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Golden Research Thoughts

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"DEVELOMENT AND VALIDATION ON E-CONTENT MICRO TEACHING SKILLS IN TEACHING OF TAMIL AT B.ED LEVEL"

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ABSTRACT

Education is an important tool to shape human beings in the process of civilization. Humanness evolves through education. This means that education is not only a process of teaching and learning but also a social emancipation. The purpose of education is not to contradict or confuse. Education is the fountainhead of positive knowledge, negative knowledge, reputation and clear-cut formulations with solutions. Positive knowledge may form the essence of experience.In education, the meaning or scientific tendency is to include and give a prominent place to scientific subjects. The protagonists of this tendency believe that only by the study of scientific subjects, an individual can lead a full and complete life.It is an age of science. Hence, it is greatly essential for every individual to have a correct knowledge of this scientific age. To achieve this important aim, education should be organized in such a way that the child is inspired to participate actively in the economic reconstruction of the society. They should understand fully well that development of modern society depends upon the development of science and technology. Hence, they should try to develop themselves technologically so that technological efficiency and high level competence is developed in them and they are able to enjoy maximum advantages of science in their daily life.

KEYWORDS :E-Content Micro Teaching Skills , process of civilization , social emancipation.

INTRODUCTION

The modern Information and Communication technologies are technological tools and

resources used to communicate, and to create, disseminate, store and manage information. ICT enables self-paced learning to help all students to achieve high academic standards. Hence the investigator sorted out the utilization of e learning which is one of the resources of ICT's in Classroom Instruction which has become more result-oriented in improving the teaching learning process. Since the quality and efficiency of education depends to a great extent on the quality of teachers. Only quality teachers opt for change or innovation in their teaching aspect through integrating technology in the Classroom instruction to give the best to student-teachers. Besides the Technology is a powerful tool for problem solving, conceptual development and critical thinking which helps to make the learning process much easier for the B.Ed. Students. Therefore the Educational Institutions is necessary to undertake innovative programmes for Teacher-Educators to update and upgrade their teaching competencies to facilitate the teaching process effectively.

E-CONTENT

The e-Content is all forms of digital information that is used for multiple purposes in difficult fields and areas. The use of e-Content is electronic or digital technologies to communicate with and to serve the general public. An innovative application of computer in the teaching and learning process is e-content. This may be intranet based which includes text, video, audio, animation and visual environment. 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 class room to create more exciting learning environment and deliver a higher level of educational expertise to students. Teachers can design their lesson plan to supplement classroom lectures with multimedia presentations either on small computer screens or on large classroom screens. This would help teacher to explain difficult concepts through graphics, and live examples.

DEVELOPMENT OF E-CONTENT
E-Contents are developed in the following phases:
1. Selection of the topic
2. Script writing
3. Audio-video scripting
4. Sequencing the presentation
5. Audio-recording/video shooting
6. Incorporating audio/video assets
7. Testing

NEED AND SIGNIFICANCE OF THE STUDY

The present study has its importance because today we are in grey revolution. The Advancement in Science and technology has changed the phase of Education. The Role of teaching is also changed. Yesterday teacher is only one sources of information. But today teachers become one of the sources of Information. The invention of internet and worldwide web opened the source of information for all. The paradigm shift in the field of Education triggered by grey revolution is matched by real life teaching learning situation. The whole game of Education becomes learner centric and learning centric. To be in the paradigm shift that the world of Education witnessed any teacher of any level of Education must adapt the relationship with learners , switching from solicit to accompanist and shifting the emphasis from Dispensing information to helping learners seek organized and knowledge guiding them rather than molding them.

One of the main tasks of Education in a modern society is to keeppace with this advance in Knowledge. Thus new technology and strategies are essential to satisfactorily solve the new problem in the field of Education for teaching and learning process.

STATEMENT OF THE PROBLEM

The movement towards the educational technology and the interference of behavioral psychology influenced the field of teaching and learning. E-learning, virtual learning, web based learning, and on-line learning are popular in the field of education. Knowledge packing and web casting changed the traditional rigid class room environment and teaching materials. Thus problem under the present investigation is Development and validation of e-content on Micro Teaching Skills in Teaching of Tamil at B.Ed., level.

REVIEW OF RELATED LITERATURE

Shuyong Wu and ShuangGu (2012) conducted a study on The Application of Multimedia Technology in College English Teaching. With the development of modern information technology, the involvement of multimedia in college English teaching has become an inevitable trend. The study provided more choices for college English teaching. It aroused the student's interest and cultivated their imagination and creativity.

