Abstract
Among the several types of teaching technologies here the investigators aimed at the effects of ‘Video Assisted Instruction’ in enhancing the teaching-learning process of the children with learning difficulty in the field of arithmetic. Few studies in the late 90s revealed that the positive contribution of VAI played the vital role in improving their achievement at the primary level. Here the investigators attempted to find out the impact and importance of VAI towards education and achievement of the LD children in arithmetic. This research focus on study the significant difference if any in the achievement of LD children learnt fundamental mathematical concepts through VAI strategy with regard to variation of their background variables considered for the study.

1. INTRODUCTION
It is well known that every classroom has various categories of children with different levels of learning potentialities as well as learning difficulties. Some learn any subject content in a very fast manner and some children feel the learning task a difficult, are slow in learning and achieve lower records/grades in academic subjects. These type of children have
problems in mainly 3Rs, i.e; Reading, Writing, Arithmetic. This `invisible` difficulty is termed as `Learning Disability`. It is specially used to point out a specific group of children, adolescents and adults who have problems in `learning`. These problematic children feel highly difficult to cope up with school academic tasks. Here the terms `Learning Difficulties` refer to the children with `learning disability`. Even the teachers also feel in cross roads in identifying this kind of children, to teach a particular concept to them and make them to understand. The earlier literature on `learning disability` reports that 10% of the population are estimated as the children with learning disability (Jayanthi Narayanan, 1999). In India, the L.D prevalence rate varied from as low as 1 per cent to 20 percent (Rajaguru. S.; 2001). As far as the education to this type of children is concerned, the teachers` role is highly valuable. The teachers ought to alter their teaching methodology as per the needs of the L.D children.

But the children as well as the teachers are unaware of them and follow monotonous method of teaching in the classroom that leads to ambiguity as it confuses not only the teachers but also the learners. Hence it is realized that systematic teaching technologies and approaches are to be provided to the teachers in order to make them capable of identifying the L.D children, diagnosing their inabilities and alternating the teaching strategies for the children. Nowadays in our country through SSA, SSA(IED), RMSA the government puts forth its serious efforts to overcome these type of difficulties encountered by the differently abled children.

### 2. STATEMENT OF THE PROBLEM
To study the effects of VAI in the learning of the L.D children, the investigators intended to estimate the “Impact and importance of Video Assisted Instruction” on the education of the children with learning disability. This study aims to estimate the improvement in the achievement of the L.D children after the intervention of VAI.

### 3. CONCEPT OF L.D CHILDREN
In 1962 Samuel Kirk introduced the concept “Learning disabilities” is not concerned with children who have sensory handicaps, such as the deaf or the blind, or with children who are mentally retarded. The child can be considered as learning disabled if he/she

- Has considerable difficulty in understanding or using spoken language, reading, writing, spelling and/or arithmetic during the developmental period.
- Is free from visual hearing or motor disability, mental retardation, severe emotional problems.
- Has adequate facilities of interest and motivation to l

#### 3.1 Concept of Video Assisted Instruction
Video Assisted Instruction provides considerable visualization of objects and process, which is very essential for better perception of concepts. It also provides unique experience to the slow learners in the presentation of instructional content. VAI enriches the understanding and expedites the mastery of the concept. The investigator used video lesson getting from
DIET, Palayampatti applies the video assisted instructional strategy is of great value in the better achievement made by children in learning fundamental mathematical concepts at the primary level. In this study, the investigator developed number of teaching aids and also used the standard materials available to learn fundamental mathematical concepts.

4. OBJECTIVES OF THE STUDY
- To identify the LD children in the primary level.
- To develop VAI package for teaching fundamental mathematical concepts to the L.D children.
- To study the effectiveness of using video lesson in teaching fundamental mathematical concepts.
- To study the significant difference if any in the achievement of LD children learnt fundamental mathematical concepts through VAI strategy with regard to variation of their background variables considered for the study.

