

A STUDY OF STUDENTS LEARNING TOWARDS SOCIAL SCIENCE IN SECONDARY SCHOOLS IN ITARSI CITY

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ABSTRACT:- The present descriptive survey study investigates the learning status of Social Science among secondary school students in Itarsi city. Data were collected from a sample of 350 students (145 girls and 205 boys) across 13 CBSE-affiliated schools, including 7 government and 6 private institutions, located in both urban (6) and rural (7) areas. A personal information sheet was used to gather demographic and socioeconomic details, while two self-constructed attitude scales assessed students' learning attitudes, perceptions of teaching practices, and engagement with Social Science.

KEYWORDS :- Study, Social Science, Secondary Schools, Itarsi.

INTRODUCTION –:

Social Science is not only a subject but also an approach in the world of education. “The programme of Social Science is the study of human beings and their past, present and future and interactions with the social and physical environment.” (John U. Michaelis). Social Science is the study of various subjects related to society like history, political science, geography and economics etc.

Importance of Social Science in Curriculum

Social study has been made an integral part of school curriculum as it aims at giving education for life. This subject has been viewed from three aspects and scope became more noteworthy. It has been clear that the subject of social studies is important from the psychological point of view, sociological point of view and pragmatic point of view.

Psychological point of view: Social studies is one area in education where content integration is key. Students are given reading material that corresponds with the current

learning topics. Giving reading materials in context helps students become better readers and better spokesperson. They also become better learners because they are asked to use analysis, critical thinking, writing to show understanding and create discussion capabilities to individual to ask questions and queries.

Sociological point of view: Studying social sciences gives students an understanding of the real world around them. Students learn about places, cultures, and events around the world, what conspired to make them the way they are, and can make inferences about how the rest of the world works. From social studies classes, students learn about government, political ideas, country economy and resources, and more. Students gain political skills by analyzing and evaluating existing systems and imaging the future of the place in which they live.

Pragmatic point of view: Critical thinking is a part of social studies, students are taught to evaluate others' decisions and make connections between influences and circumstances. Young people get the opportunity to learn from others' mistakes through social sciences. Economics is a crucial part of social studies, whether studied on its own, or as a part of history, anthropology, or political science. By learning economics, young people understand how their financial decisions have an impact on their future, as well as the future of society. Social Science helps to built social character of social being, its create social habits and qualities too. Its also helps to the peoples to adopt their surrounding easily.

Current Scenario of Social Sciences

Social science as a subject, it becomes necessary to study its current status in India, what changes had to be made in social science as a subject before and after independence?

After independence, the social scientists and political experts and scientists of India were influenced by western socialism. They always used big words, references and technical words in their writings, speeches and carried out in books as well, which were mainly the words of foreign socialism; there was no significant relation with Indian culture and society. As a result of which the course of social science was looked upon with disdain by the general public, students and scholars of India.

According to Ausubel (2000), "An important factor affecting access is the knowledge that the student already knows."

At present, it is necessary to know the status of social science as a subject in India, that some main points like textbook of social science, methods of teaching-learning of social science, supporting materials being used in teaching of social science, etc. It is also necessary to discuss the evaluation methods of social science.

Rationale of the study

The title was already selected by me before starting the research work. While teaching social science to the students, the problems faced by me and the students while doing classroom teaching learning process, I seriously thought that perhaps these types of problems would also come in front of the students of social science and their teachers in all schools. So I thought that this title would be appropriate for my research work. At the school level, generally, I have seen that 'mostly' the students of class 11th and 12th choose the main subject i.e. mathematics, biology, commerce and humanities along with the sub-subjects combination available along with the main subject, the student faces problems in one or the other sub-subjects combination because a student is not perfect in all sub-subjects combination. It is not possible to get equal marks or parallel marks in sub-subjects by studying equally in each of the sub- subject.

Statement of the problem

The present study entitled as "A Study of Students Learning towards Social Science in Secondary Schools in Itarsi City".

Operational Definition

Study - The term study carries various interpretations, often associated with learning, focus, or mental application. Broadly, it illustrates the steps involved in applying one's mind to gain knowledge and comprehension of a particular subject. From the perspective of the present research the term specifically refers to assessing the extent of learning and understanding demonstrated by students in the subject of Social Science.

