

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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IMPLEMENTATION OF INDUCTIVE TEACHING STYLE IN ENGINEERING COLLEGES, BENGALURU**KISHORE M N****ASST. PROFESSOR****K S SCHOOL OF ENGINEERING & MANAGEMENT
BANGALORE****ARPITHA R****ASST. PROFESSOR****K S SCHOOL OF ENGINEERING & MANAGEMENT
BANGALORE****PRADEEP****ASST. PROFESSOR****K S SCHOOL OF ENGINEERING & MANAGEMENT
BANGALORE****ABSTRACT**

Teachers have a great impact on the students' career and the right direction showed by the teacher's results in always better life in both professional and personal. This paper indicates the concept of inductive teaching methodology such as prototypes; project based learning, case studies, inquires learning and gain of in-depth knowledge in engineering colleges at Bengaluru and also included challenges and implementation part of the inductive teaching to the students' community.

KEYWORDS

career, inductive, innovation, teaching

INTRODUCTION

Inductive teaching is a method to attract and retain the students in the class rooms by instructing to Notice, instead of explaining the concept and asking them to follow.

DEDUCTIVE Vs. INDUCTIVE LEARNING

Traditional approaches of teaching are deductive and inductive methods, where deductive teaching includes rules, procedures, guiding principles and application of theories. In this method of teaching the teacher gives instructions to students by explaining and making them understand the concepts and request to practice but inductive involves motivating the students to gain in depth and insight subject knowledge by adopting various methods such as case study, project based learning, solving real time problems and through active learning concept. It means the inductive method learning are more student centered [1].

Inquire learning is process where students are assigned with challenging tasks by giving structured questions and telling them to collect the data, tabulate the data followed by analysis, interpretation and framing conclusions and when students starts to answer questions and make valuable observation; results in effective learning [2].

PROBLEM BASE LEARNING (PBL)

In this method starts with open ended, real time issues to identify the variables to obtain solutions and the class time devoted to: (a) groups reporting out their progress on previous learning issues and listing their current learning issues and plans of work, (b) mini-lectures giving information on issues being dealt with by all groups, clarifying common difficulties, and suggesting additional learning issues, and (c) whole class discussion. The PBL can be implemented by different ways such as making the groups of 7-10 students under supervision of a faculty member and students tries to solve the problems by discussing among themselves [3].

CASE STUDY

It is the most common methods adopted in reputed engineering colleges to solve the problems with accuracy. This student's emphasis on students to read more relevant topics, acquire knowledge and skills and discuss the issues and creates the platforms to solve it very effectively.

EVALUATION

Dochy [4] et al. [64] published a meta-analysis of the effectiveness of problem-based learning The authors identified 43 empirical studies of the effects of PBL on knowledge acquisition and development of problem-solving skills in college students. Only studies that utilized natural classroom instruction (as opposed to controlled laboratory studies) were included in the data base. The average effect size was calculated both in an unweighted form and with each effect size weighted by the inverse of the variance (which being proportional to N gives greater weight to larger samples).

LITERATURE REVIEW

As per Jan H. Hulstijn (2005) [5] research study explores that the deductive and inductive approaches to explicit grammar instruction in comparison to one another & also it tries to describes the distinction between explicit and implicit grammar instruction and states that instruction is explicit or implicit when learners do or do not receive information concerning rules underlying the input, respectively

According to Bransford, J.D et al (2000) [6] studies suggest that a better way to motivate or influence students is inductive teaching, in which the instructor begins by presenting students with a specific challenge, such as experimental data to interpret, a case study to analyze, or a complex real-world problem to solve. Students grappling with these challenges quickly recognize the need for facts, skills, and conceptual understanding, at which point the teacher provides instruction or helps students learn on their own.

Bruner (1961); French (2006) [7] research work suggest that students come across with challenge and emphasis to work themselves to obtain solution. The mentors offer feedback to the students and guide them in right directions. The students do different trial and errors under the supervision of teachers where inductive methods are used.

PROBLEM IDENTIFICATION

As most of the teachers in engineering colleges are affinities towards in deductive teaching because of several reasons such as huge administrative activities of the college with time dead line, lack of interests, not bothered about much student's career and other demotivation factors. To bring more transformation in teaching, the teachers are motivated to change their teaching styles to inductive methods. This paper reveals the concept of inductive method of teaching and also enlightens the challenges and implementation of inductive learning.

