academic achievement through parents' beliefs and behaviors but that the process of these relations was different by racial group. Parents' years of schooling also was found to be an important socioeconomic factor to take into consideration in both policy and research when looking at school-age children.

2.10 Parent's Occupation

Budhdev(1999), designed a study to compare academic achievement among children of working and non working mothers studying in secondary school of Saurashtra region. The sample included 307 boys and 343 girls of working mothers and same number of boys and girls of non working mothers. Academic achievement score was collected from the annual worksheet of schools. It was found that academic achievement of children of working mother was greater than the children of non-working mothers.

Gill and Sidhu(1998) carried out a study on academic achievement in the children belonging to different socio-economic groups in rural Punjab. The sample consisted of 80

students studying in 9th class. On the basis of the information collected from the students, the subjects were divided into their socio-economic groups i.e., servicemen, agriculturist and labourers. The total marks obtained in 8th standard verbal intelligence scores and nonverbal intelligence scores were taken. The results showed that highest marks were obtained in the service group followed by agriculturists, followed by the labour class. Hence the results showed that occupation of parents influenced the school performance of their children.

Pandey(2008) in his study reported that the academic performance of the students of one parent working group was better than both parents working group. The sample chosen for the study were 30 students both parents working and 37 students with one parent working. Self prepared information form for parental background and the marks obtained by the students in the half yearly examination for academic achievement were used.

Sharma, R. C(1962). India is constitutionally committed to provide free and compulsory education for every child, but we have not yet reached the goal because of social and economic reasons. The author analyses the reasons at the village level. In conclusion, it can be said that in the village situation studied neither the occupational status of the parents and guardians, nor their educational status seems to influence tangibly the school enrolment of children in the age group 6-11. This may lead to the thought that people are increasingly recognizing the importance of education and that even the less educated parents and those belonging to farming occupations are interested in giving to their children at least primary education. If this be true then the social attitudes towards education seem to have changed.

2.11 Education since Independence-1947

Since the nation's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abdul Kalam Azad was, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948-1949) and the Secondary Education Commission (1952-1953) to develop proposals to modernize India's education system. The Resolution on Scientific Policy was adopted by the government of India's first Prime Minister (Jawaharlal Nehru). The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institute of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organization that would

advise both the Union and state governments on formulating and implementing education policies.

2.12 First National Policy on Education in 1968

"The destiny of India is now being shaped in classrooms" In this way, education Commission (1964-66) has expressed the role of education in social and economical transformation of India. Based on the report and recommendations of the Education Commission (1964-1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalize educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the constitution of India, and the better training and qualification of teachers. The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English Language, the official language of the state where the school was based, and Hindi, the national language. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income.

2.13 National Policy on Education in 1986

Having announced that a new policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education (NPE) in May, 1986. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with), Indira Gandhi National Open

University (IGNOU) which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

2.14 Operation Blackboard Programme-1987

Operation Blackboard is a centrally sponsored programme which was started in 1987 immediately after the Rajiv Gandhi NPE of 1986 was released to supply the bare minimum crucial facilities to all primary schools in the country. The objective of the scheme is providing students studying in primary settings with the necessary institutional equipment and instructional material to facilitate their education. There is a provision to provide salary for an additional teacher to those primary schools that have an enrolment of more 100 students for a consecutive period of two years. In the ninth five year plan the scheme was extended to all upper primary schools as well. In attempt to improve the implementation of this scheme a few additional provision have been added. All teachers will be trained in using the materials provided by the scheme under a particularly designed teacher preparation programme. The state will provide for replacement of broken or non-functioning materials. At the local level, there will be some flexibility for purchasing additional items and teaching aids, which are applicable to the local situation. At least fifty percent of the teachers will be women, which in turn will affect the girl enrolment in school. School building will be designed according to local needs. The central government provides funds for school equipment and the buildings; the state government also raises funds through the Jawahar Rojgar Yojna scheme.

2.15 Modified Education Policy in 1992

The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government. In 2005, Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three - Exam Scheme: Joint Entrance Examinations (JEE) and All India Engineering Entrance Examinations (AIEEE) at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions - with an option to

join AIEEE. This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

2.16 District Primary Education Programme-1994

The Centrally-Sponsored Scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalise the primary education system and to achieve the objective of universalisation of primary education. Under the Programme parameters, investment per district is limited to Rs. 40 crore over a project period of 5-7 years. There is a ceiling of 33.3 per cent on civil works component and 6 per cent on management cost. The remaining amount is required to be spent on quality improvement activities.

2.17 Mid Day Meal Scheme

In late 2001, the Indian Supreme Court directed all states to implement the Mid-Day Meal (MDM) Scheme by providing every child in every government and government assisted primary school with a prepared mid-day meal with a minimum content of 300 calories and 8- 12 grams of protein each day of school for a minimum of 200 days. By 2006, the MDM scheme was near universal in all states, following public mobilization efforts to encourage states to act. This is a centrally funded scheme in that the central government provides grains, funds, transportation and also pays food preparation costs, though the state government is responsible for providing the physical infrastructure for cooking the meals. Though it is not yet free of problems of quality and corruption, the fact that mid-day meals have become a part of the daily routine in most primary schools across the country is a major achievement. (Khera, 2006). The scheme provides lunch to about 120 million children every school day and, as such, is the largest school meal scheme in the world. Certain states have gone beyond the mandated scope of the scheme, for instance in Kerala and Tamil Nadu the destitute and the aged are allowed to take the MDM and in Gujarat the scheme covers children from Grades 1 to 7 rather than only in the primary grades (1 to 5).

2.18 Sarva Siksha Abhiyan

Indian Government programme aimed at the universalization of elementary education "in a time bound manner", as mandated by the 86th amendment to the Constitution of India making free and education to children of ages 6-14 years - a fundamental right. The programme was pioneered by Atal Bihari Vajpayee. Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community-ownership of the school system. It is in response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a Mission mode. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme is looking to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA provides interventions for out of school children, Research, Evaluation, Supervision and Monitoring ; Management Cost; Learning Enhancement Programmes; Innovative activity for girls' education, early childhood care & education, interventions for children belonging to SC/ST, minority community, deprived children in urban areas and computer education specially for upper primary level; SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

2.19 National Programme for Education of Girls at Elementary Education

The National Programme for Education of Girls at Elementary Level (NPEGEL), is a focused intervention of Government of India, to reach the "Hardest to Reach" girls, especially those not in school. Launched in July 2003, it is an important component of SSA, which provides additional support for enhancing girl's education over and above the investments for girl's education through normal SSA interventions. The programme provides for development of a "model school" in every cluster with more intense community mobilization and supervision of girls enrolment in schools. Gender sensitisation of teachers, development of gender-sensitive learning materials, provision of need-based incentives like escorts,

stationery, workbooks and uniforms are some of the endeavors under the programme. The scheme is being implemented in Educationally Backward Blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average; in blocks of districts which are not covered under EBBs but are having at least 5% SC/ST population and where SC/ST female literacy is below 10%; and also in select urban slums. About 3272 educationally backward blocks are covered under the Scheme in the 24 States of Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Gujarat, Jharkhand, Haryana, Himachal Pradesh, Karnataka, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttaranchal, West Bengal and one UT of Dadra & Nagar Haveli. Under NPEGEL, around 35,254 Model cluster schools have been opened, 25,537 ECCE (Early Childhood Care and Education) centres are being supported, 24,394 additional classrooms have been constructed, and 1.85 lakh teachers have been given training on gender sensitization, remedial teaching to 9.67 lakh girls, bridge course covering 1.53 lakh girls, including additional incentives like uniforms etc. to about 71.46 lakh girls (upto 31st December, 2007).

2.20 Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Like Sarva Shiksha Abhiyan (SSA), the Department of School Education and Literacy of the Ministry of Human Resource Development (MHRD), Government of India has launched Rastriya Madhyamic Shiksha Abhiyan (RMSA) since 2009-10 with an aim to achieve Universal Access and Quality Secondary Education to all the young persons of the age group 14-16 of the country. The scheme provides for opening new secondary schools within a distance of 5 kms. Of every habitation and strengthening of existing schools by way of additional classrooms integrated science math labs, computer lab, art/craft/culture rooms, girls activity rooms, resources rooms, headmasters/Principals office rooms etc. Further teachers post are sanctioned to meet the student: teacher ratio of 1:30 and Classroom: Teacher ratio of 1:40. Additional Teachers are also sanctioned in the existing schools. The scheme also has a provision of training teachers in Government and Government aided secondary schools as well as for professional development of principals and headmasters of schools through leadership training.

2.21 Inclusive Education of the Disabled at Secondary stage

Inclusive Education of the Disabled at Secondary Stage (IEDSS) scheme is fully funded by Ministry of Human Resource Development. The Scheme of Integrated Education for the

Disabled Children (IEDC) has been replaced by the scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS) with effect from 1.4.2009. The scheme of Integrated Education for the Disabled IEDC was meant to cover all classes in the school education stage. With the coverage of children with special needs in the elementary stage under Sarva Shiksha Abhiyan (SSA), the scheme of IEDC was replaced by IEDSS under which children with disability in the secondary stage (classes IX to XII) are covered. The objective of IEDSS is to enable the disabled children who have completed eight years of elementary education to continue their education at the secondary stage in an inclusive environment in regular schools. The scheme will cover all children of age 14 + passing out of elementary schools and studying in secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII), such as Blindness, Low vision, Leprosy cured, Hearing impairment, Locomotors disabilities, Mental retardation, Mental Illness, Autism, Cerebral Palsy, and may eventually cover Speech impairment, Learning Disabilities, etc.

2.22 Right to Education

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), which was passed by the Indian parliament on 4th August 2009, describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. The RTE 2009 has marked a historic moment for the children of India. The most important aspect, however, is to ensure that the teaching-learning process is free from stress and anxiety (Sec. 29), with obvious implications for curricular reform. Testing and school grading systems need to be reviewed to motivate children to deepen and widen their learning. The RTE Act also lays down the responsibilities of teachers. Teacher accountability systems would need to ensure that children are learning and that their right to learning in an environment that is free from stress and anxiety is not violated.

This Act serves as a building block to ensure that every child has his or her right (as an entitlement) to get a quality elementary education, and that the State, with the help of families and communities, fulfils this obligation. All children between the ages of 6 and 14 shall have the right to free and compulsory elementary education at a neighbourhood

school. There is no direct (school fees) or indirect cost (uniforms, textbooks, mid-day meals, transportation) to be borne by the child or the parents to obtain elementary education. The government will provide schooling free-of-cost until a child's elementary education is completed.

2.23 Private School Education

Education in India has come a long way since conventional times, it can be noticed that education in India in 60's or 70's was not competent as it is now. Education fetches respect and finally money, but most of all it fetches information and knowledge that makes the brain come out of social obstacles. The quality of education and its determinants remain a topic of interest since the beginning of formal education. (Aggarwal, 2001).

Private Schools in India have mushroomed in the past decade, whether they can be effectively utilized to provide a viable alternative to public education? Education in India falls under the purview of both the central and the states government. The various articles of the Indian Constitution provide for education as a fundamental right. Although growth of private schooling in India is quite visible, even in rural areas, the contours of this change remain poorly understood because of the data limitations. The size of private education sector is greatly under-estimated in official published statistics particularly at the primary level due to exclusion of unrecognized schools, given that more than 50% of all private primary schools are unrecognized. Official statistics often tend to underestimate private school enrolment (Kingdon, 2007). In comparison with the extensive literature in other countries, research on public and private schools in India is still in infancy (Desai, 2008). However, studies in India have noted that government schools are more expensive than private schools with lower teacher accountability. However, because of poor quality and scarcity of public education, private education has become the necessity for India. According to some research, private schools often provide superior results at a fraction of the unit cost of government schools. (Kingdon 2007, Verma, 2007). However, others have suggested that private schools, no more economical as compared to public schools. Contrary to this, a recent study conducted in 2009-10 in planned city - Navi Mumbai, Maharashtra having 431 schools, revealed that even though the education in public school is free in Navi Mumbai, a significant proportion of private schools accounted for 63% of total schools in Navi Mumbai whilst teachers and students in private school makeup of 85% and 87% of total respectively

(Abbi 2011a). It has been pointed out that private schools cover the entire curriculum and offer extra-curricular activities such as science fairs, general knowledge, sports, music and drama. There is some disagreement over which system has better educated teachers. School privatization could be attributed to household prosperity, infrastructural advantage of the locality and poor quality of existing government schools. There is evidence that private schools are both effective in imparting learning and over all development of students.

As per Prathms ASER 2011, the findings suggest that more and more children are going to private schools. Nationally 25.6% children are going to private schools. In 2006, only 18.7% children were enrolled in these schools. Kerala and Manipur had more than 60% children going to private schools. Between 30% and 60% of children in rural areas of Haryana, UP, Nagaland, Meghalaya, Punjab, J&K, Rajasthan, Uttarakhand, Maharashtra and Andhra Pradesh were enrolled in private schools.

In both government and private schools, between 20% and 25% children attended paid tuition classes, but it was high in Orissa, Bihar and West Bengal. Kerala also has a high incidence of tuition. Private schools are often operating illegally. A 2001 study found that it takes 14 different licenses from four different authorities to open a private school in New Delhi and could take years if done legally (Verma, 2007). However, operation of unrecognized schools has been made illegal under the Right of Children to Free and Compulsory Education Act which has also significantly simplified the process of obtaining recognition.

2.24 Education in Maharashtra

In case of Maharashtra however, in 1984, the state government had transferred its responsibility for the administration of primary education to municipal areas (i.e. urban areas satisfying certain criteria of population, population density and occupational profile) upon the local governments. Following the 74th Amendment the state government of Maharashtra, the state government, amended its existing laws relating to the municipalities and devolved to local levels a number of responsibilities regarding economic planning and social justice. However, it is necessary to clarify the local level bodies do not enjoy the powers of a government, as they are not assigned any police powers. They are mainly local level institutions comprising elected representatives to identify, formulate, implement and monitor local development and welfare programmes (Juneja,2001).

2.25 Education in Mumbai

The Education Department of Brihanmumbai Mahanagarपालिका (Municipal Corporation of Greater Mumbai) control a huge administrative task to provide free primary schooling to the children of Mumbai, in eight medium of instruction. The teachers in municipal schools have a hard task than most in view of the fact the home environment of children are unable to provide education support. In a city of the size of Mumbai a large number of children are on their own and living on the streets. The circumstances of the life of these children in the city make it difficult to attend the school (Juneja, 2001).

2.26 Education in Slum

Das, Biswaroop(1997) based on a complete enumeration of the population living in its slums, this paper provides data on some of the important socio-demographic aspects of the slum dwellers in Surat city. It is based on data drawn from a complete enumeration of the households and population inhabiting such localities within this fast growing and now a 'million-plus' industrial city of western India (Das, 1994a). While recognising the need for such an extensive data base on the lives of the 'urban poor', it brings to light several features and issues that have policy implications especially within the fast changing socioeconomic context of the country. With a changing industrial landscape and growth in its economic activities, the city of Surat has not only attracted a substantial amount of capital, but also a large proportion of migrant population from within Gujarat, the neighbouring state of Maharashtra as well as from farther regions of Uttar Pradesh, Orissa, Andhra Pradesh and Tamil Nadu. A large proportion of these migrants, forming a substantial share of the city labour force, remain placed in the lower circuits of the city economy and add to the growth of various squatter colonies and dense settlements within specific areas in the city. According to a 1973 slum census, such population in the city was 0.92 lakhs. The 1981 District Census handbook lists 29 slum pockets in the city. The city slums house various religious groups with Hindus constituting 81 per cent of the total followed by 18 per cent of Muslims. Among others a prominent group is that of the neo-Buddhists, who have migrated mainly from the neighbouring state of Maharashtra. A larger proportion among the Hindus belong to a variety of lower as well as scheduled caste groups. A majority of the tribal population living in these slums belong to specific districts from the eastern region of Gujarat itself. The Muslim population too is divided into specific sects and orders among whom a large section has come from the district of Bharuch adjoining Surat and the district

of Jalgaon in Maharashtra. The variety of languages spoken in these pockets include Gujarati, Marathi, Hindi, Oriya, Telugu, Tamil, Bhojpuri, Urdu, and so on. This indicates the distances and the regions from which people have migrated to the city. Such a range of religious, regional and caste groups, however, does not reflect mixed living and people generally tend to stay with their own social groups. As high as 80 per cent of the slum dwellers in the city are migrants and predominantly come from rural areas. Notably, most of the points of origin of such migration are, by and large, the economically backward, low density and the low literacy rural areas. Low agricultural productivity in many of the eastern Uttar Pradesh villages is caused mainly by solidity in the soil, and almost a near absence of alternate job sectors have led to the migration, especially of younger males to the city.

Desai, Armaity S(1989). Based on a field action project of collaboration between a statutory organisation and a university affiliated professional programme, the paper demonstrates how effective work can be undertaken in the interest of the most disadvantaged children in slums. It begins with an examination of the realities of slum life for the children, and then goes to discuss their implications for structuring the educational goals, and suggests solutions to problems posed by the system on the disadvantaged learners. The need to develop school enrichment programmes to be initiated by the Social Services Departments in schools is discussed in the final part of the paper. This paper has shown the need for a holistic approach to the education of the disadvantaged child based on an analysis of the contextual realities of the child, the child's family and the community. It has highlighted social workers' analysis of the problem situation in the field of education and the responsive strategies employed in problem solving.

Hegde, Sashee J(2006) underlying the resurgence of theory and methods in social science research is the position that has been termed, broadly, 'constructivism'. This article is an attempt to critically engage with this position. Especially, it will be concerned to tackle three epistemological coordinates that attach to this position, while going on to reposition it in the context of debates in the history and philosophy of science and social science. The objective here is not to argue for one or other of the various sides to theme theological debate on constructivism, but to foreground how both critics and advocates can be addressing the question of scientific knowledge and truth in social science methodology.

Iyern, Francis(1965) The passage from an informal to a formal and organized system of social relationships, from the extended to the nuclear family, and the changes in morale after re-housing, are all signs of a changing social status. Families, e.g., desire a greater reserve because they consider it distinctive of higher social class. People wish to move out from housing developments occupied exclusively by former slum dwellers, partly because their desire to rise higher in the social ladder can find no expression in a community marked by the stigmata of the slums. Changes in social status can also be measured by changes in income and occupation, by the way children are brought up, the way a house is decorated, the amount and type of furniture and other household a family possesses. Re-housing has a positive impact on some of the sociological determinants of social status. Occupation and income, however, are a function of larger socio-economic structures, and hence are less influenced by re-housing. After settling in new houses, slum people often express the belief that they have improved their position in life, and report themselves as "rising in the world". But this perceived betterment is not always accompanied by heightened aspirations for jobs, for their children, or for home ownership.

Kumar, Ashok(1983) attempts to study the impact of certain socio-demographic, economic and environmental factors on the family status of slum dwellers in Lucknow city. The life in slums was assessed by observing social, economic, housing and living environment of slum families. Based on these observations an index of measuring the status of slum families was evolved. The scores of this index were taken as dependent variable and the association with and the impact of ten selected socio-demographic, economic and living environment variables was studied. The size of house, literacy of married women and head of household, size of family and family expenditure were found to be significantly correlated with the status of slum families. Since these variables explain 86 per cent variation in the observed status of slum families it may be concluded that any policy formulated for the welfare of slum dwellers must take into consideration these variables. It is important to point out here that an average slum dweller may contribute significantly towards improving the status of his family just by restraining the size of family and by controlling the expenditure. In the context of expenditure of slum families it is interesting to remark here that in the detailed investigation of the present data it was found that an average slum dweller was spending Rs. 112 in a month on items other than food, cloth and shelter (Kumar, 1981)

Nangia, Parveen, Gupta, Kamla, Tiwari, N. C.(1996) In this piece of work, the authors have discussed the prevailing conditions of slums in Thane and the policy of the government

towards tolerance of these slums. They have also suggested some measures which could improve the living conditions of slum dwellers and eventually help the cities in getting rid of these settlement blots. Slums have emerged on the marginal lands left unused by the public bodies. A large number of them are located on the Collector's land. They have not spared even the private land. In recent years they have started occupying the forest land as well. Though most of them are located on the plains, scarcity of land and fear of demolition has compelled them to go to remote areas on hills and to more hostile low lying areas near the 'nallahs' where floods and insects make the life of the residents miserable. Most of the unregistered slums, which are comparatively new, have developed on the government land. They are also spreading towards the forests and low lying areas.

Sundari, S(2007) This paper examines the quality of life of the migrant households in select slums of Tamil Nadu State in India on the basis of certain parameters. The study reveals that the physical quality of life of about two-thirds of the migrant households is very poor; they live in unhygienic and congested places devoid of basic necessities for a healthy life like housing, water supply, drainage and sanitation; and women and children are the worst victims as they are physically, mentally and emotionally affected. The rehabilitation measures undertaken by the Tamil Nadu Slum Clearance Board is totally inadequate in relation to the mushrooming growth of slums. Hence, a comprehensive package of programmes incorporating the voice of the slum dwellers in the design, execution and implementation should be launched to improve the quality of life of the migrant population besides safeguarding the urban environment.

RajniBalaandSudesh Kumar (2013) since the dawn of urbanization in India, there has been a UN precedential increase in the growth of slums. The current research paper seeks to bring out a conceptual understanding of a slum through an Indian social perspective. The factors responsible for the growth of slums have been highlighted by interrogating the characteristics features thereof which include infrastructure, housing and health. It also seeks to uncover the problems of slum dwellers at the ground level. This study has made use of the previous studies done on slums in various Indian states in this regard.

Adhikari, Tejaswini(2001)study was undertaken to identify the gaps in the existing services and needs of students and teachers in the context of quality education. The survey included five schools,; Mahape, AdavaliBhutavili, Airoli, Dighagaon, and Divagaon under Navi Mumbai Municipal Corporation (NMMC). Five representative samples of children and

parents, all the school teachers and some of the influential community leaders were interviewed. The study revealed that the infrastructure of schools was in a very poor state. The number of classrooms, teachers, tables and chairs were inadequate. In Mahape, for 420 students there were only 3 classrooms and in Adavali - Bhutavli schools only two teachers looked after the entire school. Due to their good accessible location and low cost education, most of the schools have a large number of children in their classrooms. Lack of funds and resources for creative work as well as buying educational equipments were the problems faced by teachers. Most family members of the children were working in the unorganized sector, and poverty and family conflicts were the priority areas of concern causing ill health and under nourishment. All these resulted in lack of interest and motivation to sustain oneself in the education system. The study recommended review of all the old Zilla Parishad schools, which are now under the NMMC administration. There is a need to strengthen teachers on the aspects of motivation, pro-children attitudes and creative teachinglearning process. Appointment of suitable staff is also recommended in order to lessen the burden on teachers. There is a need to provide good network of balwadis, restructure the human resource component of schools, and enhance community participation. There is also a need to provide training to functionaries under the Mahatma Phule Shikshan Hami Yojna to reach education to each and every child.

Aggarwal, Y.P. & Chugh, Sunita. (2003) Basic education is a fundamental right and recently 86th Constitutional Amendment was enacted so that all children can receive good quality basic education. The main objective of the study was to identify the social, economic and organizational factors that are associated with education and achievement level of the learner in slums. The goal of basic education is to give students the skills to communicate adequately, to solve basic mathematical problems and to apply this knowledge to everyday situations. The performance of the slum children was much below the expected levels in both the subjects and in both the grades. Children of unrecognized schools have performed much better than children from Government schools in math's but not in language as most of the unrecognized schools have English language as medium of instruction and probably these children could not get familiar with this language. Urban slum children face many problems such as child abuse, danger of infections due to unhygienic slum conditions, and poor infrastructure in schools. Teachers need to make children aware about the importance of personal and environmental cleanliness and hygiene. A network of government and

private schools should be developed to share common resources. Teaching-learning process should be child centered.

Anjali Surehatia()Children's response to Social Science Textbooks: A Case Study of Kendriya Vidyalaya Author: Anjali Surehatia, (MCD) teacher. An increased participation of diverse children in the schools has changed the composition of classrooms today. In view of this the national level policies and program have highlighted the need to address the learning needs and potentiality of the children from culturally diverse background. In addition, the curriculum has also changed to cater to the needs of all the children. The present paper thus seeks to understand the various approaches through which the cultural diversity of children in schools is being addressed. The study also attempts to look into the reasons due to which addressing cultural diversity of children remains a challenge. The significance of the present paper lies in the fact that a micro level study that focus on the school and classroom based practices and processes facilitates an understanding towards the aspects that acts as barriers to meaningful school participation and learning of children from different cultural diverse groups.

Social Science Classroom Practices and Processes Questions associated with the classroom practices adopted by different kinds of teachers and schools in the teaching of social sciences are very important. To what extent do they seek to pass on a mass of information? To what extent they promote active participation of students in the process of generating knowledge? How dialogue with community help in improving the quality of learning experiences? To what extend do the classrooms encourage alternative thinking and questioning by students and going out of the classroom to engage with social reality around them? Social science classrooms are not static or uniform. They change with the topics being taught. Indian classrooms are also seasonal - change with months. In the initial months of the academic year, social science teachers spend more time to explain concepts and provide scope for discussion and explore knowledge outside the classroom. As the academic year ends, teachers and students grapple with examinations. They spend more time on revision and reinforcement of concepts. Is this same in all schools? Research is also required to understand the marginalized of social science classrooms and learners' perspectives after or at the time of using textbooks. The nature of classroom becomes complex when different teachers teach one course - Social Science / Social Studies. Every teacher brings in different perspective of their subject. Other questions deserve exploration are: How students cope with different teachers teaching one course? How much time teachers and students talk in

the social science classes? What is the nature of questioning by students and teachers and why? What kinds of materials are available to students and teachers for use in the social science classroom? How are they different from other subjects? Social sciences are sought after in some school systems and marginalized in a few others. Does this affect the way social science teachers and students get engaged in schools? Social science classrooms are not far removed from political, social and educational ideologies. Research is required to understand how teachers and students deal with and resolve various political and cultural perspectives inbuilt in social science syllabus and textbooks.

Rath, P.K & Kar Lopamundra() Geography is a field of science devoted to the study of the lands, the features, the inhabitants and the phenomena of Earth. Study of geography is important to understand the geography of past times and how geography has played important roles in the evolution of people, their ideas, places and environment. The teaching strategy should be change as per the interest of children. It depends upon the classes, standard and requirement of the children. There is no need to take same type of techniques applied in all classes. The traditional teaching method has no better impact than the activity based approach. Activity based approach is very effective than the traditional approach. This approach increases interest among the students. So, they can gain basic ideas, know the management of teaching learning materials, know learn from their peer during group work which is impossible in traditional approach. Because the traditional approach is the teacher centered approach. This study tries to identify the effects of activity based approach. Learning and Assessment in Social Sciences During the last decade, considerable change took place in the arena of school examination system. The RTE Act has mandated CCE and an overall atmosphere that is not intimidating or traumatizing for students at least up to class VIII. The nature of assessment flows from the objectives of education and also from the overall social perspective as implicit in the principle of universal and compulsory elementary education. Barring a few studies which analyzed the question papers, there is a lot to be studied about how students studying Social Sciences are assessed. Issues that require educational researchers' attention are: the nature and impact of Continuous and Comprehensive Evaluation (CCE) on Social Science education; how are students studying in state, national and international boards assessed; classroom assessment; various forms of assessment in Social Sciences; analysis of performance of students in Social Science in comparison to other subjects; analysis of Social Science questions and question papers, projects, models and power point slides prepared by students and teachers; activities

conducted in social science classrooms; analysis of Social Science answer scripts of upper primary and secondary level students, teachers and students" questions in Social Science Classrooms; use of ICT in Social Science assessment. School-based assessment practices, Board examinations and post-examination trauma during the last two decades have become most stressful for students, parents and teachers than in the past. How they perceive assessment practices meant for social science subjects in the school system.

2.27 Supping Up:

In summing up the **chapter-II**, it is found that most of the people of rural areas those who are socially, educationally, economically backwards have migrated to the city. Usually, the whole range of religious, regional and caste groups does not reflect mixed living and people generally tend to stay with their own social groups. As high as 80 per cent of the slum dwellers in the city are migrants and predominantly come from rural areas. Low agricultural productivity in many of the eastern Uttar Pradesh villages is caused mainly by solidity in the soil, and almost a near absence of alternate job sectors have led to the migration, especially of younger males to the city. The life in slums was assessed by observing social, economic, housing and living environment of slum families. The size of house, literacy of married women and head of household, size of family and family expenditure were found to be significantly correlated with the status of slum families. The passage from an informal to a formal and organized system of social relationships, from the extended to the nuclear family, and the changes in morale after re-housing, is all signs of a changing social status. Families, e.g., desire a greater reserve because they consider it distinctive of higher social class. Changes in social status can also be measured by changes in income and occupation, by the way children are brought up, the way a house is decorated, the amount and type of furniture and other household a family possesses. Re-housing has a positive impact on some of the sociological determinants of social status. Occupation and income, however, are a function of larger socio-economic structures, and hence are less influenced by re-housing. After settling in new houses, slum people often express the belief that they have improved their position in life, and report themselves as "rising in the world". But this perceived betterment is not always accompanied by heightened aspirations for jobs, for their children, or for home ownership.

Social Science Classroom Practices and Processes Questions associated with the classroom practices adopted by different kinds of teachers and schools in the teaching of

social sciences are very important. To what extent do they seek to pass on a mass of information? To what extent they promote active participation of students in the process of generating knowledge? How dialogue with community help in improving the quality of learning experiences? To what extent do the classrooms encourage alternative thinking and questioning by students and going out of the classroom to engage with social reality around them? Social science classrooms are not static or uniform. They change with the topics being taught. Indian classrooms are also seasonal – change with months. In the initial months of the academic year, social science teachers spend more time to explain concepts and provide scope for discussion and explore knowledge outside the classroom. As the academic year ends, teachers and students grapple with examinations. They spend more time on revision and reinforcement of concepts. Is this same in all schools? Research is also required to understand the marginalized of social science classrooms and learners’ perspectives after or at the time of using textbooks. The nature of classroom becomes complex when different teachers teach one course – Social Science / Social Studies. Every teacher brings in different perspective of their subject. Other questions deserve exploration are: How students cope with different teachers teaching one course? How much time teachers and students talk in the social science classes? What is the nature of questioning by students and teachers and why? What kinds of materials are available to students and teachers for use in the social science classroom? How are they different from other subjects? Social sciences are sought after in some school systems and marginalized in a few others. Does this affect the way social science teachers and students get engaged in schools? Social science classrooms are not far removed from political, social and educational ideologies. Research is required to understand how teachers and students deal with and resolve various political and cultural perspectives inbuilt in social science syllabus and textbooks.

Geography is a important branch of social studies devoted to the study about the people in term of their relationship with lands, the features, the inhabitants and the phenomena of Earth. Study of geography is important to understand the geography of past times and how geography has played important roles in the evolution of people, their ideas, places and environment. The teaching strategy should be change as per the interest of children. It depends upon the classes, standard and requirement of the children. There is no need to take same type of techniques applied in all classes. The traditional teaching method has no better impact than the activity based approach. Activity based approach is very effective than the traditional approach. This approach increases interest among the students.

So, they can gain basic ideas, know the management of teaching learning materials, know learn from their peer during group work which is impossible in traditional approach. Because the traditional approach is the teacher centered approach. This study tries to identify the effects of activity based approach. Learning and Assessment in Social Sciences During the last decade, considerable change took place in the arena of school examination system. The RTE Act has mandated CCE and an overall atmosphere that is not intimidating or traumatizing for students at least up to class VIII. The nature of assessment flows from the objectives of education and also from the overall social perspective as implicit in the principle of universal and compulsory elementary education. Barring a few studies which analyzed the question papers, there is a lot to be studied about how students studying Social Sciences are assessed. Issues that require educational researchers' attention are: the nature and impact of Continuous and Comprehensive Evaluation (CCE) on Social Science education; how are students studying in state, national and international boards assessed; classroom assessment; various forms of assessment in Social Sciences; analysis of performance of students in Social Science in comparison to other subjects; analysis of Social Science questions and question papers, projects, models and power point slides prepared by students and teachers; activities conducted in social science classrooms; analysis of Social Science answer scripts of upper primary and secondary level students, teachers and students' questions in Social Science Classrooms; use of ICT in Social Science assessment. School-based assessment practices, Board examinations and post-examination trauma during the last two decades have become most stressful for students, parents and teachers than in the past. How they perceive assessment practices meant for social science subjects in the school system.

CHAPTER-III

DATABASE AND METHODOLOGY

This chapter deals with research designs: database and methodology in terms of the statement of study, operational definitions, hypothesis of the study, sources of data, methodology for field survey, criteria of sample schools selection, tools & technique for primary data collection, and methods for data analysis.

3.1 Statement of the Study

“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”

3.2 Operational Definitions

Learning: The acquisition of knowledge or skills through study, experience or being taught. It is the process of acquiring new or modifying existing knowledge, behaviour, skills, values or preferences. The ability to learn is possessed by humans, animals and some machine, there is evidence for some kind of learning in some plants.

Problems of learning Social Studies: The problems in acquisition of knowledge or skill in social sciences like history, geography, political science and economics. The problems in pedagogical process in the classroom teaching learning process.

Socio-Economic Backward Students: It relates to a combination of an individual's income, occupation and social background like education and social groups viz. SCs, STs, OBC and General and slum people. Socio-economic background is a key determinant of success and failure of life. So the problems of learning of the students belongs to such background has been taken under study.

Upper Primary Level: It refers to the level of elementary education from Class- VI to Class VIII. But, here in this study only the terminal class i.e Class-VIII is taken in to consideration for study.

Three School of Maharashtra State: It refers to only three types of schools resides in the state of Maharashtra nearby Slum area such as one from central government school i.e KV, second from state government BMC and third from private schools.

Slum Area: The term 'slum' speaks volumes about the plight of the urban poor. Though not all is well with the life in urban areas, the rural poornigrate from rural areas to urban areas dreaming of a comfortable lifethere. A slum is an overcrowded and squalid district of a city or town usually inhabited by very poor people. Slums are usually characterised by high rates

of poverty and unemployment. Slums are breeding centres for many social problems such as crime, drugs, alcoholism and despair and in many poor countries they are also breeding centres for disease due to unsanitary conditions. Here the L ward slum area of Mumbai is selected as highest dominated slum people as per census data.

3.3 Hypothesis of the Study

1. The level of learning achievement of lower-caste group students is less than that of upper-caste groups.
2. The level of learning achievement of lower-income group's students is less than that of higher-income groups.
3. Difficulties of learning in social studies among lower caste groups are more than that of upper caste-groups.
4. Difficulties of learning in social studies among the lower-income groups are more than that of higher income groups.
5. The culture and environment of slum area students are not suitable for learning as compared to non-slum area.

3.4 Database: Sources of Data

This study is based on both primary and secondary data to analyse the above objectives and specifically the problems relating to the learning difficulties of the class-VII students of slum area in social studies in the state of Maharashtra. The secondary sources of data have been collected from the school records like attendance sheet, mark-sheet and others government publications such as Statistical abstracts, Economic Survey of Maharashtra, Primary Census Abstract, District Census Abstract etc. The primary sources of data have been collected through the help of well structured questionnaire, interview schedule, FGD, achievement test and class room observation and interaction from the selected three schools nearby slum area.

In this study, the area has been purposively selected on the basis of slum dominated and socio-economic backward area in the state of Maharashtra. The three schools have been purposively selected on the basis of different dimensional characteristics and administrative setup such as one state government school, one private school and one KV nearby slum area. The target groups/respondents were the students of the class-VIII and their concern teacher, principal, parents and community. A well structure questionnaire was

prepared just to collect the information regarding the objectives of the study. The different statistical methods in terms of descriptive and inferential statistics has been used to analyse and interprets the results and discussion in terms of both qualitative and quantitative data.

To identify and analyse the problems of learning social studies among the socio-economic backwards students at upper primary level in the State of Marashtra, the analysis has been carried out for three schools under study nearby slum area. The analysis is based on secondary sources of data for the study at the State and Districts level and primary data through census survey methods for study at school level. The primary data have been collected through questionnaire and interview scheduled from selected schools. The present study is based on extensive survey of students, teacher and classroom environment in three schoolsselected from the slum dominated area of Mumbai constituting the districts of Urban and Suburban district of Mumbai(Marashtra). The study covers the entire students of terminal Class VIII through a structured questionnaire to identify their socio-economic status, academic performance, attendance, problems faced by backward students, problems relating to human resource and physical infrastructural facilities etc .

The study also utilized secondary information to identify the schools rearby slum areain Mumbai. The secondary data are collected from RAA Mumbai, SCERT Pune and also from selected schools. The secondary sources of data are also various reports of organizations, books, journals, newspaper etc. Secondary data have been collected from different government publications such as Statistical Abstracts, Economic Surveys, Primary Census Abstract-2001 & 2011, District Census Handbook-2001, etc. Along with the use of published sources, the information are also collected through: (i) Review of the records of the schools.

3.5 Methodology for Field Survey: Sample design

1. Here, three schools has been selected from nearby are slum dominated area of Mumbailike KV Mankhurd, Shangharsh Nagar BMC School and Mahila Mandal School purposively on the basis of three nature of schools as central government, state government and private school respectively under study.
2. The three schools so selected representingfirst one is CBSE pattern school subject to scope for better academic performance students; the second one is a State board schools from backward area with lack of development forces around from shangharsh nagar and third oneis a private management school from Kurla

Mumbai. The collection of primary data from these three schools have been done by using the **Census method** and conducting a census survey for in-depth study of the students so that the dynamics of schools environment can be captured.

3. For collection of data relating to the socio-economic status, attendance, academic performance, problems in human resource and physical infrastructure facilities, here the **Census Survey** and the **Personal Interview methods** have been adopted.
4. From the following Table-3.1, one can understand the methodology for selection of sample schools and profile of students in the study area of Mumbai.

Table-3.1: Methodology of Sample Schools Selection for Study

District Name	Mumbai Suburban	Mumbai Suburban	Mumbai Suburban
Town Name	Greater Mumbai (M Corp.) (Part)	Greater Mumbai (M Corp.) (Part)	Greater Mumbai (M Corp.) (Part)
Total Population of Town	9356962	9356962	9356962
Slum Name	L ward slum area	baiganwadi mankhurd, Deonar, Cheetah Camp Etc	GP NAGAR, SONIYA BUDHIYA COMPOUND, Panchasheel nagar, shivaji nagar etc.
Is it notified Yes(1)/No(2) ?	2	1	1
No. of Households (appo.)	127348	118600	41800
Slum Population (appx.)	584523	580000	218810

Sources: District Census Handbook, 2001 & 2011

3.6 Criteria of Sample Schools Selection

The selection of three sample Schools from Mumbai have been done on the basis of the following criteria based on secondary source:

1. Schools have been identified nearby slum dominated area as per the data based on District Census Handhook-2001& 2011.
2. Information on Introduction schools selected is obtained from Regional Academic Authority (RAA) Mumbai Office.

The distribution of total number or size of students, districts, blocks, Slum Area and the schools under study are presented in the Table-3.2 given below.

Table-3.2: Distribution of Total Number of Students in Sample Schools under Study

Sl. No.	District	Location	Slum Area	Schools	HM	Teacher	No of Students	No of Students to be Surveyed
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Mumbai	Chandiv ali , Urc 9(Kurla)	L Ward Slum Area	Shangharsh Nagar BMC School (State Government School)	1	2	91	40
2.	Mumbai	Kurla(W)	L Ward Slum Area	Mahila Mandal Sanchalit Madhyamik Vidyalaya (Private School)	1	2	74	40
3.	Mumbai Suburban	Kurla	L Ward Slum Area	KV Mankhurd (Central Govt. School)	1	2	124	40
Total	2	3	1	3	3	6	457	120

Sources: Primary Census Abstract, 2011.

3.7 Tools for Primary data collection: Questionnaire/Interview Schedule

A structure questionnaire has been prepared and used as a tool for primary data collection. There are 7 information scheduled/Interview schedule (See Appendix-A) have been prepared such as

Tool-1: Socio-Economic Background of the Students

Tool-2: Student's FGD on Problems of Learning in Social Studies

Tool-3: Teacher- Interview Schedule on Problems of learning in social studies

Tool-4: Principal/HM- Interview Schedule on Availability of Physical & Human Resources in school)

Tool-5: Parents/SMC Members: FGD of Parent's attention towards child in Learning Social Studies.

Tool-6: Both Teachers & Students: Observation Schedule on Classroom Observation)

Tool-7: Students- Test Achievement Test

3.8 Methods for Data Processing and Analysis

After the collection of the data, it can be process by coding, classify or organised the data on the basis of one variable from each of the social and economic background of the students in term of caste and occupation of the parents of the students. The collected data will be tabulated and analyse by using the software life MS-Excel, SPSS, Eviews etc.

The main purpose of this study is to find out problems in learning social studies in the schools under study. After analysing the socio-economic background of the students, student's FGD and teacher interview schedule on problems of learning, classroom observation, availability of human resurces and physical infrastructure in the schools under study, here an attempt has been made to identify the factors responsible for problems of learning social studies among the socio-economic backward students of the schools. In order to accomplish these tasks, the methods of percentage, ANOVA, Chi-Square Test, Correlation, and the suitable advance econometrics tool and techniques like logit and probit models have been utilised for quantitative data analysis.

Qualitative Data collected through interview schedule, FGD and Classroom interactions have been transcribed. After transcription thematic analysis has been carried on. Here the data triangulation method is used to analysed the qualitative data like views , opinion, observation, philosophical ideas etc given by the students, teachers, head master, parents, SMC members as well as personal classroom observation.

Regression analysis has been used to estimate growth. In this regard models likes dummy variable and multiple regression used to analysis the change in the factors determining the problems of learning social studies in three schools under study.

MODEL-1: ANALYSIS OF VARIANCE

When a number of populations are under study and from each population a random sample or a group of unit is selected, ANOVA is a powerful tool to analyse the data.

Null Hypothesis (H₀) : $\mu_1 = \mu_2 = \mu_3 = \dots = \mu_k$ i.e Population mean effects of k population are equal

Alternative Hypothesis (H₁) : $\mu_1 \neq \mu_2 \neq \mu_3 = \dots \neq \mu_k$ i.e Population mean effects of k population are not equal

The purpose of ANOVA is twofold:

- a) The total variance with respect to a variable (factor) is splitted into number of independent component variance, which is responsible for the total variance. Still, the sum of variances due to component factors never equals the total variance. Such a difference is attributed to error variance. This is the variance that occurs due to certain extraneous factors which cannot be held responsible for any known component.
- b) The next step is to test the null hypothesis about each component factor individually. This is done by finding out the ratio of variance of each component factor to the error variance. In ANOVA table, the estimated variances are termed as Mean Sum of Squares (M.S). Similarly Error sum of squares are obtained from subtracting the component sum of squares from the Total sum of Squares which is calculated by taking total of the squares of each individual values and subtracting the correction factor. Mean Sum of squares are obtained by dividing the Sum of Squares by its corresponding d.f. 'F' values for a component is obtained by taking the ratio of a component M.S and the error M.S. If 'F' value comes out to be significant than the null hypothesis is rejected, otherwise it may be retained at 5% level of significance.

MODEL-2 REGRESSION WITH DUMMY DEPENDENT VARIABLE MODEL

The model in which the dependent variable is a binary variable is also called binary choice model. In such a model, the dependent variable actually involves only two choices indicating presence or absence of an attribute or quality. To illustrate the binary choice model, suppose we are interested to know the determinants of choice of occupation by the workers in rural areas. The rural workers usually have two choices – either to work in the farm sector or non-farm sector. What determines the rural workers' choice between farm and non-farm occupations becomes an issue for investigation. Here we may consider a binary choice model that considers workers' occupational choice as the dependent variable and factors like workers' age, sex, education, parental education etc. as explanatory variables. The dependent variable of such a model (occupational choice) is a qualitative variable, which may be quantified by considering a dummy or binary variable that takes value '0' if a worker is in non-farm occupation and '1' if in farm occupation.

The LPM revealed that when the dependent variable is a binary variable, a non-linear specification of the model appears more appropriate. Specifically, it seems

appropriate to fit some kind of an S-shaped or 'sigmoid curve' to the observed data points (e.g. the LL curve in the diagram). The sigmoid curve has following features:

- (i) It resembles an elongated-S;
- (ii) The tails of the sigmoid curve level off before reaching $P_i = 0$ or $P_i = 1$ so that the problem of impossible values of estimated probability is avoided; and
- (iii) Most importantly, the sigmoid curve resembles the cumulative distribution function (CDF) of a random variable.

So we can choose a suitable CDF to represent the sigmoid curve to capture '0' to '1' representation for the dependent variable. The commonly chosen CDFs to represent sigmoid curves are logistic and normal. The model that uses CDF of a logistic function to represent the binary dependent variable model is named logit model. On the other hand, the model that uses CDF of the standard normal distribution to represent the same is called probit model.

Logit Model

The logit model is specified as:

$$P_i = P(Y_i=1) = F(z_i) = 1/(1+e^{-z})$$

Where,

P_i is the probability of $Y_i = 1$;

$F(z_i)$ is the CDF of the cumulative logistic function;

$z_i = \alpha + \beta X_i$ is a predictor variable; and

e = the base of natural logarithms, which equal to 2.71828

Probit Model:

The probit model is specified as:

$$P_i = P(Y_i=1) \\ = F(\alpha + \beta X_i)$$

Here, $F(\alpha + \beta X_i)$ is the CDF of the standard normal distribution;

So that $P_i = F(\alpha + \beta X_i) = \int_{-\infty}^{\alpha + \beta X_i} F(z) dz$

Here, $F(z_i)$ is the density function of $z_i \sim N(0,1)$ i.e

$$F(z_i) = \frac{1}{\sqrt{2\pi}} e^{-\frac{z^2}{2}}$$

CHAPTER-IV

INFRASTRUCTURE AND LEARNING SOCIAL STUDIES

This chapter deals with the results and discussion on the problems of learning social studies in infrastructural development of the schools. Infrastructure plays an important role in social studies teaching learning process in the classroom. It is nothing but a supporting system or the resource to make the teaching learning effective inside the classroom. Basically there are two type of infrastructure (or resource) with regards to teaching and learning process of school as well as higher education is concern, such as physical and human resource. The physical resource means teaching-learning resources like social science laboratory, TLM corner, facilities of ICT, museum, playgrounds, black board, chalk, instrument of laboratory, school building, school boundary etc. On the other hand, the human resource likes availability of good quality teachers, guide, counsellor, skilled lab assistant and good supervision as well as leadership of institution etc. Without infrastructural development in both physical and human, the quality of education and good academic performance of the students can never expect in the present global scenario. Hence, the infrastructural development with regards to school education is necessary to improve the quality of education in the present global education system. Therefore, here an attempt has been made to analyse the nature, background, administrative set up, level, student's strength and availability of infrastructural facilities- physical and human in schools with regards to social studies learning. Keeping in views of all such point, this chapter deals with critical analysis of the profile of three schools under study. Also, to enrich the profile of the schools, a brief case study of these three schools has been presented in this chapter. This chapter will achieve objective-5 of the study.

Objective-5: To explore whether the problems of learning social studies in human resource or physical infrastructure facilities.

4.1 Profile of three Schools under Study

The profile of the schools under study can be analysed on the basis of administrative setup, availability of physical resources, availability of human resources, class-wise strength of the students, organisation of activities and programme etc.

4.1.1 Administrative Setup of the School under Study

Administrative support of the schools plays an important role to increase the quality of education and supporting and implement the new method and ideas of teaching learning in the classroom process. The administration of the schools is depending on the leadership quality of the head of the institution and governing body. So, to understand the profile of administrative setup of the schools under study, it has been explained in the Table-4.1 given below.

Table-4.1: Administrative Setup of the School under Study

Particulars	Administrative Setup		
Name of School	KV, Mankhurd	Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla(west)	Sangharsh Nagar Marathi Medium BMC School
Year of Establishment	1987	1961	2011
Governing Body	Central govt.	Private Body (Mahila Mandal)	State Government
Head of the Institution	Mrs. Indra Devi Jain	Mrs. Shivsharan Nisha Sudhakar	Asawari D. Kolhatkar
Gender of Schools (Boys/Girls/Co-ed)	Co-ed	Co-ed	Co-ed
Level of school	Elemnetary, Secondary, Sr. Secondary	Upper Primary to Secondary	Elementary
If it is a Hr. Secondary, then teachers	Art=0, Commerce=2, Science=4, Common=4(com& Sc)	0	0

Source: Field Survey, 2018

From the Table-4.1 it is noticed that there are three schools such as Kendriya Vidyalaya, Mankhurd, Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla(West) and Sangharsh Nagar Marathi Medium Bruha Mumbai Corporation(BMC) School have been selected on the basis of location nearby slum dominated area of Mumbai District of Maharashtra State. The Mahila Mandal Sanchalit Madhyamik Vidyalaya is a private schools established in the years of 1961, which is 26 years older than that of Kendriya Vidhyalaya, Mankhurd(1987) running by central governing body, but 50 years older than that of Sangharsh Nagar Marathi Medium BMC school(2011) running by state governing body. Interestingly, it is noticed that all these three schools are headed by female teacher as the Mrs. Shivsharan Nisha Sudhakar in private school, Mrs. Indra Devi Jain in KV, Mankhurd and Asawari D. Kolhatkar in BMC

School. One similar thing is also that all these three schools are co-educational institutions at different level such as primary to Sr. Secondary in KV, Mankhurd where as upper primary and Secondary level in private school and Elementary level in BMC School.

4.1.2 Availability of Physical Resources

The physical infrastructure like social science lab, play ground, sports and game materials, provision of electricity, provision of safe drinking water facilities, separate toilet facility for boys and girls, gardening facilities, library facilities, availability of room in school building etc indirectly support to make the process of teaching and learning effective by creating a comfortable and suitable learning environment. So, it is imperative to understand the availability of physical resources in the school under study from the Tabel-4.2 given below.

Table-4.2: Availability of Physical Resources in Schools under Study

Particulars	KV	Private School	BMC School
Total Number of Rooms in School Building	50	10	30
Availability of Social Science Lab	No	No	No
Other Laboratory like Science lab, ICT	8	1	2
Library Facility	Yes	No	Yes
Provision of Electricity	Yes	Yes	Yes
Provision of Safe Drinking Water Facilities	Yes	Yes	Yes
Toilet Facility Separate for boys, girls and teachers	Yes	Yes	Yes
If yes, Number of Toilets for Boys and Girls	Total =14, Male =7, Female= 7	Total =8, Male =3, Female= 5	Total =48, Male =24, Female= 24
Availability of Playground	Yes	Yes	Yes
Availability of Sports and Game Materials	Yes	Yes	Yes
Gardening Facilities	Yes	No	No

Source: Field Survey, 2018

From the Table-4.2 it is observed that in the private school (10) there is shortage of classrooms as compared to KV(50) and BMC school(30). Social science lab was also not available in all three schools. On the contrary, other laboratory like physics, chemistry, botany, zoology, ICT etc were found more in KV(8) as compared to private school(1) and BMC School(2). However, the social science lab is as much as important for understanding the social studies concept like science laboratory. A library facility was available in KV and BMC School but not in private school. So, that the students of private school were unable to avail other supplementary material apart from textbook to understand the various concept

of social studies. One good thing was observed that all three schools had the provision of electricity, safe drinking water facilities, and separate toilet facilities for both boys and girls, availability of playground and sports and game equipments.

4.1.3 Availability of Human Resources

Human resources like teachers and staffs of the schools are indispensable to make the teaching learning process effective inside the classroom. So, human resources are those which are directly supporting and guiding the learners to improve the quality of education and academic performance. So the availability of human resources in three schools under study is presented in Table-4.3 given below.

Table-4.3 Availability of Human Resources in the Schools under Study

Particulars	Availability of Human Resources		
	KV	Private School	BMC School
No of Teachers	Total=44(R), 12 (Con.), Male : 9 (R) , 1(Con.), Female:35 (R), 11 (Con.)	Total=15, Male:0, Female:15	Total=19, Male:02, Female:17
No of Social Science Teachers at upper primary level	1 (R), 2 (con.)	3	2
No of Science Teachers at upper primary level	1 (R), 1 (con.)	4	1
Sufficient Numbers of Social Science Teachers	Yes	Yes	Yes

Source: Field Survey, 2018

From the Table-4.3 it is noticed that the highest numbers of teachers (56) was found in the KV as compared to lowest in private school (15), which is next to BMC School (19). Interestingly, majority of the teachers were found female in all the schools under study. Further, there was no single male teacher in private school, but only 2 male teachers in BMC School. However, the number of social science teachers were found less in BMC school(2) as compared to KV(3) and Private school(3). On the contrary, the science teachers are more in private school (4) as compare to KV (2) and BMC school (1). In fact as per the views of the heads of all the three schools under study had found sufficient numbers of social science teachers.

4.1.4 Class-wise Student's Strength of the School

According to RTE Act-2009, Pupil-Teacher Ratio(PTR) is one of the important indicators/parameter for quality of education in teaching learning process. It is laid down in

the RTE Act-2009 that the PTR should be 1:30 and 1:35 at primary and upper primary level respectively. On the basis of PTA, one can understand whether sufficient number of teachers available in the schools under study or not? So, here the class-wise as well as total student's strength and teachers of the school have been given to calculate the PTA and can understand the same from the Table-4.4 given below.

Table-4.4 Class-wise Strength of the Students in the Schools under Study

Particulars	KV	Private School	BMC School
Class-I	132	0	56
Class-II	130	0	68
Class-III	132	0	76
Class-IV	135	0	66
Class-V	132	79	74
Class-VI	126	66	68
Class-VII	127	73	64
Class-VIII	124	74	91
Class-IX	135	110	0
Class-X	104	84	0
Class-XI	87	0	0
Class-XII	76	0	0
Total Strength of Students	Total=1440, Boys: 803, Girls: 637	Total=483, Boys: 80, Girls: 403	Total=563, Boys: 236, Girls: 327
Total Number of Teacher	56	15	19
Pupil-Teacher Ratio (PTR)in schools	1:26	1:32	1:30

Source: Field Survey, 2018

From the table-4.4 it is observed that the total strength of the students and teachers is found more than double in KV as compared to private school and BMC School, this is because primary to Sr. Secondary level classes are there in KV, upper primary and secondary level classes are there in private school and elementary and secondary classes are there in BMC School. PTR was found quite satisfactory in all school under studies as per the norms of RTE Act-2009.

4.1.5 Other Activities and Programme

Organisation of various curricular and co-curricular activities like literary, socio-cultural activities, scientific activities, awareness programs, sports events and other supporting activities in the schools are also important for holistic development of children. This can be understood from the Table-4.5 given below.

Table-4.5 Other Activities and Programme organised in the Schools

Particulars	KV	Private School	BMC School
No of PTA Meeting in academic year (July to December)	3	3	3
No of SMC meeting in academic year (July to December)	1	3	6
No of times inspection by competent authority in an academic year	2	1	2
No of training program attended by social science teacher in last 5 year	0	5	3
Whether the provision of Mid-Day-Meal(MDM) Scheme arrange in school	No	Yes	Yes
Percentage of children bringing home lunch	100%	40% Up to	0
Cultural programme	Yes	Yes	Yes
Social awareness programme conducted	Yes	Yes	Yes
Whether the school environment help the backward student	Yes	Yes	Yes
Provision of field visit of student to local historical and geographical places	Yes	Yes	No

Source: Field Survey, 2018

From the Table-4.5 it is found that 3 PTA meetings were held in the academic year (July to December) 2018-19 in each of the three schools under study. However, maximum 6 SMC meetings were held in the academic year (July - December) 2018-19 in BMC School as compared to only 01 in KV and 03 meetings in private school. Higher competent authority had inspected only twice in KV and BMC School in the academic year 2018-19, but only once in private school. The social science teachers of private school were attended maximum 5 training programmes in the last five years as compared to only three in BMC School, but not a single training programme attended by KV social studies teachers. But, as per the achievement test conducted by us the academic performance of the private school was low as compared to KV. This is because of the availability of basic physical resources as well as qualified pre-service trained teachers and the provision of suitable learning environment in the KV. The provision of Mid-Day-Meals (MDM) scheme was found in BMC and private

schools, but not in KV. All children of KV were bringing home lunch as there was no MDM facility, where as in BMC School, not a single child brought home lunch as there was the MDM facility. However, in private school, interestingly around 40% of children used to bring their home lunch although there was provision of MDM facility. It was observed and stated by the children of private school that the quality of food provided in MDM was not so good. It was found good for all three schools under study that each of the schools were conducting cultural programme, social awareness programmes, helping and providing suitable school environment to backward student etc. Also one good thing was observed that there was the provision of field visit of schools children to show local historical and geographical places in KV and private school, but not in BMC School.

4.2 Case Study of Three Schools nearby Slum Area of Mumbai

Case Study-1: Kendriya Vidyalaya, Mankhurd (Mumbai): This Kendriya Vidyalay is a co-educational senior secondary school establishing in year 1987 with total strength of 1440 students, of which 803 are boys and 637 are girls. The total number teachers of this school was 56, of which 44 regular teachers and 12 contractual teachers. Out of 56 teachers, 46 teachers were female (including 35 regular and 11 contractual teachers) and only 10 teachers were male (including 9 regulars and 1 contractual teachers). But in social studies there are only one regular and 2 contractual teachers. The school was headed by the regular principal Mrs. Indira Devi Jain. There were two science teacher in the school of which one teacher was regular and another one was contractual teacher. The School has a big building with total 14 toilets equal for male and female students. In the school 3 PTA and 1 SMC meetings were held. There was no mid day meal facility in the school, so all students used to bring their lunch from home. There was no social science lab in the school.

Case Study-2: Mahila Mandal Sanchalit Madhymik Vidyalaya, Kurla(W): This is a co-educational secondary school (class-V to class-X) establishment in the year 1961. The school is Marathi medium and headed by a regular head mistress Mrs.Nisha Shivsharan Sudhakar. The school is a private school managed by the Mahila Mandal of the locality. The school had 483 children including 80 boys and 403 girls. There were total 15 teachers in the school including the HM and all are women. The school had three social science and four science teachers. There were total 08 toilets in the school out of which 03 were for male and 05 were for female. Three PTA and three SMC meetings were held in the academic session 2018-19 in the school. The higher authority had inspected the school only once in a year and the social

science teacher of the school had undergone about 5 trainings in the last five years. There was mid day meal facility in the school, even then about 40% children used to bring lunch from their home. There was no library facility and there was also shortage of social science teacher. Social science lab was also not available in the school.

Case Study-3: Sangharsh Nagar Municipal Marathi School: The Sangharsh Nagar Municipal Marathi School, Chandivali, Mumbai is a co-educational Marathi school, which was establishment in the year 2011. The school was headed by a regular Head Mistress Mrs.Ashwari D.Kolhatkar and governed by the local Govt.Municipal Corporation of Bruh-Mumbai(BMC). It is a elementary school with students strength of 563, out of which 236 were boys and 327 were girls. Total number of teachers in the school were only nineteen with majority of female (i.e. seventeen). There were only two social science teacher and one science teacher in the school. There was facility of playground & there were sufficient numbers of toilets for both boys and girls in the school. Three PTA and six SMC meetings were held in the school. Hgher officials had inspected the school twice in the academic year 2018-19. Social science teachers in the schools had attended training only three times in the last five year. There was facility of mid day meal in the school and all children were having lunch there, nobody was bringing lunch from their home. In the school there was neither social science lab nor they were arrangeing local visit for children. There was no garden facility in the school.

4.3 Supping up

To sum up from the above analysis, the case studies of three schools were selected nearby L ward slum dominated area of Mumbai based on three characteristics like one central school (Kendriya Vidyalaya, Mankhurd), one private school(i.e Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla(W)) and one State or local government school(i.e Sangharsh Nagar Marathi Medium, BMC School). Maximum numbers students from slum area were found in private school (30.19%) BMC School followed by BMC School (29.25%) and very less slum students in KV(2.83%). The academic performance of the private and BMC School was low as compared to KV. There was no social science lab in all schools under study and less number of social studies teachers in BMC School. In general, the infrastructural development with regard to educational opportunities of private school have found more as compared to KV and BMC schools.

CHAPTER-V

SOCIO-ECONOMIC PROFILE OF SCHOOL'S STUDENTS

The present chapter deals with result and discussion of the primary data related to socio-economic profile of students in the schools under study. This study is based on census survey conducted through structured questionnaire to examine the various aspects of background students in three schools viz KV, Mankhurd; Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla; Sangharsh Nagar Marathi Medium BMC School of Mumbai and Mumbai Suburban district of Maharashtra state. In this chapter attempt has been made to analyze the dynamics of various socio-economic aspects of the student's households. This chapter deals with Objective-1 and 4 given below.

Objective-1: To identify the socio-economic background of students in the schools and class under study of Maharashtra state.

Objective-4: To trace out the problems faced by socio-economic backward students in learning social studies in the school and class under study.

In order to achieve objective-1, here some socio-economic variables like basic information of students, category, occupation, educational qualification of household head, size of family, type of family, number of rooms of the household are taken into account to identify the background of students in the school under study of the Maharashtra State.

5.1. Distribution of Students in the Schools under Study

The distribution of students can be examined from the Table-5.1 given below for the different schools under study from Maharashtra state nearby slum area. From the Table-5.1 given below, it is observed that the students have been selected from three schools nearby L ward Slum Area viz., KV Mankhurd(CBSE School), Mahila Mandal Sanchalit Madhyamik Vidyalaya(Pvt. School) and Shangharsh Nagar Marathi Medium BMC School (State Govt. School) in the district of Mumbai and Mumbai Suburban district of Maharashtra State. For the study altogether 106 numbers students have been surveyed in the three schools under study. Out of total 106 students, 32.05%, 34.91% and 33.02% of students from K.V Mankhurd, Mahila Mandal Sanchalit Madhyamik Vidyalaya, and BMC School respectively.

Table-5.1: Distribution of Students in three Schools of Maharashtra State

S.N	District	Location	Slum Area	Schools	No of Students Surveyed	No of Students Strength
	(1)	(2)	(3)	(4)	(5)	(6)
1.	Mumbai Suburban	Eastern Suburban Vidyavihar (W)	L Ward Slum Area	KV Mankhurd (CBSE School)	34	124
2.	Mumbai	Kurla(W)	L Ward Slum Area	Mahila Mandal Sanchalit Madhyamik Vidyalaya (Private School)	37	74
3.	Mumbai	Urc 9(Kurla)	L Ward Slum Area	Shangharsh Nagar BMC Marathi School (State Govt. School)	35	91
Total	2	3	1	3	106	289

Source: Field Survey, 2018

5.2 Family Background of Students

The distribution of students with different types of family is an important aspect. There are two types of family, such as joint and nuclear family. With modernization the family structure has been shifting from joint to nuclear family systems. This type of family has some educational implications in terms of providing opportunities to students that depends on size of family. It is perceived that the students belong to the nuclear family system have higher educational opportunities than that of joint family.

Table-5.2: Type of Family of Students in Schools under Study in Maharashtra State

Residential Area	Name of Schools	Family type				Total	
		Joint family		Nuclear family		Number	Percentage
		Number	Percentage	Number	Percentage		
Slum	KV	1	0.94	2	1.88	3	2.83
	Pvt	7	6.6	25	23.58	32	30.18
	BMC	9	8.49	22	20.75	31	29.24
	Total	17	16.03	49	46.22	66	62.26
Non-Slum	KV	4	3.77	27	25.47	31	29.24
	Pvt	2	1.88	3	2.83	5	4.71
	BMC	0	0	4	3.77	4	3.77
	Total	6	5.66	34	32.07	40	37.73
Total	KV	5	4.71	29	27.35	34	32.07
	Pvt	9	8.49	28	26.41	37	34.9
	BMC	9	8.49	26	24.52	35	33.01
	Total	23	21.69	83	78.3	106	100

Source: Field Survey, 2018

From the Table-5.2 it is noticed that residential-wise, the percentage of the nuclear family has found more than that of joint family, both in slum and non-slum area, so that the educational opportunities of both slums and non-slum students are more, because the expenditure on education of the nuclear family is less than that of joint family. Still the income of the nuclear family in slum area is less as compared to non-slum, hence the educational opportunities of the slum students even belongs to nuclear family are less. However, the consumption expenditure of the joint family is more than that nuclear family.

