

## **Appendices**

## Appendix – 1

### 1. Name of Schools where the Research was conducted

<b>Sr. No.</b>	<b>Name of School</b>
1.	<b>Pilot Study conducted in -</b> School 1: Anand Vidya Vihar, Vadodara :
2.	<b>Main Study conducted in -</b> School 2: New Era Senior Secondary School, Vadodara :

## 2. Permission letter for conducting pilot Study

To the Principal,  
Anand Vidya Vihar,  
Vadodara.

Subject: Permission to conduct pilot study for my Ph.D. coursework.

### Research work

Respected Ma'am,  
I, Susmita Basu, am pursuing my Ph.D. from Navrachna University. My topic for research is "Study of the effectiveness of constructivist approach in the teaching of social science at secondary school level". As a part of my research I need to conduct an pilot study. I will be highly obliged if you would grant me permission to conduct the same in your esteemed organization. The data that I will collect through this study will be used for my research purpose only. I plan to carry out my study in social science with the students of the 9th standard CBSE board.

Thanks and regards,  
Susmita Basu

  
Principal  
Anand Vidya Vihar  
Harinagar Society,  
Gotri Road, Vadodara-390 023.

### 3. Permission letter for conducting the Experimental Study for PhD



**NEW ERA SENIOR SECONDARY SCHOOL**

CBSE Affiliation No. 430024 Managed by THE GUJARAT NEW ERA EDUCATION TRUST



Date:- 02.07.2016

To  
The Principal  
New Era Sr. Sec. School  
Nizampura  
Vadodara

Sub:- Permission to conduct "Experimental Study for my Ph.D. Research work  
Respected Madam

I, Susmita Basu, am pursuing my Ph.D from Navrachana University. My topic for research is "Study of the effectiveness of constructivist approach in the teaching of social sciences at secondary school level".

As a part of my research I need to conduct experimental studies. I will be highly obliged if you would grant me permission to conduct the same in your esteemed organization. The data that I will collect through this study will be used for my research purpose only. I plan to carry out my study in social science with the students of the class 9<sup>th</sup> CBSE Board.

Thanks & Regards.

Susmita Basu

*Permitted to conduct  
the research work!  
Best wishes,  
Pratibha*

**Principal  
New Era Sr. Secondary School  
Vadodara - 390 002.**

**SCHOOL NAME**.....

**STD/SEC:**.....

**POST TEST 1 EVALUATION**

**TIME: 40 mins**

**Marks : 15**

**Lesson 1: What is Democracy? Why Democracy**

- I. Here is some information about four countries. Based on this information, how would you classify each of these countries? Write 'democratic', 'undemocratic' or 'not sure' against each of these. (1)
- Country A: People who do not accept the country's official religion do not have a right to vote.
  - Country B: The same party has been winning elections for the last twenty years.
  - Country C: Ruling party has lost in the last three elections.
  - Country D: There is no independent election commission.
- II. Here is some information about four countries. Based on this information, how would you classify each of these countries? Write 'democratic', 'undemocratic' or 'not sure' against each of these. (1)
- Country P: the parliament cannot pass a law about the army without the consent of the Chief of Army.
  - Country Q: The parliament cannot pass a law reducing the powers of the judiciary.
  - Country R: The country's leaders cannot sign any treaty with another country without taking permission from its neighbouring country.
  - Country S: All the major economic decisions about the country are taken by the officials of the central bank which the ministers cannot change.
- III. Which of these is not a good argument in favour of democracy? Why? (½)
- People feel free and equal in democracy.
  - Democracies resolve conflict in a better way than others.
  - Democratic government is more accountable to the people.
  - Democracies are more prosperous than others.
- IV. Each of these statements contains a democratic and an undemocratic element. Write out the two separately for each statement. (1)
- A minister said that some laws have to be passed by the parliament in order to conform to the regulations decided by the World Trade Organisation.
  - The Election Commission ordered re-polling in a constituency where large scale rigging was reported.
  - Women's representation in the parliament has never reached 10 per cent. This led women's organisations to demand one-third seats for women.
- V. Examine which of the following statements express democratic values. (½)

- A. Father to daughter "I do not want to hear about your opinion about your marriage. In our family, children marry where the parents tell them to".
  - B. Teacher to student "Do not disturb my concentration by asking me questions in the classroom".
  - C. Employee to the officer "Our working hours must be reduced according to the law".
- VI. Analyze the following facts about a country and decide if you would call it a democracy or not. (1)
- A. All the citizens of the country have right to vote. Elections are held regularly.
  - B. The government owns the radio and television in the country. All the newspapers have to get permission from the government to publish any news about government's policies and protests.
  - C. People speak more than seven languages but education is available only in one language, the language spoken by 52% of that country.
- VII. Which of the following positions can contribute to democracy at the global level? Give reasons for your answer in each case. (1)
- A. My country gives more money to international institutions. Therefore, I want to be treated with more respect and exercise more power.
  - B. My country may be small or poor. But my voice must be heard with equal respect, because these decisions will affect my country.
  - C. Wealthy nations will have a greater say in international affairs. They cannot let their interests suffer just because they are outnumbered by poor nations.
  - D. Big countries like India must have a greater say in international organisations.
- VIII. French Revolution was important because (½)
- A. Throughout the 19<sup>th</sup> century democracy in France was overthrown and restored several times.
  - B. It inspired many struggles for democracy all over Europe.
  - C. Monarchy was overthrown.
  - D. Slavery was abolished.

- IX. In which way is the quality of decision making improved in democracy? Justify. (1)
- X. Examine the difference and conflicts dealt with in a democracy? (1)
- XI. In a democratic country, how systematic and prompt are public services for those who really need them? (1)
- XII. "Democracy is called a government by discussion and persuasion". Justify (1)
- XIII. What is democracy? When did India become a democratic country? (½)
- XIV. State the features of democracy (any two). (1)
- XV. State the arguments against democracy (any two). (1)
- XVI. Give two examples of recent events in your surrounding which you feel are undemocratic and give two solutions. (2)

SCHOOL NAME.....

STD/SEC:.....

**POST TEST 2 EVALUATION**

**TIME: 40 mins**

**Marks : 15**

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**Lesson 2: Constitutional Design Of India**

1. Identify the mistake in each of the following statements and rewrite these correctly based on what you have read in this chapter. (1)
  - A. Leaders of the freedom movement had an open mind about whether the country should be democratic or not after independence.
  - B. Members of the Constituent Assembly of India held the same views on all provisions of the Constitution.
  - C. A country that has a constitution must be democracy.
  - D. Constitution cannot be amended because it is supreme law of a country.
  
2. Tick mark the significant underlying conflict leading to the making of a democratic constitution in South Africa. (1)
  - A. Between South Africa and its neighbors.
  - B. Between men and women.
  - C. Between the white majority and the black minority.
  - D. Between the coloured minority and the black majority.
  
3. Identify the provision that a democratic constitution does not have? (1)
  - A. Powers of the head of the state.
  - B. Name of the head of the state.
  - C. Powers of the legislature.
  - D. Name of the country.
  
4. Here are some of the guiding values of the Constitution and their meaning. Rewrite them by matching them correctly. (1)

A. Sovereign	(i) Government will not favour any religion
B. Republic	(ii) People have the supreme right to make decisions.
C. Fraternity	(iii) Head of the state is an elected person
D. Secular	(iv) People should live like brothers and sisters
E. Socialist	
  
5. Here are different opinions about what made India a democracy. How much importance would you give to each of these factors in detail? (1)
  - A. Democracy in India is a gift of the British rulers. We received training to work with representative legislative institutions under the British rule.
  - B. Freedom struggle challenged the colonial exploitation and denial of different freedoms to Indians. Free India could not be anything but democratic.



C. We were lucky to have leaders who had democratic convictions. The denial of democracy in several other newly independent countries shows the importance role of these leaders.

6. Read the following statements about a constitution. Justify (give one reason) why each of these is true or not true. (1)
- A. The authority of the rules? Is it article statements of the constitution is the same as that of any other law.
  - B. Constitution lays down how different organs of the government will be formed.
  - C. Rights of citizens and limits on the power of the government are laid down in the constitution.
  - D. A constitution is about institutions, not about values.

