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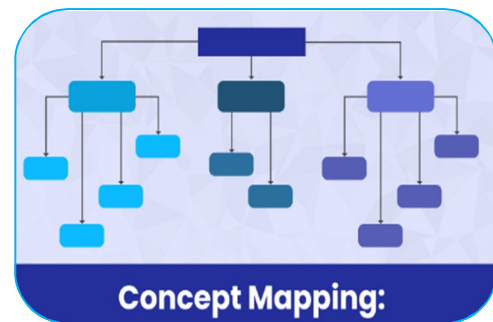
## DEVELOPMENT & EFFECTIVENESS OF CONCEPT MAPPING PACKAGE FOR VI STD. HISTORY – A STUDY

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### ABSTRACT :

*Concept mapping is a technique that allows learners to understand the relationships between ideas by creating a visual map of the connections. Concept mapping is basically a learner's activity and helps learners in examining their own understanding of concepts and in reformulating their concepts.*

**KEYWORDS :** *Concept mapping , learner's activity and helps learners.*



### INTRODUCTION:

A concept, as defined by Novak, is a regularity in objects or events designated by a specific label. The process of actually constructing your own concept map is a powerful learning strategy that is graphic in nature and forces the learner to think about the relationships between terms. This research paper makes concept mapping especially suited to the study of History.

By drawing a concept map of a chapter, a pupil can identify the key concepts and show the relationships between them, helping pupils to understand more clearly the meaning of terms. This paper aims to develop and evaluate the effectiveness of a concept mapping package for teaching History for effective teaching and learning.

### OBJECTIVES :

1. To develop a concept mapping package for the teaching of History for VI Std.
2. To find out the effectiveness of the concept mapping package.

### HYPOTHESES :

There is no significant difference between the mean achievement test scores of the experimental group and the control group after experimentation;

### METHOD :

An experiment method and a two matched group design is used for this research.

**SAMPLE :** The sample of the study consisted of 60 students studying VI std. in one school in Solapur city.

### TOOLS :

1. An achievement test in History constructed and validated by the investigator.
2. Concept Mapping Package developed by the investigators for the teaching of the concepts in History topics.

**Procedure:**

Two group experimental designs were adopted. The sample was divided into two groups viz, experimental group and control group. The students of experimental group were taught with the Concept Mapping Package and the control group through the conventional method. After the treatment period, post-test was administered. The collected data were subjected to statistical analyses and the results obtained were interpreted.

**FINDINGS:**

The 't' test was applied to test the significance of difference between the mean achievement test scores of the experimental group and the control group before experimentation. The 't' value (0.14) was not significant at 0.05 level. Hence, it can be inferred that there was no significant difference between the mean achievement test scores of experimental group and control group before experimentation. The 't' test was applied to test the significance of difference between the mean achievement test scores of the experimental group and the control group after experimentation. The 't' value (12.9) was significant at 0.01 level. The students of the experimental group and control group differed significantly in their mean achievement test scores after experimentation. As indicated by the mean value, the students of the experimental group fared better in their achievement than the students of the control group. Hence, the Concept Mapping Package increased the achievement of the students.

The 't' test was applied to test the significance of difference between the mean attitude towards Concept Mapping Package scores of the experimental group and the control group before experimentation. The 't' value (1.21) was not significant at 0.05 level. Hence, there was no significant difference between the mean attitude towards computer scores of experimental group and control group before experimentation. The 't' test was applied to test the significance of difference between the mean attitude towards Concept Mapping Package scores of the experimental group and the control group after experimentation. The 't' value (3.82) was significant at 0.01 level. Hence, the students of the experimental group and control group differed significantly in their attitude towards Concept Mapping Package after experimentation. As indicated by the mean value, the students of the experimental group showed favourable attitude towards Concept Mapping Package than the students of the control group after experimentation. The students learning with the help of Concept Mapping Package showed favourable attitude towards Concept Mapping Package than the students learning through the conventional method.

Other findings included no significant difference between the mean achievement test scores of experimental group and control group before experimentation. There was a significant difference between the mean achievement test scores of experimental group and control group after experimentation. The students of the experimental group fared better in their achievement than the students of the control group, after experimentation. This showed that the Concept Mapping Package increased the achievement of the students. There was no significant difference between the mean attitude Concept Mapping Package scores of experimental group and control group before experimentation. There was a significant difference between the mean attitude Concept Mapping Package scores of experimental group and control group after experimentation. The students of the experimental group showed Concept Mapping Package than the students of the control group after experimentation. The students learning with the help of Concept Mapping Package had favourable attitude Concept Mapping Package than the students learning through the conventional method.

**CONCLUSION:**

The results of this study reveal that that Concept Mapping Package has an impact in teaching history to ninth standard students and also in their attitude towards history.

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