Social Sciences - In this present study, Social Science deals with the subjects like- History, Geography, Political Science and Economics included in the curriculum of Social Science in the secondary schools.

Secondary Schools - Schools for the students intermediate between middle classes and senior secondary classes, including class 9th and 10th.

Itarsi - Itarsi is a city and municipal area located in the Narmadapuram district of Madhya Pradesh, India. The name Itarsi is believed to have originated from two Hindi words—"eent" (brick) and "rassi" (rope)—reflecting the city's early involvement in brick-making and rope production. Itarsi is a prominent hub for agricultural trade and functions as the most significant railway junction in the state of Madhya Pradesh. It connects significant rail routes between the four major metropolitan cities of India: Mumbai, Kolkata, Delhi, and Chennai.

LITERATURE REVIEW:-

Rajadhurai G, (2011) conducted a study focusing on status of Social Science teaching and learning in secondary schools in Chennai city. The aim of the research was to examine students' level of study, habits, attitudes, and achievement towards social science in secondary schools with respect to selected independent variables. Findings of study shown that students' attitudes toward Social Science learning, study habits, and academic achievement are significantly influenced by their socio-economic background and type of school. Students whose fathers have only school-level education, whose parents' monthly income is below - 10,000, and those attending government schools tend to exhibit lower attitudes toward

Social Science learning and teaching. Similarly, these groups demonstrate lower levels of study organization and study habits.

Purohit Ashok B, (2013) examined in 'Social Sciences: Indian Perspective', the results of the study suggested in the Indian context, the study of Social Sciences must take into account the nation's rich historical legacy, cultural diversity, civilization ethos, and traditional value systems. However, the evolution of Social Science in India has been significantly influenced by Western ideologies, philosophies, and theoretical models. Scholars argue that this reliance often overlooks indigenous perspectives. Therefore, there is a growing emphasis on reorienting Social Science education to critically engage with India's unique socio-cultural realities and address national issues through contextually grounded, indigenous frameworks rather than exclusively Western paradigms.

Murat KECE, (2014) examined that several challenges faced by teachers in the effective delivery of Social Studies education. Key issues identified include the lack of an interdisciplinary approach, inadequacies in course textbooks, insufficient focus on the teaching of concepts, values, and skills, as well as constraints related to limited weekly instructional hours and inadequate physical infrastructure. The study emphasized the need to integrate a more interdisciplinary framework into the Social Studies curriculum. It also recommended that textbooks—particularly those produced by private publishers—be aligned more closely with the subject's educational goals.

Sameena Basu, (2014) evaluated how teachers' leadership behavior and its impact on students' academic achievement at the higher secondary level. Descriptive method of research was employed to carry out the investigation. In this study across ten districts of Kashmir province, 120 Government Higher Secondary Schools (12 from each district) were selected from a total population of 279 schools. Data were collected using the Leadership Behavior Description Questionnaire (LBDQ) administered to teachers. Findings indicated a significant relationship between teachers' leadership behavior and students' academic achievement. Teachers exhibiting effective leadership behavior had a more positive impact on

academic outcomes compared to those with average or ineffective leadership styles.

Krishnaiah R, (2015) studied to add to the existing literature on 'Constructivism and its Approach of Teaching Social Science at Secondary Level- A Critical Survey in Telangana Region.' This study was conducted to examine the extent of classroom management and teachers' perceptions in using the constructivist approach in teaching Social Science at the secondary level. It also explored the implementation of constructivist strategies in instructional and assessment practices. Using a random sampling method, the study involved 100 Social Science teachers and 300 students from CBSE-affiliated secondary schools in the Telangana region. Data were collected through questionnaires, following institutional permission and personal visits by the investigator. The findings revealed that male teachers implementing constructivist methods perceived them as effective in fostering supportive and democratic learning environments. Junior teachers demonstrated stronger classroom management skills and were more adept at designing activities that enhanced student motivation and engagement.

Hong J, (2016) examined the perspectives and attitudes of Social Science teachers toward the integration of Information and Communication Technology (ICT) revealed generally positive perceptions. Through face-to-face interviews with 23 educators, the research found that most participants held a favorable view of ICT as a valuable instructional tool. Additionally, many teachers expressed a strong willingness to enhance their professional competencies by acquiring further training and skills to effectively incorporate ICT into their classroom practices.

