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MODULAR APPROACH OF TEACHING MATHEMATICS FOR THE SELECTED TOPICS AT PLUS ONE LEVEL

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Abstract:-Module is a form of self-instructional package and thus regarded as relatively recent phenomena. and accepts greater responsibility for learning. Since strategy demands greater maturity on the part of learner, the modules are more appropriate for more mature students. In modular approach, all the capabilities required to perform are closely inter-related. Modules can be developed separately for each of inter-related tasks. The purpose of this article is to explore the important role that modules play in mathematics teaching and how we can use modules to develop creative challenges that lead to improvement in mathematics at plus one level.

Keywords: Modular approach, Teaching, Mathematics.

INTRODUCTION

Modular approach is a self contained package dealing with one specific subject in convenient form, so that the learner can complete it at his own pace independently or small groups. It is so structured that the learner can identify the objectives, select material and method and evaluate his own accomplishment.

The modular approach in mathematics learning has been proven to be an effective and efficient tool to help students to learn mathematics themselves. Most subjects can be target with this approach. The production of instructional material is time consuming but the modular effectiveness can be evaluated and thus can be done in a positive way. Mathematics module is a single independent unit of instruction, complete in itself with the primary focus on a few well defined objectives. Modules may be added to further units towards the achievement of long-term goal in mathematics. Module carry a wide variety of labels, including unipack, individualized learning package, and learning activity package.

MODULAR APPROACH MEANING AND DEFINITION:

“Module is a short unit of instruction dealing with a conception unit of subject matter” – Russel (1974).

According to the chambers 20th century dictionary (1983) “Module is defined as a set of course forming unit in an educational scheme”.

CHARACTERISTICS OF MODULE

- ❖ It should be independent.
- ❖ Self-contained.
- ❖ Self instructional.
- ❖ Well defined.
- ❖ Clearly defined objectives.
- ❖ Concern individual differences.
- ❖ Systematically organized learning opportunities.
- ❖ Active participation by learner.
- ❖ Immediate reinforcement of responses.

ESSENTIAL COMPONENTS

whether the learner already has mastered the skills to be taught.

4.Multi Media Materials

7.Post Test:

An examination to test whether the objectives of the module have been mastered.

STRUCTURE OF MODULE

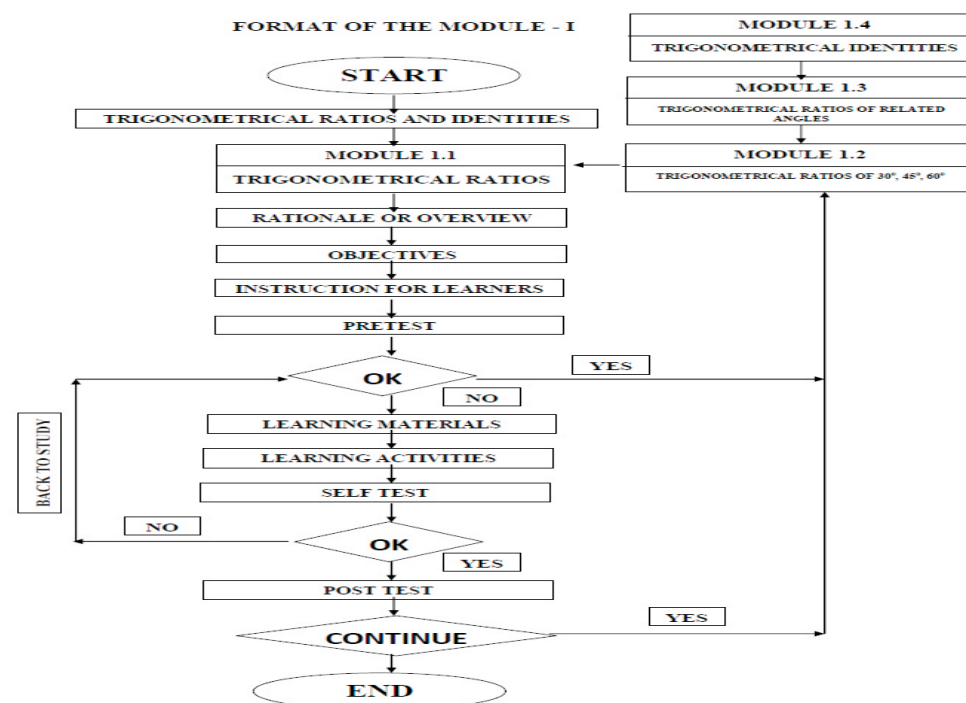
- ❖ The title
- ❖ The Introduction
- ❖ The overview
- ❖ The objectives
- ❖ The learning activities
- ❖ The summative evaluation and feedback