CHOOSE THE CORRECT OPTION:

7. Why was Nelson Mandela sentenced to life imprisonment in 1964? (1)
- A. He provoked the people to attack on the whites.
  - B. He spread communal feelings among the people.
  - C. He dared to oppose apartheid regime in his country.
  - D. He was responsible for the attack on a theatre meant for the whites.
8. What is the colour of the native people of South Africa? (1)
- A. Black
  - B. Brown
  - C. White
  - D. Red
9. When did the Constitution of India come into effect? (1)
- A. 26 November, 1950
  - B. 26 November, 1949
  - C. 20 November, 1951
  - D. 26 January, 1950
10. State the meaning of the term "Socialist". (1)
- A. Wealth should be shared only by the rich.
  - B. Wealth is generated socially and should be shared equally by society.
  - C. Wealth should be shared only by the poor.
  - D. Wealth is generated socially and should not be shared by any one.
11. A friend from Nepal has written you a letter describing the political situation there. Many political parties are opposing the rule of the king in the year 2001. Some of them say that the existing constitution given by the monarch can be amended to allow more powers to elected (2)

representatives. Others are demanding a new Constituent Assembly to write a republican constitution. Reply to your friend giving your opinions (two points) on the subject.

12. Describe under which circumstances was the Indian Constitution drawn up. (1½)

13. Why do we call India a republic? Give two points. (1½)

SCHOOL NAME.....

STD/SEC:.....

**POST TEST 3 EVALUATION**

**TIME: 40 mins**

**Marks : 15**

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**Lesson 3: Electoral Politics in India**

1. A ballot paper is a sheet of paper which contains the names of the: (1)
  - A. Voters
  - B. Contesting candidates
  - C. Polling officials
  - D. Party workers
  
2. What is Electoral Roll? (1)
  - A. The list of those who are eligible to vote
  - B. The list of those who are contesting the election
  - C. The list of those who are not eligible to vote
  - D. None of the above
  
3. Which is the new reform introduced in the electoral process by the Election Commission? (1)
  - A. Indelible ink
  - B. Electronic voting machine
  - C. Polling booths
  - D. Voters list
  
4. Which of the following is not allowed while carrying out an election campaign? (1)
  - A. Giving money to voters to cast vote for particular candidate
  - B. Using television channels
  - C. Door-to-door canvassing
  - D. Contacting voters on phone
  
5. Which among the following is not correct? (1)
  - A. The Election Commission conducts all elections for the Parliament and Assemblies
  - B. The Election Commission directs and controls the preparation of electoral rolls.
  - C. The Election Commission cannot fix the election dates
  - D. The Election Commission does the scrutiny of nomination papers.

6. Which of the following statements regarding elections and election commission hold true? (1)
- Election Commission of India has enough powers to conduct free and fair elections in the country.
  - There is a high level of popular participation in the elections in our country
  - It is e=very easy for the party in power to win an election
  - Many reforms are needed to make our elections completely free and fair.
    - (A),(B) and (C)
    - (A),(B) and (D)
    - (A),(B),(C) and (D)
    - only (C)
7. Here are some facts on Indian elections. Which of them reflect the weakness of our Electoral System? (1)
- The Lok Sabha has always had less than 10 per cent women members.
  - The Election Commission often refuses to accept the government's advice about when the elections should be held.
  - The present Lok Sabha has more than 145 members whose assets are more than Rs. 1 crore.
  - After losing an election the Chief Minister said "I respect the people's verdict".
    - (A)
    - (C)
    - (A) and (C)
    - (B) and (D)
8. Analyze the following statements regarding the fair electoral practice. (1)
- A minister flags off a new train in his constituency a week before polling day.
  - A candidate promises that she will get a new train for her constituency if she is elected.
  - Supporters of a candidate take the voters to a temple and make them take an oath that they will vote for him.
  - The supporters of a candidate distribute blankets in slums in return for a promise for vote.
9. During election the voters make many choices. Select the correct options. (1)
- Who will make laws for them?
  - Who will grant Fundamental Rights?
  - Who will form the government and take major decisions?
  - Who will check the functioning of courts?
    - (A) and (C)
    - Only (B)
    - only (C)
    - Both (B) and (D)
10. Is it good to have Political Competition? Which of the following statements justify this? (1)
- It creates a sense of disunity and factionalism
  - Political Competition helps to force political parties and leaders to serve people.
  - It gives fair chance to people for the responsible government.
  - Political competition causes divisions and some ugliness.
    - (A)
    - (D)
    - (B) and (D)
    - (A) and (D)

11. Ramesh was not in class when the chapter "Electoral Politics" was being taught. He came the next day and repeated what he has heard from his father. Can you tell Ramesh what is wrong with these statements? (2½)
- A. Women always vote the way men tell them to. So, what is the point of giving them the right to vote?
  - B. Party politics create tension in society. Elections should be decided by consensus not by competition.
  - C. Only graduates should be allowed to stand as candidates for elections.
12. Is political competition healthy? Justify? (2½)

<b>SCHOOL NAME.....</b>	
<b>STD/SEC:.....</b>	
<b>COMPREHENSIVE POST TEST: EVALUATION</b>	
<b>TIME: 40 mins</b>	<b>Marks : 15</b>
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<b>Lesson 1, 2, and 3</b>	

Answer the following questions:

1. Why were some people against Mandal commission recommendations? Do you think ability and not discrimination should be our philosophy? (2)
2. Why do democratic governments insist on institutions? (2)
3. Why is government functionaries called as the executive? (2)
4. Why is election campaign needed? (2)
5. Why do common people in India attach a lot of importance to elections? (2)
6. Why do we need to make amendments in our constitution? (2)
7. Why are modern democracies called representative democracies? (2)
8. Why did the constitution come into effect on 26<sup>th</sup> January 1950? (2)
9. You visited an electoral booth and viewed malpractices being used to win the election. Can these malpractices be stopped? Give suggestions. (2)

\* (Note: For analysis purpose, marks obtained out of 15 have been considered)

10. Why are government functionaries called as the executives? (2)
11. 'Democracy is better than other forms of governments because it allows to correct its own mistakes.' Do you agree with it or not? Explain. (5)
12. 'Most of the countries of the world keep changing their constitution as needed but the same Indian Constitution is accepted even today as it was at the time of preparation.' Is it an unusual achievement for any constitution? Give reasons in support of your answer. (5)
13. Which one do you think is important Lok Sabha or Rajya Sabha? Why? (5)





## Reaction Feedback Questionnaire for Experimental Group Students

Name of Student: \_\_\_\_\_ Age: \_\_\_\_\_

Name of Parents: \_\_\_\_\_

Mob No. / E-mail Id: \_\_\_\_\_

Date: \_\_\_\_\_

Sr. No.	Query	Student's Response				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
<b>A</b>	<b>Introduction</b>					
1	Social Science is a sought-after subject					
2	Social Science is not a sought-after subject					
3	Conventional teaching method of Social Science is effective					
4	Conventional learning method of Social Science is rote memory based					
5	Social Science teaching-learning is teacher-centric					
6	Social Science teaching-learning is student-centric					
7	Participation of students in Social Science teaching-learning is very less					
8	Participation of students in Social Science teaching-learning is extensive					
9	Social Science is the mother of many related disciplines					
10	Social Science helps to create responsible citizens of the country					
11	There does not have much career opportunities					
12	There does have enough career opportunities					

## Reaction Feedback Questionnaire for Experimental Group Students

Sr. No.	Query	Student's Response				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
<b>B</b>	<b>Engage</b>					
1	In this method, learning is fun and enjoyable					
2	I liked the method of teaching because it is easy to comprehend					
3	I responded to the questions well					
4	I did not like this method of teaching at all					
5	This method of teaching hampers the class discipline					
6	The method is difficult to understand					
7	I could not learn because of group activities					
8	I got confused and did not do well in the test					
9	The design of the units was well planned					
10	The teacher offered effective support and guidance					
11	The teacher did not provide adequate guidance					
12	The topic was interesting					
13	The topic was not interesting					
14	I could use my previous knowledge on the subject					

### Reaction Feedback Questionnaire for Experimental Group Students

Sr. No.	Query	Student's Response				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
<b>C</b>	<b>Explore</b>					
1	Concepts became clear as we ourselves actively participated in learning process					
2	Teacher facilitated learning by moderating the discussions					
3	It was interesting to learn through group activities and collaboration					
4	This method has helped me to comprehend my concepts of Social Science					
5	I like this method because it encourages me to use our talents					
6	I could learn at my own pace					
<b>D</b>	<b>Explain</b>					
1	Teaching was student-centric					
2	The concepts were introduced well					
3	This method of learning evoked interest					
4	The project method of learning made Social Science interesting					
5	I could interact with fellow students in the group activities					
6	I could listen to and question my fellow students and also the teacher					
7	I could provide response to the question					
8	This method of teaching made Social Science interesting and enjoyable					
9	This method is lengthy					
10	I liked this method as it summarised the units of Social Science in a simple way					
11	It was clear to me what I was expected to learn after completing each unit of Social Science					
12	Working in a team made the learning more interesting and effective					
13	This method illustrated each unit clearly					