OBJECTIVES OF THE STUDY

1. To understand the concept of inductive teaching
2. To identify the challenges of the inductive teaching in engineering colleges
3. To study a partial part of implementation of the inductive methods in the engineering colleges

SCOPE OF THE STUDY

The study is to know the variables of inductive concept followed by the teachers in engineering colleges and the study is restricted to its challenges and partial implantation of the inductive model for better improvement of students' performance.

RESEARCH DESIGN

Research type: Exploratory research is used to collect the data

Sampling type: Stratified sampling is used to collect the strata (Engineering college teachers and students)

Sampling Size: 115 teachers from various engineering colleges

Source of Data: The data is collected from teaching members from various engineering colleges of Bengaluru through structured questionnaires.

Statistical tools: Mean is more appropriate for data analysis and represented through tables, charts and diagram.

LIMITATION OF THE STUDY

- The study is restricted to Bengaluru engineering colleges.
- The respondents are limited to faculties of selected branches
- The work is partial and further study has to be carried out.

DATA ANALYSIS

TABLE 1: SHOWS LIST OF EFFECTIVE STEPS CARRIED TO MAKE STUDENT INTERACTIVE IN CLASS

Sl.NO	Particulars	No.of respondents	Percentage (%)
1	Case Study	35	30
2	Problem solving	25	22
3	Real world examples	28	25
4	Inquiry learning	15	13
5	All of the above	12	10
Total		115	100

FIG. 1

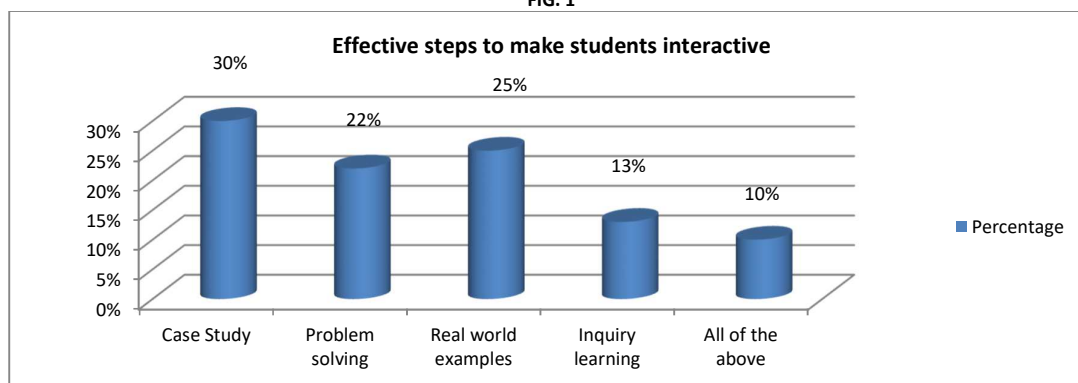


TABLE 2: SHOWS FREQUENCY STUDENTS SOLVING CASE STUDIES

Sl.NO	Particulars	No.of respondents	Percentage (%)
1	Never	15	13
2	Rarely	25	22
3	Sometimes	25	22
4	Often	35	30
5	Always	15	13
Total		115	100

