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Constructivist classroom always fruitful class

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Abstract:

Science is a compulsory subject in the school curriculum due to the importance of science. However, teachers face many obstacles while teaching science for e.g.

1. It is mandatory for the teachers to complete the given syllabus within a particular time limit. Therefore, a deadline must be followed and some details of a particular topic cannot be given in the class, even though the teacher intends to give it.

2. It becomes difficult to control, and show the sample (A/V aid), or show a (Practical) experiment to the class of a 70 to 80 students.

a. While following students oriented teaching method, it is difficult to keep the students active.

b. It is difficult to think about the intellectual capacity of each child in the class, as the class is comprised of the children with different intellectual levels.

Today science is teaching in an integrated way at high school level. So it becomes hard for a teacher to teach all the branches of science. For example on high school level science text book included chemistry, physics, Biology. For every teacher it is not possible to teach these subjects is -

I) He or she having mastery over on one subject .so while teaching different branches of science he/she is not getting interest.

II) That is why it is necessary to improve the learning skills of students. Within the classroom learner must be familiar with all learning skill. This skill helps learner to utilize during their studies according to learners study. The teacher with mastery on any of these subjects feel it difficult to teach all three subjects. So one of the skill is Concept map construction .This concept mapping is self-instruction method in **constructivist classroom**. Let us know about the concept map-

Concept Map:

The distribution of words, reasoning, imagination, pictures and application around a central idea and a diagram showing the relationship among concept is called as a concept map. A concept map is a diagram showing the relationship among concepts.

(Source Indian Educational Review, vol.45, no 2, July 2009)

Introduction:

Science is necessary for making the students self-reliant, to bring about their intellectual development and to make them express themselves perfectly. Dr. Radhakrishnan had once said, "Today we need education for a complete and ideal person. Physical, intellectual and spiritual education means complete education.

Technique is a perfect medium to make education more effective. The new generation continuously needs something new . The researcher here attempts to use new teaching methods as an alternative to the traditional teaching method. So the researcher plain to prepare a concrete training

program and finally decided to make a concept map training program for the students for making their learning more effective. For this purpose plan a perfect training program for students.

This research in question tries to find out the effect of the concept map on the student's pictorial intelligence in the structural syllabus of science subject. As we considered that two equivalent groups as control and experimental group for comparison. Training of concept mapping given to experimental group and control group treated by traditional method. Following observation found. The mean score and standard deviation of the score of concept map test, knowledge test, and skill test overall performance given by the participants in control and experimental groups.

Y Variable	Group	Mean	S.D.	Std Err	N
Cmap	UE	7.625	1.917	0.303	40
	UC	3.550	1.584	0.251	40
Total	UE	35.925	3.511	0.555	40
	UC	32.575	1.810	0.286	40

For Experimental group mean score is (7.625) standard deviation is (1.917) for control group mean score is (3.550) standard deviation is (1.584). It is shown in graph no 4.1. The comparison of total mean score is (35.925) of urban areas experimental group whereas control group was (32.575). Standard deviation of these both groups are (3.511, 1.810)

It shows that there is significant effect of concept map Training on experimental group. Thus, the null hypothesis that there would be no significant difference between experimental group and control group.

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