### Reaction Feedback Questionnaire for Experimental Group Students

Sr. No.	Query	Student's Response				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
<b>E</b>	<b>Elaborate</b>					
1	I liked this method because there are number of examples which helped me to understand the subject					
2	I liked this method of teaching as it created a conducive environment of learning					
3	It helped me to think in a structured way					
4	I liked this method as it explored my creativity in studying Social Science in the class					
5	I liked this method as it relates to my daily experience					
<b>F</b>	<b>Evaluate</b>					
1	Evaluation was simple because concepts were clear					
2	This method provided me the opportunity to take responsibility for my own learning					
3	I benefited from this method					
4	Social Science is reinvented through this teaching					
5	My retention of Social Science knowledge has improved					
6	This method has improved my confidence					
7	This method improved my understanding of the Social Science					
8	This method did not improve my understanding of the Social Science					
9	This method has helped me to develop my analytical skill					
10	This method of teaching-learning made us more confident					
11	On the whole, I liked the method and its outcome					
12	On the whole, I did not like the method and its outcome					

## **List of Experts for Validation of Tools**

### **University Experts**

1. Dr. Mandira Sikdar, Associate Professor, Navarchana University, Vadodara
2. Dr. Archana Tomar, Associate Professor, Navrachana University, Vadodara
3. Dr. Vandana Telegaonkar, Associate Professor, Navrachana University, Vadodara
4. Dr. Shilpa Popat, Assistant Professor, Navrachana University, Vadodara
5. Dr. Pramila Ramani, Assistant Professor, Navrachana University, Vadodara
6. Ms. B. Valli, Assistant Professor, Navrachana University, Vadodara

### **School Experts**

1. Ms. Mary Kutty, Assistant Teacher, New Era Senior Secondary School, Vadodara – Language Expert
2. Ms. Barnali Sengupta, Assistant Teacher, New Era Senior Secondary School, Vadodara – Language Expert
3. Ms. Anuradha Kacker, Assistant Teacher, New Era Senior Secondary School, Vadodara – Content Expert
4. Ms. Meena Rana, Assistant Teacher, New Era Senior Secondary School, Vadodara – Content Expert
5. Ms. Usha Pandit, Assistant Teacher, Anand Vidya Vihar School, Vadodara – Content Expert

## Achievement Scores of Experimental Group Students

(Academic Year: 2016 – 17)

Sr. No.	Gr. No.	Name	Pre-Test Evaluation		Post-Test Evaluation Lesson 1 15 Marks	Post-Test Evaluation Lesson 2 15 Marks	Post-Test Evaluation Lesson 3 15 Marks	Comprehensive Post-Test Evaluation	
			25 Marks	Converted to 15 Marks				50 Marks	Converted to 15 Marks
1	5659	ALVIN JOHN	16	9.6	15	15	13	39	11.7
2	3978	ANIRUDH NAIR	19	11.4	13.5	14	10	49	14.7
3		ARITRA ROY	16.5	9.9	15	12.5	10	47	14.1
4	3913	AYUSHI MODI	20.5	12.3	14.5	14	14	44	13.2
5		DEBOJYOTI	16	9.6	11.5	14	11	46	13.8
6		DEV JAYSWAL	15.5	9.3	13	15	12	42	12.6
7	4903	DIVA ARORA	16.5	9.9	15	13	13	47	14.1
8	3963	DIXANT PARMAR	18	10.8	15	15	10	44	13.2
9	3901	DWIJ SHAH	17	10.2	14	13	10	39	11.7
10	4156	EERA	15	9	13.5	15	11	42	12.6
11	3898	HAIYA	16.5	9.9	14.5	14.5	12	45.5	13.65
12	3901	HRUSHIKESH	9.5	5.7	11.5	12.5	8	29	8.7
13	3883	ITI JARSANIA	14.5	8.7	14	15	8	39	11.7
14	3904	JASMEET SINGH	12.5	7.5	8	13.5	9	33.8	10.14
15	4785	JUNED KHAN	18	10.8	13.5	13.5	13.5	45	13.5
16	3907	KUSH PATEL	16.5	9.9	14	13.5	11	42.5	12.75
17	3823	MADHAVI PATEL	15.5	9.3	15	14	13	46.5	13.95
18	3952	MAHEK	14	8.4	15	12	10	39	11.7
19	3900	MAITREYI	18	10.8	15	15	13	46	13.8
20	3895	NANDINI PATEL	18	10.8	15	14	14.5	47	14.1
21	3967	NIDHI JOSHI	19	11.4	14	14	14	45	13.5
22	3967	PARAM SEJPAL	19.5	11.7	14.5	14	9	44	13.2
23	3920	PRIYANKA	14	8.4	15	11	9	29	8.7
24	3939	REUBEN GEORGE	22.5	13.5	14.5	14	11	49	14.7
25	3931	RISHABH PADH	12	7.2	14.5	14	14	47.2	14.16
26	5645	SAMARTH T	15.5	9.3	11.5	13	10	45	13.5
27	3906	SHRIKAR T	22	13.2	13	14	12	48	14.4
28	4151	SHUBHAM K	18.5	11.1	15	13	10	39	11.7
29	4177	SNEHA MENON	10	6	14	14.5	11	44	13.2
30	5730	SWARNIKA	20	12	13.5	15	14	47	14.1
31	3830	TANMAY G	18.5	11.1	15	12.5	7	39	11.7
32	3965	VEER K	15	9	15	10.5	10	36	10.8
33		ATHARVA B	13.5	8.1	14.5	15	9	49	14.7

## Achievement Scores of Control Group Students

(Academic Year: 2016 – 17)

Sr. No.	Gr. No.	Name	Pre-Test Evaluation		Post-Test Evaluation Lesson 1	Post-Test Evaluation Lesson 2	Post-Test Evaluation Lesson 3	Comprehensive Post-Test Evaluation	
			25 Marks	Converted to 15 Marks				50 Marks	Converted to 15 Marks
1	3889	AAYUSHA TAILOR	18	10.8	15	13.5	14	44	13.2
2	3945	ADITYA GUPTA	16.5	9.9	13.5	15	12	45	13.5
3	5229	ALMAN BEHERA	11.5	6.9	14	11	12	48	14.4
4		ANJALI BAGHEL	11.5	6.9	8	15	12	43	12.9
5	3924	ANAGHA RANE	15.5	9.3	11	13	14	27	8.1
6	3914	CHIMAY SHAH	16	9.6	--	--	--	--	--
7	3871	CHIRAYU YADAV	11	6.6	13.5	9.5	9	36	10.8
8	3932	DEEP PATEL	17	10.2	12.5	11	12	38	11.4
9	4401	DHAIRYA DHARKAR	8.5	5.1	12.5	11	7	46	13.8
10	5437	DHEERAJ DIGHE	14.5	8.7	13.5	13.5	14	48	14.4
11	3973	EPSHITA C.	15	9	13	12.5	9	43	12.9
12		MIHIR D.	15	9	15	9	9	36.5	10.95
13	4496	JEEL PRAJAPATI	16.5	9.9	12	15	10	35	10.5
14	3976	JEET SHAH	14	8.4	14	11.5	14	34	10.2
15	4880	JYOTI JABU	17	10.2	14	10.5	10	37	11.1
16	3940	KARTIK NAGAR	10	6	10	9	10	22	6.6
17	3936	MANAV PARDESI	16	9.6	12	13	12.5	39	11.7
18	3953	NAMAN JAIN	15	9	13	12	12.5	35	10.5
19	4007	OHM PATIL	16	9.6	10	8.5	9	43	12.9
20	3850	PEARL RATHOD	13	7.8	12	12	12	37	11.1
21	4181	PRACHI PATHAK	17	10.2	15	13	14	41	12.3
22		RITU SHUKLA	13.5	8.1	13.5	14.5	12	34	10.2
23	4398	RITTI THAKKAR	16.5	9.9	13.5	13.5	13	35	10.5
24	5721	RIYA GUPTA	13.5	8.1	14	11	10	36	10.8
25	3947	ROHAN KHYANI	18.5	11.1	12.5	12	11	41	12.3
26	3966	SAMARTH PATHAK	19.5	11.7	11.5	11	10.5	37	11.1
27	4883	SATVIK B.	18.5	11.1	13.5	13.5	14	36	10.8
28	3981	SIDDHARTH PATHAK	16.5	9.9	14	15	14	40	12
29	3833	SNEH MENGHANI	19.5	11.7	13	11	13	46	13.8
30	4148	SNEHA IYER	14.5	8.7	12.5	14.5	10	45	13.5
31	3934	TANMAY SETH	9	5.4	4.5	11	10	28	8.4
32	4847	TOSHITA SHINDE	15	9	8.5	8.5	9	37	11.1
33	3912	VAIBHAV B.	6.5	3.9	12.5	11	14	41.5	12.45