Marina Milovanović (2011) studied on Multimedia approach in teaching mathematics – example of lesson about the definite integral application for determining an area. This study presented the importance of using multimedia in the math classes by an example of multimedia lesson about definite integral and the results of the research carried out among the students of the first years of faculty, divided into two groups of 25. One group had the traditional lecture about the definite integral, while the other one had the multimedia method. The main information source in multimedia lectures was the software created in Macromedia Flash, with definitions, theorems, examples, tasks as well as in traditional lectures but with emphasized visualization possibilities, animations, illustrations, etc. Both groups were tested after the lectures. Students from the multimedia group showed better theoretical, practical and visual knowledge. Besides that, survey carried out at the end of this research clearly showed that students from multimedia group were highly interested in this way of learning.

Jana Fancovicovaa, PavolProkop, MuhammetUsak (2010) evaluated the efficacy and feasibility of using website in biology education. The researchers explored the World Wide Web as a possible tool for education about health and nutrition. The websites were teaching tools for primary school students. Control groups used the traditional educational materials as books or worksheets, and the experimental groups used prepared web-site as an educational tool. This experimental study confirmed the efficacy of computer-based nutrition education in nutrition knowledge. Nutrition knowledge score of the experimental group was statistically non-significant as compared to control group both in posttest and retention test, which means that using website in nutrition education, has similar effect on nutrition knowledge as traditional teaching. Thus, traditional teaching is still valuable compared to ICT approach in nutrition education.

OBJECTIVES OF THE STUDY

1.To Develop and validated non E-content on Micro Teaching of Tamil at B.Ed., level
2.To compare the Achievement of the students taught through E-content Teaching and Conventional method of instruction on Micro teaching Skills in Tamil on The basis of certain biographical variables i.e. Gender (Male, Female), Qualification (UG, PG), Group of study (Arts, Science) and Location (Rural,

Urban).

HYPOTHESIS

1. Control group and experimental group do not differ significantly in their pre-test and post-test score on the basis of certain biographical variables such as Gender, Qualification, Group and Location.
2. There is no significance difference between the mean score of pre-test and post-test of control group as well as Experimental group.
3. There is no significance difference between the mean score of pre-test and post-test Control group and Experimental group with regard to gender.
4. There is no significance difference between the mean score of pre-test and post-test Control group and Experimental group with regard to educational qualifications.
5. There is no significance difference between the mean score of pre-test and post-test Control group and Experimental group with regard to subject of study.
6. There is no significance difference between the mean score of pre-test and post-test Control group and Experimental group with regard to locality.

METHODOLOGY

In the present Study Experimental method was adopted for its Suitability and Accuracy, the research methods is Conceptual, structural of research procedure which provides planning on selection of Sample, Data gathering device and Data Analysis techniques in relation to objectives of Research. In order to determine the Effectiveness of E content teaching the researcher used pre-test and post-test Experimental Design.

Research tool

The tool used by the researcher consist of E Content teaching on Micro teaching Skills in Tamil and Achievement test for pre and post-test.

Sample For the study

The present Research was carried out the J. J College of Education, Trichy. The 50 B.Ed student Teachers are selected as a sample by using Simple Random Sampling Technique Out of them 25 Students Were in Control Group and Remaining 25 Students were in Experimental Group. All the students were equally matched in terms of their Previous Knowledge in Tamil.

Variables of the Study

In the present investigation is a an attempt to determined development and validation of E content on Micro teaching Skills in Teaching Of Tamil at B.Ed., level the Variables involved are given below

1. Independent Variables
2. Dependent Variables

Statistical Analysis Used For Study

1. Descriptive analysis
2. Differential Analysis.

HYPOTHESIS: 1

Control group and experimental group do not differ significantly in their pre-test score on the basis of certain biographical variables such as sex, Qualification, Group and Location.

Table-1 shows that the comparison of Pre-test achievement scores of Control group and Experimental group.

Table: 1

Group	N	M	SD	't'value	Df.	LS
Control Group	25	14.56	2.755	4.939	48	S*
Experimental Group	25	17.80	1.780			

Note: L.S: level of significance, S: Significant at 0.01 level

The calculated t-value 4.939 is greater than the critical value 2.68 corresponding to the 0.01 level of significance. This implies that the control group and experimental group differ significantly in their achievement in the pre-test. Hence the null hypothesis is not accepted.

HYPOTHESIS: 2

Control group and experimental group do not differ significantly in their post-test score on the basis of certain biographical variables such as sex, Qualification, Group and Location.

Table-2 shows that the comparison of Post-test achievement scores of Control group and Experimental group.

