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Effect of magical method of teaching in developing social skills and successful intelligence among the secondary school students

Dr. Rafeedali E

Assistant Professor, School of Education, Maulana Azad National Urdu University, CTE Bhopal-462001, Mobile: 9961031072, Email: rafeedali@manuu.edu.in

Abstract---Education is a tool that simulates human intelligence and personality. Mere functional literacy and numeracy cannot make wonders in human life. It needs identification and development of students' potentials and life skills. Boosting successful intelligence and social skills is fundamental to making individuals lives successful. Hence, education needs such teaching-learning styles that emancipate the students' successful intelligence and social skills. The study tries to attempt the effect of the magical method of teaching in developing successful Intelligence and Social Skills among secondary school students. The present study is an experimental study, where the magical method of teaching treated as independent variable and successful Intelligence and social skills considered as dependent variables. Experimental group have been given the treatment through magical method of teaching while control group have been taught through traditional method of teaching. Post test scores of experimental and control group for both independent variables has been analyzed. To find out the effect of Magical Method of teaching on successful Intelligence and social skills. Mean, standard deviation and t test were employed for data analysis. The study found that the magical method of teaching significantly effect in developing successful intelligence and social skills to secondary school students.

Keywords---Magical Method, Morientation, Successful Intelligence, Social Skills.

Introduction

Human beings are considered unique organisms in the universe. Intelligence, personality, Inventions, and unique social skills developed by human beings have

privileged them as wise creatures in the universe. Education is a process that simulates human intelligence and personality. The advancement of cognition leads to the invention of new things. Invention brings modernization and higher quality of life for social living. The serious questions raised in the modern technological era are what should be the focus of education? Is it for improving student memory, developing life skills, problem-solving ability, critical and creative thinking, and so on? Education should be imparted to make individuals' lives successful. Mere functional literacy and numeracy cannot make wonders in students' life. It needs identification and development of students' potentials and life skills. Boosting successful intelligence and social skills is fundamental to making individuals successful in his/her life. Hence, education needs such teaching-learning styles that emancipate the students' successful intelligence and social skills. The study tries to attempt the effect of the magical method of teaching in developing successful Intelligence and Social Skills among secondary school students.

Successful Intelligence

Successful intelligence is the Individuals' ability to achieve their objectives and aspirations in their socio-psychological and cultural milieu. Successful intelligence enables a person to identify potential strengths, capitalize on them, perceive weaknesses, and eliminate them. It is the combination of analytical, practical and creative abilities.

Analytical skills, creative skills, and practical skills are the three critical components of the theory of successful intelligence. Each of these skill categories has a set of actions: Analytical abilities include the ability to analyze, compare and contrast, assess, explain, and judge. Create, design, invent, imagine, and suppose are all creative skills. Use, apply, implement, utilize, and contextualize are examples of practical skills.

Social Skills

Social skills are imperative factors for developing both the personal and professional capacity of an individual. Well-developed social skills help individuals to excel in their personal and professional careers. Social skills can be understood as a person's capacity to engage with other people effectively, which produces desired outcomes. It is a combination of multiple abilities: the ability to understand and practice appropriate social norms, recognizing and employing appropriate body language, use the suitable language according to the situation, to realize the life experience of others and empathize with them, appropriate use of tone of voice and volume in social situations.

Social skills are an extension of personality in which a person expresses personal, social knowledge and the capacity to deal with social interaction (Hogan, Shelton, 1998). Social skills are associated with a person's ability to initiate interactions and respond adequately to others' behaviour (Gresham, 2002). Social skills like overt behaviour skills, social cognitive skills, emotional regulation skills, and so on enable individuals to express social standard behaviour (fulfills social expectations) (Cavell 1990).

Magical Method Of Teaching

The magical teaching method is an innovative teaching style that facilitates the active involvement of students in the teaching-learning process and promotes student participation and cooperation in the preparation and presentation of the lesson. In this method, the classroom climate transforms into a magical hall, where the teacher plays the role of a magician. The learners enjoy a learning experience through a magical process. The design of the method is such that every student will be active and motivated to participate in the teaching-learning process from the pre-active stage to the post-active classroom interaction.

