



EFFECT OF CONCEPT ATTAINMENT MODEL AND TRADITIONAL METHOD ON TEACHING SANSKRIT OF CLASS VIII STUDENTS

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Abstract

The main objective of the present research work was to see the Effect of Concept Attainment Model on Academic Achievement in Sanskrit Grammar of Class VIII Students. For achieving the present objective of the study the investigator divided the purposeful sample of 162 students into two groups i.e. Experiment Group & Control Group the investigator first administered Standardized Sanskrit Grammar Achievement Scale (SGAS) as Pre-Test , then applied 30 days treatment on both the group i.e. Experiment Group were taught the concepts of the Sanskrit Grammar according to Concept Attainment Model Method & Control Group were taught by Traditional Method .After treatment the investigator administered Standardized Sanskrit Grammar Achievement Scale (SGAS) as Post-Test on both the groups and after scoring the Pre-Test and Post-Test the final Gain score was obtained. For analysing the data Analysis of Variance (ANOVA) was used. The results revealed that there was significant difference found for Area at 0.05 level of Significance, Area X Gender, Gender X Method at 0.01 level of Significance between the Concept Attainment Model group & Traditional Method group. It proves that the Concept Attainment Model is the best way to teach concept of Sanskrit.

INTRODUCTION

Education, being a life-long process, begins with language and continues through language. Language is the medium of expression and it is one of the noblest gifts to mankind of all the discoveries that have occurred and developed in the course of human history, language is the most significant one. Civilizations exist due to language. In India existence of civilization is due to Sanskrit language. Sanskrit language is the one of the oldest language which has its own phonetic scripts, there is an easy flowing, natural and logical way to proceed while learning this wonderful language Sanskrit is essentially a matter of logical sequencing of certain basic concepts. Therefore, for the learning of Sanskrit, it is essential to understand these concepts and to develop the logical processes of thinking. Concept Attainment Model is a model which is designed primarily to develop and achieve reasoning but also for concept development and analysis. The purpose of the Concept Attainment Model to helps students gain an in-depth understanding of a particular concept (Bruner's, Goodnew & Austin 1967; Joyce & Weil 1990). Students examine a concept from a variety of concept view points by reading and analyzing case study .According to Merchant (2007) different theories of learning emphasis different cognitive abilities and skills. Learning of different subjects requires the mastery of different abilities. So in the case with Sanskrit and different areas of Sanskrit develop an effective model of teaching which matches the selected theories with the objective of teaching the subjects and its units. Whether the Concept Attainment Model of teaching would be more effective, joyful & successful in the teaching of Sanskrit than traditional method of teaching Sanskrit?

OBJECTIVE OF THE STUDY

For the purpose of experimentally verifying the proposition in the area of the study, the framed objective is- To Compare Gender & area wise the mean score of Achievement in Sanskrit of Concept Attainment Model with Traditional Method group of class 8th students.

HYPOTHESIS

There is no Significant Gender & Area wise and their interactional difference between the mean score of Achievement in Sanskrit of Concept Attainment Model and Traditional Method group of class 8th students.

METHODOLOGY

In the present study the investigator used Non-Equivalent Control Group Design.

SAMPLE

For achieving the objectives of the present study, the investigator selected a purposive sample of 162 students from Class 8th were selected from Rural and Urban Area of Jabalpur District (M.P) (Rural Area- Concept Attainment Model Group: Male 15, Female 27; Traditional Method group: Male 16, Female 16 and Urban Area- Concept Attainment Model Group: Male 30, Female 23; Traditional method group: Male 25, Female 10).



TOOLS OF STUDY

The tools used for the present study are given below:

(B) Measures of Independent variables

1. Standardized Sanskrit Grammar Achievement test.

Number of Items - 70 Questions

Types of Question – Objective type Questions each carry 1 marks.

Time Limit – 40 minutes was given.

Reliability – Reliability of SGAT was established with the help of Test- Retest Reliability Method. The Test- Retest Reliability coefficient was found to be 0.83.

Validity – The Content Validity of SGAT was established by having a discussion with the subject experts in the field of Sanskrit Grammar. On the basis of expert's opinion, it was found that SAGT has High Validity.

