Richard Suchman propounded Inquiry Training Model. He used this model to teach learners a process how to investigate and explain unusual phenomena. In this model thinkers and scholars try to organize knowledge and make various principles. Suchman’s model was developed on the basis of analysis of different methods utilized by the creative researchers particularly physical scientists. He identified several elements of their inquiry process. On the basis of this, he developed inquiry training model. The theory given by Suchman indicate that people inquire naturally when they are puzzled, they can become conscious of and learn to analyze their thinking strategies, new strategies can be sought directly and added to the student’s existing ones, co-operative inquiry enriches thinking and helps students to learn about the tentative emergent nature of knowledge and to appreciate alternative explanations. Inquiry training model gives more emphasis on developing awareness of and mastering the inquiry process. Inquiry training model of teaching has five phases which are encounter with the problem, data gathering, verification, data gathering, experimentation, formulating an explanation and analysis of the inquiry process.

The theory given by Suchman indicate the following:
1. People inquire naturally when they are puzzled.
2. They can become conscious of and learn to analyze their thinking strategies.
3. New strategies can be sought directly and added to the student’s existing ones.
4. Cooperative inquiry enriches thinking and helps students to learn about the tentative emergent nature of knowledge and to appreciate alternative explanations.

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MEANING OF INQUIRY:
An act of inquiring.

Synonyms:
A request for information; a query.

Inquiry, inquest, inquisition, investigation, probe, research

These nouns denote a quest for knowledge, data, or truth: filed an inquiry about the lost shipment; holding an inquest to determine the cause of his death; an inquisition into her political activities; a criminal investigation; a probe into alleged police corruption; scientific research.

1. Inquiry - a search for knowledge; “their pottery deserves more research than it has received”
2. Inquiry - an instance of questioning; “there was a question about my training”; “we made inquiries of all those who were present” inquiry, query, question, interrogation inquiring, questioning - a request for information

3. Inquiry - a systematic investigation of a matter of public interest; enquiry investigating investigation - the work of inquiring into something thoroughly and systematically; means test - an inquiry into the financial position of someone applying for financial aid; inquest - an inquiry into the cause of an unexpected death; based on WordNet 3.0, Farlex clipart collection. © 2003-2012 Princeton University, Farlex Inc.
Inquiry training model of teaching has five phases which are as under:
1. Encounter with the problem.
2. Data gathering – verification
3. Data gathering – experimentation
4. Formulating an explanation
5. Analysis of the inquiry process

1. Encounter with the problem:
In this phase of inquiry training model the teacher give the problem situation in the classroom. The teacher explains the procedures of inquiry. At this phase, the teacher formulates objectives and also the procedures of yes and no question. On the basis of simple ideas, the make a very simple inquiry at the initial stage. This includes logical phenomena which conflict with the reality. In this way every situation is not puzzling situation. Therefore, inquiry is not required full at this phase. In most of the cases, the teachers do not take problems which are completely puzzling to the learners. All the learning activities do not include the reality. In this way every situation is not puzzling situation.

2. Phase Data Gathering Verification:
At this phase, the learners try to collect information about the problem on the basis of observation, the learners got many experiences with the available information in their surroundings.

3. Phase Data Gathering Experimentation:
At this phase, the learners introduce some latest elements into the situation to observe if the activity appears differently. The teacher create intellectual environment for the learners so that they are free to express their thoughts and ideas. The learners can increase the structure to include the best possible utilization of resources interaction and discussion with other learners, the teachers and the experimentations.

According to this model, “after a period of practice in teacher – structured inquiry session’s student can undertake inquiry in more student – controlled settings. A stimulating event can be set up in the room, and students can inquire on their own or in informal groups, alternating between open-ended inquiry sessions and data gathering with the aid of resource materials.”

Principles of Reaction:
The important reactions of the teacher are as under:
1. To ascertain that answer could come yes or no after asking questions.
2. Direct the learners to re-construction or invalid questions.
3. To identify invalidated points.
4. To utilize the language according to the process of inquiry.
5. To create a free intellectual environment.
6. To direct the learners to provide clear theoretical explanations with their generalization.
7. To motivate the learners for the effective and meaningful interaction

Support System:
The followings are helpful for influencing support system.
1. To provide a set of confronting materials.
2. To present resource material related to the problem.
3. To develop inquiry material by teachers for more facilitation.

Application:
Inquiry training model is very applicable in the subjects of natural sciences. This model of teaching is also useful for the other subjects on the basis of utilization its procedure. Any area or topic, unit or information related to the desired subject could be formulated as a puzzling situation for the learners to conduct an inquiry.

Instructional and Nurturant Effect: (Outcomes of the Model)
Instructional and nurturant effect are:
1. Promoting strategy of inquiry, values and attitude necessary for inquiring mind.
2. Enhancing skills of process such as observing, collecting and organizing data.
3. Determining and controlling variables.
4. Constructing and testing hypotheses.
5. Making explanations.
6. Drawing inferences
7. Making active and autonomous learners.
8. Enhancing verbal expressiveness.
9. Developing tolerance of ambiguity and persistence.
10. Developing logical thinking.
11. Developing attitude that all knowledge is tentative.