



Effectiveness of Inductive Thinking Model for Some Topics of Social Science Subject of Standard 9

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1. Introduction

It is widely recognised fact that the teacher is the ultimate key to 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 and do not need much training for learning skills of teaching.

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. It is because learning theories cannot solve the problems 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 a 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 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. Hands they can't be substitute of teaching theory.

Models of teaching may be described as some sort of guidelines, plants, techniques or strategies designed to achieve specific educational objectives. They differ from general teaching techniques and strategies in the sense that they are designed to meet specific objectives. They help teacher in his task in the same way as a constructed model or blueprint helps in engineer in his project. Model of teaching is just a blueprint designed in advance for providing necessary structure and direction to the teacher for realising the stipulated objectives. Models of teaching act as hypothesis for teaching theories. 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. Objectives of Research

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

3. Variables of Research

Researcher has selected the following variables for the study

3.1 Independent variable

1. Gender: (Boys & Girls)
2. Teaching method

3. Inductive thinking model
4. Traditional teaching method

3.2 Dependent variable

Educational achievement

4. Hypothesis of research

- Ho1:** There is no significant difference between the average score of pre-test and post test of educational achievement test of social science subject of standard 9 of control group.
- Ho2:** There is no significant difference between the average score of pre-test and post test of educational achievement test of social science of standard 9 of experimental group.
- Ho3:** There is no significant difference between the average score of post-test of social science subject of boys and girls of control group.
- Ho4:** There is no significant difference between the average score of post-test of social science subject of boys and girls of experimental group.

5. Research Method

In present research the researcher has to check the effect of one variable on other variable. Therefore researcher has to calculate special statistical analysis technique. Researcher has used the one group pre test post test experimental Research design. This research design is true design of experimental Research design.

6. Population and sample

The population of the present study is the secondary school students of Ahmedabad city. Researcher has selected one school by purposive sampling technique. Researcher has selected one school of Ahmedabad city. In this school there are two classes of standard 9 so one classes was selected as a control group and another class was selected as a experimental group.

7. Research Tool

Researcher has constructed following research tool for his research work.

7.1 Inductive thinking model

Researcher has prepared inductive thinking model of the sum units of social science of standard 9. Researcher has followed all the scientific steps of teaching for this model development

7.2 Traditional lesson plan

Researcher has also prepared traditional lesson plan for the lecture method.

7.3 Educational achievement test

Researcher has prepared educational achievement test of social science of standard 9. Researcher has prepared the blueprint-based pre- test and post- test which contains 50 MCQ questions of social science.

8. Data collection procedure

In present research the researcher has first of all taken the permission from the school principal for experiment. After that researcher has conducted the experiment in both schools. Researcher follows the flowchart of pre- test and post - test design. Researcher administrated pre- test after that he conducted the experiment in experimental group and for control group traditional lecture method was applied. At the end of the experiment, the researcher administrated post - test on both groups. Thus, researcher collected the data for experiment.

9. Data Analysis

Researcher has collected the data through achievement test or pre - test and post-test constructed by herself. Researcher computed t test for testing null hypotheses.

10. Research Findings

The findings of the research are as under.

1. There is no significant difference between average score of pre-test and post-test of control group.
2. There is significant difference between the average score of Pre-test and post - test of experimental group. So, we can say that inductive teaching method is more effective in social science teaching comparison to traditional lecture method.
3. There is no significant difference 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 groups.

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