PROCEDURE

In order to collect the data for the present study, the investigator administered a Standardized Sanskrit Grammar Achievement Scale (SGAS) Test as a Pre-Test before treatment on Class 8th students of both the groups i.e Experiment Group (Concept Attainment Model Group) & Control Group (Traditional Method Group) of Rural and Urban Area of Jabalpur District. Then investigator applied 30 days treatment on both the groups. After one month treatment the investigator again administered Standardized Sanskrit Grammar Achievement Scale (SGAS) as a Post-Test on both the groups of class 8th students of Rural and Urban Area of Jabalpur District. Gain scores was obtained after scoring pre & post- test (Post-Test score – Pre-Test score = Gain score).

STATISTICAL ANALYSIS

Data was analyzed by Two Way Analysis of Variance (ANOVA).

RESULT AND INTERPRETATION

Table No .1,2X2X2 Summary Table of ANOVA for Sanskrit Achievement
Of class VIII Students

Source	df	Sum of Squares(SS)	Mean Square(MSS)	F
Area	1	14.046	14.046	4.625*
Gender	1	.890	.890	.293
Method	1	616.923	616.923	203.148**
Area * Gender	1	.045	.045	.015
Area * Method	1	95.317	95.317	31.387**
Gender * Method	1	33.361	33.361	10.985**
Area * Gender * Method	1	8.161	8.161	2.687
Error	154	467.670	3.037	
Total	162	6091.000		

** Significant at 0.01 Level, * Significant at 0.05 Level

Result

Effect of Area on Academic Achievement in Sanskrit of Class 8th students

From Table No.1 it can be seen that the F- Value for Area is 4.625 which is significant at 0.05 level of significance with df = 1/154. It indicates that the mean scores of Academic Achievement in Sanskrit of class 8th students who belonging to Urban and Rural Area of Jabalpur District differ significantly. Thus the null Hypothesis that “there is no significant effect of Area



on Academic Achievement in Sanskrit of class 8th students” **is rejected**. It may, therefore be said that Academic Achievement in Sanskrit of class 8th Urban Area students was found to be significantly superior than that of Rural Area students.

Effect of Gender on Academic Achievement in Sanskrit of Class 8th students From Table No.1 it can be seen that the F- Value for Gender is 0.293 which is not significant. It means that the mean scores of Academic Achievement in Sanskrit of class 8th Boys and Girls did not differ significantly. Thus the null hypothesis that there is no significant effect of Gender on Academic Achievement in Sanskrit of class 8th **is not rejected**. It may, therefore be said that Academic Achievement in Sanskrit of both Boys and Girls of Class 8th students were found to have almost same.

Effect of Method on Academic Achievement in Sanskrit of Class 8th students

From Table No.1 it can be seen that the F- Value for Method is 203.148 which is significant at 0.01 level of significance with $df = 1/154$. It indicates that the mean scores of Academic Achievement in Sanskrit of class 8th students who were taught by Concept Attainment Model and Traditional Method Group differ significantly. Thus the null Hypothesis that “there is no significant effect of Methods on Academic Achievement in Sanskrit of class 8th students” **is rejected**. It may, therefore be said that Academic Achievement in Sanskrit of class 8th students who were taught by Concept Attainment Model Method was found to be significantly superior than that of those who were taught by Traditional Method. Moore(2006), Basapur (2012), found in his study the Superiority of Concept Attainment Model over Traditional Method in raising the achievement of Pupil. These finding supports the present research work.

Effect of Interaction between Area and Gender on Academic Achievement in Sanskrit of Class 8th students

From Table No.1 it can be seen that the F- value for interaction between Area and Gender is 0.015 which is not significant. So there was no significant effect of interaction between Area and Gender on Academic Achievement of class 8th students. Thus the null hypothesis that there is no significant effect of interaction between Area and Gender on Academic Achievement of class 8th students **is not rejected**. It may, therefore be said that both Boys and Girls of class 8th who belongs to Urban and Rural Area of Jabalpur District were found to be benefit equally.