## Reaction Feedback of Experimental Group Students

(Academic Year: 2016 – 17)

Sr. No.	Query Name	1.0 : Introduction										2.0 : Engage									
		1.5					1.6					2.1					2.2				
		Understanding SS helps to understand many related disciplines					The way SS is taught can make the subject interesting					I liked the Group Discussion on Democracy as it was easy to comprehend					Learning through Group Discussion was fun and enjoyable				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN				1					1					1					1	
2	ANIRUDH NAIR				1									1						1	
3	ARITRA ROY					1				1					1					1	
4	AYUSHI MODI					1								1						1	
5	DEBOJYOTI				1									1						1	
6	DEV JAYSWAL					1								1						1	
7	DIVA ARORA					1								1						1	
8	DIXANT PARMAR					1								1						1	
9	DWIJ SHAH					1			1						1					1	
10	EERA				1									1						1	
11	HAIYA					1								1						1	
12	HRUSHIKESH					1				1					1					1	
13	ITI JARSANIA					1				1					1					1	
14	JASMEET SINGH					1								1						1	
15	JUNED KHAN					1								1						1	
16	KUSH PATEL				1									1						1	
17	MADHAVI PATEL				1									1						1	
18	MAHEK				1					1					1					1	
19	MAITREYI				1									1						1	
20	NANDINI PATEL					1								1						1	
21	NIDHI JOSHI				1									1						1	
22	PARAM SEJPAL				1					1					1					1	
23	PRIYANKA					1								1						1	
24	REUBEN GEORGE				1									1						1	
25	RISHABH PADH					1								1						1	
26	SAMARTH T				1									1						1	
27	SHRIKAR T				1					1					1					1	
28	SHUBHAM K					1								1						1	
29	SNEHA MENON					1								1						1	
30	SWARNIKA				1									1						1	
31	TANMAY G					1								1						1	
32	VEER K					1								1						1	
33	ATHARVA B				1					1					1					1	
33	TOTAL				15	18			1	10	22			15	18				15	18	
100	Percentage				45.5	54.5			3.0	30.3	66.7			45.5	54.5				45.5	54.5	

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

**Reaction Feedback of Experimental Group Students**

(Academic Year : 2016 – 17)

Sr. No.	Query Name	2.0 : Engage																				
		2.3					2.4					2.5					2.6					
		Could respond to the questions well					Did not like this method of teaching as it is time-consuming					This method of teaching hampers the class discipline					Liked this method as it connected to my past knowledge					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	ALVIN JOHN				1					1										1		
2	ANIRUDH NAIR				1					1										1		
3	ARITRA ROY				1					1											1	
4	AYUSHI MODI				1					1											1	
5	DEBOJYOTI				1				1					1						1		
6	DEV JAYSWAL				1				1					1						1		
7	DIVA ARORA				1				1					1							1	
8	DIXANT PARMAR				1				1					1							1	
9	DWIJ SHAH			1					1					1							1	
10	EERA				1				1					1							1	
11	HAIYA				1				1						1						1	
12	HRUSHIKESH				1					1				1						1		
13	ITI JARSANIA				1				1					1							1	
14	JASMEET SINGH					1			1					1						1		
15	JUNED KHAN					1	1								1						1	
16	KUSH PATEL					1	1								1						1	
17	MADHAVI PATEL				1				1					1						1		
18	MAHEK				1				1					1							1	
19	MAITREYI				1				1						1						1	
20	NANDINI PATEL				1				1						1						1	
21	NIDHI JOSHI					1	1								1						1	
22	PARAM SEJPAL			1					1						1						1	
23	PRIYANKA					1			1						1						1	
24	REUBEN GEORGE				1				1						1					1		
25	RISHABH PADH					1	1								1						1	
26	SAMARTH T				1				1						1						1	
27	SHRIKAR T				1				1						1						1	
28	SHUBHAM K					1	1								1						1	
29	SNEHA MENON				1				1						1						1	
30	SWARNIKA				1				1						1						1	
31	TANMAY G				1				1						1						1	
32	VEER K				1				1						1						1	
33	ATHARVA B				1				1						1						1	
33	TOTAL			2	24	7	14	18	1					11	21	1				8	14	11
100	Percentage			6.1	72.7	21.2	42.4	54.5	3.0					33.3	63.6	3.0				24.2	42.4	33.3

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

**Reaction Feedback of Experimental Group Students**

(Academic Year : 2016 – 17)

Sr. No.	Query Name	2.0 : Engage																			
		2.7					2.8					2.9					2.10				
		Could not learn because of group activities					Did not like it as there was too much noise in the class and could not concentrate					Able to see how the past events are interconnected with present events					Design of the unit on Democracy was well planned				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN		1				1							1					1		
2	ANIRUDH NAIR		1					1						1						1	
3	ARITRA ROY		1				1							1						1	
4	AYUSHI MODI		1					1							1					1	
5	DEBOJYOTI	1					1							1						1	
6	DEV JAYSWAL		1					1							1					1	
7	DIVA ARORA		1					1						1						1	
8	DIXANT PARMAR		1					1						1						1	
9	DWIJ SHAH		1				1								1					1	
10	EERA	1					1							1						1	
11	HAIYA		1					1							1					1	
12	HRUSHIKESH		1					1						1						1	
13	ITI JARSANIA		1				1							1						1	
14	JASMEET SINGH		1					1						1						1	
15	JUNED KHAN		1					1							1					1	
16	KUSH PATEL	1					1							1						1	
17	MADHAVI PATEL	1					1							1						1	
18	MAHEK	1					1								1					1	
19	MAITREYI		1					1						1						1	
20	NANDINI PATEL	1						1						1						1	
21	NIDHI JOSHI	1					1							1						1	
22	PARAM SEJPAL	1					1							1						1	
23	PRIYANKA		1					1							1					1	
24	REUBEN GEORGE		1					1						1						1	
25	RISHABH PADH	1					1								1					1	
26	SAMARTH T	1						1						1						1	
27	SHRIKAR T		1					1						1						1	
28	SHUBHAM K	1					1								1					1	
29	SNEHA MENON	1					1								1					1	
30	SWARNIKA		1				1							1						1	
31	TANMAY G	1					1							1						1	
32	VEER K	1						1							1					1	
33	ATHARVA B		1					1							1					1	
33	TOTAL	14	19				16	17						1	18	14			1	16	16
100	Percentage	42.4	57.6				48.5	51.5						3.0	54.5	42.4			3.0	48.5	48.5

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

**Reaction Feedback of Experimental Group Students**

(Academic Year : 2016 – 17)

Sr. No.	Query Name	2.0 : Engage															3.0 : Explore				
		2.11					2.12					2.13					3.1				
		Teacher offered effective support and guidance					Questions posed by teacher forced me to think independently					Previous experience on the subject was taken care of					Concepts became clear as we ourselves actively participated in project making on manifestoes of different political parties				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN				1					1					1						1
2	ANIRUDH NAIR					1										1					1
3	ARITRA ROY				1					1											1
4	AYUSHI MODI					1				1											1
5	DEBOJYOTI					1					1										1
6	DEV JAYSWAL					1				1									1		1
7	DIVA ARORA				1					1											1
8	DIXANT PARMAR					1					1										1
9	DWIJ SHAH					1				1									1		1
10	EERA					1					1										1
11	HAIYA					1					1										1
12	HRUSHIKESH				1					1											1
13	ITI JARSANIA					1					1										1
14	JASMEET SINGH					1					1										1
15	JUNED KHAN				1					1											1
16	KUSH PATEL					1					1										1
17	MADHAVI PATEL				1					1						1					1
18	MAHEK					1					1								1		1
19	MAITREYI					1				1						1					1
20	NANDINI PATEL				1					1						1					1
21	NIDHI JOSHI					1					1					1					1
22	PARAM SEJPAL					1					1					1					1
23	PRIYANKA					1					1					1					1
24	REUBEN GEORGE				1					1						1					1
25	RISHABH PADH					1					1					1					1
26	SAMARTH T				1						1					1					1
27	SHRIKAR T				1					1						1					1
28	SHUBHAM K					1			1							1					1
29	SNEHA MENON					1					1					1					1
30	SWARNIKA					1					1					1					1
31	TANMAY G				1					1						1					1
32	VEER K					1					1					1					1
33	ATHARVA B				1					1						1					1
33	<b>TOTAL</b>				<b>12</b>	<b>21</b>				<b>1</b>	<b>16</b>	<b>16</b>			<b>3</b>	<b>24</b>	<b>6</b>			<b>14</b>	<b>19</b>
100	<b>Percentage</b>				<b>36.4</b>	<b>63.6</b>				<b>3.0</b>	<b>48.5</b>	<b>48.5</b>			<b>9.1</b>	<b>72.7</b>	<b>18.2</b>			<b>42.4</b>	<b>57.6</b>

