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ORIGINAL ARTICLE

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EFFECT OF CONCEPT ATTAINMENT MODEL OF TEACHING ON THE ACHIEVEMENT OF SEVENTH GRADE STUDENTS IN SCIENCE

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Ruchi
Manchanda

ABSTRACT

The purpose of the present study was to study the effect of Concept Attainment Model of teaching on achievement of seventh grade students in Science. The main objective was to find out the significant difference between the post-test scores of achievement of students in science when taught through Concept Attainment Model and Conventional method of teaching. The sample of the present study consisted of 60 seventh grade students from D.A.V Public School, Ambala City.

Article Indexed in



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Introduction

The education of the young entrant in the modern set is not as simple as it was many years ago. The knowledge explosion of today requires the ability to gather and assimilate information with efficiency. Hence, the teaching process has to aim for helping the learners to acquire the power in learning the concepts at the understanding and application level rather than mere memorization of facts.

A Good Introduction :-

Depict the significance (importance) of the study - why was this value doing in any case? Give a wide connection. Extremely briefly depict the exploratory configuration and how it achieved the expressed destinations.

Materials

Experimental Method was used by the investigator.

A Good Materials :-

Materials may be accounted for in a different passage or else they may be distinguished alongside your systems.

Result

From Table 1 it is clear that, the mean of pre-test scores of achievement for the control and experimental group are 22.99 and 21.44 with SD 5.12 and 4.63 respectively. The 't' value is found to be 1.23 which is not significant at both the level of significance.

A Good Result :-

Abridge your discoveries in content and show them, if fitting, with figures and tables. In content, depict each of your outcomes, guiding the per user toward perceptions that are generally significant.

Conclusion

Concept Attainment Model of teaching helps the students to develop metacognitive abilities for meaningful learning. Students can enrich their inductive thinking by the use of this model. Today, when there is explosion of knowledge, it is impossible for teachers to teach everything up-to-date in any subject area.

A Good Conclusion :-

Choose if the trial outline satisfactorily tended to the speculation, and whether it was legitimately controlled. Attempt to offer option clarifications if sensible options exist.

References

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- Sodhi, G.S. and Sunil, D.(1988). Educational Technology- Essentials of Teaching Learning. Chandigarh: Samir Publications.

A Good References :-

There are Places where the Author Ruchi Manchanda Need to Cite a Reference, but Have Not

SUMMARY OF ARTICLE

No.		Very High	High	Average	Low	Very Low
1.	Interest of the topic to the readers		✓			
2.	Originally & Novelty of the ideas		✓			
3.	Importance of the proposed ideas	✓				
4.	Timelines			✓		
5.	Sufficient information to support the assertions made & conclusion drawn		✓			
6.	Quality of writing (Organization, Clarity, Accuracy Grammer)	✓				
7.	References & Citation (Up-to-date, Appropriate Sufficient)	✓				

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College:- **Assistant Professor in Sohan Lal D.A.V College of Education, Ambala City**. The research paper is Original & Innovation it is done Double Blind Peer Reviewed. Your article is published in the month of **May** Year 2015.



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Editor-in-Chief

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Editor-in-Chief

REVIEWER COMMENTS

- This was a superb give an account of extremely intensive examination.
- The writing audit was careful, the approach was carefully exhaustive and fused the utilization of sufficient quantities of tests in dust size examination and blast tests.
- I discover no shortcoming at all with the routines, information examination, or conclusions.

Authorized Signature

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Review Editor

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