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“E-CONTENT DEVELOPMENT AND VALIDATION OF SOCIAL SCIENCE”

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ABSTRACT:

The researcher has conducted “A Study on E-content Development and Validation of Pedagogy of History”. It's truly experimental study. The researcher has selected 60 samples from IX standard students in the school and he has divided the sample into two groups ie. Control group (30) and experimental group (30). Each group has divided on equal proportionate. He has utilized two kinds of teaching strategies for his research namely chalk and talk method and experimental method (E-content Package). The researcher has found that the following results: There is no significant difference in the pre-test mean scores of achievement in social

science between control and experimental group. There is significant difference in the post-test means scores of achievement in social science between control and experimental group.

KEYWORDS:

E-content Development and Validation of Pedagogy .

INTRODUCTION:

In our education system gradually changes from Gurukula system to e - learning system and our teachers and learners also modifies their ways of teaching and learning procedures. Now, technology fully occupies in the field of education sector and other sectors. In this view, hereafter we can't avoid technology in our field and so all the faculty's of teaching try to know the ways of handling technology. Technology is a powerful weapon for problem-solving, conceptual development and critical thinking. E-content is a valuable tool and it's very

helpful for teachers and learners. It develops learner skills, creativity, thinking ability, attitude, aptitude, interest, and problem solving abilities. E-content means the content simplifies with electronic devices. It provides a quality education to present and upcoming society. Teacher in e-content is, one who elaborately, effectively and efficiently accomplishes a task in a given digital context, using appropriate knowledge, skills, attitudes, and abilities that have adjusted with in a time and fulfill their competencies (Varvel, 2007). E-content is more powerful than other kind of teaching and learning strategies that it gathers learner attraction so it makes silent in the classroom.

PHASES OF E-CONTENT

The Detection Phase: As a researcher analyze and identify the areas in our present education scenario. Selection of the content, learner groups, objectives and its goals as well as, learners skill, budget of the e-content, delivery strategies and its constraints with due dates.

The Design Phase: It involves the complete design of the learning solution. The researcher develops content texts, pictures, audios, videos and proper and suitable animations like as multimedia.

The Development Phase: As a researcher utilize proper software and make programme specification buttons like home, next, questions and exit. Finally, the researcher asks validity from in the field of education experts.

The Implementation Phase: the researcher implements fully developed e-content programme on concern targeted learners and explains the subject content. Later he says that how to install and how to use it and their difficulties experienced while using e-content. It checks the product accuracy and quality maintenance.

The Evaluation Phase: It helps to satisfy the e-content and its effectiveness. We receive feedback and suggestions from our learner groups and it's useful for makes better.

DEVELOPMENT OF E-CONTENT

The researcher develops e-content "Atmosphere" for IX standard social science prescribed by Tamil Nadu Text Books Corporation.

PRE PRODUCTION STAGE

The researcher has classified in the atmosphere content into the following sub-content: Composition of the Atmosphere, Structure of the Atmosphere, Elements of Weather and Climate, Winds and Clouds. Based on the sub-content, the researcher asks suggestions from the expert committee and makes script to read before the video and audio recording and includes animation.

POST PRODUCTION STAGE

The researcher knows that it is very important stage so keenly watching the production stages and once again he verifies the audio and video and rejected unwanted animations, pictures and removes error. So we called as editing and finally evaluation.

After completion of e-content preparation the researcher was conducted one week classes to control group through chalk and talk method and experimental group through e-content package. Finally, the researcher was conducted an achievement test for both groups. It comprises 25 choose the correct answer questionnaires.

OBJECTIVES OF THE STUDY

- To find out there is any significant difference in the post- test mean scores of achievement of social science between control group and experimental group.

Population and Sample

The researcher has selected IX standard students as a population in Pondicherry and each group having 30 students for sampling then he conducts a test on both group (Control group and Experimental group) based on the content. It's a kind of experimental study.

Hypothesis of the Study

- There is no significant difference in the pre-test mean scores of achievement in social science between control and experimental group.

**Table -1
Control Group Vs Experimental Group - Pre-test**

	Group	N	Mean	S.D	't' value
Pre-test	Control	30	31.54	3.50	0.10
	Experimental	30	31.64	3.23	

The above table shows that the pre-test mean scores of achievement in social science in control and experimental groups are 31.54 and 31.64 and standard deviations are 3.50 and 3.23 respectively.

The calculated 't' value 0.10 is below 1.96, that is, no significant difference between the two mean scores at 0.05 level of significance. Hence, the formulated hypothesis is accepted.

- There is no significant difference in the post- test mean scores of achievement of social science between control group and experimental group.

Table - 2
Control Group Vs Experimental Group - Post-test

Post-test	Group	N	Mean	S.D	't' value
	Control	30	63.30	6.48	14.00
	Experimental	30	87.10	4.96	

The above table shows that the post-test mean scores of achievement in social science in control and experimental groups are 63.30 and 87.10 and standard deviations are 6.48 and 4.96 respectively.

The calculated 't' value 14.00 is higher than the table value 1.96, that is, significant difference between the two mean scores at 0.05 level of significance. Hence the formulated hypothesis is rejected.

IMPLICATIONS OF THE STUDY

On above table -1 pre-test result clearly indicates chalk and talk method is not impact on teaching and learning process. Table -2 post-test results clearly indicates that there is significant difference between groups. So, as a researcher suggests implementation for school subjects through e-content model as well as, e-content preparation of hands on training to all teaching staff of government schools, private schools and government aided schools.

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