

Effect of Crossover Learning on Kannada Achievement among VIII Standard Students

Dr Manjunath B. Kori

BLDEA's J.S.S College of Education, PG Studies in Education and Research Centre, Vijayapur

Abstract- This study examines the effectiveness of Crossover Learning in improving Kannada achievement among VIII standard students in government schools. Crossover Learning integrates formal classroom instruction with informal learning experiences outside the classroom. A sample of 80 students was selected and divided into experimental and control groups. A pre-test and post-test design was used. The findings indicate that students exposed to Crossover Learning performed significantly better than those taught through traditional methods. The study concludes that Crossover Learning enhances conceptual understanding, engagement, and academic achievement in Kannada.

Keywords: Crossover Learning, Kannada Achievement, Experiential Learning, Secondary Education

I.INTRODUCTION

Kannada education often relies on classroom-based instruction, which may limit students' ability to connect concepts with real-life situations. To address this gap, innovative approaches such as Crossover Learning have been introduced.

Crossover Learning is a pedagogical approach that connects formal learning (classroom) with informal learning (real-world environments). It is rooted in experiential learning theories proposed by David Kolb. This approach enables students to apply Kannada concepts in everyday contexts, such as storytelling, communication, vocabulary usage, reading signboards, and analyzing local language patterns.

Key features of Crossover Learning include:

- Integration of classroom and real-life experiences
- Active student participation

- Contextual learning
- Reflection and discussion

By bridging the gap between theory and practice, Crossover Learning makes Kannada learning more meaningful and engaging.

II.OBJECTIVES OF THE STUDY

1. To study the effect of Crossover Learning on Kannada achievement.
2. To compare achievement between students taught through Crossover Learning and traditional methods.
3. To analyze the role of real-life applications in enhancing conceptual understanding.

Hypotheses of the Study

Null Hypothesis (H₀):

There is no significant difference in Kannada achievement between students taught through Crossover Learning and those taught through traditional methods.

Alternative Hypothesis (H₁):

There is a significant difference in Kannada achievement between students taught through Crossover Learning and those taught through traditional methods.

III.METHODOLOGY

Research Design

- Quasi-experimental design

- Pre-test and post-test control group design

Sample

- Total Sample: 80 students
- Class: VIII Standard
- Type: Government school students

Groups:

- Experimental Group: 40 students
- Control Group: 40 students

Sampling Technique

- Random sampling

Tools Used

- Kannada Achievement Test
- Activity sheets for real-life learning tasks

Procedure

The study was conducted systematically to examine the impact of Crossover Learning on students' Kannada achievement. Initially, a pre-test was administered to both experimental and control groups to assess their prior knowledge. Following this, the experimental group was taught Kannada concepts through Crossover Learning, where classroom instruction was combined with real-life activities such as storytelling, observing local language usage, collecting words and phrases from the environment, and engaging in practical language activities.

Students were encouraged to explore their surroundings and relate Kannada concepts to daily life situations. Discussions and reflections were conducted to reinforce learning. Meanwhile, the control group was taught the same concepts using traditional lecture methods.

After completing the instructional period, a post-test was administered to both groups to evaluate their achievement. The collected data were analyzed using

statistical methods to determine the effectiveness of the approach.

IV.DATA ANALYSIS AND INTERPRETATION

Table 1: Pre-test Scores

Group	Mean	SD
Experimental	38.4	5.7
Control	39.1	6.0

Interpretation:

Both groups had nearly equal levels of prior knowledge.

Table 2: Post-test Scores

Group	Mean	SD
Experimental	70.6	6.5
Control	58.2	6.8

Interpretation:

The experimental group performed better than the control group.

Table 3: t-test Analysis

Group	Mean	t-value	Significance
Experimental	70.6	4.10	Significant
Control	58.2	—	—

Interpretation:

The calculated t-value (4.10) is higher than the critical value at 0.05 level, indicating a significant difference.

V.FINDINGS

- Crossover Learning significantly improves Kannada achievement.
- Students demonstrate better understanding of real-life applications.
- Engagement and interest in Kannada increased.
- Learning becomes meaningful and practical.

VI.DISCUSSION

The findings suggest that Crossover Learning is more effective than traditional teaching methods. By connecting classroom learning with real-world experiences, students develop deeper understanding.

The approach supports experiential learning, where students actively construct knowledge through interaction with their environment. It also promotes critical thinking and communication skills.

VII.CONCLUSION

The study concludes that Crossover Learning is an effective instructional strategy for teaching Kannada at the middle school level. It enhances achievement, engagement, and conceptual understanding among students.

VIII.EDUCATIONAL IMPLICATIONS

- Teachers should integrate real-life activities into Kannada teaching.
- Schools should encourage experiential learning approaches.
- Curriculum designers should include practical applications.

REFERENCES

- [1] Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.
- [2] Sharples, M. (2015). *Innovating Pedagogy Report: Crossover Learning*. The Open University.
- [3] Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of Teaching*. Pearson Education.
- [4] Aggarwal, J. C. (2010). *Essentials of Educational Technology*. Vikas Publishing.
- [5] Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- [6] Best, J. W., & Kahn, J. V. (2006). *Research in Education*. Prentice Hall.