Abstract

Social Science is the mother science of many related subjects, e.g. history, geography, philosophy, psychology, sociology and many others. It prepares children to become worthy citizens of the society and the country. Unfortunately, this subject has been overly dependent on rote-memorization rather than comprehension. Reiterating the recommendations of 'Learning Without Burden (Yash Pal Committee Report, 1993)', emphasis has to be laid on developing concepts and the ability to analyze socio political realities rather than on the mere retention of information without comprehension. Since social science tends to be considered a non-utility subject and is given less importance than the natural sciences, it is necessary to emphasize that they provide the social, cultural, and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities (NCF, 2005). Thus, the pedagogies employed become crucial while transacting the curriculum. Constructivist philosophy of learning postulates, people remember and learn things that they construct by themselves with their previous knowledge, experience and continuous discovery of facts. It is fast emerging as a powerful method of teaching-learning process. A quasi-experimental study designed to assess the effectiveness of an intervention package based on the Constructivist theory of teaching-learning of Social Science was conducted to find out whether a learner centric method would be more effective in understanding the concepts of the subject. Lessons designed on the principles of Constructivism (5E model) were implemented on CBSE Class IX students. The findings of the study showed that there was significant difference in the Mean Achievement Scores of students of the Experimental Group compared to the students of the Control Group. Students' perceptions regarding the pedagogy and effectiveness were also found to be positive.

Key words: Social Science, Social Studies, Constructivism, Constructivist Teaching, Experimental Group, Control Group, Lesson Plans.