Bruner's concept learning theory serves as the foundation for the method. It is the refinement and modification of Bruner's concept attainment teaching model. The method falls under the Multiple Intelligence Teaching Approach (MITA), which provides students adequate freedom and opportunities to express their interests and creative abilities during classroom learning. The method facilitates a multi-sensory experience for the students throughout the lesson.

The method is designed in such a way that the teacher facilitates a progressive discourse of the learning experience through an Inductive approach. The method's success depends on the students' participation, identification of their inherent potentials, effective collaboration of their abilities, and interest in classroom interaction. It promotes the advancement of Students' social skills, successful intelligence, adjustment and cooperation. The method helps to create knowledge in a congenial social environment and break the monotony of traditional teaching methods. It increases the students' attentiveness and active involvement in the learning process.

Principles Of Magical Method Of Teaching

The principle of magical method teaching is presented below

1. **Principle of cooperation:** The success of the learning programme depends on the cooperation among the students and teacher
2. **Principle of Synergy:** Every effort of each individual is respected, recognized and accumulated in the learning Process
3. **Principle of learning by doing:** The learning process focuses on activities and student-centeredness
4. **Principle of Multiple Intelligences:** Learning process is set by the variety of activities which foster the different abilities of the students
5. **Principle of congenial and relaxed environment:** Provision for Pleasant and inquisitive classroom learning environment, Students are free to select their seating arrangement as per their convenience.
6. **Principle of voluntary and wholehearted Participation:** The students have no forceful participation in the magical process: instead, they have to be motivated to undertake any learning task of their interest.
7. **Principle of Logical and Sequential Presentation of the learning task:** The magic programme contains the presentation of a series of multiple connected tasks, which are comparable, inferable and deducible regarding the magic content

8. **Principle of Multisensory Approach:** Learning tasks are organized in a way to stimulates multisensory perception

9. **Principle of Observation:** Creative observation is the base for inductive reasoning and reflective thinking. The teacher has to inspire the students for keen observation of each activity undertaken in the magic lesson.

10. **Principle of Reflective Thinking:** The reflective thinking process includes the higher-order thinking activity like analytical and creative thinking on the learning tasks presented. To solve the confronted problem, the Students have to formulate and test hypotheses regarding the magic card content. Students are free to alter and fix their hypotheses during the process.

11. **Principle of Prediction:** Students Predict the Magic Card content. It can be done when only the teacher asks them to do so

12. **Principle of 'Magical Discipline:** The class maintains silence whiles the magician talks and when students present the tasks. In interim time students can celebrate the occasion. An extra verbal response is restricted and controlled at the early stages of the magic programme. Later, students are permitted to be relaxed, encouraged and motivated to give comments and points.

Phases Of Magical Method Of Teaching

The method consists of the following three phases

1. Pre Active Phase

- a. Planning
- b. Preparation

2. Interactive Phase

- a. Morientation
- b. Induction of Attributes
- c. Verification of students' understanding
- d. Prediction and confirmation

3. Post active Phase

- a. Reflection

A detailed description of each phase is presented below

Pre Active Phase

Pre active phase includes Planning and preparation of the magic lesson

1) Planning

The selections of a topic, date and time on which the 'Magic lesson' should be undertaken are all part of the planning process. During the stage, teachers conduct pedagogic analysis of the topic to be delivered. Teacher deeply analyses and organizes the various learning content to be transferred to the students. Focus should be given to identify a variety of learning activities related to the topic which foster the different creative abilities of the students, ie, Multiple Intelligences. Finally, the teacher should complete the 'Magic' lesson planning.

2) Preparation

The second part is the preparation of the magic lesson. The teacher initiates the preparation for Magic lessons in the classroom. Unlike the traditional classroom intercourse, it needs adequate time to prepare for the magic lesson for both students and teachers. As initial steps of preparation, the teacher informs the entire class about the Magic lesson. The teacher initiates the discussion about the possibility of the magic lesson. The teacher should present the idea of a magic

lesson incidentally as if the teacher momentarily gets an idea to conduct a magic lesson in class.