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

**Reaction Feedback of Experimental Group Students**

(Academic Year : 2016 – 17)

Sr. No.	Query Name	3.0 : Explore																			
		3.2					3.3					3.4					3.5				
		Teacher facilitated learning by moderating the discussions					It was interesting to learn through group activities and project making					This method has helped me to organise my concepts in Social Science					Liked this method because it encouraged me to use our talents and creativity				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN				1					1										1	
2	ANIRUDH NAIR				1					1										1	
3	ARITRA ROY				1									1						1	
4	AYUSHI MODI					1								1						1	
5	DEBOJYOTI				1									1						1	
6	DEV JAYSWAL					1				1									1	1	
7	DIVA ARORA				1					1									1	1	
8	DIXANT PARMAR				1									1						1	
9	DWIJ SHAH				1									1						1	
10	EERA					1								1						1	
11	HAIYA				1									1						1	
12	HRUSHIKESH				1									1						1	
13	ITI JARSANIA					1								1						1	
14	JASMEET SINGH				1					1										1	
15	JUNED KHAN				1									1						1	
16	KUSH PATEL					1								1						1	
17	MADHAVI PATEL					1								1						1	
18	MAHEK					1								1						1	
19	MAITREYI				1					1										1	
20	NANDINI PATEL				1									1						1	
21	NIDHI JOSHI					1								1						1	
22	PARAM SEJPAL				1					1										1	
23	PRIYANKA				1					1										1	
24	REUBEN GEORGE				1					1										1	
25	RISHABH PADH					1								1						1	
26	SAMARTH T					1				1										1	
27	SHRIKAR T				1					1										1	
28	SHUBHAM K					1								1						1	
29	SNEHA MENON				1					1										1	
30	SWARNIKA					1								1						1	
31	TANMAY G				1									1						1	
32	VEER K					1				1										1	
33	ATHARVA B				1					1										1	
33	TOTAL				19	14				14	19				14	19				17	16
100	Percentage	0.0	0.0	0.0	57.6	42.4	0.0	0.0	0.0	42.4	57.6	0.0	0.0	0.0	42.4	57.6	0.0	0.0	0.0	51.5	48.5

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

## Reaction Feedback of Experimental Group Students

(Academic Year : 2016 – 17)

Sr. No.	Query Name	3.0 : Explore																			
		3.6					3.7					3.8					3.9				
		This method helped to develop my analytical skill					Enjoyed the cooperative learning environment					Newspaper reading activity on advantages of democracy enriched my knowledge					This method gave me the opportunity to think, reflect and share ideas				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN				1					1										1	
2	ANIRUDH NAIR				1					1										1	
3	ARITRA ROY				1					1										1	
4	AYUSHI MODI					1					1									1	
5	DEBOJYOTI					1					1									1	
6	DEV JAYSWAL				1					1										1	
7	DIVA ARORA				1					1										1	
8	DIXANT PARMAR				1					1										1	
9	DWIJ SHAH				1					1										1	
10	EERA					1					1									1	
11	HAIYA				1						1				1					1	
12	HRUSHIKESH				1						1				1					1	
13	ITI JARSANIA					1					1				1					1	
14	JASMEET SINGH					1					1				1					1	
15	JUNED KHAN				1					1					1					1	
16	KUSH PATEL					1					1				1					1	
17	MADHAVI PATEL					1				1									1	1	
18	MAHEK					1				1									1	1	
19	MAITREYI				1					1					1					1	
20	NANDINI PATEL				1						1				1					1	
21	NIDHI JOSHI					1					1								1	1	
22	PARAM SEJPAL				1						1				1					1	
23	PRIYANKA				1					1					1					1	
24	REUBEN GEORGE				1					1					1					1	
25	RISHABH PADH					1					1								1	1	
26	SAMARTH T				1					1									1	1	
27	SHRIKAR T				1					1					1					1	
28	SHUBHAM K					1					1								1	1	
29	SNEHA MENON				1					1					1					1	
30	SWARNIKA					1					1								1	1	
31	TANMAY G					1					1								1	1	
32	VEER K				1					1					1					1	
33	ATHARVA B				1					1					1					1	
33	TOTAL				20	13				19	14				1	18	14			13	20
100	Percentage	0.0	0.0	0.0	60.6	39.4	0.0	0.0	0.0	57.6	42.4	0.0	0.0	3.0	54.5	42.4	0.0	0.0	0.0	39.4	60.6

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

## Reaction Feedback of Experimental Group Students

(Academic Year : 2016 – 17)

Sr. No.	Query  Name	4.0 : Explain																			
		4.1					4.2					4.3					4.4				
		Teaching was student-centric					Concepts were introduced well through explanations given by the students					Teacher explained after giving us learning experiences					Project on election made the topic clear as I actively participated in it				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN				1					1										1	
2	ANIRUDH NAIR				1					1									1		
3	ARITRA ROY				1					1									1		
4	AYUSHI MODI				1					1									1		
5	DEBOJYOTI				1					1									1		
6	DEV JAYSWAL				1					1									1		
7	DIVA ARORA				1					1									1		
8	DIXANT PARMAR				1					1									1		
9	DWIJ SHAH				1						1								1		
10	EERA				1					1									1		
11	HAIYA					1					1								1		
12	HRUSHIKESH				1					1									1		
13	ITI JARSANIA					1				1									1		
14	JASMEET SINGH				1					1									1		
15	JUNED KHAN					1				1									1		
16	KUSH PATEL				1						1								1		
17	MADHAVI PATEL				1					1									1		
18	MAHEK				1						1								1		
19	MAITREYI				1					1									1		
20	NANDINI PATEL				1					1									1		
21	NIDHI JOSHI					1					1								1		
22	PARAM SEJPAL				1						1								1		
23	PRIYANKA				1					1									1		
24	REUBEN GEORGE				1					1									1		
25	RISHABH PADH				1						1								1		
26	SAMARTH T				1					1									1		
27	SHRIKAR T				1					1									1		
28	SHUBHAM K					1					1								1		
29	SNEHA MENON				1					1									1		
30	SWARNIKA					1					1								1		
31	TANMAY G				1						1								1		
32	VEER K				1					1									1		
33	ATHARVA B				1					1									1		
33	TOTAL				27	6				5	17	11							21	12	
100	Percentage	0.0	0.0	0.0	81.8	18.2	0.0	0.0	15.2	51.5	33.3	0.0	0.0	0.0	63.6	36.4	0.0	0.0	3.0	51.5	45.5

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

**Reaction Feedback of Experimental Group Students**

(Academic Year : 2016 – 17)

Sr. No.	Query Name	4.0 : Explain																			
		4.5					4.6					4.7					4.8				
		I could interact with fellow students					I could listen to and question ideas					I could connect previous knowledge to recent incidences					I could learn at my own pace				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN				1				1					1					1		
2	ANIRUDH NAIR				1				1					1					1		
3	ARITRA ROY				1				1					1					1		
4	AYUSHI MODI				1				1					1					1		
5	DEBOJYOTI					1				1					1					1	
6	DEV JAYSWAL				1					1					1					1	
7	DIVA ARORA				1				1						1					1	
8	DIXANT PARMAR				1				1						1					1	
9	DWIJ SHAH					1				1					1					1	
10	EERA					1				1					1					1	
11	HAIYA				1					1					1				1		
12	HRUSHIKESH				1				1						1				1		
13	ITI JARSANIA				1			1							1					1	
14	JASMEET SINGH					1				1					1					1	
15	JUNED KHAN				1				1						1					1	
16	KUSH PATEL					1				1					1					1	
17	MADHAVI PATEL				1				1						1					1	
18	MAHEK				1					1					1					1	
19	MAITREYI					1				1					1				1		
20	NANDINI PATEL				1				1						1					1	
21	NIDHI JOSHI					1				1					1					1	
22	PARAM SEJPAL				1					1					1					1	
23	PRIYANKA					1				1					1					1	
24	REUBEN GEORGE				1				1						1					1	
25	RISHABH PADH					1				1					1					1	
26	SAMARTH T					1				1					1					1	
27	SHRIKAR T				1					1					1					1	
28	SHUBHAM K					1				1					1					1	
29	SNEHA MENON				1					1					1					1	
30	SWARNIKA					1				1					1					1	
31	TANMAY G				1					1					1					1	
32	VEER K				1					1					1					1	
33	ATHARVA B				1					1					1					1	
33	TOTAL				21	12			1	16	16				19	14			3	14	16
100	Percentage	0.0	0.0	0.0	63.6	36.4	0.0	0.0	3.0	48.5	48.5	0.0	0.0	0.0	57.6	42.4	0.0	0.0	9.1	42.4	48.5