FIG. 2

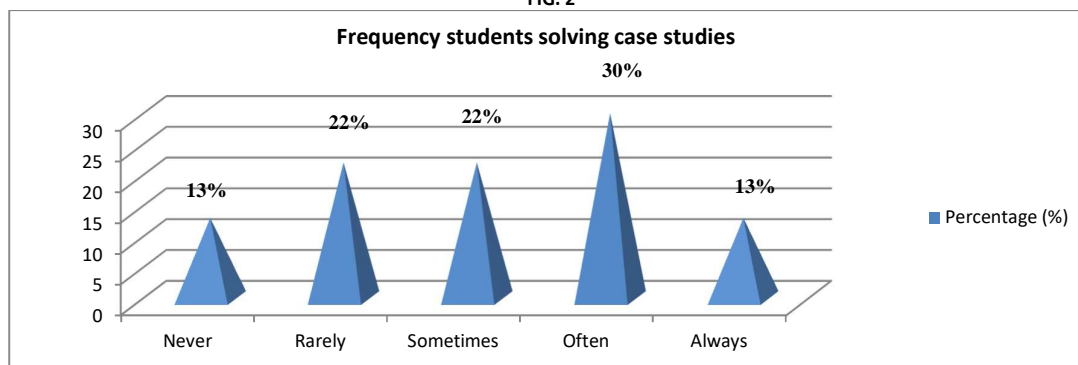


TABLE 3: SHOWS REAL WORLD EXAMPLES TO MAKE STUDENTS TO UNDERSTAND THE SUBJECT IN BETTER WAY

Sl.NO	Particulars	No.of respondents	Percentage (%)
1	Never	10	9
2	Rarely	25	22
3	Sometimes	35	30
4	Often	25	22
5	Always	20	17
Total		115	100

FIG. 3

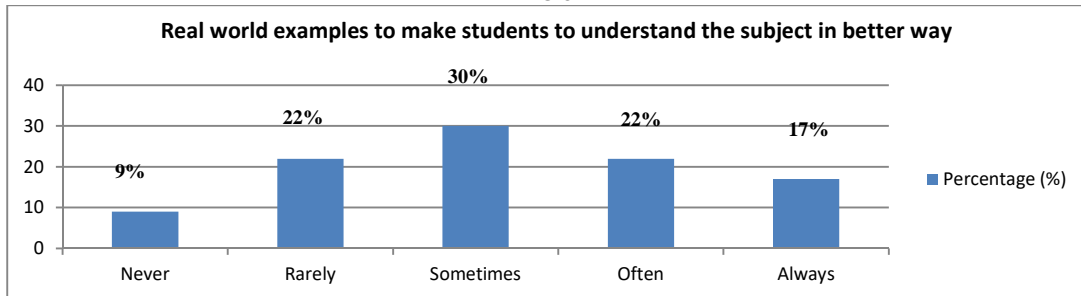


TABLE 4: SHOWS ADAPTATION OF INQUIRY LEARNING METHOD IN TEACHING

Sl.NO	Particulars	No.of respondents	Percentage (%)
1	Never	15	13
2	Rarely	30	26
3	Sometimes	25	22
4	Often	20	17
5	Always	25	22
Total		115	100

FIG. 4

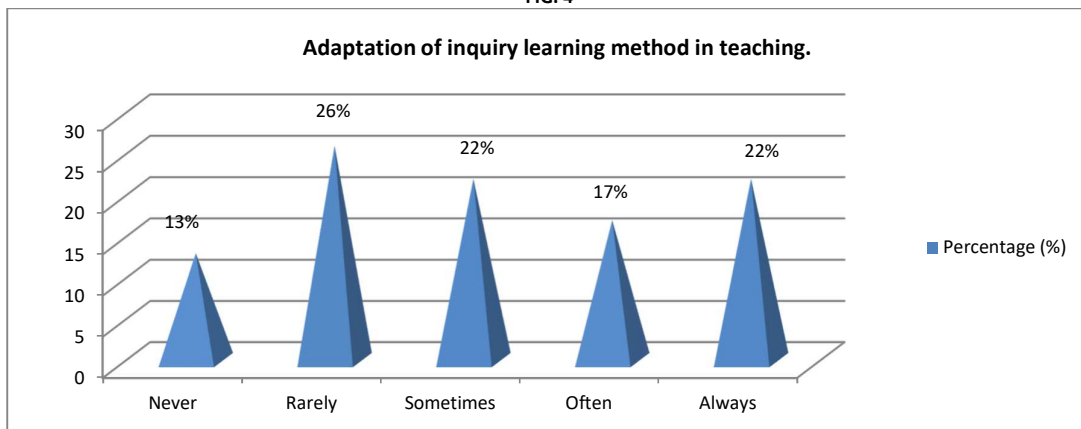


TABLE 5: SHOWS FOCUSING THE COURSE ON REAL ENGINEERING PROBLEMS MADE THE COURSE SEEM MORE RELEVANT TO YOUR INTERESTS?

