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Effect of Ethno-Mathematics Teaching on Mathematics: A Study on Primary Students of Tangkhul Tribe in Manipur, India

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ABSTRACT The present educational policy, National Education Policy 2020, highlighted the paradigm shift from content-based to experience-based learning that can make learning more meaningful and interesting. To make learning interesting and meaningful, a varied approach in learning where the researchers tried to incorporate the cultural context (ethno-mathematics) of students was used in learning to understand the mathematical concepts in the classroom. The objective of the study was to study the effect of ethno-mathematics teaching. A true experimental research design was carried out to 139 primary students with 63 students in the experimental group and 76 students in the control group among the Tangkhul tribe students of Manipur, India. A pre-test and post-test was taken on the Mathematical Achievement Test (MAT) prepared and standardised by the researchers. The experimental group was taught using ethno-mathematical teaching, and the control group using the conventional method. A statistical method t-test was used to test the null hypothesis. The t-test result shows that ethno-mathematics teaching was found more effective than conventional teaching. Again, after the treatment, an FGD (focus group discussion) was conducted to support the quantitative data. The qualitative data from the FGD showed positive responses from the experimental group confirming that learning was more interesting and joyful with the ethno-mathematical method, as compared to the conventional method.