ANOVA: Two-Factor Without Replication(Slum and Non-Slum Students)

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Slum-Non Slum	169	1	169	42.25	0.09718	161.4476
Joint-Nuclear Family	900	1	900	225	0.042379	161.4476
Error	4	1	4			
Total	1073	3				

ANOVA: Two-Factor Without Replication(Slum Students)

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
School-wise	271	2	135.5	3.550218	0.21977	19
Family-wise	170.67	1	170.6667	4.471616	0.168761	18.51282
Error	76.333	2	38.16667			
Total	518	5				

The result of ANOVA table given above indicates that there is no significant difference in the type of family system across residential area as shown by the statistically insignificant coefficients between joint and nuclear families. However, there is a significance difference in the location of students across type of families as shown by the statistically significant coefficient between slum and non-slum area of students. Similarly, in case of slum area students, there is significance difference in the type of family across schools as shown by the statistically significant coefficient between the educational opportunities of joint and nuclear family students. Also, there is significance difference in schools across type of family as shown by the statistically significant coefficient between the slum students of CBSE, Private and State government schools.

5.3 Social Background of Students

Usually, the demand for education is more of those students who belong to General and OBC categories in the society, but the lower categories of students have got less opportunity to avail education. However, from the Table-4.3 it is noticed that out of the sum total of 106 students of the schools under study, the general categories (39.62%) students are

found highest in comparison to lowest in ST(10.38%). However, SC(34.91%) is higher than that of OBC(15.09%). Together, the lower categories students (SC & ST) constituted 45.29% relatively less than that of upper categories (54.71%). The area-wise and schools-wise caste distribution of students can be examined from the Table-5.3 given below.

Table-5.3: Social Background of Students in the Schools under study

Residential Area	Schools	SC	ST	OBC	GEN	Total
Slum	KV	2 (1.89)	0 (0.00)	1 (0.94)	0 (0.00)	3 (2.83)
	Pvt.	11 (10.38)	5 (4.72)	2 (1.89)	14 (13.21)	32 (30.19)
	BMC	14 (13.21)	3 (2.83)	7 (6.60)	7 (6.60)	31 (29.25)
	Total	27 (25.7)	8 (7.55)	10 (9.43)	21 (19.81)	66 (62.26)
Non-Slum	KV	7 (6.60)	1 (0.94)	6 (5.66)	17 (16.04)	31 (29.25)
	Pvt.	1 (0.94)	2 (1.89)	0 (0.00)	2 (1.89)	5 (4.72)
	BMC	2 (1.89)	0 (0.00)	0 (0.00)	2 (1.89)	4 (3.77)
	Total	10 (9.43)	3 (2.83)	6 (5.66)	21 (19.81)	40 (37.74)
Total	KV	9 (8.49)	1 (0.94)	7 (6.60)	17 (16.04)	34 (32.08)
	Pvt.	12 (11.32)	7 (6.60)	2 (1.89)	16 (15.09)	37 (34.91)
	BMC	16 (15.09)	3 (2.83)	7 (6.60)	9 (8.49)	35 (33.02)
	Total	37 (34.91)	11 (10.38)	16 (15.09)	42 (39.62)	106 (100)

Source: Field Survey, 2018

Area-wise it is noticed from the Table-5.3 that the slum students (62.26%) are found more than that of non-slum(37.74%) in the schools under study and also irrespective of all categories like SC, ST and OBC but equal in the General category (19.81%). Within the slum students in the schools under study, it is found that majority of the students from SC(25.7%) than that of OBC(9.43%) group of students. Together SC & ST students of slum area constituted by 33.25% of total students, which is relatively higher than that of General & OBC (29.24%) in the schools under study. School-wise it is observed that the proportion of slum students was found more in underdeveloped private school (Mahila Mandal Sanchalit Madhyamik Vidyalaya about 30.19% of total students) and state government school (Shangharsh Nagar BMC Marathi Medium School about 29.25% of total students) but lowest in CBSE school(KV Mankhurd only 2.83% of total students). However, categories-wise it is clear that the most slum students are belong to SC&ST(16.05%) as compared to that of Gen

& OBC(13.20%) in the State government school. The same pattern is also found in underdeveloped private school and CBSE School.

ANOVA: Two-Factor Without Replication(Slum&Non-Slum)

Source of Variation	SS	df	MS	F	P-value	F crit
Category-wise	351	3	117	4.35	0.129078	9.276628
Area-wise	84.5	1	84.5	3.15	0.174066	10.12796
Error	80.5	3	26.8			
Total	516	7				

ANOVA: Two-Factor Without Replication(Slum student)

Source of Variation	SS	df	MS	F	P-value	F crit
Category-wise	81.7	3	27.2	2.21	0.18744	4.757063
School-wise	136	2	67.8	5.51	0.043878	5.143253
Error	73.8	6	12.3			
Total	291	11				

The result of the ANOVA table given above indicates significant differences in the caste distribution of students across residential areas as shown by the statistically significant coefficients both for row-wise as well as column-wise differences. Similarly, from the lower part of the ANOVA table shows that there is significant differences in categories wise slum students' across schools, but no significance difference in the school-wise slum students across categories.

5.4 Economic Background of Slum Students

Occupation is one of the important economic variables which affect the learning of the students. So, the current status of occupational distribution of the parents of the students of different schools under study can be examined in the following Table-5.4. Considering all students taken together, it is noticed from the Table-5.4 given below that most of the student's parents are doing job or salary earners(65.09%) followed by wage labour(21.70%), trade & business(2.83%), traditional caste based occupation(2.83%) and rest 7.55% of student's parents occupying Artisan skill worker, old & retired, agriculture and others (below 2% each). The same pattern of observation was found in case of slum students. Here one important thing has been noticed that the students whose parents are in job or salary earner are not facing problems of expenditure on education, but the parents occupying wage labour and caste based occupation are usually face the problem of financing their children education. School-wise it is found that the highest proportion of slum

student's parents occupying wage labour in State government school (Shangharsh Nagar BMC School having 14.15%) as against lowest in CBSE school(0.94%).

Table-5.4: Primary Occupational Distribution of Student's Household Head

Occupation of Student's Household Head	Slum				Non-Slum				Total			
	KV	Pvt.	BMC	Total	KV	Pvt.	BMC	Total	KV	Pvt.	BMC	Total
Agriculture	0.00	0.00	0.00	0.00	0.00	0.94	0.00	0.94	0.00	0.94	0.00	0.94
Trade & Business	0.00	0.94	0.00	0.94	1.89	0.00	0.00	1.89	1.89	0.94	0.00	2.83
Wage Labour	0.94	4.72	14.15	19.81	0.00	0.00	1.89	1.89	0.94	4.72	16.04	21.70
Job or Salary Worker	0.94	18.87	14.15	33.96	26.42	3.77	0.94	31.13	27.36	22.64	15.09	65.09
Artisan Skill Worker	0.94	0.00	0.00	0.94	0.00	0.00	0.94	0.94	0.94	0.00	0.94	1.89
Traditional Caste Base Occupation	0.00	2.83	0.00	2.83	0.00	0.00	0.00	0.00	0.00	2.83	0.00	2.83
Old and Retired	0.00	0.94	0.94	1.89	0.00	0.00	0.00	0.00	0.00	0.94	0.94	1.89
Handicapped	0.00	0.00	0.00	0.00	0.94	0.00	0.00	0.94	0.94	0.00	0.00	0.94
Others	0.00	1.89	0.00	1.89	0.00	0.00	0.00	0.00	0.00	1.89	0.00	1.89
Total	2.83	30.19	29.25	62.26	29.25	4.72	3.77	37.74	32.08	34.91	33.02	100

Source: Field survey, 2018

ANOVA: Two-Factor Without Replication(Slum Student)

Source of Variation	SS	df	MS	F	P-value	F crit
Occupation-wise	424	8	53	3.41324	0.01751	2.591096
School-wise	60.222	2	30.1111	1.93918	0.17616	3.633723
Error	248.44	16	15.5278			
Total	732.67	26				

The result of the ANOVA table indicate that there is no significant difference in occupational distribution of the parents' of slum students across schools as shown by the statistically insignificant coefficients between various occupations, but significance difference in school wise slum students' across occupations as shown by statistically significant coefficients between schools under study.

5.5 Educational Background of Student's Household Head

There are lots of benefits of the presence of educated members in the family. The educated members of the household provide the learning environment within the family and students have the opportunity to clear their doubts by asking to their parents and elders. So here an attempt has been made to study the educational background of the family member's student's across the under study schools in the Table-5.5.

Table-5.5: Educational Status of Student's Household Head in Study School

Residential Area	Schools	No of Educated of the family(%)								Total
		2	3	4	5	6	7	8	9	
Slum	KV	0.94	0.00	0.94	0.94	0.00	0.00	0.00	0.00	2.83
	Pvt.	0.94	4.72	7.55	14.15	1.89	0.00	0.94	0.00	30.19
	BMC	1.89	2.83	11.32	5.66	4.72	0.94	0.94	0.94	29.25
	Total	3.77	7.55	19.81	20.75	6.60	0.94	1.89	0.94	62.26
Non-Slum	KV	0.94	4.72	16.04	5.66	1.89	0.00	0.00	0.00	29.25
	Pvt.	0.00	0.00	1.89	0.94	1.89	0.00	0.00	0.00	4.72
	BMC	0.00	0.94	0.00	0.94	1.89	0.00	0.00	0.00	3.77
	Total	0.94	5.66	17.92	7.55	5.66	0.00	0.00	0.00	37.74
Total	KV	1.89	4.72	16.98	6.60	1.89	0.00	0.00	0.00	32.08
	Pvt.	0.94	4.72	9.43	15.09	3.77	0.00	0.94	0.00	34.91
	BMC	1.89	3.77	11.32	6.60	6.60	0.94	0.94	0.94	33.02
	Total	4.72	13.21	37.74	28.30	12.26	0.94	1.89	0.94	100

Source: Field Survey, 2018

From the Table-5.5 it is clear that most of the student's family households are educated in all schools under study. However, the percentage of maximum 7, 8, and 9 numbers of educated members of the students' households are found in state government schools because they reside in joint family or size of the families are large. Although the consumption expenditure of the large size family is more, however, it is good for the students as their parents and elder can guide them and provide an environment of study within the family.

ANOVA: Two-Factor Without Replication(Slum)

Source of Variation	SS	Df	MS	F	P-value	F crit
School -wise	67.75	2	33.875	3.8583	0.0463	3.7389
No. of Educated member wise	171.83333	7	24.548	2.7959	0.0482	2.7642
Error	122.91667	14	8.7798			
Total	362.5	23				

The result of the ANOVA table indicates that there is no significant difference in the number of educated members of the slum student's household across schools as shown by the statistically insignificant coefficients between row-wise and column-wise difference.

One can examine the literacy status of the household head of the slum students from the Table-5.6 given below. It is found that all most all the parents of the slum areas students are literate, but only 1.89% and 0.94% of slum student's parents are illiterate in state government and private schools respectively. It means every parent has known the value of education so that they have sent their children to school.

Table-5.6: Literacy Status of Student's Household Head

Residential Area	Schools	Literacy Status of HH Head		Total
		Illiterate	Literate	
Slum	KV	0.00	2.83	2.83
	Pvt.	0.94	29.25	30.19
	BMC	1.89	27.36	29.25
	Total	2.83	59.43	62.26
Non-Slum	KV	0.94	28.30	29.25
	Pvt.	0.00	4.72	4.72
	BMC	0.00	3.77	3.77
	Total	0.94	36.79	37.74
Total	KV	0.94	31.13	32.08
	Pvt.	0.94	33.96	34.91
	BMC	1.89	31.13	33.02
	Total	3.77	96.23	100

Source: Field Survey, 2018

5.6 Annual Income of Student's Households

Children education depends on the income of the parents, as higher the income higher the expenditure on education, study materials and vice versa. So, here an attempt has been made to know the pattern of annual income of slum student's households in the under study schools from the Table-5.7 given below.

Table-5.7: Aggregate Annual Income Student's Households

Residential Area	Schools	Range of Income of Household						Total
		Below 100000	100001 - 200000	200001 - 300000	300001 - 400000	400001 - 500000	Above 500000	
Slum	KV	0.00	0.00	0.94	0.94	0.94	0.00	2.83
	Pvt.	2.83	3.77	14.15	5.66	0.94	2.83	30.19
	BMC	9.43	11.32	5.66	1.89	0.94	0.00	29.25
	Total	12.26	15.09	20.75	8.49	2.83	2.83	62.26
Non-Slum	KV	0.94	0.00	0.94	5.66	9.43	12.26	29.25
	Pvt.	0.94	0.94	0.00	1.89	0.94	0.00	4.72
	BMC	0.00	2.83	0.94	0.00	0.00	0.00	3.77
	Total	1.89	3.77	1.89	7.55	10.38	12.26	37.74
Total	KV	0.94	0.00	1.89	6.60	10.38	12.26	32.08
	Pvt.	3.77	4.72	14.15	7.55	1.89	2.83	34.91
	BMC	9.43	14.15	6.60	1.89	0.94	0.00	33.02
	Total	14.15	18.87	22.64	16.04	13.21	15.09	100

Source: Field Survey, 2018

From the Table-5.7 given above it is noticed that most of the slum student's parents are earning less than Rs. 3 lakhs as income in State government school (Shagharshnagar BMC Schools i.e.26.41%) followed by underdeveloped private school (around 20%). The slum

students have less opportunity to spend on educational material. So the scope of the learning for slum students is less as compared to non-slum students.

ANOVA: Two-Factor Without Replication(Slum & Non- Slum)

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Slum-Non slum Students	56.333333	1	56.33	0.7853	0.4161	6.6079
Income- wise	34.666667	5	6.933	0.0967	0.9886	5.0503
Error	358.66667	5	71.73			
Total	449.66667	11				

The result of the ANOVA table indicates that there is significant difference in parents income of the students belongs to slum and non-slum area of the schools as shown by the statistically significant coefficients between row-wise and column-wise difference.

5.7 Living Condition of Student's Households

"Access to stable, adequate shelter plays a major role in the health and wellbeing of families, and in particular children, by providing a safe environment, the security that allows participation in the social, educational, economic, and community aspects of their lives and the privacy to foster autonomy as an individual and a family unit" (Australian Institute of Health and Welfare, 2010). Hence, the living condition of the student's household is an important aspect that determines the learning of the students. It means that numbers room available in the current dwelling, numbers of family members are sharing in current dwelling and numbers of dependent members of the family etc. affects the education of children. Because the availability of study room and the ratio of numbers of room available and numbers of people sharing room plays an important role in the education of children. All these aspects can be known from the following Table-5.8, Table-5.9 and Table-5.10.

From the Table-5.8 it is clear that most of the slum student's household have a maximum number of 2-rooms. It is observed that around 26.42% and 2.83% of slum student's household have only two and one room respectively of the students who were studying in the State government school, while 11.32% and 16.04% of slum student's households have only two and one room respectively who were in the private school. But only 2.83% of slum households have only one and two rooms among the students of CBSE School. Hence, those students whose household have less number of rooms have faced difficulties in studying due to the shortage of the study room.

Table-5.8: Number of Rooms in Current Dwelling of Student's Household

Residential Area	Name of School	How many rooms are there in the current dwelling?						Total
		1	2	3	4	5	9	
Slum	KV	0.94	1.89	0.00	0.00	0.00	0.00	2.83
	Pvt.	16.04	11.32	1.89	0.00	0.00	0.94	30.19
	BMC	2.83	26.42	0.00	0.00	0.00	0.00	29.25
	Total	19.81	39.62	1.89	0.00	0.00	0.94	62.26
Non-Slum	KV	0.94	10.38	14.15	1.89	1.89	0.00	29.25
	Pvt.	1.89	2.83	0.00	0.00	0.00	0.00	4.72
	BMC	0.00	3.77	0.00	0.00	0.00	0.00	3.77
	Total	2.83	16.98	14.15	1.89	1.89	0.00	37.74
Total	KV	1.89	12.26	14.15	1.89	1.89	0.00	32.08
	Pvt.	17.92	14.15	1.89	0.00	0.00	0.94	34.91
	BMC	2.83	30.19	0.00	0.00	0.00	0.00	33.02
	Total	22.64	56.60	16.04	1.89	1.89	0.94	100

Source: Field Survey, 2018

One can also know the living condition in term of family member sharing in the current dwelling of slum students' households from Table-5.9 given below.

Table-5.9: Number of Member Sharing in Current Dwelling of Student's Household

Residential Area	School	How many people are sharing the dwelling?										Total
		1	3	4	5	6	7	8	9	10	11	
Slum	KV	0.00	0.94	0.00	0.94	0.00	0.94	0.00	0.00	0.00	0.00	2.83
	Pvt.	0.94	1.89	6.60	14.15	2.83	0.94	0.00	0.00	0.94	1.89	30.19
	BMC	0.00	1.89	6.60	9.43	3.77	4.72	1.89	0.94	0.00	0.00	29.25
	Total	0.94	4.72	13.21	24.53	6.60	6.60	1.89	0.94	0.94	1.89	62.26
Non-Slum	KV	0.00	2.83	17.92	3.77	3.77	0.00	0.94	0.00	0.00	0.00	29.25
	Pvt.	0.00	0.00	0.94	0.94	0.94	0.94	0.00	0.94	0.00	0.00	4.72
	BMC	0.00	0.00	0.00	1.89	1.89	0.00	0.00	0.00	0.00	0.00	3.77
	Total	0.00	2.83	18.87	6.60	6.60	0.94	0.94	0.94	0.00	0.00	37.74
Total	KV	0.00	3.77	17.92	4.72	3.77	0.94	0.94	0.00	0.00	0.00	32.08
	Pvt.	0.94	1.89	7.55	15.09	3.77	1.89	0.00	0.94	0.94	1.89	34.91
	BMC	0.00	1.89	6.60	11.32	5.66	4.72	1.89	0.94	0.00	0.00	33.02
	Total	0.94	7.55	32.08	31.13	13.21	7.55	2.83	1.89	0.94	1.89	100

Source: Field Survey, 2018

From the Table-5.9 it is clear that the maximum 9.43% and 14.15% of student's household's five and more people were sharing the dwelling for student in the state government and private schools respectively. But only 0.94% of student's household in CBSE School. So that the size of family member should be reduced among the student's household belongs to state government and private schools.

One can also examine the number of dependent member of the family from the Table-5.10 given below.

Table-5.10: Size of Dependent members of Students Household

Residential Area	Schools	No of Dependent of Family							Total
		1	2	3	4	5	6	7	
Slum	KV	0.00	0.94	0.00	0.94	0.94	0.00	0.00	2.83
	Pvt.	0.00	3.77	14.15	8.49	0.94	1.89	0.94	30.19
	BMC	1.89	5.66	6.60	11.32	2.83	0.94	0.00	29.25
	Total	1.89	10.38	20.75	20.75	4.72	2.83	0.94	62.26
Non-Slum	KV	0.00	7.55	15.09	3.77	1.89	0.94	0.00	29.25
	Pvt.	0.00	0.00	1.89	0.94	0.94	0.94	0.00	4.72
	BMC	0.00	0.00	2.83	0.94	0.00	0.00	0.00	3.77
	Total	0.00	7.55	19.81	5.66	2.83	1.89	0.00	37.74
Total	KV	0.00	8.49	15.09	4.72	2.83	0.94	0.00	32.08
	Pvt.	0.00	3.77	16.04	9.43	1.89	2.83	0.94	34.91
	BMC	1.89	5.66	9.43	12.26	2.83	0.94	0.00	33.02
	Total	1.89	17.92	40.57	26.42	7.55	4.72	0.94	100

Source: Field Survey, 2018

From the Table-5.10 it is noticed that more than 20% of the student's household have three or four dependent members in the family. It is also found that five, six and seven numbers of family members are also dependent in the household of student of BMC and private schools. In majority of cases in poor family presence of more numbers of dependent family members leads to reduce the per capita income of the family and increase the per capita consumption expenditure of the households, so that it reduced the slum student's expenditure on education and find the problems of learning in different subjects.

5.8 Summing up

From the above results and discussion, it is clear that the students have been selected from three schools nearby L ward Slum Area viz., KV Mankhurd (CBSE School), Mahila Mandal Sanchalit Madhyamik Vidyalaya (Pvt. School) and Shangharsh Nagar BMC Marathi Medium School (State Govt. School) in the district of Mumbai and Mumbai Suburban of Maharashtra. For the study altogether 106 numbers students have been surveyed in the three schools under study. Out total 106 students, 32.05%, 34.91% and 33.02% of students from K.V Mankhurd, Mahila Mandal Sanchalit Madhyamik Vidyalaya, and BMC School respectively.

The percentage of the nuclear family has found more than that of joint family, both in slum and non-slum area, so that the educational opportunities of both slums and non-slum students are more, because the expenditure on education of the nuclear family is less than

that of joint family. Still the income of the nuclear family in slum area is less as compared to non-slum; hence the educational opportunities of the slum students even belong to nuclear family are less. However, the consumption expenditure of the joint family is more than that nuclear family.

The slum students (62.26%) are found more than that of non-slum (37.74%) in the schools under study and also irrespective of all categories like SC, ST and OBC but equal in the General category (19.81%). Within the slum students in the schools under study, it is found that majority of the students from SC (25.7%) than that of OBC (9.43%) group of students. Together SC & ST students of slum area constituted by 33.25% of total students, which is relatively higher than that of General & OBC (29.24%) in the schools under study. School-wise it is observed that the proportion of slum students was found more in underdeveloped private school (Mahila Mandal SanchalitMadhyamikVidyalaya about 30.19% of total students) and state government school (Shangharsh Nagar BMC Marathi Medium School about 29.25% of total students) but lowest in CBSE school (KV Mankhurd only 2.83% of total students). However, categories-wise it is clear that the most slum students are belong to SC & ST (16.05%) as compared to that of Gen & OBC (13.20%) in the State government school. The same pattern is also found in underdeveloped private school and CBSE School.

Most of the student's parents are doing job or salary earners (65.09%) followed by wage labour (21.70%), trade & business (2.83%), traditional caste based occupation (2.83%) and rest 7.55% of student's parents occupying Artisan skill worker, old & retired, agriculture and others (below 2% each). The same pattern of observation was found in case of slum students. Here one important thing has been noticed that the students whose parents are in job or salary earner are not facing problems of expenditure on education, but the parents occupying wage labour and caste based occupation are usually face the problem of financing their children education. School-wise it is found that the highest proportion of slum student's parents occupying wage labour in State government school (Shangharsh Nagar BMC School having 14.15%) as against lowest in CBSE school(0.94%).

Most of the student's family households are educated in all schools under study. However, the percentage of maximum 7, 8, and 9 numbers of educated members of the student's households are found in state government schools because they are joint family or size of the family more. Although the consumption expenditure of the large size family is more, however, it is good for the students as their parents and elder can able to provide the study environment within the family. It is found that all most all the parents of the slum

students are literate, but only 1.89% and 0.94% of slum student's parents are illiterate in state government and private schools respectively. It means every parent has known the value of education so that they have sent their children to school.

It is noticed that most of the slum student's parents are earning less than Rs. 3 lakhs as income in State government school(Shagharshnagar BMC Schools 26.41%) followed by underdeveloped private school(around 20%). The slum students have less opportunity to spend on educational material. So the scope of the learning for slum students is less as compared to non-slum students.

Most of the slum student's household have a maximum number of 2-rooms. It is observed that around 26.42% and 2.83% of slum student's household have only two and one room respectively of the students who were studying in the State government school, while 11.32% and 16.04% of slum student's households have only two and one room respectively who were in the private school. But only 2.83% of slum households have only one and two rooms among the students of CBSE School. Hence, those students whose household have less number of rooms have faced difficulties in studying due to the shortage of the study room. So that the size of family member should be reduced among the student's household belongs to state government and private schools.

It is found that more than 20% of the student's household have three or four dependent members in the family. It is also found that five, six and seven numbers of family members are also dependent in the household of student of BMC and private schools. In majority of cases in poor family presence of more numbers of dependent family members' leads to reduce the per capita income of the family and increase the per capita consumption expenditure of the households, so that it reduced the slum student's expenditure on education and find the problems of learning in different subjects.

CHAPTER-VI

TRENDS OF ATTENDANCE & ACADEMIC PERFORMANCE

This chapter deals with trends in pattern of attendance and academic performance of the students of upper primary level in the schools under study nearby slum area of Mumbai. This chapter is based on the secondary data i.e school records of the respective schools taking in to considerations of last three academic years. Here attendance of terminal Class students i.e class VIII students have only been taken care for the analysis of academic performances and attendance of past record of two year from Class-VI to Class-VII. This is because to understand the past performance of the students help of schools records of their respective schools have been taken and analysed. This chapter will achieve objective-2 and objective-3 of the study.

Objective-2: To examine the academic performance or achievement level of students in the school and class under study of the state.

Objective-3: To examine the attendance of students in the school and class under study of Maharashtra state.

6.1 Attendance and Academic Performance of Class-VI Students in Social Studies

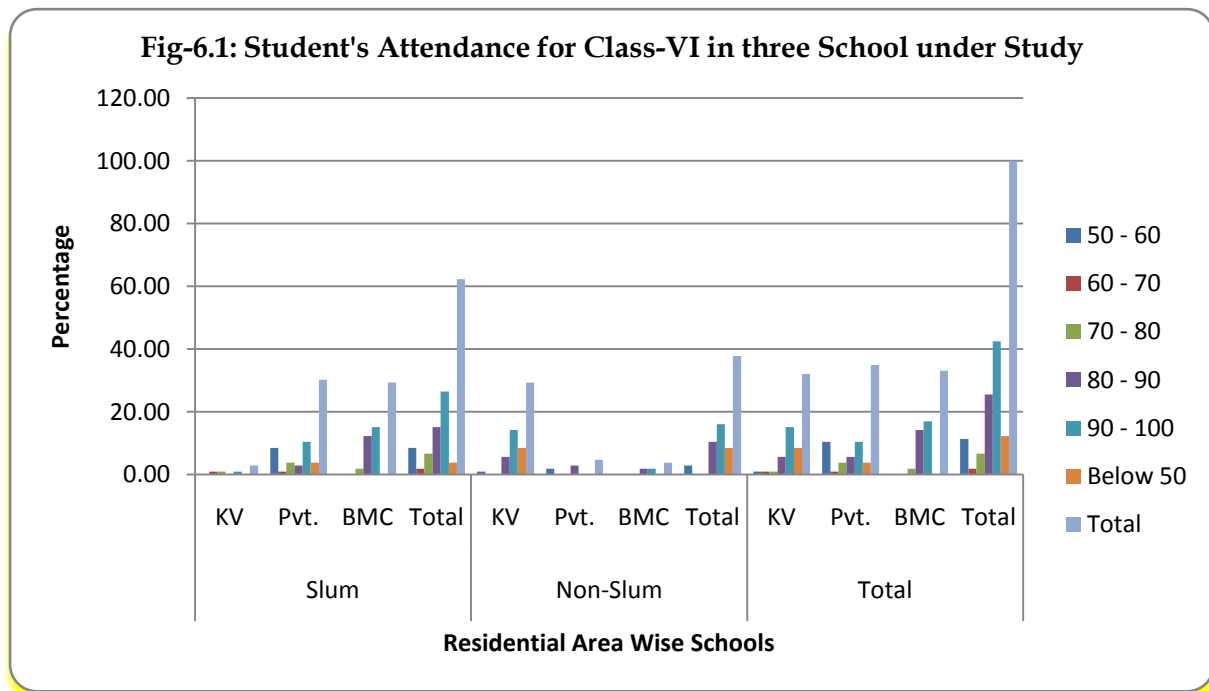
Attendance is one of the important factors determining the academic performance of the students. As many studies found that there is positive relationship between the attendance and academic performance of the students. So here an attempt has been made to studies the status of attendance and academic performance of current students of class-VIII when they were in class-VI in 2-years back.

From the Table-6.1 given below, it is clear that about 25.48% of total students have below 70% of attendance in the schools under study, of which slums students consisted (14.15%), which was more than that of non-slum students(11.32%). School-wise, it is noticed that the Private school(15.10%) is relatively higher than that of KV(10.39%), but not a single percentage of students have below 70% of attendance in BMC School(See Fig-6.1). In fact the academic performance of the students of BMC schools should be better as compared to KV and private schools(See Table-6.2).

Table-6.1: Attendance of the Students in Class-VI in the Schools under study

Residential Area	Schools	Range of Attendance in Class-VI						Total
		50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	Below 50	
Slum	KV	0.00	0.94	0.94	0.00	0.94	0.00	2.83
	Pvt.	8.49	0.94	3.77	2.83	10.38	3.77	30.19
	BMC	0.00	0.00	1.89	12.26	15.09	0.00	29.25
	Total	8.49	1.89	6.60	15.09	26.42	3.77	62.26
Non-Slum	KV	0.94	0.00	0.00	5.66	14.15	8.49	29.25
	Pvt.	1.89	0.00	0.00	2.83	0.00	0.00	4.72
	BMC	0.00	0.00	0.00	1.89	1.89	0.00	3.77
	Total	2.83	0.00	0.00	10.38	16.04	8.49	37.74
Total	KV	0.94	0.94	0.94	5.66	15.09	8.49	32.08
	Pvt.	10.38	0.94	3.77	5.66	10.38	3.77	34.91
	BMC	0.00	0.00	1.89	14.15	16.98	0.00	33.02
	Total	11.32	1.89	6.60	25.47	42.45	12.26	100

Source: Field Survey, 2018(School Records)



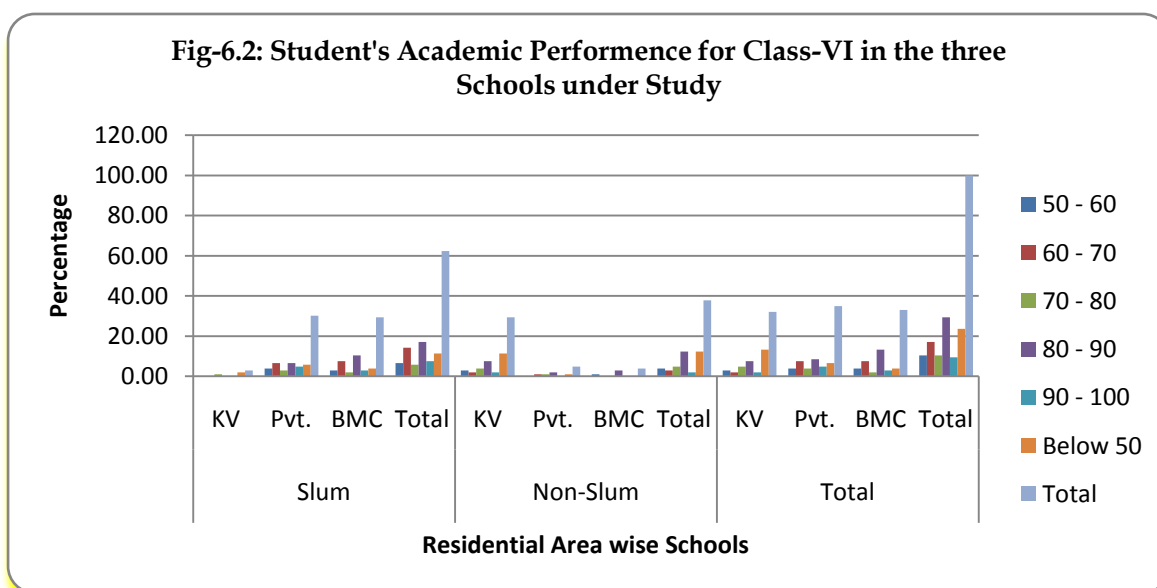
The academic performance of the students of Class-VIII and their past two years (of class VI & VII) academic performances are presented below.

Table-6.2: Academic Performance of Students in Class-VI in Social Studies

Residential Area	Schools	Range of %mark in class 6th in Social Science						Total
		50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	Below 50	
Slum	KV	0.00	0.00	0.94	0.00	0.00	1.89	2.83
	Pvt.	3.77	6.60	2.83	6.60	4.72	5.66	30.19
	BMC	2.83	7.55	1.89	10.38	2.83	3.77	29.25
	Total	6.60	14.15	5.66	16.98	7.55	11.32	62.26
Non-Slum	KV	2.83	1.89	3.77	7.55	1.89	11.32	29.25
	Pvt.	0.00	0.94	0.94	1.89	0.00	0.94	4.72
	BMC	0.94	0.00	0.00	2.83	0.00	0.00	3.77
	Total	3.77	2.83	4.72	12.26	1.89	12.26	37.74
Total	KV	2.83	1.89	4.72	7.55	1.89	13.21	32.08
	Pvt.	3.77	7.55	3.77	8.49	4.72	6.60	34.91
	BMC	3.77	7.55	1.89	13.21	2.83	3.77	33.02
	Total	10.38	16.98	10.38	29.25	9.43	23.58	100

Source: Field Survey, 2018(School record)

From the Table-6.2 it is noticed that the about 50.94% of total students have obtained less than 70% of marks in social science in all schools taken together under study(See Fig-6.2), of which the slums students consist of (32.07%) is higher than that of non-slum students(18.87%). School-wise, it is noticed that the academic performance students of private School (17.93%) have slightly higher than that of KV(17.92%) and BMC school(15.09%). In fact, the relationship between attendance and academic performance in BMC school was found contradictory as all students of class-VI have above 70% of attendance but at the same time 15.09% of students have less than 70% of marks. Therefore, the pedagogical intervention is not only require to improve the academic performance of slum students in social studies but all also the non-slum students for class-VI of the schools under study.



The cross tabulation of the total number and percentage of attendance and marks(academic performance) of the students for Class-VIII while they were in the class-VI is presented in the Table-6.3 and also examine the level of significance by using the Chi-square test from the Table-6.4 given below.

Table-6.3: Number and Percentage of Attendance and Marks (Academic Performance) of Students for Class-VI in Social Studies:

Range of % of Attendance	Indicators	Range of %mark in class 6th in Social Science						Total
		50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	Below 50	
50 - 60	Count	0 _a	3 _a	2 _a	3 _a	1 _a	3 _a	12
	% of Total	0.0%	2.8%	1.9%	2.8%	.9%	2.8%	11.3%
60 - 70	Count	0 _a	0 _a	0 _a	0 _a	0 _a	2 _a	2
	% of Total	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	1.9%
70 - 80	Count	2 _a	0 _a	1 _a	2 _a	0 _a	2 _a	7
	% of Total	1.9%	0.0%	.9%	1.9%	0.0%	1.9%	6.6%
80 - 90	Count	6 _a	5 _a	3 _a	9 _a	0 _a	4 _a	27
	% of Total	5.7%	4.7%	2.8%	8.5%	0.0%	3.8%	25.5%
90 - 100	Count	3 _{a, b}	9 _{a, b}	5 _{a, b}	17 _b	7 _b	4 _a	45
	% of Total	2.8%	8.5%	4.7%	16.0%	6.6%	3.8%	42.5%
Below 50	Count	1 _{a, b}	0 _b	1 _{a, b}	0 _b	0 _{a, b}	11 _a	13
	% of Total	.9%	0.0%	.9%	0.0%	0.0%	10.4%	12.3%
Total	Count	12	17	12	31	8	26	106
	% of Total	11.3%	16.0%	11.3%	29.2%	7.5%	24.5%	100.0%

Source: Firded Srvey, 2018(School Records)

It is observed from the Table-6.3 given above that Each subscript letter denotes a subset of Range of %mark in class 6th in Social Science categories whose column proportions do not differ significantly from each other at the .05 level. The cell highlighted by the colour indicate that the better performance of attendance and academic mark as above 70% in the schools under study.

The Chi-square test statistic has been used to test the above cross tabulation value of attendance and marks obtained by the students to know and examine whether there is significance difference, causation and relation between the attendance and marks obtained by the students for Class-VI in the schools under study. This can be examine from the Chi-square test Table-6.4 given below.

Table-6.4: Chi-Square Test for significance difference of Attendance and Marks obtained by the Students in Class-VI

Chi-Square Tests				
Residential Area	Coefficient	Value	df	Asymp. Sig. (2-sided)
Slum	Pearson Chi-Square	29.427 ^b	25	.246
	Likelihood Ratio	32.840	25	.135
	N of Valid Cases	66		
Non-Slum	Pearson Chi-Square	32.813 ^c	15	.005
	Likelihood Ratio	37.098	15	.001
	N of Valid Cases	40		
Total	Pearson Chi-Square	55.304 ^a	25	.000
	Likelihood Ratio	58.646	25	.000
	N of Valid Cases	106		

a. 29 cells (80.6%) have expected count less than 5. The minimum expected count is .15.

b. 33 cells (91.7%) have expected count less than 5. The minimum expected count is .18.

c. 22 cells (91.7%) have expected count less than 5. The minimum expected count is .15.

From the Table-6.4 it is clear that in the slum students, the calculated value of Chi-square test statistics (29.427) is less than that of tabulated value (37.65 and 44.31) of its (P-value) with $df=25$, at 0.05 and 0.01 level of significance. Here the null hypothesis is not rejected as there is no relationship between the attendance and mark obtained by the slum students of class-VI in all three schools under study.

In the non-slum area, the calculated value of Chi-square test statistics (32.813) is greater than tabulated value (25.00 and 30.58) of P-value with $df=15$ at 0.05 and 0.01 level of significance. Hence, the null hypothesis is rejected and accepts the alternative hypothesis as there is relationship between the attendance and marks obtained by the non-slum students of class-VI in all the schools under study.

In sum total of both slum and non-slum students taken together, it is noticed that the calculated value of Chi-square test statistic (55.304) is greater than tabulated value of (37.65 and 44.31) of P-value with $df=25$ at 0.05 and 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted as there is correlation between the attendance and marks obtained by all the students taken together in the schools under study.

The correlation between the attendance and marks (academic performance) in social studies obtained by the students of class-VI in all three schools taken together under study is examined from the Table-6.5 given below.

Table-6.5 : Correlation Between Attendance and Marks obtained by the Students of Class-VI In Social Studies in All the Schools under Study

Particulars	Coefficient	% of Attendance in Class 6th	% of Mark obtained in Social Science in Class 6th
% of Attendance in Class 6th	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	N	106	106
% of Mark obtained in Social Science Class 6th	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	N	106	106

** . Correlation is significant at the 0.01 level (2-tailed).

It is found from the Table-6.5 that the Pearson correlation coefficient is 0.650. The value of correlation coefficient is approach to 1. So that there is relatively high positive correlation between the attendance and mark (academic performance) obtained by the students of class-VI in the schools under study. Also, the relationship between the attendance and mark obtained by the students is highly significance at the 0.01 level in the schools taken together under study nearby slum area.

6.2 Attendance and Academic Performance of Class-VII Students in Social Studies

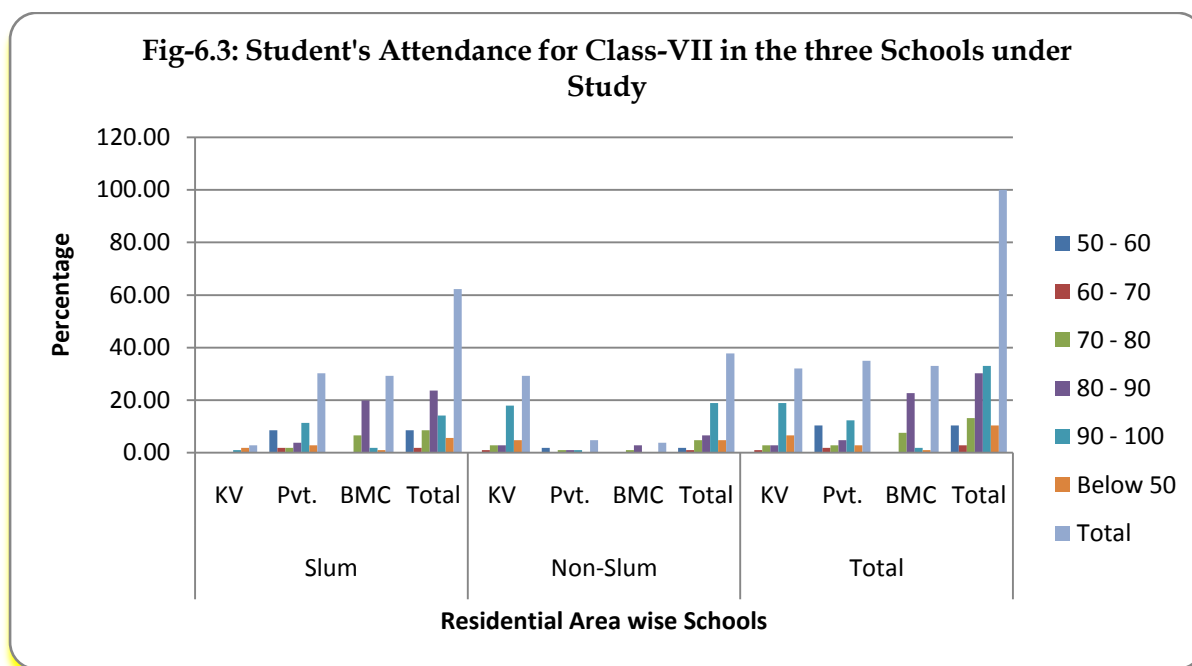
Attendance is one of the important factors determining the academic performance of the students. As many studies found that there is positive relationship between the attendance and academic performance of the students. So here an attempt has been made to study the status of attendance of current students of class-VIII when they were in class-VII in 2-years back.

Table-6.6: Attendance of the Students in Class-VII in the Schools under study

Residential Area	Schools	Range of attendance in 7th class						Total
		50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	Below 50	
Slum	KV	0.00	0.00	0.00	0.00	0.94	1.89	2.83
	Pvt.	8.49	1.89	1.89	3.77	11.32	2.83	30.19
	BMC	0.00	0.00	6.60	19.81	1.89	0.94	29.25
	Total	8.49	1.89	8.49	23.58	14.15	5.66	62.26
Non-Slum	KV	0.00	0.94	2.83	2.83	17.92	4.72	29.25
	Pvt.	1.89	0.00	0.94	0.94	0.94	0.00	4.72
	BMC	0.00	0.00	0.94	2.83	0.00	0.00	3.77
	Total	1.89	0.94	4.72	6.60	18.87	4.72	37.74
Total	KV	0.00	0.94	2.83	2.83	18.87	6.60	32.08
	Pvt.	10.38	1.89	2.83	4.72	12.26	2.83	34.91
	BMC	0.00	0.00	7.55	22.64	1.89	0.94	33.02
	Total	10.38	2.83	13.21	30.19	33.02	10.38	100

Source: Field Survey, 2018(School Records)

From the Table-6.6 it is clear that about 23.58% of total students have below 70% of attendance in the schools under study, of which slums students(16.04%) is more than that of non-slum students(7.55%). School-wise, it is noticed that the Private school(15.10%) is relatively higher than that of KV(7.55%), but only 0.94% of students have below 70% of attendance in BMC School(See Fig-6.3). In fact the academic performance of the students of BMC schools should be better as compared to KV and private schools(See Table-6.7).



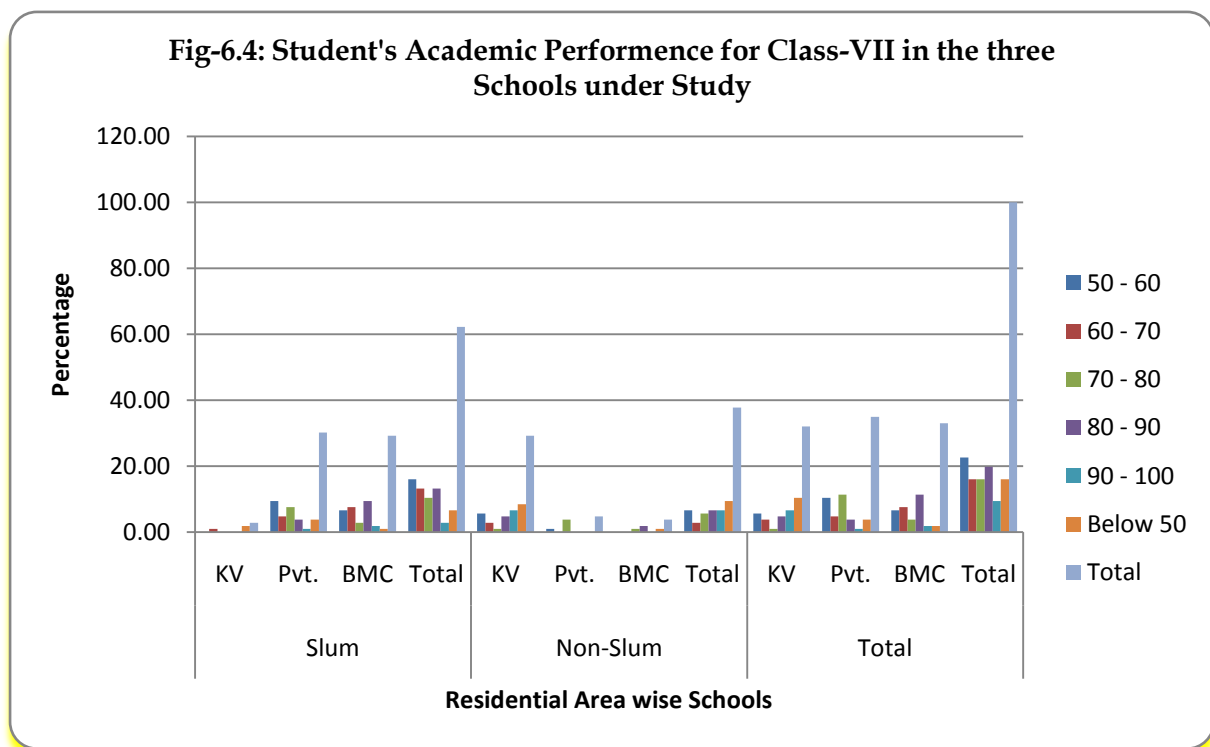
The academic performance of the students of current Class-VIII when they were in class-VII in 2-years back can be studied from the Table-6.7 given below.

Table-6.7: Percentage of Marks in Social Science obtained by Class-VII Students

Residential Area	Schools	Range of %mark in class 7th in Social Science						Total
		50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	Below 50	
Slum	KV	0.00	0.94	0.00	0.00	0.00	1.89	2.83
	Pvt.	9.43	4.72	7.55	3.77	0.94	3.77	30.19
	BMC	6.60	7.55	2.83	9.43	1.89	0.94	29.25
	Total	16.04	13.21	10.38	13.21	2.83	6.60	62.26
Non-Slum	KV	5.66	2.83	0.94	4.72	6.60	8.49	29.25
	Pvt.	0.94	0.00	3.77	0.00	0.00	0.00	4.72
	BMC	0.00	0.00	0.94	1.89	0.00	0.94	3.77
	Total	6.60	2.83	5.66	6.60	6.60	9.43	37.74
Total	KV	5.66	3.77	0.94	4.72	6.60	10.38	32.08
	Pvt.	10.38	4.72	11.32	3.77	0.94	3.77	34.91
	BMC	6.60	7.55	3.77	11.32	1.89	1.89	33.02
	Total	22.64	16.04	16.04	19.81	9.43	16.04	100

Source: Field Survey, 2018(School Records)

From the Table-6.7 it is noticed that the about 54.72% of total students have obtained less than 70% of marks in social science in all schools taken together under study (See Fig-6.4), of which the share of slums students (35.83%) is higher than that of share non-slum students (18.88%). School-wise, it is noticed that the students of BMC school (16.04%) and private School (16.03%) have slightly higher than that of KV (12.26%). In fact, the relationship between attendance and academic performance in BMC school is found a contradictory as only 0.94% students of class-VII have above 70% of attendance but 16.04% of students have less than 70% of marks. So therefore, the pedagogical intervention is not only require to improve the academic performance of BMC school slum students in social studies but all also the non-slum students for class-VII of the schools under study.



The cross tabulation of the total number and percentage of attendance and marks (academic performance) of the students for Class-VIII while they were in the class-VII is presented in the Table-6.8 and also examine the level of significance by using the Chi-square test from the Table-6.9 given below.

Table-6.8: Number and Percentage of Attendance and Marks (Academic Performance) of Students for Class-VII in Social Studies:

Range of % of Attendance	Indicators	Range of %mark in class 7th in Social Science						Total
		50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	Below 50	
50 - 60	Count	0 _a	2 _a	5 _a	2 _a	0 _a	2 _a	11
	% of Total	0.0%	1.9%	4.7%	1.9%	0.0%	1.9%	10.4%
60 - 70	Count	2 _a	1 _a	0 _a	0 _a	0 _a	0 _a	3
	% of Total	1.9%	.9%	0.0%	0.0%	0.0%	0.0%	2.8%
70 - 80	Count	3 _a	5 _a	0 _a	2 _a	0 _a	4 _a	14
	% of Total	2.8%	4.7%	0.0%	1.9%	0.0%	3.8%	13.2%
80 - 90	Count	9 _{a, b}	6 _{a, b}	5 _{a, b}	10 _b	2 _{a, b}	0 _a	32
	% of Total	8.5%	5.7%	4.7%	9.4%	1.9%	0.0%	30.2%
90 - 100	Count	8 _{a, b, c}	3 _c	8 _{a, b, c}	5 _{a, b, c}	8 _b	3 _{a, c}	35
	% of Total	7.5%	2.8%	7.5%	4.7%	7.5%	2.8%	33.0%
Below 50	Count	2 _a	0 _a	0 _a	0 _a	0 _{a, b}	9 _b	11
	% of Total	1.9%	0.0%	0.0%	0.0%	0.0%	8.5%	10.4%
Total	Count	24	17	18	19	10	18	106
	% of Total	22.6%	16.0%	17.0%	17.9%	9.4%	17.0%	100.0%

Source: Field Survey, 2018(School Records)

It is observed from the Table-6.8 given above that Each subscript letter denotes a subset of Range of %mark in class-VII in Social Studies categories whose column proportions do not differ significantly from each other at the .05 level..The cell highlighted by the colour indicate that the better performance of attendance and academic mark as above 70% in the schools under study.

The Chi-square test statistic has been used to test the above cross tabulation value of attendance and marks obtained by the students to know and examine whether there is significance difference, causation and relation between the attendance and marks obtained by the students for Class-VII in the schools under study. This can be examine from the Chi-square test Table-6.9 given below.

From the Table-6.9 it is clear that in the slum students, the calculated value of Chi-square test statistics (38.119) is greater than that of tabulated value(37.65) of its(P-value) with df=25, at 0.05 level of significance.Here the null hypothesis is rejected; hence there is relationship between the attendance and mark obtained by the slum students in all three schools under study. However, the calculated value of Chi-square test statistics (38.119) is less than that of tabulated value(44.31) of its(P-value) with df=25, at 0.01 level of significance.Here the null hypothesis is not rejected as there is no relationship between the attendance and mark obtained by the slum students in all three schools under study.

Table-6.9: Chi-Square Test for significance difference of Attendance and Marks obtained by the Students in Class-VII

Chi-Square Tests				
Residential Area	Coefficient	Value	df	Asymp. Sig. (2-sided)
Slum	Pearson Chi-Square	38.119 ^b	25	.045
	Likelihood Ratio	36.500	25	.064
	N of Valid Cases	66		
Non-Slum	Pearson Chi-Square	23.319 ^c	15	.078
	Likelihood Ratio	25.290	15	.046
	N of Valid Cases	40		
Total	Pearson Chi-Square	51.871 ^a	25	.001
	Likelihood Ratio	50.978	25	.002
	N of Valid Cases	106		

a. 30 cells (83.3%) have expected count less than 5. The minimum expected count is .19.

b. 33 cells (91.7%) have expected count less than 5. The minimum expected count is .09.

c. 24 cells (100.0%) have expected count less than 5. The minimum expected count is .23.

In the non-slum area, it is also noticed from the Table-6.9 that the calculated value of Chi-square test statistics(23.319) is greater than tabulated value (25.00 and 30.58) of P-value with df=15 at both 0.05 and 0.01 level of significance. Hence, the null hypothesis is rejected and accepts the alternative hypothesis as there is relationship between the attendance and marks obtained by the non-slum students of class-VII in all the schools under study.

In sum total of both slum and non-slum students taken together, it is noticed that the calculated value of Chi-square test statistic(51.871) is greater than tabulated value of(37.65 and 44.31) of P-value with df=25 at both 0.05 and 0.01 level of significance. Hence, the null hypothesis is not rejected and accepts the alternative hypothesis as there is correlation between the attendance and marks obtained by all the students taken together in the schools under study.

The correlation between the attendance and marks (academic performance) in social studies obtained by the students of class-VI in all three schools taken together under study is examined from the Table-6.10 given below.

Table-6.10: Correlation between Attendance and Marks obtained by the Students of Class-VII in Social Studies in All the Schools under Study

Particulars	Coefficient	% of Attendance in Class 7 th	% of Mark obtained in Social Science in Class 7 th
% of Attendance in Class 7 th	Pearson Correlation	1	.681**
	Sig. (2-tailed)		.000
	N	106	106
% of Mark obtained in Social Science in Class 7 th	Pearson Correlation	.681**	1
	Sig. (2-tailed)	.000	
	N	106	106

** . Correlation is significant at the 0.01 level (2-tailed).

It is found from the Table-6.10 that the Pearson correlation coefficient is 0.681. The value of correlation coefficient is approach to 1. So that there is relatively high positive correlation between the attendance and mark (academic performance) obtained by the students of class-VII in the schools under study. Also, the relationship between the attendance and mark obtained by the students is highly significance at the 0.01 level in the schools taken together under study nearby slum area.

6.3 Attendance and Academic Performance of Class-VIII Student in Social Studies

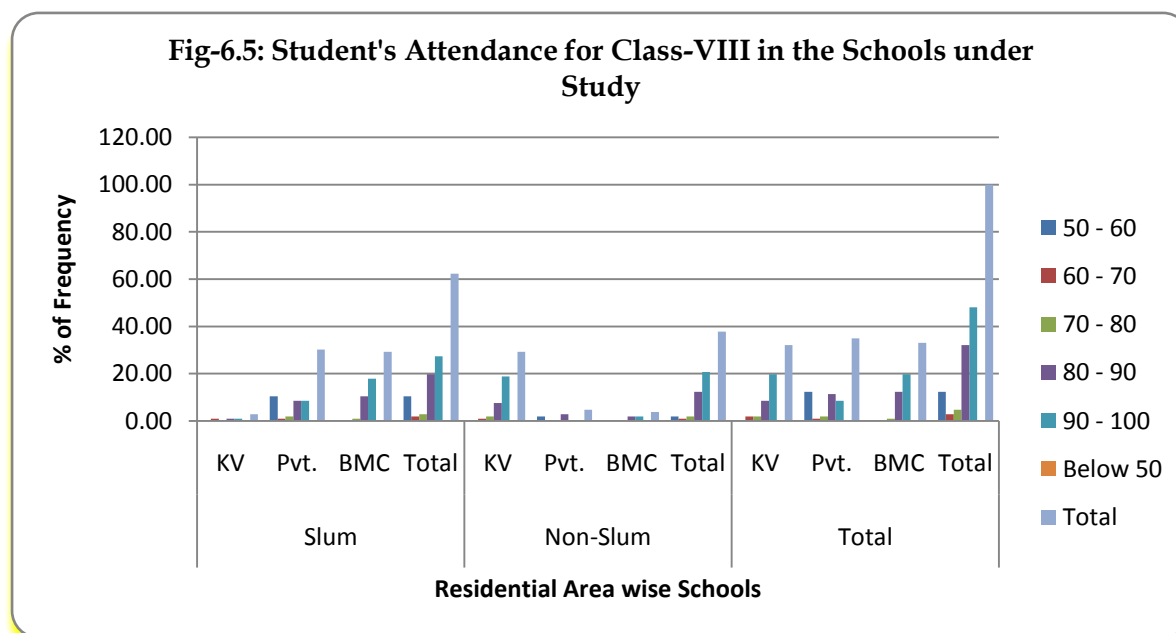
Attendance is one of the important factors determining the academic performance of the students. As many studies found that there is positive relationship between the attendance and academic performance of the students. So here an attempt has been made to studies the status of attendance of current students of class-VIII.

Table-6.11: Attendance of the Class-VIII Students in the Schools under study

Residential Area	Schools	Range of % of attendance in 8th class						Total
		50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	Below 50	
Slum	KV	0.00	0.94	0.00	0.94	0.94	0.00	2.83
	Pvt.	10.38	0.94	1.89	8.49	8.49	0.00	30.19
	BMC	0.00	0.00	0.94	10.38	17.92	0.00	29.25
	Total	10.38	1.89	2.83	19.81	27.36	0.00	62.26
Non-Slum	KV	0.00	0.94	1.89	7.55	18.87	0.00	29.25
	Pvt.	1.89	0.00	0.00	2.83	0.00	0.00	4.72
	BMC	0.00	0.00	0.00	1.89	1.89	0.00	3.77
	Total	1.89	0.94	1.89	12.26	20.75	0.00	37.74
Total	KV	0.00	1.89	1.89	8.49	19.81	0.00	32.08
	Pvt.	12.26	0.94	1.89	11.32	8.49	0.00	34.91
	BMC	0.00	0.00	0.94	12.26	19.81	0.00	33.02
	Total	12.26	2.83	4.72	32.08	48.11	0.00	100

Source: Field Survey, 2018(School Records)

From the Table-6.11 it is clear that about 15.09% of total students have below 70% of attendance in the schools under study, of which slums students (12.26%) is more than that of non-slum students (2.84%). School-wise, it is noticed that the Private school (13.21%) is relatively higher than that of KV (1.89%), but not a single percentage of students have below 70% of attendance in BMC School (See Fig-6.5). In fact the academic performance of the students of BMC schools should be better as compared to KV and private schools (See Table-6.12).



The academic performance of the students of current Class-VIII can be studied from the Table-6.12 given below.

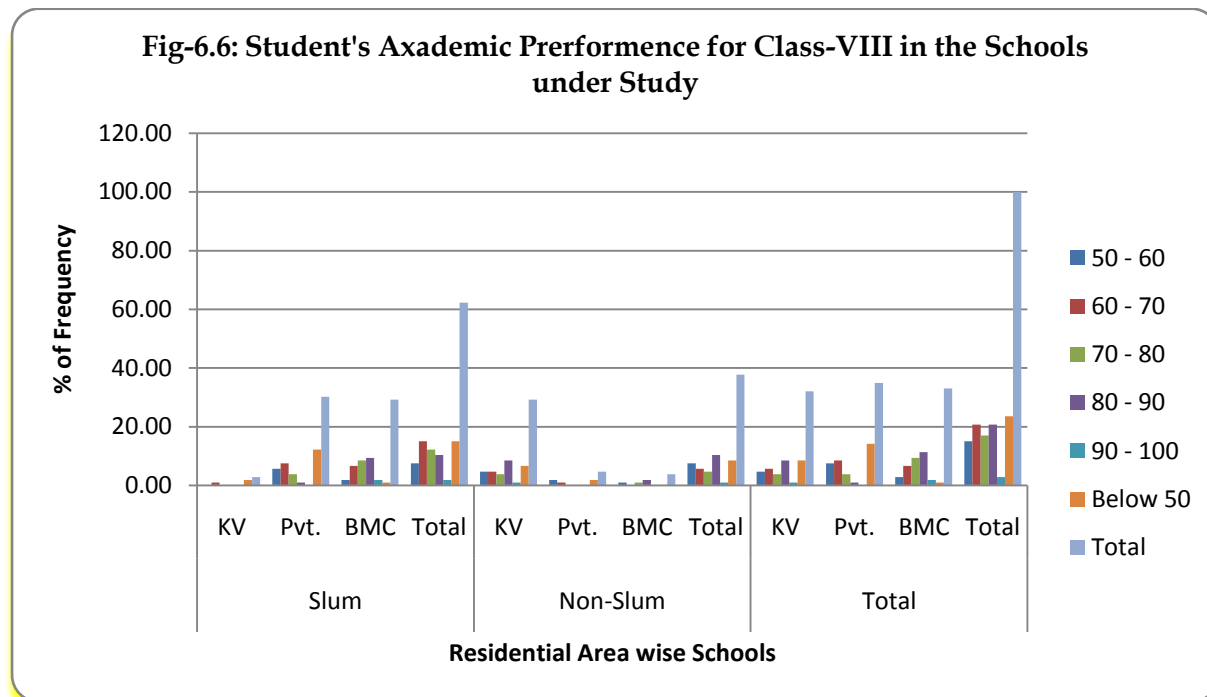
Table-6.12: Percentage of Marks in Social Science obtained by Class-VIII Students

Residential Area	Schools	Range of % of Mark in class 8th in Social Science						Total
		50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	Below 50	
Slum	KV	0.00	0.94	0.00	0.00	0.00	1.89	2.83
	Pvt.	5.66	7.55	3.77	0.94	0.00	12.26	30.19
	BMC	1.89	6.60	8.49	9.43	1.89	0.94	29.25
	Total	7.55	15.09	12.26	10.38	1.89	15.09	62.26
Non-Slum	KV	4.72	4.72	3.77	8.49	0.94	6.60	29.25
	Pvt.	1.89	0.94	0.00	0.00	0.00	1.89	4.72
	BMC	0.94	0.00	0.94	1.89	0.00	0.00	3.77
	Total	7.55	5.66	4.72	10.38	0.94	8.49	37.74
Total	KV	4.72	5.66	3.77	8.49	0.94	8.49	32.08
	Pvt.	7.55	8.49	3.77	0.94	0.00	14.15	34.91
	BMC	2.83	6.60	9.43	11.32	1.89	0.94	33.02
	Total	15.09	20.75	16.98	20.75	2.83	23.58	100

Source: Field Survey, 2018(School Records)

From the Table-6.12 it is noticed that about 59.44% of total students have obtained less than 70% of marks in social science in all schools taken together under study (See Fig-6.6), of which the slum students (37.73%) is higher than that of non-slum students (21.70%). School-wise, it is noticed that the students of private school (30.20%) have slightly higher than that of KV (18.88%), but BMC school (10.38%). In fact, the relationship between attendance and academic performance in BMC school is found a contradictory as not a single percentage of

students of class-VIII have above 70% of attendance but still 10.38% of students have less than 70% of marks. So therefore, the pedagogical intervention is not only require to improve the academic performance of BMC school slum students in social studies but all also the non-slum students for class-VIII of all schools under study.



The cross tabulation of the total number and percentage of attendance and marks(academic performance) of the students for Class-VIII is presented in the Table-6.13 and also examine the level of significance by using the Chi-square test from the Table-6.14 given below.

Table-6.13: Number and Percentage of Attendance and Marks (Academic Performance) of Students for Class-VIII in Social Studies:

Range of % of Attendance	Indicators	Range of %mark in class 8th in Social Science						Total
		50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	Below 50	
50 - 60	Count	0 _a	1 _a	0 _a	0 _a	0 _{a, b}	12 _b	13
	% of Total	0.0%	.9%	0.0%	0.0%	0.0%	11.3%	12.3%
60 - 70	Count	0 _a	1 _a	0 _a	0 _a	0 _a	2 _a	3
	% of Total	0.0%	.9%	0.0%	0.0%	0.0%	1.9%	2.8%
70 - 80	Count	2 _a	1 _a	1 _a	1 _a	0 _a	0 _a	5
	% of Total	1.9%	.9%	.9%	.9%	0.0%	0.0%	4.7%
80 - 90	Count	7 _a	12 _a	5 _a	4 _a	0 _a	6 _a	34
	% of Total	6.6%	11.3%	4.7%	3.8%	0.0%	5.7%	32.1%
90 - 100	Count	6 _{a, b}	10 _{a, b}	10 _{a, b}	17 _b	2 _{a, b}	6 _a	51
	% of Total	5.7%	9.4%	9.4%	16.0%	1.9%	5.7%	48.1%
Total	Count	15	25	16	22	2	26	106
	% of Total	14.2%	23.6%	15.1%	20.8%	1.9%	24.5%	100.0%

Source: Field Survey, 2018(School Records)

It is observed from the Table-6.13 given above that Each subscript letter denotes a subset of Range of % of mark in class 8th in Social Studies categories whose column proportions do not differ significantly from each other at the .05 level..The cell highlighted by the colour indicate that the better performance of attendance and academic mark as above 70% in the schools under study.

The Chi-square test statistic has been used to test the above cross tabulation value of attendance and marks obtained by the students to know and examine whether there is significance difference, causation and relation between the attendance and marks obtained by the students for Class-VIII in the schools under study. This can be examine from the Chi-square test Table-6.14 given below

Table-6.14: Chi-Square Test for significance difference of Attendance and Marks obtained by the Students in Class-VIII

Chi-Square Tests				
Residential Area	Coefficient	Value	df	Asymp. Sig. (2-sided)
Slum	Pearson Chi-Square	51.067 ^b	20	.000
	Likelihood Ratio	49.947	20	.000
	N of Valid Cases	66		
Non-Slum	Pearson Chi-Square	16.940 ^c	16	.389
	Likelihood Ratio	15.939	16	.457
	N of Valid Cases	40		
Total	Pearson Chi-Square	55.352 ^a	20	.000
	Likelihood Ratio	54.285	20	.000
	N of Valid Cases	106		

a. 21 cells (70.0%) have expected count less than 5. The minimum expected count is .06.

b. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .06.

c. 23 cells (92.0%) have expected count less than 5. The minimum expected count is .13.