Sl.NO	Particulars	No.of respondents	Percentage (%)
1	Never	30	26
2	Rarely	15	13
3	Sometimes	20	17
4	Often	25	22
5	Always	25	22
Total		115	100

FIG. 5

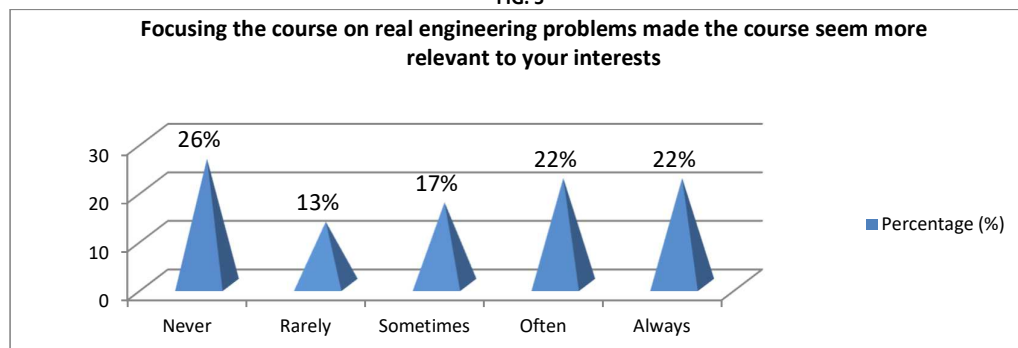
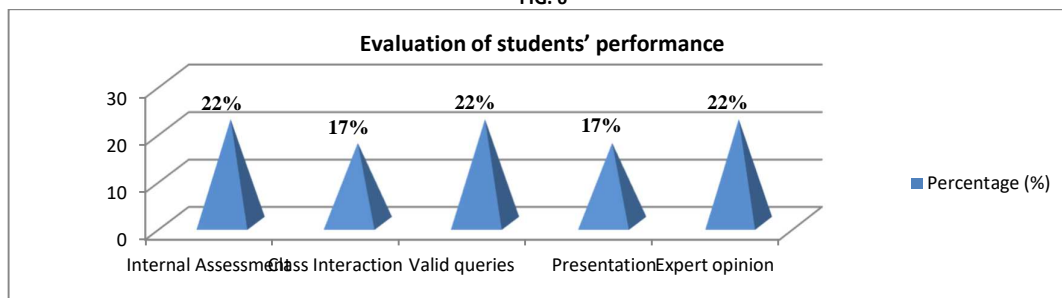


TABLE 6: SHOWS EVALUATION OF STUDENTS' PERFORMANCE

Sl. NO	Particulars	No. of respondents	Percentage (%)
1	Internal Assessment	25	22
2	Class Interaction	20	17
3	Valid queries	25	22
4	Presentation	20	17
5	Expert opinion	25	22
Total		115	100

FIG. 6



FINDINGS

1. Most of the respondents say that case study & real world examples are the effective steps carried to make student interactive in class.
2. Most of the respondents agreed that solving case studies often and sometimes may increase the student involvement in the class.
3. Majority of the respondents suggested that real world examples often and sometimes with subjects make the students to understand the subject in better way.
4. Most of the respondents say that adaptation of inquiry learning method in teaching. Will enhance the interest in the particular subjects.
5. Almost few of the respondents say that focusing the course on real engineering problems sometimes & often made the course seem more relevant to your interests?

SUGGESTIONS

1. The colleges must take effective steps during class times to make the students more interactive in the subjects & class.
2. It is necessary that each & every college must try to relate the subjects with often cases and real world examples to increase the interest and likelihood of students & make more interactive in class.
3. The respective Colleges & related subject faculties must focus the course on the existing engineering problems to make the course seems more interested in class.
4. The engineering & other course colleges must adapt to inquiry learning methods in teaching that will enhance & impact on their interest in learning & adapting to the subjects.
5. The colleges must quickly recognize the need for facts, skills, and conceptual understanding, at which point the teacher provides instruction or helps students learn on their own.

CONCLUSIONS

The paper concludes that the better way to motivate students is inductive teaching, in which the Instructor begins by presenting students with a specific challenge. Inductive teaching and learning is an umbrella term which incorporates a range of instructional methods, inquiry learning, problem-based learning and real world examples, project-based learning, case-based teaching, discovery learning, and just-in-time teaching. These all of methods will impose more interest & responsibility on the students and trainer for their own knowledge than the old traditional deductive approach does. The Instruction is required for students to fill in gaps and induce material presented by the instructor. The goal should be to discourage the students away from dependence on instructors as primary sources of required information, helping them to become self- learners.

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