The teacher explains the nature and process of the magic lesson. Students should be motivated and inspired to organize, and they should willingly participate in the entire magic lesson intercourses. The teacher should initiate a democratic discussion about the programme's date, time, and nature. In this stage, the teacher should not disclose the topic of the magic lessons to the students. Students should not feel that they are sitting in a traditional formal classroom. Instead, they should have provided an accessible and supportive environment to think and express creative ideas and activities for magic lessons.

To prepare the lesson script, the teacher has to identify students' areas of interest and creative abilities. Therefore, the teacher tags any topic to the class other than the topic intended for the magic lesson to create a congenial environment and identify the students' interests and different abilities. Teachers shall give 10 minutes to students to carry out any activity regarding the topic such as poem writing, poster making, drama script, drawing cartoon, essay writing, critical analysis, photo collection, video collection, and making short films. Teachers should keenly observe the students' activities and identify the students who have actively participated, are creative and have not enthusiastically participated in the process.

Then the teacher has to present the all planned tasks to the entire class for the magic lesson to be conducted. The tasks would be specific to the magic lesson, such as collecting pictures, drawing, painting, Collecting old newspapers, preparing models, specimen collection, chart writing, preparing to sing a song, etc. Students are free to choose any task as per their interest to perform during the magic lesson.

The teacher democratically finalizes the due date to submit the assigned task. Formulate students' task groups to ensure the task has been completed on time and organize the magic programme successfully. The organizing team shall be responsible for facilitating the magic lesson smoothly under the teacher's supervision. At least one day before, the teacher and organizing committee should verify and ensure that all the tasks and arrangements are completed for the magic lesson.

Interactive Phase

Interactive phase is the practical accomplishment of the magic plan and its preparation completed by the teacher and students. The magic lesson should be undertaken as per the plan designed by the Teacher and the students. The execution of the magic lesson consists of five stages.

1. Morientation
2. Induction of Attributes
3. Verification of students' understanding
4. Prediction and confirmation

Stage I: Morientation

The first stage of the magic lesson involves motivating the learners and providing the necessary orientation towards the process magic lesson. Hence it is termed as Morientation. The Teacher enters the class as a Magician both in the dress code and appearance with a Magic Box. The Teacher begins the class with warm communication with students and gradually bridges the interaction into the magic programme.

Teachers request any student to come forward voluntarily or suggest that one student from the class keep a magic Box. The teacher hands over the Magic Box to that student called a Magic Boy/Magic Girl. To motivate all students, the Teacher tells the Magic Boy/Magic Girl to show the inside portion of the Magic box to all the students with some humorous conversation. After completing the process, the Teacher shows a 'Magic Card' in a closed envelope and drops it into the magic box in front of the entire class.

The Teacher motivates students by telling them that they may be able to predict the content of the Magic box through the magic process. The Teacher appeals to the students to be very attentive and vigilant throughout the magic activity. The Teacher has to keep confidential (not disclose) the word written on a magic card during the magic lesson, and throughout the magic lesson, the Teacher facilitates a variety of activities related to the content on the magic card. The process will enable the students to predict the magic card content through an inductive reasoning approach. Some students might have got an idea about the magic card during the magic lesson. Nevertheless, they are restricted to disclose the same until the Teacher permits it. The students shall be given orientation based on the following principles.

Stage II : Induction of Attributes

The stage facilitates storm in learners' cognitive domain. It stimulates and arouses the curiosity of the learners. In this stage, attributes related to the learning topic will be presented in front of the students through various activities. As an essential requirement of the activities, the Teacher identifies a proper place to paste two tags in front of the classroom. Students paste the tag with the help of the Teacher.

Tag 1: 'I related to the magic card'.

Tag 2: 'I do not relate with magic cards.'