From the Table-6.14 it is clear that in the slum students, the calculated value of Chi-square test statistics (51.067) is greater than that of tabulated value(31.41 and 37.57) of its(P-value) with df=20, at both 0.05 and 0.01 level of significance.Here the null hypothesis is rejected; hence there is relationship between the attendance and mark obtained by the slum student'sclass-VIII in all three schools under study.

In the non-slum area, the calculated value of Chi-square test statistics (16.940) is less than tabulated value (26.30 and 32.00) of P-value with df=16 at both 0.05 and 0.01 level of significance. Hence, the null hypothesis is not rejected as there is no relationship between the attendance and marks obtained by the non-slum students of class-VIII in all the schools under study.

In sum total of both slum and non-slum students taken together, it is noticed that the calculated value of Chi-square test statistic(55.352) is greater than tabulated value of(31.41 and 37.57) of P-value with $df=20$ at both 0.05 and 0.01 level of significance. Hence, the null hypothesis is not rejected and accepts the alternative hypothesis as there is correlation between the attendance and marks obtained by all the students taken together in the schools under study.

The correlation between the attendance and marks (academic performance) in social studies obtained by the students of class-VI in all three schools taken together under study is examined from the Table-6.10 given below.

Table-6.15: Correlation between Attendance and Marks obtained by the Students of Class-VIII in Social Studies in All the Schools under Study

Particulars	Coefficient	% of Attendance in Class 8th	% of Mark obtained in Social Science in Class 8th
% of Attendance in Class 8 th	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	Covariance	144.329	154.350
	N	106	106
% of Mark obtained in Social Science in Class 8 th	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	106	106

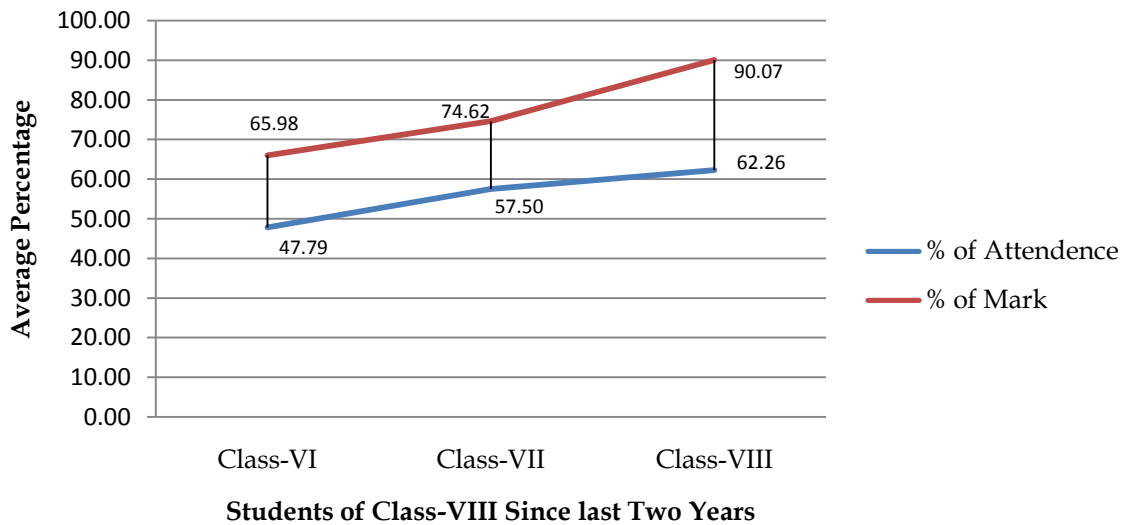
** . Correlation is significant at the 0.01 level (2-tailed).

It is found from the Table-6.15 that the Pearson correlation coefficient is 0.642. The value of correlation coefficient is approach to 1. So that there is relatively high positive correlation between the attendance and mark (academic performance) obtained by the students of class-VIII in the schools under study. Also, the relationship between the attendance and mark obtained by the students is highly significance at the 0.01 level in all schools taken together under study nearby slum area.

6.4: Trend in Attendance and Academic Performance of Students since Last 3-Year

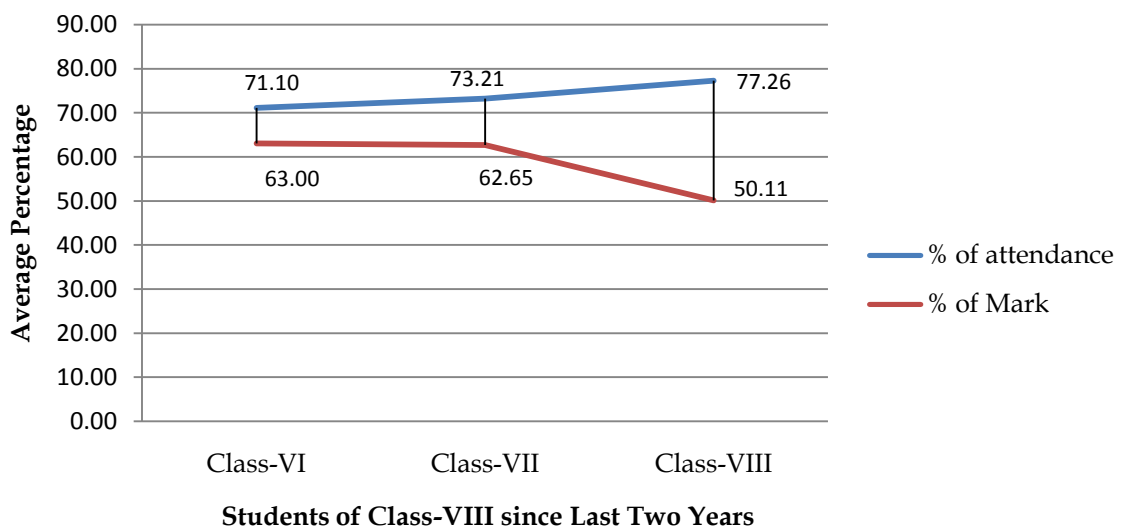
Here an attempt has been made to examine the trend in attendance and academic performance of both slum and non-slum students of class-VIII in the three schools under study. So, the performance of students in the current class-VIII and what was their average performance with regards to attendance and academic performance in last two year is presented in the Fig-6.7, Fig-6.8, Fig-6.9 and Fig-6.10 given below.

Fig-6.7: Trends of Attendance and Academic Performance of Class-VIII Students in KV, Mankhurd Since Last 2-Years

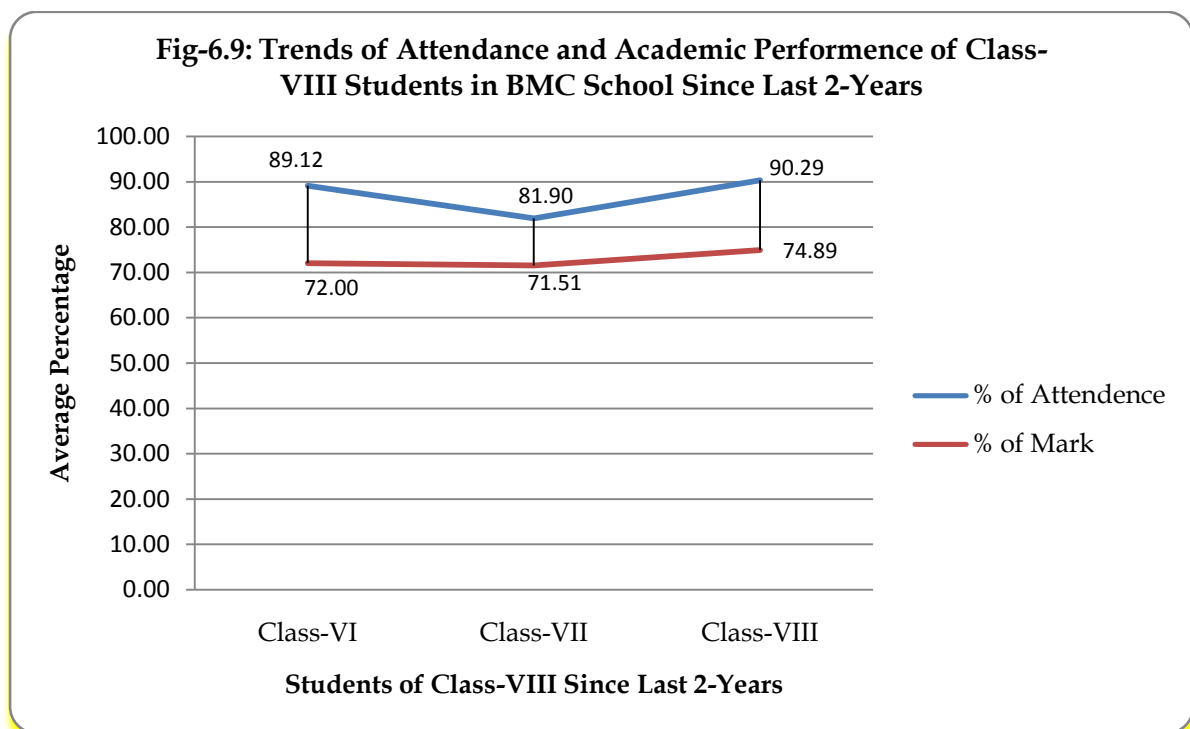


It is noticed from the Fig-6.7 that the average of the percentage of attendance and academic performance both has been increased but at a decreasing and increasing rate respectively over the period of time from class-VI to class-VII and Class-VII to Class-VIII in the Kendriya Vidyalaya, Mankhurd. But the average percentage of academic performance of the students is higher than that of the classes attended by the students in all the class-VII, Class-VII and Class-VIII. However, on the basis of trend line it shows that there is positive correlation between the attendance and academic performance of the students over time in the KV, Mankhurd. In fact, this implies that higher the attendance of the students, higher the academic performance of the students with the pedagogical intervention in the class and school under study of KV, Mankhurd.

Fig-6.8: Trends of Attendance and Academic Performance of Class-VIII Students in Private Schools Since Last 2-Years

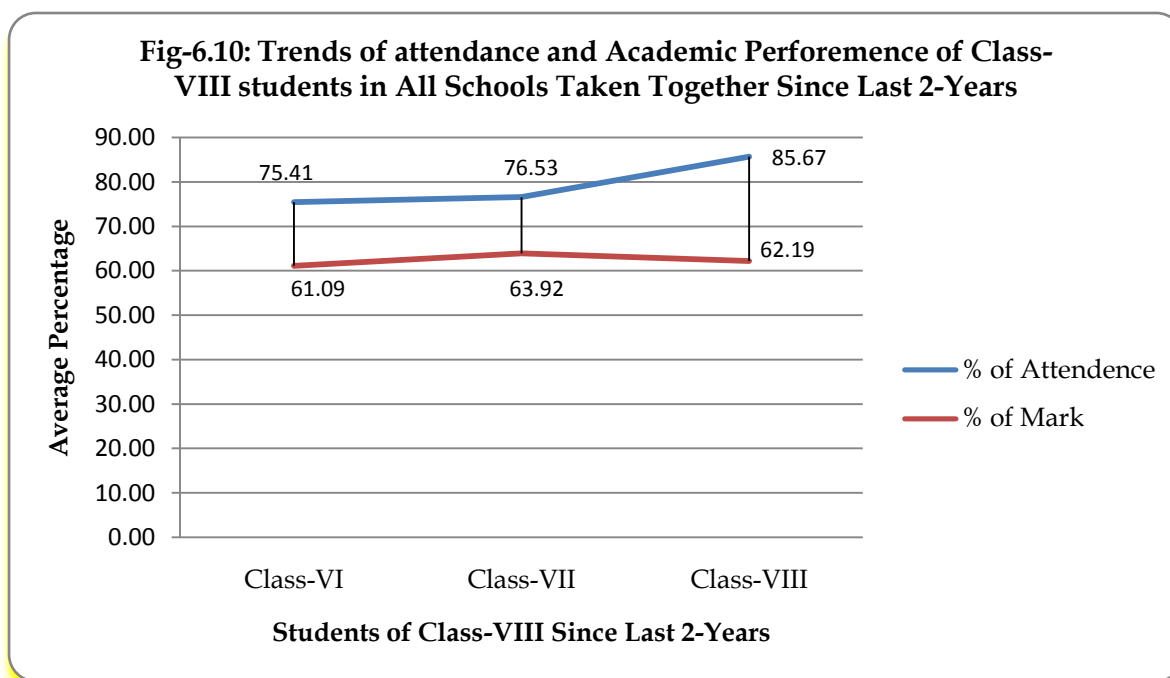


It is noticed from the Fig-6.8 that the average of the percentage of attendance is slightly decreasing, then decreasing at a decreasing rate and academic performance is slightly increasing at an increasing rate over the period of time from class-VI to class-VII and Class-VII to Class-VIII respectively in the private school(Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla). But the average percentage of academic performance of the students is lower than that of the classes attended by the students in all the class-VI, Class-VII and Class-VIII. However, on the basis of trend line it shows that both the trend line are moving in an opposite direction, hence there is negative correlation between the attendance and academic performance of the students over time in the private school(Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla). In fact, this implies that higher the attendance of the students, lower the academic performance of the students in the private schools(Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla). The performance of private school is just opposite with KV, Mankhurd. Therefore, the pedagogical intervention is require in the private schools as the students are attending the class, hence it is the duties and responsibility of the teachers to implement new constructivist pedagogy in the teaching learning process.



It is noticed from the Fig-6.9 that the average percentage of attendance and academic performance of the students both has been decreased at a decreasing rate over the period of time from class-VI to class-VII as well as increased as an increasing rate overtime from

Class-VII to Class-VIII in the BMC School. But the average percentage of academic performance of the students is lower than that of the classes attended by the students in all the class-VII, Class-VII and Class-VIII(just opposite with KV, Mankhurd). However, on the basis of trend line it shows that both the trends line moving in a same direction, hence there is positive correlation between the attendance and academic performance of the students over time in the BMC School. In fact, this implies that higher the attendance of the students, higher the academic performance of the students, but here it is found that the academic performance is less as compared to attendance of the students in BMC School(Just opposite of KV Mankhurd). Therefore, the pedagogical intervention in term of art integrated learning(AIL), ICT integrated education, new constructivist pedagogy and innovative teaching-learning process is required to improve the academic performance of Class-VIII students of BMC School.



It is noticed from the Fig-6.10 that the average percentage of attendance and academic performance both has been increased at an increasing rate over the period of time from Class-VI to Class-VII but at an increasing rate and decreasing at a decreasing rate respectively over the period of time from VII to Class-VIII in All Schools Taken together under study. This is somehow same with KV Mankhurd. But the average percentage of academic performance of the students is lower than that of the classes attended by the students in all the class-VII, Class-VII and Class-VIII. However, on the basis of trend line it shows that both the trends line moving in a same direction from Class-VI to Class-VII, but

opposite direction from Class-VII to Class-VIII, hence there is positive and negative correlation between the attendance and academic performance of the students over time from Class-VI to Class-VII and Class-VII to Class-VIII respectively in ALL Schools Taken Together under study. In fact, this implies that higher the attendance of the students, higher the academic performance of the students from Class-VI to Class-VII, but just opposite from Class-VII to Class-VIII in ALL Schools Taken Together under study. Therefore, the pedagogical intervention is require in the private and BMC School as the students are attending the class, but academic performance is low, hence it is the duties and responsibility of the teachers to implement new constructivist pedagogy in the teaching learning process. Therefore, the pedagogical intervention in term of art integrated learning(AIL), ICT integrated education, new constructivist pedagogy and innovative teaching-learning process would required to improve the academic performance of Class-VIII students of BMC School and Private School.

6.5 Summing up:

To sum up, the academic performance of the students of KV is good, but poor in attendance. However, it's just opposite has been seen in case of private and BMC school as the attendance of the students is good, but academic performance is not so good. Besides area wise, it is seen that the attendance and academic performance of slum students is not so good as compared to non-slum students. In sum total, about 25.46%, 23.58% and 15.09% as well as 50.94%, 54.72% and 59.44% of total students have less than 70% of attendance and academic performance respectively in Class-VI, Class-VII and Class-VIII over time since last two year. This implies that the problem of attendance is decreasing, but academic performance of student is not improving in the schools under study. In fact, the relationship between the attendance and academic performance of the students is highly significance at the 0.01 level in the schools taken together under study nearby slum area. Hence, the pedagogical intervention is indispensable to improve the quality of education and academic performance in the present global education scenario.

CHAPTER-VII

DETERMINENTS OF PROBLEMS OF LEARNING SOCIAL STUDIES

This chapter deals with the Result and Discussion of primary data related to student's response in social studies learning in the three schools selected under study. This chapter is based on census survey conducted through structured questionnaire to examine the various factors and attitude of students in social studies learning in the schools viz KV Mankhurd, Mahila Mandal SnchalitMadhyamikVidyalaya and BMC Marathi Medium Schools in the Mumbai district of Maharashtra state. Here attempt has been made to analyse to understand and capture the problems faced by the students in social science learning in the three schools under study. This chapter deals with Objective-4 given below.

Objective-4: To trace out the problems faced by socio-economic backward students in learning social studies in the school and class under study.

7.1 Determinants of Educational Opportunities of Student's

For clear understanding of the factors responsible for opting the learning opportunities(educational opportunities) of the socio-economic backward students in three schools of Mumbai districts of Maharashtra State nearby L ward slum area, we carried out a binary Logit and Probit analysis, where by making an Index of percentage of marks obtained by the students in social science(LEARNOPPOFSTD) as a dependent and categorical variable with assigned value '1' if the students received more than 60% of marks in the examination and '0' for otherwise as less than 60% of marks in social science.

Explanatory Variables & Hypothesis

*Age of the Workers in Households(AGE):*The age of the working member of the slum household is an important determinant for the educational opportunities. It is commonly perceive that the higher proportion of students are found the opportunities of education while the age of household head (35-45) years, because they can guide and think rationally how their children will learn more as an independent learner and performe well in the examination to secure good marks. By putting the value of dummy variable '0' for the age groups(35-45) years and '1' for otherwise.Here, we hypothesised that there exist negative relationship between the marks obtained by the students while households head under and

above the age groups(35-45) years (AGE) and educational opportunities of students(LEARNOPPOFSTD) in the Schools.

Gender of theHouseholds Head of Slum Students (GENDER): The gender of the household head of studentis explained to be an important determinant of educational opportunities. Many studies highlight that the higher proportion of male households head are provided more educational opportunities than that of female in the schooling of children. As there ise notion of higher efficiency of male head of the family compared to female. The gender of the worker is a qualitative variable, so it is quantified by dummy variable that assigned value '0' for male and '1' for female. Hence, we hypothesised that there is negative relationship between the female head of the household (GENDER) and learning or educational opportunities of students (LEARNOPPSTD)

Education of Households Head (EDU): The education in the present study is measured by number of years of schooling in term of educational qualifications of the household head.Usually, the educated people known the skill required for self employment or employment in service sector is higher than that of wage employment. Therefore, educated parent can also increase the propensity of a child to become self-learner for employment opportunities in the global scenario. Thus, it is hypothesised that there exists the positive relationship between education qualification of the household heads (EDU) and status of educational opportunities of students (LEARNOPPSTD).

Caste of Household Head (CASTE): The variable caste reflects the social status of the students. The students belong to the SC/ST categories generally possess lesser educational attainment and are also drawn from lower economic strata. Their social backwardness translates in to casual education as the social stigma attached to them. In our study the social status has been quantified by a dummy variable that assume value '1' for SC/ST workers and '0' for otherwise. Here, we hypothesis that there is negative relationship between the educational opportunities of students (LEARNOPPSTD) and lower caste groups of household heads(CASTE).

Occupation of the HH Heads(OCCUP): The occupational status of the household head determines the educational opportunity of their children. Occupation of the head of the household has been captured by a dummy variable that assumes '1' if the household heads were engaged under (except) the occupation of services, and trade and business and '0' for otherwise. Here we hypothesised that there is negative association between those who are

not engaged in service sectors and trade & business to opt for sending their children to school(OCCUP) and learning opportunities of their children if they are in schools(LEARNOPPSTD).

Income of the HH(INCOME):Income is one of the important determinants of educational opportunities of the children of slum households. Hence, we assume that those who are opting for education of their children as they earn higher level of income. Thus there is positive relationship between income of the parents(INCOME) and status of educational opportunities of children (LEARNOPPSTD).

Size of the HH Member (SIZEOFHH): The size of household's member to which the students belongs to is likely to be an important determinant of educational opportunities of the children. A large number of members in the households would obviously entitle less helping hands in the educational opportunities of all children. This might be the cause for some of the children not to pursue education. Thus,it is hypothesised that there is negative relationship between educational opportunities of children (LEARNOPPSTD) and size of the family member of slum household (SIZEOFHH).

Number of Rooms in Households (NOROOMHH): The number of rooms in the current dwelling of the slum households is an important determinant of the educational opportunities of children. Less the number of rooms in the current dwelling less the chance of educational opportunities of the slum children. So, it is hypothesized that there is positive relationship between the number of rooms of the current dwelling of the slum households(NOROOMHH) and the educational opportunities of their children (EDUOPPSLUMSTD).

Number of Dependent Member of Households (NODEPENDHH): The number of dependent member of the household is also one of the important determinants of the educational opportunities of the children. More number of dependent members in the household leads to increase the per capita consumption expenditure of the family, which affect the expenditure incurred on education of their children. This implies that the slum children face the problems in learning of the subjects in schools. Therefore, here it is hypothesized that there is negative relationship between the number of dependent member of the households and educational opportunities of their children in the schools.

System of Family (SYSTEMOFHH): The system of family is also one of the determinants of the students learning. In Indian context there are two type of family such as joint and nuclear family system. The joint family system encourage to have more number of children and the new born baby easily take care by themselves, but the consequence of having more number of children increased the per capita expenditure of the family. So, that the educational opportunities of the joint family system is less, but more in nuclear family system. In our study the system of family has been quantified by a dummy variable that assume value '0' for nuclear family slum children and '1' for otherwise. Here, we hypothesised that there is negative relationship between the educational opportunities of students (LEARNOPPOSTSD) and joint family system of household (JOINTFAMILY).

Here an attempt has been made to use the above explanatory variables for specification of model for the calculation of Logit and Probit analysis to understand the educational opportunities or problems of learning of the children who are belong to socio-economic backwards household in of three schools. The following hypothesis can be tested on the basis of the result of Logit and Probit model and its analysis

Hypothesis-1: The level of learning achievement of lower-caste group students is less than that of upper-caste groups.

Hypothesis-2: The level of learning achievement of lower-income group's students is less than that of higher-income groups.

Hypothesis-3: Difficulties of learning in social studies among lower caste groups are more than that of upper caste-groups.

Hypothesis-4: Difficulties of learning in social studies among the lower-income groups are more than that of upper- income groups.

Hypothesis-5: The culture and environment of slum area's students are not suitable for learning as compared to non-slum area.

Let the specification of Logit and Probit model would be

$EDUOPPSLUMSTD = f (AGE, GENDER, EDU, CASTE, OCCUP, INCOME, SIZEOFHH, NOROOMHH, NODEPENDHH, SYSTEMOFHH)$

Table-7.1: Result of Logit and Probit Regression Analysis for the Effect of Explanatory Variables on Learning Opportunities(LEARNOPP) in Social Studies (Educational Opportunities) of the students in the CBSE School of Kendriya Vidyalaya, Mankhurd, nearby L Ward Slum Area of Mumbai District of Maharashtra State

Variable	Logit Analysis			Probit Analysis		
	Coefficient	Z- statistic	Prob	Coefficient	Z- statistic	Prob
C	-17.25229	9.316366	-1.851826	-9.880513	5.269983	-1.874866
ATTEND	0.157676	0.079077	1.993962	0.090596	0.043911	2.063175
AREA	0.489800*	2.168019	0.225921	0.273822*	1.330294	0.205836
AGE	1.187352*	1.129661	1.051069	0.712249*	0.675975	1.053662
EDU	0.138211	0.103408	1.336559	0.078260	0.061868	1.264944
CASTE	-1.490492*	1.288661	-1.156620	-0.875112*	0.771225	-1.134704
OCCUP	-0.456092*	2.470113	-0.184644	-0.235081*	1.497728	-0.156959
INCOME	-2.07E-06*	2.09E-06	-0.993113	-1.30E-06*	1.27E-06	-1.022994
NOROOMHH	1.117587*	0.656137	1.703284	0.653164	0.387959	1.683590
NODEPENDHH	0.045415*	0.598062	0.075937	0.020734*	0.365524	0.056725
SYSTEMOFHH	-0.146834*	1.447377	-0.101449	-0.050236*	0.785627	-0.063943
McFadden R-squared	0.265251			0.265281		
LR statistic	12.22001			12.22138		
Prob(LR statistic)	0.270602			0.270514		
Mean dependent var	0.588235			0.588235		
S.D. dependent var	0.499554			0.499554		
S.E. of regression	0.496685			0.498420		
Obs with Dep=0				14		
Obs with Dep=1				20		
Total Obs				34		

Source: Field Survey, 2018

It is found from the Table-7.1 given above that about 58.82% of students secured above 60% of marks in social science in the class-VIII in KV, Mankhurd. In case of the K.V Mankhurd, the relationship between learning opportunities of the students and each of our chosen explanatory variables are positive except caste, occupation, income and type of family system. This means that probability of having educational opportunities or learning opportunities of students goes up with those who have higher percentage of attendance, higher qualified parents, more number of rooms in the current dwelling of the household, but also its educational opportunities of the students goes up if the children's belongs to slum parents and the parents those who are under and above age group (35-45) years and belongs to slum households and with present number of dependent member of the households. However, even after implementation of mushroom of poverty eradication programme for the slum, still the learning opportunities of the students are low with the students belongs to SC/ST, lower income parents, joint family system of the households. However, the variables which are significant are area, age, caste, occupation, income,

number of room available in current dwelling of the household, number of dependent member of the family, joint family system of household except attendance and education which are turned out to be statistically insignificant. Thus, higher percentage of attendance of students, higher level of qualification of parents, area, age, caste, occupation, income, number of room, number of dependent member of household and type of family system may be viewed as important determinants of educational and learning opportunities of the students in school. In fact, the problems of learning among the students is found those who are belongs to lower caste social groups- SC&ST, lower level of occupations others than services & trade and business like wage labour, artisan skill worker, old & retired, handicapped, other; lower level of income, joint family system. The goodness of fit of the estimated models is shown by the value of McFadden R-squared which is 0.265 which is found to be low. It is also observed that the model has got overall significance, which is revealed by statistical significance of LR-statistic. The Probit analysis has similar trends as observed in case of Logit analysis except in number of rooms in current dwelling of the student's household.

Table-7.2: Result of Logit and Probit Regression Analysis for the Effect of Explanatory Variables on Learning Opportunities(LEARNOPP) of Students in Mahila Mandal Madhyamik Vidyalaya(Pvt. School) nearby L ward Slum Area of Mumbai District of Maharashtra State

Variable	Logit Analysis			Probit Analysis		
	Coefficient	Z- statistic	Prob	Coefficient	Z- statistic	Prob
C	-0.065929	4.305030	-0.015314	0.255010	2.549580	0.100021
ATTEND	0.045385	0.030683	1.479156	0.024728	0.017018	1.453052
AREA	-1.383513*	1.584012	-0.873423	-0.827672*	0.920612	-0.899046
AGE	1.233489*	1.375847	0.896531	0.497118*	0.708957	0.701196
SEX	-1.158251*	2.121893	-0.545857	-0.900316*	1.285452	-0.700389
EDU	0.098075	0.247584	0.396126	0.034600*	0.146950	0.235457
CASTE	1.034753*	0.927564	1.115560	0.598120*	0.550996	1.085525
OCCUP	-1.592673*	1.184154	-1.344988	-0.853226*	0.669304	-1.274795
INCOME	-3.12E-07*	1.78E-06	-0.174968	-1.20E-07*	1.05E-06	-0.113966
NOROOMHH	-1.001113*	1.015372	-0.985957	-0.510546*	0.561322	-0.909543
NODEPENDHH	-0.373039*	0.425611	-0.876478	-0.228339	0.257807	-0.885696
SYSTEMOFHH	0.629764*	1.249671	0.503943	0.432768*	0.774744	0.558595
McFadden R-squared	0.225230			0.220145		
LR statistic	11.25262			10.99859		
Prob(LR statistic)	0.422349			0.443382		
Mean dependent var	0.594595			0.594595		
S.D. dependent var	0.497743			0.497743		
S.E. of regression	0.501049			0.509175		
Obs with Dep=0				15		
Obs with Dep=1				22		
Total Obs				37		

It is found from the Table-7.2 given above that about 59.46% of students secured above 60% of marks in social science for class-VIII in private school (Mahila Mandal Sanchalitmadhyamik Vidyalaya). In case of the private school, the relationship between learning opportunities of the students and each of our chosen explanatory variables are negative except attendance of the students, educational qualification of household head, age, caste and joint family system. This means that probability of having educational opportunities or learning opportunities of students goes up with those who have higher percentage of attendance and higher qualified parents, but also it is very **nice to observed that the educational opportunities of the students goes up if the children's belongs to under and above the age group (35-45) year, SC&ST, and joint family system.** However, even after implementation of mushroom of poverty eradication programme for the slum area, still the learning opportunities of the students are low with the students those who are belongs to slum area, female household head, lower class of occupation, income, less number of rooms in current dwelling, more number of dependent member of the household. However, the variables which are significant are area, age, caste, sex, occupation, income, number of room available in current dwelling of the household, number of dependent member of the family, joint family system of household except attendance and education which are turned out to be statistically insignificant. Thus, higher percentage of attendance of students, higher level of qualification of parents, area, age, sex, caste, occupation, income, number of room, number of dependent member of household and type of family system may be viewed as important determinants of educational and learning opportunities of the students in private school. The goodness of fit of the estimated models is shown by the value of McFadden R-squared which is 0.2252 which is found to be low. It is also observed that the model has got overall significance, which is revealed by statistical significance of LR-statistic. The Probit analysis has similar trends as observed in case of Logit analysis except in number of dependent member of the household and education of the parents.

So far as BMC School is concerned, it is found from the Table-7.3 given below that about 88.57% of students secured above 60% of marks in social science for class-VIII in State Government School (BMC Marathi Medium School). In case of the state government school, the relationship between learning opportunities of the students and each of our chosen explanatory variables are positive except caste and number of dependent member of the household. This means that probability of having educational opportunities or learning opportunities of students goes up with those who have higher percentage of attendance,

higher qualified parents and higher level of income, but also it is very *nice to observed that the educational opportunities of the students goes up if the children's belongs to slum area, lower level of occupation*. However, the learning opportunities of the students are less and found difficult with the students belongs to lower caste group of SC&ST and higher number of dependent member of the household. However, the variables which are significant are area, education, caste, occupation, income and number of depended household except attendance which are turned out to be statistically insignificant. Thus, higher percentage of attendance of students, higher level of qualification of parents, area, caste, occupation, income, number of dependent member of household may be viewed as important determinants of educational and learning opportunities of the students in state government school. The goodness of fit of the estimated models is shown by the value of McFadden R-squared which is 0.5604 which is found to be relatively high. It is also observed that the model has got overall significance, which is revealed by statistical significance of LR-statistic. The Probit analysis has similar trends as observed in case of Logit analysis except in number of dependent member of the household and education of the parents.

Table-7.3: Result of Logit and Probit Regression Analysis for the Effect of Explanatory Variables on Learning Opportunities (LEARNOPP) in Social Science or Educational Opportunities of Students in BMC Marathi Medium School(State Govt. School) nearby L Ward Slum Area of Mumbai District of Maharashtra State.

Variable	Logit Analysis			Probit Analysis		
	Coefficient	Z- statistic	Prob	Coefficient	Z- statistic	Prob
C	-32.48814	29.06359	-1.117830	-18.14092	17.25775	-1.051176
ATTEND	0.128490	0.261735	0.490917	0.069025	0.152199	0.453518
AREA	12.89634*	11.19873	1.151589	7.329575*	6.868958	1.067058
EDU	1.136356*	0.854779	1.329415	0.651416*	0.515725	1.263108
CASTE	-1.534898*	2.076750	-0.739086	-0.977593*	1.271989	-0.768555
OCCUP	1.142422*	2.342877	0.487615	0.667283*	1.376923*	0.484619
INCOME	8.47E-05*	7.71E-05	1.098496	4.85E-05*	4.73E-05	1.024699
NODEPENDHH	-0.728435*	1.952191	-0.373137	-0.398917*	1.208624	-0.330059
McFadden R-squared	0.560479			0.565062		
LR statistic	13.94293			14.05693		
Prob(LR statistic)	0.052206			0.050178		
Mean dependent var	0.885714			0.885714		
S.D. dependent var	0.322803			0.322803		
S.E. of regression	0.259658			0.260475		
Obs with Dep=0				4		
Obs with Dep=1				31		
Total Obs				35		

7.2 Student's Response in Problems of Social Studies Learning

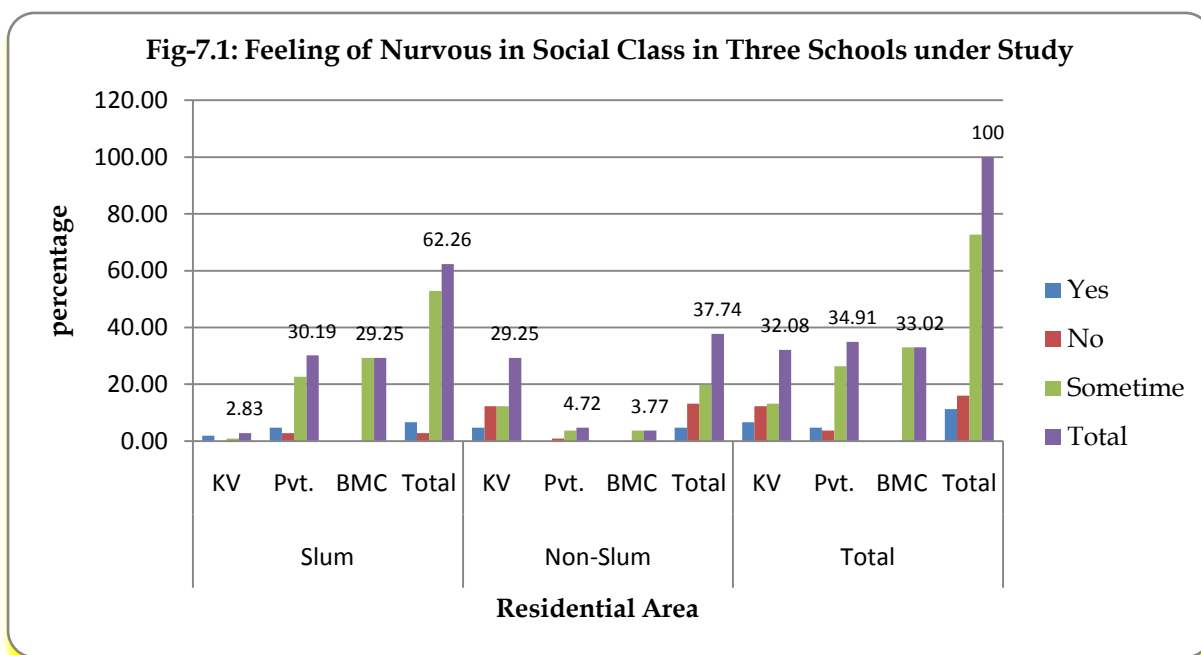
It can be examine the student's feeling nervous in the responding social studies class from the Table-7.4 given below.

Table-7.4: Feeling Nervous in Responding Social Studies Class

Residential Area	Schools	Feeling nervous in responding social studies class			Total
		Yes	No	Sometime	
Slum	KV	1.89	0.00	0.94	2.83
	Pvt.	4.72	2.83	22.64	30.19
	BMC	0.00	0.00	29.25	29.25
	Total	6.60	2.83	52.83	62.26
Non-Slum	KV	4.72	12.26	12.26	29.25
	Pvt.	0.00	0.94	3.77	4.72
	BMC	0.00	0.00	3.77	3.77
	Total	4.72	13.21	19.81	37.74
Total	KV	6.60	12.26	13.21	32.08
	Pvt.	4.72	3.77	26.42	34.91
	BMC	0.00	0.00	33.02	33.02
	Total	11.32	16.04	72.64	100

Source: Field survey, 2018

From the Table-7.4 it is noticed that most of the time about 11.32% of total students are feeling nervous in responding social studies class in all schools student taken together, of which the higher proportion of slum students(6.60%) are feeling more nervous than that of non-slum students(4.72%). School-wise, the CBSE schools students (6.60%) are feel more nervous than that of private school (4.72%), but in state government school no one feel nervous in social studies leanings class. However, sometime 72.64% of total students feel nervous in social studies class, of which slum (52.83%) feel more nervous than that of non-slum students (19.81%). School-wise, sometime the BMC school(33.02%) students feel more nervous than the KV, makhurd(13.21%), but in private school(26.42%). It is clear from the table that students of slum area feel more nervous than the non-slum in the social studies classes in the schools under study(See fig-7.1).



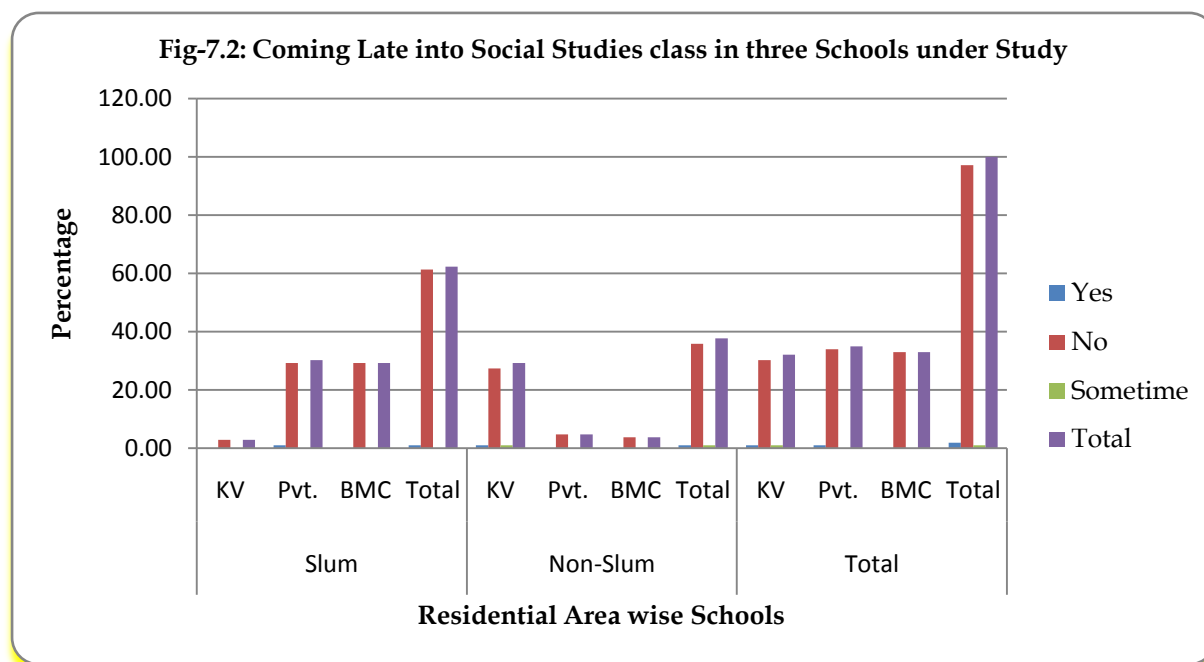
It could also understand the late entry of the students in the social studies class in the school under study from the Table-7.5 given below.

Table-7.5: Coming late into social studies class

Residential Area	Schools	Coming late to social studies class			Total
		Yes	No	Sometime	
Slum	KV	0.00	2.83	0.00	2.83
	Pvt.	0.94	29.25	0.00	30.19
	BMC	0.00	29.25	0.00	29.25
	Total	0.94	61.32	0.00	62.26
Non-Slum	KV	0.94	27.36	0.94	29.25
	Pvt.	0.00	4.72	0.00	4.72
	BMC	0.00	3.77	0.00	3.77
	Total	0.94	35.85	0.94	37.74
Total	KV	0.94	30.19	0.94	32.08
	Pvt.	0.94	33.96	0.00	34.91
	BMC	0.00	33.02	0.00	33.02
	Total	1.89	97.17	0.94	100

Source: Field Survey, 2018

It is noticed from the Table-7.5 given above that only 1.89% of total students come late into social studies classes in the schools under study, of which 0.94% of each of slum and non-slum students are coming late into social studies classes in private schools and CBSE schools respectively. However, sometime only 0.94% of total students are coming late into social studies class in CBSE schools. In fact, all most all around 97.17% of students come in time into social studies classes (See fig-7.2).



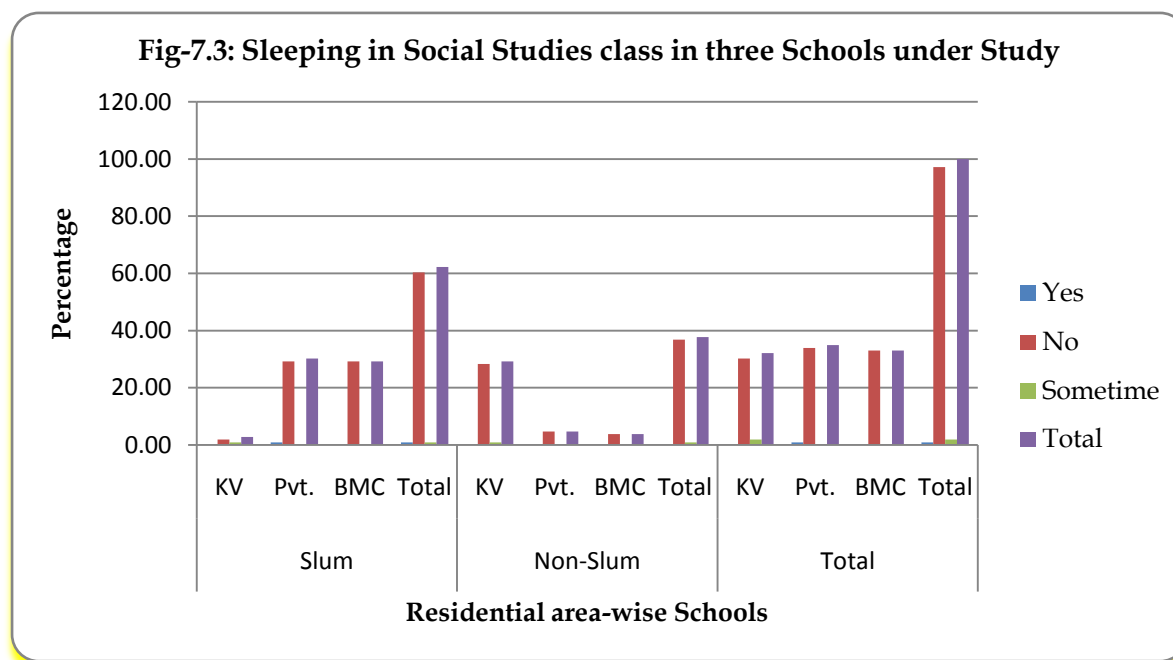
One can also observe the student's sleeping inside the social studies class in the schools under study from the Table-7.6 given below.

Table-7.6: Sleeping inside the Social Studies Class

Residential Area	Schools	Sleeping in social studies class			Total
		Yes	No	Sometime	
Slum	KV	0.00	1.89	0.94	2.83
	Pvt.	0.94	29.25	0.00	30.19
	BMC	0.00	29.25	0.00	29.25
	Total	0.94	60.38	0.94	62.26
Non-Slum	KV	0.00	28.30	0.94	29.25
	Pvt.	0.00	4.72	0.00	4.72
	BMC	0.00	3.77	0.00	3.77
	Total	0.00	36.79	0.94	37.74
Total	KV	0.00	30.19	1.89	32.08
	Pvt.	0.94	33.96	0.00	34.91
	BMC	0.00	33.02	0.00	33.02
	Total	0.94	97.17	1.89	100

Source: Field Survey, 2018

From the Table-7.6 it is noticed that only 0.94% of total students sleep in social studies class as viewed by students in the school under study, which is found in slum area students in private school. However, sometime only 1.89% of total students sleep in the social studies classes in the schools under study, of which 0.94% of each of slum and non-slum students of the area under study, which is found in the CBSE School (See Fig-7.3).



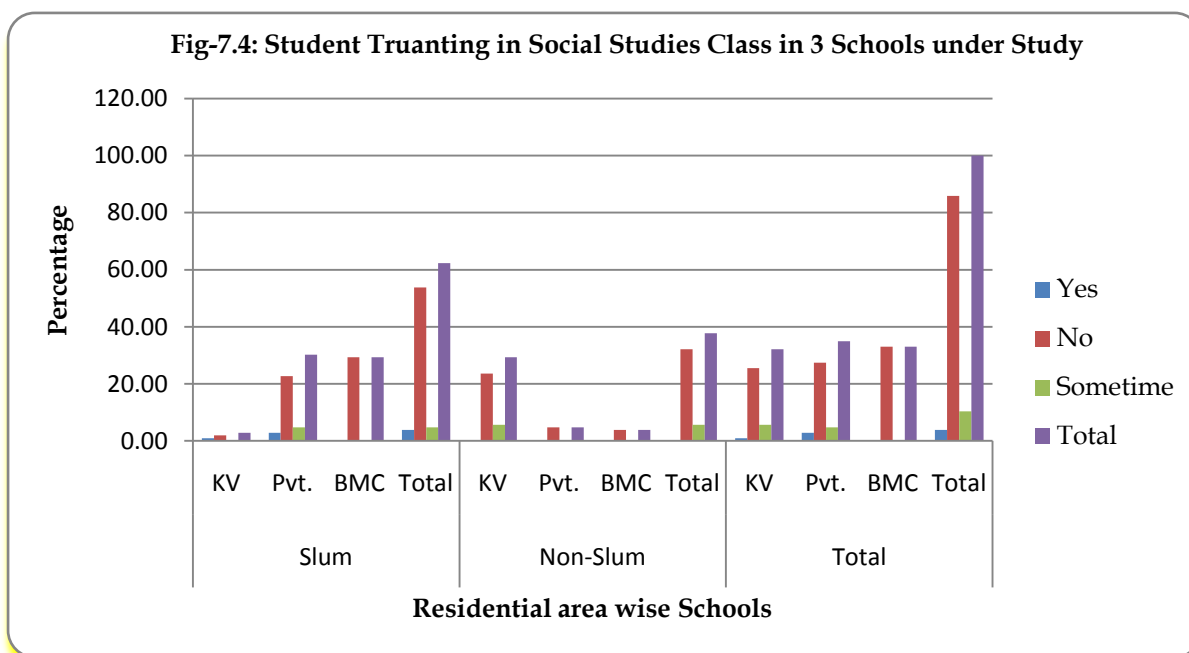
It is also found from the study that some students used to truantedtruanting from the social studies class in the three schools under study from the Table-7.7 given below.

Table-7.7: Truanting from the Social Studies Class

Residential Area	Schools	Truanting from the social studies class			Total
		Yes	No	Sometime	
Slum	KV	0.94	1.89	0.00	2.83
	Pvt.	2.83	22.64	4.72	30.19
	BMC	0.00	29.25	0.00	29.25
	Total	3.77	53.77	4.72	62.26
Non-Slum	KV	0.00	23.58	5.66	29.25
	Pvt.	0.00	4.72	0.00	4.72
	BMC	0.00	3.77	0.00	3.77
	Total	0.00	32.08	5.66	37.74
Total	KV	0.94	25.47	5.66	32.08
	Pvt.	2.83	27.36	4.72	34.91
	BMC	0.00	33.02	0.00	33.02
	Total	3.77	85.85	10.38	100

Source: Field Survey, 2018

From the Table-7.7 it is noticed that about 3.77% of total students used to truanted from the social studies class in the three schools under study, which are all in slum students basically found in private school (2.83%) and KV(0.94%). However, sometime, 10.38% of total students used to truanted from the social studies class in the three school under study, of which basically found in slum students in private school (4.72%) and non-slum student in KV(5.66%) (See Fig-7.4).



It is also found from the study that some of the students were not doing home work of social studies regularly in the school under study from the Table-7.8 given below.

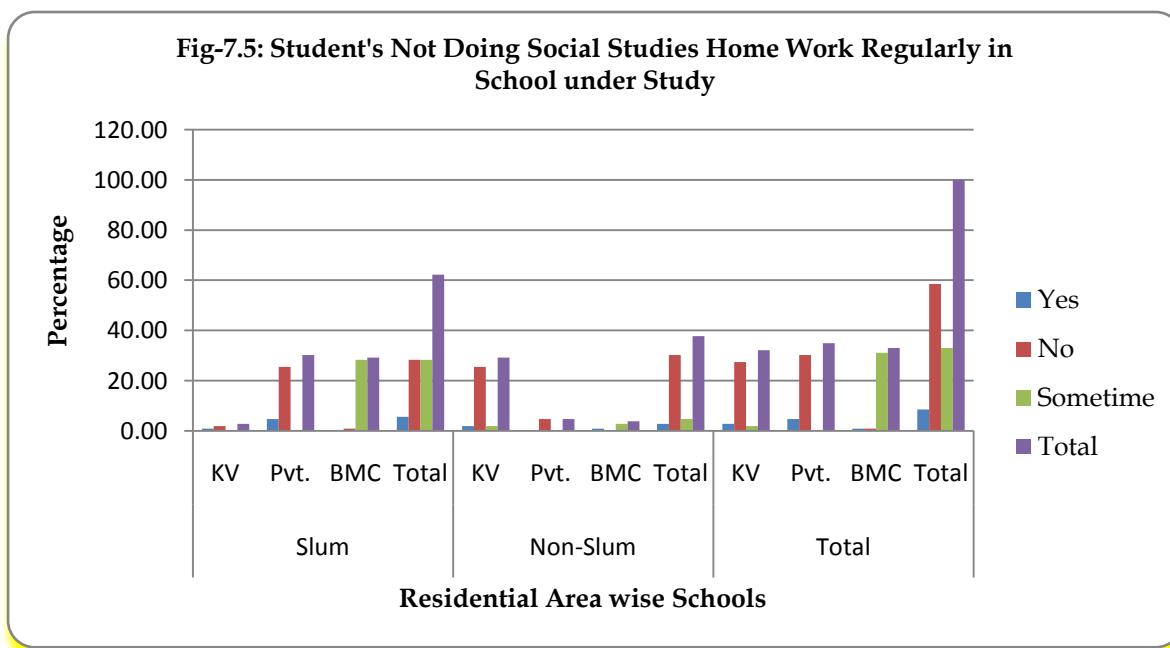
Table-7.8: Not Doing Social Studies Home Work regularly

Residential Area	Schools	Not doing social studies home work regularly			Total
		Yes	No	Sometime	
Slum	KV	0.94	1.89	0.00	2.83
	Pvt.	4.72	25.47	0.00	30.19
	BMC	0.00	0.94	28.30	29.25
	Total	5.66	28.30	28.30	62.26
Non-Slum	KV	1.89	25.47	1.89	29.25
	Pvt.	0.00	4.72	0.00	4.72
	BMC	0.94	0.00	2.83	3.77
	Total	2.83	30.19	4.72	37.74
Total	KV	2.83	27.36	1.89	32.08
	Pvt.	4.72	30.19	0.00	34.91
	BMC	0.94	0.94	31.13	33.02
	Total	8.49	58.49	33.02	100

Source: Field Survey, 2018

From the Table-7.8 given above it is observed that only 8.49% of total students were not doing home work regularly in the school under study, of which slum students(5.66%) are more than that of non-slum students. School-wise, it is found that slum students in BMC school (4.72%) were not doing social science home work regularly than that of KV(0.94%). However, sometime 33.02% of total students were not doing social science home work

regularly in the all schools taken together (See Fig-5.5), of which slum students(28.30%) were found more than that of non-slum students(4.72%).



It is also found that some students were of the view that some teachers lack confidence in teaching social science in the school under study from the table-7.9 given below.

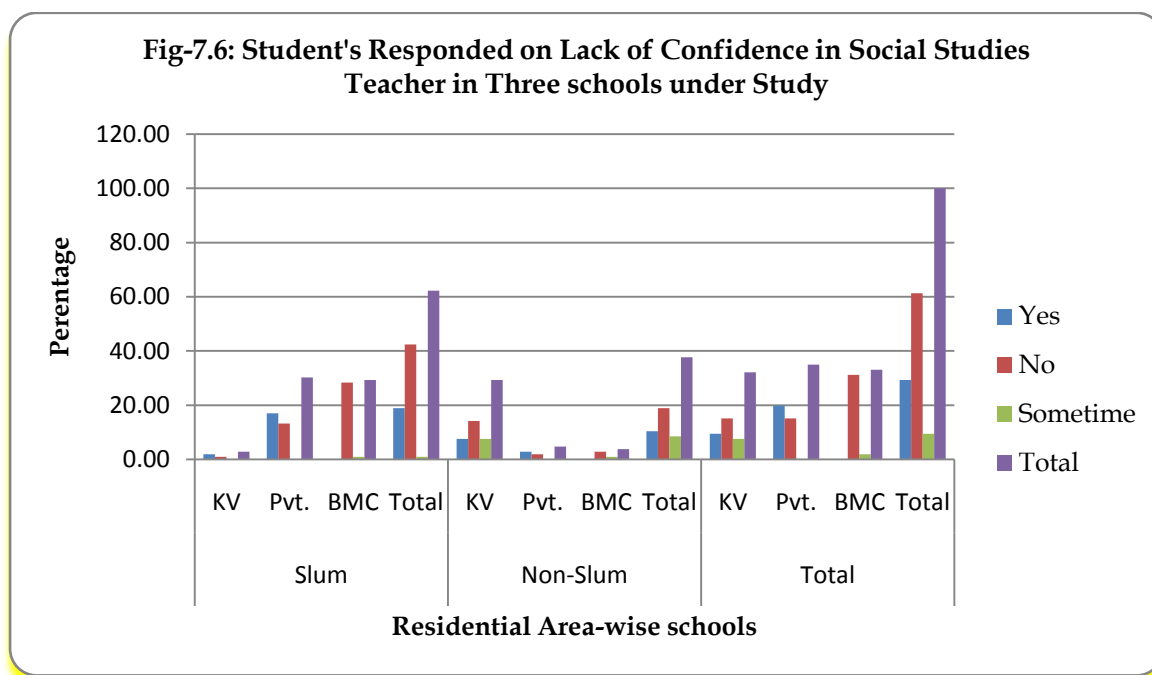
Table-7.9: Lack of confidence in Social Science Teacher

Residential Area	Schools	Lack of Confidence in Social Studies Teacher			Total
		Yes	No	Sometime	
Slum	KV	1.89	0.94	0.00	2.83
	Pvt.	16.98	13.21	0.00	30.19
	BMC	0.00	28.30	0.94	29.25
	Total	18.87	42.45	0.94	62.26
Non-Slum	KV	7.55	14.15	7.55	29.25
	Pvt.	2.83	1.89	0.00	4.72
	BMC	0.00	2.83	0.94	3.77
	Total	10.38	18.87	8.49	37.74
Total	KV	9.43	15.09	7.55	32.08
	Pvt.	19.81	15.09	0.00	34.91
	BMC	0.00	31.13	1.89	33.02
	Total	29.25	61.32	9.43	100

Source: Field Survey, 2018

From the Table-7.9 it is noticed that about 29.25% of total students have viewed on the lack of confidence of teachers in social studies teaching in the schools under study, of which slum students (18.87%) have responded more than that of non-slum students (10.38%). School-

wise, it is found that slum students in private schools (16.98%) have responded more on lack of confidence of teaching social studies by teachers than that of non-slum students in KV (7.55%). However, sometime 9.43% of total students have also responded on lack of confidence in social studies teaching in the schools under study(See Fig-7.6), of which highest proportion of non-slum students is found in KV(7.55%) as compared to BMC school(1.89%).



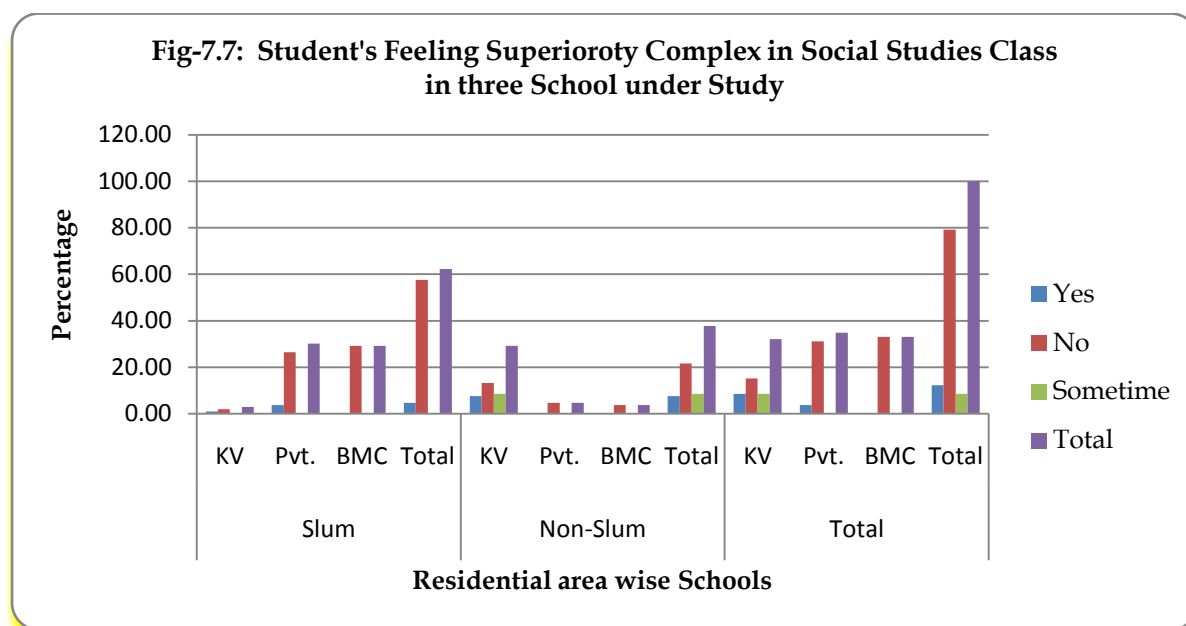
The feeling of superiority complex in social studies class in the schools under study can be understood from the Table-7.10 given below.

Table-7.10: Feeling Superiority Complex in Social Studies Class

Residential Area	Schools	Feeling Superiority complex in Social Studies class			Total
		Yes	No	Sometime	
Slum	KV	0.94	1.89	0.00	2.83
	Pvt.	3.77	26.42	0.00	30.19
	BMC	0.00	29.25	0.00	29.25
	Total	4.72	57.55	0.00	62.26
Non-Slum	KV	7.55	13.21	8.49	29.25
	Pvt.	0.00	4.72	0.00	4.72
	BMC	0.00	3.77	0.00	3.77
	Total	7.55	21.70	8.49	37.74
Total	KV	8.49	15.09	8.49	32.08
	Pvt.	3.77	31.13	0.00	34.91
	BMC	0.00	33.02	0.00	33.02
	Total	12.26	79.25	8.49	100

Source: Field Survey, 2018

It is noticed from the Table-7.10 that about 12.26% of total students have the feeling of superiority complex in social studies class in the schools under study, of which the non-slum students(7.55%) were more than that of slum students(4.72%). School-wise , it is observed that the non-slum students(7.55%) of KV were found more feeling of superiority complex in social studies class than that of slum students (3.77%) in private school. However, sometime 8.49% of total students were found the feeling of superiority in social studies class in the schools under study, which was observed only in the non-slum students of KV.(See Fig-7.7)



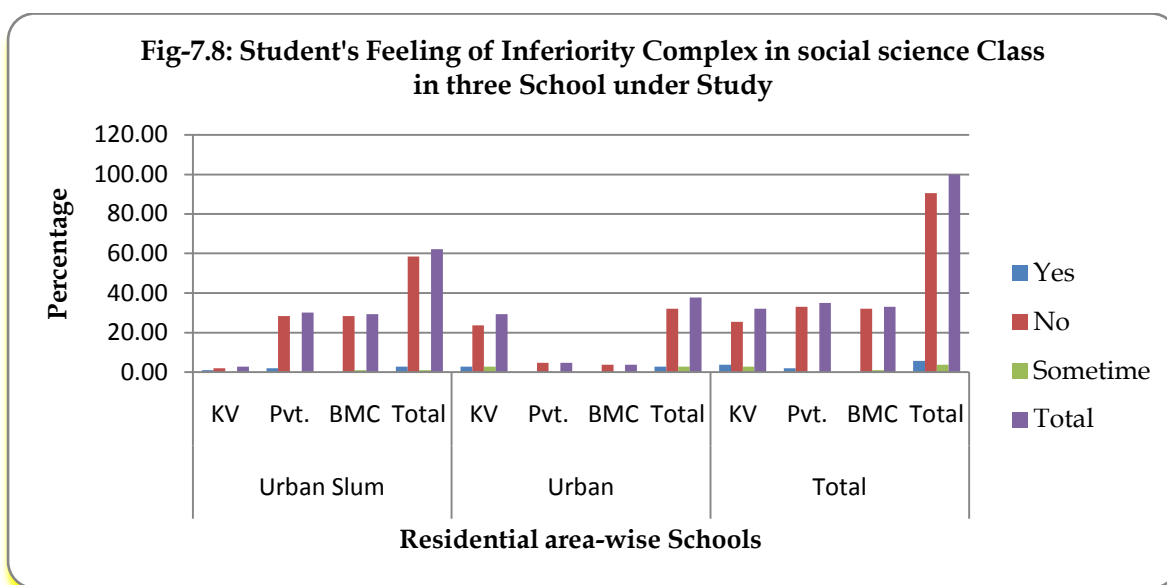
The students feeling of inferiority complex in social studies class can be understood in the schools under study from Table-7.11 given below.

Table-7.11: Feeling Inferiority Complex in Social Studies Class

Residential Area	Schools	Feeling Inferiority complex in social studies class			Total
		Yes	No	Sometime	
Urban Slum	KV	0.94	1.89	0.00	2.83
	Pvt.	1.89	28.30	0.00	30.19
	BMC	0.00	28.30	0.94	29.25
	Total	2.83	58.49	0.94	62.26
Urban	KV	2.83	23.58	2.83	29.25
	Pvt.	0.00	4.72	0.00	4.72
	BMC	0.00	3.77	0.00	3.77
	Total	2.83	32.08	2.83	37.74
Total	KV	3.77	25.47	2.83	32.08
	Pvt.	1.89	33.02	0.00	34.91
	BMC	0.00	32.08	0.94	33.02
	Total	5.66	90.57	3.77	100

Source: Field Survey, 2018

From the Table-7.11 it is clear that only 5.66% of total students had inferior complexity in social studies class in the schools under study, of which 2.83% of each slum and non-slum students. School-wise, the non-slum students(2.83%) in KV were found more than that of slum students in private school. However, sometime only 3.77% of total students had feeling of inferior complexity in social science class in the schools under study, of which non-slum students(2.83%) of KV were found more than that slum students(0.94%) in BMC school(See Fig-7.8).