5. HYPOTHESES OF THE STUDY
There is no significant difference in the achievement of learning disabled children in learning fundamental mathematics, learnt through VAI strategy and on-going educational process with respect to their sex, age and parents’ educational status.

6. METHODOLOGY
The investigators adopted the following techniques for this study:
   i.) Maline`s intelligence scale for Indian school going children
   ii.) Pre-test achievement score before the intervention of VAI of L.D children
   iii.) Post-test achievement score of L.D children
   iv.) Assessment inventory for Teachers`

6.1 Sample of the study
The investigators adopted ‘Purposive sampling technique’ for this study. 46 out of 388 children screened after Maline’s metal ability test and school half-yearly test score were identified as children with Learning Disabled and selected as Sample for the study who were studying in nine middle schools in Aruppukottai block.

6.2 Tools used for the study
   i.) Maline`s mental ability test
   ii.) Consideration of L.D`s school test score
   iii.) Consideration of L.D.C`s post test score
   iv.) Teachers` assessment inventory record (based on Likert’s five point scale) concentrating on their school

6.3 Data gathering procedure
The investigators directly involved in (i) identifying the children with learning disability, (ii) conducting pre-test in Arithmetic, (iii) imparting video assisted instruction, (iv) conducting post-test in Arithmetic after the intervention of VAI. After conducting
Maline`s mental ability test and concentrating on their school records 42 children were identified as children with learning difficulty in the field of mathematics (dyscalculia).

7. ANALYSIS AND INTERPRETATION OF DATA
The investigators adopted `descriptive statistics` to find out mean and standard deviation and differential statistics to find out the `t` value to estimate if there is any significant difference among the background variables. Here it is also noted

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Test</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>S.E</th>
<th><code>t</code> value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Test</td>
<td>42</td>
<td>23.5</td>
<td>2.43</td>
<td>0.58</td>
<td>4.43**</td>
</tr>
<tr>
<td>2.</td>
<td>Post-Test</td>
<td>42</td>
<td>26.07</td>
<td>2.82</td>
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<td></td>
</tr>
</tbody>
</table>

** denotes significant difference at 0.01 level.

9. FINDINGS
i.) Generally speaking absolutely there is significant difference between the two test scores before and after the intervention of Video Assisted Instruction of the Learning Disabled children those who were considered here as sample.

ii.) There is also significant difference in learning disabled children`s achievement before and after the intervention of Video Assisted Instruction with regard to their background variables sex, age, parents` educational status.

iii.) Irrespective of their background variables, VAI strategy helps the children with learning difficulties to achieve better in learning arithmetic.

10. IMPLICATIONS OF THE STUDY
The outcome of an experimental study such as this present study will be extremely useful for the field of special education. A comprehensive survey can be conducted by NCERT, SCERT and DIET at different levels to get the holistic picture about the prevalence of children with learning difficulties. Such survey will facilitate to draw the need based training program to the teachers. This study reveals the importance of identifying the children with learning difficulties is mostly essential for both the teachers and the learners. It also emphasised the importance of the Video Assisted Instruction for the improvement of the slow learners and the children with learning difficulty (dyscalculia and acalculia)

11. RECOMMENDATIONS
i.) NCERT, SCERT and DIET will have to conduct training programs to the special educators at different levels to identify the children with learning difficulty.

ii.) Every school should have a psychological laboratory as well as mathematical laboratory.

iii.) It is highly essential a school should be provided with Audio-Visual aids, video projector and audio-visual laboratory.
12. CONCLUSION
At the early hours the children have to be intervened by the psychological tests to find out their intellectual ability and lacuna. Identifying as well as stamping the child as `Learning Disabled` is an arduous task. Those have to be carried out very carefully. After that the teachers have to alter their methodology of teaching in order to benefit the children with learning disability. Video assisted instruction here is found more valuable in the learning of the children with L.D.

13. REFERENCES