Jadhav V, (2017) stated that in his research paper globalization and citizenship education are increasingly recognized as essential for sustaining the planet as a shared home. Citizenship education fosters students' understanding of global governance, social responsibility, and critical global issues, while emphasizing the interconnectedness of local, national, and global contexts. Scholars argue that teacher education must be an ongoing, evolving process aimed at instilling civic values and

promoting responsible citizenship. This research paper explored how globalization and citizenship education are integrated into Social Science teacher education programmes in India and the United States. Through a comparative analysis of pre-service teacher syllabi, and the extent to which global perspectives, civic values, and responsibilities are embedded in teacher preparation programmes in both countries.

Rose E, (2018) revealed that the aim of Social Science education should be to reimagining the classroom as a transformative space where students cultivate personally meaningful understandings of the world and recognize their own agency to influence and reshape it. Social Studies must go beyond simply portraying life; it should inspire learners to actively and consciously engage with it. The goal is not for students to passively absorb captivating lectures, but to be empowered to find their voice, critically analyze both historical and contemporary issues, and embrace their roles as active participants in the ongoing process of shaping society.

Vinayagamurthy P, (2020) examined a study conducted in Salem City, Tamil Nadu, explored the relationship between students' attitudes toward Social Science and their scholastic achievement at the upper primary level. Using a sample of 150 Class VIII students from Royal Park Matriculation Schools, selected through simple random sampling, the research employed the Attitude towards Social Science Scale developed by Dr. Anuradha Agnihotri (2009) and academic records to assess achievement. Data analysis, conducted using the Karl Pearson Product-Moment Correlation Coefficient and the t-test, revealed a moderate positive correlation between students' attitudes and their academic performance. The findings suggested that learners with more positive attitudes toward Social Science tended to perform better academically, highlighting the significant influence of attitude on scholastic success in the subject.

Singh A, (2022) was conducted a study to examine the effects of student engagement, gender, and their interaction on learning outcomes in Social Studies among secondary school students. The sample comprised Class IX students from both government and private schools in

the Amritsar and Gurdaspur districts. Out of 1,334 schools affiliated with the Punjab School Education Board, 27 government and 26 private schools were randomly selected. From each selected school, 20 students were randomly chosen to participate in the study. Findings highlighted that multidimensional engagement comprising behavioral, emotional, and cognitive components was significantly associated with improved learning outcomes.

Objectives of the Study

1. To find out the students attitudes towards social science learning with respect to types of schools.
2. To find out the students attitudes towards social science learning with respect to gender.
3. To find out the students attitudes towards social science teachers teaching with respect to types of schools.
4. To find out the students attitudes towards social science teachers teaching with respect to gender.
5. To find out the students learning problems towards social science.
6. To find out the different factors affecting teaching-learning process towards social science.

Hypotheses of the Study

There is no significant difference between government and private schools students in attitudes towards social science.

There is no significant difference between urban, rural and tribal schools students in attitudes towards social science.

There is no significant difference between boys and girls in attitudes towards social science learning.

There is no significant difference between government and private schools students in attitudes towards social science teachers teaching.

There is no significant difference between urban, rural and tribal schools students in attitudes towards social science teachers teaching.

There is no significant difference between boys and girls in attitudes towards social science teachers teaching.

Note : There are no hypotheses for objectives number 5 and 6, they are analyzed directly.

Delimitation of the study

The research is confined to the municipal area of Itarsi, located in the Narmadapuram district of Madhya Pradesh. Sample size for the study comprises 350 students, selected using a random sampling technique to ensure unbiased representation, focusing on demographic variables (school type, locality and gender). The research examining the challenges associated with the teaching and learning of Social Science at the secondary level, which includes its major sub-disciplines such as History, Geography, Political Science, and Economics. The study is restricted to students enrolled in Class X (10th grade) in schools affiliated with the Central Board of Secondary Education (CBSE), New Delhi. A total of 13 schools have been purposively selected to represent the diversity within the region 6 private schools and 7 government schools, of these, 6 schools are situated in urban areas, while 7 schools are located in rural areas.

RESEARCH METHODOLOGY:-

The present study employs a survey research design to investigate students' learning attitudes, their perceptions of teachers' instructional approaches, learning-related challenges, and views on various factors influencing the teaching-learning process in Social Science. These variables are examined with respect to school type, geographical location of schools, and gender differences.