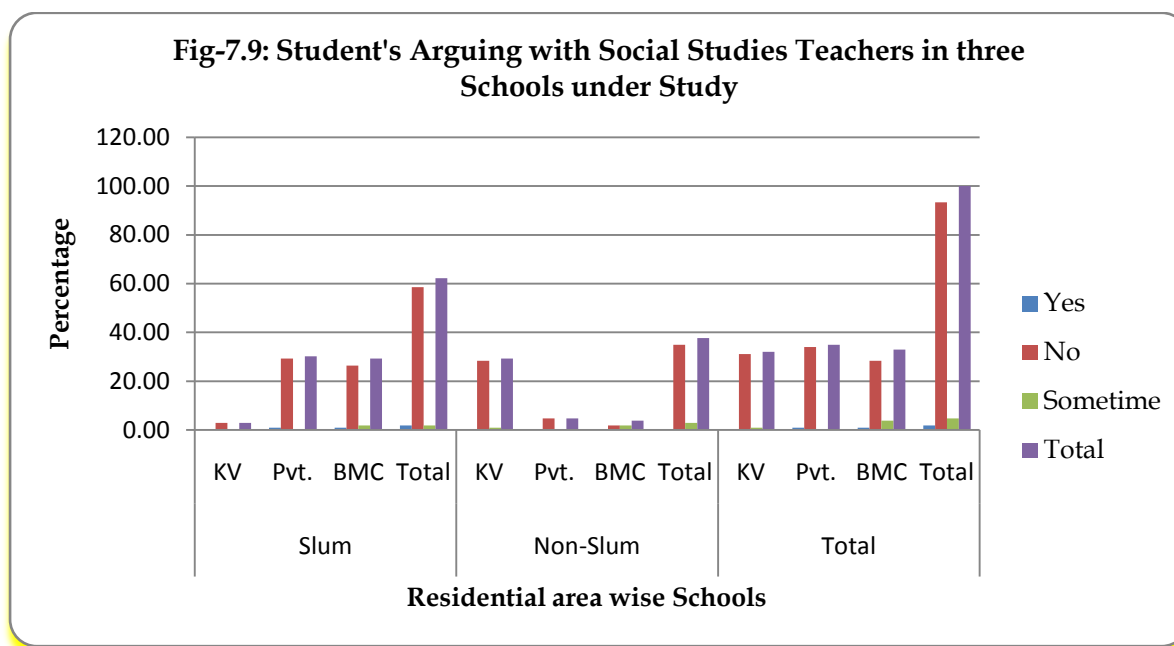
Social science is such kind of subjects where there is lots of scope for arguments between students and teachers. Table-7.12 shows the students who used to argue with social science teachers are presented below.

Table-7.12: Arguing with Social Science Teacher

Residential Area	Schools	Arguing with Social Studies Teachers			Total
		Yes	No	Sometime	
Slum	KV	0.00	2.83	0.00	2.83
	Pvt.	0.94	29.25	0.00	30.19
	BMC	0.94	26.42	1.89	29.25
	Total	1.89	58.49	1.89	62.26
Non-Slum	KV	0.00	28.30	0.94	29.25
	Pvt.	0.00	4.72	0.00	4.72
	BMC	0.00	1.89	1.89	3.77
	Total	0.00	34.91	2.83	37.74
Total	KV	0.00	31.13	0.94	32.08
	Pvt.	0.94	33.96	0.00	34.91
	BMC	0.94	28.30	3.77	33.02
	Total	1.89	93.40	4.72	100

Source: Field Survey, 2018

It is noticed from the Table-7.12 that a very negligible proportion of students (1.89%) used to argue with the social studies teacher(SST) in the school under study, which was found in slum students of private school(0.94%) and BMC school(0.94%). However, sometime 4.72% of total students were arguing with SST in the schools under study(See Fig-7.9), of which non-slum students(2.83%)were more than that of slum students(1.98%). School-wise it was found that the BMC school(3.77%) students were arguing more than that of KV(0.94%).



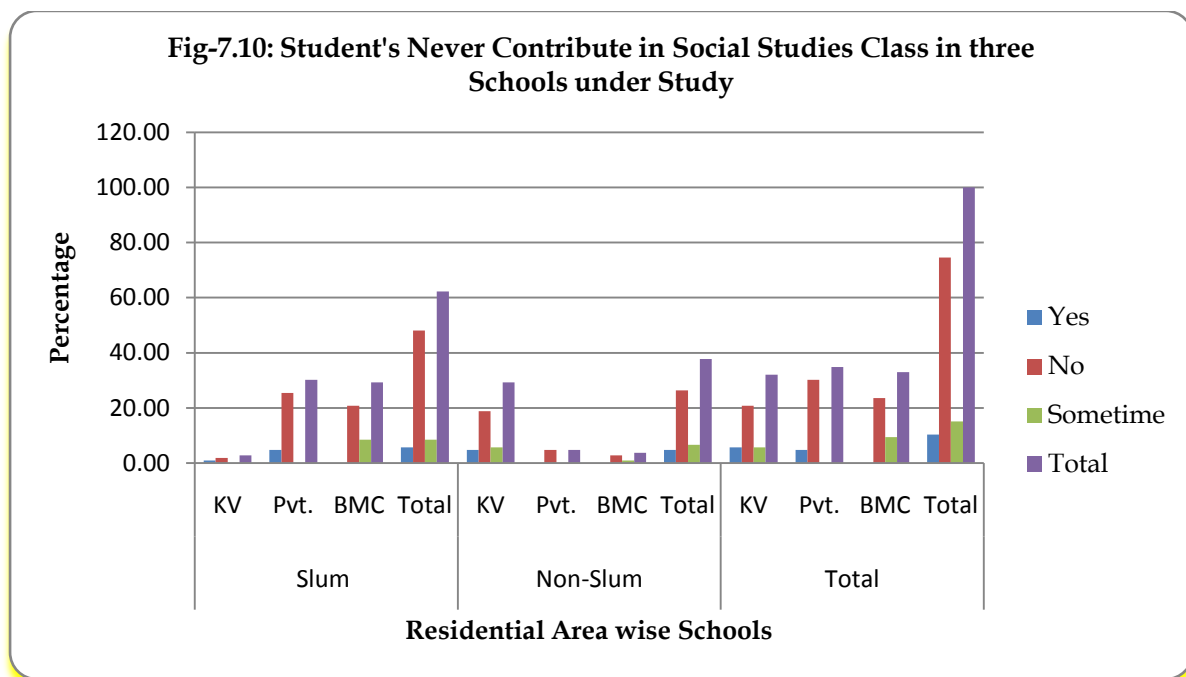
The students not contributing in social studies class can be studied from the Table-7.13 given below.

Table-7.13: Never Contribute in Social Studies Class

Residential Area	Schools	Never Contribute in Social Studies Class			Total
		Yes	No	Sometime	
Slum	KV	0.94	1.89	0.00	2.83
	Pvt.	4.72	25.47	0.00	30.19
	BMC	0.00	20.75	8.49	29.25
	Total	5.66	48.11	8.49	62.26
Non-Slum	KV	4.72	18.87	5.66	29.25
	Pvt.	0.00	4.72	0.00	4.72
	BMC	0.00	2.83	0.94	3.77
	Total	4.72	26.42	6.60	37.74
Total	KV	5.66	20.75	5.66	32.08
	Pvt.	4.72	30.19	0.00	34.91
	BMC	0.00	23.58	9.43	33.02
	Total	10.38	74.53	15.09	100

Source: Field Survey, 2018

It is noticed from the Table-7.13 that about 10.38% of total students have never contributed in social studies class in the schools under study, of which slum students (5.66%) were more than that of non-slum students(4.72%). School-wise, it observed that the same proportion of 4.72% is found in each of the slum and non-slum student's private schools and of KV respectively, but only 0.94% of total students were found from slum area of KV. However, sometime about 15.09% of total students were found never contribute in the social studies class in the school under study, of which slum students (8.49%) were more than that of non-slum students(6.60%). School-wise, it noticed that slum students (8.49%) were found more in BMC school than non-slum students(5.66%) in KV(See Fig-7.10).



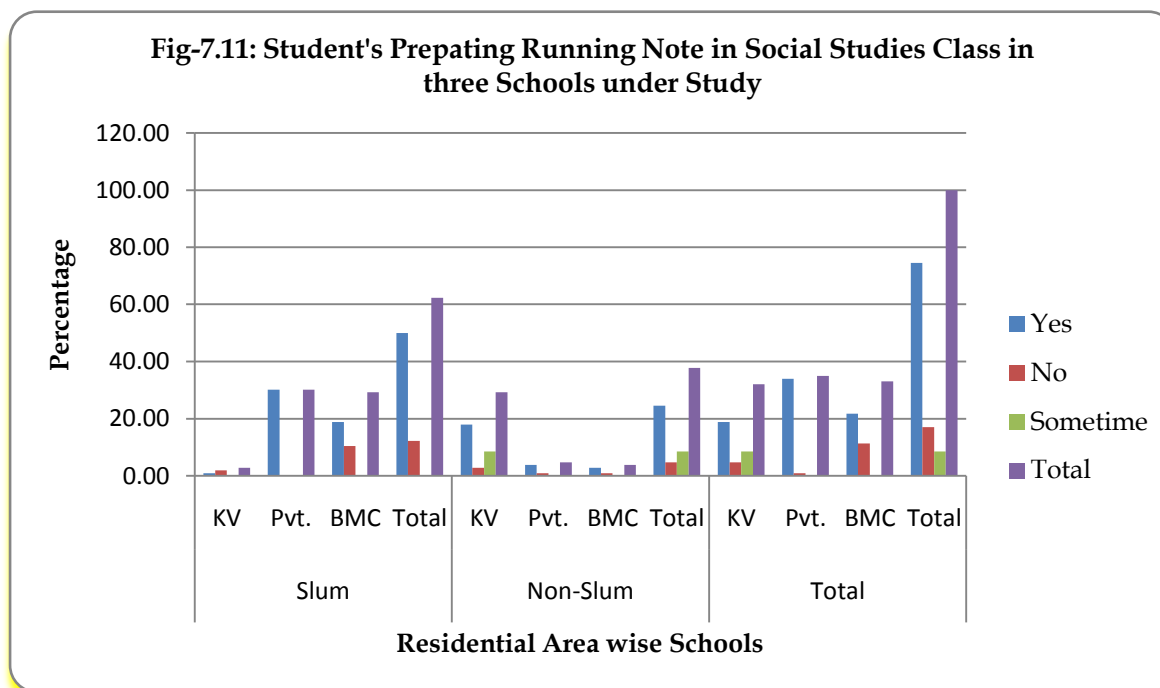
In the social science class some students prepare running notes while some do not prepare. In the below table-7.14 such data is presented.

It is noticed from the Table-7.14 given below that about 16.98% of total students were not preparing running class note in social studies classes in the schools under study(See Fig-7.11), of which slum students(12.26%) were more than that of non-slum students(4.72%). School-wise, BMC school slum students (10.38%) were found more in not preparing class note in social studies class than that of KV(1.89%). But in non-slum students (2.83%) of KV were found more than that of BMC school(0.98%) and private school(0.94%).

Table-7.14: Preparing Running Class-note in Social Studies Class

Residential Area	Schools	Prepare running class-notes of social studies			Total
		Yes	No	Sometime	
Slum	KV	0.94	1.89	0.00	2.83
	Pvt.	30.19	0.00	0.00	30.19
	BMC	18.87	10.38	0.00	29.25
	Total	50.00	12.26	0.00	62.26
Non-Slum	KV	17.92	2.83	8.49	29.25
	Pvt.	3.77	0.94	0.00	4.72
	BMC	2.83	0.94	0.00	3.77
	Total	24.53	4.72	8.49	37.74
Total	KV	18.87	4.72	8.49	32.08
	Pvt.	33.96	0.94	0.00	34.91
	BMC	21.70	11.32	0.00	33.02
	Total	74.53	16.98	8.49	100

Source: Field Survey, 2018



The student's read the lesson in advance of the class can be know in the schools under study can be studies from the table-7.15 given below.

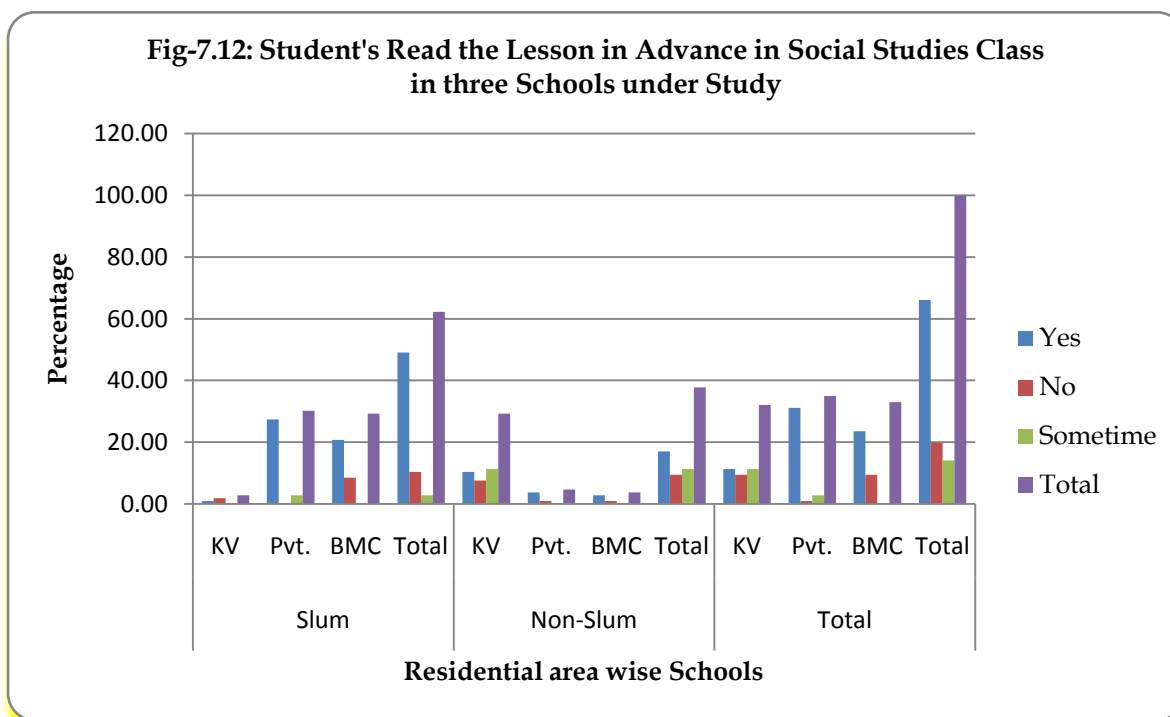
From the Table-7.15 given below it is found that about 19.81% of total students used to not read the lesson in advance of social studies class taken by the teachers in the schools under study, of which the slum students(10.38%) were found more than that of non-slum students(9.43%). School-wise, it is noticed that about 9.43% of total students were found not reading the lesson in advance of the class taken by the SST in the each school of KV and

BMC of the Mumbai district of Maharashtra State, but only 0.98% in private school. In fact the private school students were more independent learners as they read the lesson in advance as compared to government schools(See Fig-7.12).

Table-7.15: Student's Read the lesson in Advance of Social Studies Class

Residential Area	Schools	Read the lesson in advance			Total
		Yes	No	Sometime	
Slum	KV	0.94	1.89	0.00	2.83
	Pvt.	27.36	0.00	2.83	30.19
	BMC	20.75	8.49	0.00	29.25
	Total	49.06	10.38	2.83	62.26
Non-Slum	KV	10.38	7.55	11.32	29.25
	Pvt.	3.77	0.94	0.00	4.72
	BMC	2.83	0.94	0.00	3.77
	Total	16.98	9.43	11.32	37.74
Total	KV	11.32	9.43	11.32	32.08
	Pvt.	31.13	0.94	2.83	34.91
	BMC	23.58	9.43	0.00	33.02
	Total	66.04	19.81	14.15	100

Source: Field Survey, 2018



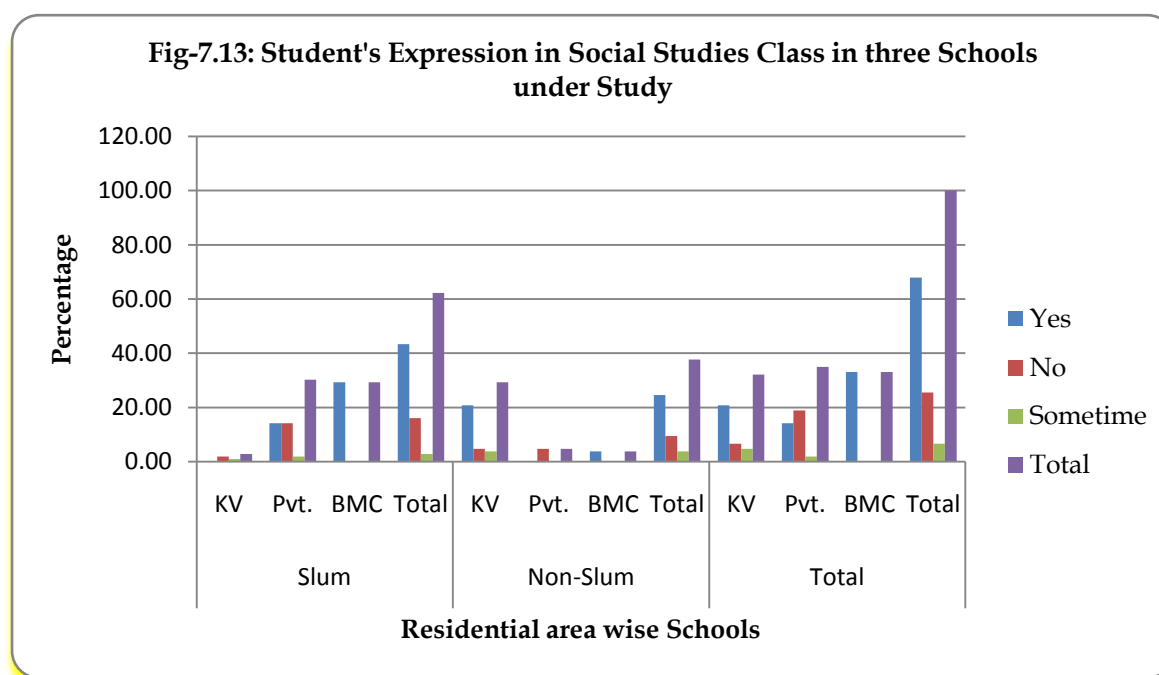
The good expression of the students in social studies class in the schools under study can be known from the Table-7.16 given below.

Table-7.16: Good Expression in Social Studies Class

Residential Area	Schools	Good expression in social studies class			Total
		Yes	No	Sometime	
Slum	KV	0.00	1.89	0.94	2.83
	Pvt.	14.15	14.15	1.89	30.19
	BMC	29.25	0.00	0.00	29.25
	Total	43.40	16.04	2.83	62.26
Non-Slum	KV	20.75	4.72	3.77	29.25
	Pvt.	0.00	4.72	0.00	4.72
	BMC	3.77	0.00	0.00	3.77
	Total	24.53	9.43	3.77	37.74
Total	KV	20.75	6.60	4.72	32.08
	Pvt.	14.15	18.87	1.89	34.91
	BMC	33.02	0.00	0.00	33.02
	Total	67.92	25.47	6.60	100

Source: Field Survey, 2018

It is noticed from the Table-7.16 that the about 25.47% of total students have not good expression in the social studies class in the schools under study, of which slum students (16.04%) were found more than that of non-slum students. School-wise, it is found more problems of communication skill in private school(18.87%) than that of KV(6.60%). The slum students(14.15%) of private schools have found more in no good expression in social studies class than that of KV(1.89%), but no problem in BMC school(See Fig-7.13). Students from slum areas too need to express their views and opinion, idea in the social studies because they have lack of communication skill in the schools under study.



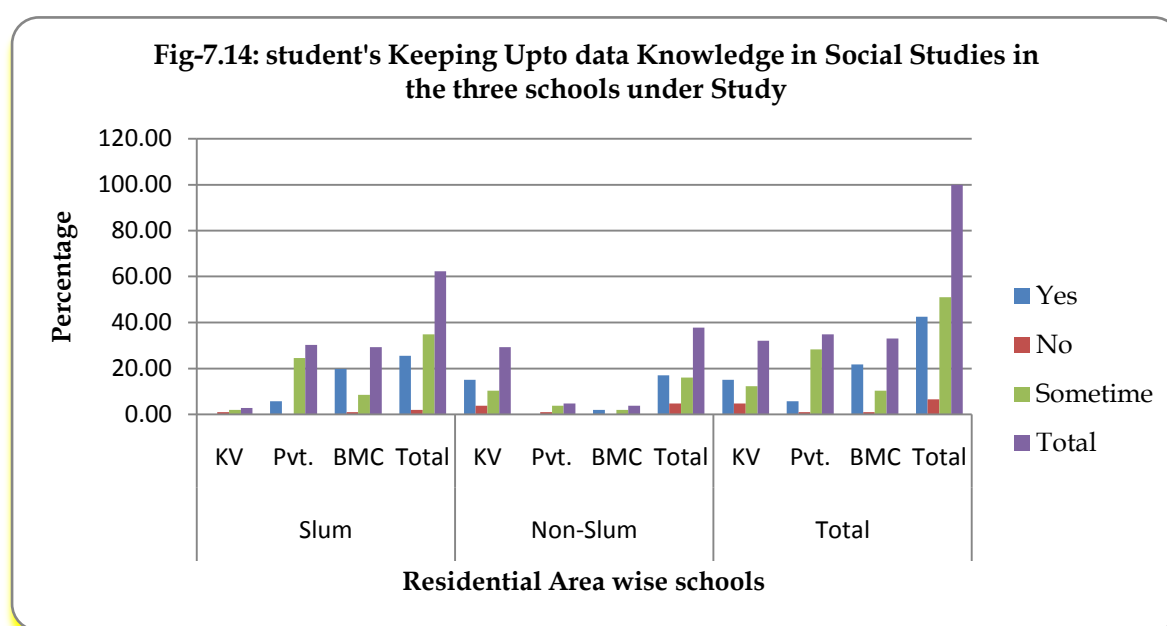
The student's keeping up to date knowledge of social studies concept can be understood from the Table-7.17 given below.

Table-7.17: Keep Knowledge up to date in social studies concepts

Residential Area	Schools	Keep knowledge up to date in social studies concepts			Total
		Yes	No	Sometime	
Slum	KV	0.00	0.94	1.89	2.83
	Pvt.	5.66	0.00	24.53	30.19
	BMC	19.81	0.94	8.49	29.25
	Total	25.47	1.89	34.91	62.26
Non-Slum	KV	15.09	3.77	10.38	29.25
	Pvt.	0.00	0.94	3.77	4.72
	BMC	1.89	0.00	1.89	3.77
	Total	16.98	4.72	16.04	37.74
Total	KV	15.09	4.72	12.26	32.08
	Pvt.	5.66	0.94	28.30	34.91
	BMC	21.70	0.94	10.38	33.02
	Total	42.45	6.60	50.94	100

Source: Field Survey, 2018

From the Table-7.17 it is found that only 6.60% of the total students had not kept them up to date knowledge of social studies concepts in the schools under study, Students(4.72%) from non-slum area were found more than that of slum students(1.89%). School-wise, it is found that the higher proportion of KV (4.72%) had not kept them up to date knowledge in social studies as compared to 0.94% of each of the private school(0.94%) and BMC school(See Fig-7.14). In fact, students should have to relate the social studies concept in their day to day life.



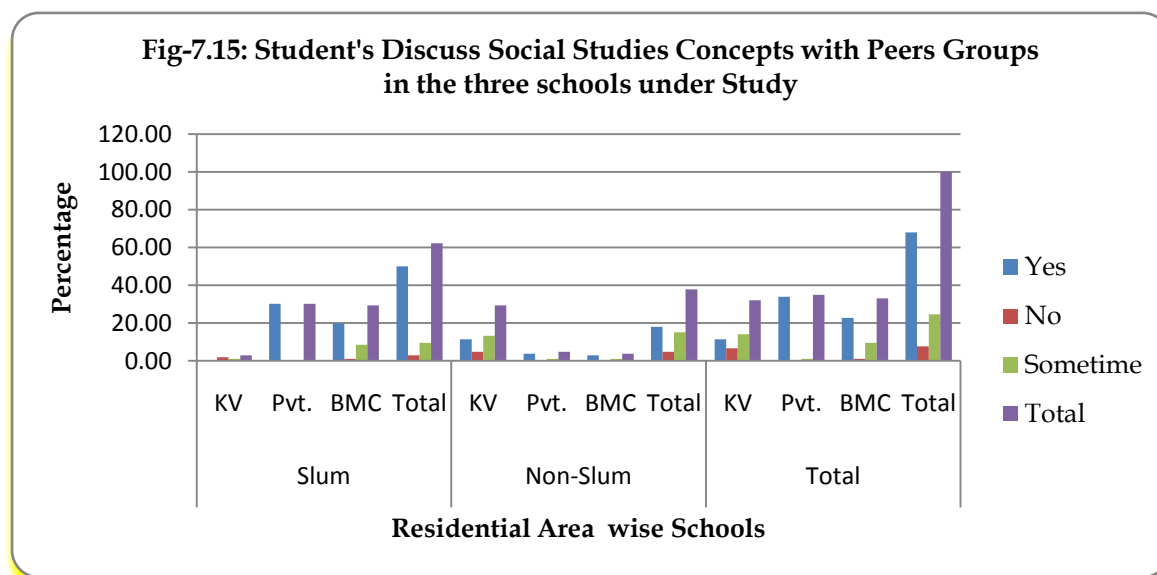
The student's discussed the social studies concepts with their peers are presented in the Table-7.18 given below.

Table-7.18: Discuss Social Studies Concepts with Peers

Residential Area	Schools	Discuss social studies concepts with peers			Total
		Yes	No	Sometime	
Slum	KV	0.00	1.89	0.94	2.83
	Pvt.	30.19	0.00	0.00	30.19
	BMC	19.81	0.94	8.49	29.25
	Total	50.00	2.83	9.43	62.26
Non-Slum	KV	11.32	4.72	13.21	29.25
	Pvt.	3.77	0.00	0.94	4.72
	BMC	2.83	0.00	0.94	3.77
	Total	17.92	4.72	15.09	37.74
Total	KV	11.32	6.60	14.15	32.08
	Pvt.	33.96	0.00	0.94	34.91
	BMC	22.64	0.94	9.43	33.02
	Total	67.92	7.55	24.53	100

Source: Field Survey, 2018

It is noticed from the Table-7.18 that only about 7.55% of total students were not discussed the social studies concepts with their peers in the schools under study, of which the non-slum students (4.72%) were found more than that of slum students (2.83%). School-wise, it is observed that the proportion of KV students (6.60%) were not discussed the social studies concepts with their peers than that of BMC schools(0.94%), but no problem in private schools(See Fig-7.15). In fact the constructive pedagogy may be introduced in the teaching learning of students in the school of KV and BMC, so that they can participate more in discussion with their peers groups.



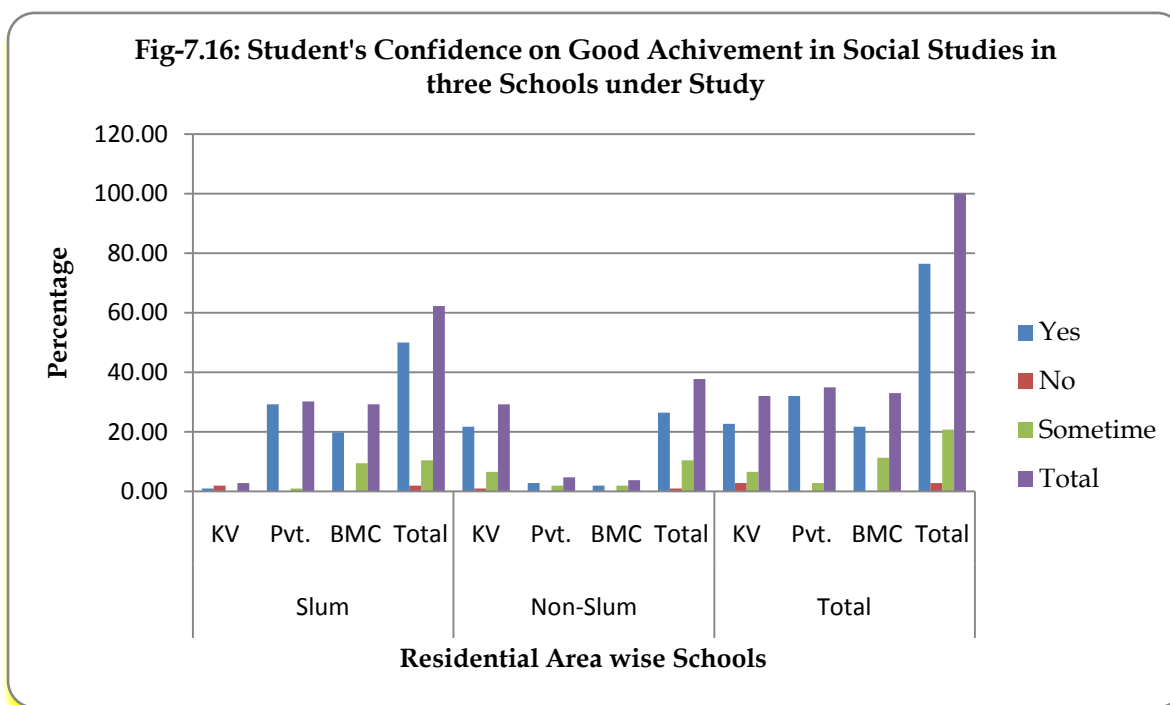
The response of student's confidence on good achievement in social studies has been explained in the Table-7.19 given below.

Table-7.19: Confidence for Good Achievement in Social Studies

Residential Area	Schools	Confidence for good achievement in social studies			Total
		Yes	No	Sometime	
Slum	KV	0.94	1.89	0.00	2.83
	Pvt.	29.25	0.00	0.94	30.19
	BMC	19.81	0.00	9.43	29.25
	Total	50.00	1.89	10.38	62.26
Non-Slum	KV	21.70	0.94	6.60	29.25
	Pvt.	2.83	0.00	1.89	4.72
	BMC	1.89	0.00	1.89	3.77
	Total	26.42	0.94	10.38	37.74
Total	KV	22.64	2.83	6.60	32.08
	Pvt.	32.08	0.00	2.83	34.91
	BMC	21.70	0.00	11.32	33.02
	Total	76.42	2.83	20.75	100

Source: Field Survey, 2018

It is noticed from the table-7.19 that only 2.83% of total students only in KV) had not confidence on good achievement in social studies in the schools under study(See Fig-7.16), of which slum students (1.89%) were found more than that of non-slum students(0.94%). In fact this is because of the lack of importance on children education by the slum parents, so an awareness programme could be organised for slum household in the study schools.



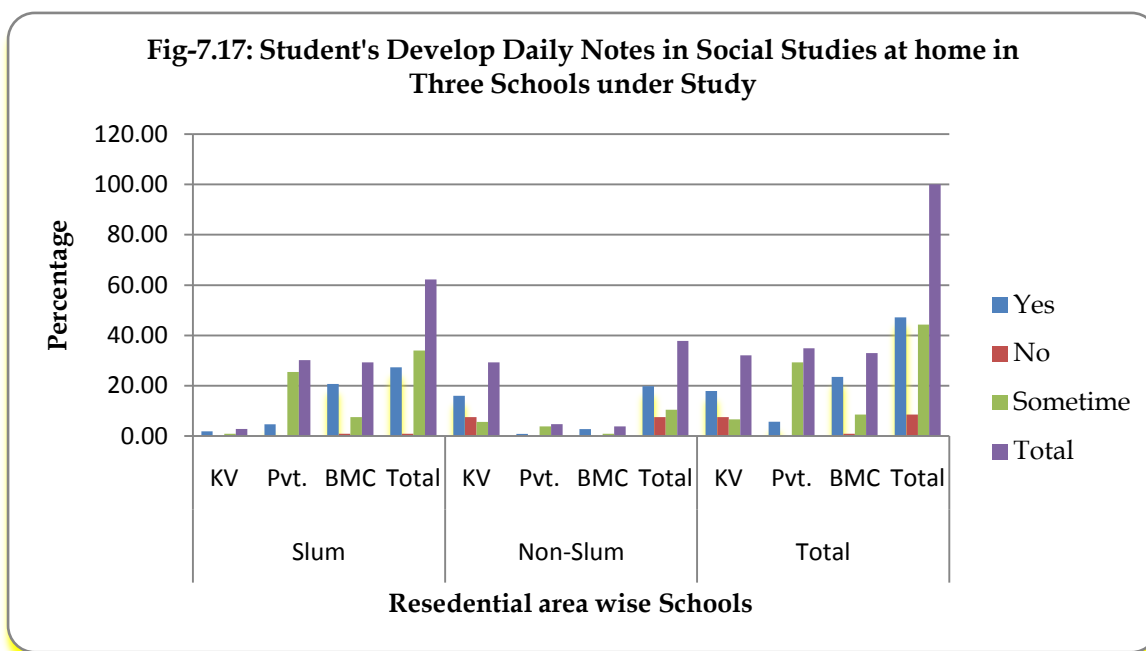
The development of daily notes by the students in social studies is presented in the Table-7.20 given below.

Table-7.20: Develop Daily Notes in Social Studies

Residential Area	Schools	Develop daily notes in social studies at home			Total
		Yes	No	Sometime	
Slum	KV	1.89	0.00	0.94	2.83
	Pvt.	4.72	0.00	25.47	30.19
	BMC	20.75	0.94	7.55	29.25
	Total	27.36	0.94	33.96	62.26
Non-Slum	KV	16.04	7.55	5.66	29.25
	Pvt.	0.94	0.00	3.77	4.72
	BMC	2.83	0.00	0.94	3.77
	Total	19.81	7.55	10.38	37.74
Total	KV	17.92	7.55	6.60	32.08
	Pvt.	5.66	0.00	29.25	34.91
	BMC	23.58	0.94	8.49	33.02
	Total	47.17	8.49	44.34	100

Source: Field Survey, 2018

From the Table-7.20 it is noticed that about 8.49% of total students were found not developing daily notes in social studies in the schools under study, of which the non-slum students(7.55%) were more than that of slum students(0.94%). School-wise, the proportion of KV students (7.55%) were found more in not developing daily notes in social studies than BMC School (0.94%), but not problems in private school (See Fig-7.17).



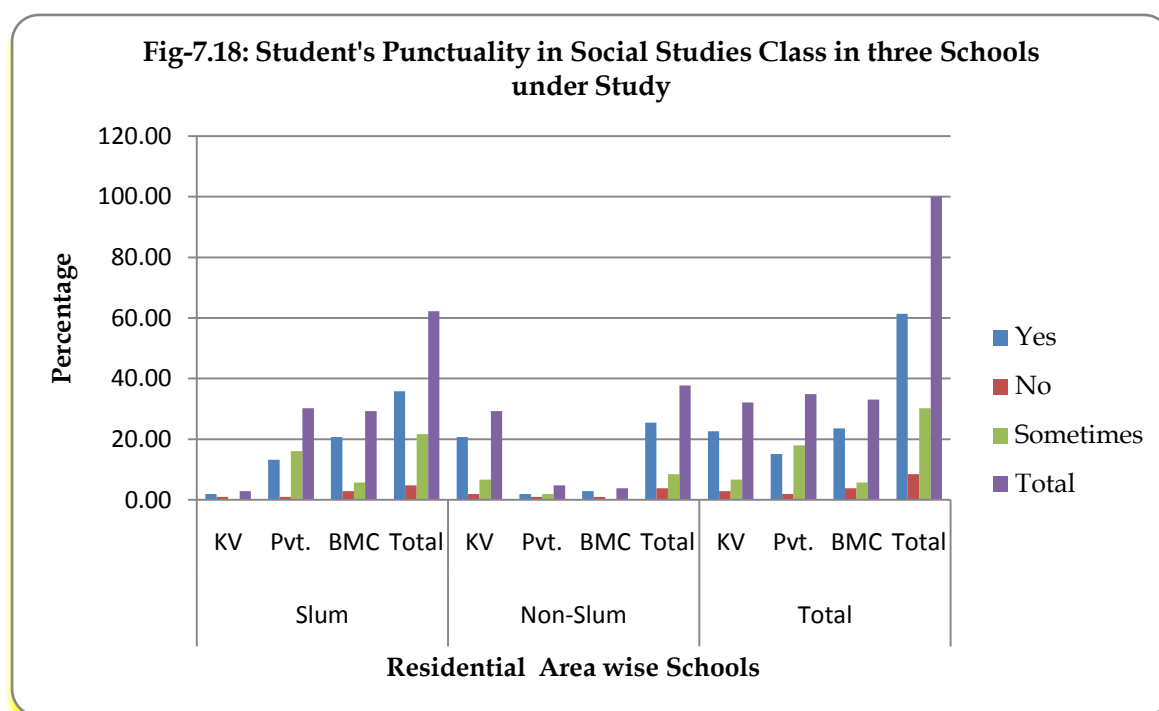
The student's response towards the punctually in social studies has been explained in the Table-7.21 given below.

Table-7.21: Student's Punctual in Social studies Class

Residential Area	Schools	Punctual in social studies class			Total
		Yes	No	Sometime	
Slum	KV	1.89	0.94	0.00	2.83
	Pvt.	13.21	0.94	16.04	30.19
	BMC	20.75	2.83	5.66	29.25
	Total	35.85	4.72	21.70	62.26
Non-Slum	KV	20.75	1.89	6.60	29.25
	Pvt.	1.89	0.94	1.89	4.72
	BMC	2.83	0.94	0.00	3.77
	Total	25.47	3.77	8.49	37.74
Total	KV	22.64	2.83	6.60	32.08
	Pvt.	15.09	1.89	17.92	34.91
	BMC	23.58	3.77	5.66	33.02
	Total	61.32	8.49	30.19	100

Source: Field Survey, 2018

From the Table-7.21 it is observed that about 8.49% of total students were not punctual in social studies classes in the schools under study, of which slum areas students(4.72%) were more than that of non-slum areas students (3.77%). School-wise, (3.77%) of students in BMC school were not punctual in social studies classes as compared to KV(2.83%) and private school(1.89%). (See Fig-7.18)



Students prefer other source or supplementary materials apart from textbook in social studies have been presented in the Table-7.22 given below.

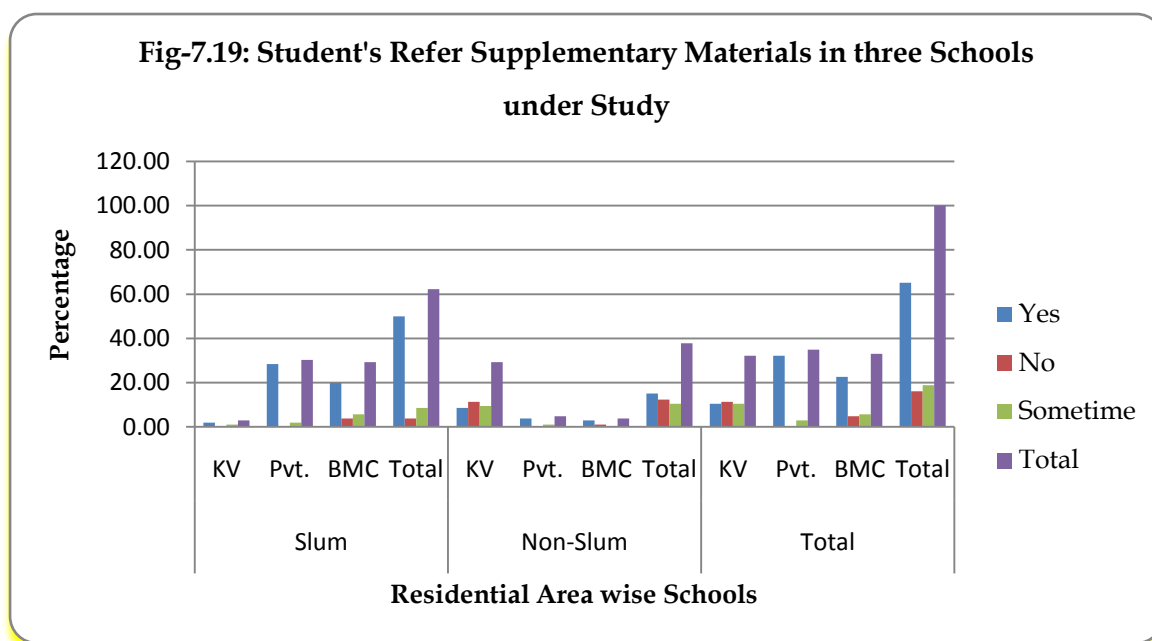
Table-7.22: Student's Refer Supplementary Material (Apart from Textbooks) in Social studies

Residential Area	Schools	Refer other sources in social studies			Total
		Yes	No	Sometime	
Slum	KV	1.89	0.00	0.94	2.83
	Pvt.	28.30	0.00	1.89	30.19
	BMC	19.81	3.77	5.66	29.25
	Total	50.00	3.77	8.49	62.26
Non-Slum	KV	8.49	11.32	9.43	29.25
	Pvt.	3.77	0.00	0.94	4.72
	BMC	2.83	0.94	0.00	3.77
	Total	15.09	12.26	10.38	37.74
Total	KV	10.38	11.32	10.38	32.08
	Pvt.	32.08	0.00	2.83	34.91
	BMC	22.64	4.72	5.66	33.02
	Total	65.09	16.04	18.87	100

Source: Field Survey, 2018

From the Table-7.22, it is noticed that about 16.04% of total students were not referring other supplementary materials apart from their textbook in social studies in the schools under study, of which non-slum students (12.26%) were more than that of slum students (3.77%). School-wise, the proportion of 11.32% of total students not referring supplementary

materials were from KV (See Fig-7.19). In fact, the supply of supplementary material is less to the students of KV and BMC School.



Students face the problem of learning in social studies has been presented in the Table-7.23 given below.

Table-7.23: Student's face Problems in Social Studies Learning

Residential Area	Schools	If yes, what are the problems?								Total
		No Problem	Language problems	Listening problems	Understanding problems	Reading Problems	Lack of interest	Boring subject	Any other	
Slum	KV	0.00	0.00	0.94	0.00	1.89	0.00	0.00	0.00	2.83
	Pvt.	2.83	0.00	0.00	27.36	0.00	0.00	0.00	0.00	30.19
	BMC	4.72	1.89	4.72	6.60	0.94	5.66	3.77	0.94	29.25
	Total	7.55	1.89	5.66	33.96	2.83	5.66	3.77	0.94	62.26
Non-Slum	KV	13.21	0.00	0.94	6.60	0.00	6.60	0.94	0.94	29.25
	Pvt.	0.00	0.00	0.00	4.72	0.00	0.00	0.00	0.00	4.72
	BMC	0.00	0.94	0.00	1.89	0.00	0.94	0.00	0.00	3.77
	Total	13.21	0.94	0.94	13.21	0.00	7.55	0.94	0.94	37.74
Total	KV	13.21	0.00	1.89	6.60	1.89	6.60	0.94	0.94	32.08
	Pvt.	2.83	0.00	0.00	32.08	0.00	0.00	0.00	0.00	34.91
	BMC	4.72	2.83	4.72	8.49	0.94	6.60	3.77	0.94	33.02
	Total	20.75	2.83	6.60	47.17	2.83	13.21	4.72	1.89	100

Source: Field Survey, 2018

From the Table-7.23 it is clear that about 47.17% of total students were found problems of understanding in various concept of social studies in the schools under study, of which the slum area's students (33.96%) were found more than that of non-slum area's students(13.21%). School-wise, the private schools students(32.08%) had more understanding problems than that of BMC(8.49%) and KV(6.60%). The method of teaching and learning may be changes to solve the problem of understanding of the students.

About 13.21% of total students had lack of interest in social studies learning in the schools under study, of which non-slum area's students(7.55%) were more than that of slum area's students(5.66%). School-wise, about 6.66% of total students in each school of KV and BMC, but no problem of interest in social studies learning.

About 6.60% of total students had problems of listening, of which slum area's students (5.66%) were found more than that of non-slum area's students. School-wise, this problem was found more in students of BMC school (4.72%) than that of KV(1.89%). Similarly, 2.83% of total students were facing each language problems of reading and writing. Thus, 4.72% of total students were feeling boring in social studies learning in the schools under study.

7.3 Summing Up

In nutshell, the determinants of learning opportunities or educational opportunities of students nearby slum area have been identified as their attendance, area of household, age, sex, caste, education, occupation, income, size of the household, number of rooms in current dwelling, number of dependent member of the household and system of family. On the basis of Logit and Probit Analysis it is observed that about 58.82% of students secured above 60% of marks in social science for class-VIII in KV, Mankhurd. In case of the K.V Mankhur, In fact, the problems of learning among the students was found those who were belongs to lower caste social groups- SC&ST, lower level of occupations others than services & trade and business like wage labour, artisan skill worker, old & retired, handicapped, other; lower level of income, joint family system. About 59.46% of students secured above 60% of marks in social science for class-VIII in private school(Mahila Mandal Sanchalitmadhyamik Vidyalaya). In case of the private school, the the learning opportunities of the students were low with the students those who were belongs to slum area, female household head, lower class of occupation, income, less number of rooms in current dwelling, more number of dependent member of the household. About 88.57% of students secured above 60% of marks

in social science for class-VIII in State Government School(MBC Marathi Medium School). In case of the state government school, the learning opportunities of the students were less and found difficult with the students belongs to lower caste group of SC&ST and higher number of dependent member of the household.

To conclude the student's response towards the problems of learning in social studies, in nutshell it is observed that most of the students are feeling nervous(83.96%), not doing home work regularly(38.68%), lack of confidence of social studies teacher(38.68%), no understanding various social studies concept(33.96%), not contributing and participating in social studies class(25.47%), feeling superior complexity(20.75%), Not reading the lesson in advance of the class(19.81%), not preparing running note inside the class(16.98%), not referring supplementary material apart from textbook(16.04%), truanting from social studies class(14.15%), lack of interest in social studies class(13.21%), feeling inferior complexity(9.43%), not developing daily note(8.48%), not punctual in class(8.49%), augment with social studies teacher(6.61%), Not keeping upto date knowledge about social studies(6.60%), problem of listening in social studies class(6.60%), feeling boarding(4.72%), problem of language in reading and writing(2.83%), lack of confidence on good achievement(2.83%), sleeping inside the class(2.83%), late entry(2.78%) etc. Area-wise, more or less the slum students are facing all such problems as compared to non-slum students in all the schools under study. School wise, it is noticed that the BMC and private schools are facing such problems more or less as compare to KV. Hence, the pedagogical intervention is necessary to solve all such problems in learning social studied in the schools under study.

CHAPTER-VIII

PEDAGOGICAL PROCESS AND PROBLEMS OF LEARNING

The present chapter deals with classroom observation of pedagogical process and problems of learning in social studies. In order to make details analysis and discussion on the problems of learning social studies, the *data triangulation method* have been used to discuss as such by compiling the data collected through different ways of primary sources like FGD of Students(Tool-2), Teachers Interview Schedule(Tool-3), Principal/HM Interview Schedule(Tool-4), FGD of Parents/SMC members on attention towards the child's learning in social studies(Tool-5) and also the classroom observation by the investigators(Tool-6). On the basis of this, here an attempt has been made to identify and trace out the problems of learning social studies at upper primary level (Class-VIII students) in three schools nearby slum dominated area of Mumbai and Mumbai Suburban districts of Maharashtra State. This chapter deals with Objective-4 as given below.

Objective-4: To trace out the problems faced by socio-economic backward students in learning social studies in the school and class under study.

In order to achieve objective-4, here the following pedagogical aspects, practices, variables and indicators are taken into account to identify the learning difficulties of the students in the school under study of the Maharashtra State, such as FGD of Students in the area of liking/interest of subject in social studies, understanding of social studies concept, Regularity in social science classes, students participation in activities, participation in group work, asking questions in social studies class, clear the doubts, presenting of own view in classroom, visit to the historical place, difficulties faced in learning of social studies.

Teachers Interview in the area of teachers likeness to teach social studies, problems faced in communicating content of social studies, conducting activities during teaching-learning process, participation of student of different socio-economic backwards in activities, organisation group work inside the classroom, giving freedom to students in asking questions, clearing student's doubt during the teaching-learning process, clearing the Backwards Student's doubts inside the classroom, giving opportunity to students to present their views inside the classroom, taking all students to visit the nearby famous historical and geographical place, taking any extra classes for students who are weak in social studies, problems faced while teaching social studies to socio-economic backward students; use of

ICT/Internet/ppt to explain concepts; attend the training programme in social studies, how do you assist learners to learn social studies; strategies of teaching and learning used in social studies; challenges of teaching and learning that you have experienced in social studies; contribution to educational reform to poor academic performance of learners; problems that hinder teaching of social studies at upper primary school level; contribution to improve performance of learners; does change in curriculum leads to under-performance of learners in social studies; suggestive measures to solve the problems of learning social studies.

FGD of HM/ principal's have been conducted in the thematic area of curriculum, textbook, learning experience and availability fund etc.

FGD of Parents / SMC Members in the area such as duration of time devoted on education of their children; subject their children are weak; time their children devotes in learning social studies/measures they take if children are weak in social studies, arrangement of any supplementary books on social studies for their children, discuss of any social issues with their children, taking their children for tourism?

Classroom observation in the area of involvement of learners, use of varieties of teaching -learning strategies, assessment and feedback during teaching and learning, assess the joyful learning of learners in teaching- learning of social studies, use of teaching learning materials, ICT integration in teaching-learning, major strength and weakness of the teachers in pedagogical practices.

8.1 An Analysis of Student's FGD

Students are the target groups in the learning of social studies. To understand the problems of learning social studies, it is very much essential to know the views of students about the teaching learning process and others aspects of pedagogical process in the classroom. Therefore, one FGD having 10 students was organized in each school under study. In each FGD 10 students participated consisting of 5 different socio-economic backgrounds such as 2 students from area they belong (Slum & non-slum area), SC, ST, OBC, general including 1 boy and 1 girl. The tool-2 had an objective of getting idea of student on problems and difficulties of learning in social studies. The students participated in group discussion with a great enthusiasm and responded the point with a great interest in Table-8.1as given below. Hence, the qualitative data of FGD has been transcribed and presented in thematic

ways. Theme wise response of the students on different points of discussion has been analysed as follow.

Table-8.1: Response of Students in FGD on Different Theme.

S.N	Theme	KV		Private School		BMC School		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Liking of social studies	9	1	10	0	8	2	27	3
2.	Understanding of social studies	9	1	8	2	7	3	24	6
3.	Attend social studies classes regularly	9	1	8	2	9	1	26	4
4.	Participation in activity (individual.)	7	3	6	4	6	4	19	11
5.	Participation in activity (group)	10	0	10	0	10	0	30	0
6.	Asking question in class	10	0	7	3	4	6	21	9
7.	Clear the doubt	10	0	10	0	10	0	30	0
8.	Present your own view inside the class	8	1	9	1	8	2	25	4
9.	Visit to the historical places	3	7	2	8	7	3	12	18
10.	Problem in learning social studies	6	4	8	2	8	2	22	8

Source: Field Survey, 2018

1. **Liking of Social Studies:** Most of the KV students viewed that they like the social studies subject because they like to read and study more. They stated that:

'the way our SST teachers teach us, which makes us more easier, it is related to our surrounding and society, we got more and more knowledge about social events, easy to learn past things from history and about agriculture and industry from geography, man is social animal, geography provide natural thing, planet, industry, agriculture.'

Similarly, majority of the students of private school told that they like social studies subject because they used to be nice at school, get lot of information from teachers, gets general knowledge, understand the history of different kings, love social knowledge, get information about different places, get lot of informations and knowledge from it. They also stated that:

'it helps a lot in the future, get general knowledge about the person and even, it is a good to move forward, get information about leaders, old stories are there, stories are there how was our Indian culture, it is interesting to know about the past, information about cultural heritage, information about worlds wars, get lots of social knowledge from social studies, get knowledge about the leader, we live happily, we get knowledge of different legends, knowing thoughts of kings, it gives knowledge about the heavens.'

Most of the BMC School students also like the subject of social studies because they get to know about the history of paste and get information about social reform, great ideals, information about the earth, sun. Planets, Gandhi, get to learn something new

etc. Some of the students also not like social studies in all the schools under study, for instance, the students viewed that they don't like the subject of social studies because it does not have any scope in future life like science and mathematics, not interesting because in social science there, they need to write long answer.

2. **Understanding of Social Studies:** Most of the students understand the social studies concepts in the schools under study. For instance, the students of KV opined that they understand the concept of social studies because the social studies subject provide more knowledge in life, teacher explains everything clearly, But at the same time they also stated that they do not understand history because in history there are lots of dates to remember, teacher explain better but don't understand history because it has many types of names and dates. However, they viewed that they understand the concept of geography and civics, geography and civic easily makes sense about the climate, sun, planet, etc. Whereas the students of private and BMC school viewed that they understand the concept of social studies because teachers give satisfactory explanations, history is so fascinating for them, they love learning Social Studies. On the contrary, some of the students also do not understand the subject in all the schools under study because they felt difficult in writing long answer, don't understand history as the years, names are very hard to remember.
3. **Attend Social Studies Classes Regularly:** Majority of the students attend social studies classes regularly in all the schools under study. As the students of KV viewed that they attend the social studies class regularly because they understand the concept of social science and they find it interesting. They stated that:

'If we will not attend the class we cannot understand the concept of the subject, also if we bunked the class we will not understand what the teachers have taught in the last class, we wanted to know and understand the concept of social issues, we know something about past and it helps in exam , we like to study social activities. We will not get knowledge and understanding if we miss the lesson.'

Whereas in private and BMC school students opined that:

'We attend the class regularly because we had a nice visit to elephenta cave, like to know new things, likes to get information about the Savitri Bai Phule, Shivaji Maharaj, Ambedkar, Shivaji Rao, they get to know why and how it happened in the class, they like

the subject, we love social media, we have to learn all subjects for holistic development, history is need to get because it give the philosophical idea guide to live life in future.'

On the contrary, some of the students in all schools under study were also not attending the class because history is a boring subject as compared to mathematics and maths is an interesting and logical subject.

4. **Participation in Activity (individual):** Majority of the students in the schools under study were participated in individual activities. As the students of KV stated that they participated in different individual activities like social studies exhibition, drama, projects, making group wise project etc. Whereas the students of private and BMC schools opined that they participated in the individual activity because they like to visit new place, get the scope to know new thing while doing project, dancing, making cards, debate, mapping, making planets, playing with musical instruments, watching movies and videos, projectors, participate in discussion, get pleasure from games and playing cards etc. On the contrary, some of the students of all schools under study stated that they do not participated in individual activities because teachers did not told them about any activity.
5. **Participation in Activity (Group):** All most all the students in all schools under study stated about their participation in group activities. The KV students opined that they participated in the group activities because they got opportunities to visit new places as the students had gone to Odisha for sports, making album, social science exhibition, drama, group dance, doing project in group. They found participation in groups work is enjoyable because they could interact with new students and friends. Whereas the students of KV and BMC schools viewed that they like to do the project, drama, dance in group, act in drama, project, discussion, share views and ideas among each other's. Over all students enjoy in group activities like playing cards and rose. Students also of the viewed that; once through performing a drama they got answer of the solar system clearly.
6. **Asking Question in Class:** Majority of the students in the schools under study were of the viewed that they ask questions in the class. Students of KV were of the viewed that:

We ask questions to increase our conceptual understanding, even we make mistake, our teachers correct it in instance, so we learn more. Our teachers also permit us to ask

questions 100 times, no problems in there. Our civic teachers give more freedom in her classes.

Students of private and BMC schools were stated that that they asked question when they find difficult in understanding concept and topic and to understand the topic in-depth. Some of the students of these two schools were of the viewed that they do not ask any question because they do not understand anything in the classes.

7. **Clear the Doubt:** All most all the students of KV clear their doubt inside the classroom and also sometime after the class. Similar things also observed in private schools where as in BMC school students were of the viewed that they clear their doubts through phone and WhatsApp and inside the classroom.
8. **Freedom in Expression of students own views:** Majority of the students of all schools under study of the viewed that they present their views inside the class. As per the opinion of KV students, they understand the content clearly by sharing their views inside the classroom. If there is any mistake the teachers clarify that. There in the KV students also had given opportunities to present their views inside the classroom but some time teachers could not provide opportunity because of time constraints and covering of the vast syllabus. However, in private school, teachers asked questions and students share their views on that and the entire class get new ideas and think. Sometimes students share their views what they have learn from their field visit and excursion and tour etc. But in BMC Schools, the students were presented their views as they visited Rani Bag Musium, Tajmahal, pine tree, Sangam Stone, library, visual arts etc. on the contrary, some students are afraid and hesitate to share their views in the classroom.
9. **Visit to the Historical Places:** Some of the KV students were of the viewed that they visited to the historical place. Sometime, they visited different places like Shivaji fort, Neheru Science Centre and learned a lot from that about great personality. Sometime the students of private schools also visited the historical places at Delhi to know the importance and specialty of Sajjangarh, Raigarh, Shivnery, Panhala and Water Park etc. The BMC school students visited Museum, Park, RCD mall etc, in which they get to know about the living style of old people and that guide them how to live in the society. On the contrary, majority of the students don't like to visit to historical place. Sometime principal ask the students to come, but they said not interested. Sometime they said that school's teachers don't take them to visit new historical and geographical place.

10. **Problem in Learning Social Studies:** Majority of the students in KV had problems in social studies. They stated in following ways:

'We understand social studies subjects like geography but not history because in History, we have to memorize and recall exact date of different events. Sometime geography and history are easy to learn but difficult to write long answer. We face problem in understanding historical facts and events because our SST teachers taught very fast.'

Similar problems in learning social studies was also stated by private school students, they stated that they were unable to recall the year in history. Sometime they were unable to understand concept like shape and size of the sun in geography. The BMC School explained that; they face the problems of measurement of degree in geography and years in history and sometime concept like smuggling in the context of social studies. Sometime they had also not get problems in historical date, year and event.

11. Suggestions:

1. The PPT, e-learning device, play and drama on different topics should be integrated in the teaching learning process.
2. The student should ask to make record of newspaper clips relating to daily life so that the students can able to understand the political, social, cultural and geographical issues.
3. The hand writing practice should be given as an assignment to increase the ability to answer the long questions.
4. The activity based learning should be implemented to make learning interesting and joyful by acting role of great personality, shouting, dancing, singing etc.
5. The art integrated learning(AIL) should be implemented by showing more pictures to the students. Students must be taught in their mother tongue because they can easily spell out the concept of social studies in their own language.
6. The videos, exhibition, activities related to birthday of great personality and drama should be organised in the school.
7. Good library facility with computers and internet facility should be provided to increase the reading habit and to develop self-learning of the students.
8. The play and old story telling and watching videos would increase the learning ability in the classroom.
9. A friendly environment should be provided in the classroom, so that the students can able to learn as well.

10. The diagram, activities and visits of historical place should be more, so that student can able to grasp the social studies concepts easily.

8.2 An Analysis of Teacher's Interview

Ideally, the teachers of social studies should be reflective practitioner in the teaching learning process. As reflective practitioner, the teachers must understand the problem faced by them during teaching learning process. At the same time they also must understand the problems of learning difficulties of the students in subject area of social studies. The main focus of the reflective practice of a teacher is to improve the process of teaching and learning in the classroom. The important component of the reflective practice of the teachers is the planning of lesson or creating a learning situation for effective classroom in terms of teaching-learning aspect, objective, resources, strategies, approaches, way of dealing with content and its presentation and assessment etc. Therefore the main objective of the reflective practice of a teacher is to improve the quality of education and solve the problems of social studies learning inside the classroom. Hence, the teachers who are dealing with the subject of social studies must know and understand the problems of learning difficulties of students in the teaching learning process and also the way they are dealing with the subject. So, here an attempt has been made to know and understand the problems of learning in social studies and trace out the problems faced by the students in learning social studies in three schools under study. Therefore, theme-wise responses of the teachers of three different schools under study with regards to Tool-3 has been discussed on the points are as follows.

1. **Like to Teach Social Studies:** The social studies teachers(SST) of all schools under study responses that they are interested in teaching social studies. One social studies teacher stated that, she find very interesting thing in the subject as well as she has interest in the subjects since her school days. She has master degree in geography. Whereas the private schools teachers stated that the subject contained cultural, social and environmental issues, so they had interested in the subjects from their schooling days. However, the BMC School teachers opined that the subject is interesting as it provides historical facts and current information.
2. **Problems Faced in Communicating Content of Social Studies:** The teachers of all the schools under study have been facing the problem in communicating the content of social studies to the students in the socio-economic backwards area of slum areas. One KV's teachers viewed that:

'Students of the slum areas lack general knowledge about the surrounding, they don't understand English, and they also lack concentration in the class due to unawareness of the importance of education.'

Whereas the private school teachers opined that:

'Sometime student's don not have books in geography; they are not interested to study as most of the students belong to low social and economic background.'

The BMC School teachers also stated in the same way as the private school teacher.

- 3. Conducting any activities during teaching-learning process:** The social science teacher of all the three schools under study were of the view that, they conduct different activities during teaching learning process. The KV teachers stated that they conducted different activities at their school like map work, newspaper clips, group discussion, importance of natural vegetation, skits on discrimination, election activity in the class by acting different ministerial role, role play of famous personal role.

Similarly, teacher of the private schools stated that, she conducted role of different planets while teaching lunar eclipse. At the same line teachers of BMC School stated that they conduct different activities like drama, storytelling, general knowledge completion, game and flash cards etc. while teaching social studies in the classroom.

- 4. Participation of Socio-Economic Backwards Students in Activities:** The teachers of all schools under study opined that, the socio-economic backward students participate in different activities in their respective school. Teacher of KV stated that, Socio-Economically backward students of their school participate in different activities like in preparation of charts, albums, projects, participation in group discussion etc. Similarly, teacher of private school stated that, socio-economically backward students of the school participated in different activities like in presentation, discussion, role play of planets while teaching lunar eclipse in the classroom. However, in BMC school students are participating in all activities.
- 5. Organizing group work in the classroom:** The teachers of all schools under study stated that they organize group work in the classroom and students from socio-economically backwards also participate in the different group work. However, the teachers of private school stated that the socio-economically backward students some

extents rarely participate in the group work. However, teachers of KV and BMC School stated that socio-economically backward students actively participate in different group works.

6. **Giving freedom to students in asking questions:** It is stated by teachers of all schools under study that they give freedom to all students in asking questions. However, teachers of KV were of the view that the socio-economically backward students do not ask much questions because they do not have interest in learning. We have to see it critically, problem is there in both the sides, some time teachers blame socio-economically backward student without taking proper initiatives to motivate students. The teacher must try to know, why socio-economically backward students do not ask much questions. Many educationists were of the view that socio-economically backward come from such background that there is no culture of study and learning, many children are the first generation learner. So, looking into all these contexts proactive steps should be taken both at the school level and at the governmental level to include students from such backward background in the regular classroom.

7. **Clearing Student's Doubt during the Teaching-Learning Process:** Social studies teachers of all schools under study stated that they clear doubt of students during the teaching learning process. The private school teachers explained that they clear doubts of all student's by simplifying the language. BMC school teachers were of the view that they clear doubts of students by showing video clips and picture in the classroom.

However, teachers of KV stated that some time they fail to clear the doubt of socio-economically backward students by stating that they do not have interest and do not want to study. We have to look this statement of teachers critically, why socio-economically backward students are interested in study? It is the responsibility of respective teachers all the stakeholders associated in the field of education to know the cause of the disinterest of socio-economically backward students and steps must be taken.

The private school teachers stated that they up to some extent clear doubts of the backward student's during the teaching learning process.

8. **Giving Opportunity to Students to Present their Views inside the classroom:** Social studies teachers of all schools under study stated that they provide opportunities to all students to present their view in the classroom. However, it is stated by private

school teachers that, even though they encourage socio-economically backward students to present their self-expression in the classroom, then also students' give less views and many times do not express.

9. Taking all Students to Visit the nearby Famous Historical and Geographical place:

All the social studies teachers of three schools under study stated that they take students to visit nearby famous historical and geographical place. The KV and private school teachers stated that generally they take students to visit different places like the Nehru Science Museum and Kolhapur. Where as BMC school teacher stated that, they take students to visit Tajmahal, Kutab Minar and Red fort, etc. However, private school teachers mentioned that sometimes they become disinterested to take children to visit different places for long days because of more proportion of girls' students in the schools and there is shortage of fund and resources etc.

10. Taking any Extra Classes for Weak Students in Social Studies:

Social studies teachers KV stated that they take extra classed for weak students in social studies. Where as the private school teachers said that sometime they take extra classes for students who are extremely weak (those who do not know reading and writing). However, in the BMC school teachers provide time from 12 noon to 1.00 p.m every day to clear the doubts in all subjects.

11. Problems faced by teachers while Teaching Social Studies to Socio-Economic Backward Students:

Social studies teachers of all schools under study stated that they face problems while teaching social studies to the socio-economic backward students. KV teachers were of the view that they face problems because many students most of the time do not complete their homework, do not understand the concept, careless attitude towards class work and homework, losing books and notebooks. Such students also never participate on their own in any discussion and we force them to take part. They have also very poor performance, although they can improve their performance if they make more efforts. Whereas, the private school teachers stated that many student's have family problem and they don't have proper homes to stay. However, the BMC school teachers were viewed that the test performance of the slum students was low because many parents send their children outside for work to earn some amount of money.