Table: 2

Group	N	M	SD	't' value	Df.	LS
Control Group	25	14.92	2.737	9.816	48	S*
Experimental Group	25	21.60	2.021			

Note: L.S: level of significance, S: Significant at 0.01 level

The calculated t-value 9.816 is greater than the critical value 2.68 corresponding to the 0.01 level of significance. This implies that the control group and experimental group differ significantly in their achievement in the post-test. Hence the null hypothesis is not accepted.

HYPOTHESIS: 3

There is no significance difference between the mean score of pre-test and post-test of control group

Table-3 shows that the difference between the Pre-test and Post-test achievement scores for the Control group.

Table: 3

Control Group	N	M	SD	't' value	Df.	LS
Pre-test	25	14.56	2.755	0.746	48	NS*
Post-test	25	15.92	2.737			

Note: L.S: level of significance, S: Significant at 0.01 level

The calculated t-value 0.746 is greater than the critical value 2.68 corresponding to the 0.01 level of significance. This implies that the control group and experimental group differ significantly in their achievement in the pre-test and post-test. Hence the null hypothesis is not accepted.

HYPOTHESIS: 4

There is no significance difference between the mean score of pre-test and post-test of Experimental group.

Table-4 shows that the difference between the mean score of Pre-testand Post-test achievement scores for the Experimental group.

Table: 4

Experimental Group	N	M	SD	't' value	Df.	LS
Pre-test	25	17.80	1.780	11.82	48	S*
Post-test	25	21.60	2.021			

Note: L.S: level of significance, S: Significant at 0.01 level

The calculated t-value 11.82 is greater than the critical value 2.68 corresponding to the 0.01 level of significance. This implies that the control group and experimental group differ significantly in their achievement in the pre-test and post-test. Hence the null hypothesis is not accepted.

HYPOTHESIS: 5

There is no significance difference between the mean score of pre-testand post-teat control group male and Experimental group male.

Table-5 shows that the difference between the mean score ofpre-testand post-test control group maleand experimental group male.

Table: 5

Test	Testing of the Group	N	M	SD	't' Value	LS
Pre-test	Control Group Male	5	13.20	1.643	3.638	S*
	Experimental Group Male	5	16.20	0.837		
Post-test	Control Group Male	5	15.00	2.550	3.536	S*
	Experimental Group Male	5	20.00	1.871		

(Note:LS: Level of significances: significant at 0.01 level)

The calculated 't'value 3.638 is greater than the critical value 3.36 corresponding to the 0.01 value of significance. This implies that the post-test experimental group male and control group male differ significantly in their achievement. Hence the Null Hypothesis is not accepted.

The calculated t-value 3.536 is greater than the critical value 3.36 corresponding to the 0.01 level of significance. This implies that the post test experimental group male and control group male differ significantly in their achievement in the post-test. Hence the null hypothesis is not accepted.

HYPOTHESIS 6

There is no significance difference between the mean score of pre-testand post-teat control group female and Experimental group female.

Table-5 shows that the difference between the mean score of pre-test and post-test control group female and experimental group female.

Table: 6

Test	Testing of the Group	N	M	SD	't' Value	LS
Pre-test	Control Group Female	20	14.56	2.755	4.939	S*
	Experimental Group Female	20	17.80	1.780		
Post-test	Control Group Female	20	14.92	2.737	9.816	S*
	Experimental Group Female	20	21.60	2.021		

(Note:LS: Level of significances: significant at 0.01 level)

The calculated t value 4.939is greater than the critical value 2.72 corresponding to the 0.01 value of significance. This implies that the pre-test experimental group Female and control group Female differ significantly in their achievement. Hence the Null Hypothesis is not accepted.

The calculated t value 9.816 is greater than the critical value 2.72 corresponding to the 0.01 value of significance. This implies that the post-test experimental group Female and control group Female differ significantly in their achievement. Hence the Null Hypothesis is not accepted.

HYPOTHESIS: 7

There is no significance difference between the mean score of pre-test and post-test control

group under graduate and Experimental group under graduate.

Table-7 shows that the difference between the mean score of pre-test and post-test control group under graduate and Experimental group under graduate.

Table: 7

Test	Testing of the Group	N	M	SD	't' Value	LS
Pre-test	Control Group of UG	20	14.10	2.713	5.380	S*
	Experimental Group of UG	24	17.79	1.817		
Post-test	Control Group of UG	20	14.70	2.618	9.738	S*
	Experimental Group UG	24	21.54	2.043		

(Note:LS: Level of significances: significant at 0.01 level)

The calculated t value 5.380 is greater than the critical value 2.69 corresponding to the 0.01 value of significance. This implies that the pre-test experimental group under graduate and control group under graduate differs significantly in their achievement. Hence the Null Hypothesis is not accepted.

