Chapter- I

Introduction

1.1 Introduction

In India various games are played, domestic and foreign too. As compare to other games the game having no traditional background in India and is speed game is basketball. Basketball is probably the most widely played and supported team game in the world. This game was identified in reference to baseball and football which was internationally played for physical fitness (Ambler, 1979).

Basketball was invented in December 1891 by Dr. James Naismith, a faculty member at the international YMCA training school in Springfield. Naismith invented basketball in response to devising a competitive game like football or lacrosse that could be play indoor during the cold winter months. Basketball immediately became popular and quickly spreads at national and international level.

The game has always had considerable appeals in schools and youth clubs. Where under varying conditions, any number of Players can play on court, off course the game can also be played out of doors in fine weather making it an excellent summer activity. It must not be forgotten that women play basketball. Opportunities for young female athletes to participate in competitive sports have grown exponentially. Women’s basketball has become increasingly more competitive over the years (Coleman, 1975).
Skill of any game is taught through different teaching style. For acquisition, refinement and stabilization of skill one needs to be taught correctly. Teacher has different options for teaching sports skill.

1.2 Use of Variety of Teaching styles

The choice of teaching style depends on expected students out comes, on the children’s stage of progression, & on the activity. Two reasons for using different styles are to enhance the teaching environment & to keep both learner & teacher motivated. The challenge is to select a style most likely to enhance student learning. A teaching style should be chosen according to the degree of control a teacher plans to exert over lesson preparation, implementation, & evaluation. (Pangrazi, 1998)

1.2.1 Direct style

The direct style is the most teacher-controlled approach. The teacher prepares all facets of the lesson, is wholly responsible for instruction, & monitors lessons progress by direct methods. Basically the direct style includes explanation, demonstration & practice. The amount of time devoted to each is determined by the instructor, evaluation is usually accomplished by the instructor, who has certain preset standards for student performance.
1.2.2 Task style

The fast style of teaching focuses on arranging, presenting learning tasks at several learning areas or stations. Students are rotated between learning stations & work on assigned tasks. At each station, students have a number of tasks to practice. They start & stop working on the specific teachers directions.

1.2.3 Mastery learning style

Mastery learning is an instructional strategy, requiring that the terminal target skill be broken into progressive, subunits, each of which becomes, in progression, the focus of the learner. The key is the division of the final movement capability into progressive teachable units, each of which is to be mastered in order, thus providing on additive effect toward achieving the target competency. (Pangrazi, 1998)

1.2.4 Individualized style

Individualized style based on concept of student centered learning through an individualized curriculum. This style uses a variety of teaching strategies and allow student to progress at an individual rate. Each student needs are diagnosed and a program prescribed to address their needs. Objectives are stated in behavioral terms. Students are required to learn cognitive factors before moving to psychomotor task.

1.2.5 Co-Operative Learning Style

When students compete against each other for a grade or success, they strive for a goal that only a few students can achieve. In competitive
situations students perceive they can reach their goals. Co-operative learning grew out of the realization that student learn to distrust each other yet need to work together as adults to accomplish common goals. In co-operative activities individuals seeks outcomes that are beneficial to themselves and to the group.

1.2.6 Problem solving style
The problem solving style involves input, reflection choice and response. The problem is structured so there is no one prescribed answer. When there is just one answer, problem solving becomes guided discovery. The problem selected will vary from simple ones for primary level children to more complex one for intermediate children. Children learn that problems can be solved and that they can find the solution. To do so they must be equipped with techniques, so that they can proceed under self-direction towards the sound solution. (Pangrazi, 1998)

1.2.7 Limited exploration style
In limited exploration the teacher is responsible for lesson preparation, subject matter selection, and the general direction of response. The choice of specific response is up to the student, since there is no set response for each limitation. In most cases exploration style are best suited to teaching broad area of movement and to develop different ways of performing a particular kind of skill.
1.2.8 Video Feedback method

During video feedback athletes view their own performance on video tape and analyze their movements with the intent of gaining new insights that will aid their performance. Video feedback occurs when athletes observe their performance, which differs from video modeling, where the athlete views another person demonstrating a skill tactic; some controversy exists concerning the efficacy of video feedback. (Schmidt & Lee 2005) state that little evidence exists to support the notion that video tape relay by itself is effective. Research shows that simply showing athlete a video of themselves is of little value because videotaped events occur too last and their simply too much information available for the untrained eye to interpret. But when video feedback is presented and interpreted by knowledgeable individuals, beneficial effects have been found.

