

EFFECTIVENESS OF VIDEO BASED ACTIVE LEARNING IN LEARNING MATHEMATICS AMONG THE STUDENT IN TRIBAL SCHOOL AT STANDARD IX

SANJAY C S

RVS COLLEGE OF EDUCATION, SULURE

Introduction

Regime planners considered, education as requisite for serving tribal peoples survive with nationwide amalgamation. Education will also resolve their success, triumph and defence in life. The tribes which linger either underprivileged or slapdash toward education will undergo the upshot. A lot of students are being left at the back by an educational system that some people think is in crisis. Getting better educational upshot will necessitate hard work on many fronts, but a central premise of this monograph is that one part of a way out involves helping students to better regulate their learning through the use of effective learning techniques. Fortunately, cognitive and educational psychologists have been developing and evaluating easy-to-use learning techniques that could help students achieve their learning goals. Education is to assist individuals to make the most of their potentials for best self and national progress. Education is a requirement for significant and continued national economy. Education cannot be of excellence without effectual teaching. The instructional process employed by teacher plays an imperative role in the acquirement of instructional contents for meaningful learning and maturity of necessary skills. Teacher-centered instructional methods make students passive with less communication.

Review of Related Literature

Baranisree (2012) investigated on "Effectiveness of Video based programme in teaching grammar for VII standard Students". The study was conducted among 100 sample and a package of video based programme on grammar-articles and adjectives was used to teach grammar. The result showed that the academic achievement of the students taught through Video programme proved to be higher than that of the traditional method.

Ishan (2011) made an investigation on "Effects of Multimedia-Based Instructional Technology on African American Ninth Grade Students' Mastery of Algebra Concepts". The purpose of this quantitative study using a quasi experimental design was to determine whether the use of Multimedia-based instructional technology had an effect on urban African American ninth grade students' mastery of algebra concepts. It was found that Urban African American students lack an abstract understanding of algebra and are below their academic level in comparison to other ethnic groups.

Statement of the Problem

Mathematics considered a tough subject to majority students. Lecture method or any other traditional teaching methods in mathematics never fully stimulate or attract to students. If teachers give some experiential teaching methods, students will motivate in their mathematical lessons. If teachers used video based active learning in classroom for mathematical teaching that is very helpful and usable to all students.

Objectives of the Study

The objectives of the study are:

- To find out whether there is any significant difference in achievement mean score between the Pretest of Control groups and the Post- test of control groups in tribal school at standard ix.
- To find out whether there is any significant difference in achievement means score of the tribal school students between the Pre-test of control groups and the Pre- test of Experimental groups
- To find out whether there is any significant difference in achievement mean score of the tribal school students between the Pre-test of Experimental groups and the Post- test of Experimental groups.
- To find out whether there is any significant difference in achievement means score of the students between the Post-test of control groups and the Post- test of Experimental groups.

Hypotheses of the study

The hypotheses of the study are:

- There is no significant difference in achievement mean score between the Pre-test of Control groups and the Post- test of control groups in tribal school at standard ix.
- There is no significant difference in achievement means score of the tribal school students between the Pre-test of control groups and the Pre- test of Experimental groups
- There is no significant difference in achievement mean score of the tribal school students between the Pre-test of Experimental groups and the Post- test of Experimental groups.
- There is no significant difference in achievement means score of the students between the Post-test of control groups and the Post- test of Experimental groups.

Methodology

Two secondary tribal schools in Tharapuram district were considered for identifying effectiveness of video based active learning in learning mathematics among the student in tribal school at standard IX. The researcher will be approach Headmasters of the tribal schools for collecting data and conducting the effectiveness of video based active learning in learning mathematics among the student in tribal school at standard IX. Researcher planned the activities for the mathematics and will be discuss with the experience mathematics teachers of tribal schools. After preparation of the activities and teaching learning materials, it will be validated by the Headmasters of different schools and teachers of those who were handling mathematics at standard IX. Achievement test will be prepared on the basis of the blue print. Selected types of Schools are select with the acknowledgement of Headmasters for conducting the study to find out the effectiveness of video based active learning in learning mathematics among the student in tribal school at standard IX.

SAMPLE

Hence, the students from high schools were taken to constitute the population for the present study. The present study is concerned with selected tribal school students in Tharapuram Educational district. The purposive sampling technique is adopted in the present study. The size of the sample is 150.

TOOLS USED IN THE STUDY

- A video based e-learning package comprising of five modules.
- On-line testing software was developed by the investigator to administer the pre-tests to the respondents of the experimental group in all the five modules.
- Five Criterion Reference Tests were developed by the investigator to assess the terminal behaviour of the respondents.
- To validate the video-based instructional materials, how far they comply with technical and pedagogical points of view an evaluation proforma was designed with a five point scale. A five star rating scale, 5 for

the toughest and 1 for the easy module rating were being asked by the learner to rate and give his/her response.

STATISTICAL TECHNIQUES

The achievement scores obtained by the students in the pretest and post test were analyzed and tabulated using appropriate statistical methods. The formulated hypotheses were also tested using appropriate statistical methods such as 't' test, ANOVA, etc.

CONCLUSION

Tribal students, even as they are unloading their education, must be taught to be fanatical to the provision of their own people. They must assist to build up their people's central resolution to refuse to accept deployment and to protect their own civil rights. if give motivational teaching learning method to deprived students that is very attract factor to students and they stick on their classroom. Video based Active learning encompasses many different things from students taking ownership of their own learning and participating in activities that stimulate deeper thinking to movable classroom students might learn through games, projects, just-in-time teaching, or short video demonstrations followed by class discussion. In other words, video based active learning is the opposite of passive listening.

TIME SCHEDULE OF THE STUDY

Sl.No.	Nature of work	Period (monthly)
1	Baseline study	1
2	Development of tools	2
3	Identification of sample	1
4	Administering of tool	2
5	Data collection	2
6	Data Analysis	2
7	Report writing	2
	Total (months)	12

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