

## Development and Validation of E-Content on French Revolution at Secondary Level

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**Abstract:** E-content is a very powerful tool of education. E-content is valuable to the learners and also helpful to teachers of all individual instruction systems; E-content is the latest method of instruction that has attracted more attention to gather with the concept of models[1]. The problem of the study is to Develop and Validate e-content on French Revolution at Secondary level. For this study convenience sampling techniques was used. As many as 20 M.Ed students of the Department of Educational Technology, Bharathidasan University, Tamil Nadu, India has been taken as sample for the purpose of evaluating the e-Content. The educational effectiveness standards model (EESM) is one of the best tools for evaluation of academic e-content. The tool was developed by the research scientist of the UGC-consortium of Educational communication, Rajendra Mishra (2010)[2]. \*The study reveals that e-content is effective in teaching History at secondary level. The development of educational content in time with the changing times has becomes a major responsibility of the modern teacher who has to face a new learner in new environment. Therefore, there should be more and more number of e-content packages used in classroom. Effectiveness of e-content material is meant not only for the current generation but also for the posterity.

**Key Words:** e-Content, Validation of e-Content, French Revolution, Role of ICT in teaching History

### I. INTRODUCTION

E-content is a very powerful tool of education. E-content is valuable to the learners and also helpful to teachers of all individual instruction systems; E-content is the latest method of instruction that has attracted more attention to gather with the concept of models. The demand of E-Content is likely to grow in future. A time might come when like a Business Processing Office (BPO), Education Processing Centre (EPC) might be opened in India. The main task of such EPC would be to develop E-Content and E-learning resources which will help students throughout the world to learn effectively at their own pace, place and convenience. If such a thing happens, India can become another cherished hub for providing E-Content in the world. It also enables them to share the developments in their region with rest of the country on Edu-sat network. Each of the university is being provided with teaching end facilities so that teachers from the university can share their knowledge not only with colleges and universities in their region but also with teachers in other colleges & universities connected on Edu-sat network throughout India. This enhancing connectivity will bridge the gap of communication and accessibility of quantity knowledge by the students and teachers[3].

### II. STATEMENT OF THE PROBLEM

The problem of the study is stated as Development and Validation of e-content on French Revolution at Secondary level.

### III. OBJECTIVES OF THE STUDY

The objectives of the study are to develop and to validate e-content on the topic, The French Revolution in the subject

History at secondary level. The present study has been carried out at two levels. The first part of the research work includes the development work includes the development of e-content on the topic The French Revolution in the subject History for the secondary students. The second part of research works includes testing the effectiveness of the developed e-content through peer group evaluation by way of the survey. Thus, in the present study has both development as well as evaluation.

### IV. SAMPLE OF THE STUDY

For this study convenience sampling techniques was used. As many as 20 M.Ed students of the Department of Educational Technology, Bharathidasan University, Tamil Nadu, India has been taken as sample for the purpose of evaluating the e-Content. On account of time constraint, it was decided to have the peer group evaluation of e-content using the EESM 1.2 version[4].

### V. SELECTION OF TOOL

The present study involves evaluation of the e-content developed by the investigator for this purpose, the investigator reviews quite a few material related to evaluation of multimedia e-content. The review helped the investigator to understand a few technical standards for e-content like SCORM (sharable content object reference model) and IEEE (Institution of Electronic and Electronics Engineers). Since these are technical models they do not fit appropriately in the content of educational multimedia e-content. The educational effectiveness standards model (EESM) is one of the best tools for evaluation of academic e-content.

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The tool was developed by the research scientist of the UGC-consortium of Educational communication, Rajendra Mishra (2010). Hence the investigator made use of the Educational effectiveness standard model (EESM) - Instrument of Accessing Educational Effectiveness of e-content Multimedia material (version 1.2), released in the year 2012 was used for evaluating the e-content developed by the investigator.

**VI. ANALYSIS OF DATA**

In accordance with the objectives of the present study, the study were gathered, tabulated, classified and analyzed statistically and objectively. The final sample of the study consisted of 20 M.Ed students from Department of Educational Technology, Bharathidasan University, Trichy, Tamil Nadu, India. The statistical techniques used for the analysis were

- Descriptive analysis - Mean and Standard Deviation
- Differential analysis – ‘t’ test

**Analysis of overall score obtained by the e-content**

Number of Evaluation	Maximum score	Mean score of the content	Percentage	Grading
20	100	81.95	81.95	O

**Analysis of the score obtained by the e-content were the parameter of the subject matter and instructional design**

Number of Evaluation	Maximum score	Mean score of the content	Percentage	Grading
20	30	24.2	80.66	O

**Analysis of the scores obtained by e-content were the parameters of the communication Strategy**

Number of Evaluation	Maximum score	Mean score of the content	Percentage	Grading
20	20	16.2	81	O

