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## **Cooperative learning as one of the solutions for teaching social science**

Gargi Mahure  
Research Scholar,  
Department of education (CASE, IASE, IUCTE)  
Faculty of education and psychology  
The Maharaja Sayajirao University of Baroda, Vadodara  
[gargi.anil@gmail.com](mailto:gargi.anil@gmail.com)

Prof. S.C. Panigrahi  
Professor of Education (Retired)  
Department of education (CASE, IASE, IUCTE)  
Faculty of education and psychology  
The Maharaja Sayajirao University of Baroda, Vadodara  
[panigrahi24@gmail.com](mailto:panigrahi24@gmail.com)

### **Abstract**

One significant component of curriculum is social science. The aim of social science is to familiarize the child with his current and previous social and geographic surroundings, to instil in children an appreciation of country's rich cultural legacy as well as the ability to identify and discard what is unwanted and outdated, particularly in light of societal change. Teachers as well as students faces various issues in teaching and learning of social science. This paper focuses on issues and challenges faced in teaching social science and identifying cooperative learning as one of the strategies to implement in the classroom. In this paper content from grade 6 of social studies from NCERT book have been taken. A detailed lesson plan from topics of history, civics, and geography using various cooperative learning techniques have been presented. This paper provides as a guideline for teachers on teaching social science using cooperative learning technique. Techniques such as think pair share, reciprocal teaching, rally coach, jigsaw, turn to your neighbour, write pair share, write a around, number head have been explained. Students working in group are tend to show positive interdependency and they are accountable for each other.

*Key words:* social science, issues, challenges, cooperative learning

## **Introduction**

The methodical, empirical examination of human civilizations known as “social science” looks at how people interact with their communities, organizations, and social structures. Teaching social science to students is meant to help them understand about the society they dwell in-how people within reside, act, devour, communicate, and what dialects they speak-and how they exhibit themselves artistically, culturally, traditionally, and with ambition. Additionally, it aids pupils in comprehending their roots, forefathers, culture, neighbours, and ultimately, themselves. NCFSC (2023) states that through social science education, students can grow to be proud of their cultural heritage and nation and to have a progressive attitude that drives them to keep getting better as people, as a community, and as a country. Ross (2018) stated that social studies learning should be and exercise in developing a personally meaningful understanding of how the world is and how one might act to transform it, rather than being about mindlessly taking in someone else’s conception of the world. In order to provide an interdisciplinary knowledge, social science as a subject in

school draws heavily from the fields of history, geography, civics, political science, and economics. It also, where applicable, pulls from psychology, anthropology, philosophy, law and other fields. The subject is more widely covered in several sub-disciplines, where the dearth of student engagement in the material is a problem for many teachers. Students appear indifferent and think the material is uninteresting since this lack of interest translates into a lack of motivation to learn. Sinal, et. al. (2019) elaborated that due to the vast amount of information that needs to be retained, some students find studying social science to be stressful because it hinders their ability to think clearly, recall things, and focus. Therefore, it is impendent to teach students through different methods where they find it interesting and where teachers find it easy to implement.

## **Aims of social science as per National Focus Group on Teaching of Social Science (pg. 4-5)**

- Students can gain an understanding of the society they live in, including how it is organized, run, and governed, as well as the forces at

work to change and reshape it in different ways.

- To respect the nation's unity and integrity, as well as the socialist, secular, and democratic society that is being built, as well as the ideals embodied in the Indian constitution, such as justice, liberty, equality, and brotherhood.
- To develop into responsible, thoughtful, and engaged citizens in the community.
- To acquire the ability to accept variations in viewpoint, way of life, and cultural customs.
- To investigate and challenge conventional wisdom, organizations, and methods.
- To develop a love of reading by giving them engaging books to read.
- To engage in activities designed to foster the development of life and social skills and instil in them the notion that these abilities are critical for effective social interaction.

Therefore, the goal of social sciences education is to increase students' knowledge of the importance of being responsible, engaged, and thoughtful adults in society. to

comprehend the ideas of family, community, and country; to comprehend the organization, administration, and governance of society. to aid in the acquisition of knowledge about diversity and culture, to honour the nation's struggle for freedom, to recognize the contributions of its citizens, and to instil in them the values of bravery collaboration, a sense of duty and compassion.

### **Issues and challenges in teaching social science**

Despite being enjoyable, teaching is a difficult job since it involves a complex web of roles. Such as Jeffers (1955) pointed out that three issues in teaching social studies first issue is that social studies is considered as a reading subject, secondly vocabulary used in social studies text book as below average learners are unable to understand the text and thirdly the issue was to create desire among students to study.

