



INNOVATIVE PEDAGOGICAL STRATEGIES FOR DEVELOPING MAP DRAWING SKILLS IN SOCIAL SCIENCE AMONG HIGH SCHOOL STUDENTS

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Abstract

Map drawing is an essential component of Social Science education, as it enhances students' geographical knowledge, spatial understanding, and analytical skills. However, many high school students experience difficulty in drawing Karnataka, India, and World maps accurately. The present study aimed to assess the map drawing skills of VIII standard students at Sri Gavisiddeshwara Composite Boys High School, Koppal, Karnataka, India. A total of 80 students constituted the sample, of whom 76 were present and participated in the study. Students' performance was evaluated through a map drawing test covering Karnataka, India, and World maps. The findings revealed that while a few students demonstrated satisfactory map drawing skills, the overall performance indicated deficiencies, particularly in Karnataka and World map drawing. The study also observed that many students showed limited interest in map drawing and possessed inadequate geographical knowledge. The findings suggest the need for more interactive classroom teaching, activity-based learning, hands-on map drawing practice, historical field visits, and regular remedial instruction to enhance students' map drawing competency and geographical understanding.

Keywords: Map Drawing Skills, Geographical Knowledge, Social Science Education, High School Students, World Map.

INTRODUCTION:

The 21st century emphasizes the development of spatial thinking, geographical awareness, and responsible citizenship among school students. Map drawing is one of the essential skills in Social Science, helping learners understand the geographical, historical, political, and cultural features of their state, nation, and the world. Every high school student should be able to identify and draw the maps of Karnataka, India, and the world, along with locating important historical places and geographical features. Students should also develop knowledge of national and state symbols, including the flag, anthem, animal, bird, flower, and other heritage symbols. Effective map drawing not only strengthens memory and visual learning but also develops critical thinking and analytical skills. In today's globalized world, Social Science teachers should adopt innovative pedagogical strategies that make map learning interesting, interactive, and activity-oriented. Such strategies cultivate patriotism, national integration, global understanding, and respect for cultural diversity while encouraging students to protect their nation, environment, and world heritage. Therefore, developing map drawing skills through innovative pedagogy is essential for preparing informed, responsible, and globally competent citizens.

NEED AND IMPORTANCE:

In the present day, many students show less interest in drawing maps because they have limited geographical knowledge and depend too much on digital devices for information. Although every kind of information is available at our fingertips in this digital world, students often do not develop the habit of observing places, understanding locations, and learning spatial relationships. Map drawing helps bridge this gap by improving geographical awareness, memory, observation, and analytical thinking. It enables learners to identify states, countries, continents, rivers, mountains, historical places, and other important features in a meaningful way. It also helps them understand Karnataka, India, and the world, along with national and state symbols and heritage. Therefore, map drawing is an essential skill that builds interest in geography and prepares students to become informed, responsible, and aware citizens.



SCOPE OF THE STUDY:

The main intention of the study is to assess the map drawing skills of VIII standard students and identify the deficiencies in drawing Karnataka, India and World maps.

OBJECTIVES OF THE STUDY:

To identify the deficiencies in the map drawing skills of VIII standard students.

HYPOTHESIS OF THE STUDY:

1. There is no significant deficiency in the Karnataka map drawing skills of VIII standard students.
2. There is no significant deficiency in the India map drawing skills of VIII standard students.
3. There is no significant deficiency in the World map drawing skills of VIII standard students.

SAMPLE:

The sample comprised 80 students of VIII standard from Sri Gavisiddeshwara Composite Boys High School, Koppal, Karnataka, India. Out of these 76 students attended and participated in the study. The participants were selected using the random sampling techniques.

METHODOLOGY:

In the present study investigator adopted descriptive research method.

RESULT AND DISCUSSION:

HYPOTHESIS 1: There is no significant deficiency in the Karnataka map drawing skills of VIII standard students.

Table 01: Mean, Standard Deviation and One Sample t-test Results of Karnataka Map Drawing Skills of VIII Standard Students.