12. Use of ICT/Internet/ppt to Explain Concepts:

In all schools under study, social science teachers use and take the help of ICT, internet and power point presentation

to explain different concepts of social studies. However, the teachers of private school stated that they use ICT once in a month.

13. **Attend Training Programme in Social Studies:**As in KV some teachers were working on contractual basis, such teachers have not received any in-service training programme. The Permanent social science teacher had attended two in-service courses provided by KV at Rajkot in 2007-18 and Nagpur (Kampte) in 2011-12 and one social science workshop for preparing question bank at KV in 2017. Whereas the private school teachers were untrained so that they were pursuing B.Ed, B.A (Special) Geography, B.A History (Special), B.Ed (History). However, teachers of BMC school had attended drama training programme and history subject training programme.
14. **How do you assist learners to learn social studies:** The KV teacher stated that they assist learners through ICT and group discussion. They also take remedial classes and make mixed groups of slow learners and bright learners. They also encourage and motivate learners. At the same time private school teachers said that they assist students by making group and providing suitable examples. However, the BMC school teachers assist students by providing a time slot from 12 noon to 1.00 p.m every day to solve the problems of all subjects.
15. **Strategies of Teaching and Learning use in Social Studies:** KV teachers stated that, first of all they decide the objective of the lesson, then try to teach topics through various activities and by active participation of majority of students, group discussions and they also give chance to students to speak more etc. Whereas private school teacher stated that they use skill of illustration with the example of real life situation. However, in BMC School teachers use teaching aids, chart, project and lecture etc as strategies in the teaching and learning of social studies.
16. **Challenges of Teaching and Learning that you have experienced in Social Studies:** Teachers of KV were of the view that, they face challenges of availability of modern infrastructures like social studies lab need to be modernized, requirement of encyclopedia, high speed network facility, E-books, AC room/chairs, irregularity of student, controlling students lack of learning attitude in students etc. However, private school teachers were of the view that they face challenges as they lost their interest to teach because of lack of interest in studying geography and less number of demonstration lessons. The BMC school teachers stated that the challenges faced and

experienced by them as they motivate the students to come to school daily, in providing the awareness of the value of education, and lack of parents support etc.

17. Contribution of Educational Reform to poor academic performance of learners:

According to the insight of the KV teachers that educational reform should be made in such a way that it will help students to a discipline, better citizen and better life ahead.

18. Problems that hinder Teaching of Social Studies at Upper Primary School Level:

Teachers KV stated that, due to the implementation of "No Detention Policy" up to Class-VIII, it hindersteaching of social studies at upper primary level, so that all weak students get stuck in Class-IX standard. At the same time, private school teachers stated that, lack of students' interest in study and high level of books in social studies hindrance the teaching of social studies at upper primary level. According to BMC School teachers, student's absentee and family problem hindrance the teaching of social studied at upper primary level.

19. Teachers Contribution for improvement of performance of Learners:

Teachers of KV stated that, for improvement of performance of learners they motivate students in learning, force them to study, provide freedom to ask doubt/question/difficulties etc.

20. Curriculum change contribute to under-performance of learners in social studies:

The change in curriculum contributes a lot to under-performance of learners in social studies stated by K.V teachers. They said that because the questions are not clear and understandable in the new curriculum. At the same line private school teachers said that change in curriculum contributed for the underperformance of learners because syllabus is very difficult and large. They also viewed that there should less syllabus and pictures must be there. At the same time the BMC school teachers opined that the use of picture, visit of historical places can contribute to improve the performancelearners in social studies.

21. Suggestive measures to solve the problems of learning social studies:

Teachers of KV suggested that to solve the problems of learning in social studiesTextbook should be simplified; only one book should be there in place of current practices of many books of social studies, more importance should be given to history, geography, basic of civics and economics only. Syllabus should be reduced; there should not be irrelevant lesson which does not have any implications in the real life.The Regional office of KVSshould prepare question bank and circulate to students. They also state

that, more importance should be given to academic work rather than other extracurricular activities because teachers get less time for teaching. Similarly, the BMC school teachers suggested that there should be geography lab like science lab; social studies lab and history lab should be develop as a necessary and priority basis, fund should be provided to school to organize field visit and site seen should be given priority; syllabus should be in sequence and less; audio-video programme should be encouraged to use in the teaching learning process;

8.3 An Analysis of HM./Principal Interview

The head of the institution plays an important role to improve the quality of school education. Head Master/Principal of the school plays major role in different aspect. The roles are (1) Role in Planning (2) Role in School Organisation (3) Teaching Role (4) Role in Supervision (5) Role in Guidance (6) Role in Maintaining Relations (7) Role in General Administration. So, here the headmaster of three schools under study have been interviewed and their views have been taken on different issues of school in general and problems on social science teaching in particular.

Principals of all the three schools stated about different problems in social studies such as books are difficult for children. Students lack learning experience of reading and writing skill so that teachers find problems to teach such children. Taking study tours to students to different place is very difficult because in private school there are more proportion of girls children and there is a shortage of fund.

Teachers face problem in giving information about the change in geographical environment and historical period of time, etc. Therefore, they suggested that the textbook should be short and easy. The curriculum should be less in place of vast one. Most of the things happening in the present period and context should be incorporated in the social studies textbook. The textbook should be available according to geographical requirement. The textbook should be practical based in place theoretical knowledge.

8.4 An Analysis of Parents and SMC Members FGD

The tool-5 had an objective to get an idea about the attention of parents and SMC members on their children's learning social studies. Theme wise response of the SMC members/ parents of the three schools were taken into consideration. However, only ten parents and SMC members of BMC School participated in the FGD, but we could not able to

undertake FGD of parents/SMC members of KV and the private school, because of their business in day to affairs and job. Hence, only the FGD of parents and SMC members of BMC School have been analysed below:

Point 1: Most of the parents stated that they have never devoted time seriously on the study of their children. However they simply say their wards to study but they don't know whether their children are studying or not? Many parents are unable to monitor education of their children because most of the parents are socially, educationally and economically backwards as they belongs to slum dominated area.

Point 2: Majority of the parents do not know in which subjected their children are weak as they never monitor progress of their children. Most of the parents said that children studies on their own because they could not guide them as they are not much qualified and at the same time they do not have time also.

Point 4: Majority of the parents said that no measures taken by them for improvement of social studies learning among theirs's children. It seemed that parents of slum area were not much serious about the education of their children.

Point 5: Most of the parent sated that they have not made any arrangement of supplementary books on social studies for their children. When it is inquired about their inability to provide supplementary books to their children they stated they stated that they have very less income and they are struggling for their survival in the city. Their income is hand to mouth in their daily life expenditure.

Point 6: It is found that none of the parents discussed social issues with their children. Even if they have discussed those topics are out of the curriculum.

Point 7: Sometime parents take their children to different places of historical importance like Shivaji fort etc.

It is very much essential to involve parents of children in different schooling affairs of children. Because, families are the keystone that holds the educational framework together. In a research report, Southwest Educational Development Laboratory (SEDL) concluded: "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

The synergy of these forces is infinitely more beneficial to students when parents do their part.

8.5 Classroom Observation in Pedagogical Process

During fieldwork period we observed social studies classes minutely through the help of self prepared observation schedule (Tool-6). As NCF, 2005 gives emphasis on constructivist approach of teaching, prioritise activities based learning and focuses on participation of learners during teaching learning process. So, during the observation period we observed how social studies teachers were teaching, whether they were giving opportunity to all learners to participate in different activities of the classes or not, whether the teachers were grouping students into different small groups or not etc. Our prime focus was to observe teachers approaches and strategies of teaching social studies. After screening of observation data different tables have been generated dealing with different aspects of classroom teaching learning process. In the different tables of classroom observations an attempt has been made to provide comparative picture of how social studies teachers in different set up of schools (Like Central Govt. School, Private School and State Govt. School) were dealing in their respective classes.

8.5.1 Involvement of Learners in Teaching-Learning Process

Student's participation plays an important role to make the teaching and learning process interesting, lively and effective in the classroom. This component of classroom observation deals with how social studies teachers were involving learners in teaching learning process in three schools under study. So, the involvement of the learners on different aspects of teaching learning process has been presented in the Table-8.2 given below.

From the Table-8.2 given below it is observed that learner's participation in teaching learning process in found up to great extent in BMC School, but some extent in KV. On the contrary, the social studies teachers of private school not at all involved students during the period of class.

The table-8.2 also reveals that in both private school and BMC school children used to work in small groups in classes up to some extent to solve different problems/assignments and teachers were also encouraging them work in group. However, in case of KV social studies teachers were not encouraging children to work in small groups. But, It is to be keep in mind

that assigning tasks to small groups during class can have many benefits such as involving students in their own learning, making course topics come to life, deepening students' knowledge, and developing particular skills.

Table-8.2: Involvement of Learners in Teaching-learning of Social Science

S.N	Statements	KV Mankhurd	Private School	BMC School
3	Learners Participation in Teaching-learning process	Yes, to some extent	No	Yes, to great extent
4	Children work in small groups in class.	No	Yes, to some extent	Yes, to some extent
5	Children get opportunities to speak during teaching in class.	Yes, to some extent	No	Yes, to some extent
6	Children get opportunities to think, understand and reason on social problems on giving response.	Yes, to some extent	Yes, to some extent	Yes, to great extent
10	Teacher tried to know the process of solving a question before the child solves it.	Yes, to some extent	No	Yes, to some extent
11	Teacher gave children the opportunity to share experiences in the class.	Yes, to some extent	Yes, to some extent	Yes, to great extent
13	Children were given opportunities to ask questions in the class at any time	No	No	Yes, to some extent
15	Children were given opportunity to frame their own questions.	No	No	Yes, to some extent

Source: Field Survey, 2018

The table-8.2 also indicates that in both KV and BMC schools Children got opportunities to speak during teaching learning process. But, in private school teacher did not provided opportunity to children during classes. The situation in private school is such because many teachers in the school were untrained and unaware about new pedagogical processes. However, it is important to understand that a classroom that's alive with debate is one of the most enjoyable places to learn. Talking helps students to gather their thoughts, process information and remember it.

The table-8.2 also shows that upto some extent in all the studied schools Children get opportunities to think, understand and reason on social problems on giving response. It is also observe from the table that in both KV and BMC School Teacher tried to know the

process of solving a question before the child solves it. However, in contrary in case of private school teacher did not try to know the process. One interesting things noticed from the table that in all the school under studied that teachers gave children opportunity to share experiences in the classes.

The table-8.2 also clarify that only in BMC School children were given opportunities to ask questions in the class at any time and also given opportunity to frame their own questions. At the same time in both KV and private schools children did not have opportunity to ask and frame questions. It shows that teachers in KV and private schools were not much student friendly. KV teachers were not providing opportunity to learners to ask question, because number of students in KV were very high where as private school teacher did not provided opportunity to ask and frame questions because they were not much aware about the new pedagogical approaches. But the modern pedagogical approaches give much emphasis to query and participation of students during teaching learning process and it has its own importance also.

8.5.2 Use of varieties of Teaching -Learning strategies:

Earlier teaching strategy was limited to chalk and talk method of teaching, but in the modern days it has changed drastically due to emergence of modern strategies of teaching like constructivist approach and activity based teaching etc. So in the below table attempt has been made to analyse varieties of teaching-learning strategies used by social studies teachers in the under studies schools.

From the Table-8.3 given below it is clear that only in state Government school up to some extent teacher used thought provoking question, where as in KV and private school teacher did not used thought provoking questions.

In case of conceptual parameter only in KV up to some extent teacher made efforts made for conceptual grip of children on subject matter. But, in both Private and state government school teacher did not made any efforts for conceptual understanding of children during the teaching learning process. The situation was such because it was observed that in both private and state government school teachers themselves have less conceptual clarity in the topics they dealing with.

Table-8.3: Use of Varieties of Teaching -Learning Strategies

S.N	Statements	KV Mankhurd	Private School	BMC School
8	Teacher and children used thought provoking questions during teaching-learning process.	No	No	Yes, some extent
9	Efforts were made for conceptual grip of children on subject matter.	Yes, some extent	No	No
2	The teacher had discussion on the introduction of the lesson.	Yes, some extent	Yes, some extent	Yes, some extent
17	Teacher creates learning situations for children on identification of mathematical problems.	No	No	No
18	Students were given opportunities on exercises beyond the textbook.	No	Yes, some extent	Yes, some extent
19	As per content matter appropriate teaching learning approach technique was used in class.	No	Yes, some extent	Yes, some extent
20	The content matter was summarized at the end of the class.	Yes, some extent	No	No
24	Teacher also asked students to come prepared for the next day's topic.	No	Yes, some extent	No
26	Innovative techniques were used in teaching-learning process.	No	No	No

Source: Field Survey, 2018

From the table-8.3 given above it also evident that up to some extent teachers in all the under studies schools had discussion on the introduction of the lesson. But teachers should properly discuss and introduce the topic before proceeding to teach a particular topic, so that students may become curious and develop interest to study a particular subject matter. None of the teachers in the studied school had not been created learning situations for children on identification of mathematical problems. But, identification of mathematical problem by teachers has its own importance, because that may help learner in their higher classes.

From the table-8.3 it is also revealed that in both private and state government schools up to some extent students were given opportunities on exercises beyond the textbook. But, in case of KV teachers in this parameter show a very dismal picture. It is to

keep in mind that while the teacher teaching social studies they must go beyond bookish root learning and link the topic with the real life of children, their community and society.

In case of use of appropriate teaching learning approach technique was used in class as per content matter again both private and state government school shows relatively positive result as compare to the KV. Only in KV teacher summarised the content taught during the class and in both private and government school teachers did not summarised it. However, summarization plays an important role in teaching learning process of elementary school children. Because, summarizing teachers students how to discuss the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is taught in the class.

The table-8.3 also highlights that only in private school up to some extent teacher asked students to come prepared for the next day's topic. In contrast to private school, in both KV and state government school teacher did not ask students to come prepared. As it is established that, using innovative teaching methods ignites a passion for learning among the students but the above table show a very dismal and gloomy picture of innovative teaching strategies used by teachers. It is evident from the table that none of teachers across the studied school used innovate teaching strategies.

8.5.3 Assessment and Feedback during Teaching and Learning

Assessment helps the students in focusing on their ability to evaluate themselves, to make judgments and assess their performance and take measures or steps to improve upon it. A lot of opportunities are offered to the students to develop their skills in the best way possible through assessment. The importance and benefits of assessment for learning are enormous. Whatever goals or learning objectives have been set for the course, assessment helps in realizing whether those have been established and achieved or not. Assessment is similar to a learning objective, and students should be aware of conducting it after completion of every lesson. It affects education in many spheres like grades, placements, curriculum, and school funding and instructional requirements as well. Assessment is required by every one of us because it becomes a significant determinant of what, when and how we learn things. Hence getting the right assessment is required by both the students as well as the teachers. Likewise, feedback is an important part of the assessment process. It has a significant effect on student learning and has been described as "the most powerful single

moderator that enhances achievement" (Hattie, 1999). Feedback is an essential element in assuring our student's growth progress. Proper feedback should enable and inspire. It should make our students feel good about where they are, and get them excited about where they can go. Keeping all these background in mind we observed the assessment and feedback process during teaching and learning in the school under studies and analysed in details below.

Table-8.4: Assessment and Feedback during Teaching and Learning

S.N	Statements	KV Mankhurd	Private School	BMC School
12	Children were helped in realizing their mistakes through discussions in the class	No	Yes, to some extent	No
14	Children were given chance to check the work of each-other.	No	No	No
30	The teacher had done continuous assessment during teaching-learning process	No	No	Yes, to some extent
31	The students were given home assignment at the end of the class.	Yes, to some extent	No	Yes, to some extent
1	The previous knowledge of the children was assessed before teaching.	No	No	No

Source: Field Survey, 2018

From the above Table-8.4 it is cleared that only in private school up to some extent children were helped in realising their mistakes through discussion in the class and vice versa in both KV and BMC School. However, it is very important on the part of the teacher to discuss mistakes of the students and make them clarity. The table also depicted that in none of the under studies schools children were chance to check the work of each other. From the table it also cleared that only in state government school up to some extent the teacher had done continuous assessment during teaching-learning process. At the same time in both KV and state government schools students were given home assignment at the end of the class, on the other hand in private school students were not given any home assignment. It is such because the teacher in the private school was not aware that, keeping schooling children engage is very important for proper utilisation of their time. It is also evident from the table that in none of the under studies school, teachers did not assessed previous knowledge of the children before beginning any new topic. However, if we see the importance of checking prior knowledge pedagogically, it has lot of benefits. Because, we increase the likelihood that our students will be able to recall and use what we teach by helping them engage their

prior knowledge and connect new information to their prior understanding. Each student come to school/class with their own prior knowledge, conceptual understanding, skills and beliefs. When we present them with problems or new information, their prior knowledge and experiences influence their thinking. New learning is constructed on prior knowledge. The more we understand about what students already think, and the more we help them engage their prior understandings, the more likely they are to learn well – and the less likely they are to misinterpret the material in our classes.

8.5.4. To assess the joyful learning of learners in teaching- learning of Social Studies.

Joy can be defined as an emotion evoked by well-being. To be *joyful* means experiencing delight or happiness caused by something pleasing or gratifying. Consequently, the term *joyful learning* in the context of education refers to the positive intellectual and emotional state of the learner(s). This state or experience is achieved when an individual or group is deriving pleasure and a sense of satisfaction from the process of learning. Characteristics of joyful learning include being highly engaged in the task or experience while having a sense of wonder and curiosity (Encyclopaedia of Science Learning, 20112). As educators, we take learning seriously. But that does not mean that learning must feel like serious business for our students. Studies show that when we provide joyful learning environments and experiences for our students, we can improve engagement, motivation, and learning outcomes. Hence, keeping all these background in mind we observed classes of all the under studies schools relating to the aspect of joyful learning and presented in the below Table-8.5.

From the Table-8.5 given below that it is clear that activities got sufficient place both KV and state government school, where as in private school teacher did not organised any activity during the social studies class. During interaction with social studies teacher as we tried to know reason behind non arrangement of activity in the class, the teacher stated that as there is scarcity of space in the classroom they do not organise any activity. We also observed similar things, there was limited space in the classroom to organise any activity. At the same time it was also observed that social studies teacher was not much aware about the new pedagogical approaches. Similar results was found in another parameter also, in both KV and state government schools maximum illustrations were used during teaching in the class, at the same time in case of private school, again the table shows a grim picture. In all the schools, up to some extent students have shown enthusiasm to study social studies.

Table 8.5: Joyful Learning of Students in Social Studies

S.N	Statements	KV Mankhurd	Private School	BMC School
22.	Activities got sufficient place during teaching-learning.	Yes, to some extent	No	Yes, to some extent
23.	Maximum illustrations were used during teaching in the class.	Yes, to some extent	No	Yes, to some extent
7.	The students are enthusiastic to study social studies.	Yes, to some extent	Yes, to some extent	Yes, to some extent
16.	Teacher had discussion on the introduction of lesson.	Yes, to some extent	No	Yes, to some extent
21.	Teacher was confident at the time of teaching.	Yes, to some extent	Yes, to great extent	Yes, to great extent
25.	The teaching was connected with the real life situations.	No	Yes, to some extent	Yes, to great extent
28.	Students were motivated to think and give local examples in the class during discussions on the topic.	No	Yes, to some extent	Yes, to some extent
29.	The content matter was linked with the daily life activities of the children.	No	Yes, to some extent	No
34.	Variety of instructional methods were used in classroom teaching	No	No	No
35.	Students were compatible with the communication of teacher	Yes, to some extent	Yes, to some extent	Yes, to some extent
36.	Entry behavior	Yes, to some extent	Yes, to some extent	Yes, to some extent
37.	Use of Psychological Principals	No	No	No
38.	Logical linkage between known and to be unknown	No	No	No

Source: Field Survey, 2018

The table-8.5 also depict that both in KV and state government schools teacher had discussion on the introduction of lesson, but in case of private school teacher did not had any discussion. Upto some extent in all three schools teacher were confident at the time of teaching. It is also seen from the table that in both private and state government school teachers were able connect their teaching with the real life situation and also students were motivated to think and give local examples in the class during discussion on the topic where as KV social studies teacher failed in these two aspects. It is also clear from the table that only in private school the social science teacher up to some extent could able to link the content matter with the daily life activities of children. The situation was such because the private and state government schools teachers had more understanding about theirs' students as compare to teacher of KV. It is also depicted from the above table that in all the three schools teachers did not used variety of instructional methods in the classrooms.

Really it poses a challenged in front of teachers to use variety instructional methods in their classes. A dynamic and efficient teacher can use variety of instructional methods in his/her class and make his/ her teaching interesting and effective. Hence, present days teachers serving in different types of schools need to be dynamic and well equipped with different modern strategies of teaching. It is found that in all the schools up to some extent students were compatible with the communication of social studies teachers. It also can be pointed out from the table that up to some extent entry behavior of all social studies teachers in the studied three schools was satisfactory. From the table it is also clear that in all the under studies schools, social science teachers did not used psychological principles and could not able to logically link between known and unknown terms, facts and concepts.

8.5.5 Use of Teaching Learning Materials

Learning materials in teaching are crucial to the success of student achievement. That is, the instructional components of lesson planning in teaching depend on the selection of teaching materials. "Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. It is always not possible on the part of the teachers to use standardized learning materials, so some times they should use local materials for effective teaching learning process. Hence, in the below table analysis have been made on use of local materials by social science teachers in three schools under studies.

Table-8.6: Use of Teaching Learning Materials

S.N	Statements	KV Mankhurd	Private School	BMC School
32	T-L materials were used by the teachers	Yes, to some extent	No	Yes, to some extent
27	Local materials were used in teaching-learning process	No	No	No

Source: Field Survey, 2018

From the Table-8.6 it is clear that in both KV and state Government school teachers used teaching learning materials to teach social studies whereas in private school teacher followed the traditional methods of chalk and talk. The table also depicted that none of the teachers in the under studies school used local materials in their teaching learning process.

8.5.6 ICT Integration in Teaching-Learning Process

Information and Communications Technology (ICT) has gone through innovations and transformed our society that has totally changed the way people think, work and live (Grabe, 2007). As part of this, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider ICT integration in their curriculum (Ghavifekr, Afshari & Amla Salleh, 2012). In conjunction with preparing students for the current digital era, teachers are seen as the key players in using ICT in their daily classrooms. This is due to the capability of ICT in providing dynamic and proactive teaching-learning environment (Arnseth & Hatlevik, 2012). Looking in to all the importance of the ICT integration in teaching-learning in the 21st century observation have been done and table has been generated and analysed below.

Table-8.7: ICT Integration in Teaching-Learning Process

S.N	Statements	KV Mankhurd	Private School	BMC School
35	ICT was used in the teaching-learning process	Yes, to some extent	Yes, to some extent	Yes, to some extent

Source: Field Survey, 2018

From the above Table-8.7 it is cleared that in all the under studies schools up to some extent ICT was used in the teaching-learning process. But, as we observed that there were few instruments of ICT in both KV and BMC schools. Whereas in private school there was not much ICT facilities and there was also paucity of space to use ICT in the classrooms. In KV there was ICT facilities because majority of the students in that school were children of Navy personnel. On the other hand there was some ICT facilities in BMC school because DMART had provided some instruments.

5.6.7 Major Strength and Weakness of the Teachers in Pedagogical Practices

After analysing different parameters of pedagogical aspects and practices in the above, here an attempt has been made to prepare a summary Table-8.8 and Table-8.9 with focusing on major strength and weakness of the teachers in pedagogical process and practices in three schools under study.

Table-8.8: Major Strength of Teachers in Pedagogical Practices

KV Mankhurd	Private School	BMC School
1. Mastery over the content.	1. Mastery over the content.	1. Teacher was interested to teach in the class.
2. TLM was used by the teachers.	2. Students friendly	2. Given importance to the views of the students.
3. Sufficient activities and maximum illustrations were used during the teaching learning process.	3. Confident in teaching and classroom management.	3. Relates with the real world situations.
4. Home assignment was given to the students at the end of the class.	4. Familiar with language of the students.	4. Given importance to the project and activity of the students.
5. Students involvement was more in the teaching learning process.	5. Able to link the classroom teaching with real life situation	5. Students friendly and cooperative with students

Source: Field Survey, 2018

From the above Table-8.8 it is clear that the strength aspects of KV was that social studies teachers had mastery over the content, they were using TLM, sufficient activities and maximum illustrations were carried out and teachers could able to involve students during the teaching learning process. Finally, teachers used give home assignments to students at the end of classes. Similarly, the strength aspects of private schools were that teachers had mastery over the content, students friendly, confident in teaching, efficient in classroom management, familiar with the language of the students and able to link the classroom teaching with the real life situation. At the same time the strength aspects of BMC was that teachers were interested to teach in the class, they give importance to the views of the students, they could able to relates with the real world situations and give importance to the project and activity of the students.

From the table-8.9 given below it is clear that every under studies school have some weakness also and it is important to highlights all those weakness. The weakness aspects of KV were that teachers were not adopting constructivist, modern transformative and innovative methods of teaching. In the private school there were many weakness point relating to teaching learning aspects. In that school, teachers were unable to conduct activities, lack skills to assign group works to students, and unable to provide opportunity to all learners to participate in the class. In the same line the private school lacked to integrate ICT facilities in the classrooms. Likewise in the BMC School the weakness aspects of teachers were that teachers were unable to understand their student's interest as well as their problems.

Table 8.9: Major Weakness of Teachers in Pedagogical Practices

KV Mankhurd	Private School	BMC School
1. Not using the constructive approach of teaching.	1. No TLM was used in the teaching learning process.	1. Not given chance to interact the students among them self.
2. Not followed any transformed method of teaching.	2. No activities were carried out.	2. Unable to maintain the discipline in the classroom.
3. Lack of understanding about problem of the students	3. One way communication.	3. Innovative practices is not there.
4. Not connected with the real life situations.	4. Unable to engaged students.	4. The content matter was not summarized at the end of the class.
5. Not given opportunities to the students on exercises beyond the textbook.	5. Not used the psychological principle inside the classroom.	5. No Efforts were made for conceptual clarity of children on subject matter.

Source: Field Survey, 2018

8.6 Suggestion for Improvement in Teaching Learning Process

Basing upon the weakness of the teachers and students in the teaching learning process, the following suggestive measures have been recommended for the improvement of teaching learning process in the schools under study in particular and to increase the quality of school education in the country as a whole.

1. More TLM could be used as well in the teaching learning process.
2. ICT enabled education should be implemented and used in the classroom to improve the pedagogical process and quality of school education.
3. Group work could be given to students and carried on in the process of learning.
4. More and more activity should be done during the process of teaching and learning.
5. Students should be given new opportunity to participate in the class.
6. Teachers should study the mind of the students psychologically during the process of teaching and learning.
7. Teachers should know and identify the problems of students those who are not interest in the class and try to solve using the different strategies of teaching.
8. Extra class should be arranged for weaker sections of the students.

8.7 Summing Up

The present chapter we have discussed about classroom observation of pedagogical process and problems of learning in social studies. In order to make details analysis and discussion. We analysed and interpreted views of different stakeholders in teaching learning process like students, teachers, Princial/headmasters, parents and SMC members. Students are the target groups in the learning of social studies. To understand the problems of learning social studies, we have analysed the views of students about the teaching learning process and other aspects of pedagogical process in the classroom.

Most of the school students across the school viewed about their likeness towards social studies subject. Most of the students understand the social studies concepts in the schools under study. Some of the students in all schools under study were also not attending the class because history is a boring subject as compared to mathematics and maths is an interesting and logical subject. Some of the students of all schools under study stated that they did not participated in individual activities because teachers did not tell them about any activity.

The Majority of the students in the schools under study were of the viewed that they ask questions in the class. Students of private and BMC schools were stated that that they asked question when they find difficult in understanding the concept and topic and to understand the topic in-depth. Some of the students were of the viewed that they do not ask any question because they do not understand anything in the classes. Majority of the students of all schools under study of the viewed that they present their views inside the class.

Some of the KV students were of the viewed that they visited to the historical place. However, private school student said that school's teachers don't take them to visit new historical and geographical place.

Majority of the students in KV had problems in social studies. Similar problems in learning social studies was also stated by private school students, they stated that they were unable to recall the year in history. Sometime they were unable to understand concept like shape and size of the sun in geography.

The teachers of all the schools under study have been facing the problem in communicating the content of social studies to the students in the socio-economic backwards area of slum areas.

The social science teacher of all the three schools under study were of the viewed that, they conduct different activities during the teaching learning process. The teachers of all schools under study opined that, the socio-economic backward students participate in different activities in their respective school.

The teachers of all schools under study stated that they organize group work in the classroom and students from socio-economically backwards also participate in the different group work. However, the teachers of private school stated that the socio-economically backward students some extents rarely participate in the group work.

It is stated by teachers of all schools under study that they give freedom to all students in asking questions. However, teachers of KV were of the viewed that the socio-economically backward students do not ask much questions because they do not have an interest in learning.

Social studies teachers of all schools under study stated that they clear doubt of students during the teaching learning process. Teachers of KV stated that some time they fail to clear the doubt of socio-economically backward students by stating that they do not have interest and do not want to study.

The teachers of all schools under study stated that they organize group work in the classroom and students from socio-economically backwards also participate in the different group work. However, the teachers of private school stated that the socio-economically backward students some extents rarely participate in the group work.

All the social studies teachers of three schools under study stated that they take students to visit nearby famous historical and geographical place. However, private school teachers mentioned that sometimes they become disinterested to take children to visit different places for long days because of more proportion of girls' students in the schools and there is shortage of fund and resources etc.

Social studies teachers of all schools under study stated that they face problems while teaching social studies to the socio-economic backward students. KV teachers were of the

viewed that they face problems because many students most of the time do not complete their homework, do not understand the concept, carelessness attitude towards class work and homework, losing books and notebooks.

The teachers of all schools under study stated that they organize group work in the classroom and students from socio-economically backward also participate in the different group work. However, the teachers of private school stated that the socio-economically backward students some extent rarely participate in the group work.

It is stated by teachers of all schools under study that they give freedom to all students in asking questions. However, teachers of KV were of the view that the socio-economically backward students do not ask much questions because they do not have an interest in learning.

Principals of all the three schools stated about different problems in social studies such as books are difficult for children.

Most of the parents of private school stated that they have never devoted time seriously on the study of their children. Most of the parents do not know in which subject their children are weak as they never monitor progress of their children. Parents also stated that they have not made any arrangement of supplementary books on social studies for their children. They also stated that they have never devoted time seriously on the study of their children. Parents of slum area also do not know in which subject their children are weak as they never monitor progress of their children. Most of the parents in the slum area stated about their inability to make any arrangement of supplementary books on social studies for their children.

It was observed that learner's participation in teaching learning process is found up to great extent in BMC School, but some extent in KV. On the contrary, the social studies teachers of private school not at all involved students during the period of class.

In both KV and BMC schools children got opportunities to speak during the teaching learning process. But, in private school teachers do not provide opportunity to children during classes.

Up to some extent in all the studied schools children get opportunities to think, understand and reason on social problems. It is also observed that in both KV and BMC

School Teacher tried to know the process of solving a question before the child solves it. However, in contrary in case of the private school teacher did not try to know the process. Only in BMC School children were given opportunities to ask questions in the class at any time and also given the opportunity to frame their own questions.

In case of conceptual parameter only in KV up to some extent teacher made efforts made for the conceptual grip of children on subject matter. But, in both Private and state government school teachers did not make any efforts for conceptual understanding of children during the teaching learning process.

In both private and state government schools under study up to some extent students were given opportunities on exercises beyond the textbook. But, in case of KV teachers in this parameter show a very dismal picture.

CHAPTER-IX

LEARNING DIFFICULTIES IN DIFFERENT SOCIAL STUDIES SUBJECT'S AREA

The prime focus of this chapter is on identification of learning difficulties in different subject's area of social studies like geography, history and civics in three schools under study. This chapter deals with the Results and Discussion on the achievement test of Class-VIII students in the subject area of Geography, History and Civics in three schools under study nearby slum area. Here an attempt has been to analyse the percentage of questions attempted, perfect answer and mark obtained by the both slum and non-slum students in the Mumbai district of Maharashtra State. Also, it has been identified the problems faced by the slum and non-slum students in answer short and long answer type questions in term of wrong understanding, irrelevant content, inadequate content, irrelevant explanation, language mistake and not followed word limit etc in three nature of school such as KV Mankhurd, Private School (Mahila Mandal Sanchalit Madhyamik Vidyalaya) and State government or BMC School (Shangharsh Nagar Marathi Medium School). There are three type of questions asked to students like objective type questions (multiple choice), short answer question and long answer question. This chapter deals with Objective-4 as given below.

Objective-4: To trace out the problems faced by socio-economic backward students in learning social studies in the school and class under study.

So, the subject-wise and question-wise analysis of results and discussion on the achievement test and problems faced by both the slum and non-slum students in each subject area of Geography, history and civics are presented as follows.

9.1 Analysis of Results and Discussion of Achievement Test on Geography

Geography is an important subject area of social studies as every individual in the society try to know the physical location, boundary, rock, mountain, environment as well as human geography. The both physical and human geography tell us to know and identify the location of density of population, high agricultural and industrial production, developed and underdeveloped area, infrastructural facilities like transport, irrigation, power etc inside and outside the country. Also, it provides some information about the working of solar system in term of earth, sun and moon in the society. Therefore, the achievement test of slum and non-slum students in the subject area of geography has been taken to identify the learning difficulties among the socio-economic background students nearby slum area. So,

the question-wise analysis of results and discussion on the achievement test in geography and problems faced by the slum students are given below.

I. **Objective Type Question:** The multiple choice questions were asked to students as given below:

i) **Rotation of the earth gives the**

- a. Summer season
- b. Winter season
- c. Spring Season
- d. Day and Night

Table-9.1: Result of Question No. I (i) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	0	2.83	0	2.83	2.83
	Pvt.	0	30.19	3.77	26.42	3.77	26.42	30.19
	BMC	2.83	26.42	4.72	24.53	4.72	24.53	29.25
	Total	2.83	59.43	8.49	53.77	8.49	53.77	62.26
Non-Slum	KV	0	29.25	0	29.25	0	29.25	29.25
	Pvt.	0	4.72	0	4.72	0	4.72	4.72
	BMC	0	3.77	0	3.77	0	3.77	3.77
	Total	0	37.74	0	37.74	0	37.74	37.74
Total	KV	0	32.08	0	32.08	0	32.08	32.08
	Pvt.	0	34.91	3.77	31.13	3.77	31.13	34.91
	BMC	2.83	30.19	4.72	28.3	4.72	28.3	33.02
	Total	2.83	97.17	8.49	91.51	8.49	91.51	100

Source: Filed survey, 2018

As per the analysis of test paper (See Table-9.1), it is noticed that only 2.83 % of total students not attempted QI(i), who are belonging to slum area of BMC schools. Beside, only 8.49% of total students had not been perfectly answered by slum students and no marks obtained to them, of which 4.72% and 3.77% of students are belonging slum area of BMC and private schools respectively. Hence, about 11.32% of total students have not obtained any mark by slum students of BMC and private school. However, the Table-9.1 shows that no students of KV and non-slum students have been found in non-attempted and not perfect answer groups of students. Hence, there is the problem of learning geography with regards to objective type of question Q.I(i) among the slum students of BMC and private School. In fact, the academic performance of non-slum students is better than that of slum student in all the schools under study in general. The slum students are found more in BMC and

private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools.

ii) **The Indian Standard Time is based on**

- a. 82° 30' E Longitude
- b. 80° 30' E Longitude
- c. 82° 31' E Longitude
- d. 81° 30' E Longitude

Table-9.2: Result of Question No. I(ii) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	0	2.83	0	2.83	2.83
	Pvt.	0	30.19	11.32	18.87	11.32	18.87	30.19
	BMC	2.83	26.42	11.32	17.92	11.32	17.92	29.25
	Total	2.83	59.43	22.64	39.62	22.64	39.62	62.26
Non-slum	KV	0	29.25	9.43	19.81	9.43	19.81	29.25
	Pvt.	0	4.72	0.94	3.77	0.94	3.77	4.72
	BMC	0	3.77	0	3.77	0	3.77	3.77
	Total	0	37.74	10.38	27.36	10.38	27.36	37.74
Total	KV	0	32.08	9.43	22.64	9.43	22.64	32.08
	Pvt.	0	34.91	12.26	22.64	12.26	22.64	34.91
	BMC	2.83	30.19	11.32	21.7	11.32	21.7	33.02
	Total	2.83	97.17	33.02	66.98	33.02	66.98	100

Source: Filed survey, 2018

As per the analysis of test paper (See Table-9.2), it is found that only 2.83 % of total students also not attempted Q(ii), who are belonging to only slum area of BMC schools. Beside, only 33.02% of total students had not been perfectly answered by students and no marks obtained to them, of which 11.32% and 11.32% of students are belonging slum area of BMC and private schools respectively, whereas 9.43% and 0.94% of students are belonging to KV and private school respectively. Hence, about 22.64% of total students have not obtained any mark by slum students of BMC and private school; where as about 10.37% of total students have not been obtained any mark by non-slum students of KV and Private school. Hence, the problem of learning geography with regards to objective type of question No. Q.I(ii) among the slum students of BMC and private School are more as compared to non-slum students of KV. In fact, the academic performance of non-slum students is better than that of slum student in all schools under study in general. The the slum students are more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools.

iii) The Core of the earth is divided into

- a. Mantle and outer core
- b. Outer core and inner core
- c. Inner core and tectonic core
- d. Oceanic crust and outer core

Table-9.3: Result of Question No. I (iii) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0.94	1.89	2.83	0	2.83	0	2.83
	Pvt.	0	30.19	11.32	18.87	11.32	18.87	30.19
	BMC	3.77	25.47	11.32	17.92	11.32	17.92	29.25
	Total	4.72	57.55	25.47	36.79	25.47	36.79	62.26
Non-slum	KV	0.94	28.3	7.55	21.7	7.55	21.7	29.25
	Pvt.	0	4.72	1.89	2.83	1.89	2.83	4.72
	BMC	0.94	2.83	0.94	2.83	0.94	2.83	3.77
	Total	1.89	35.85	10.38	27.36	10.38	27.36	37.74
Total	KV	1.89	30.19	10.38	21.7	10.38	21.7	32.08
	Pvt.	0	34.91	13.21	21.7	13.21	21.7	34.91
	BMC	4.72	28.3	12.26	20.75	12.26	20.75	33.02
	Total	6.6	93.4	35.85	64.15	35.85	64.15	100

Source: Filed survey, 2018

As per the analysis of test paper (See Table-9.3), it is clear that only 6.6% of total students have not been attempted Q.I(iii), who are belonging to 4.72% and 1.89% of total students are belongs to slum and non-slum area of BMC and KV respectively. Out of 4.77%, it is found that 3.77% and 0.94% of total students are belong to slum and non-slum area respectively of BMC schools, whereas out 1.89% of total students, 0.94% and 0.94% of total students are belong to KV and BMC Schools. In fact, area-wise, the slums students (4.72%) are found in non-attempted of Q.I(iii) than that of non-slum students(1.89%) in general. School-wise, the non-attempt of the Q.I(iii) is found more in BMC Schools(4.72%) than that of KV(1.89%) Beside, 35.852% of total students have not been perfectly answered and so no marks obtained to them, of which 25.47% and 10.38% of total students are belongs to slum and non-slum area respectively, of which 11.32%, 11.32% and 2.83% of total students are belonging slum area of BMC, Private school and KV respectively whereas 7.55%, 1.89% and 0.94% of total students are belonging to KV, Private and BMC school respectively. Hence, about 22.64% of total students have not obtained any mark by slum students of BMC and private school; whereas about 7.55%% of total students have not been obtained any mark by non-slum students of KV and Private school. Hence, the problem of learning geography with regards to objective type of question Q.I(iii) among the slum students of BMC and private

School are more as compared to non-slum students of KV. In fact, the academic performance of non-slum students is better than that of slum student in all the schools under study in general. The slum students are found more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools.

iv) During Lunar eclipse earth blocks out the

- a. Sun
- b. Moon
- c. Venus
- d. Mars

Table-9.4: Result of Question No. I (iv) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	1.89	0.94	1.89	0.94	2.83
	Pvt.	0	30.19	22.64	7.55	22.64	7.55	30.19
	BMC	3.77	25.47	13.21	16.04	13.21	16.04	29.25
	Total	3.77	58.49	37.74	24.53	37.74	24.53	62.26
Non-slum	KV	0.94	28.3	10.38	18.87	10.38	18.87	29.25
	Pvt.	0	4.72	2.83	1.89	2.83	1.89	4.72
	BMC	0.94	2.83	2.83	0.94	2.83	0.94	3.77
	Total	1.89	35.85	16.04	21.7	16.04	21.7	37.74
Total	KV	0.94	31.13	12.26	19.81	12.26	19.81	32.08
	Pvt.	0	34.91	25.47	9.43	25.47	9.43	34.91
	BMC	4.72	28.3	16.04	16.98	16.04	16.98	33.02
	Total	5.66	94.34	53.77	46.23	53.77	46.23	100

Source: Filed survey, 2018

As per the analysis of test paper (See Table-9.4), it is found that only 5.66 % of total students also not attempted Q(iv), of which 4.72% and 0.94% of total students belongs to both slum and non-slum area of BMC schools and KV respectively. In fact, the slum students have left the question (non-attempted) more than that of non-slum students. Beside, about 53.77% of total students had not been perfectly answered and no marks obtained to them, of which area wise, the non-attempted of the Q.I(iv) is found more in slum students(37.74%) than that of non-slum students(16.04%). School-wise, the non-attempted of the QI(iv) is found more in private school(25.47%) than that of KV(12.26%) and BMC school(16.04%). Thus, about 53.77% of total students have not obtained any mark in all school taken together, of which area-wise, the non-obtained marks for the Q.I(iv) is found more in slum students(37.74%) than that of non-slum students(16.04%). Hence, the problem of learning geography with

regards to objective type of question No. Q.I(iv) among the slum students of BMC and private School are more as compared to non-slum students of KV. In fact, the academic performance of non-slum students is better than that of slum student in all schools under study in general. The slum students are more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools.

- v) **What is the name of the imaginary line that divides the earth into Northern and Southern Hemisphere?**
- International Date Line
 - Tropic of cancer
 - Prime Meridian
 - Equator

Table-9.5: Result of Question No. I (v) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	0.94	1.89	0.94	1.89	2.83
	Pvt.	0.94	29.25	15.09	15.09	15.09	15.09	30.19
	BMC	4.72	24.53	16.98	12.26	16.98	12.26	29.25
	Total	5.66	56.6	33.02	29.25	33.02	29.25	62.26
Non-slum	KV	0.94	28.3	10.38	18.87	10.38	18.87	29.25
	Pvt.	0.94	3.77	2.83	1.89	2.83	1.89	4.72
	BMC	0.94	2.83	1.89	1.89	1.89	1.89	3.77
	Total	2.83	34.91	15.09	22.64	15.09	22.64	37.74
Total	KV	0.94	31.13	11.32	20.75	11.32	20.75	32.08
	Pvt.	1.89	33.02	17.92	16.98	17.92	16.98	34.91
	BMC	5.66	27.36	18.87	14.15	18.87	14.15	33.02
	Total	8.49	91.51	48.11	51.89	48.11	51.89	100

Source: Filed survey, 2018

As per the analysis of test paper (See Table-9.5), it is found that about 8.49% of total students have not been attempted Q.I(v), of which area-wise, it is found that the non-attempted of Q.I(v) is noticed more in slum students(5.66%) than that of non-slum students(2.83%). School-wise, it is observed that the non-attempted of the Q.I(v) is found more in BMC school students(5.66%) than that of KV(0.94%) and (private school(1.89%). Similarly, about 48.11% of total students had not been answered perfectly and no marks obtained to them, of which area wise, the non-perfect answered as well as non-obtained marks for Q.I(v) is found more in slum students(33.02%) than that of non-slum students(15.09%). School-wise, the non-perfect answered and non-obtained mark for Q.I(v) is found more in BMC School(18.87%) than that of KV(11.432%) and private school(17.92%). Thus, around 56.60% of total students

have not obtained any mark in all school taken together, of which area-wise, the non-obtained marks for the Q.I(v) is found more in slum students(38.68%) than that of non-slum students(17.92%). Hence, the problem of learning geography with regards to objective type of question Q.I(v) among the slum students of BMC and private School are more as compared to non-slum students of KV. In fact, the academic performance of non-slum students is better than that of slum student in all schools under study in general. The slum students are more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools.

II. Short answer type Questions: (Answer the following questions in 50-70words)

(1) What is a Map?

Table-9.6: Result of Question No. II(1) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	0	1	0	1	2	3	
Slum	KV	0	2.83	2.83	0	0.94	1.89	0.94	0	1.89	0	2.83
	Pvt.	9.43	20.75	30.19	0	19.81	10.38	19.81	7.55	2.83	0	30.19
	BMC	16.98	12.26	29.25	0	18.87	10.38	18.87	9.43	0.94	0	29.25
	Total	26.42	35.85	62.26	0	39.62	22.64	39.62	16.98	5.66	0	62.26
Non-slum	KV	0	29.25	23.58	5.66	14.15	15.09	8.49	0	15.09	5.66	29.25
	Pvt.	0.94	3.77	4.72	0	1.89	2.83	1.89	0	2.83	0	4.72
	BMC	2.83	0.94	3.77	0	2.83	0.94	2.83	0.94	0	0	3.77
	Total	3.77	33.96	32.08	5.66	18.87	18.87	13.21	0.94	17.92	5.66	37.74
Total	KV	0	32.08	26.42	5.66	15.09	16.98	9.43	0	16.98	5.66	32.08
	Pvt.	10.38	24.53	34.91	0	21.7	13.21	21.7	7.55	5.66	0	34.91
	BMC	19.81	13.21	33.02	0	21.7	11.32	21.7	10.38	0.94	0	33.02
	Total	30.19	69.81	94.34	5.66	58.49	41.51	52.83	17.92	23.58	5.66	100

Source: Filed survey, 2018

As per the analysis of test paper (See Table-9.6), it is found that about 30.19% of total students have not been attempted Q.II(1), of which area-wise, it is noticed that the non-attempted of Q.II(1) is found more in slum students(26.42%) than that of non-slum students(3.77%). School-wise, it is observed that the non-attempted of the Q.II(1) is found more in BMC school students(19.81%) than that of private school(10.38%) and not found in KV. Beside, about 94.34% of total students had not been answered perfectly, of which area wise, the non-perfect answered for Q.II(1) is found more in all slum students(62.26%) than that of non-slum students(32.08%). School-wise, the non-perfect answered for Q.II(1) is found more in private school(33.02%) than that of KV(26.42%) and BMC School(34.91%). Similarly, about 58.49% of total students had not been partially correct, of which area wise,

the partially not correct answered for Q.II(1) is found more in all slum students(39.62%) than that of non-slum students(18.87%). School-wise, the partially not correct answered for Q.II(1) is found more in private school(21.70%) and BMC School(21.70%) than that of KV(15.09%). Thus, around 52.83% of total students have not obtained any mark in all school taken together, of which area-wise, the non-obtained marks for the Q.II(1) is found more in slum students(39.62%) than that of non-slum students(18.87%). Hence, the problem of learning geography with regards to objective type of question Q.II(1) among the slum students of BMC and private School are more as compared to non-slum students of KV. In fact, the academic performance of non-slum students is better than that of slum student in all schools under study in general. The slum students are more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools.

Table-9.7: Problem in Learning of Question No. II(1) of Geography in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	0.94	1.89	1.89	0.94	0.94	1.89	1.89	0.94	2.83	0	0.94	1.89	2.83
	Pvt.	21.7	8.49	24.53	5.66	24.53	5.66	28.3	1.89	25.47	4.72	21.7	8.49	30.19
	BMC	27.36	1.89	27.36	1.89	19.81	9.43	28.3	0.94	25.47	3.77	27.36	1.89	29.25
	Total	50	12.26	53.77	8.49	45.28	16.98	58.49	3.77	53.77	8.49	50	12.26	62.26
Non-slum	KV	20.75	8.49	24.53	4.72	15.09	14.15	21.7	7.55	18.87	10.38	22.64	6.6	29.25
	Pvt.	3.77	0.94	4.72	0	3.77	0.94	4.72	0	4.72	0	1.89	2.83	4.72
	BMC	3.77	0	3.77	0	2.83	0.94	3.77	0	2.83	0.94	2.83	0.94	3.77
	Total	28.3	9.43	33.02	4.72	21.7	16.04	30.19	7.55	26.42	11.32	27.36	10.38	37.74
Total	KV	21.7	10.38	26.42	5.66	16.04	16.04	23.58	8.49	21.7	10.38	23.58	8.49	32.08
	Pvt.	25.47	9.43	29.25	5.66	28.3	6.6	33.02	1.89	30.19	4.72	23.58	11.32	34.91
	BMC	31.13	1.89	31.13	1.89	22.64	10.38	32.08	0.94	28.3	4.72	30.19	2.83	33.02
	Total	78.3	21.7	86.79	13.21	66.98	33.02	88.68	11.32	80.19	19.81	77.36	22.64	100

Source: Filed survey, 2018

As per the Table-9.7, it is noticed that 21.70% of total students have been wrong understanding of the social studies concepts in all schools under study, of which area-wise, it is observed that the **wrong understanding** of slum students(12.26%) in geography subject of social studies is found more than that of non-slum students(9.43%). School-wise, it is clear that the wrong understanding of **KV students**(10.38%) in geography subject of area of social studies is found more than that of BMC(1.89%) and private schools(9.43%). Similarly, it is noticed that 13.21% of total students have irrelevant content of the social studies concepts in

all schools under study, of which area-wise, it is observed that the **irrelevant content** of slum students(8.49%) in geography subject of social studies is found more than that of non-slum students(4.72%). School-wise, it is clear that the irrelevant content of **KV(5.66%) and private school(5.66%)** students in geography subject of area of social studies is found more than that of BMC(1.89%). Beside, it is also noticed that 33.03% of total students have inadequate content of the social studies concepts in all schools under study, of which area-wise, it is observed that the **inadequate content** of slum students(16.98%) in geography subject of social studies is found slightly more than that of non-slum students(16.04%). School-wise, it is clear that the inadequate content of **KV(16.04%)** students in geography subject of area of social studies is found more than that of BMC(10.38%) and private school(6.60%). Similarly, it is also noticed that 11.32% of total students have irrelevant explanation of the social studies concepts in all schools under study, of which area-wise, it is observed that the irrelevant explanation of slum students(3.77%) in geography subject of social studies is found slightly *less than* that of non-slum students(7.55%). School-wise, it is clear that the irrelevant explanation of **KV(8.49%)** students in geography subject of area of social studies is found more than that of BMC(0.94%) and private school(1.89%). Likewise, it is also noticed that 19.81% of total students have language mistake of the social studies concepts in all schools under study, of which area-wise, it is observed that the language mistake of slum students(8.49%) in geography subject of social studies is found slightly less than that of non-slum students(11.32%). School-wise, it is clear that the language mistake of **KV(10.38%)** students in geography subject of area of social studies is found more than that of BMC(4.72%) and private school(4.72%). In the same ways, it is also noticed that 22.64% of total students have not follow the word limit in writing the answer of the social studies concepts in all schools under study, of which area-wise, it is observed that the **word limit not followed** by slum students(12.26%) in geography subject of social studies is found slightly more than that of non-slum students(10.38%). School-wise, it is clear that the word limit not followed by **private schools(11.32%)** in geography subject of area of social studies is found more than that of BMC(2.83%) and private school(8.49%). In fact, the slum students have identified and faced more problems in wrong understanding of social studies concept, irrelevant content, inadequate content, the word limit not followed, but less in irrelevant explanation and language mistake in the subject area of geography. However, School-wise, it is found that the KV students have faced more problems in all common mistakes as identified above except the word limit as compared to BMC and private school. This is

because higher proportion of KV students have attempted the Q.II(1) as compared to BMC and private school.

(2) What is Weather?

Table-9.8: Result of Question No. II(2) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	0	1	0	1	2	3	
Slum	KV	0	2.83	2.83	0	1.89	0.94	1.89	0	0.94	0	2.83
	Pvt.	12.26	17.92	30.19	0	15.09	15.09	15.09	13.21	1.89	0	30.19
	BMC	18.87	10.38	29.25	0	21.7	7.55	21.7	6.6	0.94	0	29.25
	Total	31.13	31.13	62.26	0	38.68	23.58	38.68	19.81	3.77	0	62.26
Non-slum	KV	0.94	28.3	22.64	6.6	24.53	4.72	16.98	0	5.66	6.6	29.25
	Pvt.	0.94	3.77	4.72	0	0.94	3.77	0.94	2.83	0.94	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	3.77
	Total	5.66	32.08	31.13	6.6	29.25	8.49	21.7	2.83	6.6	6.6	37.74
Total	KV	0.94	31.13	25.47	6.6	26.42	5.66	18.87	0	6.6	6.6	32.08
	Pvt.	13.21	21.7	34.91	0	16.04	18.87	16.04	16.04	2.83	0	34.91
	BMC	22.64	10.38	33.02	0	25.47	7.55	25.47	6.6	0.94	0	33.02
	Total	36.79	63.21	93.4	6.6	67.92	32.08	60.38	22.64	10.38	6.6	100

Source: Filed survey, 2018

As per the analysis of test paper (See Table-9.8), it is found that about 36.79% of total students have not been attempted Q.II(2), of which area-wise, it is noticed that the non-attempted question of Q.II(2) is found more in slum students(31.13%) than that of non-slum students(5.66%). School-wise, it is observed that the non-attempted question of the Q.II(2) is found more in BMC school students(22.64%) than that of KV(0.94%) and private school(13.21%). Beside, about 93.40% of total students had not been answered perfectly of the QII(2), of which area-wise, the non-perfect answered for Q.II(2) is found more in all slum students(62.26%) than that of non-slum students(31.13%). School-wise, the non-perfect answered for Q.II(2) is found more in private school(34.91%) than that of KV(25.47%) and BMC School(33.02%). Similarly, about 67.92% of total students had not been partially correct, of which area wise, the partially not correct answered for Q.II(2) is found more in all slum students(38.68%) than that of non-slum students(29.25%). School-wise, the partially not correct answered for Q.II(2) is found more in KV(26.42%) than that of private school(16.04%) and BMC School(25.47%). Thus, around 60.38% of total students have not obtained any mark in all school taken together, of which area-wise, the non-obtained marks for the Q.II(2) is found more in slum students(38.68%) than that of non-slum students(21.70%). Hence, the problem of learning geography with regards to objective type of question Q.II(2) among the

slum students of BMC(25.47%) are more as compared to non-slum students of private School (16.04%) and KV(18.87%). In fact, the academic performance of non-slum students is better than that of slum student in all schools under study in general. The slum students are more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools.

Table-9.9: Problem in Learning of Question No. II(2) of Geography in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		0	1	0	1	0	1	0	1	0	1	0	1	
Slum	KV	0	2.83	0.94	1.89	1.89	0.94	0.94	1.89	1.89	0.94	2.83	0	2.83
	Pvt.	26.42	3.77	28.3	1.89	30.19	0	28.3	1.89	27.36	2.83	29.25	0.94	30.19
	BMC	26.42	2.83	26.42	2.83	26.42	2.83	28.3	0.94	26.42	2.83	27.36	1.89	29.25
	Total	52.83	9.43	55.66	6.6	58.49	3.77	57.55	4.72	55.66	6.6	59.43	2.83	62.26
Non-slum	KV	12.26	16.98	12.26	16.98	26.42	2.83	11.32	17.92	27.36	1.89	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	20.75	16.98	20.75	16.98	34.91	2.83	19.81	17.92	35.85	1.89	37.74	0	37.74
Total	KV	12.26	19.81	13.21	18.87	28.3	3.77	12.26	19.81	29.25	2.83	32.08	0	32.08
	Pvt.	31.13	3.77	33.02	1.89	34.91	0	33.02	1.89	32.08	2.83	33.96	0.94	34.91
	BMC	30.19	2.83	30.19	2.83	30.19	2.83	32.08	0.94	30.19	2.83	31.13	1.89	33.02
	Total	73.58	26.42	76.42	23.58	93.4	6.6	77.36	22.64	91.51	8.49	97.17	2.83	100

Source: Filed survey, 2018

As per the Table-9.9, it is noticed that 26.42% of total students have been wrong understanding of the social studies concepts in all schools under study, of which area-wise, it is observed that the **wrong understanding** of slum students(9.43%) in geography subject of social studies is found less than that of non-slum students(16.98%). School-wise, it is clear that the wrong understanding of **KV students(19.81%)** in geography subject of area of social studies is found more than that of BMC(2.83%) and private schools(3.77%). Similarly, it is noticed that 23.58% of total students have irrelevant content of the social studies concepts in all schools under study, of which area-wise, it is observed that the **irrelevant content** of slum students(6.60%) in geography subject of social studies is found less than that of non-slum students(16.98%). School-wise, it is clear that the irrelevant content of **KV(18.87%)** students in geography subject of area of social studies is found more than that of BMC(2.83%) **and private school(1.89%)**. Beside, it is also noticed that 6.60% of total students have inadequate content of the social studies concepts in all schools under study, of which area-wise, it is observed that the **inadequate content** of slum students(3.77%) in geography subject of social studies is found slightly more than that of non-slum students(2.83%).

School-wise, it is clear that the inadequate content of **KV(3.77%)** students in geography subject of area of social studies is found more than that of BMC(2.83%), but no problem in private school. Similarly, it is also noticed that 22.64% of total students have irrelevant explanation of the social studies concepts in all schools under study, of which area-wise, it is observed that the irrelevant explanation of slum students(4.72%) in geography subject of social studies is found *less than* that of non-slum students(17.92%). School-wise, it is clear that the irrelevant explanation of **KV(19.81%)** students in geography subject of area of social studies is found more than that of BMC(0.94%) and private school(1.89%). Likewise, it is also noticed that 8.49% of total students have language mistake of the social studies concepts in all schools under study, of which area-wise, it is observed that the language mistake of slum students(6.60%) in geography subject of social studies is found slightly more than that of non-slum students(1.89%). School-wise, it is clear that the language mistake of students in geography subject of area of social studies was found 2.83% in each schools like **KV(2.83%), private(2.83%) and BMC schools(2.83%)**. In the same ways, it is also noticed that 2.83% of total students have not follow the word limit in writing the answer of the social studies concepts in all schools under study, of which area-wise, it is observed that the **word limit not followed** by all slum students(2.83%) in geography subject of social studies, but not in non-slum students. School-wise, it is clear that the word limit not followed by only in BMC Schools(1.89%) and **private schools(0.94%)** in geography subject of area of social studies, but no problem as such in KV. In fact, the slum students have identified and faced more problems in inadequate content, language mistake and word limit not followed but less in wrong understanding of social studies concept, irrelevant content and irrelevant explanation in the subject area of geography. However, School-wise, it is found that the same pattern of observation is found with Q.II(2) as the KV students have faced more problems in all common mistakes as identified above except the word limit as compared to BMC and private school.

On the basis of analysis of above result, it is observed that the students of slum area in all the schools couldn't give perfect answer to the question Q.II(2). However majority of them could give partially correct answer. Whereas, non-slum area students especially in K.V Mankhurd has given perfect answer, but could not give as such in Mahila Mandal Sanchalit Madhyamik Vidyalaya and Sangharsh Nagar BMC Marathi School. There is a significant difference observed among the students of slum and non-slum area on understanding of question, writing irrelevant content, inadequate content, irrelevant

explanation and language. It also noticed that students belonging to non-slum area have done few mistakes in learning of question. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem. These Common mistakes are more or less detected in both categories of students.

(3) What is Continental Slope?

Table-9.10: Result of Question No. II(3) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained			Total
		No	Yes	No	Yes	0	1	0	1	2	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	2.83
	Pvt.	13.2	17	29.3	0.9	25.5	4.72	22.6	6.6	0.9	30.2
	BMC	17.9	11.3	29.3	0	22.6	6.6	21.7	7.55	0	29.3
	Total	34	28.3	61.3	0.9	50.9	11.3	47.2	14.2	0.9	62.3
Non-slum	KV	7.55	21.7	29.3	0	28.3	0.94	28.3	0	0.9	29.3
	Pvt.	0.94	3.77	4.72	0	4.72	0	3.77	0.94	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	3.77
	Total	12.3	25.5	37.7	0	36.8	0.94	35.9	0.94	0.9	37.7
Total	KV	10.4	21.7	32.1	0	31.1	0.94	31.1	0	0.9	32.1
	Pvt.	14.2	20.8	34	0.9	30.2	4.72	26.4	7.55	0.9	34.9
	BMC	21.7	11.3	33	0	26.4	6.6	25.5	7.55	0	33
	Total	46.2	53.8	99.1	0.9	87.7	12.3	83	15.1	1.9	100

Source: Filed survey, 2018

As per the analysis of Table-9.10, 28.30% of students belonging to slum area attempt the question, while 33.96% didn't attempt. Out of 61.32% total students, only 0.94% could have given perfect answer by slum students. On the other hand, 25.47% of non-slum area students attempted the question Q.II(3) while 12.26% didn't attempt. It is interesting to note that none of them could score perfect answer. Therefore, a significant difference is observed among the students of slum and non-slum in answering the question.

Table-9.11: Problem in Learning of Question No. II(3) of Geography in the School under study

Residential Area	Name of school	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		0	1	0	1	0	1	0	1	0	1	0	1	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	21.7	8.49	24.53	5.66	27.36	2.83	28.3	1.89	28.3	1.89	23.58	6.6	30.19
	BMC	25.47	3.77	26.42	2.83	26.42	2.83	27.36	1.89	28.3	0.94	27.36	1.89	29.25
	Total	50	12.26	53.77	8.49	56.6	5.66	58.49	3.77	59.43	2.83	53.77	8.49	62.26
Non-slum	KV	8.49	20.75	8.49	20.75	28.3	0.94	8.49	20.75	26.42	2.83	28.3	0.94	29.25
	Pvt.	1.89	2.83	4.72	0	4.72	0	2.83	1.89	4.72	0	3.77	0.94	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	14.15	23.58	16.98	20.75	36.79	0.94	15.09	22.64	34.91	2.83	35.85	1.89	37.74
Total	KV	11.32	20.75	11.32	20.75	31.13	0.94	11.32	20.75	29.25	2.83	31.13	0.94	32.08
	Pvt.	23.58	11.32	29.25	5.66	32.08	2.83	31.13	3.77	33.02	1.89	27.36	7.55	34.91
	BMC	29.25	3.77	30.19	2.83	30.19	2.83	31.13	1.89	32.08	0.94	31.13	1.89	33.02
	Total	64.15	35.85	70.75	29.25	93.4	6.6	73.58	26.42	94.34	5.66	89.62	10.38	100

Source: Filed survey, 2018

From the Table-9.11 it is observed that there is no significant difference observed among the students of slum and non-slum category students on understanding of question, writing irrelevant content, inadequate content, irrelevant explanation and language (refer Table -11). Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem. These common mistakes are detected in both slum and non-slum area of students. Therefore, it is suggested that special care should be given to students who has comprehension problem.

(4) What is an Isobar?

As per the analysis of the results in Table-9.12, it is noticed that about 23.58 % of students belonging to slum area attempted the question Q.II(4), while 38.68% didn't attempt. Out of 62.26% total students, none of them could give prefect answer. On the other hands, about 19.81 % of non-slum area students attempted the question Q.II(4), while 17.92% didn't attempt. Out of total attempt of 37.74% of total students, none of them could give prefect answer. Therefore, no significant difference is observed among the students of slum and non-slum in answering the question.