Kece (2013) pointed out few issues in teaching social studies. Such as:

- Lack of interdisciplinary approach in the acquisitions
- Course book prepared by Ministry of education is not in detail as compared to the private publication.

- Students are unable to acquire concept, value and skills included in social studies program as it was difficult of the teachers to teach concept, value and skills.
- Time allocated for teaching social science is insufficient, moreover suitable place to teach the subject is not suitable.

Bhatnagar (2018) pointed out that it is difficult for one teacher to teach history, civics, geography, economics. Teaching becomes challenging in large classrooms as individual students' needs cannot be met. The amount of content that needs to be delivered in a given amount of time makes time management extremely difficult. Student's inability to connect the subject matter to current affairs makes the topic look unfeasible. Unavailability of audiovisual aids and technology makes the subject appears dull.

Loreto, et.al. (2019) pointed out 5 challenges i.e. i) teachers feel burden as they feel curriculum is the biggest problem, ii) teachers lack pedagogical content knowledge, iii) Less participation of students is observed, iv) learning needs, teaching strategies and desired learning

competencies are not aligned, v) teachers are expected to be catalysts of change.

Furgione (2023) argued that despite the fact that social studies instructional minutes are being reduced, teachers are still expected to teach content and get their students ready for engaged, active citizenship.

There are other various problems in teaching social science such as large classroom size, curriculum, inappropriate teaching learning environment, low motivation among students, lack of resources. The struggle is large. One of the techniques that can solve all the issues is cooperative learning.

### **Cooperative learning**

Johnson et.al. (1994) states that in cooperative learning small group of students work together on the instructions provided to enhance their as well as others learning. Slavin (1987) defines cooperative learning as sets of instructions given to students to work together to achieve academic content. Cohen (1992) states that in "cooperative learning a small group of students work together to complete their assigned task". Thus, in cooperative learning students work in small groups to achieve a common goal. The goals are for students to learn how to contribute to the team, demonstrate individual responsibility and also share

accountability for the outcomes of the group. A variety of particular techniques are used in cooperative learning to encourage cooperation in learning through teamwork. The structure of cooperative projects forces students to collaborate with one another in order to finish the assignment. Various cooperative leaning techniques have been proposed by many pioneers. Some of them are given below.

### **COOPERATIVE LEARNING TECHNIQUES**

**Topic: Choosing a place to live in**

#### **1) Think Pair Share**

Think Pair Share was originally developed by Frank T. Layman in 1981. This method follows four steps. In the firs step, the teacher raises one question and all the students listens it very carefully. Secondly, all the individual students are given stipulated time to think, brainstorm their thoughts and write their responses. Thirdly, Students are paired with their peers, the ideas are discussed between the partners. Fourth, students share their ideas discussed with their partner in front of the whole class.

Tr.	Directing the students to look into the map from the textbook. Teacher will guide the students to look for the places marked with red triangles.
Tr.	The places marked with the red triangles are called sites form which archaeologists have found evidence of hunter gatherers. Many sites are located near rivers and lakes
Tr.	What was the important tool for the people?
St's	Stones
Tr.	What do you understand by factory? Give one example
St's	Factory is the place where things are made in large quantity. Example shoes
	(If students are unable to answer then teacher will explain the meaning of factory and will give example)
Tr.	In the same way where stones were found and where people made tools are known as factory sites.
Tr.	How we will know where these factories were?

St's	No answer
Tr.	We found block of stone, tools that were made and perhaps discarded as they were not perfect, chips of waste stone were left behind at these sites.
Tr.	Have people lived here for longer time.
St's	Yes/No
Tr.	People have lived here for longer time. These sites are called habitation-cum-factory sites.
Tr.	Will pose a question, students will think first at their own then will choose one partner and both the pair will share their responses to the whole class.
Tr.	What tools would you use today for cutting fruits? What would they be made of? Are stone tools better than the tools available today?

Evaluation:

While sharing the responses the students have to write their responses on the paper, teacher will evaluate the responses on the bases of the logic of the response.