Variable	N	Mean	SD	T-value	p-value	Significance
Karnataka Map Drawing Skill	76	3.13	1.72	-9.45	<0.001	S

S – Significance

Analysis and Interpretation

The descriptive statistics revealed that the mean score of students in Karnataka map drawing Skills was 3.13 with a standard deviation of 1.72 (SD = 1.72) out of 10. The obtained t-value (-9.45) was with a p-value of <0.001, which is lesser than the 0.001 level of significance. Hence, the null hypothesis was rejected.

The result indicates that the students' performance in Karnataka map drawing was significantly lower than the expected average level. Therefore, the null hypothesis stating that "There is no significant deficiency in the Karnataka map drawing skills of VIII standard students" is rejected. It can be concluded that there exists a significant deficiency in the Karnataka Map Drawing skills among VIII standard students.

HYPOTHESIS 2: There is no significant deficiency in the India map drawing skills of VIII standard students.



Table 02: Mean, Standard Deviation and One Sample t-test Results of India Map Drawing Skills of VIII Standard Students.

Variable	N	Mean	SD	T-value	p-value	Significance
India Map Drawing Skill	76	5.17	1.59	0.935	0.353	NS

NS – Not Significance

Analysis and Interpretation

The descriptive statistics revealed that the mean score of students in India map drawing skills was 5.17 (SD = 1.59) out of 10. The obtained t-value was 0.935 with a p-value of 0.353, which is greater than the 0.05 level of significance. Hence, the result was found to be not statistically significant.

The result indicate that the students possess an average level of India map drawing skills, and there is no significant deficiency in their performance. Therefore, the null hypothesis stating that “There is no significant deficiency in the India map drawing skills of VIII standard students” is accepted. It can be concluded that there is no significant deficiency in the India map drawing skills among VIII standard students.

HYPOTHESIS 3: There is no significant deficiency in the World map drawing skills of VIII standard students.

Table 03: Mean, Standard Deviation and One Sample t-test Results of World Map Drawing Skills of VIII Standard Students.

Variable	N	Mean	SD	T-value	p-value	Significance
World Map Drawing Skill	76	2.75	1.33	-14.77	<0.001	S

S – Significance

Analysis and Interpretation

The descriptive statistics revealed that the mean score of students in World map drawing Skills was 2.75 with a standard deviation of 1.33 (SD = 1.33) out of 10. The obtained t-value (-9.45) was with a p-value of <0.001, which is lesser than the 0.001 level of significance. Hence, the null hypothesis was rejected.

The result indicates that the students’ performance in World map drawing was significantly lower than the expected average level. Therefore, the null hypothesis stating that “There is no significant deficiency in the World Map Drawing skills of VIII standard students” is rejected. It can be concluded that there exists a significant deficiency in the World map drawing skills among VIII standard students.

CONCLUSION:

The findings of the study indicate that high school students exhibit a significant deficiency in Karnataka and World map drawing skills. The performance in these two areas was statistically significant at the 0.001 level, leading to the rejection of the null hypothesis. However, the performance in India map drawing was not statistically significant ($p > 0.05$); therefore, the null hypothesis related to India map drawing skills was accepted.



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Overall, the results suggest that students require greater support in developing map drawing competencies, particularly for Karnataka and World maps. Hence, appropriate remedial teaching strategies, continuous practice, activity-based learning, and regular map drawing exercises should be implemented to enhance students' map drawing skills and improve their overall geographical understanding.

RECOMMENDATIONS:

To improve the Karnataka, India, and World map drawing skills of VIII Standard students, the following recommendations are suggested:

1. Students should practise drawing the Karnataka State map, the India map, and the World map every day to improve their map drawing skills.
2. Schools should organize regular historical and geographical field visits to help students develop a better understanding of places, locations, and their significance.
3. Teachers should use the Karnataka map effectively to develop students' geographical knowledge and spatial understanding.
4. Along with teaching the prescribed content, teachers should focus on enhancing students' geographical knowledge through regular map-based learning activities.
5. Teachers should use manual map drawing activities and hands-on teaching methods to increase students' interest in Social Science.
6. Atlas work and map practice should be made compulsory in all Social Science classes to strengthen students' map reading and drawing skills.
7. Maps should be used effectively as teaching-learning materials to capture students' attention and make Social Science classes more interactive, engaging, and effective.
8. Schools should strengthen experiential learning through field visits.
9. Curriculum planners should emphasize map skills.
10. Teacher education programmes should include training in effective map-teaching strategies.

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