REVIEW OF RESEARCH

IMPACT OF E-LEARNING THROUGH E-CONTENT IN TEACHING OF TAMIL AT HIGHER SECONDARY LEVEL

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ABSTRACT:
The aim of the study was e-learning with e-content teaching of Tamil and achievement in Tamil impact to develop the student learning at higher secondary level. Experimental method was used for the present study. The sample of this study consisted of 40 XI standard students from one school of Virudhachalam and Cuddalore Districts in Tamil Nadu. An innovative application of computer in the teaching and learning process is e-content. This includes text, video, audio, animation and graphics. E-content is the advancement of technology to design, deliver, select, administer and extend learning. E-content in education is a powerful tool that may be used effectively and efficiently within the classroom to create more exciting learning environment and deliver a higher level of educational expertise to students. The present experiment brings out a clear-cut idea about the effectiveness of teaching of Tamil through e-learning on the XI standard students achievement in Tamil. The present study revealed that The XI standard students in experimental groups of both PPT design and PT design have excelled in e-learning on Tamil than control groups which had gone through in traditional method in both PPT design and PT design.

KEYWORDS: *Impact of E-Learning, Achievement in Tamil, XI Standard Students.*

INTRODUCTION

An innovative application of computer in the teaching and learning process is e-content. This includes text, video, audio, animation and graphics. E-content is the advancement of technology to design, deliver, select, administer and extend learning. E-content in education is a powerful tool that may be used effectively and efficiently within the classroom to create more exciting learning environment and deliver a higher level of educational expertise to the students. Tamil, or the language as it is sometimes called, bridges other natural Tamil together. Although Tamil language plays a vital role in the world of Arts and Education, students and teachers in higher secondary education alike have always found difficulty with this particular subject. As students in higher secondary education lose interest in studying Tamil Grammar, it is crucial that researchers should create innovative technology to increase it. One of the major goals for language teachers is to develop more current methods to teach higher secondary students the necessary concepts in Tamil language. The new and improved technological advances have been created to ease the fear of the students and the possible misconceptions they may have about Tamil before even entering the classroom.

NEED OF THE STUDY

The quality of education depends to great extent on the quality of teachers. It is a known fact that quality teachers opt for an

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innovation in their teaching aspect through integrating technology in the classroom instruction to give the best to student. To be effective in the classroom instruction, teacher should acquire the knowledge and skills to use the new challenges in promoting innovative teaching strategies that are student-entered, collaborative, engaging, authentic, self-directed and based on the development of higher order thinking skills with respect to handling classes for student which aim to achieve high academic standards. Education technology has great potential for improving the teaching-learning process. Educational technology is the development, application and evaluation of systems, techniques and also aids in the field of human learning. One of the important contributions of educational technology is individualized instruction, which enables is to make use of self-instruction programmers.

With the help of traditional instructional process, the teachers in general are not able to satisfy the heterogeneous group of students in learning. This problem could be overcome by the application of innovative teaching technology. In this study individualized instruction through e-content as an alternative strategy for conventional mode. Through this method, the students are allowed to proceed and learn on this own pace, depending on his abilities and past history of achievement. Further, it motivates the students for self-learning.

OBJECTIVES OF THE STUDY
- To find out the achievement level of experimental group students in e-learning Tamil with respect their sub samples.
- To find out whether there is any significant difference in e-learning of Tamil (e-content) experimental group students with respects their sub samples.

HYPOTHESES
1. There would be no significant difference between the means of experimental and control group higher secondary school students in respect of their achievement in Tamil.
2. There would be no significant difference between the means male and female higher secondary school students in respect of their achievement in Tamil.
3. There would be no significant mean difference between male and female higher secondary school students in respect of their achievement in Tamil language.
4. There would be no significant difference between the means Computer knowledge yes and no higher secondary school students in respect of their achievement in Tamil.
5. There would be no significant difference among the parental education groups of means higher secondary school students in respect of their achievement in Tamil.

METHODOLOGY
The main objective of the present study was to test the effectiveness of E-Content on achievement in a Tamil among XI standard Students. In the present research experimental method was employed. Group design has been used. The sample was collected 40 XI standard students from Danish mission Higher Secondary school, Virudhachalam and Cuddalore Districts in Tamil Nadu. An achievement test constructed and validated by the investigator. The data was analyzed using t-test and F-test.

DATA ANALYSIS
Gain score
A pre-test was conducted to the control and experimental group before the treatment. After that the teaching and learning process of experimental group through E-content package and control group through conventional method, a post test score and the pre-test score was calculated for analysis.

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Table 1: Significant Difference between the Achievement Scores of the Control and Experimental Group in Pre-Test Level

Variable	N	Mean	SD	t-value	Level of Significance
Control	40	27.15	9.92	1.75	Not Significant
Experimental	40	29.67	12.50		

Table-1 reveals that the calculated t-value is found to be 1.501 which is not significant at 0.05 level. Therefore the hypothesis-1 is accepted.

Table 2: Significant Difference between the Achievement Scores of the Control and Experimental Group in Post-Test Level

Variable	N	Mean	SD	t-value	Level of Significance
Control	40	30.20	9.90	17.113	Significant at 0.01 level
Experimental	40	71.40	12.50		

Table-2 depicts that the calculated t-value is found to be 17.113 which is significant at 0.01 level. Therefore the hypothesis-2 is rejected.

Table-3

Sub Samples	N	Mean	SD	t-value	Level of Significance
Male	22	62.00	9.83	1.501	Not Significant
Female	18	67.8222	9.04123		

Table-3 shows that the calculated t-value is found to be 1.501 which is not significant at 0.05 level. Therefore the hypothesis-3 is accepted.

Table-4

Sub Samples	N	Mean	SD	t-value	Level of Significance
Computer Knowledge (Yes)	31	63.7097	8.86639	0.161	Not Significant
Computer Knowledge (No)	9	64.2222	8.28821		

Table-4 indicates that the calculated t-value is found to be 0.161 which is not significant at 0.05 level. Therefore the hypothesis-4 is accepted.

Table-5

	Sum of Squares	df	Mean Square	F	Level of Significance
Between Groups	244.325	4	61.082	.800	Not significant
Within Groups	2665.450	35	76.155		

From Table-5, the calculated F-value is found to be .800 which is not significant at 0.05 level. Therefore the hypothesis-5 is accepted.

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FINDINGS OF THE STUDY

- There is no significant difference between the means of experimental and control group higher secondary school students in respect of their achievement in Tamil.
- There is a significant difference between the means male and female higher secondary school students in respect of their achievement in Tamil.
- There is no significant difference between the means male and female higher secondary school students in respect of their achievement in Tamil.
- There is no significant difference between the means Computer knowledge yes and no higher secondary school students in respect of their achievement in Tamil.
- There is no significant difference among the parental education groups of means higher secondary school students in respect of their achievement in Tamil.

RECOMMENDATIONS

- ❖ Adequate the infrastructure may be established all the higher secondary schools for development of e-learning and e-content modules by the teachers.
- ❖ E-content developer or teacher must be trained to prepare lesson and story board writing using in instructional design.
- ❖ E-content provides opportunity for the students to study the materials on their own pace and therefore get motivated for self-learning.

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