Tag-1 will be pasted on the right side of the front wall, and tag 2 will be pasted on the left side of the front wall

Image of Classroom wall

After pasting the two tags on the classroom wall, it should be seen in the following design

Tag 1

'I related to the magic card'

Tag 2

'I do not have any relation with magic cards.'

The attributes related to the teaching content would have already been collectively prepared by the students and teacher in the preparatory stage. It may be in slide form, flashcard, song, chart, activity, video clips, photo, specimen, model, poem, poster, drawing, newspaper, etc. The teacher guides the students to present at

least six attributes one by one related to each tag in alternative mode. The process starts with the first tag related to the magic card or learning content. The teacher invites the student to present the first learning task as per the magic plan.

As a follow-up of the presentation, the teacher stimulates students thinking by saying that the activity now presented relates to the magic card. Inspire them to think reason and make a hypothesis. Then the next step is to present the activity or card which belongs to Tag 2 (not related to the magic card) as per the magic plan. The teacher supports the activity by explaining that the content exhibited has no relation to magic cards and inspires the students to think and test their hypothesis formulated earlier. The process continues until all the planned activities are presented in sequential and logical order before the classes.

The practice helps the students think about the learning content and formulate, test, and alter hypotheses regarding the magic card. The stage also facilitates the students to identify the magic card content through inductive reasoning, analytical, and reflective thinking. This step resembles the presentation of data and identification of concepts proposed by Bruner in the concept attainment model.

Let us see how the magical teaching method differs from the Concept attainment teaching model concerning this stage. The magical teaching method provides vast scope for students' involvement and freedom to express their creative abilities as part of the lesson transaction. The teacher selects learning tasks for the presentation based on the students' interests and abilities which in tune with learning content. Students are dominant and active participants in the learning process of the stage. It promotes the developments of multiple intelligences and analytical thinking ability as well. Throughout the process students have to keenly observe and try to find out the concept. In this stage students should not be asked to reveal the concept that they have identified. They should keep it confidential till the end of final stage of the Magic lesson.

In the concept attainment model presentation of learning, task is based on the teachers' perspectives. There is very little space for students' interest, freedom and creative expression. The learning task is selected only to facilitate concept formation through analytical thinking. Besides, the teacher dominates in this stage, and students are passive listeners and observers. At the end of the stage, the teacher asks the students to explain the concept that they have identified and reveal it.

See an Example for stage 2

'I related to the magic card.'	'I do not have any relation with the magic card.'
Present a group song related to Topic	Present a group song not related to Topic but can be differentiated from the first song
Exhibit a poster on any relevant area of the Topic	Exhibit a poster that is not related to the Topic but can help the students understand the first poster's uniqueness.
Present a specimen related to	Present a specimen that is not related to

Topic	the Topic but can help the students to understand the unique feature and contextual importance of the specimen already presented
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Stage III: Verification of students' understanding

It is expected that the students should have identified the magic card content in the previous stage. In this step, teachers support students to perform a mixed presentation of various learning tasks that include both related and unrelated attributes to magic card content. This process helps the teacher verify the students' understanding of the learning Content and thereby strengthen their cognitive composition. At least eight activities should be presented to the class to verify the students' understanding of magic card content.

The teacher invites a student to perform a learning task as planned earlier in this stage. The student performs the task. As a follow-up to the presentation, the teacher asks the class, "Do you think it is related to the magic card ?." Students give responses like Aaha or NaNa (if they feel yes, they have to say Aaha, if No they have to say Na Na). This process should continue till the completion of planned tasks.

In this step, neither teacher nor the student reveals the exact content of the magic card. The teacher only tests whether the students have gathered any idea about the magic card content through Aaha or Na Na responses. Students should be free to celebrate each presentation in a joyful environment. After the end of the planned presentation, the teacher provides an opportunity to other students to present extra learning tasks related to the magic card content as they perceived; that may come to their mind while conducting the presentation. This final opportunity will be a reverse mode operation. The students present any example, name or song etc related to magic card content. Then the student asks the teacher: is it related to the magic card? The teacher has to respond like Aaha or Na Na. It ensures the students' understanding of the magic card content.