## 2) Reciprocal teaching

Reciprocal teaching was developed by Palinscar, Brown and Klenk between 1984 and 1991. In this technique four students are assigned in 1 group. Each member is given a specific role. One student become summarizer, one becomes questioner, one become clarifier and another become a predictor. The role of predictor is to read the

**Topic:**

- 1. The earliest people: why were they on the move?**

title, see the pictures or illustration to help figure out what the group will learn and/ or what will happen next in the text. The role of questioner is to think of the question and ask question which will help the group to understand what has been read. The role of clarifier is to clarify when the group gets confused, when the group doesn't know the meaning of the word, when a sentence doesn't make sense. The role of summarizer is to tell the group in his/her own words what was read, prompt the group to point out main ideas from the text.

- 2. How do we know about these people?**

Tr.	Will instruct the students to open their textbook. Teacher will introduce to the new
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	<p>cooperative learning technique i.e. reciprocal teaching. Teacher will then form group of four students, each student will be assigned a unique role. One student will become predictor, second student will become questioner, third student will become clarifier and fourth student will become summarizer. Teacher will explain each student about their role.</p>
	<p>(The role of predictor is to read the title, see the pictures or illustration to help figure out what the group will learn and/or what will happen next in the text. The role of questioner is to think of the question and ask question which will help the group to understand what has been read. The role of clarifier is to clarify when the group gets confused, when the group doesn't know the meaning of the word, when a sentence doesn't make sense. The role of summarizer is to tell the group in his/her own words what was read, prompt the group to point out main ideas from the text.)</p>
	<p>Teacher will provide a worksheet to be filled by the students, when they will be working in the group.</p>

### 3) Write Pair Share

Write pair share technique enable the students to construct their thinking in writing before interaction with their peers. In write pair share the teacher teaches the content and instruct the students to think about the content that is taught and write few sentences about it. First, every

individual student writes his sentence. Then secondly student's pair with their peers. Finally pairs form into groups. All the members of the group then discuss the sentences among themselves and identify the largest commonly occurred ideas.

Name:

Chapter title:

Prediction: Before you begin to read the selection, look at the title or cover, scan the pages to



read the major headings, and look at any illustrations. Write down your prediction(s).	
Prediction:	
Main Ideas: As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section.  Main Idea I:  Main Idea II:	Questions:  Question I:  Question II:
Summarize: Write a brief summary of what you read.	
Clarify: Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding	
Word or Phrase:	Clarify:

**Topic: Domestication**

Tr.	What is meant by domestic animal?
St's	That can be kept at home, can be kept as pet, can be tame.
Tr.	Yes
Tr.	In the same way domestication is the process where people grow plants and look after animals. Plants and animals that are tended by the people become different from wild plants and animals.
Tr.	Do we eat any plant and animal we find? Why?
St's	No, because it doesn't taste good; it is not good for health.
Tr.	Correct
Tr.	In the same manner people selected those plants and animals that were not prone to disease. People select those plants that yield large size grain, and have strong stalks that are capable of bearing the weight of the ripen grain. Seeds from the selected plants were preserved and then sown to make sure that the new plants will have the same qualities. Domesticated plants were wheat and barley.
Tr.	Were all the animals during ancient time gentle?
St's	No
Tr.	Yes, that's why only those animals that were gentle were selected for breeding.

	Domesticated animals were sheep and goat. This is how domesticated plant and animals became different from wild animals and plants.
Tr.	Is there any difference between teeth and horns of domestic animals than that of wild animals?
St's	Yes
Tr.	How?
St's.	Domestic animals have short teeth and short horns, wild animals have long teeth and long horn.
	(If students are unable to identify the difference, then teacher will tell them the difference)
Tr.	Yes
Tr.	(Showing picture in the text book). Can you identify which teeth belong to a wild pig and which to a domesticated one?
St's	Big teeth belong to wild pig and small teeth belong to the domesticated one.
Tr.	Correct
	(Teacher will now ask the students to think about the topic that has just delivered and write three statements about it. Individual student will write their response in their note book, each student then discusses their response with a partner. This will be followed by a whole group discussion to identify the most frequently mentioned ideas.

#### 4) Turn to your neighbour

This technique is designed to get ample amount of participation from the students. In this technique students have to work in pairs. This technique can be used whenever teacher is giving lecture or when teacher poses any question. All the students have to develop their own answers. Partner A share

his answer with partner B, Partner B listens carefully to the explanation given by partner B. The roles then get switch. After listening to each other's answer, both the partners have to create a new answer, that is above their original thought. Finally, teacher call out students and tell them to share their thoughts.

#### Topic: Towards a settled life

Tr.	(Instructing the students to look at map 2 at page 14.) Look at the blue colour squares. Each square is the site from where scientists have found evidence of early farmers and herders. Some of the important sites were found in the north-west, which we called Kashmir today.
Tr.	How did the scientists have found out about farmers?
St's.	Through remains.