1.3 Video Graphic Teaching Aid

There are different types of analysis found in analytical studies. This study will be done following analytical method of research and analysis will be done with the help of video recording. Video image processing has become a convenient and powerful tool to represent movement. A Video based motion analysis will be done by experts, hence video film of the skills performed. (Bother, 1992)
1.3.1 Use of Digital Camera in Sports

The use of digital still images and digital video (content) has opened up an exciting and highly effective way of enhancing learning in schools. Physical Education is a subject in which a great deal of visual learning takes place. The new technologies provide clear images of performances and specific techniques, as well as the opportunity to provide pupils with immediate visual feedback of their own movement through video replay. New software makes this process easy to manage within lessons.

Over recent years video has become readily accessible to teachers as cameras have improved and become relatively easy to use. However, much of the content filmed in schools is of poor quality and does not make maximum impact on the learner as a result. These problems are often magnified when pupils are given cameras to use within PE lessons with limited or no instruction. This module will help teachers to learn more about the effective use of Video cameras to collect images that enhance learning in the subject. More teachers use cameras in their everyday physical education lessons to provide feedback to pupils than ever before. By following a few simple principles teachers can quickly learn to use cameras proficiently to collect more powerful video clips.
1.3.2 The Aim of Module

- To provide an understanding of the type of equipment available
- Help PE teachers to use basic camera techniques to enhance the quality of the recorded content.
- Ensure that appropriately video clips are filmed for supporting learning.
- Be clear about the child protection issues
- Provide a structured sequence of tasks for teachers to follow to help consolidate both technique and understanding.

1.3.3 Specific Use of Video Clips

With modern technology it is possible to use video clips very efficiently to focus pupils’ attention on very specific details within a technique or performance. The best way to manage video within PE is to use a specific software package (e.g. Dart Trainer or Kandle). These sports software programmes allow teachers to manage their video clips, create play lists, loop clips, play in slow motion and bring significant functionality to the teacher. The days of rewinding tapes to access a particular video clips are rapidly coming to a close thanks to the integration of video and computer technologies. Whichever system of video management a teacher or school chooses, video can be used for a number of reasons within physical education.
1.3.4 Reference Clips

These video clips are selected by teachers and saved to make particular points to learners. Reference clips do not all need to show the perfect technique, but are saved and used because they allow pupils to see a particular aspect of performance. Work has shown that some reference to elements of a performance which is clearly weak can help learners to understand what they must concentrate on to become better themselves.

1.3.5 Feedback to learners

Often capturing a pupil performing and then allowing them to see the video clip shortly after their performance is a very effective way of providing feedback. On many occasions the dialogue with the teacher is more of a discussion with the pupil rather than the teacher simply giving their opinion. As such the learner/performer is much more involved in self-assessment. This process can be managed through a computer using software which will delay the video stream.

1.3.6 Assessment for learning

Video clips can also provide teachers with evidence of progress made within a block of work or even within a lesson. The ability of short video clips to help pupils analyse and evaluate their own and other pupil’s performances brings a unique value to lessons. This can be managed in its simplest form by using a camcorder with a small LCD screen for reviewing the video clip.
1.3.7 Motivational effect

Many teachers use video feedback to support elite performers. However it is important to note that work on the “video based learning in PE project” has identified the increased motivation of low ability pupils as a significant benefit of using video feedback in PE lessons and will be used for analysis.

1.4 Acquisition of Skill

The ability of individuals to experience, learn and refine motor skills greatly affects their ability to perform any physical activity. This chapter explores the processes that individuals undertake when learning a new skill and how these processes can be adapted to help individuals learn these skills more easily and quickly. It also examines the ways in which movement can be assessed.

1.4.1 Learning skills

There is a variety of views about how learning actually occurs. Basically, we learn in three main ways:

**Cognitive learning**—learning by receiving knowledge and information

**Affective learning**—learning on a social level (for example, by developing ideas of fair play and self-esteem)

**Motor learning**—learning by acquiring physical motor skills

In a discussion of sports performance, motor learning is of greatest importance, but cognitive learning and affective learning cannot be overlooked. For example, learning complex set plays in the game or
cooperating as a team member are extremely important aspects of performance.

1.4.2 The Stages of Skill Acquisition

It is generally agreed that learning involves practice and time. Over time, and with practice, someone who is a beginner—in terms of his or her cognitive, affective and motor skills—will progress through various stages to become a skilled performer.