Example of presentation of Testing and confirmation of Ideas

Mixed Presentation

<i>Presentation Activity</i>	<i>Students Responses</i>
<i>Flash card - related to Topic</i>	<i>Aaha</i>
<i>Photo -not related to Topic</i>	<i>Na Na</i>
<i>Short Video- not related to Topic</i>	<i>Na Na</i>
<i>News Paper - related to Topic</i>	<i>Aaha</i>

Stage IV: Prediction and Confirmation

The classroom environment would be celebratory following the completion of stages II and III. The stage is designed to confirm the students' understanding of

magic card content through prediction. The teacher creates a calm and relaxed environment in the classroom to initiate the prediction and opening of the magic box. The teacher then motivates the students to predict the contents of the magic box (what is written/flashcard/photo). Prediction of magic card content, the teacher may call on any of the students in the class or accept a student's voluntary initiation. Students enthusiastically predict the magic card content. Then the teacher requests the Magic Boy/Magic Girls to open the Magic Box and show the Magic card to the entire class. The content of the magic cards can be supplemented by the presentation of video clips, objects, flashcards, models, specimens, and so on to stick the content in their cognition.

Post Active Phase

Post active phase is the reflection stage of the lesson. The teacher facilitates reflections about the content presented after completing the lesson transaction.

Stage V: Reflections

Reflection is the final stage of the method. Following confirmation of attainment of magic card content, the teacher reinforces the students who predicted the content. The teacher opens up new avenues for investigation into the topic of magic cards. Students supplement the content with additional information. The teacher provides additional information and clarification on the subject matter. Students can thank and appreciate one another for their fantastic collaborative effort in successfully completing the magic programme.

Objectives Of The Study

The objectives of the study are following

- 1) To develop an Innovative teaching method (Magical method of teaching) to develop successful intelligence and successful Intelligence among the secondary school students
- 2) To study the effect of magical method of teaching in developing successful intelligence among the secondary school students
- 3) To find out the effect of magical method of teaching in developing Social Skills among the secondary school students

Hypotheses Of The Study

The following null hypotheses were formulated in accordance with the objectives of the study

1. There exists no significant effect of Magical Method of Teaching on analytical intelligence of secondary school students
2. There exists no significant effect of Magical Method of Teaching on practical intelligence of secondary school students
3. There exists no significant effect of Magical Method of Teaching on creative intelligence of secondary school students
4. There exists no significant effect of Magical Method of Teaching on successful intelligence of secondary school students
5. There exists no significant effect of Magical Method of on communication Skills of secondary school students
6. There exists no significant effect of Magical Method of on cooperation of secondary school students

7. There exists no significant effect of Magical Method of on empathy of secondary school students
8. There exists no significant effect of Magical Method of on engage of secondary school students
9. There exists no significant effect of Magical Method of on Social Skills of secondary school students

Design Of The Study

The present study is an experimental study. Where the magical method of teaching treated as independent variable and successful Intelligence and social skills considered as dependent variables. For the purpose of experimentation two groups were created in 9th standard. Achievement test is administered to equalize the group. In Each group 40 students were placed as sample. Experimental group have been given the treatment through magical method of teaching while control group have been taught through traditional method of teaching. Post tests scores of experimental and control group for both independent variables has been analyzed to find out the effect of Magical Method of teaching on successful Intelligence and social skills. Mean, standard deviation and t test were employed for data analysis.

Results and Discussion

The study was to find out the effect of magical method of teaching on successful intelligence and social skills of secondary school students. Test of the significance difference between the means post test scores of both independent variables have been employed to find out the effect of the treatment on experimental group. The detailed discussion of the result is presented below.

