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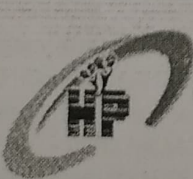
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DEVELOPMENT & EFFECTIVENESS OF CONCEPT MAPPING PACKAGE FOR B.A. I STUDENTS A STUDY

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ABSTRACT

This paper aims to development & effectiveness of concept mapping package for teaching Education for the effective teaching & learning.

OBJECTIVES :

1. To develop concept mapping package for the teaching of Education for B.A. I Students
2. To find out effectiveness of concept mapping package.

HYPOTHESES :

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

METHOD :

Experiment method & two matched group design is used for this research.

SAMPLE :

The sample of the study consisted of 60 students studying B.A. I Students in Solapur District.

TOOLS :

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

PROCEDURE :

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 students of the experimental group fared better in their achievement. This showed that the Concept Mapping Package increased the achievement of the students.

CONCLUSION :

The results of this study reveal that Concept Mapping Package has an impact in teaching Education to B.A. I Students

INTRODUCTION:

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 learners activity and helps learners in examining their own understanding of concepts and in reformulating their concepts.

A concept, is defined by Novak, is regularity in objects or events designed by a specific label. The process of actually constructing your own concept map is a powerful learning. This 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 Education.

By drawing a concept map of a chapter 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 development & effectiveness of concept mapping package for teaching Education for the effective teaching & learning.

OBJECTIVES :

1. To develop concept mapping package for the teaching of Education for B.A. I Students
2. To find out effectiveness of concept mapping package.

HYPOTHESES :

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

METHOD :

Experiment method & two matched group design is used for this research.

SAMPLE :

The sample of the study consisted of 60 students studying B.A.-I in Solapur District.

TOOLS :

3. An achievement test in Education constructed and validated by the investigator.

4. Concept Mapping Package developed by the investigators for the teaching of the concepts in Education 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 Education to ninth standard students and also in their attitude towards Education.

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