Skill learning is a continuous and dynamic process without distinct and definite stages. For convenience, however, certain ‘general’ changes can be described in skill learning. For example, over time, improvements in accuracy and rate are observed, as are greater consistency, a reduction in errors and the development of smooth, effortless performances. These changes can be broadly placed into three stages, as developed by Paul Fits and Michael Posner in 1967. The stages are known as the:

- Cognitive (or understanding) stage
- Associative (or practice) stage
- Autonomous (or automatic) stage.

Most individuals move from stage to stage as they learn skills. However, some might not move on to the last stage, due to the training demands, the complexity of the task or a lack of motivation.

a. Cognitive stage

The cognitive stage is characterised by thinking—trying to understand the skill. In this stage the learner forms a cognitive picture of the skill and what
is required to do it. The movements in this stage are jerky, halting and poorly timed. Performance is variable with a large number of gross errors the learner knows that something is wrong, but is unsure how to correct it. While learning to play a golf shot, for example, someone in the cognitive stage will often hit the ground or miss the ball completely. An increase in ‘self-talk’ is evident as this stage progresses. Fortunately, this stage is also quite short and, with regular practice and thought, the learner will make rapid and large gains in proficiency.

The coach should teach simple, fundamental skills in this stage, by demonstrating, modelling and giving clear instructions. Instructions should be brief and should focus on only a few skills at a time. Coaches should observe the following general points:

- Employ a range of motivational techniques.
- Keep instructions and demonstrations short and simple.
- Have athletes follow an example at first and then try the skills themselves with more instruction and feedback.
- Allow for constant blocks of practice.
- Use frequent knowledge of performance (KP) feedback.
- Remember that the aim at this stage is a rough approximation of the required skills.

**Feedback** at this stage is very important and is supplied predominantly with visual demonstrations and verbal information. The learner needs specific information for corrections, and requires attention to individual
skills. It must be remembered that the learner might not understand the task, so the amount and speed of information should be controlled, and the task itself must be clarified, perhaps by visual, auditory or even manual means.

b. Associative Stage

In comparison with the cognitive stage, the associative stage is quite long. In fact, the person might never move beyond the associative stage. In this stage, the fundamentals and mechanics of the skill have been learnt, and performance is less variable and more consistent. There are fewer errors and they are less gross because the athlete has developed the ability to detect and correct errors. Movements become coordinated and refined to the task as the athlete learns to use environmental cues for timing.

**Anticipation** develops, and smoother, un rushed movements result as the individual needs to think less about the skill and there is a shift to memorised movements. There is rapid improvement with a marked decrease in energy expenditure. The golfer, for example, will be able to make regular contact with the ball, though direction and distance will not yet be as consistent as it will become.

In the associative stage it is important for the coach to communicate well and give good feedback. Instruction needs to be more individual, with errors identified and corrections prescribed. There should be a progressive increase in task complexity. Demonstrations, videos of the athlete performing and verbal descriptions of corrections are useful.
Coaches of players in the associative stage should:

- Teach movement patterns first and then add other environmental situations (game-like situations).
- Provide variable practice situations. For example, soccer passing could include ‘keep off’ and corner passing.
- Use both knowledge of performance (KP) and knowledge of results (KR) feedback, and avoid giving feedback on every attempt.
- Practise skills randomly rather than in blocks.

c. **Autonomous stage**

After much practice and experience, the skill becomes habitual or automatic. This is the **autonomous stage**. In this stage, improvements come slowly, but there is good consistency of performance. Most of the skill is performed without thinking because the athlete requires less attention to basics. Instead, he or she can give more selective attention to higher-order cognitive activities, such as game strategies and external cues; for example, the spin on the ball or the position of the opposition. The athlete has good timing, and can detect and adjust errors and disguise actions. This develops self-confidence and risk-taking in performance situations. The golfer, for example, will be able to change a swing to suit the particular shot required and be able to curve the ball with control after hitting it to allow for external factors, such as slopes and wind.

In the autonomous stage the practice sessions need to be well organised to ensure the best improvements. The athlete must be highly motivated and
given a great deal of feedback. Training should attempt to simulate the actual performance conditions. Psychological skills training can be very effective in this stage, especially when dealing with anxiety in competitions.

### 1.4.3 Characteristics of the learner

Each human has unique physical, social and emotional characteristics. The ways in which people learn, perform and think affect every aspect of their lives. These individual differences include inherited, social and emotional factors and they account for the variability in the learning of motor skills.

