ABSTRACT

Constructivist approach of learning is reaction against the traditional education system, where students passively receive information from teacher or authority. Constructivist approach is based on the belief that learning occurs as learners are actively involved in the process of meaning making and knowledge construction as opposed to passively receiving information. A study was conducted to find the effect of constructivist approach of teaching social science on academic achievement and social competence in relation to perception of class room environment. From the result a significant difference was found in academic achievement in social science between the students taught through Constructivist Approach and Traditional teaching approach of teaching. As the mean gain scores of the students taught through Constructivist Approach was found to be significantly higher than that of the students taught through Traditional teaching approach, it may further be concluded that the achievement in social science of the students through Constructivist Approach is higher than that the students taught through Traditional teaching approach. Another finding suggests that a significant difference was found in social competence between the students taught through Constructivist Approach and Traditional approach of teaching. As the mean gain scores of the students taught through Constructivist Approach was found to be significantly higher than that of the students taught through Traditional teaching approach, Social Competence of the students taught through Constructivist Approach is higher than that the students taught through Traditional teaching approach. So constructivist approach is beneficial to enhance the academic achievement and social competence of nine grade students.