Table-9.12: Result of Question No. II(4) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained			Total
		No	Yes	No	Yes	No	Yes	0	1	2	
Slum	KV	1.89	0.94	2.83	0	2.83	0	2.83	0	0	2.83
	Pvt.	14.15	16.04	30.19	0	30.19	0	27.36	1.89	0.94	30.19
	BMC	22.64	6.6	29.25	0	29.25	0	29.25	0	0	29.25
	Total	38.68	23.58	62.26	0	62.26	0	59.43	1.89	0.94	62.26
Non-slum	KV	13.21	16.04	29.25	0	29.25	0	29.25	0	0	29.25
	Pvt.	0.94	3.77	4.72	0	4.72	0	4.72	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	3.77
	Total	17.92	19.81	37.74	0	37.74	0	37.74	0	0	37.74
Total	KV	15.09	16.98	32.08	0	32.08	0	32.08	0	0	32.08
	Pvt.	15.09	19.81	34.91	0	34.91	0	32.08	1.89	0.94	34.91
	BMC	26.42	6.6	33.02	0	33.02	0	33.02	0	0	33.02
	Total	56.6	43.4	100	0	100	0	97.17	1.89	0.94	100

Source: Filed survey, 2018

Table-9.13: Problem in Learning of Question No. II(4) of Geography in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	1.89	0.94	1.89	0.94	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	17.92	12.26	24.53	5.66	29.25	0.94	28.3	1.89	27.36	2.83	26.42	3.77	30.19
	BMC	22.64	6.6	25.47	3.77	29.25	0	26.42	2.83	29.25	0	29.25	0	29.25
	Total	42.45	19.81	51.89	10.38	61.32	0.94	57.55	4.72	59.43	2.83	58.49	3.77	62.26
Non-slum	KV	13.21	16.04	13.21	16.04	29.25	0	20.75	8.49	28.3	0.94	29.25	0	29.25
	Pvt.	0.94	3.77	2.83	1.89	4.72	0	2.83	1.89	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	17.92	19.81	19.81	17.92	37.74	0	27.36	10.38	36.79	0.94	37.74	0	37.74
Total	KV	15.09	16.98	15.09	16.98	32.08	0	23.58	8.49	31.13	0.94	32.08	0	32.08
	Pvt.	18.87	16.04	27.36	7.55	33.96	0.94	31.13	3.77	32.08	2.83	31.13	3.77	34.91
	BMC	26.42	6.6	29.25	3.77	33.02	0	30.19	2.83	33.02	0	33.02	0	33.02
	Total	60.38	39.62	71.7	28.3	99.06	0.94	84.91	15.09	96.23	3.77	96.23	3.77	100

Source: Filed survey, 2018

In corresponding to Table-9.13, it can be observed that students belonging to both slum and non-slum have difficulties in understanding the concept/ question Q.II(5). Therefore they have committed mistake in writing irrelevant content, inadequate explanation etc. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation

in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem, (iv) pedagogical problem.

(5) What is Alto-Cumulus?

Table-9.14: Result of Question No. II(5) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained			Total
		No	Yes	No	Yes	No	Yes	0	1	2	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	2.83
	Pvt.	18.87	11.32	30.19	0	27.36	2.83	21.7	0.94	7.55	30.19
	BMC	22.64	6.6	29.25	0	24.53	4.72	24.53	3.77	0.94	29.25
	Total	44.34	17.92	62.26	0	54.72	7.55	49.06	4.72	8.49	62.26
Non-slum	KV	16.04	13.21	29.25	0	27.36	1.89	27.36	0	1.89	29.25
	Pvt.	1.89	2.83	4.72	0	4.72	0	3.77	0	0.94	4.72
	BMC	2.83	0.94	3.77	0	2.83	0.94	2.83	0.94	0	3.77
	Total	20.75	16.98	37.74	0	34.91	2.83	33.96	0.94	2.83	37.74
Total	KV	18.87	13.21	32.08	0	30.19	1.89	30.19	0	1.89	32.08
	Pvt.	20.75	14.15	34.91	0	32.08	2.83	25.47	0.94	8.49	34.91
	BMC	25.47	7.55	33.02	0	27.36	5.66	27.36	4.72	0.94	33.02
	Total	65.09	34.91	100	0	89.62	10.38	83.02	5.66	11.32	100

Source: Filed survey, 2018

The above Table-9.14 shows that about 17.92% of students belonging to slum area attempt the question Q.II(5), while 44.34% didn't attempt. Majority of the students didn't attempt the question Q.II(5). Out of 62.26% total attempts, none of them could give perfect answer. About 16.98% of non-slum area students attempt the question Q.II(5), while 20.75% didn't attempt (majority of them didn't attempt). Out of total attempts of 37.74%, none of them could give perfect answer. Therefore, no difference is observed among the students of slum and non-slum in answering the question.

In corresponding to table-9.15 given below, it can be observed that students belonging to both slum and non-slum have difficulties in understanding the concept/question Q.II(5). Therefore they have committed mistake in writing irrelevant content, inadequate explanation etc. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem, (iv) pedagogical problem.

Table-9.15: Problem in Learning of Question No. II(v) of Geography in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	27.36	2.83	29.25	0.94	30.19	0	29.25	0.94	24.53	5.66	27.36	2.83	30.19
	BMC	27.36	1.89	27.36	1.89	27.36	1.89	28.3	0.94	29.25	0	29.25	0	29.25
	Total	57.55	4.72	59.43	2.83	60.38	1.89	60.38	1.89	56.6	5.66	59.43	2.83	62.26
Non-slum	KV	20.75	8.49	23.58	5.66	27.36	1.89	21.7	7.55	29.25	0	27.36	1.89	29.25
	Pvt.	2.83	1.89	3.77	0.94	4.72	0	4.72	0	3.77	0.94	3.77	0.94	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	27.36	10.38	31.13	6.6	35.85	1.89	30.19	7.55	36.79	0.94	34.91	2.83	37.74
Total	KV	23.58	8.49	26.42	5.66	30.19	1.89	24.53	7.55	32.08	0	30.19	1.89	32.08
	Pvt.	30.19	4.72	33.02	1.89	34.91	0	33.96	0.94	28.3	6.6	31.13	3.77	34.91
	BMC	31.13	1.89	31.13	1.89	31.13	1.89	32.08	0.94	33.02	0	33.02	0	33.02
	Total	84.91	15.09	90.57	9.43	96.23	3.77	90.57	9.43	93.4	6.6	94.34	5.66	100

Source: Filed survey, 2018

III. Long answer type Questions: (Answer the questions in 100-150 words)

1. Briefly explain the Neap Tide?

Table-9.16: Result of Question No. III(1) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained			Total
		No	Yes	No	Yes	No	Yes	0	1	4	
Slum	KV	0.94	1.89	2.83	0	2.83	0	2.83	0	0	2.83
	Pvt.	25.5	4.72	30.2	0	30.2	0	30.2	0	0	30.2
	BMC	24.5	4.72	29.3	0	26.4	2.8	26.4	2.8	0	29.3
	Total	50.9	11.3	62.3	0	59.4	2.8	59.4	2.8	0	62.3
Non-slum	KV	11.3	17.9	29.3	0	27.4	1.9	27.4	0	1.9	29.3
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	3.77
	Total	19.8	17.9	37.7	0	35.9	1.9	35.9	0	1.9	37.7
Total	KV	12.3	19.8	32.1	0	30.2	1.9	30.2	0	1.9	32.1
	Pvt.	30.2	4.72	34.9	0	34.9	0	34.9	0	0	34.9
	BMC	28.3	4.72	33	0	30.2	2.8	30.2	2.8	0	33
	Total	70.8	29.3	100	0	95.3	4.7	95.3	2.8	1.9	100

Source: Field Survey, 2018

As per the Table-9.16, it is noticed that about 11.32% of students belonging to slum area attempted the question Q.III(1), while majority (50.94%) of them didn't attempt the question. Out of 62.26% of total attempt of the students, none of the slum students could able to give

perfect answer. On the other hand, 17.92% of non-slum area students attempt the question while 19.81 % didn't attempt the question. Out of 37.74% of total attempt of the students, none of them could give perfect answer. Therefore, no difference is observed among the students of slum and non-slum in answering the question.

Table-9.17: Problem in Learning of Question No. III(1) of Geography in the School under study

Residential Area	Name of School	Wrong under standing		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	0.94	1.89	2.83	0	2.83	0	0.94	1.89	2.83	0	2.83	0	2.83
	Pvt.	25.47	4.72	29.25	0.94	30.19	0	29.25	0.94	29.25	0.94	30.19	0	30.19
	BMC	27.36	1.89	27.36	1.89	26.42	2.83	28.3	0.94	29.25	0	29.25	0	29.25
	Total	53.77	8.49	59.43	2.83	59.43	2.83	58.49	3.77	61.32	0.94	62.26	0	62.26
Non-slum	KV	13.21	16.04	23.58	5.66	27.36	1.89	18.87	10.38	29.25	0	28.3	0.94	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	21.7	16.04	32.08	5.66	35.85	1.89	27.36	10.38	37.74	0	36.79	0.94	37.74
Total	KV	14.15	17.92	26.42	5.66	30.19	1.89	19.81	12.26	32.08	0	31.13	0.94	32.08
	Pvt.	30.19	4.72	33.96	0.94	34.91	0	33.96	0.94	33.96	0.94	34.91	0	34.91
	BMC	31.13	1.89	31.13	1.89	30.19	2.83	32.08	0.94	33.02	0	33.02	0	33.02
	Total	75.47	24.53	91.51	8.49	95.28	4.72	85.85	14.15	99.06	0.94	99.06	0.94	100

Source: Field Survey, 2018

In corresponding to Table-9.17, it can be observed that students belonging to both slum and non-slum have difficulties in understanding the concept/question Q.III(1). Therefore they have committed mistake in writing irrelevant content, inadequate explanation etc. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem, (iv) pedagogical problem.

2. What is a planetary wind?

As per the Table-9.18 given below, only 7.55% of students belonging to slum area attempted the question Q.III(2) while majority (54.72 %) of them didn't attempt the question. Out of 62.26% of total slum students, none of the students could able to give perfect answer. On the other hand, 18.87% of non-slum area students attempted the question Q.III(2) while 18.87% of didn't attempt the question. Out of total 37.74% of total non-slum students, only 0.9% could able to give perfect answer. Therefore, a difference is observed among the students of

slum and non-slum area in answering the question. Majority of the students not attempting the question indicates that they may have problem in understanding the question or may have problem in understanding the concept.

Table-9.18: Result of Question No. III(2) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	2	3	6	
Slum	KV	0.94	1.89	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	25.47	4.72	30.19	0	30.19	0	30.19	0	0	0	30.19
	BMC	28.3	0.94	29.25	0	29.25	0	29.25	0	0	0	29.25
	Total	54.72	7.55	62.26	0	62.26	0	62.26	0	0	0	62.26
Non-slum	KV	11.32	17.92	28.3	0.94	28.3	0.94	27.36	0	0.94	0.94	29.25
	Pvt.	3.77	0.94	4.72	0	3.77	0.94	3.77	0.94	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	3.77
	Total	18.87	18.87	36.79	0.94	35.85	1.89	34.91	0.94	0.94	0.94	37.74
Total	KV	12.26	19.81	31.13	0.94	31.13	0.94	30.19	0	0.94	0.94	32.08
	Pvt.	29.25	5.66	34.91	0	33.96	0.94	33.96	0.94	0	0	34.91
	BMC	32.08	0.94	33.02	0	33.02	0	33.02	0	0	0	33.02
	Total	73.58	26.42	99.06	0.94	98.11	1.89	97.17	0.94	0.94	0.94	100

Source: Field Survey, 2018

Table-9.19: Problem in Learning of Question No. III(2) of Geography in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	0.94	1.89	1.89	0.94	2.83	0	0.94	1.89	2.83	0	2.83	0	2.83
	Pvt.	26.42	3.77	28.3	1.89	30.19	0	30.19	0	28.3	1.89	30.19	0	30.19
	BMC	28.3	0.94	28.3	0.94	29.25	0	29.25	0	29.25	0	29.25	0	29.25
	Total	55.66	6.6	58.49	3.77	62.26	0	60.38	1.89	60.38	1.89	62.26	0	62.26
Non-slum	KV	13.21	16.04	20.75	8.49	28.3	0.94	23.58	5.66	28.3	0.94	28.3	0.94	29.25
	Pvt.	4.72	0	4.72	0	3.77	0.94	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	21.7	16.04	29.25	8.49	35.85	1.89	32.08	5.66	36.79	0.94	36.79	0.94	37.74
Total	KV	14.15	17.92	22.64	9.43	31.13	0.94	24.53	7.55	31.13	0.94	31.13	0.94	32.08
	Pvt.	31.13	3.77	33.02	1.89	33.96	0.94	34.91	0	33.02	1.89	34.91	0	34.91
	BMC	32.08	0.94	32.08	0.94	33.02	0	33.02	0	33.02	0	33.02	0	33.02
	Total	77.36	22.64	87.74	12.26	98.11	1.89	92.45	7.55	97.17	2.83	99.06	0.94	100

Source: Field Survey, 2018

In corresponding to table-9.19 given above, it can be observed that majority of the students belonging to both slum and non-slum have difficulties in understanding the question. Therefore they have committed mistake in writing irrelevant content, inadequate explanation etc. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem, (iv) pedagogical problem.

3. Explain solar eclipse with suitable diagram?

Table-9.20: Result of Question No. III(3) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained					Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	5	
Slum	KV	1.89	0.94	2.83	0	2.83	0	2.83	0	0	0	0	2.83
	Pvt.	13.21	16.98	30.19	0	29.25	0.94	29.25	0.94	0	0	0	30.19
	BMC	26.42	2.83	29.25	0	26.42	2.83	26.42	0	0.94	1.89	0	29.25
	Total	41.51	20.75	62.26	0	58.49	3.77	58.49	0.94	0.94	1.89	0	62.26
Non-Slum	KV	11.32	17.92	29.25	0	25.47	3.77	25.47	0	0	1.89	1.89	29.25
	Pvt.	0	4.72	4.72	0	3.77	0.94	3.77	0.94	0	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	0	3.77
	Total	15.09	22.64	37.74	0	33.02	4.72	33.02	0.94	0	1.89	1.89	37.74
Total	KV	13.21	18.87	32.08	0	28.3	3.77	28.3	0	0	1.89	1.89	32.08
	Pvt.	13.21	21.7	34.91	0	33.02	1.89	33.02	1.89	0	0	0	34.91
	BMC	30.19	2.83	33.02	0	30.19	2.83	30.19	0	0.94	1.89	0	33.02
	Total	56.6	43.4	100	0	91.51	8.49	91.51	1.89	0.94	3.77	1.89	100

Source: Field Survey, 2018

As per the Table-9.20, it is noticed that 20.75% of total students belonging to slum area who attempted the question Q.III(3), while majority (41.51 %) didn't attempt the question. Out of 62.26% total students, none of the students could able to give prefect answer. On the contrary, 22.64% of non-slum area students attempted the question Q.III(3), while 15.09% didn't attempt the question. Out of 37.74% of total non-slum students, none of them only could give prefect answer. Therefore, no difference is observed among the students of slum and non-slum in answering the question. Majority of the students didn't attempt the question indicates that they may have problem in understanding the question or may have problem in understanding the concept.

Table-9.21: Problem in Learning of Question No. III(3) of Geography in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	1.89	0.94	1.89	0.94	2.83	0	1.89	0.94	2.83	0	2.83	0	2.83
	Pvt.	17.92	12.26	21.7	8.49	30.19	0	24.53	5.66	24.53	5.66	30.19	0	30.19
	BMC	29.25	0	29.25	0	27.36	1.89	29.25	0	29.25	0	28.3	0.94	29.25
	Total	49.06	13.21	52.83	9.43	60.38	1.89	55.66	6.6	56.6	5.66	61.32	0.94	62.26
Non-slum	KV	15.09	14.15	19.81	9.43	25.47	3.77	19.81	9.43	29.25	0	27.36	1.89	29.25
	Pvt.	0.94	3.77	2.83	1.89	4.72	0	3.77	0.94	3.77	0.94	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	19.81	17.92	26.42	11.32	33.96	3.77	27.36	10.38	36.79	0.94	35.85	1.89	37.74
Total	KV	16.98	15.09	21.7	10.38	28.3	3.77	21.7	10.38	32.08	0	30.19	1.89	32.08
	Pvt.	18.87	16.04	24.53	10.38	34.91	0	28.3	6.6	28.3	6.6	34.91	0	34.91
	BMC	33.02	0	33.02	0	31.13	1.89	33.02	0	33.02	0	32.08	0.94	33.02
	Total	68.87	31.13	79.25	20.75	94.34	5.66	83.02	16.98	93.4	6.6	97.17	2.83	100

Source: Field Survey, 2018

With reference to table-9.21, it can be observed that majority of the students belonging to both slum and non-slum area has difficulties in understanding the question Q.III(3). Therefore they have committed mistake in writing irrelevant content, inadequate explanation etc. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem, (iv) pedagogical problem

4. Explain Relative Humidity?

As per the above Table-9.22, it is noticed that 20.75% of students belonging to slum area attempted the question Q.III(4), while majority of them(41.51 %) didn't attempt the question. Out of 62.26% of total slum students, none of the students could able to give prefect answer. On the contrary, 16.98% of non-slum area students attempted the question Q.III(4), while majority of them (20.75%) didn't attempt the question. Out of total 37.74 % attempt, none of them only could give prefect answer. Therefore, no difference is observed among the students of slum and non-slum in answering the question. Majority of the students didn't attempt the question indicates that they may have problem in understanding the question or may have problem in understanding the concept.

Table-9.22: Result of Question No. III(4) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained					Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	
Slum	KV	1.89	0.94	2.83	0	1.89	0.94	1.89	0	0.94	0	0	2.83
	Pvt.	13.21	16.98	30.19	0	18.87	11.32	17.92	8.49	3.77	0	0	30.19
	BMC	26.42	2.83	29.25	0	26.42	2.83	26.42	2.83	0	0	0	29.25
	Total	41.51	20.75	62.26	0	47.17	15.09	46.23	11.32	4.72	0	0	62.26
Non-slum	KV	15.09	14.15	29.25	0	28.3	0.94	28.3	0	0	0	0.94	29.25
	Pvt.	1.89	2.83	4.72	0	2.83	1.89	1.89	1.89	0	0.94	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	0	3.77
	Total	20.75	16.98	37.74	0	34.91	2.83	33.96	1.89	0	0.94	0.94	37.74
Total	KV	16.98	15.09	32.08	0	30.19	1.89	30.19	0	0.94	0	0.94	32.08
	Pvt.	15.09	19.81	34.91	0	21.7	13.21	19.81	10.38	3.77	0.94	0	34.91
	BMC	30.19	2.83	33.02	0	30.19	2.83	30.19	2.83	0	0	0	33.02
	Total	62.26	37.74	100	0	82.08	17.92	80.19	13.21	4.72	0.94	0.94	100

Source: Field Survey, 2018

Table-9.23: Problem in Learning of Question No. III(4) of Geography in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	1.89	0.94	2.83	0	1.89	0.94	2.83	0	2.83
	Pvt.	25.47	4.72	28.3	1.89	20.75	9.43	26.42	3.77	23.58	6.6	26.42	3.77	30.19
	BMC	29.25	0	29.25	0	26.42	2.83	29.25	0	29.25	0	28.3	0.94	29.25
	Total	57.55	4.72	60.38	1.89	49.06	13.21	58.49	3.77	54.72	7.55	57.55	4.72	62.26
Non-slum	KV	16.04	13.21	22.64	6.6	28.3	0.94	22.64	6.6	29.25	0	28.3	0.94	29.25
	Pvt.	3.77	0.94	3.77	0.94	2.83	1.89	4.72	0	3.77	0.94	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	23.58	14.15	30.19	7.55	34.91	2.83	31.13	6.6	36.79	0.94	36.79	0.94	37.74
Total	KV	18.87	13.21	25.47	6.6	30.19	1.89	25.47	6.6	31.13	0.94	31.13	0.94	32.08
	Pvt.	29.25	5.66	32.08	2.83	23.58	11.32	31.13	3.77	27.36	7.55	31.13	3.77	34.91
	BMC	33.02	0	33.02	0	30.19	2.83	33.02	0	33.02	0	32.08	0.94	33.02
	Total	81.13	18.87	90.57	9.43	83.96	16.04	89.62	10.38	91.51	8.49	94.34	5.66	100

Source: Field Survey, 2018

The same has been observed in Table-9.23 that where both slum and non-slum area students have difficulties in understanding the question. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii)

comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem, (iv) pedagogical problem

5. What are igneous rocks? Explain with suitable example?

Table-9.24: Result of Question No. III(5) of Geography in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	4	6	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	26.42	3.77	30.19	0	29.25	0.94	27.36	2.83	0	0	30.19
	BMC	28.3	0.94	29.25	0	28.3	0.94	28.3	0.94	0	0	29.25
	Total	57.55	4.72	62.26	0	60.38	1.89	58.49	3.77	0	0	62.26
Non-slum	KV	12.26	16.98	28.3	0.94	24.53	4.72	23.58	0	4.72	0.94	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	3.77
	Total	20.75	16.98	36.79	0.94	33.02	4.72	32.08	0	4.72	0.94	37.74
Total	KV	15.09	16.98	31.13	0.94	27.36	4.72	26.42	0	4.72	0.94	32.08
	Pvt.	31.13	3.77	34.91	0	33.96	0.94	32.08	2.83	0	0	34.91
	BMC	32.08	0.94	33.02	0	32.08	0.94	32.08	0.94	0	0	33.02
	Total	78.3	21.7	99.06	0.94	93.4	6.6	90.57	3.77	4.72	0.94	100

Source: Field Survey, 2018

As per the Table-9.24, it is noticed that 4.72% of students belonging to slum area attempted the question Q.III(5), while majority of them (57.55%) didn't attempt the question. Out of 62.26% of total slum student, none of the students could give perfect answer. On the other hand, 16.98% of non-slum area students attempted the question Q.III(5), while majority of them (20.75%) didn't attempt the question. Out of 36.79% of total attempt, only 0.94% could give perfect answer. Therefore, the difference is observed among the students of slum and non-slum in answering the question. Majority of the students in both slum and non-slum area didn't attempt the question which is an indications that students have problem in understanding the question as well as understanding the concept.

As seen in Table-9.25 given below, majority of the students belonging to slum area has problem in understanding the question Q.III(5). Therefore, if a student's doesn't understand the question, he/she will give irrelevant content, inadequate content, irrelevant explanation etc. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem, (iv) pedagogical problem

Table-9.25: Problem in Learning of Question No. III (5) of Geography in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	29.25	0.94	30.19	0	29.25	0.94	30.19	0	29.25	0.94	28.3	1.89	30.19
	BMC	29.25	0	29.25	0	28.3	0.94	29.25	0	29.25	0	29.25	0	29.25
	Total	61.32	0.94	62.26	0	60.38	1.89	62.26	0	61.32	0.94	60.38	1.89	62.26
Non-slum	KV	17.92	11.32	22.64	6.6	24.53	4.72	22.64	6.6	26.42	2.83	27.36	1.89	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	26.42	11.32	31.13	6.6	33.02	4.72	31.13	6.6	34.91	2.83	35.85	1.89	37.74
Total	KV	20.75	11.32	25.47	6.6	27.36	4.72	25.47	6.6	29.25	2.83	30.19	1.89	32.08
	Pvt.	33.96	0.94	34.91	0	33.96	0.94	34.91	0	33.96	0.94	33.02	1.89	34.91
	BMC	33.02	0	33.02	0	32.08	0.94	33.02	0	33.02	0	33.02	0	33.02
	Total	87.74	12.26	93.4	6.6	93.4	6.6	93.4	6.6	96.23	3.77	96.23	3.77	100

Source: Field Survey, 2018

9.2 Analysis of Result & Discussion of Achievement Test on History

This section of chapter-IX has been analysed the results and discussion on the achievement test of students in the subject of history. Here, an attempt has been made to analyse the percentage of questions attempted, perfect answer and mark obtained by the slum students in Mumbai in the state of Maharashtra State. The problems faced by the slum students in answering short and long answer type questions like wrong understanding, irrelevant content, inadequate content, irrelevant explanation, language mistake and not adhering to word limit etc have been identified in the three different set ups of schools such as KV Mankhurd, Pvt school(Mahila Mandal Sanchalit Madhyamik Vidyalaya) and Govt school(Shangharsh Nagar BMC Marathi Medium School). There were three type of questions that were asked to students like objective type questions(Multiple choice), short answer question and long answer question. So, the question-wise analysis of results and discussion on the achievement test in history and the problems faced by students have been presented as below.

I. Objective Type Questions

i) Which of the following was the chief feature of Lord Mountbatten plan-

- Division of India into India and Pakistan
- Proper representative of Muslim, dalits, and minorities in central legislature
- Indian were to draft their own Constitution.
- There would be provincial assembly for state of India

Table-9.26: Result of Question No. I(i) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	0.94	1.89	0.94	1.89	2.83
	Pvt.	0	30.2	8.49	21.7	8.49	21.7	30.2
	BMC	0	29.3	5.66	23.6	5.66	23.6	29.3
	Total	0	62.3	15.1	47.2	15.1	47.2	62.3
Non-slum	KV	0.9	28.3	24.5	4.72	24.5	4.72	29.3
	Pvt.	0	4.72	0.94	3.77	0.94	3.77	4.72
	BMC	0	3.77	0.94	2.83	0.94	2.83	3.77
	Total	0.9	36.8	26.4	11.3	26.4	11.3	37.7
Total	KV	0.9	31.1	25.5	6.6	25.5	6.6	32.1
	Pvt.	0	34.9	9.43	25.5	9.43	25.5	34.9
	BMC	0	33	6.6	26.4	6.6	26.4	33
	Total	0.9	99.1	41.5	58.5	41.5	58.5	100

Source: Field Survey, 2018

From the Table-9.26, it is noticed that about 62.26% of total student under study who attempted the question QI(i) reside in slums area, of which 47.2% were perfectly answers while 15.1% could not answer the question. Whereas 36.79% of the total students under study who attempted the question reside in non-slum area, of which 11.3% gave perfect answers, while 26.4% did not give perfect answer of the question Q.I(i). This implies that the students residing in slum areas have a higher rate of giving perfect answer as compared to non-slum area. Students of slums area had around 35% higher achievement than the non-slum area students. Thus, the slum students have understood the concept better than non-slum area students.

ii) The first President of Indian National Congress was-

- a) Dadabhai Naroji
- b) W.C. Banerji
- c) Gopal Krishna Gokhale
- d) Lokmanya Tilak

As per the Table-9.27 given below, it is noticed that, out of all the students in the sample, 94.34% attempted the question Q.I(ii) while 5.7% did not attempt. Of these students, 20.75% students answered the question perfectly/correctly. Out of 94.34% of total attempt of students, 58.5% of students belong to slum area while 35.9% from non-slum area of students. However, the rate of answering this question correctly was 15.07% higher in non-slum students as compared to slum students. This implies that the problems of learning lie in slum area students. School-wise, the academic performance of KV Students is better than

that of BMC and private school. Hence, the problems pensive by the students of BMC and private schools under study as slum students are more there.

Table-9.27: Result of Question No. I(ii) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	1.89	0.94	1.89	0.94	2.83
	Pvt.	0	30.2	29.3	0.94	29.3	0.94	30.2
	BMC	3.8	25.5	28.3	0.94	28.3	0.94	29.3
	Total	3.8	58.5	59.4	2.83	59.4	2.83	62.3
Non-slum	KV	0.9	28.3	12.3	17	12.3	17	29.3
	Pvt.	0	4.72	3.77	0.94	3.77	0.94	4.72
	BMC	0.9	2.83	3.77	0	3.77	0	3.77
	Total	1.9	35.9	19.8	17.9	19.8	17.9	37.7
Total	KV	0.9	31.1	14.2	17.9	14.2	17.9	32.1
	Pvt.	0	34.9	33	1.89	33	1.89	34.9
	BMC	4.7	28.3	32.1	0.94	32.1	0.94	33
	Total	5.7	94.3	79.3	20.8	79.3	20.8	100

Source: Field Survey, 2018

iii) Ramakrishna Mission was established by-

- Swami Vivekanand
- Swami Dayanand Saraswati
- Mahatma Jyotirao Phule
- Raja Ram Mohan Roy

Table-9.28: Result of Question No. I(iii) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	1.89	0.94	1.89	0.94	2.83
	Pvt.	0	30.19	14.15	16.04	14.15	16.04	30.19
	BMC	0.94	28.3	9.43	19.81	9.43	19.81	29.25
	Total	0.94	61.32	25.47	36.79	25.47	36.79	62.26
Non-slum	KV	0.94	28.3	20.75	8.49	20.75	8.49	29.25
	Pvt.	0.94	3.77	3.77	0.94	3.77	0.94	4.72
	BMC	0.94	2.83	1.89	1.89	1.89	1.89	3.77
	Total	2.83	34.91	26.42	11.32	26.42	11.32	37.74
Total	KV	0.94	31.13	22.64	9.43	22.64	9.43	32.08
	Pvt.	0.94	33.96	17.92	16.98	17.92	16.98	34.91
	BMC	1.89	31.13	11.32	21.7	11.32	21.7	33.02
	Total	3.77	96.23	51.89	48.11	51.89	48.11	100

Source: Field Survey, 2018

As per the analysis of Table-9.28, it is observed that 96.23% of total students attempted the questions Q.I(iii) while of which 48.11% gave correct answers. Of which the higher percentage of slum student(61.32%) had been attempted as compared to non-slum students(34.91%), while the percentage of perfect answer is also found higher in slum students(36.79%) as compared to non-slum students(22.32%). This implies that majority of the non-slum students were unable to give perfect answer as compared to slum students. School-wise, the academic performance of the KV Students is poor as compared to BMC and private school.

iv) Dual Government in Bengal was established by

- a) Lord Clive
- b) Lord Wellesley
- c) Lord Auckland
- d) Lord Bentick

Table-9.29: Result of Question No. I(iv) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	0.94	1.89	0.94	1.89	2.83
	Pvt.	0	30.19	22.64	7.55	22.64	7.55	30.19
	BMC	2.83	26.42	11.32	17.92	11.32	17.92	29.25
	Total	2.83	59.43	34.91	27.36	34.91	27.36	62.26
Non-slum	KV	0.94	28.3	16.98	12.26	16.98	12.26	29.25
	Pvt.	0	4.72	3.77	0.94	3.77	0.94	4.72
	BMC	0	3.77	1.89	1.89	1.89	1.89	3.77
	Total	0.94	36.79	22.64	15.09	22.64	15.09	37.74
Total	KV	0.94	31.13	17.92	14.15	17.92	14.15	32.08
	Pvt.	0	34.91	26.42	8.49	26.42	8.49	34.91
	BMC	2.83	30.19	13.21	19.81	13.21	19.81	33.02
	Total	3.77	96.23	57.55	42.45	57.55	42.45	100

Source: Field Survey, 2018

As per the analysis of test paper (See Table-9.29), it is clear that only 3.77% of total students have not been attempted Q.I(iv), who are belonging to 2.83% and 0.94% of total students are belongs to slum and non-slum area of BMC and KV respectively. In fact, area-wise, the slums students (2.83%) are found more in non-attempted of Q.I(iv) than that of non-slum students(0.94% in general. School-wise, the non-attempt of the Q.I(iii) is found more in BMC Schools(2.83%) than that of KV(0.94%). Beside, 57.55% of total students have not been

perfectly answered and so no marks obtained to them, of which 34.91% of total students belongs to slum is found more than that of non-slum area(22.4%). School-wise, 26.42% of total students belonging to BMC schools is found more than that of KV(17.92%). Hence, the problem of learning history with regards to objective type of question Q.I(iv) among the slum students of BMC and private School are more as compared to non-slum students of KV. In fact, the academic performance of non-slum students is better than that of slum student in all the schools under study in general. The slum students are found more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools.

v) **The Nawab who tried to put restriction on the illegal trade of British**

- a) Shah Alam
- b) Siraj ud Daullah
- c) Mir Jafar
- d) Shah Shuja

Table-9.30: Result of Question No. I(v) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	0	2.83	0	2.83	2.83
	Pvt.	1.89	28.3	25.47	4.72	25.47	4.72	30.19
	BMC	3.77	25.47	19.81	9.43	19.81	9.43	29.25
	Total	5.66	56.6	45.28	16.98	45.28	16.98	62.26
Non-slum	KV	0.94	28.3	8.49	20.75	8.49	20.75	29.25
	Pvt.	0	4.72	4.72	0	4.72	0	4.72
	BMC	1.89	1.89	3.77	0	3.77	0	3.77
	Total	2.83	34.91	16.98	20.75	16.98	20.75	37.74
Total	KV	0.94	31.13	8.49	23.58	8.49	23.58	32.08
	Pvt.	1.89	33.02	30.19	4.72	30.19	4.72	34.91
	BMC	5.66	27.36	23.58	9.43	23.58	9.43	33.02
	Total	8.49	91.51	62.26	37.74	62.26	37.74	100

Source: Field Survey, 2018

From the Table-9.30, it is clear that 8.49% of total students not attempted the question Q.I(v). Of which, are-wise it is noticed that 5.55% of total students belong to slum area students as compared to non-slum area students(2.83%). School-wise it is observed that 5.66% of total students belongs to BMC Schools is found more than that of KV(0.94%) and private school(1.89%). However, about 62.26% of total students did not give perfect answer, of which area-wise it is noticed that about45.28% of total students of slum area students is found more than that of non-slum(16.98%). School-wise, it is observed that the private school students (30.19%) did not give perfect answer is found more than that of KV(8.498%).

The same pattern can be observed in case of not obtaining mark by area wise student and school wise student.

II. Short Answer Question(Answer the following questions in 50-70 words)

1. How do the oral sources help us in the construction of History?

Table-9.31: Result of Question No. II(1) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	
Slum	KV	0	2.83	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	3.77	26.42	28.3	1.89	8.49	21.7	4.72	16.04	7.55	1.89	30.19
	BMC	1.89	27.36	23.58	5.66	11.32	17.92	5.66	7.55	10.38	5.66	29.25
	Total	5.66	56.6	54.72	7.55	22.64	39.62	13.21	23.58	17.92	7.55	62.26
Non-slum	KV	6.6	22.64	29.25	0	29.25	0	29.25	0	0	0	29.25
	Pvt.	0	4.72	4.72	0	2.83	1.89	1.89	0	2.83	0	4.72
	BMC	0	3.77	3.77	0	0.94	2.83	0.94	0	2.83	0	3.77
	Total	6.6	31.13	37.74	0	33.02	4.72	32.08	0	5.66	0	37.74
Total	KV	6.6	25.47	32.08	0	32.08	0	32.08	0	0	0	32.08
	Pvt.	3.77	31.13	33.02	1.89	11.32	23.58	6.6	16.04	10.38	1.89	34.91
	BMC	1.89	31.13	27.36	5.66	12.26	20.75	6.6	7.55	13.21	5.66	33.02
	Total	12.26	87.74	92.45	7.55	55.66	44.34	45.28	23.58	23.58	7.55	100

Source: Field Survey, 2018

As per the Table-9.31 it is noticed that 12.26% of total students not attempted the question Q.II(1). Of which area-wise, it is noticed that the 5.66% of total students belongs to slum area is found less than that of non-slum area student (6.60 %). School-wise if observed that the KV students (6.60%) of total students in KV did not attempt the question is found more than that of Private schools (3.77%) and BMC School(1.89%). Beside, about 92.45% of total students did not answered perfectly of the QII(1), of which area-wise, the non-perfect answered for Q.II(1) is found more in all slum students(54.72%) than that of non-slum students(37.74%). School-wise, the non-perfect answered for Q.II(1) is found more in private school(33.02%) than that of KV(32.08%) and BMC School(27.36%). Similarly, about 55.66% of total students did not give partially correct answer, of which area wise, the partially not correct answered for Q.II(1) is found more in all slum students(22.64%) than that of non-slum students(33.02%). School-wise, the partially not correct answered for Q.II(1) is found more in KV(32.08%) than that of private school(11.32%) and BMC School(12.26%). Thus, around 45.28% of total students did not obtained any mark in all school taken together, of which area-wise, the non-obtained marks for the Q.II(1) is found less in slum

students(13.21%) than that of non-slum students(32.08%). Hence, the problem of learning history with regards to objective type of question Q.II(1) among the slum students of BMC are more as compared to non-slum students of private School and KV. In fact, the academic performance of non-slum students is better than that of slum student in all schools under study in general. The slum students are more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools.

Table-32: Problem in Learning of Question No. II(i) of History in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	0	2.83	0	2.83	2.83	0	0	2.83	2.83	0	2.83	0	2.83
	Pvt.	18.87	11.32	24.53	5.66	19.81	10.38	23.58	6.6	16.04	14.15	18.87	11.32	30.19
	BMC	28.3	0.94	29.25	0	29.25	0	28.3	0.94	27.36	1.89	28.3	0.94	29.25
	Total	47.17	15.09	53.77	8.49	51.89	10.38	51.89	10.38	46.23	16.04	50	12.26	62.26
Non-slum	KV	6.6	22.64	6.6	22.64	29.25	0	6.6	22.64	27.36	1.89	29.25	0	29.25
	Pvt.	3.77	0.94	3.77	0.94	3.77	0.94	2.83	1.89	3.77	0.94	2.83	1.89	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	14.15	23.58	14.15	23.58	36.79	0.94	13.21	24.53	34.91	2.83	35.85	1.89	37.74
Total	KV	6.6	25.47	6.6	25.47	32.08	0	6.6	25.47	30.19	1.89	32.08	0	32.08
	Pvt.	22.64	12.26	28.3	6.6	23.58	11.32	26.42	8.49	19.81	15.09	21.7	13.21	34.91
	BMC	32.08	0.94	33.02	0	33.02	0	32.08	0.94	31.13	1.89	32.08	0.94	33.02
	Total	61.32	38.68	67.92	32.08	88.68	11.32	65.09	34.91	81.13	18.87	85.85	14.15	100

Source: Field Survey, 2018

It is observed from the Table-9.32 that in both the slum and non-urban areas of students have the problems in conceptual understanding about the oral sources of history and their importance in the construction of History is extremely poor, although this concept has been elaborately explained in their text books. Thus, 38.68 % of total students had a problem in correctly understanding the question, of these students, 39.01 % belonged to slum, and 60.9 % students belonged to non-slum areas. Similarly, 32.08% students wrote irrelevant content in their answers, of these 26.4 % belong to slum and 73.53 % students belong to non-slum area. Likewise, 11.32 % students gave inadequate content in their answers. of these, 91.69 % belong to slum and 8.303 % belong to non-slum area. Beside, 34.91% students gave irrelevant explanation in their answers. Of these, 70.26% belonged to the non-slum area, and 29.73% belong to the slum area. However, 18.87% students made language mistakes in their answers. Of these, 14.99% belonged to the non-slum areas and 85% belonged to the slum area.

In fact, the language mistakes among the children from slum were far higher than those in the non-slum areas. In this ways, 14.15% students did not follow the word limit. Of these, 13.35% belonged to the non-slum area and 86.64% belonged to the slum area.

2. What is the meaning of Colonialism? How was Colonialism disadvantageous for a Colony

Table-9.33: Result of Question No. II(2) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	
Slum	KV	0	2.83	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	2.83	27.36	25.47	4.72	7.55	22.64	2.83	14.15	9.43	3.77	30.19
	BMC	5.66	23.58	19.81	9.43	17.92	11.32	8.49	3.77	7.55	9.43	29.25
	Total	8.49	53.77	48.11	14.15	28.3	33.96	14.15	17.92	16.98	13.21	62.26
Non-slum	KV	5.66	23.58	26.42	2.83	16.04	13.21	13.21	2.83	10.38	2.83	29.25
	Pvt.	0	4.72	4.72	0	0.94	3.77	0.94	0	3.77	0	4.72
	BMC	1.89	1.89	2.83	0.94	2.83	0.94	1.89	0	0.94	0.94	3.77
	Total	7.55	30.19	33.96	3.77	19.81	17.92	16.04	2.83	15.09	3.77	37.74
Total	KV	5.66	26.42	29.25	2.83	18.87	13.21	16.04	2.83	10.38	2.83	32.08
	Pvt.	2.83	32.08	30.19	4.72	8.49	26.42	3.77	14.15	13.21	3.77	34.91
	BMC	7.55	25.47	22.64	10.38	20.75	12.26	10.38	3.77	8.49	10.38	33.02
	Total	16.04	83.96	82.08	17.92	48.11	51.89	30.19	20.75	32.08	16.98	100

Source: Field Survey, 2018

As per the above Table-9.33, it is noticed that Majority of 53.77% of students belonging to slum area attempted the question Q.II(2), while 8.49 % didn't attempt the question. Out of 62.26% of total slum students, only 14.15% of total students could able to give perfect answer. On the contrary, 30.19% of non-slum area students attempted the question Q.II(2), while 20.75% didn't attempt the question. Out of 37.74% of total students, only 3.77% of total students could give perfect answer. Therefore, there is significance difference observed among the students of slum and non-slum in not answering the question. Majority of the slum students could not answer the question indicates that they may have problem in understanding the question or may have problem in understanding the concept.

From the Table-9.34 given below, it is noticed that 28.30% of total students had a problem in correctly understanding the question, of these students. Area wise, it is noticed that 66.67% belonged to slum and 33.21% students belonged to non-slum area. Similarly, 14.15% students wrote irrelevant content while answering their question. Of these, 40 % belonged to urban slum, and 60 % students belonged to urban areas. 2.83% students wrote

inadequate content. . Of these, 33 % belonged to urban slum , and 66 % students belonged to urban areas. 14.15% students gave irrelevant explanation, of these 46.64 % belonged to urban slum and 53.35 % students belonged to urban areas. 15.09% students made mistakes in language,of these 62.49 % belonged to urban slum , and 37.50 % students belonged to urban areas . All students followed the word limit.

Table-9.34: Problem in Learning of Question No. II(2) of History in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	0	2.83	0	2.83	2.83	0	0	2.83	2.83	0	2.83	0	2.83
	Pvt.	16.98	13.21	27.36	2.83	30.19	0	26.42	3.77	22.64	7.55	30.19	0	30.19
	BMC	26.42	2.83	29.25	0	28.3	0.94	29.25	0	27.36	1.89	29.25	0	29.25
	Total	43.4	18.87	56.6	5.66	61.32	0.94	55.66	6.6	52.83	9.43	62.26	0	62.26
Non-slum	KV	22.64	6.6	21.7	7.55	27.36	1.89	21.7	7.55	26.42	2.83	29.25	0	29.25
	Pvt.	1.89	2.83	3.77	0.94	4.72	0	4.72	0	1.89	2.83	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	28.3	9.43	29.25	8.49	35.85	1.89	30.19	7.55	32.08	5.66	37.74	0	37.74
Total	KV	22.64	9.43	21.7	10.38	30.19	1.89	21.7	10.38	29.25	2.83	32.08	0	32.08
	Pvt.	18.87	16.04	31.13	3.77	34.91	0	31.13	3.77	24.53	10.38	34.91	0	34.91
	BMC	30.19	2.83	33.02	0	32.08	0.94	33.02	0	31.13	1.89	33.02	0	33.02
	Total	71.7	28.3	85.85	14.15	97.17	2.83	85.85	14.15	84.91	15.09	100	0	100

Source: Field Survey, 2018

3. Why was the Rowlatt Act opposed by the Indians?

Table-9.35: Result of Question No. II(3) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	
Slum	KV	0.94	1.89	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	16.04	14.15	28.3	1.89	21.7	8.49	18.87	2.83	6.6	1.89	30.19
	BMC	17.92	11.32	27.36	1.89	24.53	4.72	22.64	0.94	3.77	1.89	29.25
	Total	34.91	27.36	58.49	3.77	49.06	13.21	44.34	3.77	10.38	3.77	62.26
Non-slum	KV	16.04	13.21	29.25	0	25.47	3.77	25.47	3.77	0	0	29.25
	Pvt.	1.89	2.83	2.83	1.89	4.72	0	2.83	0	0	1.89	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	3.77
	Total	21.7	16.04	35.85	1.89	33.96	3.77	32.08	3.77	0	1.89	37.74
Total	KV	16.98	15.09	32.08	0	28.3	3.77	28.3	3.77	0	0	32.08
	Pvt.	17.92	16.98	31.13	3.77	26.42	8.49	21.7	2.83	6.6	3.77	34.91
	BMC	21.7	11.32	31.13	1.89	28.3	4.72	26.42	0.94	3.77	1.89	33.02
	Total	56.6	43.4	94.34	5.66	83.02	16.98	76.42	7.55	10.38	5.66	100

Source: Field Survey, 2018

From the Tabel-9.35, it is noticed that 43.40% students attempted this question. Of the students who attempted the question, 5.66% students gave the perfect answers. Of those who didn't give perfect answers 83.02 % didn't give even partially correct answers where as 16.98 % students gave partially correct answers. Of those who answered correctly, 66.6% of the students living in urban slum area were able to give the correct answer. And 33.39% living in urban area were able to give perfect answers. Of all the students who gave partially correct answers, 77.7% belonged to urban slum area and 22.2% belonged to urban area.

Table-9.36: Problem in Learning of Question No. II(3) of History in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	1.89	0.94	0.94	1.89	2.83	0	0.94	1.89	1.89	0.94	2.83	0	2.83
	Pvt.	28.3	1.89	28.3	1.89	28.3	1.89	24.53	5.66	30.19	0	30.19	0	30.19
	BMC	26.42	2.83	29.25	0	29.25	0	29.25	0	28.3	0.94	29.25	0	29.25
	Total	56.6	5.66	58.49	3.77	60.38	1.89	54.72	7.55	60.38	1.89	62.26	0	62.26
Non-slum	KV	20.75	8.49	19.81	9.43	28.3	0.94	19.81	9.43	26.42	2.83	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	29.25	8.49	28.3	9.43	36.79	0.94	28.3	9.43	34.91	2.83	37.74	0	37.74
Total	KV	22.64	9.43	20.75	11.32	31.13	0.94	20.75	11.32	28.3	3.77	32.08	0	32.08
	Pvt.	33.02	1.89	33.02	1.89	33.02	1.89	29.25	5.66	34.91	0	34.91	0	34.91
	BMC	30.19	2.83	33.02	0	33.02	0	33.02	0	32.08	0.94	33.02	0	33.02
	Total	85.85	14.15	86.79	13.21	97.17	2.83	83.02	16.98	95.28	4.72	100	0	100

Source: Field Survey, 2018

From the Table-9.36, it is found that 14.15% of Students had a problem in correctly understanding the question, of these students, 48.8% belonged to urban slum, and 51.2 % students belonged to urban areas. 13.21% of students wrote irrelevant content while answering their question. Of these, 28.53 % belonged to urban slum and 71.46 % students belonged to urban areas. 2.83% students wrote inadequate content while answering their question. Of these, 66.78% belonged to urban slum and 33.21 % students belonged to urban areas. 16.98% students gave irrelevant explanation, of these 44.46 % belonged to urban slum and 55.53 % students belonged to urban areas. 4.72% students made mistakes in language, of these 40.04 % belonged to urban slum, and 79.95 % students belonged to urban areas. All students adhered to the word limit.

4. What is the importance of Poona pact?

Table-9.37: Result of Question No. II(4) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	
Slum	KV	0.94	1.89	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	23.58	6.6	30.19	0	25.47	4.72	25.47	3.77	0.94	0	30.19
	BMC	22.64	6.6	29.25	0	29.25	0	29.25	0	0	0	29.25
	Total	47.17	15.09	62.26	0	57.55	4.72	57.55	3.77	0.94	0	62.26
Non-slum	KV	24.53	4.72	29.25	0	29.25	0	29.25	0	0	0	29.25
	Pvt.	3.77	0.94	4.72	0	4.72	0	4.72	0	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	3.77
	Total	32.08	5.66	37.74	0	37.74	0	37.74	0	0	0	37.74
Total	KV	25.47	6.6	32.08	0	32.08	0	32.08	0	0	0	32.08
	Pvt.	27.36	7.55	34.91	0	30.19	4.72	30.19	3.77	0.94	0	34.91
	BMC	26.42	6.6	33.02	0	33.02	0	33.02	0	0	0	33.02
	Total	79.25	20.75	100	0	95.28	4.72	95.28	3.77	0.94	0	100

Source: Field Survey, 2018

From the Table-9.37, it is found that 20.75% students attempted this question. Of the students who attempted the question, none of the student could give the perfect answers. Of those who didn't give perfect answers 95.28 % didn't give even partially correct answers where as 4.72 % students gave partially correct answers .Of all the students who gave partially correct answers, all (100%) belong to slum area and non-slum area (0%).

Table-9.38: Problem in Learning of Question No. II(4) of History in Schools under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	1.89	0.94	0.94	1.89	2.83	0	0.94	1.89	1.89	0.94	2.83	0	2.83
	Pvt.	28.3	1.89	29.25	0.94	30.19	0	28.3	1.89	26.42	3.77	30.19	0	30.19
	BMC	25.47	3.77	29.25	0	29.25	0	29.25	0	26.42	2.83	29.25	0	29.25
	Total	55.66	6.6	59.43	2.83	62.26	0	58.49	3.77	54.72	7.55	62.26	0	62.26
Non-slum	KV	25.47	3.77	24.53	4.72	29.25	0	24.53	4.72	29.25	0	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	33.96	3.77	33.02	4.72	37.74	0	33.02	4.72	37.74	0	37.74	0	37.74
Total	KV	27.36	4.72	25.47	6.6	32.08	0	25.47	6.6	31.13	0.94	32.08	0	32.08
	Pvt.	33.02	1.89	33.96	0.94	34.91	0	33.02	1.89	31.13	3.77	34.91	0	34.91
	BMC	29.25	3.77	33.02	0	33.02	0	33.02	0	30.19	2.83	33.02	0	33.02
	Total	89.62	10.38	92.45	7.55	100	0	91.51	8.49	92.45	7.55	100	0	100

Source: Field Survey, 2018

As per the Table-9.38 it is noticed that 10.38% of Students had a problem in correctly understanding the question, of these students, 63.58% belonged to urban slum, and 36.42% students belonged to urban areas. 7.55% students wrote irrelevant content while answering their question. Of these, 37.48% belonged to urban slum, and 62.52% students belonged to urban areas. None of the students wrote inadequate content while answering this question. 8.49% students gave irrelevant explanation, of these 44.4% belonged to urban slum, and 55.59% students belonged to urban areas. 7.55% students made mistakes in language. All of them (100%) belonged to urban slum area and no student belonged to urban areas. All students followed the word limit.

5. How was the state of Goa integrated into India?

Table-9.39: Result of Question No. II(5) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	
Slum	KV	0	2.83	2.83	0	2.83	0	1.89	0.94	0	0	2.83
	Pvt.	26.42	3.77	30.19	0	30.19	0	25.47	4.72	0	0	30.19
	BMC	20.75	8.49	29.25	0	25.47	0	24.53	4.72	0	0	29.25
	Total	47.17	15.09	62.26	0	58.49	0	51.89	10.38	0	0	62.26
Non-slum	KV	19.81	9.43	29.25	0	29.25	0	22.64	6.6	0	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	0	4.72
	BMC	2.83	0.94	3.77	0	1.89	0	2.83	0.94	0	0	3.77
	Total	27.36	10.38	37.74	0	35.85	0	30.19	7.55	0	0	37.74
Total	KV	19.81	12.26	32.08	0	32.08	0	24.53	7.55	0	0	32.08
	Pvt.	31.13	3.77	34.91	0	34.91	0	30.19	4.72	0	0	34.91
	BMC	23.58	9.43	33.02	0	27.36	0	27.36	5.66	0	0	33.02
	Total	74.53	25.47	100	0	94.34	0	82.08	17.92	0	0	100

Source: Field Survey, 2018

As per the Table-9.39 it is noticed that 25.47% students attempted this question. Of the students who attempted the question, No student could give the perfect answers. Of those who didn't give perfect answers none could give even partially correct answers.

From the Table-9.40 it is noticed that 17.92% of Students had a problem in correctly understanding the question, of these students, 57.92% belonged to urban slum, and 42.07% students belonged to urban areas. 12.26% students wrote irrelevant content while answering their question. Of these, 30.75% belonged to urban slum, and 69.24% students belonged to urban areas. None of the students wrote inadequate content while answering this question. 11.32% students gave irrelevant explanation, of these 25%

belonged to urban slum , and 75% students belonged to urban areas . 2.83% students made mistakes in language. All of them (100 %) belonged to urban slum area and no student belonged to urban areas . All students followed the word limit.

Table-9.40: Problem in Learning of Question No. II(5) of History in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	1.89	0.94	0	2.83	2.83	0	0	2.83	2.83	0	2.83	0	2.83
	Pvt.	25.47	4.72	29.25	0.94	30.19	0	30.19	0	29.25	0.94	29.25	0	29.25
	BMC	24.53	4.72	29.25	0	29.25	0	29.25	0	27.36	1.89	29.25	0	29.25
	Total	51.89	10.38	58.49	3.77	62.26	0	59.43	2.83	59.43	2.83	61.32	0	61.32
Non-slum	KV	22.64	6.6	20.75	8.49	29.25	0	20.75	8.49	29.25	0	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	2.83	0.94	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	30.19	7.55	29.25	8.49	37.74	0	29.25	8.49	37.74	0	37.74	0	37.74
Total	KV	24.53	7.55	20.75	11.32	32.08	0	20.75	11.32	32.08	0	32.08	0	32.08
	Pvt.	30.19	4.72	33.96	0.94	34.91	0	34.91	0	33.96	0.94	34.91	0	34.91
	BMC	27.36	5.66	33.02	0	33.02	0	33.02	0	31.13	1.89	33.02	0	33.02
	Total	82.08	17.92	87.74	12.26	100	0	88.68	11.32	97.17	2.83	100	0	100

Source Field Survey, 2018

III. Long answer type Question(Answer the questions in 100-150 words)

1. Discuss the causes of failure of 1857 Revolt?

Table-9.41: Result of Question No. III(1) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained						Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5	
Slum	KV	0.94	1.89	2.83	0	1.89	0.94	1.89	0.94	0	0	0	0	2.83
	Pvt.	16.04	14.15	30.19	0	19.81	10.38	19.81	3.77	4.72	1.89	0	0	30.19
	BMC	19.81	9.43	29.25	0	24.53	4.72	24.53	1.89	2.83	0	0	0	29.25
	Total	36.79	25.47	62.26	0	46.23	16.04	46.23	6.6	7.55	1.89	0	0	62.26
Non-slum	KV	9.43	19.81	29.25	0	17.92	11.32	17.92	5.66	2.83	0.94	1.89	0	29.25
	Pvt.	3.77	0.94	4.72	0	4.72	0	4.72	0	0	0	0	0	4.72
	BMC	2.83	0.94	3.77	0	3.77	0	3.77	0	0	0	0	0	3.77
	Total	16.04	21.7	37.74	0	26.42	11.32	26.42	5.66	2.83	0.94	1.89	0	37.74
Total	KV	10.38	21.7	32.08	0	19.81	12.26	19.81	6.6	2.83	0.94	1.89	0	32.08
	Pvt.	19.81	15.09	34.91	0	24.53	10.38	24.53	3.77	4.72	1.89	0	0	34.91
	BMC	22.64	10.38	33.02	0	28.3	4.72	28.3	1.89	2.83	0	0	0	33.02
	Total	52.83	47.17	100	0	72.64	27.36	72.64	12.26	10.38	2.83	1.89	0	100

Source: Field Survey, 2018

As per the Table-9.41 it is found that 47.17% students attempted this question. Of the students who attempted the question. None of the student's student could give the perfect answers. Of those who didn't give perfect answers 27.36% only could give partially correct answers. Understanding and analysing the causes of a phenomenon is important for developing critical understanding among the learners. More than half of the student's inability to answer the question points towards their inability in knowing and analysing the causes of 1857 revolt. Through discussion and use of critical pedagogy in the class, the critical understanding of the students on this concept can be strengthened.

Table-9.42: Problem in Learning of Question No. III(1) of History in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	1.89	0.94	1.89	0.94	1.89	0.94	1.89	0.94	2.83	0	2.83
	Pvt.	22.64	7.55	29.25	0.94	30.19	0	28.3	1.89	22.64	7.55	30.19	0	30.19
	BMC	27.36	1.89	29.25	0	29.25	0	29.25	0	28.3	0.94	28.3	0.94	29.25
	Total	52.83	9.43	60.38	1.89	61.32	0.94	59.43	2.83	52.83	9.43	61.32	0.94	62.26
Non-slum	KV	23.58	5.66	20.75	8.49	23.58	5.66	20.75	8.49	26.42	2.83	29.25	0	29.25
	Pvt.	3.77	0.94	4.72	0	4.72	0	3.77	0.94	4.72	0	4.72	0	4.72
	BMC	2.83	0.94	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	30.19	7.55	29.25	8.49	32.08	5.66	28.3	9.43	34.91	2.83	37.74	0	37.74
Total	KV	26.42	5.66	22.64	9.43	25.47	6.6	22.64	9.43	28.3	3.77	32.08	0	32.08
	Pvt.	26.42	8.49	33.96	0.94	34.91	0	32.08	2.83	27.36	7.55	34.91	0	34.91
	BMC	30.19	2.83	33.02	0	33.02	0	33.02	0	32.08	0.94	32.08	0.94	33.02
	Total	83.02	16.98	89.62	10.38	93.4	6.6	87.74	12.26	87.74	12.26	99.06	0.94	100

Source: Field Survey, 2018

As per the Table-9.42 it is found that 16.98% of Students had a problem in correctly understanding the question, of these students, 55.53% belonged to urban slum, and 44.46% students belonged to urban areas. 10.38% students wrote irrelevant content while answering their question. Of these, 18.2% belonged to urban slum, and 81.79% students belonged to urban areas. 6.6% of the students wrote inadequate content while answering this question. Of these, 14.24% belonged to urban slum, and 85.75% students belonged to urban areas. 12.26% students gave irrelevant explanation, of these 23% belonged to urban slum, and 76.91% students belonged to urban areas. 12.26% students made mistakes in language. 76.91% belonged to urban slum area and 23% student belonged to urban areas. 0.94% students did not follow word limit which is an insignificant number.

2. What was the position of women during the 19th century? What was role of social reforms in improving their position?

Table-9.43: Result of Question No. III(2) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained						Total	
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5		6
Slum	KV	0.94	1.89	2.83	0	2.83	0	2.83	0	0	0	0	0	0	2.83
	Pvt.	20.75	9.43	30.19	0	20.75	9.43	20.75	2.83	4.72	0.94	0.94	0	0	30.19
	BMC	9.43	19.81	28.3	0.94	11.32	17.92	10.38	5.66	6.6	2.83	0.94	1.89	0.94	29.25
	Total	31.13	31.13	61.32	0.94	34.91	27.36	33.96	8.49	11.32	3.77	1.89	1.89	0.94	62.26
Non-slum	KV	14.15	15.09	29.25	0	19.81	9.43	19.81	2.83	2.83	2.83	0.94	0	0	29.25
	Pvt.	2.83	1.89	4.72	0	2.83	1.89	2.83	0.94	0.94	0	0	0	0	4.72
	BMC	0.94	2.83	3.77	0	0.94	2.83	0.94	0.94	0	1.89	0	0	0	3.77
	Total	17.92	19.81	37.74	0	23.58	14.15	23.58	4.72	3.77	4.72	0.94	0	0	37.74
Total	KV	15.09	16.98	32.08	0	22.64	9.43	22.64	2.83	2.83	2.83	0.94	0	0	32.08
	Pvt.	23.58	11.32	34.91	0	23.58	11.32	23.58	3.77	5.66	0.94	0.94	0	0	34.91
	BMC	10.38	22.64	32.08	0.94	12.26	20.75	11.32	6.6	6.6	4.72	0.94	1.89	0.94	33.02
	Total	49.06	50.94	99.06	0.94	58.49	41.51	57.55	13.21	15.09	8.49	2.83	1.89	0.94	100

Source: Field Survey, 2018

From the Table-9.43 it is noticed that 50.94% students attempted this question. Of the students who attempted the question, 0.94% student could give the perfect answers. Of those who didn't give perfect answers 41.51% only could give partially correct answers. Thus, the understanding of the concept of the position of women is not understood by a majority of the students.

Table-9.44: Problem in Learning of Question No. III(2) of History in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	1.89	0.94	0.94	1.89	2.83	0	0.94	1.89	2.83	0	2.83	0	2.83
	Pvt.	25.47	4.72	28.3	1.89	30.19	0	24.53	5.66	26.42	3.77	30.19	0	30.19
	BMC	28.3	0.94	29.25	0	29.25	0	29.25	0	28.3	0.94	27.36	1.89	29.25
	Total	55.66	6.6	58.49	3.77	62.26	0	54.72	7.55	57.55	4.72	60.38	1.89	62.26
Non-slum	KV	24.53	4.72	24.53	4.72	23.58	5.66	24.53	4.72	26.42	2.83	29.25	0	29.25
	Pvt.	3.77	0.94	4.72	0	4.72	0	4.72	0	3.77	0.94	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	32.08	5.66	33.02	4.72	32.08	5.66	33.02	4.72	33.96	3.77	37.74	0	37.74
Total	KV	26.42	5.66	25.47	6.6	26.42	5.66	25.47	6.6	29.25	2.83	32.08	0	32.08
	Pvt.	29.25	5.66	33.02	1.89	34.91	0	29.25	5.66	30.19	4.72	34.91	0	34.91
	BMC	32.08	0.94	33.02	0	33.02	0	33.02	0	32.08	0.94	31.13	1.89	33.02
	Total	87.74	12.26	91.51	8.49	94.34	5.66	87.74	12.26	91.51	8.49	98.11	1.89	100

Source: Field Survey, 2018

From the Table-9.44 it is observed that 12.26% of Students had a problem in correctly understanding the question, of these students, 53.83% belonged to urban slum, and 46.17% students belonged to urban areas. 8.49% students wrote irrelevant content while answering their question. Of these, 44.4% belonged to urban slum, and 57.6% students belonged to urban areas. 5.66% of the students wrote inadequate content while answering this question. All of them belonged to the urban areas and none from the urban slum area. 12.26% students gave irrelevant explanation, of these 61.58% belonged to urban slum, and 38.42% students belonged to urban areas. 8.49% students made mistakes in language. 55.94% belonged to urban slum area and 44.06% student belonged to urban areas. 1.89% students did not follow word limit.

3. Why was the Civil Disobedience movement launched? Discuss the chief features of it.

Table-9.45: Result of Question No. III(3) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained						Total	
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5		6
Slum	KV	0.94	1.89	2.83	0	2.83	0	2.83	0	0	0	0	0	0	2.83
	Pvt.	26.42	3.77	30.19	0	27.36	2.83	27.36	0.94	1.89	0	0	0	0	30.19
	BMC	25.47	3.77	29.25	0	27.36	1.89	27.36	0.94	0	0	0	0.94	0	29.25
	Total	52.83	9.43	62.26	0	57.55	4.72	57.55	1.89	1.89	0	0	0.94	0	62.26
Non-slum	KV	21.7	7.55	29.25	0	26.42	2.83	26.42	2.83	0	0	0	0	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	0	0	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	0	0	0	3.77
	Total	30.19	7.55	37.74	0	34.91	2.83	34.91	2.83	0	0	0	0	0	37.74
Total	KV	22.64	9.43	32.08	0	29.25	2.83	29.25	2.83	0	0	0	0	0	32.08
	Pvt.	31.13	3.77	34.91	0	32.08	2.83	32.08	0.94	1.89	0	0	0	0	34.91
	BMC	29.25	3.77	33.02	0	31.13	1.89	31.13	0.94	0	0	0	0.94	0	33.02
	Total	83.02	16.98	100	0	92.45	7.55	92.45	4.72	1.89	0	0	0.94	0	100

Source: Field Survey, 2018

From the Table-9.45 it is noticed that 16.98% students attempted this question. Of the students who attempted the question. No student could give the perfect answers. Of those who didn't give perfect answers 7.55% only could give partially correct answers. Thus, the majority of the students do not know about the Civil Disobedience Movement.

Table-9.46: Problem in Learning of Question No. III(3) of History in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	1.89	0.94	0.94	1.89	2.83	0	0.94	1.89	0.94	1.89	2.83	0	2.83
	Pvt.	28.3	1.89	30.19	0	30.19	0	29.25	0.94	29.25	0.94	30.19	0	30.19
	BMC	28.3	0.94	29.25	0	29.25	0	29.25	0	29.25	0	29.25	0	29.25
	Total	58.49	3.77	60.38	1.89	62.26	0	59.43	2.83	59.43	2.83	62.26	0	62.26
Non-slum	KV	26.42	2.83	24.53	4.72	26.42	2.83	25.47	3.77	29.25	0	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	34.91	2.83	33.02	4.72	34.91	2.83	33.96	3.77	37.74	0	37.74	0	37.74
Total	KV	28.3	3.77	25.47	6.6	29.25	2.83	26.42	5.66	30.19	1.89	32.08	0	32.08
	Pvt.	33.02	1.89	34.91	0	34.91	0	33.96	0.94	33.96	0.94	34.91	0	34.91
	BMC	32.08	0.94	33.02	0	33.02	0	33.02	0	33.02	0	33.02	0	33.02
	Total	93.4	6.6	93.4	6.6	97.17	2.83	93.4	6.6	97.17	2.83	100	0	100

Source: Field Survey, 2018

From the Table-9.46 it is observed that 6.60% of Students had a problem in correctly understanding the question, of these students, 57.12% belonged to urban slum, and 42.88% students belonged to urban areas. 6.6% students wrote irrelevant content while answering their question. Of these, 28.6% belonged to urban slum, and 71.34% students belonged to urban areas. 2.83% of the students wrote inadequate content while answering this question. All of them belonged to the urban areas and none from the urban slum area. 6.6% students gave irrelevant explanation, of these 42.87% belonged to urban slum, and 57.13% students belonged to urban areas. 2.83% students made mistakes in language. All of them belonged to the urban areas. All students followed the word limit.