**Inherited factors** affecting skill acquisition include gender, age, race, somatotype (body shape), muscle-fibre composition, information-processing capacity and aptitude for the activity. These can be described as the natural ability of the athlete. After training and practice an athlete’s ability to perform activities is usually improved. Prior experience with the task (or with a similar task) will also affect performance.

For example, in taking up basketball, the skills of netball are more easily transferred to the new sport than are the skills of, say, hockey. This transfer of prior experience can also apply to other aspects of various activities, including fitness, strength and flexibility. For instance, if aerobic endurance, speed or strength are required to perform the new skill, someone with previous experience in these will take less time to learn the skill, and will be able to participate at a higher level, than will a total beginner. Even knowledge of the rules of the game, without ever playing it, can increase the ability of the person to perform the activity or skill. A good example of
the transfer of skills and attributes from one sport to another is when athletes are able to change relatively easily between rugby union and rugby league, without any obvious decrease in performance.

Skill acquisition depends on levels of keenness, confidence, competitiveness, self-esteem and relations with others and even level of aggression. These personality traits are enhanced as involvement in activity is continued. Roger Federer is a good example of someone who exhibits all these personality traits.

Skill acquisition can be influenced by the reasons for participation, the level of aspiration, the degree of enjoyment, persistence at the activity, the effort put into the activity and the readiness of the participant to learn. Those athletes who are confident about their abilities, or their ability to improve and learn, can develop skills faster than those who are not. This self-confidence is sometimes evident in athletes as ‘ego’. Ego can also be a good tool for coping with stresses, and for ‘throwing others off their games’.

1.4.4 Practice Method

Practising is essential to learning and improving, and can be done in a variety of ways. Types of practice methods include the following:

- Speed and accuracy
- Massed and distributed
- Whole and part.

All these methods are described in more detail in the text that follows. It is essential to understand the applications, uses and limitations of each
method. Sporting pursuits vary, and there is therefore no set routine for practice or performance. An astute coach organises training that is appropriate to the task and the athlete, and ensures that the training remains interesting and challenging. How a skill is practised will determine how that skill is acquired and performed. Perfect practice makes perfect performance.

a. Speed and Accuracy Practice

**Speed** is the rate at which a motor task is performed. **Accuracy** can be described in terms of how a particular response deviated from a specific end point (for example, a tennis serve missed the line by centimetres) or by the end position of an object on a target (for example, a ‘bullseye’ was scored).

Speed and accuracy are task-specific and should relate to the final expectations of the performance. When speed is predominant for a skill, early emphasis on speed is preferable. When accuracy is needed, early emphasis on accuracy is better. If attention is directed solely to accuracy when learning, speed will gradually improve. If attention is directed solely to speed, however, accuracy tends to diminish. Beginners should concentrate on accuracy, and then increase speed.

b. Massed and Distributed Practice

The length of time spent practising skills and the time spent at rest are important training considerations. **Massed practice** is a relatively continuous type of practice in which the rest periods are either very short or
non-existent; for example, when a netball goal shooter practises shooting for 20 minutes continuously. **Distributed practice** occurs when periods of rest, or periods of practising other skills, are equal to (or longer than) periods of practising the primary skill. An example of this is a netball goal shooter practising shots from the right for 10 minutes, having a break for 10 minutes, then practising shooting from the left for a further 10 minutes, followed by rest for a further 15 minutes.

There is no real difference between the two methods in learning basic skills. However, for improving performance, distributed practice is more effective than massed practice because it allows for feedback to be given, and decreases the likelihood of fatigue.

Massed practice is preferable for:

- Highly skilled performers.
- Highly motivated performers.
- Distributed practice is preferable for:
  - The novice
  - In situations where energy demands are high
  - When the task is difficult or boring.

### c. Whole and Part Practice

Another way of practising is to use the **whole-or-part** method. This method refers to whether skills should be practised in parts or as a whole. For example, should a softball hit be taught in its entirety or in its component parts, such as stance, grip, swing and follow-through? One method will be
more effective than the other in any given situation, but a decision has to be made on which to use, and when. Figure 8.8 introduces the concepts of task complexity and task organisation to aid in this decision.

**Task complexity** refers to how many parts or component parts are present, and the intellectual demands of the task. A dance routine has a high level of task complexity, whereas weightlifting has a low level of task complexity. **Task organisation** refers to how the component parts of the task are interrelated. A jump shot in basketball has a high degree of task organisation because the parts of it are interrelated—with each part being highly dependent upon another to achieve the objective. Dance has a relatively low degree of task organisation because the order of performing the parts is not necessarily related to achieving a definite objective (such as scoring a goal) in the overall performance.