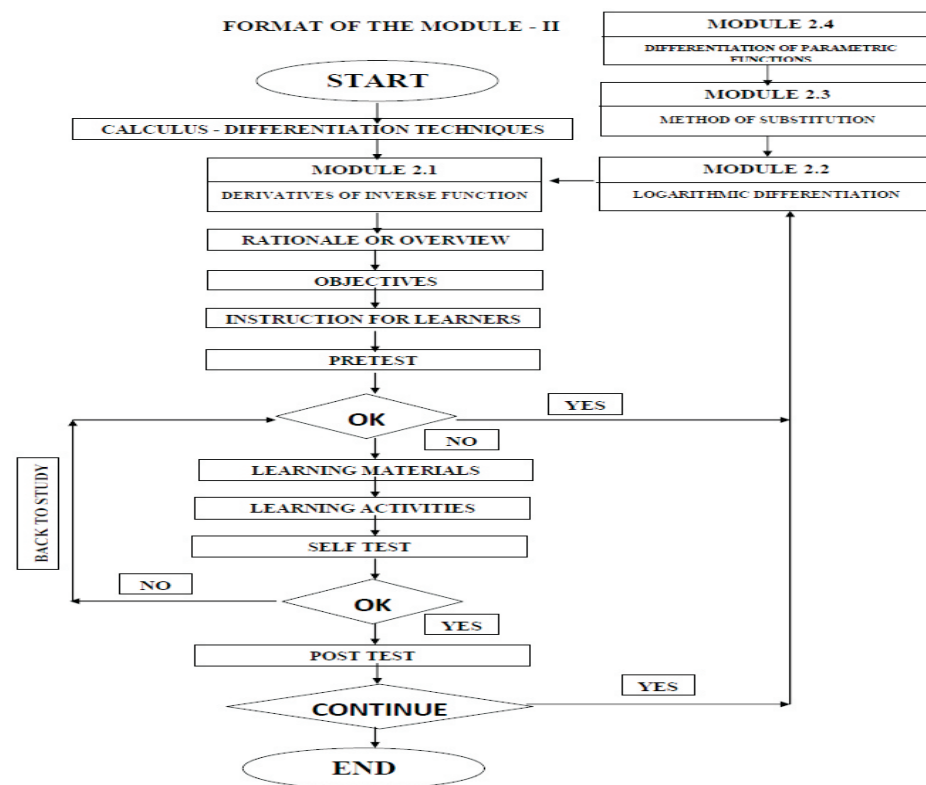
DESIGN OF MATHEMATICS MODULE FOR THE SELECTED TOPICS:

Module should include an introduction to the topic and instructions or suggestions about

how the various components of the module are to be used. If the module is to be used only under instructor supervision, oral instruction may suffice. In most cases, however, a printed study guide should be part of the module. The printed guide should introduce the topic of the module relate its media and activities to the objectives. It should give instructions for using the materials included with module and directions for the learning activities involved. Questions and space for responses may also be contained in the guide. The study guide should be as simple as possible containing just the essential directions and relevant information.

It is important for the instructor to monitor each learners progress in order to reward successes and to alleviate frustrations. At the conclusion of each module's use, the learner should discuss the activity with the teacher individually or in a small group. The teacher and the student, can go-over the nature of the problem presented in the module, compare answers (if appropriate) and discuss the concepts learned from the module.





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