



Effectiveness of Inductive Thinking Model in the Teaching of Some Units of Gujarati Subject of Standard 9

DR. SUNANDABEN S. CHRISTI

Associate Professor,

Smt. M.N.K. Dalal Education College for Women, Ahmedabad

1. Introduction

In ancient India the teacher was rated equal to God. The teacher is also called the 'architect of nation', 'the maker of man', 'the maker of history', 'pillar of the nation' etc. It is widely recognised fact that teacher is the ultimate key of educational change and school improvement. The quality of any educational system depends upon the quality of a teacher. The teacher is the key to any educational reconstruction. Effective teachers are lifelong learners. Teaching is such a social process which aims at maximizing learning. Some individuals are born teachers then don't need much training for learning skills of teaching. It is said that where there is a teaching there is learning but where there is learning it is not the result of any teaching. This learning may be due to any other factors. These days of self direct learning, active learning and lifelong learning.

The students of education have given the knowledge of learning principles in the process of education. It is the experience that no teaching problem can be solved by acquiring the knowledge of learning principles. The focus of educational psychology has been on learning but now there is a shift from learning to teaching. The efforts are being made to develop theories of teaching. As a result of which some teaching models have been developed. Teaching model is a model which provides suitable guidelines to the Teachers for creating the proper interactive environment for teaching learning. The process of teaching learning has great importance in the educational field. It is assumed that good teaching results in a good learning. This is the central theme of much of the thinking about education. The only progress in this regard is that many teaching models have been developed so far. These models have been propounded by keeping learning theories as base. Therefore, they can't we substitute of teaching theory. Model of teaching is just a blueprint design in advance for providing necessary structure and direction to the teacher for realising the stipulated objectives. Models of teaching help a teacher to develop his capacity to teach more students and create conducive environment for the students in various subjects.

2. Research objective

1. To construct inductive thinking model for some units of Gujarati subject of standard 9.
2. To apply inductive thinking model on the student of standard 9.
3. To compare the inductive thinking model and traditional method.
4. To check the effect of gender on the achievement of Gujarati subject of students taught by inductive thinking model and traditional method.

3. Variables of the research

Researcher has selected the following variables for the study.

3.1 Independent variable

3.1.1 Gender

- Male & Female
- Teaching method
- Inductive thinking model

- Traditional teaching method

3.1.2 *Dependent variable*

- Educational achievement

3.2 *Controlled variable*

- Environment of school physical infrastructure of the school

4. Research hypothesis

Following hypothesis was framed by the researcher for the research work

- Ho₁** There is no significant difference between the main score of pre test and post test for some units of Gujarati grammar of standard 9 of control group.
- Ho₂** There is no significant difference between the main score of British and post test of some topic of Gujarati grammar of standard 9 of experimental group.
- Ho₃** There is no significant difference between the main score of post test of some topic of Gujarati grammar of boys and girls of control group.
- Ho₄** There is no significant difference between the main score of post test of some topic of Gujarati grammar of boys and girls of experimental group.

5. Research method

In present research the researcher has to check the effect of one variable on the other variable. Researcher has used the one group pre test posttest experimental Research design. This Research design is true design of experiment Research design.

6. Population and sample

The population of the presence study is all the second school students of Ahmedabad city. Researcher has selected school by the purposive sampling technique. Researcher has selected Kumkum vidyalaya of maninagar as a sample. In the school there are two classes of standard 9 so one can be selected as a controlled group and another one is the experimental group. Does the research has selected 109 students for experiment.

7. Research tool

Researcher has constructed following research tool for his research work.

1. Inductive thinking model

Researcher has prepared inductive thinking model for some units of Gujarati subject of standard 9. Researcher has followed all the scientific steps of teaching by inductive thinking model.

2. Traditional lesson plan

Researcher also prepared traditional lesson plan for the lecture method.

3. Post test

Researcher has prepared posters of Gujarati grammar of standard 9. Researcher has prepared the blueprint-based test which contains 50 MCQ questions of Gujarati grammar.

8. Data collection

First of a researcher has taken the permission from the school principal for the experiment. After that researcher has conducted the experiment in one class and in another class researcher has applied traditional method. Researcher follows the flowchart of pre test post test design. Researcher administrator pre test after that she conducted the experiment in experimental group and for control group traditional lecture method was applied. At the end of the experiment researcher administered post test on both groups thus researcher collected the data for his experiment.

9. Data Analysis techniques

Researcher has collected the data through pre test posted constructed by him. Researcher computer t test for testing null hypothesis.

10. Interpretation of Data

No.	Hypothesis	t value	Significant level	Rejected/ Accepted
H ₀₁	There is no significant difference between the main score of pre test and post test for some units of Gujarati grammar of standard 9 of control group.	3.29	0.01	Accepted
H ₀₂	There is no significant difference between the main score of pre test and post test of some topic of Gujarati grammar of standard 9 of experimental group.	1.12	NS	Rejected
H ₀₃	There is no significant difference between the main score of post test of some topic of Gujarati grammar of boys and girls of control group.	0.98	NS	Accepted
H ₀₄	There is no significant difference between the main score of post test of some topic of Gujarati grammar of boys and girls of experimental group.	0.72	NS	Accepted

11. Research findings

1. There is no significant difference found between the average score of pre test and post test of control group.
2. There is significant difference found between the average score of pre test and post test of experimental group. So we can say that inductive thinking method is more effective in Gujarati grammar teaching comparative to traditional lecture method.
3. There is no significant difference found between average score of post test of boys and girls in control group.
4. There is no significant difference found between average score of post-test of boys and girls in experimental group.

12. Educational Implications

The researcher has suggested following educational implications during present research

- Experimental research should be increased at school level.
- Efforts should be made at the school level to increase experimental research.
- Methods with more educational techniques should be used in education.
- Empathasis should be trained to carry out experimental research.
- The parents of the students themselves advise the schools for various new educational methods should be given.
- Universities should continue to conduct experimental research in various disciplines.

13. Suggestions for future Research

The following future study are suggested by researcher.

- Comparative study of students of Gujarati subject from different state or different districts could be conducted.

- A comparative study in Gujarati subject among English and Gujarati medium students could be conducted.
- A comparative study between two different teaching methods in Gujarati subject should be conducted.
- A comparative study between two different subject using same teaching models could be conducted.
- A study should be conducted in Primary, Higher secondary and at college level.

References

1. Buch, M.B. (1988 – 92). Fifth Survey of Educational Research, Vol. – II, New Delhi: NCERT
2. Charles, Skinner. E. (2006). Educational Psychology; 4th edi, Prentia – Hall of indiaPvt. Ltd – New Delhi.
3. Garrett, H.E. (1985). Statistics in Psychology and Educat, Vakils. Ferrer and Simons Ltd. Bombay.
4. Good, C.V. (1945). Dictionary of Education, McGraw Hill book Co.
5. Hemamalini, H.C. (2007). Reducing Psychology anxiety to improve the process of learning Psychology; Edutracks, Dec.-2007, Vol -7 No. 4
6. Koul, Lokesh (1997). Methodology of Education Research (Third Edition), New Delhi: Vikas Publishing House Pvt. Ltd.
7. Pandey, K.P. (1983). Fundamentals of Education Research, Delhi: ArnitashPrakashans
8. Sidhu, K.B. (1991). Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd.
9. Young, D.J. (1991). Creating a low – anxiety classroom environment. What does Psychology anxiety research suggest? Modern Psychology journal.