4. Discuss the role of Indian National Army in the Indian freedom struggle?

From the Table-9.47 given below, it is noticed that 16.04% students attempted this question. Of the students who attempted the question. No student could give the perfect answers. Of those who didn't give perfect answers only 5.66% could give partially correct answers.

Table-9.47: Result of Question No. III(4) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained						Total	
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5		6
Slum	KV	0.94	1.89	2.83	0	1.89	0.94	1.89	0.94	0	0	0	0	0	2.83
	Pvt.	27.36	2.83	30.19	0	28.3	1.89	28.3	1.89	0	0	0	0	0	30.19
	BMC	27.36	1.89	29.25	0	29.25	0	29.25	0	0	0	0	0	0	29.25
	Total	55.66	6.6	62.26	0	59.43	2.83	59.43	2.83	0	0	0	0	0	62.26
Non-slum	KV	19.81	9.43	29.25	0	26.42	2.83	26.42	0	2.83	0	0	0	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	0	0	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	0	0	0	3.77
	Total	28.3	9.43	37.74	0	34.91	2.83	34.91	0	2.83	0	0	0	0	37.74
Total	KV	20.75	11.32	32.08	0	28.3	3.77	28.3	0.94	2.83	0	0	0	0	32.08
	Pvt.	32.08	2.83	34.91	0	33.02	1.89	33.02	1.89	0	0	0	0	0	34.91
	BMC	31.13	1.89	33.02	0	33.02	0	33.02	0	0	0	0	0	0	33.02
	Total	83.96	16.04	100	0	94.34	5.66	94.34	2.83	2.83	0	0	0	0	100

Source: Field Survey, 2018

Table-9.48: Problem in Learning of Question No. III(4) of History in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	1.89	0.94	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	28.3	1.89	30.19	0	30.19	0	30.19	0	29.25	0.94	30.19	0	30.19
	BMC	28.3	0.94	29.25	0	29.25	0	29.25	0	29.25	0	29.25	0	29.25
	Total	59.43	2.83	62.26	0	61.32	0.94	62.26	0	61.32	0.94	62.26	0	62.26
Non-slum	KV	25.47	3.77	22.64	6.6	26.42	2.83	22.64	6.6	29.25	0	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	33.96	3.77	31.13	6.6	34.91	2.83	31.13	6.6	37.74	0	37.74	0	37.74
Total	KV	28.3	3.77	25.47	6.6	28.3	3.77	25.47	6.6	32.08	0	32.08	0	32.08
	Pvt.	33.02	1.89	34.91	0	34.91	0	34.91	0	33.96	0.94	34.91	0	34.91
	BMC	32.08	0.94	33.02	0	33.02	0	33.02	0	33.02	0	33.02	0	33.02
	Total	93.4	6.6	93.4	6.6	96.23	3.77	93.4	6.6	99.06	0.94	100	0	100

Source: Field Survey, 2018

From the Table-9.48 it is noticed that 6.60% of Students had a problem in correctly understanding the question, of these students, 42.87% belonged to urban slum, and 57.13% students belonged to urban areas. 6.6% students wrote irrelevant content while answering their question. Of these, all students belonged to the urban area and none of them belonged to urban slum areas. 3.77% of the students wrote inadequate content while

answering this question. 24.93% A belonged to the urban slum areas and 75.07% from urban areas. 6.6% students gave irrelevant explanation all belonging to urban areas. Only 0.94% students made mistakes in language. All students followed the word limit.

5. Discuss the role of revolutionaries in the Indian freedom struggle?

Table-9.49: Result of Question No. III(5) of History in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained						Total	
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5		6
Slum	KV	0.94	1.89	2.83	0	2.83	0	2.83	0	0	0	0	0	0	2.83
	Pvt.	27.36	2.83	30.19	0	28.3	1.89	28.3	1.89	0	0	0	0	0	30.19
	BMC	26.42	2.83	29.25	0	27.36	1.89	27.36	0.94	0.94	0	0	0	0	29.25
	Total	54.72	7.55	62.26	0	58.49	3.77	58.49	2.83	0.94	0	0	0	0	62.26
Non-slum	KV	23.58	5.66	29.25	0	29.25	0	29.25	0	0	0	0	0	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	0	0	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	0	0	0	3.77
	Total	32.08	5.66	37.74	0	37.74	0	37.74	0	0	0	0	0	0	37.74
Total	KV	24.53	7.55	32.08	0	32.08	0	32.08	0	0	0	0	0	0	32.08
	Pvt.	32.08	2.83	34.91	0	33.02	1.89	33.02	1.89	0	0	0	0	0	34.91
	BMC	30.19	2.83	33.02	0	31.13	1.89	31.13	0.94	0.94	0	0	0	0	33.02
	Total	86.79	13.21	100	0	96.23	3.77	96.23	2.83	0.94	0	0	0	0	100

Source: Field survey, 2018

As per the Table-9.49 it is observed that 13.21% students attempted this question. Of the students who attempted the question. No student could give the perfect answers. Of those who didn't give perfect answers 3.77% only could give partially correct answers. Thus, the students do not have an understanding of the role of the revolutionaries in the freedom struggle movement.

As per the analysis of Table-50 given below, it is noticed that 4.72% of Students had a problem in correctly understanding the question, of these students, 40.04% belonged to urban slum, and 59.96% students belonged to urban areas. 7.55% students wrote irrelevant content while answering their question. Of these 25.03% belonged to the urban slum area and 74.97% belonged to the urban slum area. None of the students from urban areas or urban slum areas wrote inadequate content. 8.49% students gave irrelevant explanation, 33.33% belonged to urban slum area and 66.67% belonged to the urban areas. All students followed the word limit and did not make language mistake. In all the long answers, the teachers and the students need to work on the conceptual understanding.

Table-9.50: Problem in Learning of Question No. III(5) of History in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	0.94	1.89	2.83	0	0.94	1.89	2.83	0	2.83	0	2.83
	Pvt.	28.3	1.89	30.19	0	30.19	0	29.25	0.94	30.19	0	30.19	0	30.19
	BMC	29.25	0	29.25	0	29.25	0	29.25	0	29.25	0	29.25	0	29.25
	Total	60.38	1.89	60.38	1.89	62.26	0	59.43	2.83	62.26	0	62.26	0	62.26
Non-slum	KV	26.42	2.83	23.58	5.66	29.25	0	23.58	5.66	29.25	0	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	34.91	2.83	32.08	5.66	37.74	0	32.08	5.66	37.74	0	37.74	0	37.74
Total	KV	29.25	2.83	24.53	7.55	32.08	0	24.53	7.55	32.08	0	32.08	0	32.08
	Pvt.	33.02	1.89	34.91	0	34.91	0	33.96	0.94	34.91	0	34.91	0	34.91
	BMC	33.02	0	33.02	0	33.02	0	33.02	0	33.02	0	33.02	0	33.02
	Total	95.28	4.72	92.45	7.55	100	0	91.51	8.49	100	0	100	0	100

Source: Field Survey, 2018

On the basis of above analysis of the results, it is observed that the above analysis of data points towards low levels of achievement in both the urban and urban slum areas of the schools under study, perhaps the problems of learning social studies in the subject area of history is found more in slum area students as compared to non-slum. Similarly, the analysis of the results also show that there is low achievement in all the schools under study, perhaps the problems of learning social studies in the BMC and private schools are found more than that of KV. Therefore, mentioned below are some general suggestions which may help in making Social Science classes interesting and effective.

- **Creative introduction of topics:** Topics should be introduced creatively. It could be through a short story, newspaper article, learner's experiences, showing a video to generate curiosity and interest on the topic/concept.
- **Providing short summary of previous lesson:** A short summary of the pervious lesson is a good exercise to help learners refresh the concept that was taught earlier and to connect with the topic better. It helps in building a clear and better understanding of the concepts.
- **Role of learning resources:** Learning resources are instrumental in making learning effective. The teacher needs to ask these questions:
What materials are required for effective learning?

What materials will I make available in a given context?

Will they provide opportunities for open ended discovery?

The teacher must highlight the connection between text and context.

Do my students have any previous experience with this topic?

How relevant is this topic to my students?

What connections to the students' lives do they offer?

What connections do I expect the students to see?

- **Varying teaching methodologies and incorporating activities:** Using different teaching methods like ICT (Power point presentations, use of smart classes, videos, creating a blog, using podcast to name a few) will break the monotony of chalk and talk style of teaching. Various student-centric activities like - discussions on current topics, brain storming on controversial issues, debate on conflicting opinions, mapping of important concepts, chart preparation, role play, poster preparation can be conducted inside the classroom. Activities outside the classes can also be conducted. These can be-organizing trips to historical places, legislative assembly, municipal office, gram panchayats, primary health centers, anganwadi, consumer courts, banks, farm lands to name a few. This will break the monotony of lecture style of teaching. It will provide rich and varied experiences to the learners. It will also lead to joyful learning as it will arouse the interest of the learners in the subject and thereby involve them in the learning process. Thus, it will help in deepening learning among the learners.
- **Effective use of learning resources:** Use of newspapers, magazines, books and other related articles, using documentaries, films in the teaching -learning process will enable to live events. Besides, creating a Social Science laboratory and making it a happening place for teaching and learning of Social Sciences will lead to looking forward to Social Science classes by learners. Effective use of teaching -learning material/centre in the classroom will lead to experiential learning. It will go a long way in building the conceptual understanding of the learners and in developing their own views, ideas and opinions on social issues and concerns.
- **Giving opportunities of expression to learners:** It is very important to give learners an opportunity to express their opinion and viewpoint. The teacher should also acknowledge, appreciate and motivate learners when they express their opinion. This will encourage them to keep thinking and speaking. Not giving importance to learner's opinion may discourage them and they may become reluctant to respond in future.

- **Giving research based assignments:** Research based assignments–data collection and interpretation, further reading of related books, articles, exploring and gathering information or assignments based on ICT will involve the learners in self- learning and self- discovery. These assignments or homework should have clear instructions and guidelines to the learners on how to do them. After completion, it should be reviewed and meaningful feedback pertaining to strengths and limitations provided to the learners.
- **Providing space for articulation of thoughts:** The age old practice of dictating answers or marking them in the text book should be done away with. Learners must be encouraged to express their views and write answers on their own. This will also help them in learning to articulate and express effectively.
- **Continuous Evaluation:** Evaluation is an integral part of learning. The teacher needs to continuously check the understanding of the learners. It should rather be an integral part of daily classroom transactions. It can be in the form of putting small questions during the class or after some teaching has taken place. This will be diagnostic i.e. enable the teacher to identify the learning gaps and correct them immediately. Besides, assessment through activities- asking learners to make a presentation, chart, perform a play, on the topic can also be undertaken as a part of formative assessment which will again be diagnostic. Besides, pen and paper test to give learners an opportunity to think and express their ideas is also a very effective testing tool. Care must be taken to ask questions related to understanding, application and skills rather than only on knowledge based questions. Thus, questions like why, how, critically analyze, evaluate should find prominence rather than questions like what, when, and where.
- **Providing constructive feedback:** Evaluation is meaningless if feedback after assessment is not provided. Feedback should include both the strengths and weaknesses of the learners as observed by the teacher. Appreciating learners for their work provides motivation. Pointing out on how it could have been improved, what were the shortcomings, analyzing responses to bring out understanding, misunderstanding or confusion in concepts helps in conceptual clarity? It also provides important guidelines for improvement in the future to the learners.
- **Maintaining classroom discipline:** Class room indiscipline was also shared as a reason for ineffective classes by the learners and teachers. The teacher needs to explain classroom norms clearly to the students-maintaining silence in the class, paying

attention, raising hands to ask questions or giving answers to questions asked rather than answering in chorus are some of them. These can also be written and pasted on a chart in the class as a reminder to the students. Maintaining classroom discipline will enable the learners to study with focus and concentration.

- **Conducting classes regularly:** Feedback on teaching in the classes was also gathered through informal discussion with the children and teachers. Both the teachers and the learners shared that teaching does not take place regularly on account of added responsibilities like school activities, collecting student information, election duty, collecting data for census etc. Regular and uninterrupted classes will alone ensure effective teaching-learning.
- **Enabling learners to value the subject of History :** History is generally considered a non-utility subject. Making learners aware of its richness and utility i.e. how it helps in understanding the world around - people, societies, government and culture. Explaining learners about competencies acquired through the study of the subject or informing them about the career options in humanities can also generate interest in the subject among the learners.

Above are some suggestions which can enable effective teaching-learning in the classes. In fact, it is a teacher's ingenuity, interest, sincerity and dedication that is pivotal for effective classes.

9.3 Analysis of Result & Discussion on Achievement Test in Civics

This section of chapter-IX is the analysis of results and discussion on the achievement test of students in social studies in the subject of Civics. Three types of questions were asked to them such as objective type questions (Multiple choices), short answer question and long answer question. An attempt has been made to analyse the percentage of questions attempted, perfect answer and mark obtained by the students in the schools under study. Also, the problems faced by the students in answer short and long answer type questions like wrong understanding, irrelevant content, inadequate content, irrelevant explanation, language mistake and not followed word limit etc has been examined. The question-wise analysis of results and discussion on the achievement test and problems faced by the slum and non-slum students are as follows.

I. Objective type Questions

i) Who was the president of the Constituent Assembly?

- a) Dr. B.R. Ambedkar
- b) Dr. Rajendra Prasad
- c) B.N. Rau
- d) J.L. Nehru

Table-9.51: Result of Question No. I(i) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	2.83	0	2.83	0	2.83
	Pvt.	0	30.19	8.49	21.7	8.49	21.7	30.19
	BMC	1.89	27.36	27.36	1.89	27.36	1.89	29.25
	Total	1.89	60.38	38.68	23.58	38.68	23.58	62.26
Non-slum	KV	0	29.25	25.47	3.77	25.47	3.77	29.25
	Pvt.	0	4.72	0.94	3.77	0.94	3.77	4.72
	BMC	0	3.77	3.77	0	3.77	0	3.77
	Total	0	37.74	30.19	7.55	30.19	7.55	37.74
Total	KV	0	32.08	28.3	3.77	28.3	3.77	32.08
	Pvt.	0	34.91	9.43	25.47	9.43	25.47	34.91
	BMC	1.89	31.13	31.13	1.89	31.13	1.89	33.02
	Total	1.89	98.11	68.87	31.13	68.87	31.13	100

Source: Field Survey, 2018

As per the analysis of Table-9.51 it is noticed that the questions relating to the constituent assembly and its working were put to the students. The first questions deals with the with the constitution assembly and about 98% of the students attempted the question, but only 31% of the student give perfect answer, while rest of the student (68.87%) couldn't give perfect answer. All the respondents from non-slum students attempted the question but none of them could give perfect answer. On the other hand, 60 percent of total students belongs to slum area attempted the question Q.I(i), while only 24 percent gave perfect answer. Majority of the student from different school under study attempted to answer the question. School-wise distribution on perfect answer to question shows that majority of the students (irrespective of their place of residents) gives perfect answer and all students attempted the question.

ii) What is the Preface to our Constitution called?

- a) Schedule
- b) Document
- c) Module
- d) Preamble

Table-9.52: Result of Question No. I(ii) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	0	2.83	0	2.83	0	2.83	2.83
	Pvt.	0	30.19	11.32	18.87	11.32	18.87	30.19
	BMC	1.89	27.36	25.47	3.77	25.47	3.77	29.25
	Total	1.89	60.38	36.79	25.47	36.79	25.47	62.26
Non-slum	KV	0	29.25	10.38	18.87	10.38	18.87	29.25
	Pvt.	0	4.72	0.94	3.77	0.94	3.77	4.72
	BMC	0	3.77	3.77	0	3.77	0	3.77
	Total	0	37.74	15.09	22.64	15.09	22.64	37.74
Total	KV	0	32.08	10.38	21.7	10.38	21.7	32.08
	Pvt.	0	34.91	12.26	22.64	12.26	22.64	34.91
	BMC	1.89	31.13	29.25	3.77	29.25	3.77	33.02
	Total	1.89	98.11	51.89	48.11	51.89	48.11	100

Source: Field Survey, 2018

As per the analysis of results in Table-9.52 it is noticed that the second question deals with the structure of the Indian constitution i.e. the preface to the constitution of India. The response of the student as shown that majority of them (98%) attempted the question. All the students from non-slum areas attempted the questions whereas about 60 percent of the students from slum areas attempted the same. About 2 percent of the students from slum area did not attempt the question. Though percentage of students attempting this question is high, majority of the students (52%) could not give perfect answer, only 48 percent of the students gave perfect answer.

iii) The Concurrent List has-

- a) 66 subject
- b) 65 subject
- c) 46 subject
- d) 47 subject

As per the analysis of Table-9.53 given below, it is found that the third question deals with the number of subject in concurrent list. As evident that, majority (around 57%) of the student attempted this question but only 11.32 percent gives perfect answer. Majority of

them (89 %) could not give perfect answer to the question. This is the case for students from both non-slum and slum areas. However, the percentage of students attempting this question is higher for slum areas than urban areas.

Table-9.53: Result of Question No. I(iii) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	5.66	24.53	23.58	6.6	23.58	6.6	30.19
	BMC	10.38	18.87	26.42	2.83	26.42	2.83	29.25
	Total	18.87	43.4	52.83	9.43	52.83	9.43	62.26
Non-slum	KV	21.7	7.55	28.3	0.94	28.3	0.94	29.25
	Pvt.	1.89	2.83	3.77	0.94	3.77	0.94	4.72
	BMC	0.94	2.83	3.77	0	3.77	0	3.77
	Total	24.53	13.21	35.85	1.89	35.85	1.89	37.74
Total	KV	24.53	7.55	31.13	0.94	31.13	0.94	32.08
	Pvt.	7.55	27.36	27.36	7.55	27.36	7.55	34.91
	BMC	11.32	21.7	30.19	2.83	30.19	2.83	33.02
	Total	43.4	56.6	88.68	11.32	88.68	11.32	100

Source: Field Survey, 2018

- iv) A How many members are appointed by the president in Rajya Sabha?
- 12 Members
 - 10 Members
 - 13 Members
 - 14 Members

Table-9.54: Result of Question No. I(iv) of Civics in the School under study

Residential Area	Schools	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	0.94	29.25	13.21	16.98	13.21	16.98	30.19
	BMC	6.6	22.64	14.15	15.09	14.15	15.09	29.25
	Total	10.38	51.89	30.19	32.08	30.19	32.08	62.26
Non-slum	KV	21.7	7.55	23.58	5.66	23.58	5.66	29.25
	Pvt.	0	4.72	1.89	2.83	1.89	2.83	4.72
	BMC	0.94	2.83	1.89	1.89	1.89	1.89	3.77
	Total	22.64	15.09	27.36	10.38	27.36	10.38	37.74
Total	KV	24.53	7.55	26.42	5.66	26.42	5.66	32.08
	Pvt.	0.94	33.96	15.09	19.81	15.09	19.81	34.91
	BMC	7.55	25.47	16.04	16.98	16.04	16.98	33.02
	Total	33.02	66.98	57.55	42.45	57.55	42.45	100

Source: Field Survey, 2018

As per the Table-9.54 it is found that the fourth question deals with the composition of Rajya Sabha. The table shows that the students attempting the question are around 67 percent. Out of this, only 42 percent got the perfect answer for the question and majority (58%) did not know the perfect answer for the question. Majority of students living in slum areas attempted the question and gave perfect answer as well. However, majority of students in urban areas did not attempt the question the question and failed to give perfect answer as well. The performance of student from slum areas is better than student from non-slum areas.

- v) **Which type of citizenship is granted by the constitution to its citizen?**
- Double citizenship
 - Single citizenship
 - Three-fold citizenship
 - Four-fold citizenship

Table-9.55: Result of Question No. I(v) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Marks obtained		Total
		No	Yes	No	Yes	0	1	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	0.94	29.25	16.04	14.15	16.04	14.15	30.19
	BMC	10.38	18.87	25.47	3.77	25.47	3.77	29.25
	Total	14.15	48.11	44.34	17.92	44.34	17.92	62.26
Non-slum	KV	21.7	7.55	24.53	4.72	24.53	4.72	29.25
	Pvt.	0	4.72	1.89	2.83	1.89	2.83	4.72
	BMC	0.94	2.83	3.77	0	3.77	0	3.77
	Total	22.64	15.09	30.19	7.55	30.19	7.55	37.74
Total	KV	24.53	7.55	27.36	4.72	27.36	4.72	32.08
	Pvt.	0.94	33.96	17.92	16.98	17.92	16.98	34.91
	BMC	11.32	21.7	29.25	3.77	29.25	3.77	33.02
	Total	36.79	63.21	74.53	25.47	74.53	25.47	100

Source: Field Survey, 2018

As per the analysis of the Table-9.55, it is noticed that the fifth question deal with the type of citizenship granted by the constitution to its citizen and the response is shown in table 55. Majority of the student (63%) attempted the question but only 26 percent of them could give perfect answer. Majority of the student could not give perfect answer. This is the case for the students from both slum and non-slum areas. The performance in terms of attempting question and perfect answer is not good for student both from slum and non-slum areas.

II. Short answer type questions :(Answer the following questions in 50 to 70 words)

The short answer type questions deals with concepts, processes of amendment of the constitution. Directive Principles of State Policy, no-confidence motion and judicial review.

1. Explain the meaning of "Republic" in the Preamble?

Table-9.56: Result of Question No. II(1) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained			Total
		No	Yes	No	Yes	No	Yes	0	1	2	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	2.83
	Pvt.	23.58	6.6	30.19	0	30.19	0	30.19	0	0	30.19
	BMC	18.87	10.38	29.25	0	24.53	4.72	24.53	4.72	0	29.25
	Total	45.28	16.98	62.26	0	57.55	4.72	57.55	4.72	0	62.26
Non-slum	KV	22.64	6.6	29.25	0	27.36	1.89	27.36	0.94	0.94	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	4.72
	BMC	1.89	1.89	3.77	0	1.89	1.89	1.89	1.89	0	3.77
	Total	29.25	8.49	37.74	0	33.96	3.77	33.96	2.83	0.94	37.74
Total	KV	25.47	6.6	32.08	0	30.19	1.89	30.19	0.94	0.94	32.08
	Pvt.	28.3	6.6	34.91	0	34.91	0	34.91	0	0	34.91
	BMC	20.75	12.26	33.02	0	26.42	6.6	26.42	6.6	0	33.02
	Total	74.53	25.47	100	0	91.51	8.49	91.51	7.55	0.94	100

Source: Field Survey, 2018

The response of the students on the meaning of republic is shown in Table-9.56 given above. It shows that majority (76%) of the students did not attempt the question. Out of the few students who had attempted to answer the question, none of them could give perfect answer. Majority of the student who attempted the question gave partially correct answer. The overall performance is very poor. It is equally poor for student from slum and non-slum areas.

The problems in learning as shown in table-9.57 given below reveal that almost all the students understood the question and gave relevant answer. Language mistake was also not prominent in most the students. Comprehension of the question is found to be better among students from slum areas than non-slum areas. In other areas, there is not much variation between slum and non-slum children in problems of learning

Table-9.57: Problem in Learning of Question No. II(1) of Civics in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	25.47	4.72	26.42	3.77	30.19	0	29.25	0.94	30.19	0	30.19	0	30.19
	BMC	23.58	5.66	29.25	0	24.53	4.72	28.3	0.94	29.25	0	29.25	0	29.25
	Total	51.89	10.38	58.49	3.77	57.55	4.72	60.38	1.89	62.26	0	62.26	0	62.26
Non-slum	KV	29.25	0	25.47	3.77	28.3	0.94	26.42	2.83	27.36	1.89	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	1.89	1.89	3.77	0	3.77	0	3.77	0	3.77
	Total	37.74	0	33.96	3.77	34.91	2.83	34.91	2.83	35.85	1.89	37.74	0	37.74
Total	KV	32.08	0	28.3	3.77	31.13	0.94	29.25	2.83	30.19	1.89	32.08	0	32.08
	Pvt.	30.19	4.72	31.13	3.77	34.91	0	33.96	0.94	34.91	0	34.91	0	34.91
	BMC	27.36	5.66	33.02	0	26.42	6.6	32.08	0.94	33.02	0	33.02	0	33.02
	Total	89.62	10.38	92.45	7.55	92.45	7.55	95.28	4.72	98.11	1.89	100	0	100

Source: Field Survey, 2018

2. Discuss the various ways of amending the Constitution?

Table-9.58: Result of Question No. II(2) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	10.38	19.81	26.42	3.77	20.75	9.43	16.98	1.89	7.55	3.77	30.19
	BMC	9.43	19.81	16.98	12.26	21.7	7.55	9.43	3.77	3.77	12.26	29.25
	Total	22.64	39.62	46.23	16.04	45.28	16.98	29.25	5.66	11.32	16.04	62.26
Non-slum	KV	22.64	6.6	29.25	0	29.25	0	29.25	0	0	0	29.25
	Pvt.	0.94	3.77	4.72	0	1.89	2.83	1.89	0	2.83	0	4.72
	BMC	1.89	1.89	2.83	0.94	2.83	0.94	1.89	0	0.94	0.94	3.77
	Total	25.47	12.26	36.79	0.94	33.96	3.77	33.02	0	3.77	0.94	37.74
Total	KV	25.47	6.6	32.08	0	32.08	0	32.08	0	0	0	32.08
	Pvt.	11.32	23.58	31.13	3.77	22.64	12.26	18.87	1.89	10.38	3.77	34.91
	BMC	11.32	21.7	19.81	13.21	24.53	8.49	11.32	3.77	4.72	13.21	33.02
	Total	48.11	51.89	83.02	16.98	79.25	20.75	62.26	5.66	15.09	16.98	100

Source: Field Survey, 2018

Table-9.58 shows that majority of the student (52%) attempted the question about the process of amendment of the constitutions. However, only 17 percent of them gave perfect answer. Majority of them could not give perfect answer and partially correct answer. The

variation between students from slum and non-slum areas shows that in terms of attempting question and perfect answer, more students from slum areas attempted and give perfect answer to the question. It is further revealed in Table-9.59 that majority of the student understood the question few of them gave relevant content and explanation. Majority of them did not commit language mistake.

Table-9.59: Problem in Learning of Question No. II(2) of Civics in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	23.58	6.6	24.53	5.66	30.19	0	27.36	2.83	30.19	0	30.19	0	30.19
	BMC	28.3	0.94	29.25	0	21.7	7.55	29.25	0	29.25	0	29.25	0	29.25
	Total	54.72	7.55	56.6	5.66	54.72	7.55	59.43	2.83	62.26	0	62.26	0	62.26
Non-slum	KV	27.36	1.89	24.53	4.72	29.25	0	25.47	3.77	27.36	1.89	28.3	0.94	29.25
	Pvt.	3.77	0.94	4.72	0	4.72	0	3.77	0.94	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	2.83	0.94	3.77	0	3.77	0	3.77	0	3.77
	Total	34.91	2.83	33.02	4.72	36.79	0.94	33.02	4.72	35.85	1.89	36.79	0.94	37.74
Total	KV	30.19	1.89	27.36	4.72	32.08	0	28.3	3.77	30.19	1.89	31.13	0.94	32.08
	Pvt.	27.36	7.55	29.25	5.66	34.91	0	31.13	3.77	34.91	0	34.91	0	34.91
	BMC	32.08	0.94	33.02	0	24.53	8.49	33.02	0	33.02	0	33.02	0	33.02
	Total	89.62	10.38	89.62	10.38	91.51	8.49	92.45	7.55	98.11	1.89	99.06	0.94	100

Source: Field Survey, 2018

3. Explain four provisions of Directive Principles of State Policy?

Table-9.60: Result of Question No. II(3) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	26.42	3.77	30.19	0	29.25	0.94	29.25	0.94	0	0	30.19
	BMC	16.98	12.26	18.87	10.38	29.25	0	18.87	0	0	10.38	29.25
	Total	46.23	16.04	51.89	10.38	61.32	0.94	50.94	0.94	0	10.38	62.26
Non-slum	KV	26.42	2.83	29.25	0	28.3	0.94	28.3	0	0.94	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	0	4.72
	BMC	1.89	1.89	2.83	0.94	2.83	0.94	1.89	0.94	0	0.94	3.77
	Total	33.02	4.72	36.79	0.94	35.85	1.89	34.91	0.94	0.94	0.94	37.74
Total	KV	29.25	2.83	32.08	0	31.13	0.94	31.13	0	0.94	0	32.08
	Pvt.	31.13	3.77	34.91	0	33.96	0.94	33.96	0.94	0	0	34.91
	BMC	18.87	14.15	21.7	11.32	32.08	0.94	20.75	0.94	0	11.32	33.02
	Total	79.25	20.75	88.68	11.32	97.17	2.83	85.85	1.89	0.94	11.32	100

Source: Field Survey, 2018

Table-9.60 shows that majority of the student (79%) didn't attempt the question on Directive Principles of State Policy. Only few of them attempted the question with perfect answer. Majority of them couldn't give partially correct answer.

Table-61: Problem in Learning of Question No. II(iii) of Civics in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	28.3	1.89	29.25	0.94	30.19	0	29.25	0.94	30.19	0	30.19	0	30.19
	BMC	27.36	1.89	29.25	0	29.25	0	29.25	0	29.25	0	29.25	0	29.25
	Total	58.49	3.77	61.32	0.94	62.26	0	61.32	0.94	62.26	0	62.26	0	62.26
Non-slum	KV	29.25	0	27.36	1.89	28.3	0.94	28.3	0.94	29.25	0	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	2.83	0.94	3.77	0	3.77	0	3.77	0	3.77
	Total	37.74	0	35.85	1.89	35.85	1.89	36.79	0.94	37.74	0	37.74	0	37.74
Total	KV	32.08	0	30.19	1.89	31.13	0.94	31.13	0.94	32.08	0	32.08	0	32.08
	Pvt.	33.02	1.89	33.96	0.94	34.91	0	33.96	0.94	34.91	0	34.91	0	34.91
	BMC	31.13	1.89	33.02	0	32.08	0.94	33.02	0	33.02	0	33.02	0	33.02
	Total	96.23	3.77	97.17	2.83	98.11	1.89	98.11	1.89	100	0	100	0	100

Source: Field Survey, 2018

It is further revealed in Table-9.61 that majority of the student understood the question give relevant content and explanation. There was no languages mistake among the students.

4. What is No-confidence Motion? Explain

Table-9.62: Result of Question No. II(4) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	30.19	0	30.19	0	30.19	0	30.19	0	0	0	30.19
	BMC	29.25	0	29.25	0	29.25	0	29.25	0	0	0	29.25
	Total	62.26	0	62.26	0	62.26	0	62.26	0	0	0	62.26
Non-slum	KV	27.36	1.89	29.25	0	29.25	0	29.25	0	0	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	3.77
	Total	35.85	1.89	37.74	0	37.74	0	37.74	0	0	0	37.74
Total	KV	30.19	1.89	32.08	0	32.08	0	32.08	0	0	0	32.08
	Pvt.	34.91	0	34.91	0	34.91	0	34.91	0	0	0	34.91
	BMC	33.02	0	33.02	0	33.02	0	33.02	0	0	0	33.02
	Total	98.11	1.89	100	0	100	0	100	0	0	0	100

Source: Field Survey, 2018

Table-9.62 shows that majority of the student didn't attempt the question on question related with no confidence motion. None of the student from slum areas attempted the question. Only a fraction of students from non-slum areas attempted the question but none of them gave perfect answer to the question.

Table-9.63: Problem in Learning of Question No. II(4) of Civics in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadquate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	30.19	0	30.19	0	30.19	0	30.19	0	30.19	0	30.19	0	30.19
	BMC	29.25	0	29.25	0	29.25	0	29.25	0	29.25	0	29.25	0	29.25
	Total	62.26	0	62.26	0	62.26	0	62.26	0	62.26	0	62.26	0	62.26
Non-slum	KV	29.25	0	27.36	1.89	29.25	0	28.3	0.94	28.3	0.94	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	37.74	0	35.85	1.89	37.74	0	36.79	0.94	36.79	0.94	37.74	0	37.74
Total	KV	32.08	0	30.19	1.89	32.08	0	31.13	0.94	31.13	0.94	32.08	0	32.08
	Pvt.	34.91	0	34.91	0	34.91	0	34.91	0	34.91	0	34.91	0	34.91
	BMC	33.02	0	33.02	0	33.02	0	33.02	0	33.02	0	33.02	0	33.02
	Total	100	0	98.11	1.89	100	0	99.06	0.94	99.06	0.94	100	0	100

Source: Field Survey, 2018

It is further seen from Table-9.63 that the entire student understood the question on no confidence motion. Few of them gave irrelevant content and explanation. Most of the student gave relevant content and explanation. The content of the answer was found adequate in the entire student. Majority of them didn't commit language mistake.

5. Explain the meaning of Judicial Review?

On the question on Judicial Review, it is shown in Table-9.64 that majority of the respondents didn't attempt the question. None of student from slum areas attempted the question. Out of the few students attempted the question, majority of them didn't give perfect answer and gave partially correct answer.

Table-9.64: Result of Question No. II(5) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained				Total
		No	Yes	No	Yes	No	Yes	0	1	2	3	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	2.83
	Pvt.	30.19	0	30.19	0	30.19	0	30.19	0	0	0	30.19
	BMC	29.25	0	29.25	0	29.25	0	29.25	0	0	0	29.25
	Total	62.26	0	62.26	0	62.26	0	62.26	0	0	0	62.26
Non-slum	KV	24.53	4.72	28.3	0.94	26.42	2.83	25.47	0	2.83	0.94	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	0	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	3.77
	Total	33.02	4.72	36.79	0.94	34.91	2.83	33.96	0	2.83	0.94	37.74
Total	KV	27.36	4.72	31.13	0.94	29.25	2.83	28.3	0	2.83	0.94	32.08
	Pvt.	34.91	0	34.91	0	34.91	0	34.91	0	0	0	34.91
	BMC	33.02	0	33.02	0	33.02	0	33.02	0	0	0	33.02
	Total	95.28	4.72	99.06	0.94	97.17	2.83	96.23	0	2.83	0.94	100

Source: Field Survey, 2018

Table-9.65: Problem in Learning of Question No. II(5) of Civics in the School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	30.19	0	30.19	0	30.19	0	30.19	0	30.19	0	30.19	0	30.19
	BMC	29.25	0	29.25	0	29.25	0	29.25	0	29.25	0	29.25	0	29.25
	Total	62.26	0	62.26	0	62.26	0	62.26	0	62.26	0	62.26	0	62.26
Non-slum	KV	29.25	0	28.3	0.94	28.3	0.94	28.3	0.94	29.25	0	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	37.74	0	36.79	0.94	36.79	0.94	36.79	0.94	37.74	0	37.74	0	37.74
Total	KV	32.08	0	31.13	0.94	31.13	0.94	31.13	0.94	32.08	0	32.08	0	32.08
	Pvt.	34.91	0	34.91	0	34.91	0	34.91	0	34.91	0	34.91	0	34.91
	BMC	33.02	0	33.02	0	33.02	0	33.02	0	33.02	0	33.02	0	33.02
	Total	100	0	99.06	0.94	99.06	0.94	99.06	0.94	100	0	100	0	100

Source: Field Survey, 2018

It is further revealed in Table-9.65 that all students understood the questions and majority of them gave relevant content and explanation. No language mistake was committed by the student as evident in the table.

III. Long answer type questions (Answer the following questions within 100 to 150 words)

1. Explain Rights to Constitutional Remedies?

Table-9.66: Result of Question No. III(1) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained						Total	
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5		6
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	0	0	0	2.83
	Pvt.	20.75	9.43	30.19	0	21.7	8.49	21.7	5.66	0.94	0	1.89	0	0	30.19
	BMC	12.26	16.98	29.25	0	12.26	16.98	12.26	9.43	5.66	1.89	0	0	0	29.25
	Total	35.85	26.42	62.26	0	36.79	25.47	36.79	15.09	6.6	1.89	1.89	0	0	62.26
Non-slum	KV	24.53	4.72	28.3	0.94	28.3	0.94	27.36	0	0.94	0.94	0	0	0	29.25
	Pvt.	1.89	2.83	3.77	0.94	2.83	1.89	1.89	0.94	0.94	0	0	0	0.94	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	0	0	0	0	0	3.77
	Total	30.19	7.55	35.85	1.89	34.91	2.83	33.02	0.94	1.89	0.94	0	0	0.94	37.74
Total	KV	27.36	4.72	31.13	0.94	31.13	0.94	30.19	0	0.94	0.94	0	0	0	32.08
	Pvt.	22.64	12.26	33.96	0.94	24.53	10.38	23.58	6.6	1.89	0	1.89	0	0.94	34.91
	BMC	16.04	16.98	33.02	0	16.04	16.98	16.04	9.43	5.66	1.89	0	0	0	33.02
	Total	66.04	33.96	98.11	1.89	71.7	28.3	69.81	16.04	8.49	2.83	1.89	0	0.94	100

Source: Field Survey, 2018

Table-9.66 shows that majority of the students attempted the question on right to constitutional remedies. More students from slum areas are found to attempt the question as compared to students from urban areas. However, when it comes to the answer, only 2 percent of the total students could give perfect answer and majority of them couldn't give perfect answer to the question. None of the students from slum areas could give perfect answer. All the students giving perfect answer belong to urban areas. About 28 percent give partially correct answer to the question.

Table-9.67 given below, further revealed that majority of the students (95.28%) had wrong understanding about the question. Majority of the students gave relevant content and correct explanations to the questions. About one percent of the students were found to have committed mistakes in languages whereas majority of them did not commit language mistake.

Table-9.67: Problem in Learning of Question No. III(1) of Civics in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadquate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	28.3	1.89	30.19	0	30.19	0	30.19	0	30.19	0	30.19	0	30.19
	BMC	27.36	1.89	29.25	0	22.64	6.6	29.25	0	29.25	0	29.25	0	29.25
	Total	58.49	3.77	62.26	0	55.66	6.6	62.26	0	62.26	0	62.26	0	62.26
Non-slum	KV	28.3	0.94	26.42	2.83	28.3	0.94	28.3	0.94	28.3	0.94	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77	0	3.77
	Total	36.79	0.94	34.91	2.83	36.79	0.94	36.79	0.94	36.79	0.94	37.74	0	37.74
Total	KV	31.13	0.94	29.25	2.83	31.13	0.94	31.13	0.94	31.13	0.94	32.08	0	32.08
	Pvt.	33.02	1.89	34.91	0	34.91	0	34.91	0	34.91	0	34.91	0	34.91
	BMC	31.13	1.89	33.02	0	26.42	6.6	33.02	0	33.02	0	33.02	0	33.02
	Total	95.28	4.72	97.17	2.83	92.45	7.55	99.06	0.94	99.06	0.94	100	0	100

Source: Field Survey, 2018

2. Why India adopted Parliamentary System of Government? Explain

Table-9.68: Result of Question No. III(2) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained							Total	
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5	6		
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	0	0	0	0	2.83
	Pvt.	14.15	16.04	27.36	2.83	18.87	11.32	15.09	3.77	7.55	0.94	0	0	2.83	30.19	
	BMC	14.15	15.09	21.7	7.55	26.42	2.83	18.87	0	0.94	0	1.89	0	7.55	29.25	
	Total	31.13	31.13	51.89	10.38	48.11	14.15	36.79	3.77	8.49	0.94	1.89	0	10.38	62.26	
Non-slum	KV	27.36	1.89	29.25	0	29.25	0	29.25	0	0	0	0	0	0	29.25	
	Pvt.	2.83	1.89	4.72	0	2.83	1.89	2.83	0	0.94	0.94	0	0	0	4.72	
	BMC	1.89	1.89	3.77	0	2.83	0.94	2.83	0.94	0	0	0	0	0	3.77	
	Total	32.08	5.66	37.74	0	34.91	2.83	34.91	0.94	0.94	0.94	0	0	0	37.74	
Total	KV	30.19	1.89	32.08	0	32.08	0	32.08	0	0	0	0	0	0	32.08	
	Pvt.	16.98	17.92	32.08	2.83	21.7	13.21	17.92	3.77	8.49	1.89	0	0	2.83	34.91	
	BMC	16.04	16.98	25.47	7.55	29.25	3.77	21.7	0.94	0.94	0	1.89	0	7.55	33.02	
	Total	63.21	36.79	89.62	10.38	83.02	16.98	71.7	4.72	9.43	1.89	1.89	0	10.38	100	

Source: Field Survey, 2018

Table-9.68 deals with parliamentary system of Government. Majority of the students attempted the questions. The percentage of students attempting the question is found to be higher in students from urban areas than slum areas. Out of the total students attempting

the questions, only few i.e. 10 percent are found to give a perfect answer while majority did not give perfect answer and gave partially correct answer. Why India adopted Parliamentary System of Government? Explain

Table-9.69: Problem in Learning of Question No. III(2) of Civics in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	26.42	3.77	29.25	0.94	18.87	11.32	30.19	0	30.19	0	30.19	0	30.19
	BMC	24.53	4.72	29.25	0	26.42	2.83	29.25	0	29.25	0	29.25	0	29.25
	Total	53.77	8.49	61.32	0.94	48.11	14.15	62.26	0	62.26	0	62.26	0	62.26
Non-slum	KV	29.25	0	27.36	1.89	29.25	0	28.3	0.94	28.3	0.94	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	2.83	1.89	4.72	0	4.72	0	4.72	0	4.72
	BMC	2.83	0.94	2.83	0.94	2.83	0.94	3.77	0	3.77	0	3.77	0	3.77
	Total	36.79	0.94	34.91	2.83	34.91	2.83	36.79	0.94	36.79	0.94	37.74	0	37.74
Total	KV	32.08	0	30.19	1.89	32.08	0	31.13	0.94	31.13	0.94	32.08	0	32.08
	Pvt.	31.13	3.77	33.96	0.94	21.7	13.21	34.91	0	34.91	0	34.91	0	34.91
	BMC	27.36	5.66	32.08	0.94	29.25	3.77	33.02	0	33.02	0	33.02	0	33.02
	Total	90.57	9.43	96.23	3.77	83.02	16.98	99.06	0.94	99.06	0.94	100	0	100

Source: Field Survey, 2018

Table-9.69 further reveal that majority of the students understood the question. The percentage of students understanding the question is higher in students from urban areas than slum areas, showing a better comprehension of language among them. Only 4 percent and 1 percent gives irrelevant content and explanation and the rest of them (Majority-96 to 99 %) could give relevant content and explanation. Majority of the students are also found to give adequate content to the questions. A problem in language is not much prominent among students as 99 percent of the students who have answered the question did not commit language mistakes.

3. Discuss the powers and functions of the President of India?

Table-9.70 given below, shows the performance of students in terms of attempting the questions, perfect answer and partially correct answer. Majority of the students attempted the question but with only 8 percent and 12 percent of them giving perfect and partially correct answer. Majority of the student could not give perfect answer to the question. The variation in the performance between students from slum and urban areas shows that the

percent of students attempting the question is higher in students from urban areas than rural areas. Their performance in terms of giving perfect answer is more or less the same.

Table-9.70: Result of Question No. III(3) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained						Total	
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5		6
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	0	0	0	2.83
	Pvt.	16.98	13.21	30.19	0	22.64	7.55	22.64	3.77	2.83	0.94	0	0	0	30.19
	BMC	19.81	9.43	23.58	5.66	27.36	1.89	21.7	1.89	0	0	0	0	5.66	29.25
	Total	39.62	22.64	56.6	5.66	52.83	9.43	47.17	5.66	2.83	0.94	0	0	5.66	62.26
Non-slum	KV	25.47	3.77	28.3	0.94	29.25	0	28.3	0	0	0	0.94	0	0	29.25
	Pvt.	1.89	2.83	3.77	0.94	2.83	1.89	1.89	0.94	0.94	0	0	0	0.94	4.72
	BMC	1.89	1.89	2.83	0.94	2.83	0.94	1.89	0	0.94	0	0	0	0.94	3.77
	Total	29.25	8.49	34.91	2.83	34.91	2.83	32.08	0.94	1.89	0	0.94	0	1.89	37.74
Total	KV	28.3	3.77	31.13	0.94	32.08	0	31.13	0	0	0	0.94	0	0	32.08
	Pvt.	18.87	16.04	33.96	0.94	25.47	9.43	24.53	4.72	3.77	0.94	0	0	0.94	34.91
	BMC	21.7	11.32	26.42	6.6	30.19	2.83	23.58	1.89	0.94	0	0	0	6.6	33.02
	Total	68.87	31.13	91.51	8.49	87.74	12.26	79.25	6.6	4.72	0.94	0.94	0	7.55	100

Source: Field survey, 2018

Table-9.71: Problem in Learning of Question No. III(3) of Civics in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	25.47	4.72	29.25	0.94	23.58	6.6	29.25	0.94	30.19	0	30.19	0	30.19
	BMC	26.42	2.83	29.25	0	27.36	1.89	29.25	0	29.25	0	29.25	0	29.25
	Total	54.72	7.55	61.32	0.94	53.77	8.49	61.32	0.94	62.26	0	62.26	0	62.26
Non-slum	KV	28.3	0.94	27.36	1.89	28.3	0.94	27.36	1.89	29.25	0	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	2.83	1.89	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	2.83	0.94	3.77	0	3.77	0	3.77	0	3.77
	Total	36.79	0.94	35.85	1.89	33.96	3.77	35.85	1.89	37.74	0	37.74	0	37.74
Total	KV	31.13	0.94	30.19	1.89	31.13	0.94	30.19	1.89	32.08	0	32.08	0	32.08
	Pvt.	30.19	4.72	33.96	0.94	26.42	8.49	33.96	0.94	34.91	0	34.91	0	34.91
	BMC	30.19	2.83	33.02	0	30.19	2.83	33.02	0	33.02	0	33.02	0	33.02
	Total	91.51	8.49	97.17	2.83	87.74	12.26	97.17	2.83	100	0	100	0	100

Source: Field Survey, 2018

Problems in learning as shown in Table-9.71 reveal that a few students (8 %) had wrong understanding about the question. Majority of the students were able to give relevant

content and explanations as well as adequate content. Language mistakes were not evident from the answers of all respondents. There is no remarkable differences seen between urban and slum children in their performance of in respect o understanding the question and answer to the question as well as in the content, and explanation and Language mistakes

4. Explain the various Fundamental Duties as given in the Indian Constitution?

Table-9.72: Result of Question No. III(4) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained						Total		
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5		6	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	0	0	0	0	2.83
	Pvt.	16.04	14.15	30.19	0	20.75	9.43	20.75	6.6	2.83	0	0	0	0	0	30.19
	BMC	23.58	5.66	29.25	0	25.47	3.77	25.47	3.77	0	0	0	0	0	0	29.25
	Total	42.45	19.81	62.26	0	49.06	13.21	49.06	10.38	2.83	0	0	0	0	0	62.26
Non-slum	KV	27.36	1.89	29.25	0	29.25	0	29.25	0	0	0	0	0	0	0	29.25
	Pvt.	1.89	2.83	4.72	0	1.89	2.83	1.89	1.89	0.94	0	0	0	0	0	4.72
	BMC	2.83	0.94	3.77	0	2.83	0.94	2.83	0.94	0	0	0	0	0	0	3.77
	Total	32.08	5.66	37.74	0	33.96	3.77	33.96	2.83	0.94	0	0	0	0	0	37.74
Total	KV	30.19	1.89	32.08	0	32.08	0	32.08	0	0	0	0	0	0	0	32.08
	Pvt.	17.92	16.98	34.91	0	22.64	12.26	22.64	8.49	3.77	0	0	0	0	0	34.91
	BMC	26.42	6.6	33.02	0	28.3	4.72	28.3	4.72	0	0	0	0	0	0	33.02
	Total	74.53	25.47	100	0	83.02	16.98	83.02	13.21	3.77	0	0	0	0	0	100

Source: Field Survey, 2018

Table-9.72 shows the performance of students on question relating to fundamental duties. Majority (75%) of the students did not attempt the question and only 25 percent of h students attempted the questions. There was no perfect answer from any of students. Around 17 percent of the student gave partially correct answer. Student attempting the question is found to be higher among the students from slum areas than urban areas. More students from slum areas gave partially correct answer than from urban areas.

Table-9.73 given below shows the problems in learning among the students. It shows that majority of students understood the question and gave relevant content, explanation and adequate content. Language mistake was not prominent with only around one percent of students committing language mistake in their writing.

Table-9.73: Problem in Learning of Question No. III(4) of Civics in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	28.3	1.89	30.19	0	20.75	9.43	29.25	0.94	30.19	0	30.19	0	30.19
	BMC	27.36	1.89	29.25	0	25.47	3.77	29.25	0	29.25	0	29.25	0	29.25
	Total	58.49	3.77	62.26	0	49.06	13.21	61.32	0.94	62.26	0	62.26	0	62.26
Non-slum	KV	29.25	0	27.36	1.89	29.25	0	27.36	1.89	28.3	0.94	29.25	0	29.25
	Pvt.	4.72	0	4.72	0	2.83	1.89	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	2.83	0.94	3.77	0	3.77	0	3.77	0	3.77
	Total	37.74	0	35.85	1.89	34.91	2.83	35.85	1.89	36.79	0.94	37.74	0	37.74
Total	KV	32.08	0	30.19	1.89	32.08	0	30.19	1.89	31.13	0.94	32.08	0	32.08
	Pvt.	33.02	1.89	34.91	0	23.58	11.32	33.96	0.94	34.91	0	34.91	0	34.91
	BMC	31.13	1.89	33.02	0	28.3	4.72	33.02	0	33.02	0	33.02	0	33.02
	Total	96.23	3.77	98.11	1.89	83.96	16.04	97.17	2.83	99.06	0.94	100	0	100

Source: Field Survey, 2018

5. Discuss the main features of the Indian constitution?

Table-9.74: Result of Question No. III(5) of Civics in the School under study

Residential Area	Name of School	Attempted		Perfect Answer		Partially Correct		Marks obtained							Total	
		No	Yes	No	Yes	No	Yes	0	1	2	3	4	5	6		
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	0	0	0	0	0	0	2.83
	Pvt.	22.64	7.55	30.19	0	30.19	0	30.19	0	0	0	0	0	0	0	30.19
	BMC	25.47	3.77	29.25	0	27.36	1.89	27.36	1.89	0	0	0	0	0	0	29.25
	Total	50.94	11.32	62.26	0	60.38	1.89	60.38	1.89	0	0	0	0	0	0	62.26
Non-slum	KV	25.47	3.77	29.25	0	27.36	1.89	27.36	1.89	0	0	0	0	0	0	29.25
	Pvt.	2.83	1.89	4.72	0	4.72	0	4.72	0	0	0	0	0	0	4.72	
	BMC	2.83	0.94	3.77	0	2.83	0.94	2.83	0.94	0	0	0	0	0	3.77	
	Total	31.13	6.6	37.74	0	34.91	2.83	34.91	2.83	0	0	0	0	0	37.74	
Total	KV	28.3	3.77	32.08	0	30.19	1.89	30.19	1.89	0	0	0	0	0	0	32.08
	Pvt.	25.47	9.43	34.91	0	34.91	0	34.91	0	0	0	0	0	0	34.91	
	BMC	28.3	4.72	33.02	0	30.19	2.83	30.19	2.83	0	0	0	0	0	33.02	
	Total	82.08	17.92	100	0	95.28	4.72	95.28	4.72	0	0	0	0	0	100	

Source: Field Survey, 2018

It is noticed from the Table-9.74 that the question on the main features of the constitution of India was attempted by only 18 percent of the students while majority of them didn't attempt. It is seen that more students from slum areas attempted the question as compared

to urban areas. There was no perfect answer from all the students and around 5 percent gave partially correct answer. The overall understanding on the features of the constitution of India among the students is found to be low.

Table-9.75: Problem in Learning of Question No. III(5) of Civics in School under study

Residential Area	Name of School	Wrong understanding		Irrelevant content		Inadequate content		Irrelevant explanation		Language mistakes		Word limit not followed		Total
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	
Slum	KV	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83	0	2.83
	Pvt.	23.58	6.6	29.25	0.94	30.19	0	29.25	0.94	30.19	0	30.19	0	30.19
	BMC	27.36	1.89	29.25	0	27.36	1.89	28.3	0.94	29.25	0	29.25	0	29.25
	Total	53.77	8.49	61.32	0.94	60.38	1.89	60.38	1.89	62.26	0	62.26	0	62.26
Non-slum	KV	29.25	0	27.36	1.89	27.36	1.89	28.3	0.94	27.36	1.89	29.25	0	29.25
	Pvt.	2.83	1.89	4.72	0	4.72	0	4.72	0	4.72	0	4.72	0	4.72
	BMC	3.77	0	3.77	0	2.83	0.94	3.77	0	3.77	0	3.77	0	3.77
	Total	35.85	1.89	35.85	1.89	34.91	2.83	36.79	0.94	35.85	1.89	37.74	0	37.74
Total	KV	32.08	0	30.19	1.89	30.19	1.89	31.13	0.94	30.19	1.89	32.08	0	32.08
	Pvt.	26.42	8.49	33.96	0.94	34.91	0	33.96	0.94	34.91	0	34.91	0	34.91
	BMC	31.13	1.89	33.02	0	30.19	2.83	32.08	0.94	33.02	0	33.02	0	33.02
	Total	89.62	10.38	97.17	2.83	95.28	4.72	97.17	2.83	98.11	1.89	100	0	100

Source: Field Survey, 2018

Table-9.75 further reveals that majority of students understood the question and gave relevant content and explanation. Language mistake was seen in around 2 percent of the students.

On the basis of above analysis of the results on the achievement test in Civics, it is noticed that majority if the problems in learning of social studies in the area of Civics are found in students of slum area as compare to non-slum area. School-wise, it is found in more or less in all the schools under study, however, usually it is found more in BMC and private schools as compared to KV.

9.4 Summing up

The prime focus of this chapter is on identification of learning difficulties in different subject area of social studies like geography, history and civics in three schools under study. This has been derived from analysis of the results and discussion on the achievement test of class-viii students in the subject area of geography, history and civics in three schools under study nearby slum area. Here an attempt was to analyse the percentage of questions attempted, perfect answer and mark obtained by the both slum and non-slum students in

the Mumbai district of Maharashtra State. Also, it has been identified the problems faced by the slum and non-slum students in answer short and long answer type questions in term of wrong understanding, irrelevant content, inadequate content, irrelevant explanation, language mistake and not followed word limit etc in three nature of school such as KV Mankhurd, Private school(Mahila Mandal Sanchalit Madhyamik Vidyalaya) and state government or BMC school (Shangharsh Nagar Marathi Medium School).

Hence, there is the problem of learning geography like not attempted, not perfectly answered and no marks obtained with regards to objective type of question among the slum students of BMC and Private school is found more as compared to KV. In fact, the academic performance of non-slum students is better than that of slum student in all the schools under study in general. The slum students are found more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools. So far as the short and long answer type question is concerned, as per the analysis of test paper in geography, the problems of learning in geography like not attempt, no perfect answer, partially correct answer and less mark obtained is noticed more in the students of slum area as compared to non-slum. School-wise, it is observed that all such problems are found more in BMC and private school as compared to KV. In fact, the academic performance of non-slum students is better than that of slum student in all schools under study in general. The slum students are more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools. In fact, the slum students have identified and faced more problems in wrong understanding of social studies concept, irrelevant content, inadequate content, the word limit not followed, but less in irrelevant explanation and language mistake in the subject area of geography. However, school-wise, it is found that the KV students have faced more problems in all common mistakes as identified above except the word limit as compared to BMC and private school. This is because higher proportion of KV students has attempted the question as compared to BMC and private school. It also noticed that students belonging to non-slum area have done few mistakes in learning of question. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem. These common mistakes are more or less detected in

both categories of students. Therefore, it is suggested that special care should be given to students who has comprehension problem.

As per the analysis of achievement test in civics, it is noticed that about 98% of the students attempted the question, but only 31% of the student give perfect answer, while rest of the student couldn't give perfect answer. All the respondents from non-slum students attempted the question but none of them could give perfect answer. On the other hand, 60 percent of total students belongs to slum area attempted the question, while only 24 percent gave perfect answer. Majority of the student from different school under study attempted to answer the question. School-wise distribution on perfect answer to question shows that majority of the students (irrespective of their place of residents) gives perfect answer and all students attempted the question. So far as the short and long answer type questions in civics is concerned, majority of the students did not attempt the question. Out of the few students who had attempted to answer the question, none of them could give perfect answer. Majority of the student who attempted the question gave partially correct answer. The overall performance is very poor. It is equally poor for student from slum and non-slum areas. Majority of the student understood the question few of them gave relevant content and explanation. Majority of them did not commit language mistake. On the basis of above analysis of the results on the achievement test in civics, it is noticed that majority if the problems in learning of social studies in the area of civics are found in students of slum area as compare to non-slum area. School-wise, it is found in more or less in all the schools under study, however, usually it is found more in BMC and private schools as compared to KV.

On the basis of above analysis of the results of achivement test in history, it is observed that the above analysis of data points towards low levels of achievement in both the slum and non-slum areas of the schools under study, perhaps the problems of learning social studies in the subject area of history is found more in slum area students as compared to non-slum. Similarly, the analysis of the results also show that there is low achievement in all the schools under study, perhaps the problems of learning social studies in the BMC and private schools are found more than that of KV.

Therefore, mentioned below are some general suggestions which may help in making social science classes interesting and effective such as social studies topics should be introduced creatively through a short story, newspaper article, learner's experiences, showing a video to generate curiosity and interest on the topic/concept. A short summary of

the pervious lesson is a good exercise to help learners refresh the concept that what was taught earlier and to connect with the topic better, which could helps the learners in building a clear and better understanding of the concepts. Learning resources are instrumental in making learning effective as the teacher needs to ask these questions like what materials are required for effective learning?, what materials will i make available in a given context?, will they provide opportunities for open ended discovery?. Besides, the teacher must highlight the connection between text and context; do my students have any previous experience with this topic?, how relevant is this topic to my students?, what connections to the students' lives do they offer? What connections do i expect the students to see? Using different teaching methods like ICT (power point presentations, use of smart classes, videos, creating a blog, using podcast to name a few) will break the monotony of chalk and talk style of teaching. Various student-centric activities like - discussions on current topics, brain storming on controversial issues, debate on conflicting opinions, mapping of important concepts, chart preparation, role play, poster preparation can be conducted inside the classroom. Activities outside the classes can also be conducted. These can be-organizing trips to historical places, legislative assembly, municipal office, gram panchayats, primary health centers, anganwadi, consumer courts, banks, farm lands to name a few. This will break the monotony of lecture style of teaching. It will provide rich and varied experiences to the learners. It will also lead to joyful learning as it will arouse the interest of the learners in the subject and thereby involve them in the learning process. Thus, it will help in deeper understanding of learning among the learners. Use of newspapers, magazines, books and other related articles, using documentaries, films in the teaching - learning process will enable to live events. Besides, creating a social science laboratory and making it a happening place for teaching and learning of social sciences will lead to looking forward to social science classes by learners. Effective use of teaching -learning material/centre in the classroom will lead to experimental learning. It will go a long way in building the conceptual understanding of the learners and in developing their own views, ideas and opinions on social issues and concerns. Thus giving opportunities of expression to learners , giving research based assignments, providing space for articulation of thoughts, continuous evaluation, thus, questions like why, how, critically analyze, evaluate should find prominence rather than questions like what, when, and where; providing constructive feedback, maintaining classroom discipline, enabling learners to value the subject of history : history is generally considered a non -utility subject. Making learners aware of its richness and utility i.e. how it helps in understanding the world around - people, societies,

government and culture. Explaining learners about competencies acquired through the study of the subject or informing them about the career options in humanities can also generate interest in the subject among the learners. These are some suggestions which can enable effective teaching-learning in the classes. In fact, it is a teacher's ingenuity, interest, sincerity and dedication that is pivotal for effective classes.

CHAPTER-X

SUMMARY & CONCLUSION

This chapter deal with the summary of the research work followed by main findings, suggestions, recommendation, policy implication and conclusion. This chapter deals with objective-6 as given below.

Objective-6: To suggest some suitable measures to minimise the learning difficulties in social studies and improve the standard of learning of the students belong to slum area.

10.1 Summary of Findings

A slum is an overcrowded and squalid district of a city or town usually inhabited by very poor people. Slums are usually characterised by high rates of poverty and unemployment. Slums are breeding centres for many social problems such as crime, drugs, alcoholism and despair and in many poor countries they are also breeding centres for disease due to unsanitary conditions. The term 'slum' speaks volumes about the plight of the urban poor. Though not all is well with the life in urban areas, the rural poor migrate from rural areas to urban areas dreaming of a comfortable life there.

Slums have been defined under Section 3 of the Slum Areas (Improvement and Clearance) Act, 1956, as areas where buildings are in any respect unfit for human habitation on account of dilapidation, over-crowding, faulty arrangement and design of such buildings, narrowness or faulty arrangement of streets, lack of ventilation, light, sanitation facilities or any combination of these factors, which are detrimental to safety, health and morals (Tamil Nadu Slum Clearance Board, 2002-2003).

Social studies is an important subject at the upper primary level, which is distinct from the physical, biological or environmental sciences, because it is concerned with the behaviour of "human beings as members of societies". so far as the people is concerned, society is the laboratory for proper conceptual understanding of social studies in term of their physical location, environment, economic activities, past culture & event, government, citizenship and democracy. This poses a greater challenge to social scientist as they need to establish hypotheses, observation and assumptions, which are general statements that formally, show the existence of cause and effect relationships between observable events since people's behaviours cannot be controlled while learning. So whether the teachers developing moral and social value among the students.

The statement of problems identified as the Class-VIII is the terminal class at upper primary level. Class VIII students' data has been collected through both primary and secondary sources of data to develop deep insights into the problems faced by slum dwellers students. With this backgrounds, here an attempt has been made to study the problems of learning faced by the socially and economically backward students in the state of Maharashtra with special reference to slum area and suggest some skill to relate pure socio-economic analysis to such real world problems as exploitation, discrimination, social exclusion, cultural relation, historical event, physical location, environment, inflation, unemployment and poverty etc. Whether there is any lacuna in pedagogical practices in teaching-learning or any other problems leading to learning difficulties among the socially and economically students that has been traced out in this research work and some needful suggestions have been recommended to improve the quality of learning among the students belong to slum area.

The analytical framework of this study is based on school whether the students of slum area are facing the problems of learning social studies? Whether the students of socially and economically backwards students of the study area are sincerely attending the class? Is there any financial support providing to the students those who are belong to slum area, lower-caste-group, and lower-income groups? Is there any moral support and responsibility provided and taken by the concerned subject teacher? Are the social science teachers using the innovative practices and following the learning outcomes of the students in teaching-learning process? Beside this study will also exploring the availability of human resources, infrastructural facilities and other factors which are responsible for learning difficulties among the urban slum children in the school under study.

With this background here an attempt has been made to summarise the major findings of the present study. This study is based on both primary and secondary data to analysis the research objectives *firstly*, to identify the socio-economic background of students in the school and class under study of Maharashtra state, *Secondly*, to examine the academic performance or achievement level of students in the school and class under study of the state, *Thirdly*, to examine the attendance of students in the school and class under study of Maharashtra state, *Fourthly*, to trace out the problems faced by socio-economic backward students in learning social studies in the school and class under study, *Fifthly*, to explore whether the problems of learning social studies inhuman resource or physical infrastructure

facilities, *Sixthly*, to suggest some suitable measures to minimise the learning difficulties in social studies and improve the standard of learning of the students belong to slum area.

