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Title: A Study of the Effectiveness of Constructivist Approach to Teaching-Learning of History in Pre-Service Teacher Education Programme.

Abstract

The constructivist approach is relevant to all subjects of study but more particularly to study of History. Students' interest level in history is often hard to raise, as they tend to see these topics as outdated and distant from their personal interests and concerns. Hence, a need was felt to study the effectiveness of constructivist approach on the student teachers, who can, in turn, apply it in their classrooms. The effectiveness of Constructivist Approach was studied on Achievement, Interest and Retention of the student teachers. A quasi-experimental design was utilized. The experimental group was taught using constructivist approach (Inquiry Guided Learning) while the control group was taught using the conventional approach (talk and chalk). The data was analysed quantitatively and qualitatively.

Findings

To ascertain whether the Constructivist environment prevailed in the experimental group classroom, CLES was administered. From the statistical analysis, it was inferred that Constructivist environment prevailed in the Experimental group classroom. The t value was not found to be significant for pre-test scores on achievement.

After the intervention, the post-test of achievement was taken. From the t test, it was inferred that achievement of experimental group was higher as compared to the control group. The scores of pre-test of achievement test and Intelligence Test scores were taken as covariates and the F ratio was found to be significant. The experimental group were further tested with the help of a rubric on the seven parameters namely Brainstorming, Web Evaluation, Organisation, Basic Content, Discussion, Critical Thinking and Reflection. The t-test showed a significant difference in achievement in all the parameters. The qualitative analysis based on percentage gain from TP-1 to TP-5 was higher for TP-5 in all the parameters. This showed that the students taught through constructivist approach had attained proficiency on all the parameters at the end of TP-5.

On the pre-test of interest, both the groups were found to be equal. The t value for interest post-test after the experimental intervention was found to be statistically significant. Pre test interest scores and USSESS scores were taken as covariates and F ratio was found to be significant. T-test and F ratio were also found to be significant on Retention.

Recommendations

Constructivist approach should be adopted for teaching of History as it leads to enhancement of achievement in the teaching learning of History. History is

reported to be a dull and boring subject. Therefore, to enhance interest, the teachers must provide the students primary documents and original documents. In order to ensure better retention, constructivist strategies must be applied in the classroom. The teachers must make a conscious attempt to create constructivist, student centered environment in the classroom.

Conclusion

NCF 2005 recommended the utilization of Constructivist approach in the year 2005 and even after 10 years, the approach is not applied in the actual classrooms. Therefore, there is a dire need to make it mandatory for the teachers to apply constructivist approach in the classrooms. For this, teachers must themselves be trained to teach using constructivist strategies.