The calculated t value 9.738is greater than the critical value 2.72 corresponding to the 0.01 value of significance. This implies that the post-test experimental group under graduate and control group under graduate differs significantly in their achievement. Hence the Null Hypothesis is not accepted.

HYPOTHESIS: 8

There is no significance difference between the mean score of Pre-test and post-test Control group of post graduate and Experimental group post graduate

Table-10 shows that the significance difference between the mean score of Pre-test and post-test Control group of post graduate and Experimental group post graduate

Table 8

Test	Testing of the Group	N	M	SD	't' Value	LS
Pre-test	Control Group of PG	5	16.75	2.500	0.395	NS*
	Experimental Group of PG	1	17.50	0.707		
Post-test	Control Group of PG	5	15.25	3.594	2.875	NS*
	Experimental Group PG	1	23.00	0.000		

(Note:LS: Level of significances: significant at 0.01 level)

The calculated t value 0.395 is lesser than the critical value 4.60 corresponding to the 0.01 value of significance. This implies that the pre-test experimental group PG and control group of PG do not differs significantly in their achievement. Hence the Null Hypothesis is accepted.

The calculated t value 2.875 is lesser than the critical value 4.60 corresponding to the 0.01 value of significance. This implies that the post-test experimental group PG and control group PG do not

differs significantly in their achievement. Hence the Null Hypothesis is accepted.

HYPOTHESIS: 9

There is no significance difference between the mean score of pre-test and post-test control group of arts and Experimental group of arts.

Table-11 shows that the difference between the mean score of pre-test and post-test control group of arts and Experimental group of arts.

Table: 9

Test	Testing of the Group	N	M	SD	't' Value	LS
Pre-test	Control Group of Arts	8	13.75	1.669	4.544	S*
	Experimental Group of Arts	9	17.33	1.581		
Post-test	Control Group of Arts	8	13.38	1.061	10.76	S*
	Experimental Group Arts	9	21.00	1.732		

(Note: LS: Level of significances: significant at 0.01 level)

The calculated t value 4.544 is greater than the critical value 2.95 corresponding to the 0.01 value of significance. This implies that the pre-test experimental group Arts and control group arts differ significantly in their achievement. Hence the Null Hypothesis is not accepted

The calculated t value 10.76 is lesser than the critical value 2.95 corresponding to the 0.01 value of significance. This implies that the post-test experimental group arts and control group arts differs significantly in their achievement. Hence the Null Hypothesis is not accepted.

HYPOTHESIS: 10

There is no significance difference between the mean score of pre-test and post-test control group of science and Experimental group of science.

Table-12 shows that the significance difference between the mean score of pre-test and post-test control group of science and Experimental group of science.

Table: 10

Test	Testing of the Group	N	M	SD	't' Value	LS
Pre-test	Control Group of Science	16	14.94	3.214	3.387	S*
	Experimental Group of Science	17	18.00	1.837		
Post-test	Control Group of Science	16	15.50	3.033	7.204	S*
	Experimental Group of Science	17	22.00	2.092		

(Note: LS: Level of significances: significant at 0.01 level)

The calculated t value 3.387 is greater than the critical value 2.72 corresponding to the 0.01 value of significance. This implies that the post-test experimental group Science and control group

Science differ significantly in their achievement. Hence the Null Hypothesis is not accepted.

The calculated t value 7.204 is lesser than the critical value 2.72 corresponding to the 0.01 value of significance. This implies that the post-test experimental group Science and control group Science differs significantly in their achievement. Hence the Null Hypothesis is not accepted.

HYPOTHESIS: 11

There is no significance difference between the mean score of pre-test and post-test control group of Rural and Experimental group of Rural.

Table-13 shows that the significance difference between the mean score of pre-test and post-test control group of Rural and Experimental group of Rural.

Table:11

Test	Testing of the Group	N	M	SD	't' Value	LS
Pre-test	Control Group of Rural	13	14.46	3.126	3.299	S*
	Experimental Group of Rural	15	17.53	1.685		
Post-test	Control Group of Rural	13	15.15	2.824	7.199	S*
	Experimental Group of Rural	15	21.87	2.100		

(Note: LS: Level of significances: significant at 0.01 level)

The calculated t value 3.299 is greater than the critical value 2.78 corresponding to the 0.01 value of significance. This implies that the pre-test experimental group Rural and control group Rural differ significantly in their achievement. Hence the Null Hypothesis is not accepted.

The calculated t value 7.199 is greater than the critical value 2.78 corresponding to the 0.01 value of significance. This implies that the post-test experimental group Rural and control group Rural differ significantly in their achievement. Hence the Null Hypothesis is not accepted.