Hypothesis 1: There exists no significant effect of Magical Method of Teaching on analytical intelligence of secondary school students

Table 1
Data and Result of Analytical Intelligence Scores of Experimental and Control Groups

Group	N	Mean	SD	t test	Level of Significance
Experimental	40	25.08	6.66	3.57	0.01
Control	40	20.20	5.51		

Table 1 reveals that the mean Analytical Intelligence scores of experimental group and control groups are 25.08 and 20.20 where as the standard deviations are 6.66 and 5.51 respectively. When the difference is subjected to the t test, it is found to be 3.57 which is significant at 0.01 level. It indicates that the mean Analytical Intelligence scores of the experimental group is found to be significantly higher as compared to the control group. It means that the treatment given to the experimental group, ie, the magical method of teaching, has a positive impact on the development of analytical intelligence among the secondary school students. Hence the Null hypothesis is rejected.

Hypothesis 2: There exists no significant effect of Magical Method of Teaching on practical intelligence of secondary school students

Table 2
Data and Result of Practical Intelligence Scores of Experimental and Control Groups

Group	N	Mean	SD	t test	Level of Significance
Experimental	40	26.30	7.31	3.49	0.01
Control	40	21.08	6.04		

Table 2 evidence that the mean Practical Intelligence scores of experimental group and control groups are 26.30 and 21.08 where as the standard deviations are 7.31 and 6.04 respectively. When the difference is subjected to the t test, it is found to be 3.49 which is significant at 0.01 level. It indicates that the mean Practical Intelligence scores of the experimental group is found to be significantly higher as compared to the control group. It means that the treatment given to the experimental group, ie, the magical method of teaching, has a positive impact on the development of Practical intelligence among the secondary school students. Hence the Null hypothesis is rejected.

Hypothesis 3: There exists no significant effect of Magical Method of Teaching on creative intelligence of secondary school students

Table 3
Data and Result of Creative Intelligence Scores of Experimental and Control Groups

Group	N	Mean	SD	t test	Level of Significance
Experimental	40	26.17	8.97	2.80	0.01
Control	40	21.08	7.24		

Table 3 reflects that the mean Creative Intelligence scores of experimental group and control groups are 26.17 and 21.08 where as the standard deviations are 8.97 and 7.24 respectively. When the difference is subjected to the t test, it is found to be 2.80 which is significant at 0.01 level. It indicates that the mean Creative Intelligence scores of the experimental group is found to be significantly higher as compared to the control group. It means that the treatment given to the experimental group, ie, the magical method of teaching, has a positive impact on the development of Creative intelligence among the secondary school students. Hence the Null hypothesis is rejected.

Hypothesis 4: There exists no significant effect of Magical Method of Teaching on successful intelligence of secondary school students.

Table 4
Data and Result of Successful Intelligence Scores of Experimental and Control Groups

Group	N	Mean	SD	t test	Level of Significance
Experimental	40	19.08	5.10	2.47	0.05
Control	40	16.38	4.65		

Table 4 reflects that the mean Successful Intelligence scores of experimental group and control groups are 77.55 and 67.52 where as the standard deviations are 20.24 and 17.97 respectively. When the difference is subjected to the t test, it is found to be 2.34 which is significant at 0.05 level. It indicates that the mean Successful Intelligence scores of the experimental group is found to be significantly higher as compared to the control group. It means that the treatment given to the experimental group, ie, the magical method of teaching, has a positive impact on the development of Successful Intelligence among the secondary school students. Hence the Null hypothesis is rejected.

Hypothesis 5: There exists no significant effect of Magical Method of on communication Skills of secondary school students

Table 5

Group	N	Mean	SD	t test	Level of Significance
Experimental	40	77.55	20.24	2.34	0.05
Control	40	67.52	17.97		

Data and Result of Communication Skill Scores of Experimental and Control Groups

Table 5 shows that the mean Communication Skill scores of experimental group and control groups are 19.08 and 16.38 where as the standard deviations are 5.10 and 4.65 respectively. When the difference is subjected to the t test, it is found to be 2.47 which is significant at 0.05 level. It indicates that the mean Communication Skill scores of the experimental group is found to be significantly higher as compared to the control group. It means that the treatment given to the experimental group, ie, the magical method of teaching, has a positive impact on the development of Communication Skill among the secondary school students. Hence the Null hypothesis is rejected.

