



EFFECT OF CONCEPT ATTAINMENT MODEL

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ABSTRACT:

Teacher education has undergone many welcome challenges nowadays. Newly emerged trains are practiced in the teacher education institutions. Models of teaching (MoT) are one of them. Many psychologists described learning theories.

KEYWORDS : Models of teaching (MoT), learning theories.

INTRODUCTION

It was Bruce Joyce and Marsha Weil who had taken sincere efforts to create lot of creative work in the form of models of teaching which are best on learning theories. Models of teachings alternatives to methods of teaching. Using models of teaching in classroom is nothing but implementation of researches which will listen the wide gap between daily teaching and related researches.

Meaning of Models of Teaching:

“Model means of transferring a relationship or process from its actual setting 21 in which it can be studied more conveniently.”

Models of teaching:

Models of teaching are instructional design which describe and specify learning situation which facilitate learning more and more.” (Jyoce and Weil)

Families of Models of Teaching:

1. Information processing
2. Personal
3. Social Interactions
4. Behaviour modification

Describing Model:

1. Focus
2. Syntax
3. Social system
4. Principles of reaction
5. Support system

Concept Attainment Model (CAM):

It is teachers responsibility to analyse the concept content for effective learning.

Focus on this model is to attain specific concept.

Concept:

- “The concept is a class of stimuli which have common characteristics.” (Dececco)

- “The Categories that are formed and based upon those characteristics and attributes which are essential to a particular classification.” (Smith)

CAM:

“Concept attainment is the search for Oregon listening to attributes that can be used.

Support system:

Learning materials, Use of teaching aids

Effect of CAM:

Instructional effect

- 1) Nature of concept
- 2) Improved concept building strategies
- 3) Inductive reasoning
- 4) Specific concept

Nurturing effect:

1. Awareness of alternative perspective
2. Tolerance of ambiguity
3. Sensitivity

Statement of Problem:

Effectiveness of concept attainment model in teaching.

Research Objectives:

1. To prepare lesson notes based on concept attainment model.
2. To compare concept attainment model and traditional teaching method with reference to post achievement test.
3. To study effectiveness of concept attainment model.

Hypothesis:

1. H1: There is no significant difference between the performance of the students from control and experimental group.
2. H2: There is significant difference between the performance of the students from control and experimental group.

Research Methodology:

The present study is aimed at enhancing academic achievement of B.Ed. Student teachers through the use of concept attainment model. In this study experimental method of research is used. For experimental group concept attainment model is used and for the control group lecture is delivered through traditional teaching method.

Research Tools:

1. Lesson plan based on concept attainment model.
2. The researcher made post-test to verify the result of the effect of concept attainment model on the academic achievement of student teachers.

Techniques of data analysis:

To compare the post test score on academic achievement the mean and the 't' test were used.

Major findings of the study:

1. There is a significant difference in the post test scores of academic achievement of experimental and control groups.

Table 1: 't' Value

Group	N	Mean	SD	't' Value	
Control	25	14.85	1.71	8.95	2.86 at 0.01 level
Experimental	25	18.70	1.01		2.09 at 0.05 level

Observation:

Hence hypothesis is accepted.

Conclusion:

1. The hypothesis H1 is rejected because there is no significant difference between the performance of the students from control and experimental group in pre-test.
2. The hypothesis H2 is rejected because there is significant difference between the performance of students from control and experimental group in pretest.

Recommendations:

Following are some recommendations:

1. during the experiment it is found that students were interesting in teaching by CAM so models of teaching should be adopted extensively in teaching at secondary level.
2. Secondary teachers should be made aware of new techniques and models. It is the responsibility of teacher education institutions to do this.
3. The information of new techniques, methods and approaches should be given to the teachers in in-service training program.

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