Sample

The subjects of the study comprise of 350 students studying in secondary schools by randomly select.

Tools of the study

To gather information about the personal background of each selected student, the researcher developed a personal information sheet designed to collect demographic and socioeconomic data. In addition, two self-constructed attitude scales were employed to assess students' learning

attitudes, perceptions of teaching practices, and levels of engagement with Social Science.

Table-1 : Tools for the Investigation.

S. No.	Tools Used	Objectives	Standardized/ Teacher made
1.	Attitude scale (Learning)	To measure the attitude of scholar's learning towards Social Science.	Teacher made tool
2.	Attitude scale (Teaching)	To measure the attitude of Social Science teaching.	Teacher made tool

Source: Self made tools prepared by the author guided by Supervisor.

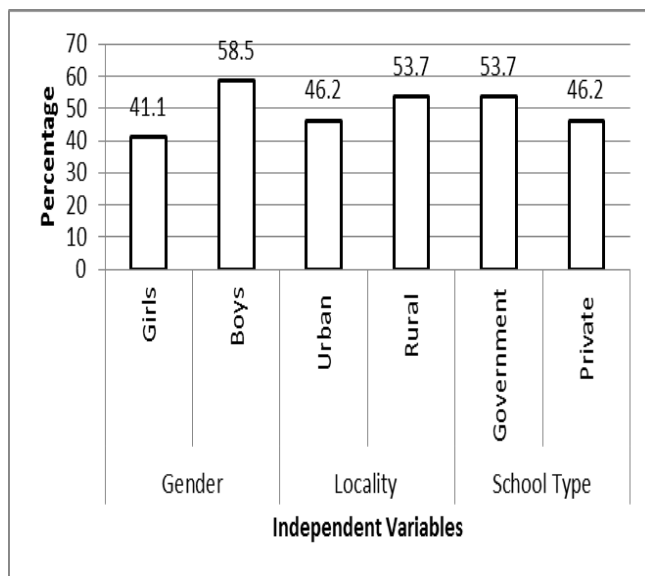
Variables

- a) Gender - (i) Boys (ii) Girls
- b) Locality - (i) Urban (ii) Rural (iii) Tribal
- c) School type - (i) Govt. Schools (ii) Pvt. Schools

Statistical Techniques used

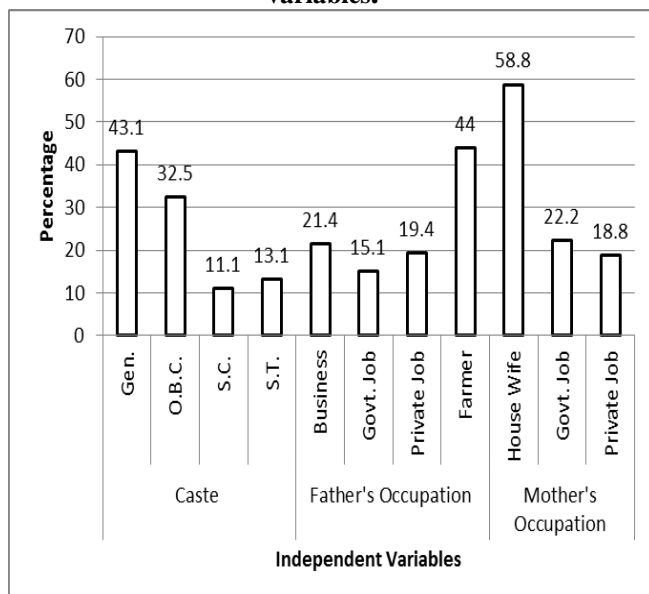
Statistical procedures, including mean and standard deviation calculations, T-tests, product movement analysis, and correlation analysis, are vital for data analysis. The mean provides the average value, while the standard deviation measures data dispersion. T-tests assess differences between groups, product movement analysis tracks goods flow, and correlation analysis examines relationships between variables, facilitating informed decision-making and insights extraction from datasets.

Fig. 01 : Distribution of sample (Gender, Locality & School Type) as independent variables.