It is difficult to apply the above information because not all skills fit at one end or the other of the continuum of complexity and organisation. It is therefore difficult to predict which method to use. Some skills fall into the middle of the continuum, and might therefore require a combination of methods. It is not uncommon to use a combination of whole and part practice (learning skills as a whole at times, and in part at other times) or progressive part practice.

Progressive part practice is a term used to describe parts of a complex skill being learnt separately, and then the learnt parts being added together to form larger and larger parts, until the whole skill is practised. For example, a spike in volleyball can be broken down into run up, stepping, jumping and
striking. Each skill is practised separately and then each is added to the others, until the whole skill is practised in its entirety. Part practice is useful for novices, or when learning a new skill.

d. Feedback

When performers receive any sensory information about an action, this is termed *feedback*. Feedback comes from a variety of sources and can have the following effects:

- Reinforcement of the correct or desired response.
- Motivation of the performer to improve or maintain the performance.
- Correction of the action as a result of information received about errors.
- The performer can come to rely on feedback and, when feedback is withdrawn, the performance can decline.

1.5.1 Sources of Feedback

Feedback can come from sources within the athlete. This is called *internal* or *intrinsic* feedback. Alternatively, it can come from external sources, in which case it is termed *external* or *extrinsic* feedback.

a. Internal Feedback

*Internal feedback* is information received naturally from the senses as a result of movement. When passing a basketball, the athlete is aware of his or her own legs, shoulders, arms and fingers moving through the air. The athlete is aware of the ball leaving the fingers, and can see and hear it being caught by a partner. The athlete thus perceives information about the
performance without the use of equipment, devices or other people. Therefore, internal feedback includes sensations (such as sights, smells, touch and sounds) that are related to the performance.

b. External feedback

*External feedback* is information that is provided from outside the performer’s natural sensory awareness of the immediate action. This external feedback might be the coach’s voice, the scoreboard, video analysis or the cheer of the crowd. The external feedback supplements the performer’s natural internal feedback. In some cases, there is no external feedback.

c. Types of feedback

Two important forms of feedback are:

- Knowledge of results (KR)
- Knowledge of performance (KP).

KR is information that is provided externally after the completion of the action. It is based on the outcome of the performance or on what caused the outcome. It is particularly helpful when learning a new skill. KR allows the learner to correct an action the next time, to be reinforced when the attempt is totally or partially correct, and to remain motivated to try again. A score in gymnastics and the coach’s reaction to his or her team’s performance are examples of KR.

KP is information that is received either internally or externally concerning the movement executed. KP does not inform about the movement success
(as KR does). Rather, KP informs about the performance of the movement pattern itself, or how it looked. For example, a gymnastics coach informing the gymnast that she had good body shape and height during a movement or that her feet came apart directly relate to the actual movement and not the score that the gymnast will receive.

d. Concurrent feedback

It is feedback received during the performance. Examples include the feel of a ball as it hits a table tennis bat, or the sight of the goalkeeper moving to the left before a penalty stroke. The athlete can respond to this concurrent feedback at the time.

e. Delayed feedback

Delayed Feedback (or terminal feedback) is provided after the performance, and is therefore received too late to produce a response at the time. A player jumping to head the ball in soccer cannot change the body’s position in the air when the ball is 1 metre from the head. In this case, the correctness of the action is gauged after the ball has been headed. The feedback might be a goal or a comment from the coach. This is an example of delayed feedback.

Concurrent and delayed feedback can therefore be provided both internally and externally. Concurrent feedback, and doing other activities between performances, might hinder learning as it can distract the learner from concentrating on the movement as it is being performed.
1.6 Statement of the Problem

While going through reviews for teaching basketball researcher came across some teaching modules and question arises that whether video graphic teaching aid can be introduced and it can be effective teaching method for teaching basketball skill. Will it be effective for cognitive learning, Hence investigator selects the following research problem to study. The problem is stated as under.

‘Effectiveness of Video graphic Teaching Aid for Basketball Skill Learning on Junior Girls from Pune’

1.7 Purpose of the Study

The purpose of the study is to gain an understanding of what is effective teaching in physical education? There is a research gap that needs to be attended to if the teachers of physical education are to truly understand how to support student learning. Therefore, this research study examines the effectiveness of Audio-Visual teaching program on player’s behavior and ultimately, the students learning environment in physical education.