Tr.	What type of remains they might have found?
St's.	No response
Tr.	Scientists have found the remains of burnt grain. This grain may be burnt accidentally or burnt due to any purpose.
Tr.	Did scientists have identified the grains?
St's	Yes/ No
Tr.	Scientists have identified the grains and so we know that a number of crops were grown in the different parts of the subcontinent.
Tr.	Even scientists had identified the bones of different animals.
	(Now teacher will instruct the students to look into the textbook on the table where evidence of grain and bones of domesticated animals have been found.)
	(Now teacher will a question to whole class. Which they have to discuss with their neighbour peer and then decide on an answer. Once the discussion is done and answer is decided teacher will randomly call students for answer.)
Tr.	Make a list of all the animals mentioned in the table (page25). For each one, describe what they may have been used for.

### 5) Number head

This technique was developed by Spencer Kagan (1992). In this technique group of three or five is made and each member of the group is assigned with a specific number. Then the teacher asks a broad question and allot specific time limit. All the students in their group now will put their

heads together and work on the assignment and will make sure that all the members have mastered the content. Finally, teacher calls out students from each group with specific number. Students with specific number then share their thoughts with the whole class.

### Topic: The story of Harappa, What was special about these cities?

Tr.	Have you ever heard about Harappa civilization?
St's	Yes/No
Tr.	Around 150 years ago scientist went at the site of Harappa in present day it is known as Pakistan. They saw readymade, high quality bricks which were placed on walls of the buildings. Scientist carried off thousands of bricks from the wall of the old buildings of the city and brought them to Punjab, where the first rail route was laid down. Then about 80 years ago, archaeologists found the site and realised that this was one of the oldest cities in the subcontinent. Archaeologists found similar buildings and other things in other sites and they describe these sites as Harappa.

	These sites were developed about 4700 years ago.
Tr.	Many of these cities were divided into two or more parts. The part to the west was smaller but higher. Archaeologists describe this as the citadel. Part to the east was larger but lower. This is called the lower town. The walls were built by baked bricks and these baked bricks were so well baked that they have lasted thousands of years. The bricks were laid in an interlocking pattern and that made the walls strong.
Tr.	What do you think which type of brick is more durable baked one or non baked one?
St's.	Baked one.
Tr.	In some cities special buildings were constructed on the citadel. For example, in Mohenjodaro, a very special tank was built in this area; archaeologists called it the Great Bath. The tank was made of bricks which were lined up and coated with plaster, they made water-tight with a layer of natural tar. There were steps that lead down from two sides, while there were rooms on all sides. Water was probably brought in from a well, and drained out after use. Important people took a dip in this tank on special occasions.
Tr.	Do you think that the Great Bath is similar to what we have today as swimming pool?
St's	Yes/No
	(If students says no then teacher will discuss the similarity between Great Bath and Swimming pool by showing the picture from the textbook.)
Tr.	Other cities such as Kalibanga and Lothal had fire altars, where sacrifices may have been performed. And some cities like Mohenjodaro, Harappa, and Lothal had elaborate store houses
	(Now teacher will make group of five students. Teacher will assign different number to each member. Teacher will ask a board question. Students will put their heads together to arrive at an answer and make sure that everyone knows the answer. The teacher will then call out a number and students from each group with that specific number will share their answer with the entire class.
Tr.	Describe three important buildings in your city or village. Are they located in a special part of the settlement (e.g. the centre)? What are the activities that take place in these buildings

### 6) Write Around

In this technique students are formed in groups of 3-4. Teacher gives each group different topic which has several answers.

All the members of the group share their ideas and will write their responses on the piece of paper. After a specific time is given to all the groups, teacher will tell the

students to pass their paper to the next group. All the groups will read the response written by the previous group, group

members will then elaborate further, or justify what is written. This process continues throughout the group.

**Topic:** i) What does diversity add to our lives? ii) Diversity in India iii) Unity in diversity

Tr.	Do you have friends who are different from you?
St's	Yes
Tr.	Have you eaten different kinds of food in their homes, have you celebrated different festivals with them?
St's	Yes
Tr.	Have you read and heard stories and adventures about different animals, people and even ghosts?
St's	Yes
Tr.	Those who write stories from where do they get idea for their stories?
St's	They imagine and write.
Tr.	Yes, even they get idea from all sorts of different places from books and from real life. Some story writer may have lived in forests close to animals and chose to write of their fights and friendships. Others read real accounts of kings and queens and wrote stories about love and honor. Some dipped into their own childhood memories of school and friends and wrote stories of adventure. These all add to our diversity.
Tr.	By now you know what is meant by diversity. So, tell me how India is a country of diversity?
St's	We speak different language, eat different kinds of food, celebrated different festivals.
Tr.	You all might be aware that India was ruled by Britishers. So can you tell few points how did we get freedom?
	Depending upon student's response teacher will explain further.