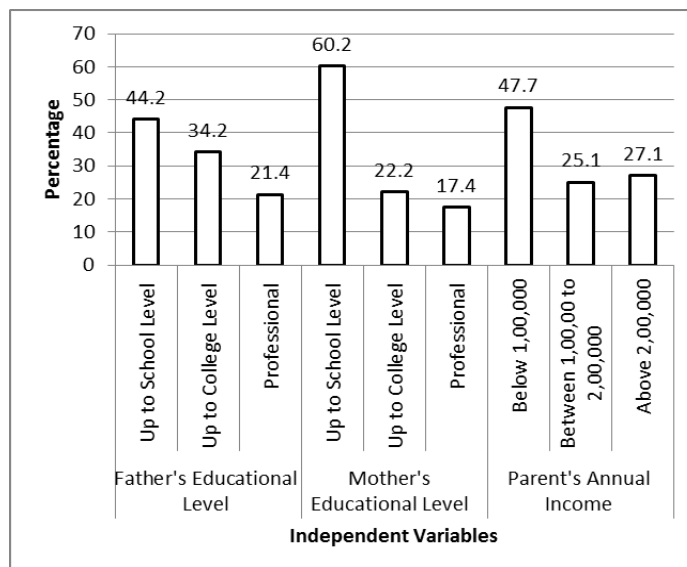
Source: On the basis of sample collected the author.

Fig. 02 : Distribution of sample (Caste, Father's Occupation & Mother's Occupation) as independent variables.



Source: On the basis of sample collected the author.

Fig. 03 : Distribution of sample (Father's Educational Level, Mother's Educational Level & Parent's Annual Income) as independent variables.



Source: On the basis of sample collected the author.

RESULT AND DISCUSSION:-

The data was analysed to find answers to the hypotheses set for the study.

The calculated t value (1.12) was lower than the critical value (1.96, $df = 348$, $p > 0.05$), indicating no significant difference in learning attitudes towards Social Science between students of government and private schools. However, the mean scores (government: 20.3; private: 19.5) suggest slightly better attitudes among government school students.

The t value (1.57) was also less than the critical value (1.96, $df = 348$, $p > 0.05$), indicating no significant difference in learning attitudes based on school location. Nevertheless, rural students (mean = 28.4) outperformed urban students (mean = 27.3) in learning attitudes.

Table - 2 : t-value between government and private schools situated in urban and rural area according to their gender in learning attitudes towards social science.

Group	N	Mean	S.D.	t-value	Significance (at 0.05 level)
Govt. Schools	188	20.3	6.856	1.12	Not Significant
Pvt. Schools	162	19.5	6.364		
Urban	162	27.3	6.36	1.57	Not Significance
Rural	188	28.4	6.85		
Boys	205	13.7	7.15	2.19	Significant
Girls	145	15.3	6.02		

Source: On the basis of sample collected by the author.

Table – 3 : t-value between government and private schools situated in urban and rural area according to their gender in perception about teachers teaching approaches towards social science.

Group	N	Mean	S.D.	t-value	Significance (at 0.05 level)
Govt. Schools	188	24.6	6.85	3.93	Significant
Pvt. Schools	162	21.8	6.36		
Urban	162	34.2	6.32	1.40	Not Significant
Rural	188	35.2	6.85		
Boys	205	31.6	7.15	7.55	Significant
Girls	145	26.1	6.08		

Source: On the basis of sample collected by the author.

Table - 4: t-value between government and private schools situated in urban and rural area according to their gender in learning problems towards social science.

Group	N	Mean	S.D.	t-value	Significance (at 0.05 level)
Govt. Schools	188	43.2	6.85	4.35	Significant
Pvt. Schools	162	33.3	6.36		
Urban	162	24.5	6.36	4.35	Significant
Rural	188	21.4	6.85		
Boys	205	17.4	7.15	3.02	Significant
Girls	145	15.2	6.02		

Source: On the basis of sample collected by the author.

Table – 5 : t-value between government and private schools situated in urban and rural area according to their gender in perception about different factors affecting teaching-learning process towards social science.

Group	N	Mean	S.D.	t-value	Significance (at 0.05 level)
Govt. Schools	188	20.6	6.85	3.09	Significant
Pvt. Schools	162	18.4	6.36		
Urban	162	18.2	6.36	1.12	Not Significant
Rural	188	17.4	6.85		
Boys	205	13.1	7.15	7.00	Significant
Girls	145	18.2	6.02		

Source: On the basis of sample collected the by author.

