**Statement of Problem:-**

“EFFECT OF CONCEPT MAPPING AS A LEARNING TOOL OF HISTORY IN SECONDARY SCHOOL IN RELATION WITH CONCEPTUAL CLARITY AND ATTITUDE.”

**Technical definitions:-**

**Concept mapping strategy**: It is the method of teaching history wherein the teacher explains the concepts using the concepts maps which shows hierarchical relations between the concepts and sub concepts.

**Conceptual clarity**: It refers to the understanding of the students of the history concepts taught as indicated by their performance on an achievement test on the topic taught.

**Attitude towards learning**: - This refers to the mental disposition of the students – favorable or otherwise – towards learning history through concept mapping strategy.

**Secondary school students**: These are the students in class 8th, 9th and 10th standard of schooling as per the pattern offered by Maharashtra board.

**Independent variables:-**

1. Concept mapping
2. Achievement test.

**Dependent variable:-**

2. Attitude

**Scope:-**

1. The strategy seeks to use concept mapping strategy on an innovative method of teaching history to class 8th Marathi medium secondary school students studying school located in thane district.
2. The study tries to compare the effectiveness at traditional method and concept mapping strategy in terms of conceptual clarity and attitude towards learning among secondary school students.

**Significance of the study:-**
This educational research will prove to be very helpful to us in various aspects. Good education has been recognized the basis of individual and social development. Therefore this research will prove to be useful in finding out more satisfactory techniques and evaluation, richer learning materials and a more efficient instructional system.

This study will prove to be very beneficial to do rote learning. This will be useful in developing conceptual clarity there by leading to better understanding of the subject matter. The present investigation will help student in the following ways-

- It will help student to learn concept in a better manner
- It will help to enhance their interest in learning by active participation in learning process.
- It will help to depict their understanding clearly and concisely.
- It will boost their confidence by improving their conceptual clarity.
- It will help them increase thinking creativity.
- It will give them holistic view to the topic.
- It will help them improve higher order thinking skills and strategies.
- It will help them formulating generalization.
- It will help better understanding of the content.
- It will help construction of knowledge.

**Importance of the theme:**

Concept mapping has found to be an effective learning tool because-

- It requires deep level, semantic processing of information.
  
  According to Craik and Tulving (1975), deep level processing promotes duration of memory, and ability to apply knowledge in new situations.

- It engages the learner in cognitive construction of knowledge. This is believed to promote meaningful learning (Novak, 1990).
- It helps the learner to organize knowledge in meaningful related chunks.

A review of the literature on concept mapping shows it is indeed an effective learning tool. But in history subject it is very less done in India and abroad. So that researcher, therefore is interested in concept mapping as teaching method in history teaching for optimization of learning.
Objectives of the study

- To study effect of concept mapping strategy and traditional method co conceptual clarity.
- To study effect of concept mapping strategy and traditional method on attitude towards history.
- To compare the effect of concept mapping strategy and traditional method conceptual clarity.
- To compare effect of concept mapping strategy and traditional method on attitude towards history.
- To compare effect of concept mapping strategy on conceptual clarity of rural and urban students.
- To compare effect of concept mapping strategy on attitude towards history of rural and urban students.
- To study the relationship between conceptual clarity and attitude towards history.
- To study the effect size of concept mapping strategy in history subject teaching.
- To study the gender differences in history towards the conceptual clarity and attitude.

Research hypothesis

1. There is no significant difference between the effect of concept mapping strategy and traditional method on conceptual.
2. There is no significant difference between the effect of concept mapping strategy and traditional method on attitude towards history.
3. There is no significant difference between the effect of concept mapping strategy on conceptual clarity of rural and urban student.
4. There is no significant difference between the effect of concept mapping strategy on attitude history of rural and urban student.
5. There is no significant difference between the effect of concept mapping strategy and traditional method on conceptual.
6. There is no significant difference between the effect of concept on conceptual clarity and attitude towards history.
7. There is no significant differences between girls and boys in there conceptual clarity towards concept mapping.
8. There are no significant differences between girls and boys in their attitude towards concept mapping.

Delimitation:

1. Only 8th standard student.
2. School located in Kalyan and Ambarnath in Thane district.
3. The school following Maharashtra board syllabus.
4. Only Marathi medium students.
5. Only three topics in history teaching of equal difficulty level.
6. The tool for evaluation is limited to a post test for each unit taught.
7. The tool for measuring the altitude towards learning of the secondary school students are delimited to a rating scale.

Work plan and Methodology:

Researcher will use experimental method for study. This study is based on equivalent group design of experimental method.

In this study researcher will be selecting two schools from urban area and two school from rural area. In each school their equivalent group i.e. experimental group and control group. This two equivalent group will make with the help of previous test which will be based on 7th std. content knowledge. Control group will be taught according to the traditional method and experimental group will be taught according to concept mapping strategy. After the both teaching, post test can be administer by concept clarity and attitude test.

Finally there will study of comparison based on concept clarity and attitude scale in both group and school. It also measures the effect size of concept mapping strategy.

Tools for the study

Researcher will prepare

1. An achievement test based on selected units of the 8th standard syllabus.
2. An attitude scale develops to measure student attitude towards concept mapping.
3. Concept mapping lesson plans.
4. Traditional methods lesson plans.
5. Previous knowledge test based on 7th standard syllabus.

Sample Method:

1. 400, 8th standard student will be randomly selected from Thane district
2. 200 students will be from Kalyan taluka in urban and rural area.
3. 200 students from Ambarnath taluka in urban and rural area.
4. From each school two classes will be selected, where one class will be controlled while other class will be experimental by lottery method.

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<th>Area</th>
<th>Group</th>
<th>Girls</th>
<th>Boys</th>
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<td>26</td>
<td>24</td>
<td>50</td>
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<tr>
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<td>25</td>
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<tr>
<td>2</td>
<td>B</td>
<td>Urban</td>
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<td>26</td>
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**Data collection:**

The researcher will teach the three history units in Marathi medium classes of 8th standard as mention above and will administer an achievement test after completion of each unit. In the end the researcher will administer the attitude scale to know the student attitude towards this new method of teaching. The researcher will conduct pre test and will collect the achievement score of the student and will make two groups in two schools.

**Statistics Techniques:**

1. Measures of central tendency which includes mean, median and graphical representation.
2. Measures of variability which includes skewness quartosis.
3. 3.’t’ test.
4. Correlation coefficient.
5. Graphical representation