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree



## Reaction Feedback of Experimental Group Students

(Academic Year : 2016 – 17)

Sr. No.	Query Name	4.0 : Explain																			
		4.9					4.10					4.11					4.12				
		This method of teaching made us more confident					Was encouraged to explain in my own words					Ongoing discussions were very useful in understanding new ideas					Liked the skit on philosophy of Constitution as it summarised units of Social Science in a simple way				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN				1					1					1					1	
2	ANIRUDH NAIR					1				1										1	
3	ARITRA ROY				1						1				1				1		
4	AYUSHI MODI					1				1						1				1	
5	DEBOJYOTI					1				1						1				1	
6	DEV JAYSWAL					1					1					1				1	
7	DIVA ARORA				1					1					1					1	
8	DIXANT PARMAR				1						1				1				1		
9	DWIJ SHAH					1					1					1				1	
10	EERA					1					1					1				1	
11	HAIYA					1					1					1				1	
12	HRUSHIKESH				1					1						1				1	
13	ITI JARSANIA					1				1					1				1		
14	JASMEET SINGH					1				1					1					1	
15	JUNED KHAN					1					1					1				1	
16	KUSH PATEL					1					1					1				1	
17	MADHAVI PATEL					1					1					1				1	
18	MAHEK					1					1					1				1	
19	MAITREYI				1					1						1			1		
20	NANDINI PATEL					1					1					1				1	
21	NIDHI JOSHI					1					1					1				1	
22	PARAM SEJPAL					1				1						1				1	
23	PRIYANKA					1					1					1				1	
24	REUBEN GEORGE				1					1						1				1	
25	RISHABH PADH					1					1					1				1	
26	SAMARTH T				1					1						1				1	
27	SHRIKAR T				1					1						1				1	
28	SHUBHAM K					1					1					1				1	
29	SNEHA MENON					1					1					1				1	
30	SWARNIKA					1					1					1				1	
31	TANMAY G					1					1					1				1	
32	VEER K					1				1						1			1		
33	ATHARVA B				1					1						1				1	
33	<b>TOTAL</b>				<b>10</b>	<b>23</b>				<b>14</b>	<b>19</b>				<b>14</b>	<b>19</b>			<b>5</b>	<b>16</b>	<b>12</b>
100	Percentage	0.0	0.0	0.0	30.3	69.7	0.0	0.0	0.0	42.4	57.6	0.0	0.0	0.0	42.4	57.6	0.0	0.0	15.2	48.5	36.4

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

## Reaction Feedback of Experimental Group Students

(Academic Year : 2016 – 17)

Sr. No.	Query Name	4.0 : Explain																			
		4.13					4.14					4.15					4.16				
		I did not like the teaching method at all					It was clear to me what I was expected to learn after completing each unit of SS					Working in a team made learning more interesting and effective					The skit performed in class illustrated each unit of Constitutional design clearly				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN		1						1						1				1		
2	ANIRUDH NAIR	1								1						1					1
3	ARITRA ROY		1							1					1						1
4	AYUSHI MODI	1									1					1					1
5	DEBOJYOTI	1								1						1					1
6	DEV JAYSWAL	1									1				1						1
7	DIVA ARORA	1									1				1						1
8	DIXANT PARMAR	1								1					1						1
9	DWIJ SHAH	1									1					1					1
10	EERA	1									1					1					1
11	HAIYA		1						1							1					1
12	HRUSHIKESH		1							1					1						1
13	ITI JARSANIA		1						1						1						1
14	JASMEET SINGH	1									1					1					1
15	JUNED KHAN	1								1					1						1
16	KUSH PATEL	1									1					1					1
17	MADHAVI PATEL	1								1					1						1
18	MAHEK	1									1					1					1
19	MAITREYI		1							1						1					1
20	NANDINI PATEL	1								1					1						1
21	NIDHI JOSHI	1									1					1					1
22	PARAM SEJPAL	1								1					1						1
23	PRIYANKA	1									1					1					1
24	REUBEN GEORGE		1							1					1						1
25	RISHABH PADH	1									1					1					1
26	SAMARTH T	1								1					1						1
27	SHRIKAR T	1								1					1						1
28	SHUBHAM K	1								1					1						1
29	SNEHA MENON	1								1					1						1
30	SWARNIKA	1									1					1					1
31	TANMAY G	1								1					1						1
32	VEER K	1								1					1						1
33	ATHARVA B	1								1					1						1
33	TOTAL	26	7						3	18	12				19	14			1	20	12
100	Percentage	78.8	21.2	0.0	0.0	0.0	0.0	0.0	9.1	54.5	36.4	0.0	0.0	0.0	57.6	42.4	0.0	0.0	3.0	60.6	36.4

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

## Reaction Feedback of Experimental Group Students

(Academic Year : 2016 – 17)

Sr. No.	Query Name	5.0 : Elaborate																			
		5.1					5.2					5.3					5.4				
		Liked survey method because I could interact with my people which helped me to understand clearly the topic of working of institutions					Liked this method of teaching as it created a conducive environment of learning					It helped me to apply what I have learned to new situations					Liked this method as it explored my creativity in studying SS in class				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN				1				1					1				1			
2	ANIRUDH NAIR					1				1					1					1	
3	ARITRA ROY					1				1					1					1	
4	AYUSHI MODI				1					1					1					1	
5	DEBOJYOTI					1					1					1				1	
6	DEV JAYSWAL				1					1					1				1		
7	DIVA ARORA					1				1					1				1		
8	DIXANT PARMAR					1				1					1				1		
9	DWIJ SHAH					1					1					1				1	
10	EERA					1					1					1				1	
11	HAIYA					1					1					1				1	
12	HRUSHIKESH				1					1					1				1		
13	ITI JARSANIA					1					1				1				1		
14	JASMEET SINGH				1					1					1				1		
15	JUNED KHAN					1				1					1				1		
16	KUSH PATEL				1					1						1				1	
17	MADHAVI PATEL				1					1					1				1		
18	MAHEK					1					1					1				1	
19	MAITREYI					1				1						1		1			
20	NANDINI PATEL				1					1					1				1		
21	NIDHI JOSHI					1					1					1				1	
22	PARAM SEJPAL				1						1					1			1		
23	PRIYANKA					1					1					1				1	
24	REUBEN GEORGE				1					1					1				1		
25	RISHABH PADH				1						1					1				1	
26	SAMARTH T				1					1					1				1		
27	SHRIKAR T				1					1					1				1		
28	SHUBHAM K				1						1					1			1		
29	SNEHA MENON				1					1					1				1		
30	SWARNIKA					1					1					1				1	
31	TANMAY G				1					1					1				1		
32	VEER K				1					1						1			1		
33	ATHARVA B				1					1					1				1		
33	<b>TOTAL</b>				<b>18</b>	<b>15</b>				<b>18</b>	<b>15</b>				<b>14</b>	<b>19</b>		<b>2</b>	<b>17</b>	<b>14</b>	
100	Percentage	0.0	0.0	0.0	54.5	45.5	0.0	0.0	0.0	54.5	45.5	0.0	0.0	0.0	42.4	57.6	0.0	0.0	6.1	51.5	42.4

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

## Reaction Feedback of Experimental Group Students

(Academic Year : 2016 – 17)