The t value (2.19) exceeded the critical value (1.96, $df = 348$, $p < 0.05$), indicating a significant difference in learning attitudes between boys and girls students. Girls (mean = 15.3) demonstrated more positive learning attitudes towards Social Science than boys (mean = 13.7).

The t value (3.93) was greater than the critical value (1.96, $df = 348$, $p < 0.05$), indicating a significant difference in students' perceptions. Government school students (mean = 24.6) reported more positive perceptions of teachers' teaching approaches compared to private school students (mean = 21.8).

The t value (1.40) was less than the critical value (1.96, $df = 348$, $p > 0.05$), indicating no significant difference in perception based on school location. However, rural students (mean = 35.2) showed marginally better perceptions than urban students (mean = 34.2).

The t value (7.55) exceeded the critical value (1.96, $df = 348$, $p < 0.05$), showing a significant gender-based difference. Boys (mean = 31.6) had a more favorable perception of teachers' teaching approaches compared to girls (mean = 26.1).

The t value (4.35) exceeded the critical value (1.96, $df = 348$, $p < 0.05$), indicating a significant difference in reported learning problems. Government school students (mean = 43.2) experienced more learning problems in Social Science than private school students (mean = 33.3).

A significant difference was also found between urban and rural students ($t = 4.35 > 1.96$, $df = 348$, $p < 0.05$). Urban students (mean = 24.5) reported greater learning problems than rural students (mean = 21.4).

The t value (3.02) was greater than the table value (1.96, $df = 348$, $p < 0.05$), showing a significant gender-based difference. Boys (mean = 17.4) faced more learning problems than girls (mean = 15.2).

A significant difference was found ($t = 3.09 > 1.96$, $df = 348$, $p < 0.05$), indicating differing perceptions between

groups. Government school students (mean = 20.6) perceived more hindering factors in the teaching-learning process than private school students (mean = 18.4).

The t value (1.12) was below the critical threshold (1.96, $df = 348$, $p > 0.05$), indicating no significant difference. However, rural students (mean = 18.2) reported slightly more concern with affecting factors than urban students (mean = 17.4).

A significant gender difference was observed ($t = 7.00 > 1.96$, $df = 348$, $p < 0.05$). Girls (mean = 18.2) were more affected by various factors influencing the teaching-learning process than boys (mean = 13.1)

CONCLUSION :–

Social Science teaching and learning in secondary schools of Itarsi city with regards to variables taken for the present study are learning attitude, learning problems and teaching approaches with school types, locality and gender.

The study indicates that the students of Social Science of secondary schools the level of learning attitude is low in government schools is compression to private schools. The result of the study indicate that the students of the private schools more focused on their study because of school environment and discipline.

The students of rural locality showed the level of high learning attitude in the compression of other locality like urban and tribal. This may be due to the fact that the more socialization and rural environment encourage them in the subject Social Science.

The learning attitude of girl students towards Social Science is higher than the boy students. This may be due to the differences in their learning and academic pursuits.

The teachers teaching approaches towards Social Science in government schools is lower than the private schools. Government school teachers are engaged in different non-academic assignments given by the education department.

The perception about teachers teaching approaches is high in rural school students. The rural environment may be a important factor for this.

No significant differences noted between boy students and girl students in terms of level of perception about teachers teaching approaches towards Social Science.

The level of learning problems towards Social Science is higher in government school students than the private school students. It may be due to teachers dedication towards subject.

Tribal school students show high level of learning problems towards Social Science. The main reason is lack of basic requirements for the study. Poor quality of education in primary and middle schools are another major reason.

The level of girl students learning problem is higher than the boy students. Male dominated society encourages boys for the study. Girls spend their most of the time in house hold activities while boys are free from this.

The study revealed that there were significant differences among school types (government and private), locality (rural, urban and tribal) and gender (boys and girls). So schools must address the problems related to Social Science study in secondary schools. Schools should develop positive environment and attitude towards Social Science among the students. Field studies, Social club, student parliament and educational excursion certainly help the students to understand their subject. Good positive attitudes can be developed towards Social Science subject by various activities. Students should be participating in these activities. It will be helpful to students, make them aware about the benefits of Social Science in their future career related activities. Social Science teachers should also use innovations in Social Science. They should use new teaching learning materials (TLMs) during Social Science classes. Teachers should participate in various training and capacity building programmes (CBPs) to improve their command in subject.

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