

The purpose of the study was to explore comparative effectiveness of concept attainment model and advance organizer model in teacher education course. Concept attainment model and advance organizer have emerged as potent instructional patterns. Since, both models provide explanation such questions as how to improve intellect, speed up learning process and prolong retention.

Objectives of the study were: (i) To explore the difference of treatment effects on academic achievement of trainee teacher taught through concept attainment model and advance organizer model. (ii) To explore the difference of treatment effects on academic achievement of trainee teachers taught through concept attainment model and traditional method. (iii) To identify the difference of treatment effects on academic achievement of trainee teachers taught through advance organizer model and traditional method. (iv) To ascertain the difference of treatment effects on academic achievement of trainee teachers taught through concept attainment model advance organizer model and traditional method. (v) To explore the difference of treatment effects on academic achievement of high and low achievers trainee teachers taught through experimental and traditional method.

To achieve the objectives of the study following null hypotheses were posited. (i) There is no significant difference in the mean scores of trainee teacher taught through concept attainment model and advance organizer model. (ii) There is no significant difference in the mean scores of trainee teachers taught through concept attainment model and traditional method. (iii) There is no significant difference in the mean scores of trainee teachers taught through advance organizer model and traditional method. (iv) There is no significant difference in the mean scores of trainee teachers taught through concept attainment model, advance organizer model and traditional method. Experiment was conducted in federal college of education Islamabad. Sample comprised 69 trainee teachers. Each group comprised 23 trainee teachers. On the basis of pretest scores two experimental and a control group were formed. Two experimental groups' concept attainment model and advance organizer model received treatment whereas control group received no treatment. On the basis of result scores concept attainment model proved effective method of teaching.