No matter what general method of approach to the teaching of movement skills is adopted, there will usually come a time when a teacher or coach seems it necessary to provide a model (usually by means of demonstration) that the learner can utilize in developing a particular movement form.
1.8 Objectives of the Study

1.8.1 To prepare teaching module of basketball teaching based on video feedback and video modeling.

1.8.2 To make video clips (Reference clips) of experimental group while practicing.

1.8.3 To prepare different paper pencil test.

1.8.4 To identify knowledge understanding and application level of basketball players with respect to skills.

1.8.5 To prepare the observation sheet for evaluation.

1.8.6 To conduct pretest, mid test and post-test with different assessment tools.

1.8.7 To evaluate the skills on the basis of observation sheets by experts from recorded videos.

1.8.8 To study the effect of teaching module of basketball teaching based on video feedback and video modeling.

1.8.9 To use video technology in physical education and sports to help the student learn a skill.

1.9 Hypotheses

H$_1$: There will be significant effect of video-graphic teaching aids on knowledge about basketball on junior girls.

H$_2$: There will be significant effect of video-graphic teaching aids on skill learning assessed by skill test.
H₃: There will be effect of video-graphic teaching aids on skill learning assessed by observation sheet.

1.10 Assumptions of the study

1.10.1 The school girls will take part actively and enthusiastically in whole Program

1.10.2 It is assumed that girls know but are not familiar with basketball Game

1.10.3 School will give permission for this teaching program.

1.10.4 Videography will be done properly by videographer

1.10.5 Video camera will be effective enough to make video clips of students skill performance for observations

1.10.6 Expert will evaluate skill of students correctly.

1.11 Delimitations of study

1.11.1 The study was delimited to the under 13 girls of Pune Vyayam Shala, Gultekadi Pune

1.11.2 The investigator had delimited this to selected basketball skills Only i.e. dribbling, passing & shooting

1.11.3 The experimental period was delimited to four months (16 weeks) only

1.11.4 This study was delimited to beginner’s basketball students only.
1.12 Limitations of the study

While conducting the actual experiment the researcher will come across many limitations which he stated as under.

1.12.1 Control of habits, daily routine and living style of the subjects is limitation of researcher.

1.12.2 The investigator cannot conduct the experiment on the large sample due to insufficient manpower and limited time.

1.12.3 Subject of the experimental and the control groups are totally ignorant and have no background of playing basketball game.

1.12.4 This study would not be extended further due to paucity of the time.

1.13 Operational Definitions of Terms Used

1.13.1 Video Feedback

The process of correcting skill performance with the help of video clips is referred as video feedback in this study.

1.13.2 Video Model

The video clips of ideal basketball skill performance by professional players are said to be video model.

1.13.3 Learning

Learning is acquisition of knowledge after going through the teaching-learning process. Scoring mark in the different test conducted with the help of different assessment tools is said to be learning basketball skill in present study.
1.13.4 Basketball

The game played by rules and regulations laid down by Federation of International Basketball Association (FIBA) time to time is referred to be basketball game in the present study.

1.13.5 Skill

In present research dribbling, passing and shooting in basketball are referred as skills.

1.13.6 Teaching Module

A teaching module is the program prepared by the researcher for the purpose of the present study. It includes video feedback and video clips of experts.

1.13.7 Junior Girls

Girls from Pune Vyayam Shala, Gultekadi, Pune born on or after 01/01/1997 are defined as Junior girls for present study.

1.13.8 Video Graphic Teaching Aid (VGTA)

In the present study, VGTA is the use of digital camera and lap-top for providing the players video modeling and video feed back.

1.13.9 Traditional Teaching

Traditional Teaching Method of teaching is the teacher-centered teaching method, mostly whole-part-whole method of teaching is used traditionally, in which following sequence of actions is followed:

- Whole demonstration and Explanation of the skill by the teacher.
• The skills are divided into the meaningful sub-skills and along with explanation sub-skills are demonstrated.

• Whole demonstration is again given by teacher

• Sub-skills are then practiced by students and corrections are done by teacher.

• After conducting sub-skill practice teacher asks students to perform whole skill.

• Practicing the whole skill.

1.13.10 Video clips

The Videography of basketball girls executing different Basketball skill during practice drills is said to video clips in present study.
References:


Web Site:

www.eou.edu/~bsather