Sr. No.	Query Name	5.0 : Elaborate										6.0 : Evaluate										
		5.5					5.6					6.1					6.2					
		Survey method provided opportunity to take responsibility for own learning					Liked this method as it relates to daily experience					Evaluation was simple because concepts were clear					Benefited from this method					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	ALVIN JOHN				1				1						1						1	
2	ANIRUDH NAIR				1						1					1						1
3	ARITRA ROY				1						1				1							1
4	AYUSHI MODI				1					1					1							1
5	DEBOJYOTI					1				1						1						1
6	DEV JAYSWAL				1					1					1						1	
7	DIVA ARORA				1					1					1						1	
8	DIXANT PARMAR				1						1				1							1
9	DWIJ SHAH					1					1					1						1
10	EERA					1				1						1						1
11	HAIYA					1					1				1							1
12	HRUSHIKESH				1						1				1						1	
13	ITI JARSANIA				1						1				1							1
14	JASMEET SINGH					1				1					1							1
15	JUNED KHAN					1					1				1						1	
16	KUSH PATEL				1						1				1							1
17	MADHAVI PATEL				1					1					1						1	
18	MAHEK					1					1				1							1
19	MAITREYI				1					1					1						1	
20	NANDINI PATEL				1					1					1						1	
21	NIDHI JOSHI					1					1				1							1
22	PARAM SEJPAL				1					1					1							1
23	PRIYANKA					1				1					1							1
24	REUBEN GEORGE				1					1					1						1	
25	RISHABH PADH					1					1				1							1
26	SAMARTH T					1				1					1						1	
27	SHRIKAR T				1					1					1						1	
28	SHUBHAM K					1					1				1							1
29	SNEHA MENON				1					1					1							1
30	SWARNIKA				1					1					1							1
31	TANMAY G					1				1					1						1	
32	VEER K				1					1					1						1	
33	ATHARVA B				1					1					1						1	
33	TOTAL				20	13			6	14	13				20	13				14	19	
100	Percentage	0.0	0.0	0.0	60.6	39.4	0.0	0.0	18.2	42.4	39.4	0.0	0.0	0.0	60.6	39.4	0.0	0.0	0.0	42.4	57.6	

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

**Reaction Feedback of Experimental Group Students**

(Academic Year : 2016 – 17)

Sr. No.	Query Name	6.0 : Evaluate																			
		6.3					6.4					6.5					6.6				
		Evaluation was very challenging during presentation					Retention of SS knowledge has improved					PPT on working of institutions helped to evaluate content and presentation skills					Could confidently answer open ended questions based on involvement in classroom discussions				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	ALVIN JOHN				1					1									1		
2	ANIRUDH NAIR				1					1										1	
3	ARITRA ROY			1						1										1	
4	AYUSHI MODI				1					1										1	
5	DEBOJYOTI			1							1									1	
6	DEV JAYSWAL			1						1										1	
7	DIVA ARORA				1						1									1	
8	DIXANT PARMAR			1						1										1	
9	DWIJ SHAH				1						1									1	
10	EERA					1					1									1	
11	HAIYA			1						1										1	
12	HRUSHIKESH					1					1									1	
13	ITI JARSANIA				1						1									1	
14	JASMEET SINGH				1					1										1	
15	JUNED KHAN				1						1									1	
16	KUSH PATEL			1							1									1	
17	MADHAVI PATEL				1					1										1	
18	MAHEK				1						1									1	
19	MAITREYI			1						1										1	
20	NANDINI PATEL			1						1										1	
21	NIDHI JOSHI				1						1									1	
22	PARAM SEJPAL				1					1										1	
23	PRIYANKA					1					1									1	
24	REUBEN GEORGE				1					1										1	
25	RISHABH PADH			1							1									1	
26	SAMARTH T				1						1									1	
27	SHRIKAR T				1					1										1	
28	SHUBHAM K				1						1									1	
29	SNEHA MENON				1					1										1	
30	SWARNIKA				1						1									1	
31	TANMAY G				1						1									1	
32	VEER K				1					1										1	
33	ATHARVA B				1					1										1	
33	TOTAL			9	21	3			2	18	13			2	17	14			1	15	17
100	Percentage	0.0	0.0	27.3	63.6	9.1	0.0	0.0	6.1	54.5	39.4	0.0	0.0	6.1	51.5	42.4	0.0	0.0	3.0	45.5	51.5

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

## Reaction Feedback of Experimental Group Students

(Academic Year : 2016 – 17)

Sr. No.	Query Name	6.0 : Evaluate																			
		6.7					6.8					6.9									
		This method did not improve understanding of SS					On the whole, liked the method and its outcome					On the whole, did not like the method and its outcome									
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
1	ALVIN JOHN		1							1					1						
2	ANIRUDH NAIR	1												1	1						
3	ARITRA ROY		1							1				1							
4	AYUSHI MODI	1												1	1						
5	DEBOJYOTI	1												1	1						
6	DEV JAYSWAL	1												1	1						
7	DIVA ARORA	1								1				1							
8	DIXANT PARMAR	1								1				1							
9	DWIJ SHAH	1												1	1						
10	EERA	1												1	1						
11	HAIYA	1												1	1						
12	HRUSHIKESH	1								1					1						
13	ITI JARSANIA		1							1					1						
14	JASMEET SINGH	1								1				1							
15	JUNED KHAN	1								1				1							
16	KUSH PATEL	1												1	1						
17	MADHAVI PATEL		1							1				1							
18	MAHEK	1												1	1						
19	MAITREYI		1							1					1						
20	NANDINI PATEL	1												1	1						
21	NIDHI JOSHI	1												1	1						
22	PARAM SEJPAL		1							1				1							
23	PRIYANKA		1											1	1						
24	REUBEN GEORGE		1											1	1						
25	RISHABH PADH	1												1	1						
26	SAMARTH T	1								1				1							
27	SHRIKAR T	1								1					1						
28	SHUBHAM K	1												1	1						
29	SNEHA MENON	1												1	1						
30	SWARNIKA	1												1	1						
31	TANMAY G	1								1				1							
32	VEER K	1												1	1						
33	ATHARVA B		1											1	1						
33	<b>TOTAL</b>	<b>24</b>	<b>9</b>							<b>14</b>	<b>19</b>			<b>27</b>	<b>6</b>						
100	Percentage	72.7	27.3	0.0	0.0	0.0	0.0	0.0	0.0	42.4	57.6	81.8	18.2	0.0	0.0	0.0					

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

### Summary of Reaction Feedbacks of Experimental Group Students

Query ID	Query	Response Scale										Total	%	Mean
		1		2		3		4		5				
		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree				
		No of Responses	%	No of Responses	%	No of Responses	%	No of Responses	%	No of Responses	%			
<b>1.0 Introduction</b>														
1.1	SS Teaching has been teacher-centric	0	0.0	0	0	3	9.1	27	81.8	3	9.1	33	100	4.0
1.2	Student participation is very less during instructions	14	42.4	17	51.5	2	6.1	0	0.0	0	0.0	33	100	1.6
1.3	Conventional Teaching Method of SS is effective	1	3.0	27	81.8	3	9.1	2	6.1	0	0.0	33	100	2.2
1.4	Conventional Teaching Method is rote memory based	0	0.0	0	0.0	18	54.5	15	45.5	0	0.0	33	100	3.5
1.5	Understanding SS helps to understand many related disciplines	0	0.0	0	0.0	0	0.0	15	45.5	18	54.5	33	100	4.5
1.6	The way SS is taught can make the subject interesting	0	0.0	0	0.0	1	3.0	10	30.3	22	66.7	33	100	4.6
<b>2.0 Engage</b>														
2.1	I liked the Group Discussion on Democracy as it was easy to comprehend	0	0.0	0	0.0	0	0.0	15	45.5	18	54.5	33	100	4.5
2.2	Learning through Group Discussion was fun and enjoyable	0	0.0	0	0.0	0	0.0	15	45.5	18	54.5	33	100	4.5
2.3	Could respond to the questions well	0	0.0	0	0.0	2	6.1	24	72.7	7	21.2	33	100	4.2
2.4	Did not like this method of teaching as it is time-consuming	14	42.4	18	54.5	1	3.0	0	0.0	0	0.0	33	100	1.6
2.5	This method of teaching hampers the class discipline	11	33.3	21	63.6	1	3.0	0	0.0	0	0.0	33	100	1.7
2.6	Liked this method as it connected to my past knowledge	0	0.0	0	0.0	8	24.2	14	42.4	11	33.3	33	100	4.1
2.7	Could not learn because of group activities	14	42.4	19	57.6	0	0.0	0	0.0	0	0.0	33	100	1.6
2.8	Did not like it as there was too much noise in the class and could not concentrate	16	48.5	17	51.5	0	0.0	0	0.0	0	0.0	33	100	1.5
2.9	Able to see how the past events are interconnected with present events	0	0.0	0	0.0	1	3.0	18	54.5	14	42.4	33	100	4.4
2.10	Design of the unit on Democracy was well planned	0	0.0	0	0.0	1	3.0	16	48.5	16	48.5	33	100	4.5
2.11	Teacher offered effective support and guidance	0	0.0	0	0.0	0	0.0	12	36.4	21	63.6	33	100	4.6
2.12	Questions posed by teacher forced me to think independently	0	0.0	0	0.0	1	3.0	16	48.5	16	48.5	33	100	4.5
2.13	Previous experience on the subject was taken care of	0	0.0	0	0.0	3	9.1	24	72.7	6	18.2	33	100	4.1
<b>3.0 Explore</b>														
3.1	Concepts became clear as we ourselves actively participated in project making on manifestoes of different political parties	0	0.0	0	0.0	0	0.0	14	42.4	19	57.6	33	100	4.6
3.2	Teacher facilitated learning by moderating the discussions	0	0.0	0	0.0	0	0.0	19	57.6	14	42.4	33	100	4.4
3.3	It was interesting to learn through group activities and project making	0	0.0	0	0.0	0	0.0	14	42.4	19	57.6	33	100	4.6
3.4	This method has helped me to organize my concepts in Social Science	0	0.0	0	0.0	0	0.0	14	42.4	19	57.6	33	100	4.6
3.5	Liked this method because it encouraged me to use our talents and creativity	0	0.0	0	0.0	0	0.0	17	51.5	16	48.5	33	100	4.5
3.6	This method helped to develop my analytical skill	0	0.0	0	0.0	0	0.0	20	60.6	13	39.4	33	100	4.4
3.7	Enjoyed the cooperative learning environment	0	0.0	0	0.0	0	0.0	19	57.6	14	42.4	33	100	4.4
3.8	Newspaper reading activity on advantages of democracy enriched my knowledge	0	0.0	0	0.0	1	3.0	18	54.5	14	42.4	33	100	4.4
3.9	This method gave me the opportunity to think, reflect and share ideas	0	0.0	0	0.0	0	0.0	13	39.4	20	60.6	33	100	4.6