The **Chapter-I** deals with introductory background relating to meaning and definition of slum, statement of problem and background of the study, over view of related literature, conceptual framework, educational Implications- learning outcome- likely benefits, objective and outline of study

The **Chapter-II** consists of review of literature where it explored extensively literature on the topic dealing with Education Scenario in India, Types of School, Dropout and Enrolment of students, Students-Teacher Ratio, Class Size, Quality of Education, Socio-Economic Factors, Parent's education, Parent's Occupation, Education since Independence-1947, First National Policy on Education in 1968, National Policy on Education in 1986, Operation Blackboard Programme-1987, Modified Education Policy in 1992, District Primary Education Programme-1994, Mid Day Meal Scheme, Sarva Siksha Abhiyan, National Programme for Education of Girls at Elementary Education, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Inclusive Education of the Disabled at Secondary stage, Right to Education, Private School Education, Education in Maharashtra, Education in Mumbai, Education in Slum

In summing up the chapter-II it is found that most of the people of rural areas those who are socially, educationally, economically backwards have migrated to the city. Usually, the whole range of religious, regional and caste groups does not reflect mixed living and people generally tend to stay with their own social groups. As high as 80 per cent of the slum dwellers in the city are migrants and predominantly come from rural areas. Low agricultural productivity in many of the eastern Uttar Pradesh villages is caused mainly by solidity in the soil, and almost a near absence of alternate job sectors have led to the migration, especially of younger males to the city. The life in slums was assessed by observing social, economic, housing and living environment of slum families. The size of house, literacy of married women and head of household, size of family and family expenditure were found to be significantly correlated with the status of slum families. The passage from an informal to a formal and organized system of social relationships, from the extended to the nuclear family, and the changes in morale after re-housing, is all signs of a changing social status. Families, e.g., desire a greater reserve because they consider it distinctive of higher social class. Changes in social status can also be measured by changes in

income and occupation, by the way children are brought up, the way a house is decorated, the amount and type of furniture and other household a family possesses. Re-housing has a positive impact on some of the sociological determinants of social status. Occupation and income, however, are a function of larger socio-economic structures, and hence are less influenced by re-housing. After settling in new houses, slum people often express the belief that they have improved their position in life, and report themselves as "rising in the world". But this perceived betterment is not always accompanied by heightened aspirations for jobs, for their children, or for home ownership.

Social Science Classroom Practices and Processes Questions associated with the classroom practices adopted by different kinds of teachers and schools in the teaching of social sciences are very important. To what extent do they seek to pass on a mass of information? To what extent they promote active participation of students in the process of generating knowledge? How dialogue with community help in improving the quality of learning experiences? To what extend do the classrooms encourage alternative thinking and questioning by students and going out of the classroom to engage with social reality around them? Social science classrooms are not static or uniform. They change with the topics being taught. Indian classrooms are also seasonal – change with months. In the initial months of the academic year, social science teachers spend more time to explain concepts and provide scope for discussion and explore knowledge outside the classroom. As the academic year ends, teachers and students grapple with examinations. They spend more time on revision and reinforcement of concepts. Is this same in all schools? Research is also required to understand the marginalized of social science classrooms and learners" perspectives after or at the time of using textbooks. The nature of classroom becomes complex when different teachers teach one course – Social Science / Social Studies. Every teacher brings in different perspective of their subject. Other questions deserve exploration are: How students cope with different teachers teaching one course? How much time teachers and students talk in the social science classes? What is the nature of questioning by students and teachers and why? What kinds of materials are available to students and teachers for use in the social science classroom? How are they different from other subjects? Social sciences are sought after in some school systems and marginalized in a few others. Does this affect the way social science teachers and students get engaged in schools? Social science classrooms are not far removed from political, social and educational ideologies. Research is required to

understand how teachers and students deal with and resolve various political and cultural perspectives inbuilt in social science syllabus and textbooks.

Geography is an important branch of social studies devoted to the study about the people in terms of their relationship with lands, the features, the inhabitants and the phenomena of Earth. Study of geography is important to understand the geography of past times and how geography has played important roles in the evolution of people, their ideas, places and environment. The teaching strategy should be changed as per the interest of children. It depends upon the classes, standard and requirement of the children. There is no need to take same type of techniques applied in all classes. The traditional teaching method has no better impact than the activity based approach. Activity based approach is very effective than the traditional approach. This approach increases interest among the students. So, they can gain basic ideas, know the management of teaching learning materials, know learn from their peer during group work which is impossible in traditional approach. Because the traditional approach is the teacher centered approach. This study tries to identify the effects of activity based approach. Learning and Assessment in Social Sciences During the last decade, considerable change took place in the arena of school examination system. The RTE Act has mandated CCE and an overall atmosphere that is not intimidating or traumatizing for students at least up to class VIII. The nature of assessment flows from the objectives of education and also from the overall social perspective as implicit in the principle of universal and compulsory elementary education. Barring a few studies which analyzed the question papers, there is a lot to be studied about how students studying Social Sciences are assessed. Issues that require educational researchers' attention are: the nature and impact of Continuous and Comprehensive Evaluation (CCE) on Social Science education; how are students studying in state, national and international boards assessed; classroom assessment; various forms of assessment in Social Sciences; analysis of performance of students in Social Science in comparison to other subjects; analysis of Social Science questions and question papers, projects, models and power point slides prepared by students and teachers; activities conducted in social science classrooms; analysis of Social Science answer scripts of upper primary and secondary level students, teachers and students' questions in Social Science Classrooms; use of ICT in Social Science assessment. School-based assessment practices, Board examinations and post-examination trauma during the last two decades have become most stressful for students, parents and teachers

than in the past. How they perceive assessment practices meant for social science subjects in the school system.

The **Chapter-III** dealt with research designs: database and methodology in term of the Statement of the Study, Operational Definitions, Hypothesis of the Study, Database: Sources of Data, Methodology for Field Survey: Sample design, Criteria of Sample Schools Selection, Tools for Primary data collection: Questionnaire/Interview Schedule, Methods for Data Processing and Analysis

The theoretical framework and rationale of the study can tell us about the situation prevailing in the domain of the educational development discourse and the context which incubates the following current proposition in the three sample schools nearby slum dominated area of Mumbai Suburban and Mumbai district of Maharashtra State. In order to deal with statement of problems of this study both primary and secondary data are used for qualitative and quantitative analysis. The secondary sources of data have been collected from the school records like attendance sheet, mark-sheet and others government publications such as Statistical abstracts, Economic Survey of Maharashtra, Primary Census Abstract, District Census Abstract etc. The primary sources of data have been collected through the help of well structured questionnaire, interview schedule, FGD, achievement test and class room observation and interaction from the selected three schools nearby slum area. The primary data from three selected schools under study have been collected by using the Census method during October-December, 2018 and conducted in depth survey of the students of slum households.

To conduct analysis of the collected data, the methods of suitable advance econometrics tool and techniques are called for like Regression analysis has been used to estimate growth. In this regard models likes ANOVA and Regression with Dummy Dependent Variable Model like logit and probit model were used to analyse the data. Beside this percentage, chi-square test, correlation etc are use to test the significance level.

The **Chapter-IV** discussed the infrastructural development and social studies learning of three schools under study of Maharashtra State, which dealt with development profile and case-study of three schools under study in term of administrative setup, availability of physical resources, availability of human resources, class-wise student's strength, other Activities & Programme as well as case study of three schools nearby slum area of Mumbai and Suburban district of Maharashtra State. The main finding of this

chapter in sum up from the above analysis that the case studies of three schools were selected nearby L ward slum dominated area of Mumbai based on three characteristics like one central school (Kendriya Vidyalaya, Mankhurd), one private school (i.e Mahila Mandal Sanchalit Madhyamik Vidyalaya, Kurla(W)) and one State or local government school(i.e Sangharsh Nagar Marathi Medium, BMC School). Maximum numbers students from slum area were found in private school (30.19%) BMC School followed by BMC School (29.25%) and very less slum students in KV(2.83%). The academic performance of the private and BMC School was low as compared to KV. There was no social science lab in all schools under study and less number of social studies teachers in BMC School. In general, the infrastructural development with regard to educational opportunities of private school has found more as compared to KV and BMC schools.

The **Chapter-V** deals with socio-economic profile of schools students under study in term of distribution of students, family background, social background, economic background of slum students, educational background of student's household head, annual income of student's household head, living condition of student's Households in term of number of rooms and member sharing in current dwelling, size of dependent member of the family.

The main finding of chapter-V is that for the study altogether, 106 numbers students have been surveyed in the three schools under study. Out of total 106 students, 32.05%, 34.91% and 33.02% of students from K.V Mankhurd, Mahila Mandal Sanchalit Madhyamik Vidyalaya, and BMC School respectively.

In the sample students background it is found that the percentage of the nuclear family has more than that of joint family, both in slum and non-slum area.

The slum students (62.26%) are found more than that of non-slum (37.74%) in the schools under study and also irrespective of all categories like SC, ST and OBC but equal in the General category (19.81%). Within the slum students in the schools under study, it is found that majority of the students from SC (25.7%) than that of OBC (9.43%) group of students. Together SC & ST students of slum area constituted by 33.25% of total students, which is relatively higher than that of General & OBC (29.24%) in the schools under study.

School-wise it is observed that the proportion of slum students was found more in underdeveloped private school (Mahila Mandal Sanchalit Madhyamik Vidyalaya about 30.19% of total students) and state government school (Shangharsh Nagar BMC Marathi

Medium School about 29.25% of total students) but lowest in CBSE school (KV Mankhurd only 2.83% of total students).

One important thing has been noticed that the students whose parents are in job or salary earner were not facing problems of expenditure on education, but the parents occupying wage labour and caste based occupation were usually facing the problem of financing their children education. School-wise it is found that the highest proportion of slum student's parents occupying wage labour in State government school (Shangharsh Nagar BMC School having 14.15%) as against lowest in CBSE school(0.94%).

It is found that all most all the parents of the slum students are literate, but only 1.89% and 0.94% of slum student's parents are illiterate in state government and private schools respectively. However, it is noticed that most of the slum student's parents earn less than Rs. 3 lakhs as their annual income. In case of state government school such students proportion are (Shagharsh nagar BMC Schools 26.41%) followed by underdeveloped private school (around 20%).

In Majority of the slum student's household have a maximum number of 2-rooms. It is observed that around 26.42% and 2.83% of slum student's household have only two and one room respectively, of the students who were studying in the State government school. While 11.32% and 16.04% of slum student's households have only two and one room respectively who were in the private school. It is found that more than 20% of the student's household have three or four dependent members in their family. It is also found that 5-7 numbers of family members are also dependent in the household of student of BMC and private schools.

The **Chapter-VI** deals with trends in pattern of attendance and academic performance of the students of upper primary level in the schools under study nearby slum area of Mumbai. This chapter is based on the secondary data i.e school records of the respective schools taking in to considerations of last three academic years. Here attendance of terminal Class students i.e class VIII students have only been taken care for the analysis of academic performances and attendance of past record of two year from Class-VI to Class-VII. This is because to understand the past performance of the students help of schools records of their respective schools have been taken and analysed. This chapter will achieve objective-2 and objective-3 of the study.

It is clear that about 25.48% of total students have below 70% of attendance in the sample schools, of which slums students consisted (14.15%), which was more than that of non-slum students(11.32%). School-wise, it is noticed that the Private school(15.10%) is relatively higher than that of KV(10.39%), but not a single percentage of students have below 70% of attendance in BMC School.

It is also found that the about 50.94% of total students have obtained less than 70% of marks in social science in all schools taken together under study of which the slums students consist of (32.07%) is higher than that of non-slum students (18.87%).

It is also found that, the academic performance of the students of KV was good, but poor in attendance. However, it's just opposite has been seen in the case of private and BMC school as the attendance of the students was good, but academic performance was not so good. Besides area wise, it is seen that the attendance and academic performance of slum students was not so good as compared to non-slum students. In sum total, about 25.46%, 23.58% and 15.09% as well as 50.94%, 54.72% and 59.44% of total students had less than 70% of attendance and academic performance respectively in Class-VI, Class-VII and Class-VIII over time since last two year. This implies that the problem of attendance is decreasing, but academic performances of students are not improving in the schools under study. In fact, the relationship between the attendance and academic performance of the students is highly significance at the 0.01 level in the sample schools nearby slum area. Hence, the pedagogical intervention is indispensable to improve the quality of education and academic performance in the present global education scenario. It is also found in the study that there is a positive correlation between the attendance and academic performance of the students over time in the BMC School. In fact, this implies that higher the attendance of the students, higher the academic performance of the students, but here it is found that the academic performance is less as compared to the attendance of the students in BMC School (Just opposite of KV Mankhurd). Therefore, the pedagogical intervention in term of art integrated learning (AIL), ICT integrated education, constructivist pedagogy and innovative teaching-learning process is required to improve the academic performance of Class-VIII students of BMC School.

The **Chapter-VII** deals with the result and discussion of primary data related to student's response in social studies learning in the three schools selected under study. This chapter is based on census survey conducted through structured questionnaire to examine the various factors and attitude of students in social studies learning in the schools viz KV

Mankhurd, Mahila Mandal Sanchalit Madhyamik Vidyalaya and BMC Marathi Medium Schools in the Mumbai district of Maharashtra state. Here attempt has been made to analyse to understand and capture the problems faced by the students in social science learning in the three schools under study.

This chapter deals with Objective-4. In the study it is found that, the determinants of learning opportunities or educational opportunities of students nearby slum area have been identified as their attendance, area of household, age, sex, caste, education, occupation, income, size of the household, number of rooms in current dwelling, number of dependent member of the household and type of family. On the basis of Logit and Probit Analysis it is observed that about 58.82% of students secured above 60% of marks in social science for class-VIII in KV, Mankhurd. In case of the K.V Mankhur, In fact, the problems of learning was found among the students who belongs to lower caste social groups- SC&ST, lower level of occupations others than services & trade and business like wage labour, artisan skill worker, old & retired, handicapped, other; lower level of income, joint family system. About 59.46% of students secured above 60% of marks in social science for class-VIII in private school (Mahila Mandal Sanchalit madhyamik Vidyalaya). In case of the private school, the the learning opportunities of the students were low with the students those who were belongs to slum area, female household head, lower class of occupation, income, less number of rooms in current dwelling, more number of dependent members in the household. About 88.57% of students secured above 60% of marks in social science for class-VIII in State Government School (BMC Marathi Medium School). In case of the state government school, the learning opportunities of the students were less and found difficult with the students belongs to lower caste group of SC&ST and higher number of dependent member of the household.

To conclude the student's response towards the problems of learning in social studies, in nutshell it is observed that most of the students were feeling nervous(83.96%), not doing home work regularly(38.68%), lack of confidence of social studies teacher(38.68%), not understanding various social studies concept(33.96%), not contributing and participating in social studies class(25.47%), feeling superior complexity(20.75%), Not reading the lesson in advance of the class(19.81%), not preparing running note inside the class(16.98%), not referring supplementary material apart from textbook(16.04%), truanting from social studies class(14.15%), lack of interest in social studies class(13.21%), feeling inferior complexity(9.43%), not developing daily note(8.48%), not punctual in class(8.49%), augment

with social studies teacher(6.61%), Not keeping upto date knowledge about social studies(6.60%), problem of listening in social studies class (6.60%), feeling boaring(4.72%), problem of language in reading and writing(2.83%), lack of confidence on good achievement(2.83%), sleeping inside the class(2.83%), late entry(2.78%) etc. Area-wise, more or less the slum students were facing all such problems as compared to non-slum students in all the schools under study. School wise, it is noticed that the BMC and private schools were facing such problems more or less as compare to KV. Hence, the pedagogical intervention is necessary to solve all such problems in learning social studied in the schools under study.

The **Chapter-VIII** deals with Objective-4 to identify and trace out the problems of learning social studies at upper primary level (Class-VIII students) in three schools nearby slum dominated area of Mumbai and Mumbai Suburban districts of Maharashtra State. In chapter eight analysis and discussion has been made on pedagogical process and problems of learning in social studies. We used the data triangulation methods to analysed and interpreted views of different stakeholders in teaching learning process like students, teachers, Principal/headmasters, parents and SMC members. Students are the target groups in the learning of social studies. To understand the problems of learning social studies, we have analysed the views of students about the teaching learning process and other aspects of pedagogical process in the classroom.

The major findings of this study are that most of the school students across the school viewed about their likeness towards social studies subject. Most of the students understand the social studies concepts in the schools under study. Some of the students in all schools under study were also not attending the class because history is a boring subject as compared to mathematics and maths is an interesting and logical subject. Some of the students of all schools under study stated that they did not participated in individual activities because teachers did not tell them about any activity.

The Majority of the students in the schools under study were of the viewed that they ask questions in the class. Students of private and BMC schools were stated that that they asked question when they find difficult in understanding the concept and topic and to understand the topic in-depth. Some of the students were of the viewed that they do not ask any question because they do not understand anything in the classes. Majority of the students of all schools under study viewed that they present their views inside the class.

Some of the KV students were of the view that they visited to the historical place. However, private school student said that school's teachers don't take them to visit new historical and geographical place.

Majority of the students in KV had problems in social studies. Similar problems in learning social studies were also stated by private school students, they stated that they were unable to recall the year in history. Sometime they were unable to understand concept like shape and size of the sun in geography.

The teachers of all the schools under study have been facing the problem in communicating the content of social studies to the students in the socio-economic backwards area of slum areas.

The social science teacher of all the three schools under study were of the view that, they conduct different activities during the teaching learning process. The teachers of all schools under study opined that, the socio-economic backward students participate in different activities in their respective school.

The teachers of all schools under study stated that they organize group work in the classroom and students from socio-economically backwards also participate in the different group work. However, the teachers of private school stated that the socio-economically backward students some extents rarely participate in the group work.

It is stated by teachers of all schools under study that they give freedom to all students in asking questions. However, teachers of KV were of the view that the socio-economically backward students do not ask many questions because they do not have an interest in learning.

Social studies teachers of all schools under study stated that they clear doubt of students during the teaching learning process. Teachers of KV stated that some time they fail to clear the doubt of socio-economically backward students by stating that they do not have interest and do not want to study.

The teachers of all schools under study stated that they organize group work in the classroom and students from socio-economically backwards also participate in the different group work. However, the teachers of private school stated that the socio-economically backward students some extents rarely participate in the group work.

All the social studies teachers of three schools under study stated that they take students to visit nearby famous historical and geographical place. However, private school teachers mentioned that sometimes they become disinterested to take children to visit different places for long days because of more proportion of girls' students in the schools and there is shortage of fund and resources etc.

Social studies teachers of all schools under study stated that they face problems while teaching social studies to the socio-economic backward students. KV teachers were of the view that they face problems because many students most of the time do not complete their homework; do not understand the concept, careless attitude towards class work and homework, losing books and notebooks.

The teachers of all schools under study stated that they organize group work in the classroom and students from socio-economically backwards also participate in the different group work. However, the teachers of private school stated that the socio-economically backward students some extents rarely participate in the group work.

It is stated by teachers of all schools under study that they give freedom to all students in asking questions. However, teachers of KV were of the view that the socio-economically backward students do not ask many questions because they do not have an interest in learning.

Principals of all the three schools stated about different problems in social studies such as books are difficult for children.

Most of the parents of private school stated that they have never devoted time seriously on the study of their children. Most of the parents do not know in which subjects their children are weak as they never monitor progress of their children. Parents also stated that they have not made any arrangement of supplementary books on social studies for their children. They also stated that they have never devoted time seriously on the study of their children. Parents of slum area also do not know in which subjects their children are weak as they never monitor progress of their children. Most of the parents in the slum area stated about their inability to make any arrangement of supplementary books on social studies for their children.

It was observed that learner's participation in teaching learning process in found up to great extent in BMC School, but some extent in KV. On the contrary, the social studies teachers of private school not at all involved students during the period of class.

In both KV and BMC schools Children got opportunities to speak during the teaching learning process. But, in private school teachers do not provide opportunity to children during classes.

Up to some extent in all the studied schools Children get opportunities to think, understand and reason on social problems. It is also observed that in both KV and BMC School Teacher tried to know the process of solving a question before the child solves it. However, in contrary in case of the private school teacher did not try to know the process. Only in BMC School children were given opportunities to ask questions in the class at any time and also given the opportunity to frame their own questions.

In case of conceptual parameter only in KV up to some extent teacher made efforts made for the conceptual grip of children on subject matter. But, in both Private and state government school teachers did not make any efforts for conceptual understanding of children during the teaching learning process.

In both private and state government schools under study up to some extent students were given opportunities on exercises beyond the textbook. But, in case of KV teachers in this parameter show a very dismal picture.

The prime focus of **Chapter-IX** is on identification of learning difficulties on the basis of results and discussion on achievement test of Class-VIII students in different subject's area of social studies like geography, history and civics in three sample schools under study. Here an attempt has been to analyse the percentage of questions attempted, perfect answer and mark obtained by the both slum and non-slum students as well as school-wise in the Mumbai district of Maharashtra State. Also, it has been identified the problems faced by the slum and non-slum students in answer short and long answer type questions in term of wrong understanding, irrelevant content, inadequate content, irrelevant explanation, language mistake and not followed word limit etc in three nature of school such as KV Mankhurd, Private School(Mahila Mandal Sanchalit Madhyamik Vidyalaya) and State government or BMC School (Shangharsh Nagar Marathi Medium School). There were three type of questions asked to students like objective type questions (multiple choice), short

answer question and long answer question. This chapter deals with Objective-4 to trace out the problems faced by socio-economic backward students in learning social studies in the school and class under study.

Hence, there is the problem of learning geography like not attempted, not perfectly answered and no marks obtained with regards to objective type of question among the slum students of BMC and Private school is found more as compared to KV. In fact, the academic performance of non-slum students is better than that of slum student in all the schools under study in general. The slum students are found more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools. So far as the short and long answer type question is concerned, as per the analysis of test paper in geography, the problems of learning in geography like not attempt, no perfect answer, partially correct answer and less mark obtained is noticed more in the students of slum area as compared to non-slum. School-wise, it is observed that all such problems are found more in BMC and private school as compared to KV. In fact, the academic performance of non-slum students is better than that of slum student in all schools under study in general. The slum students are more in BMC and private schools as against KV. But, particularly, school-wise, the academic performance of KV students is better than that of BMC and private schools. In fact, the slum students have identified and faced more problems in wrong understanding of social studies concept, irrelevant content, inadequate content, the word limit not followed, but less in irrelevant explanation and language mistake in the subject area of geography. However, school-wise, it is found that the KV students have faced more problems in all common mistakes as identified above except the word limit as compared to BMC and private school. This is because higher proportion of KV students has attempted the question as compared to BMC and private school. It also noticed that students belonging to non-slum area have done few mistakes in learning of question. Some of the possible causes for committing mistake by students are: (i) learners has difficulties in understanding question, (ii) learners do understand question by couldn't write explanation in detail, (iii) comprehension problem in teaching learning process, (iv) handwriting problem (difficulty to understand what student has written), (v) language problem. These common mistakes are more or less detected in both categories of students. Therefore, it is suggested that special care should be given to students who has comprehension problem.

As per the analysis of achievement test in civics, it is noticed that about 98% of the students attempted the question, but only 31% of the student give perfect answer, while rest of the student couldn't give perfect answer. All the respondents from non-slum students attempted the question but none of them could give perfect answer. On the other hand, 60 percent of total students belongs to slum area attempted the question, while only 24 percent gave perfect answer. Majority of the student from different school under study attempted to answer the question. School-wise distribution on perfect answer to question shows that majority of the students (irrespective of their place of residents) gives perfect answer and all students attempted the question. So far as the short and long answer type questions in civics is concerned, majority of the students did not attempt the question. Out of the few students who had attempted to answer the question, none of them could give perfect answer. Majority of the student who attempted the question gave partially correct answer. The overall performance is very poor. It is equally poor for student from slum and non-slum areas. Majority of the student understood the question few of them gave relevant content and explanation. Majority of them did not commit language mistake. On the basis of above analysis of the results on the achievement test in civics, it is noticed that majority if the problems in learning of social studies in the area of civics are found in students of slum area as compare to non-slum area. School-wise, it is found in more or less in all the schools under study, however, usually it is found more in BMC and private schools as compared to KV.

On the basis of above analysis of the results of achivement test in history, it is observed that the above analysis of data points towards low levels of achievement in both the slum and non-slum areas of the schools under study, perhaps the problems of learning social studies in the subject area of history is found more in slum area students as compared to non-slum. Similarly, the analysis of the results also show that there is low achievement in all the schools under study, perhaps the problems of learning social studies in the BMC and private schools are found more than that of KV.

Therefore, mentioned below are some general suggestions which may help in making social science classes interesting and effective such as social studies topics should be introduced creatively through a short story, newspaper article, learner's experiences, showing a video to generate curiosity and interest on the topic/concept. A short summary of the pervious lesson is a good exercise to help learners refresh the concept that what was taught earlier and to connect with the topic better, which could helps the learners in building a clear and better understanding of the concepts. Learning resources are

instrumental in making learning effective as the teacher needs to ask these questions like what materials are required for effective learning?, what materials will i make available in a given context?, will they provide opportunities for open ended discovery?. Besides, the teacher must highlight the connection between text and context; do my students have any previous experience with this topic?, how relevant is this topic to my students?, what connections to the students' lives do they offer? What connections do i expect the students to see? Using different teaching methods like ICT (power point presentations, use of smart classes, videos, creating a blog, using podcast to name a few) will break the monotony of chalk and talk style of teaching. Various student-centric activities like - discussions on current topics, brain storming on controversial issues, debate on conflicting opinions, mapping of important concepts, chart preparation, role play, poster preparation can be conducted inside the classroom. Activities outside the classes can also be conducted. These can be-organizing trips to historical places, legislative assembly, municipal office, gram panchayats, primary health centers, anganwadi, consumer courts, banks, farm lands to name a few. This will break the monotony of lecture style of teaching. It will provide rich and varied experiences to the learners. It will also lead to joyful learning as it will arouse the interest of the learners in the subject and thereby involve them in the learning process. Thus, it will help in deeper understanding of learning among the learners. Use of newspapers, magazines, books and other related articles, using documentaries, films in the teaching - learning process will enable to live events. Besides, creating a social science laboratory and making it a happening place for teaching and learning of social sciences will lead to looking forward to social science classes by learners. Effective use of teaching -learning material/centre in the classroom will lead to experimental learning. It will go a long way in building the conceptual understanding of the learners and in developing their own views, ideas and opinions on social issues and concerns. Thus giving opportunities of expression to learners , giving research based assignments, providing space for articulation of thoughts, continuous evaluation, thus, questions like why, how, critically analyze, evaluate should find prominence rather than questions like what, when, and where; providing constructive feedback, maintaining classroom discipline, enabling learners to value the subject of history : history is generally considered a non -utility subject. Making learners aware of its richness and utility i.e. how it helps in understanding the world around - people, societies, government and culture. Explaining learners about competencies acquired through the study of the subject or informing them about the career options in humanities can also generate interest in the subject among the learners. These are some suggestions which can

enable effective teaching-learning in the classes. In fact, it is a teacher's ingenuity, interest, sincerity and dedication that is pivotal for effective classes and improvement of learning of students in general, but particularly in three sample schools under study.

10.2 Suggestion, Recommendation and Policy Implications

After critically analysing and interpreting both primary and secondary data collected through various sources, different problems faced by socio-economically backward students of slum areas in learning social studies have been identified. Basing upon identified learning problems faced by Socio-economically backward students, various suggestions have been made for the improvement of their learning.

➤ **Infrastructure:**

1. There should be Social science lab facilities in all the schools, because in all sample schools there was no social science lab, it is also demanded by all the social science teachers.
2. There should be proper library facilities with computers and internet, especially in the slum dominated area of private school. All the existing libraries should be modernised in general and in the schools under study particular. Good library facility will increase the reading habit and develop self-learning of the students.
3. At the private school (Mahilamandal Sanchalit Madhayamik Vidyalaya) there must be proper school building, because we observed that the school is situated in a very overcrowded and noisy area just adjacent to Kurla Railway station. If possible school should be shifted to a safe place. The school has been established since 1960, but there is no development at all in the school. The classrooms are very congested and the school does not have a proper infrastructure facility.
4. Fund should be provided to all schools to organise different activities like play, drama, study tour, excursion, sports, etc. Especially fund should be provided to Mahilamandal Sanchalit Madhayamik Vidyalaya because due to shortage of fund the school teachers are unable to organise different activities.
5. Scholarship, school uniform, text books, work books and school bags should be provided to all the all children belongs to slum area irrespective their caste and religion.
6. In all classrooms there must be facilities of smart board and Projector.

➤ **Teacher and Pedagogy:**

7. Social studies topics should be introduced creatively through a short story, newspaper article, learner's experiences, showing a video to generate curiosity and interest on the topic/concept.
8. A short summary of the pervious lesson would be a good exercise to help learners refresh the concept that what was taught earlier and to connect with the topic better, which could helps the learners in building a clear and better understanding of the concepts.
9. The teacher must highlight the connection between text and context in the classroom.
10. Various student-centric activities like - discussions on current topics, brain storming on controversial issues, debate on conflicting opinions, mapping of important concepts, chart preparation, role play, poster preparation can be conducted inside the classroom.
11. Activities outside the classes should be conducted like organizing trips to historical places, legislative assembly, municipal office, gram panchayats, primary health centers, anganwadi, consumer courts, banks, farm lands etc.
12. The teacher should provide space for articulation of thoughts of the students in the classroom. The age old practice of dictating answers or marking them in the text book should be done away. Learners must be encouraged to express their views and write answers on their own. This will also help them in learning to articulate and express effectively.
13. Trained teachers should be appointed even in private schools. Because, although the students of slum area are sincerely attending classes, but their academic performances are still low. Hence, trained teachers should be appointed and in-service training and orientation should be provided to all teachers in a regular interval.
14. Students who are coming late to school, in that case teacher should explore the reason behind the late coming of the students and according to that proactive steps should be taken.
15. It is found that some students sleep in the social studies classes and so teacher must understand the reason of students sleeping inside the class. At the same time to make social studies more interesting, lively teacher should conduct different activities in the class. Similarly, it is also found that some students truant social studies classes in

that case also teachers must understand the reason and motivate such students towards class.

16. It is also found that many children lack confidence in social studies classes. So, teachers can help a lot to build self confidence among the students by using different teaching strategies like offering praise, try not to correct every little single thing the student says that is wrong and setting attainable goals for such students.
17. It is found that many students stated that they face difficulties to remember dates and name. So teachers must emphasize learner to make notes and to make chart of events.
18. The PPT, e-learning device, play and drama on different topics should be integrated in the teaching learning process.
19. The hand writing practice should be given as an assignment to increase the ability to answer the long questions.
20. The activity based learning should be implemented to make learning interesting and joyful by acting role of great personality, dancing, singing etc.
21. The art integrated learning (AIL) should be implemented by showing more pictures to the students.
22. Students must be taught in their mother tongue because they can easily spell out the concept of social studies in their own language.
23. The videos, exhibition, activities related to birthday of great personality and drama should be organised in the school.
24. The play and old story telling and watching videos would increase the learning ability in the classroom.
25. A friendly environment should be provided in the classroom, so that the students can able to learn comfortably.
26. The diagram, activities and visits of historical place should be more, so that students can able to grasp the social studies concepts easily.
27. In-service training should be made mandatory for all teachers to orient them with latest curriculum and pedagogical approaches.
28. Teachers should take the help of multimedia to clear doubts of the students if they cannot able to explain any topics through traditional method of teaching.
29. Social study teachers must relate their teaching with the real life of the children. So that children can be able to understand the importance social studies in human life.

30. Group works of children must be encouraged in all the schools to involve all the children in the teaching learning process. Because assigning tasks to small groups during class can have many benefits such as involving students in their own learning, making course topics come to life, deepening students' knowledge, and developing particular skills.
31. During the observation of teaching learning process it was found that teachers were unable to link content matter with the daily and real situations of children. But it is very essential to link social studies with real life, so that learning will become permanent. So training and orientation should be provided to teachers to link their social science lesson with real life of children.
32. It is very essential that teachers must understand the child properly. Here understand means teacher must understand their interest, abilities, their background etc. So, it is very much essential to orient teacher to change their perception towards children of slum area that they can also study and they can also be performed, if proper opportunity will be provided.
33. ICT integrated education should be implemented and used in the classroom to improve the pedagogical process and quality of school education.
34. Students should be given new opportunity to participate in the class.
35. Teachers should study the mind of the students psychologically during the process of teaching and learning.
36. Teachers should know and identify the problems of students those who are not interested in the class and try to solve using the different strategies of teaching.
37. Extra classes should be arranged for weaker sections of the students.

➤ **For Parents:**

38. There should be awareness programme on value of education for the parents of the slum children.
39. There should be alternative employment opportunities for migrant labour residing in the slum area in their place of origin.
40. Child labour practice should be banned strictly.
41. There should be proper housing facility with all basic sanitation to all the slum dwellers to create a space for learning environment.
42. It is very much essential to involve parents of children in different schooling affairs. Because, families are the keystone that holds the educational framework together.

Parents must be encouraged to give importance to the education of their children, even if they are busy in their day to day affairs.

➤ **For Students:**

43. There should be awareness programme regarding the importance of social science in our daily life and future career in social sciences.
44. The student should ask to make a record of newspaper clips relating to daily life so that the students can able to understand the political, social, cultural and geographical issues.
45. Research based assignments should be given to the students, so that students can able to know the technique of data collection and interpretation; further reading of related books, articles, exploring and gathering information. Assignments based on ICT will involve the learners in self- learning and self- discovery. These assignments or homework should have clear instructions and guidelines to the learners on how to do them. After completion, it should be reviewed and meaningful feedback pertaining to strengths and limitations provided to the learners.

➤ **For Policy makers:**

46. It is demanded by geography teachers of Private school that there should be more numbers of demonstration lessons instead of only theory in geography to develop the interest of the student in the subject area.
47. It is recommended by social studies teachers that curriculum and syllabus should not change frequently. The curriculum should be less in place of vast one. It is also demanded by social studiteachers to simplify syllabus, less content/topics in the syllabus according to age and level of students. In text books there should more relevant pictures and diagram to make social studies learning interesting and improve the performances of the students.
48. Teachers of KV suggested that to solve the problems of learning in social studies textbook should be simplified; only one book should be there in place of current practices of many books of social studies, more importance should be given to history, geography, basic of civics and economics only. Syllabus should be reduced; there should not be irrelevant lesson which does not have any implications in the real life.
49. Teachers of KV also suggested that, more importance should be given to academic work rather than other extracurricular activities because they get less time for teaching. Similarly, the BMC school teachers suggested that there should be

geography lab like Science lab, Social studies lab and History lab should be developed as a necessary and on priority, fund should be provided to school to organize field visit and site seen should be given priority; syllabus should be in sequence and less, audio-video programme should be encouraged to use in the teaching learning process.

50. It is also suggested by teachers that current issues should be incorporated into the social studies textbooks.

10.3 Conclusion

From the study it can be concluded that students from slum areas have multiple problems in learning social studies. Problems have been identified at household level, at school level, in pedagogical process, in curriculum and poor learning experiences of the learner, which directly or indirectly hampering learning of the children of the slum areas.

In the household level besides financial and housing problems, there is also no culture of education in the family and neighboring of the students those who belong to socio-economically backward sections, especially from slum areas, which is severely affecting the learning of children in different ways. Children of slum areas have grown up in such culture, which have tendency to promote a careless attitude, lack interest in study, poor learning habits in terms of reading and writing, low confidence, problems in construction of communicative and academic/bookish language which further leads to problems of learning and their performances.

At the school level if we see the case of Mahila Mandal Sanchalit Madhyamik Vidyalaya, where majority of students are from slum areas. The location of the school itself is a problem because the school situated in the crowd and noisy area adjacent to Kurla railway station. There is also a scarcity of space in the classrooms, children seat there very uncomfortably and forget about different modern facilities in the school atmosphere. It really raises many questions in our mind, do we really seriously concern about the education of slum children? If, we are then, all the stakeholders who are associated with the education of the children cooperatively must take proactive steps for the upliftment of education of underprivileged children.

Taking into consideration of the statement of social studies teachers the syllabus is very vast. There is shortage of qualified teachers, especially in the Mahila Mandal Sanchalit

Madhyamik Vidya to deal and deliver the vast syllabus through modern pedagogical approaches of teaching to the socio-economic backward students. To generate interest among the students, social studies teachers (SSTs) must relate their teaching with the real life of the children. So that children can be able to understand the importance social studies in human life. It is very essential that teachers must understand the child properly. Here understand means teacher must understand their interest, abilities, their background etc. Hence, it is very much essential to orient teacher to change their perception towards children of slum area that they can also study and they can also be performed, if proper opportunity will be provided.

The problem of irregular attendance can be taken care of if the teachers and school authorities make the parents aware about the importance of sending children regularly to schools. Instead of neglecting and underestimating the innate potentialities of the under-privileged children, teachers must develop a positive attitude while teaching as well as while dealing with them in day to day affairs with dignity as this will in turn help these children to develop confidence and further motivate them to overcome various problems of life in a more challenging manner.

Finally the basic problem from which all other problems crop up in these slums is acute poverty. Therefore, more and more income generation and poverty alleviation programmes should be properly implemented under strict monitoring system so that the economic condition of these vulnerable sections of the society could be improved by providing loans for self-employment. More job opportunities to be provided for wage earners. Thus, the identification of problems in social studies is necessary for the development of skill and pedagogical practices of teaching-learning process in the modern educational scenario to ensure quality of education at the upper primary level, because the pedagogies are changing to make the classroom process more effective, vibrant and cut throat completion in the era of post globalisation. In order to make the learner independent in learning, different pedagogical processes are being adopted in the classroom process. Besides the improvement of learners belongs to socio-economic backwards and slum dominated area is a great challenges and indispensable for the development of nation with a good citizen. So, if learners will develop the skills of learning by themselves, they will be considered as independent learners and they can build their capacity in such a way that they can compete at global level.

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APPENDICES

Appendix-A: Tool-1(Questionnaire for Students) Regional Institute of Education, Bhopal (Socio-Economic Backgrounds of the Students)

I. Student Identification:

S.N	Particulars	Responses
1.	Name of the Student	
2.	Class	
3.	Name of the School	
4.	Residential Area	1. Urban, 2. Urban Slum, 3. Rural/Name.....
5.	Name of Block	
6.	Name of District	
7.	Religion	1. Hindu, 2. Muslim, 3. Christian, 4. Other.....
8.	Category	1. SC, 2. ST, 3. OBC, 4. GENERAL
9.	Sub-caste	
10.	Family type	1. Joint, 2. Nuclear.
11.	Date of Survey	

II. Living Conditions:

- 1) Do your parents own lands/house? 1. Yes/2. No
- 2) What Type of the house you live in? 1. Own the dwelling, 2. Rents the dwelling, 3. Living in the dwelling of relative/friend 4. Other (own the dwelling without patta/encroachment land)
- 3) How many rooms are there in the current dwelling?.....
- 4) How many people are sharing the dwelling?.....
- 5) How many windows are there per dwelling?.....
- 6) What is the material of the roof of the house? 1. Thatch, 2.tile, 3. Khapar, 4. Iron sheets, 5. Asbestos, 6. Concrete, 7 other (specify).....
- 7) What is the material of the floor of the house? 1. Mud/mud bricks, 2-wood/bamboo,3 burnt bricks or stone with mud, 4- burnt bricks or stone with cement plaster, 5. Other (tile, marbal-specify).....
- 8) What is the type of wall of the house? 1. Mud; 2. Mud bricks, 3. Wood/bamboo with mud, 4. Burn brick or stone with cement plaster, 5. Burn bricks with mud.
- 9) What is the structural condition of the dwelling unit? 1. Seriously dilapidated, 2. Needs major repair, 3. Needs minor repair 4. Sound structure.
- 10) Does your house have separate kitchen? 1. Yes, 2. No
- 11) Does your house have separate cattle shed or pig shed or poultry chamber? 1. Yes 2. No.
If no, where the animals are accommodated? 1. In dwelling room, 2.open air, 3. Other (specify), 99-Not applicable.
- 12) What is the main fuel used for lighting? 1. Kerosene, 2. Candles, 3. Firewood, 4. Electricity (BPL), 5. Electricity (APL), 6. Other.....
- 13) What is the main fuel used for cooking? 1. Animal waste, 2. Crop residue, 3. Collected wood, 4. Purchased wood, 5. Wood charcoal, 6. Kerosene, 7.gas, 8.electricity, 9. Other(Induction).....
- 14) What is the main source of drinking water? 1. Tube well, 2. Open well, 3. Pond/stream/chua. 4. Pipe water, 5. Other (specify).....
- 15) What kind of toilet facility does your household use? 1. Open field or no facility, 2. Earthen hole, 3. Covered pit latrine, 4.uncovered pit latrine, 5. Other (specify).....
- 16) Do you have drainage facilities in your house? 1. Yes, 2. No.
If no, how do you dispose the waste water? 1. through common drain 2. Individual drain 3. Other (specify).....
- 17) Does your house have dust bin? 1. Yes, 2. No
If no, how do you disposed off the waste materials? 1. Through common dustbin, 2. Individual dustbin, 3. Open.
- 18) What is the amount of monthly expenditure of your family? _____.
- 19) Have you any Pocket money? 1. Yes, 2.No. If yes, (Amount in Monthly) _____.
- 20) Have your family exploited from other? 1. Yes, 2. No.

- 21) Have your family discriminated from other? 1. Yes, 2. No.
22) Does your family members feel any Social exclusion? Yes/No, If yes, 1. Visit to temple, 2. Not collect water from well, 3. Not enter into home 4. Un-touch ability.

III. Basic Household Information:

a) **Demographic particulars of the Households:** please give the following details of your family members who live and eat together at least six months in a year?

S. N.	Name of the HH member	Relation to HH head	Age	Sex	Marital Status	Literacy status	Max. Class completed	Current schooling status	Earned/Depended	Occupation	Income
		(A)		(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
1											
2											
3											
4											
5											
6											
7											
8											
9											

Note: (A) 1- head/self, 2-wife, 3-husband, 4-son, 5-daughter, 6-brother, 7-sister, 8-father, 9-mother, 10-grand-son, 11-grand-daughter, 12-father-in-law, 13. Mother-in-law, 14-brother-in-law, 15-sister-in-law, 16-daughter-in-law, 17- other relative, 18-other non- relative, 19-son-in- low

(B) 1- male, 2-female

(C) 1-unmarried, 2-married, 3-widow, 4-divorced, 5-separated

(D) 1-illiterate, 2-signature only, 3-read only, 4- write only, 5-read and write, 6- other

(E) 0-no class, 1-class-I, 2-class-II, 3-class-III, 4-class-IV, 5-class-V, 6-class-VI, 7-class-VII, *-class-VIII, 9-class-IX, 10-class-X, 11- +2 1st year, 12- +2 IInd year, 13-+3 1st year, 14-+3 IInd year, 15-+3 final year, 16-technical diploma, 17-technical degree, 18-non-formal education, 19-CT, 20-D.Ed, 21-B.Ed/B.P.Ed/LLB, 22-MA/M.Sc, 23-M.Phil, 24-Ph.D, 99-not applicable

(F) 1-countinuing in school, 2-droup out prior to this session, 3-droup out this session, 99- not applicable

(G) 1-earner, 2- dependent

(H) 1-self-employed in agriculture, 2-self-employed in non-farm business, enterprise or trade, 3-forest dependent, 4-wage labourer or casual worker, 5-job or salaried worker, 6- artisan-skill worker, 7- traditional caste based occupation(specify), 8- unemployed, looking for employment, 9-old or retired, 10- not able to work (handicapped), 11- student, 12- child or anganwadi, 13. House-wife, 14. Other.

(1)1- carpenter, 2-artist, 3-mechanic, 4-elctrician, 5-guni garidi, 6-purohito/deheri, 7-tution, 8-House-Mistri, 9. Driver/sportsman , 10. Ward member/sarapanch/samiti savya/zilla parisad, 11. Tailoring, 12. other(specify)/made servant, 99- Not Applicab

IV. SOCIAL STUDIES LEARNING

S.N	Questions	Response
1.	Feeling nervous in responding social studies class:	1.Yes, 2. No, 3. sometime
2.	Coming late to social studies class	1.Yes, 2. No, 3. sometime
3.	Sleeping in social studies class	1.Yes, 2. No, 3. sometime
4.	Truanting from the social studies class	1.Yes, 2. No, 3. sometime
5.	Not doing social studies home work regularly	1.Yes, 2. No, 3. sometime
6.	Lack of confidence in social studies teacher	1.Yes, 2. No, 3. sometime
7.	Feeling Superiority complex in Social Studies class	1.Yes, 2. No, 3. sometime
8.	Feeling Inferiority complex in social studies class	1.Yes, 2. No, 3. sometime
9.	Arguing with social studies teachers	1.Yes, 2. No, 3. sometime
10.	Never contribute in social studies class	1.Yes, 2. No, 3. sometime
11.	Full confidence over the social studies subject	1.Yes, 2. No, 3. sometime
12.	Prepare running class-notes of social studies	1.Yes, 2. No, 3. sometime
13.	Read the lesson in advance	1.Yes, 2. No, 3. sometime
14.	Good expression in social studies class	1.Yes, 2. No, 3. sometime
15.	Keep knowledge up to date in social studies concepts	1.Yes, 2. No, 3. sometime
16.	Discuss social studies concepts with peers	1.Yes, 2. No, 3. sometime
17.	Confidence for good achievement in social studies	1.Yes, 2. No, 3. sometime
18.	Develop daily notes in social studies at home	1.Yes, 2. No, 3. sometime
19.	Punctual in social studies class	1.Yes, 2. No, 3. sometime
20.	Refer other sources (apart from text book) in social studies	1.Yes, 2. No, 3. sometime
21.	Feeling problem in social studies	1.Yes, 2. No, 3. sometime
22.	If yes, what are the problems?	1. Language problems, 2. Listening problems, 3. Understanding problems 4. Reading problems 5. Lack of interest 6. Boring subject 7. Any other.....

V. Attendance of Students (It may be collected from School Attendance registers of students of last three Years)

S.N	Particulars	Number of class attended by students	Number of class taken by teachers
1.	Class-VI		
2.	Class-VII		
3.	Class-VIII (July to October, 2018)		

VI. Academic Achievement of the time period(It may be collected from School Records)

S.N	Particulars	% of Marks Obtained in Social studies	% of Marks obtained in Aggregate
1.	Class-VI		
2.	Class-VII		
3.	Class-VIII		

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Appendix-B: Tool-2(Students- FGD)

Regional Institute of Education, Bhopal

(Problems of Learning in Social Studies)

1. Name of the School:.....
2. Class:.....
3. Residential Area: a) Urban b) Urban Slum c) Rural
4. Name of Block:.....
5. Name of District:.....

Notes: i) Discussion team should become friendly with the students. so that free and frank responses may come.

ii) The discussion points are mandatory and supplementary questions may also be asked.

iii) If there is division of views then various views and their percentage has to be mentioned.

1. Do you like to study social studies? Yes/No

If Yes,

Why?.....
.....
.....

If No,

Why?.....
.....
.....

2. Are you able to understand the social studies in classroom? Yes/no

If Yes,

Why?.....
.....
.....

If No,

Why?.....
.....
.....

3. Do you attend the social studies class regularly? Yes/No

If Yes,

Why?.....
.....
.....

If No,

Why?.....
.....
.....

4. Do you participate in the activities during teaching-learning process in social studies class? Yes/No

If Yes, what are the

activities?.....
.....
.....
.....

If No,

Why?.....
.....
.....

5. Have you ever participated in group work in social studies class? Yes/No

If Yes, What type of group work?

.....
.....
.....

If No,

Why?.....
.....
.....

6. Do you ask questions freely in social studies class? Yes/No

If Yes, what type of questions?

.....
.....
.....

If No, why?

.....
.....
.....

7. Do you feel free to clear your doubts in social studies? Yes/No

If Yes, where? 1. Inside classroom, 2. After the class 3. Any other.....

If No, why?

.....
.....
.....

8. Do you have opportunities to present your views inside the classroom? Yes/No

If Yes,

Why?.....
.....
.....

If No,
Why?.....
.....
.....

9. Have you taken a visit(s) to the famous historical and geographical places? Yes/No

If Yes,
Why?.....
.....
.....

If No,
Why?.....
.....
.....

10. Do you face any problems in learning social studies? Yes/No

If Yes, What are the problems?

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11. Give your suggestive measures to correct the problems of learning social studies?

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Appendix-C: Tool-3 (Teacher- Interview Schedule)

Regional Institute of Education, Bhopal

(Problems of Learning in Social Studies)

1. Name of the Teacher:.....
2. Name of the School:.....
3. Class:.....
4. Residential Area: a) Urban b) Urban Slum c) Rural
5. Name of Block:.....
6. Name of District:.....

Notes: i) The interviewer should become friendly with the teacher to get free and frank responses .

ii) The interview questions are suggestive to give a line of thought.

iii) Supplementary questions may also be raised.

1. Do you like to teach social studies? Yes/No

If Yes,

Why?.....
.....
.....

If No,

Why?.....
.....
.....

2. Do you face problems in communicating content of social studies while teaching to the socio-economic backward student? Yes/No

If Yes,

Why?.....
.....
.....

If No,

Why?.....
.....
.....

3. (a) Whether you are conducting any activities during teaching-learning process? Yes/No

If Yes, what are the activities?

.....
.....
.....
.....

If No, Why?

.....
.....
.....
.....

(b) Whether the socio economic backward students are participating in the activities? Yes/No

If Yes, which are those activities?

.....
.....
.....
.....

If No, Why?

.....
.....
.....
.....

4. (a) Are you organising group work inside the classroom? Yes/No

If No, Why?

.....
.....
.....
.....

(b) Whether the socio-economic backward student participating in the group work? Yes/ No

If No, Why?

.....
.....
.....
.....

5. (a) Are you giving freedom to students in asking questions? Yes/No

If No, Why?

.....
.....
.....
.....

(b) Do socio-economic backward students ask questions? Yes/No

If No, Why?

.....
.....
.....
.....

6. (a) Are you clearing student's doubt during the teaching-learning process? Yes/No

If No, Why?

.....

.....
.....
(b) Do the socio-economic backward student's get their doubt cleared during the teaching-learning process?
Yes/No

If No, Why?

.....
.....
.....

7. (a) Are you giving opportunity to students to present their views inside the classroom? Yes/No

If No, Why?

.....
.....
.....

(b) Are you giving opportunity to socio-economic backward students to present their views inside the classroom?
Yes/No

If No, Why?

.....
.....
.....

8. Are you taking all the students to visit the nearby famous historical and geographical place? Yes/No

If Yes, Where?

.....
.....
.....

If No, Why?

.....
.....
.....

9. Are you taking any extra classes for the students those who are weak in social studies? Yes/No

If No, Why?

.....
.....
.....

10. Do you face any problems while teaching social studies to the socio-economic backward students? Yes/No

If Yes, What are the problems? (Please be specific on 1. Home work completion, 2. Participation in classroom discussion, 3. Performance in test)

.....
.....
.....
.....
.....

.....
.....
11. Do you take help of ICT /internet/ppt to explain certain concepts? Yes/No

If yes, is it effective? Yes/ No

If no, why?

12. What training programme did you attend with respect to teaching Social studies?

13. How do you assist learners to learn social studies?

14. What teaching and learning strategies do you use in social studies?

15. What are the challenges of teaching and learning that you have experienced in social studies?

16. How does an educational reform contribute to the poor academic performance of learners?

17. What are the problems that hinder the teaching of social studies at upper primary school level?

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18. What is your opinion that you have contributed to learner's of poor performance?

19. Does the changes in curriculum contribute to the underperformance of learners in social studies?

12. Give your suggestive measures to solve the problems of learning social studies?

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Appendix-D: Tool-4 (Principal/HM- Interview Schedule)

Regional Institute of Education, Bhopal

(Availability of Physical & Human Resources in school)

1. Name of the Principal of the School:
2. Name of the school:.....
3. Type of School: a) KV b) State Board c) Private School
4. Name of the Block:.....
5. Name of the District:.....

S.N	Particulars	Response
1.	Availability of Playground	1. Yes, 2. No
2.	Availability of Sports and games materials	1. Yes, 2. No
3.	Provision of electricity	1. Yes, 2. No
4.	Provision of safe drinking water facilities	1. Yes, 2. No
5.	Toilet facility separate for boys, girls and teachers	1. Yes, 2. No
6.	Gardening facility	1. Yes, 2. No
7.	Library facility	1. Yes, 2. No
8.	Cultural programme	1. Yes, 2. No
9.	Provision of MDM	1. Yes, 2. No
10.	Social awareness programmes conducted	1. Yes, 2. No
11.	Sufficient numbers of social science teachers	1. Yes, 2. No
12.	Whether the School environment helps the backward student	1. Yes, 2. No
13.	Availability of Social Science Lab	1. Yes, 2. No
14.	Provision of Field Visit of student to local historical and geographical places	1. Yes, 2. No

Problems of Social Studies in teaching and learning

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Suggestions:

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School Profile

1. Name of the School:.....
2. Name of the Head of the Institution:.....
3. Category : Boys / Girls /Common
4. Year of Establishment:.....
5. Governing body – MH Govt. / Central Govt / Other
6. Classes / Level of School: Primary / Secondary / Sr. Secondary
7. No of Students:.....i) Boys:.....ii) Girls:.....
8. No of Teachers:i) Male:.....ii) Female.....
9. No of Social science Teachers:.....
10. No of Science Teachers:.....
11. If it is a Hr. Secondary, then Teachers:.....i)Art:.....ii) Commerce:..... iii)Science.....
12. Total number of Rooms in School Building of School:.....
 - i)Labs:.....
 - ii) Toilets:.....Male:.....Female:.....
 - iii) Playgrounds:.....
 - iv) Visitors room:.....
13. Attendance of the Students for
 - i) Class-I:.....
 - ii) Class-II:.....
 - iii) Class-III:.....
 - iv) Class-IV:.....
 - v) Class-V:.....
 - vi) Class-VI:.....
 - vii) Class-VII:.....
 - viii) Class-VIII:.....
 - ix) Class-IX:.....
 - x) Class-X:.....
 - xi) Class-XI:.....
 - xii) Class-XII:.....
14. No of PTA Meeting in Academic Year (July to December):.....
15. No of SMC Meeting in Academic Year (July to December):.....
16. No of times inspection by Competent Authority in an Academic Year:
17. No of training program attended by Social Science Teacher in last 5 year:.....
18. Whether Mid-Day-Meal arrange in School? i) Yes ii) No
19. Percentage of Children bringing home lunch:.....

Appendix-E: Tool-5 (Parents/SMC Members: FGD)

Regional Institute of Education, Bhopal

(Parent's Attention towards child in Learning Social Studies)

1. Name of the Parents:
2. Name of the school:.....
3. Type of School: a) KV b) State Board c) Private School
4. Name of the Block:.....
5. Name of the District:.....

Notes: i) Discussion team should become friendly with the parents, so that free and frank responses may come.

ii) The discussion points are mandatory and supplementary questions may also be asked.

iii) If there is division of views then various views and their percentage has to be mentioned.

S.N	Questions	Response
1.	How much time you devote on your child?	
2.	In which subject your child is weak?	
3.	How much time your ward (child) devotes in learning social studies?	
4.	What measures you take, if child is weak in social studies?	
5.	Do you arrange/provide any supplementary books on social studies for your child?	
6.	Do you ever discuss social issue with your children? Yes/no	
7.	Do you ever take your child for tourism?	

Suggestions for improvement social studies learning:

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Appendix-F: Tool-6(Both Teachers & Students: Observation Schedule)

Regional Institute of Education, Bhopal

(Classroom Observation)

1. Name of the School:

2. Name of the Teacher.....Class.....No. of Students.....

3. Type of School: a) KV b) Government School c) Private School

4. Name of the Block:.....

5. Name of the District:.....

S. No.	Statements	Yes	No	If 'Yes' then		
				To great extent	To some extent	Not at all
1.	The previous knowledge of the children was assessed before teaching.					
2.	The teacher had discussion on the introduction of the lesson.					
3.	Teaching-learning process is completed with participation of children.					
4.	Children work in small groups in class.					
5.	Children get opportunities to speak during teaching in class.					
6.	Children get opportunities to think, understand and reason on Social problems on giving response.					
7.	Do students are enthusiastic to study social studies.					
8.	Teacher and children used thought provoking questions during teaching-learning process.					
9.	Efforts were made for conceptual grip of children on subject matter.					
10.	Teacher tried to know the process of solving a question before the child solves it.					
11.	Teacher gave children the opportunity to share experiences in the class.					
12.	Children were helped in realizing their mistakes through discussions in the class.					
13.	Children were given opportunities to ask questions in the class at any time.					
14.	Children were given chance to check the work of each-other.					
15.	Children were given opportunity to frame their own questions.					
16.	The teacher had discussion on the introduction of the lesson.					
17.	Teacher creates learning situations for children on identification of Social problems.					
18.	Students were given opportunities on exercises beyond the textbook.					
19.	As per content matter appropriate teaching learning approach technique was used in class.					
20.	The content matter was summarized at the end of the class.					
21.	The teacher was confident at the time of teaching.					
22.	Activities got sufficient place during teaching-learning.					

23.	Maximum illustrations were used during teaching in the class.					
24.	Teacher also asked students to come prepared for the next day's topic.					
25.	The teaching was connected with the real life situations.					
26.	Innovative techniques were used in teaching-learning process.					
27.	Local materials were used in teaching-learning process.					
28.	Students were motivated to think and give local examples in the class during discussions on the topic.					
29.	The content matter was linked with the daily life activities of the children.					
30.	The teacher had done continuous assessment during teaching-learning process.					
31.	The students were given home assignment at the end of the class.					
32.	Teaching learning materials were used by the teachers in class.					
33.	ICT was used in the teaching-learning process.					
34.	Variety of instructional methods were used in classroom teaching.					
35.	Students were compatible with the communication of the subject teachers.					
36.	Entry behaviour					
37.	Use of Psychological Principles					
38.	Logical Linkage between known to be unknown					

Major strengths of the Pedagogical Practices:

Major weaknesses of the Pedagogical Practices

Suggestions:

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Appendix-G: Tool-7(Students Achievement Test)
Regional Institute of Education, Bhopal
(Achievement Test)

Time: 2 hours

Class: VIII

Note: i) All questions are compulsory.

Geography

1. Objective Type Question

- vi) Rotation of the earth gives the
- e. Summer season
 - f. Winter season
 - g. Spring Season
 - h. Day and Night
- vii) The Indian Standard Time is based on
- e. $82^{\circ} 30'$ E Longitude
 - f. $80^{\circ} 30'$ E Longitude
 - g. $82^{\circ} 31'$ E Longitude
 - h. $81^{\circ} 30'$ E Longitude
- viii) The Core of the earth is divided into
- e. Mantle and outer core
 - f. Outer core and inner core
 - g. Inner core and tectonic core
 - h. Oceanic crust and outer core
- ix) During Lunar eclipse earth blocks out the
- e. Sun
 - f. Moon
 - g. Venus
 - h. Mars

- x) What is the name of the imaginary line that divides the earth into Northern and Southern Hemisphere?
- e. International Date Line
 - f. Tropic of cancer
 - g. Prime Meridian
 - h. Equator

II. Short answer type Questions (Answer the following questions in 50-70words)

1. What is a Map?
2. What is Weather?
3. What is Continental Slope?
4. What is an Isobar?
5. What is Alto-Cumulus?

III. Long answer type Questions (Answer the questions in 100-150 words)

6. Briefly explain the Neap Tide?
7. What is a planetary wind?
8. Explain solar eclipse with suitable diagram?
9. Explain Relative Humidity?
10. What are igneous rocks? Explain with suitable example?

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Appendix-G: Tool-7(Students Achievement Test)
Regional Institute of Education, Bhopal
(Achievement Test)

Time: 2 hours

Class: VIII

Note: i) All questions are compulsory.

History

IV. Objective Type Questions

- vi) Which of the following was the chief feature of lord Mountbatten plan-
- e) Division of India into India and Pakistan
 - f) Proper representative of Muslim, dalits, and minorities in central legislature
 - g) Indian were to draft their own conversation
 - h) There would be provincial assemble for state of India
- vii) The first President of Indian National Congress was-
- e) Dadabhai Naroji
 - f) W.C. Banerji
 - g) Gopal Krishna Gokhale
 - h) Lokmanya Tilak
- viii) Ramakrishna Mission was established by-
- e) Swami Vivekanand
 - f) Swami Dayanand Sarswati
 - g) Mahatma Jyotirao Phule
 - h) Raja Ram Mohan Roy
- ix) Dual Government in Bengal was established by
- e) Lord Clive
 - f) Lord Welleslay
 - g) Lord Auchland
 - h) Lord Bentick

- x) The Nawab who tried to put restriction on the illegal trade of British
- e) Shah Alam
- f) Siraj ud Daullah
- g) Mir Jafar
- h) Shah Shuja

V. Short Answer Question(Answer the following questions in 50-70 words)

- 6. How do the oral sources help us in the construction of History?
- 7. What is the meaning of Colonialism? How was Colonialism disadvantageous for a Colony?
- 8. Why was the Rowlett act opposed by the Indian?
- 9. What is the importance of Poona pact?
- 10. How was the state of Goa integrated into India?

VI. Long answer type Question(Answer the questions in 100-150 words)

- 6. Discuss the cause of failure of 1857 Revolt?
- 7. What was the position of women during the 19th century? What was role of social reforms in improving their position?
- 8. Why was the civil Disobedience movement launched? Discuss the chief features of it.
- 9. Discuss the role of Indian National Army in the Indian freedom struggle?
- 10. Discuss the role of revolutionaries in the Indian freedom struggle?

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Appendix-G: Tool-7(Students Achievement Test)
Regional Institute of Education, Bhopal
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Time: 2 hours

Class: VIII

Note: i) All questions are compulsory.

Civics

II. Objective type Questions

- vi) Who was the president of the Constituent Assembly?
e) Dr. B.R. Ambedkar
f) Dr. Rajendra Prasad
g) B.N. Rau
h) J.L. Nehru
- vii) What is the Preface to our Constitution called?
e) Schedule
f) Document
g) Module
h) Preamble
- viii) The Concurrent List has-
e) 66 subject
f) 65 subject
g) 46 subject
h) 47 subject
- ix) A How many members are appointed by the president in Rajya Sabha?
e) 12 Members
f) 10 Members
g) 13 Members
h) 14 Members
- x) Which type of citizenship is granted by the constitution to its citizen?
e) Double citizenship
f) Single citizenship
g) Three-fold citizenship
h) Four-fold citizenship

II. Short answer type questions (Answer the following questions in 50 to 70 words)

1. Explain the meaning of "Republic" in the Preamble?
2. Discuss the various ways of amending the Constitution?
3. Explain four provisions of Directive Principles of State Policy?
4. What is No-confidence Motion? Explain
5. Explain the meaning of Judicial Review.

VII. Long answer type questions(Answer the following questions within 100 to 150 words)

6. Explain Rights to Constitutional Remedies?
7. Why India adopted Parliamentary System of Government? Explain
8. Discuss the powers and functions of the President of India?
9. Explain the various Fundamental Duties as given in the Indian Constitution.
10. Discuss the main features of the Indian constitution?

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Appendix-H: List of Photographs



Photographs 1 & 2 : Review and Translation of Tools for Data Collection at SCERT, Pune



Photographs 3 & 4: Meeting with Deputy Director and Other Staffs of RAA, Mumbai for Pilot Survey



Photographs 5 & 6: Pilot Survey at Sangharsh Nagar Marathi Medium BMC School nearby Rehabilitated slum dwelling



Photographs 7 & 8: Classroom Observation during Pilot Survey at Sangharsh Nagar Marathi Medium BMC School



Photographs 9 & 10: Interacting with Principal and Students, KV, Mankhurd during Pilot Survey



Photographs 11 & 12: Interacting with Headmaster, Mahila Mandal Madhyamik Vidyalaya, Kurla(W)



Photographs 13 & 14: Filling of Questionnaire of Teachers and Students during Field Visit at Mahila Mandal Madhyamik Vidyalaya, Kuria(W)



Photographs 15 & 16: Filling Questionnaire of the Students and interacting with teachers



Photographs 17 & 18: Filling Questionnaire during Field Visit and Group Photograph with Headmistress and Teachers



Photographs 19: Inaugural Function of Workshop for Evaluation of Achivement Test and Question-wise Data Analysis



Photographs 20: Velidiction Session of Workshp for Evaluation of Achivement Test and Question-wise Data Analysis



Photograph 21: Velidictor Session of Workshop for Evaluation of Achivement Test and Question-wise Data Analysis



Photographs 22: Velidictory Session of Workshop for Evaluation of Achivement Test and QQuestion-wise Data Analysis



Photograph 23: Group Photograph with Prof. Nityananda Pradhan, Principal, RIE, Bhopal



विद्यया ऽमृतमश्नुते



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