

Effect of concept attainment model of teaching on teaching Sanskrit grammar at secondary level.**Mrs. Ketaki P Siras****(Ph. No. 9970195158) M.A M.Ed.****Head Mistress Tip top****Convent School, Nagpur****Abstract:-**

The given research paper is based on an experiment. The objective of this experiment was to study the effect of Concept Attainment Model (CAM) of teaching on achievement in Sanskrit grammar at secondary stage. Four schools from Nagpur city were chosen randomly. One section was treated as controlled group while the other was treated as an experimental group. Pre-tests were conducted on both the groups. The experimental group was taught by the C.A.M. method while the controlled group was taught by conventional method. The post tests were conducted on both the groups. The marks were noted and analyzed with the proper statistical techniques. Concept Attainment Model was found to be more effective in terms of achievements of students in Sanskrit grammar.

Introduction:-

Sanskrit is the most ancient language of India. This language is still in its purest form because of its grammar. The foundation of this language has been laid on the strongest part i.e. its grammar. Grammar is the core part of this language.

Since ancient time this language was taught by conventional method like in Gurukulas from a teacher to his disciple. The important part of this type of teaching was learning by hard. All the students used to learn or mug up the portions of grammar.

But this seems to be an outdated method. As day by day, the objectives of education itself are changing, this traditional method should be changed. Education process now a days is student centric. Student is considered to be the centre of the education system. Hence the methods which involve the active participation of the students are evolved day by day. A good teacher should

always use new techniques of teaching. Which will make the students able enough to cope up with the need of the time. It is the duty of the teacher that he/she should go on modifying their teaching techniques with every passage of time. Teaching models are the result of such innovative teachings. Models suggest something really very good for modifying the behavior of the learner.

The Concept Attainment Model is nothing but the design of instructions. It requires careful observation. This model was developed by Educationalist Dr. Jerome Bruner, Jackline Goodnow and George Austin in the year 1956. Usually it is called Bruner's Concept Attainment Model. This model belongs to the Information processing model's category. A human being is blessed with the capacity to discriminate and to categorize things in groups. So to use this model in teaching teacher has to give list of positive and negative examples. From categorization new concepts can be formed. Bruner states that the role of a teacher is to create situations in which students can learn on their own rather than to provide packaged information to the students.

Need of the Research :- Though Sanskrit is the most ancient language of our country, the no. of students learning Sanskrit is declining day by day. The new generation may be deprived off the great knowledge of Vedas or Puranas present in this language. The reason might be that the students now a days are not interested in opting Sanskrit language at secondary level. The number further declines at the Higher Secondary level. The study reveals that the number of students opting Sanskrit at Higher Secondary level is too low. Nagpur divisional Board of Maharashtra State Board of Secondary and Higher Secondary. Education has given following figures related with Sanskrit subject.

	March 2014	March 2013
SSC	4776	4622
HSC	1043	1064

This shows that the no. of students opting Sanskrit language are decreasing day by day. One of its reasons might be the Sanskrit grammar. Students find the grammar part difficult and hence do not choose the language for study. If this grammar part is taught by interesting methods like CAM instead of boring traditional method, probably students will understand it quickly and will try to do further studies in Sanskrit.

Hence this research is important.

Objectives :- i) To prepare lesson plans based on Concept Attainment Model to teach Sanskrit grammar (Sandhis and compounds) for Std. IX

ii) To compare the mean pre test scores of experimental and control group.

iii) To compare the mean post – test scores of experimental and control groups to see the effect of concept attainment model on achievement in Sanskrit grammar.

Hypothesis :- i) There will be no significant difference in the mean pre test scores of experimental and control groups.

ii) There will be no significant difference in the mean post-test scores of experimental and control groups.

Method of the study – Experimental research method was adopted in the present study. The pre tests were conducted on both the groups to test their prior basic knowledge.

Procedure :- For this research, the researcher had chosen four secondary schools from Nagpur city. From each school two sections of IX Std. were selected. One was considered as the controlled group while the other was treated as the experimental group, the grammar was taught by traditional (lecture) method to the controlled group. Keeping all the extraneous variables under control, experimental group was taught using C.A.M. Then post tests were conducted. Scores of both pre-test and post tests were compared. Their mean and standard deviation were calculated. Then using the t-table the value of ‘t’ was decided to be significant or not.

Tools used for the research.

i) Pre Tests based on grammar (sandhis & compounds) of IX Std.

ii) Post Tests – based on the portion taught.

iii) Statistical formula to calculate mean, S.D., ‘t’ etc.

iv) t – table.

Result :- Comparison between mean pre test scores of control and Experimental Groups was done as follows -

I) t value of pre test and post test of controlled group.

Controlled Group	Mean	S.D.	t value
Pre Test	12.85	3.33	1.074
Post Test	13.57	2.39	< 2.02 ∴ insignificant

The t value 1.074 is less than the table value of t at 0.05 level for n = 40 i.e- $1.074 < 2.02$. Hence we can say that the value of 't' is insignificant so we have accepted the null-hypothesis. i.e. There is no significant difference in the marks of Pre – test and Post test conducted by traditional way of teaching.

II) t value of mean scores of pre - test and post - test of Experimental group.

Experimental Group	Mean	S.D.	t value
Pre - Test	14.5	3.039	22.21
Post Test	27.25	1.947	> 2.02 ∴ significant

From the above table, it is clear that the obtained value of t – from mean scores of Pre-test and Post-test of Experimental group is 22.21. Which is greater than the table value (2.02) Hence the t-value is significant which means the selected null – hypothesis should be rejected. Means there is a significant difference between the scores of Pre – test and Post - test of Experimental group.

Conclusion:- From the above findings, we can conclude that the CAM of teaching is highly effective in teaching sanskrit grammar at Secondary level.

References :-

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