Hypothesis 6: There exists no significant effect of Magical Method of on cooperation of secondary school students

Table 6

Data and Result of Cooperation Scores of Experimental and Control Groups

Group	N	Mean	SD	t test	Level of Significance
Experimental	40	15.30	5.20	2.00	0.05
Control	40	13.10	4.59		

Table 6 shows that the mean Cooperation scores of experimental group and control groups are 15.30 and 13.10 where as the standard deviations are 5.20 and 4.59 respectively. When the difference is subjected to the t test, it is found to be 2.00 which is significant at 0.05 level. It indicates that the mean Cooperation scores of the experimental group is found to be significantly higher as compared to the control group. It means that the treatment given to the experimental group, ie, the magical method of teaching, has a positive impact on the development of

Cooperation among the secondary school students. Hence the Null hypothesis is rejected.

Hypothesis 7: There exists no significant effect of Magical Method of on empathy of secondary school students

Table 7
Data and Result of Empathy Scores of Experimental and Control Groups

Group	N	Mean	SD	t test	Level of Significance
Experimental	40	16.28	5.72	2.19	0.05
Control	40	13.70	4.73		

Table 7 evidences that the mean Empathy scores of experimental group and control groups are 16.28 and 13.70, where as the standard deviations are 5.72 and 4.73 respectively. When the difference is subjected to the t test, it is found to be 2.19 which is significant at 0.05 level. It indicates that the mean Empathy scores of the experimental group is found to be significantly higher as compared to the control group. It means that the treatment given to the experimental group, ie, the magical method of teaching, has a positive impact on the development of Empathy among the secondary school students. Hence the Null hypothesis is rejected.

Hypothesis 8: There exists no significant effect of Magical Method of on engage of secondary school students

Table 8
Data and Result of Engage Scores of Experimental and Control Groups

Group	N	Mean	SD	t test	Level of Significance
Experimental	40	19.13	3.83	5.64	0.01
Control	40	14.28	3.86		

Table 8 reflects that the mean Engage scores of experimental group and control groups are 19.13 and 14.28 where as the standard deviations are 3.83 and 3.86 respectively. When the difference is subjected to the t test, it is found to be 5.64 which is significant at 0.01 level. It indicates that the mean engage scores of the experimental group is found to be significantly higher as compared to the control group. It means that the treatment given to the experimental group, ie, the magical method of teaching, has a positive impact on the development of Engage in classroom intercourse among the secondary school students. Hence the Null hypothesis is rejected.

Hypothesis 9: There exists no significant effect of Magical Method of on Social Skills of secondary school students

Table 9
Data and Result of Social Skills Scores of Experimental and Control Groups

Group	N	Mean	SD	t test	Level of Significance
Experimental	40	69.77	13.78	4.27	0.01
Control	40	57.37	12.13		

Table 9 reflects that the mean Social Skills scores of experimental group and control groups are 69.77 and 57.37 where as the standard deviations are 13.78 and 12.13 respectively. When the difference is subjected to the t test, it is found to be 4.27 which is significant at 0.01 level. It indicates that the mean Social Skills scores of the experimental group is found to be significantly higher as compared to the control group. It means that the treatment given to the experimental group, ie, the magical method of teaching, has a positive impact on the development of Social Skills among the secondary school students. Hence the Null hypothesis is rejected.

Educational Implications

Magical method of teaching develops Analytical intelligence, Practical intelligence and Creative intelligence among the students. Further the dynamic and joint actions of the three constituents of successful intelligence help the students to achieve their life aspirations. The result also implied that the classroom interaction through magical method promotes communication skill, cooperative mentality, empathy towards others, engagement or participation in classroom activities of the students. Magical method of teaching fosters social skills among the students. The study implied that the new method developed; magical method is an effective teaching method which could accelerate the students' successful intelligence and social skills. Aims of education are the prime matter of discussion for almost all apex bodies of every nation. The focus of aims of education has been changing according to the nature of philosophy and theories of learning adopted by the nation. Congruence on the aims of education can be seen in the global scenario; that is holistic development of individuals and developing 21 century skill and so on. The study implied that the magical method of teaching helps for holistic development of individuals as well as developing 21 century skill among them. Hence the study recommends the educational community to adapt magical method of teaching for their teaching learning purposes.