Effect of Interaction between Area and Method on Academic Achievement in Sanskrit of Class 8th students

From Table No.1 it can be seen that the F- value for interaction between Area and Method is 31.387 which is significant at 0.01 Level of significance. So there was a significant effect of interaction between Area and Method on Academic Achievement of class 8th students. Thus the null hypothesis that there is no significant effect of interaction between Area and Method on Academic Achievement of class 8th students **is rejected**. It may, therefore be said that Sanskrit Academic Achievement of class 8th students who belongs to Urban and Rural Area of Jabalpur District, taught by Concept Attainment Model differ significantly than Sanskrit Academic Achievement of class 8th students who belongs to Urban and Rural Area of Jabalpur District, taught by Traditional Method. Shamnad (2005), Jadhav , Iftikhar Ahmed (2012) found in his study that Concept Attainment Model was found to be effective in term of achievement in language. These finding Supports the present research work.

Effect of Interaction between Gender and Method on Academic Achievement in Sanskrit of Class 8th students

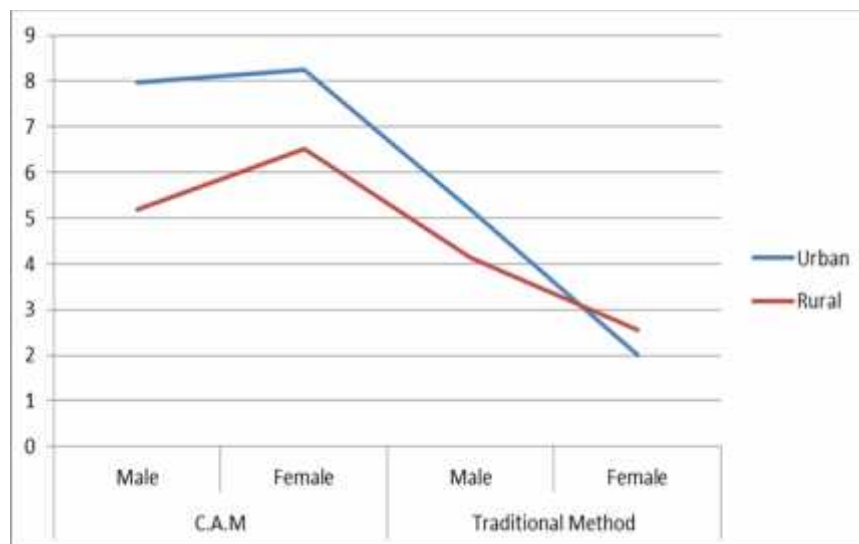
From Table No.1 it can be seen that the F- value for interaction between Gender and Method is 10.985 which is significant at 0.01 Level of significance. So there was a significant effect of interaction between Gender and Method on Academic Achievement of class 8th students. Thus the null hypothesis that there is no significant effect of interaction between Gender and Method on Academic Achievement of class 8th students **is rejected**. It may, therefore be said that Girls who were taught by Concept Attainment Model were found to have significantly higher Academic Achievement in comparison to that of class 8th Boys. Of all these methods Concept Attainment Model is more effective than Traditional Method, Golnaz osstad, Amit Kumar (2013), Kaur(2014) was found in his study. These finding Supports the present research work.

Effect of Interaction among Area, Gender and Method on Academic Achievement in Sanskrit of Class 8th students

From Table No.1 it can be seen that the F- value for interaction among Area, Gender and Method is 2.687 which is not significant. So there was no significant effect of interaction among Area, Gender and Method on Academic Achievement of class 8th students. Thus the null hypothesis that there is no significant effect of interaction among Area, Gender and Method on Academic Achievement of class 8th students **is not rejected**. It may, therefore be said that class 8th boys & girls belonging to Urban and Rural Area of Jabalpur District have almost equal Sanskrit Academic Achievement while taught through Concept Attainment Model & Traditional Method.



Graph No.1, Graph Showing Gender & Area wise Sanskrit Achievement of class 8th students of both the Groups



CONCLUSION

On the basis of above discussion it is clear that:-

1. The Concept Attainment Model is the best method than that of Traditional Method for teaching Sanskrit of all level of learners with different ability.
2. Sanskrit Academic Achievement of class 8th students of Urban Area is better than that of Rural Area specially in Concept Attainment Model Method.
3. Concept Attainment Model develops deep understanding therefore students are able to use learnt concept in other situation.

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