Tr.	When Britishers ruled India, women and men from different cultural, religious and regional backgrounds came together to oppose them. Thousands of people from different backgrounds worked together to decide joint actions, they went to jail together, and they found different ways to oppose the British.
	(Teacher will read a song from the textbook)
Tr.	This song was composed and sung to honour the memory of those brave people who were massacre in Jallianwala Bagh, Amritsar where a British general opened fire on a large group of unarmed, peaceful people killing many and wounding even more.
Tr.	Do you know the story of the Indian flag?
St's	No
Tr.	It was used as a symbol of protest against the British by people everywhere.
Tr.	Jawaharlal Nehru was the one who coined the phrase, "unity in diversity" to describe the country.
	(Now teacher will form group of 5 students with 4 students in each group. Teacher will give each group different topic. The topic will have multiple answers. Every one member of the group will write the responses given by the members on a piece of a paper. After certain amount of time, the teacher will tell the groups to pass the paper to the next group, who then takes the time to read over what the other group member wrote and add to it, explain it further, or clarify what was written. The process repeats throughout the group)
Tr.	Group 1: Name three ways in which Samir Ek and Samir Do were different? Group 2: India is a country of many diversities. Example giving examples. Group 3: How was unity in diversity seen during the British rule in India? Group 4: How does inequality come? Group 5: Why do you think Samir Do did not attend school? Do you think it would have been easy for him to attend school if he wanted to? In your opinion is it a fair situation that some children get to go to school and others don't?

Evaluation: Every student's response will be written down along with their names.

Teacher will put a tick mark on her personal record for those who have responded and put cross for those who did not respond.

**7) Structured problem solving**

This technique uses specific step wise problem-solving technique. The teacher gives problem to all the groups. Members of

the group have to first identify the problem, then they have to generate possible solutions, they have to then select the best mutually accepted solution. At the last the group have to make a report of their solutions and have to give appropriate explanation of it.

**Topic: Striving for Equality**

Tr.	Have you seen some groups of people who are not allowed to enter in the Temple?
St's	Yes.
Tr.	This is the form of inequality. Dalits, women, tribals and peasants fought against the inequalities they experienced in their lives. When India became independent in 1947 our leaders too were concerned about the different kinds of inequalities that existed. Those who wrote the constitution of India ensure that all the people of India were considered equal. Untouchability is seen as crime and has been legally abolished by law. The writers of the constitution said that the government must treat all religions equally. Therefore, India became a secular country where people of different religions and faiths have the freedom to practise and follow their religion without any fear of discrimination.
	(Now the teacher will form group of five students, each group will get a problem which they have to solve. The group has to follow a structured format to solve the problems. The group must agree to a solution and be able to explain the solution and the strategy used to solve the problem.)
Tr.	Sometimes people make prejudiced comments in our presence. We are often not in a position to do anything about this because it is difficult to say something right then and there. Give your suggestions for the situation.  Group 1- A friend begins to tease a classmate because he is poor.  Group 2- You are watching TV with your family and one of them makes a prejudicial comment about a particular religious community.

	<p>Group 3- Children in your class refuse to share their food with a particular person because they think she is dirty.</p> <p>Group 4- Someone tells you a joke that makes fun of a community because of their accent.</p> <p>Group 5- Some boys make remarks about girls not being able to play games as well as them.</p>
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**8) Rally coach**

Rally coach was developed by Spencer Kagan. It is a structure that provides students with supplementary practice along with feedback. In rally coach pairs of students gets sets of questions or problems. Partner A solves the problem while partner

B listens, examine, monitor and compliment partner A. Then the role gets switched. Now partner B solves the problem and partner A listens, examine, monitor and compliment partner B. Both the pairs continue the process until all the problems or questions gets solved.