HYPOTHESIS: 12

There is no significance difference between the mean scores of pre-test and post-test control group of Urban and Experimental group of Urban.

There is no significance difference between the mean scores of pre-test and post-test control group of Urban and Experimental group of Urban.

Table: 12

Test	Testing of the Group	N	M	SD	't' Value	LS
Pre-test	Control Group of Urban	11	14.64	2.541	3.633	S*
	Experimental Group of Urban	11	18.09	1.868		
Post-test	Control Group of Urban	11	14.36	2.656	7.094	S*
	Experimental Group of Urban	11	21.36	1.912		

(Note: LS: Level of significances: significant at 0.01 level)

The calculated t value 3.633 is greater   than the critical value 2.78 corresponding to the 0.01 value of significance. This implies that the post-test experimental group Rural and control group Rural differ significantly in their achievement. Hence the Null Hypothesis is not accepted.

The calculated t value 7.094 is greater   than the critical value 2.84 corresponding to the 0.01 value of significance. This implies that the post-test experimental group urban and control group urban differ significantly in their achievement. Hence the Null Hypothesis is not accepted.

FINDINGS OF THE STUDY

1. There is significant mean   difference in the achievement means scores of pre-test and post-test. That is the   experiment group student teachers were better than Control group student teachers in their gain scores.   This may be due to the fact that experimental group student teachers were exposed of E content package which has influential impact on learning and hence it was better.

2. The present study shows that the pre-test Experimental group male and pre-test control group male student teachers differ in the achievement mean scores.

3. The present study reveals that the achievement means scores of post-test experimental group male student teachers is higher than the post-test control group male student teachers.

4. The present study shows that the pre-test Experimental group Female and pre-test control group Female student teachers differ in the achievement mean scores.

5. The present study reveals that the achievement means scores of post-test experimental group Female student teachers is higher than the post-test control group Female student teachers.

6. There is significant difference in the achievement means score of pre-test control group under graduate and per test experimental group under graduate student teachers.

7. The present study reveals that the achievement means scores of post-test experimental group under graduate student teachers is higher than the post-test control group under graduate student teachers.

8. There is no significant difference in the achievement means scores of pre-test experimental group post graduate student teachers is higher than the pre-test control group post graduate student teachers

9. There is no significant difference in the achievement means scores of post-test experimental group post graduate student teachers is higher than the post-test control group post graduate student teachers.

10. There is significance difference in the achievement mean scores of the pre-test arts and science student teachers

11. There is significance difference in the achievement mean scores of the post-test arts and science student teachers

12. There is significance difference in the achievement mean scores of the pre test rural and urban student teachers

13. There is significance difference in the achievement mean scores of the post-test rural and urban student teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

• The result of the study has proved that e content is more effective than the traditional method in teaching Tamil subject. It has to be equally effective to other subjects also.

• The use of the e content enhancing the achievement; it will diminish wastage and stagnation in school. So, a necessary orientation may be given at DIET level in order to create awareness among school teachers.

• In service course for the presentation of e content should be given to the language teachers

• Language teachers should be trained to use the e content effectively in the class room

• Multimedia technology can become an effective strategy in the class room teaching at B.Ed., level

• Multimedia technology enhances mutual understanding and cooperation among the students at all levels and in all subjects

• It provides the change of learning to the students with the help of multi media

• The government can arrange training programmes for the teachers and teacher Educators to develop e content

• This computer assisted instruction package is very useful for self-learning, trilling, revision, diagnostics and remedial teaching in class room.

CONCLUSION

The level of performance of student teachers who learnt through e content were greater the other part and hence it was evident that e content is also an effective approach to teach language subjects especially Tamil. The parents, friends, relatives and other surrounding member of the society are not helpful in learning Tamil. So the e content in teaching Tamil will give prime change to learn Tamil and develop the skill and proficiency of the language.It's evident from these experiment e content is one among the best approach than the traditional approach method to teach the language effectively.

For education to reap the full benefits of ICTs in learning, it is essential that pre service and in service teachers have basic computer skills and competencies. Teacher Education institutions and programmer's Must provide the leadership for pre service and in service teachers and model the new pedagogies and tools for learning. They must also provide leadership in determining hoe the new technologies can best be used in the context of the culture, needs and Economic condition with in their country. To accomplish these goals teacher education institution must work closely and effectively with K-12 teachers and administrators, National or State Educational Agencies , Teacher unions, Business and community organization, politicians and other important stake holders in the Educational system. Teacher Education institution also need to develop strategies and plans to enhance the teaching-learning process with in programmes and to assure that all future teachers are well prepared to use the new tools for learning.

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