Query ID	Query	Response Scale										Total	%	Mean
		1		2		3		4		5				
		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree				
		No of Responses	%	No of Responses	%	No of Responses	%	No of Responses	%	No of Responses	%			
<b>4.0</b>	<b>Explain</b>													
4.1	Teaching was student-centric	0	0.0	0	0.0	0	0.0	27	81.8	6	18.2	33	100	4.2
4.2	Concepts were introduced well through explanations given by the students	0	0.0	0	0.0	5	15.2	17	51.5	11	33.3	33	100	4.2
4.3	Teacher explained after giving us learning experiences	0	0.0	0	0.0	0	0.0	21	63.6	12	36.4	33	100	4.4
4.4	Project on election made the topic clear as I actively participated in it	0	0.0	0	0.0	1	3.0	17	51.5	15	45.5	33	100	4.4
4.5	I could interact with fellow students	0	0.0	0	0.0	0	0.0	21	63.6	12	36.4	33	100	4.4
4.6	I could listen to and question ideas	0	0.0	0	0.0	1	3.0	16	48.5	16	48.5	33	100	4.5
4.7	I could connect previous knowledge to recent incidences	0	0.0	0	0.0	0	0.0	19	57.6	14	42.4	33	100	4.4
4.8	I could learn at my own pace	0	0.0	0	0.0	3	9.1	14	42.4	16	48.5	33	100	4.4
4.9	This method of teaching made us more confident	0	0.0	0	0.0	0	0.0	10	30.3	23	69.7	33	100	4.7
4.10	Was encouraged to explain in my own words	0	0.0	0	0.0	0	0.0	14	42.4	19	57.6	33	100	4.6
4.11	Ongoing discussions were very useful in understanding new ideas	0	0.0	0	0.0	0	0.0	14	42.4	19	57.6	33	100	4.6
4.12	Liked the skit on philosophy of Constitution as it summarised units of Social Science in a simple way	0	0.0	0	0.0	5	15.2	16	48.5	12	36.4	33	100	4.2
4.13	I did not like the teaching method at all	26	78.8	7	21.2	0	0.0	0	0.0	0	0.0	33	100	1.2
4.14	It was clear to me what I was expected to learn after completing each unit of SS	0	0.0	0	0.0	3	9.1	18	54.5	12	36.4	33	100	4.3
4.15	Working in a team made learning more interesting and effective	0	0.0	0	0.0	0	0.0	19	57.6	14	42.4	33	100	4.4
4.16	The skit performed in class illustrated each unit of Constitutional design clearly	0	0.0	0	0.0	1	3.0	20	60.6	12	36.4	33	100	4.3
<b>5.0</b>	<b>Elaborate</b>													
5.1	Liked survey method because I could interact with my people which helped me to understand clearly the topic of working of institutions	0	0.0	0	0.0	0	0.0	18	54.5	15	45.5	33	100	4.5
5.2	Liked this method of teaching as it created a conducive environment of learning	0	0.0	0	0.0	0	0.0	18	54.5	15	45.5	33	100	4.5
5.3	It helped me to apply what I have learned to new situations	0	0.0	0	0.0	0	0.0	14	42.4	19	57.6	33	100	4.6
5.4	Liked this method as it explored may creativity in studying SS in class	0	0.0	0	0.0	2	6.1	17	51.5	14	42.4	33	100	4.4
5.5	Survey method provided opportunity to take responsibility for own learning	0	0.0	0	0.0	0	0.0	20	60.6	13	39.4	33	100	4.4
5.6	Liked this method as it relates to daily experience	0	0.0	0	0.0	6	18.2	14	42.4	13	39.4	33	100	4.2
<b>6.0</b>	<b>Evaluate</b>													
6.1	Evaluation was simple because concepts were clear	0	0.0	0	0.0	0	0.0	20	60.6	13	39.4	33	100	4.4
6.2	Benefited from this method	0	0.0	0	0.0	0	0.0	14	42.4	19	57.6	33	100	4.6
6.3	Evaluation was very challenging during presentation	0	0.0	0	0.0	9	27.3	21	63.6	3	9.1	33	100	3.8
6.4	Retention of SS knowledge has improved	0	0.0	0	0.0	2	6.1	18	54.5	13	39.4	33	100	4.3
6.5	PPT on working of institutions helped to evaluate content and presentation skills	0	0.0	0	0.0	2	6.1	17	51.5	14	42.4	33	100	4.4
6.6	Could confidently answer open ended questions based on involvement in classroom discussions	0	0.0	0	0.0	1	3.0	15	45.5	17	51.5	33	100	4.5
6.7	This method did not improve understanding of SS	24	72.7	9	27.3	0	0.0	0	0.0	0	0.0	33	100	1.3
6.8	On the whole, liked the method and its outcome	0	0.0	9	27.3	0	0.0	14	42.4	19	57.6	42	127	5.1
6.9	On the whole, did not like the method and its outcome	27	81.8	6	18.2	0	0.0	0	0.0	0	0.0	33	100	1.2



**List of Paper Publications**

1. Basu, S. & Sikdar, M. (2019). Constructivism and Constructivist Teaching at Secondary School Level – A Literature Review. International Journal of Research and Analytical Reviews (IJRAR), Volume 6(2), pp 225-232.  
<file:///C:/Users/PWRADMIN/Downloads/IJAR19K2749.pdf>
2. Basu, S. & Sikdar, M. (2018). A Study of the Effectiveness of Constructivist Approach in Teaching Social Science at Secondary School Level. Online International Interdisciplinary Research Journal (Bi-monthly), Volume 8(1), pp 205-215.  
[http://www.oijrj.org/oijrj/sept2018-special-issue\(01\)/27.pdf](http://www.oijrj.org/oijrj/sept2018-special-issue(01)/27.pdf)

**List of Presentations in Seminars/Conferences**

1. Basu, S. & Sikdar, M. (2019). Paper on ‘Teacher Education: Need for Urgent Review and Revamping of the System’ presented in International Seminar (January 10-12, 2019), on ‘Towards Developing Professional and Humane Teachers for Quality Education’ held at The Maharaja Sayajirao University of Baroda, Gujarat, India.
2. Basu, S. & Sikdar, M. (2017). Paper on ‘A Study of the Awareness and Attitude of Secondary School Students Towards Environmental Issues’ presented in the National Conference on ‘Innovating for Development and Sustainability’ (5 – 6 October 2017) held at Navrachana University, Vadodara, Gujarat, India.