**Topic: Longitude and time, why do we have standard time?**

Tr.	Does the time is same in every country?
St's	No.
Tr.	Which is the best time keeper throughout the world?
St's	No response.
Tr.	Sun. It rises and sets regularly.
Tr.	How is time calculated in different areas?
St's	No response.
Tr.	When the Prime Meridian of Greenwich has the sun at the highest point in the sky, all the places along this meridian will have mid-day or noon.  As the earth rotates from west to east, those places east of Greenwich will be ahead of Greenwich time and those to the west will be behind it.
Tr.	What do you understand by local time?
St's	No response.
Tr.	At any place a watch can, be adjusted to read 12 ° clock when the sun is at the



	highest point in the sky. The time shown by such a watch will give the local time for that place.
Tr.	In India does the local time remain same or is it different?
St's	Some may say same some may say different. If students say that the time remains same then teacher will give further explanation.
Tr.	The local time of places which are on different meridians are bound to differ. For example, there will be a difference of about 1 hour and 45 minutes in the local times of Dwarka in Gujarat and Dibrugarh in Assam.  In India, the longitude of 82°E is treated as the standard meridian. The local time at this meridian is taken as the standard time for the whole country. It is known as the Indian Standard Time (IST).
	Now teacher will form pairs of students. Pairs of students will be given set of problems. Partner one solves the problem while partner two watches, listens, checks, coaches and praises. Then the two switch roles, and partners one will become the coach while partner two solves the problem. Partners repeat this process until the assignment is complete.

### SET OF PROBLEM

PARTNER A	PARTNER B
1) What divides the earth into the eastern and the western hemispheres?	1) What time does earth take, rotating from one degree longitude to next longitude?
A)	A)
2) What is the time difference between the time of Dwarka in Gujarat and time of Dibrugarh in Assam?	1) the local time of 82° 30' E longitude is taken as a standard throughout India. It is known as?
A)	A)

### EVALUATION:

Students will be given 1 mark for every correct answer.

### 9) Jigsaw

Jigsaw was developed by Aronson. In this technique the teacher after teaching the

content forms group of four or five. All the members of one group i.e., the home group will be assigned different topic to research. Students with similar topic will come together, these are known as expert group. Students in the expert group will then gather information on the assigned topic. Students work collaboratively and master the

assigned topic. After mastering the content in the expert, students then return to their home group. It becomes responsibility of each expert student to teach his content to other members of his group. After all the expert member have shared the information, teacher assess all the students by taking quiz.

**Topic: Maps**

Tr.	(will draw her imaginary house and school on blackboard. Now teacher will ask.) I have drawn my house and school to show you where my house is located from school. We can see more such places on one place, so can anyone tell me what is that thing called where all the places can be seen, such as cities, mountains, plains, rivers?
St's	Map
Tr.	Correct
Tr.	(Will show three different types of maps of India on smart board) Showing Physical map of India. Can you tell which area you can see on the physical map of India?
St's	Western ghats, deccan plateaus, Thar desert, Indo Gangetic plain.
Tr.	Correct. Physical map shows natural features such as mountains, plateaus, plains, rivers, oceans, etc.
Tr.	(Will not political map of India). Which States can you identify.
ST's	Gujarat, Maharashtra, Rajasthan, Uttar Pradesh, Delhi
Tr.	Along with these states there are capitals of these states. Maps showing cities, towns and villages and different countries and states of the world with their boundaries are called political maps.
Tr.	(Will show thematic road map of India and thematic rainfall map of India). Can you see the road routes of India? Some maps focus on specific information; such as road

	maps, rainfall maps, maps showing distribution of forests are known as thematic maps.
Tr.	(Now the teacher will make group of five with six students each. Each student in a group will get different topic on which they have to master it. Students with similar topic will meet together and will master the topic. After discussing in their expert group, the students will return to their home group. Students from the expert group will teach their topic to their home group peers. At the end teacher will give quiz to all the students. Individual students have to take the quiz and they may not help each other.)
	Student 1& 2 of all 5 groups will find more information on physical map from their map book. Student 3& 4 of all 5 groups will find more information on Political map from their map book. Student 5& 6 of all 5 groups will find more information on thematic map from their map book.

**Conclusion**

Teaching social science has always been a challenging task. It has always seen as a reading subject. Students doesn't see social science as enjoyable subject. Students are encouraged to take responsibility for their education and learn together in a cooperative learning atmosphere. If instruction is given in an empty environment, students won't take advantage of it ((Bruner, 1996 as cited in Faryadi, 2007.) Research indicates that when cooperative learning is properly applied, it can help maximize students' learning and lead to higher academic accomplishment compared to other teaching

technique (Johnson, 1985 as cited in Hoorani, 2014).

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