LESSON SCRIPT ON MAGIC LESSON

Name of the Teacher: Dr Rafeedali E

Date

Class: VIII

Time

Subject: Social Science

Topic: Agriculture

Objectives

1. To understand the concept and various attributes of Agriculture
2. To foster analytical and reflective thinking among the students
3. To develop students social skill and to foster various creative abilities of the students
4. To develop skill of observation and inductive reasoning among the students

Stage 1: Morienation

1. Teacher enter in to the class in a joyful mood with a Magic box and teaching learning materials
2. Give necessary instructions to the students as mentioned in the theoretical part
3. Select a Magic Boy/Magic Girl
4. Showing of Magic box and hand over the magic box to Magic Boy/Magic Girl
5. Ensure the arrangements for the magic process and Teaching learning presentation Materials

Stage 2 : Induction of Attributes

1. Teacher makes arrangement for pasting the Tags
2. Teacher facilitates the presentation of the learning tasks in a sequential and logical order.
3. Invite the learner to begin the first presentation as planned
4. Follow the sequential order from serial Number 1 activity of Tag 1 then corresponding Activity of Tag 2.
5. Provide necessary instruction and inspiration to support each student's presentation
6. Complete the presentation till the successful presentation of the whole listed activity.
7. Teacher instructs the students to understand the magic box content from the presentations. No one should be allowed to disclose the magic card content until teachers ask to disclose.

Sl.No	Tag 1: 'Me related to the magic card'	Tag 2: I don't have any relation with magic cards'
1	Group song related to Agriculture	Group song related to natural beauty
2	Drawing- Agricultural field	Drawing- Forest
3	News paper covering news on Agricultural Importance	News paper covering news on Industry
4	Vegetable collection(Tomato,brinjal,	Collection of industrial items(Pen,

	Onion, Potato, Carrot etc)	pencil, rubber, instrumental box, watch, bottle etc)
5	Photo MS Swami Nathan	Photo Edison
6	Pesticide Bottle-Model	Perfume Bottle
7	Poem on Agriculture	Poem on Nature
8	Poster on Jai Jawan Jai Kisan	Poster on Save water

Stage3: Verification of students' understanding

1. In this step the teacher facilitates mixed presentation of untagged learning materials to verify the students' comprehension of magic content.
2. The teacher instructs the students to respond only Aaha (if the learning task is related to magic card) or NaNa (if the learning task is not related to magic card) as against each presentation.
3. Teacher ensures the sequential order for presentation.

Mix Presentation	
Presentation Activity	Class Responses
<i>Rice & Wheat</i>	Aaha
<i>Photo of Farmer</i>	Aaha
<i>Cement</i>	Na Na
<i>Fertilizer</i>	Aaha
<i>Flashcard on green Revolution</i>	Aaha
<i>Mobile Phone</i>	Na Na
<i>Photo Scientist</i>	Na Na
<i>Video on Robot</i>	Na Na

Stage IV: Prediction and Confirmation

1. In this stage the teacher asks the students to predict what is written on the magic card kept in the magic box.
2. Students predict the content.
3. The Teacher requests the Magic Boy/Magic Girl to open the magic box and show to the entire class. ie **'Agriculture'**
4. The magic card content can be enriched, supplemented further explained through the presentation of video clips, objects, flash cards, models, specimens etc.

Stage V: Reflections

1. The Teacher opens discussion about the magic card content to explore further information on the topic.
2. Students can add more information that they know about the content.
3. Teacher provides more information and further clarification regarding the content with the help of charts, documentaries etc.
4. Students are provided an opportunity to appreciate each other for their wonderful collaborative effort for the successful completion of the magic programme.

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