**Analysis of the scores obtained by e-content were the parameters of the innovation**

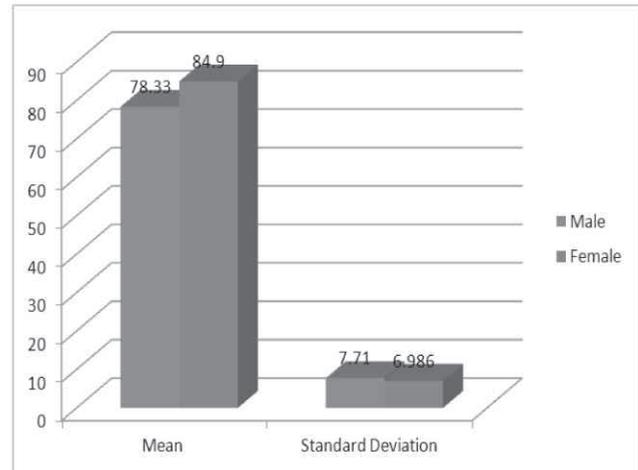
Number of Evaluation	Maximum score	Mean score of the content	Percentage	Grading
20	20	16.4	82	O

**Analysis of the scores obtained by e-content were the parameters of the educational effectiveness**

Number of Evaluation	Maximum score	Mean score of the content	Percentage	Grading
20	30	24.95	83.166	O

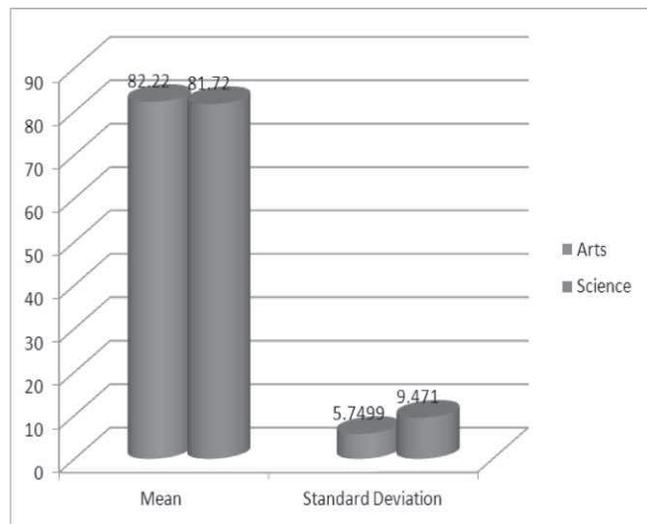
**Analysis of the scores assigned by the evaluation in terms of their sex**

S. No	Sex	Sample Size	Mean	Standard Deviation	‘t’ - value
1.	Male	11	78.33	7.71	0.0790
2.	Female	9	84.90	6.986	



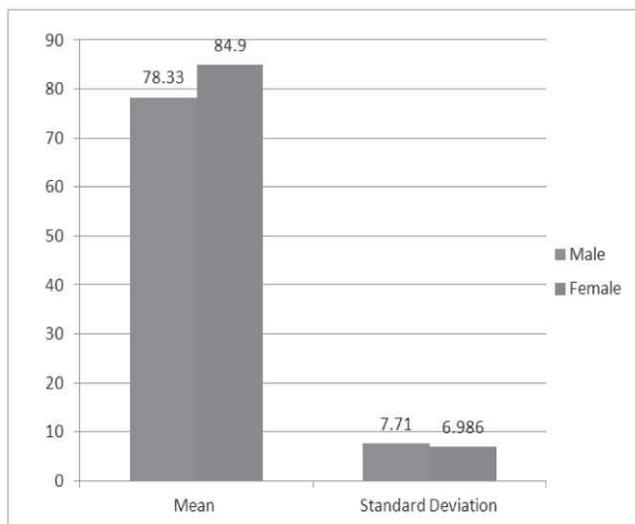
**Analysis of the score assign by the evaluation in terms of their major subject**

S. No	Group	Number of Evaluation	Mean	Standard Deviation	‘t’ - value
1.	Arts	9	82.22	5.7499	0.8929
2.	Science	11	81.72	9.471	



**Analysis of the scores assigned by the evaluation in terms of locality**

S. No	Locality	Number of Evaluation	Mean	Standard Deviation	‘t’ - value
1.	Rural	10	82.9	5.7	0.5997
2.	Urban	10	80.9	9.6793	



## VII. RESULTS AND DISCUSSIONS

The major findings which have emerged from the study are as follows:

- There is significant difference between the science and arts scholars with regard to Effectiveness of e-content.
- There is no significant difference between the urban and rural scholars with regard to the effectiveness of e-content.
- There is no significant difference between the mean scores of male and female with regard to the effectiveness of the e-content.
- The study reveals that e-content is effective in teaching History at secondary level.

## VIII. CONCLUSION

The development of educational content in time with the changing times has become a major responsibility of the modern teacher who has to face a new learner in new environment. Therefore, there should be more and more number of e-content packages used in classroom.

Effectiveness of e-content material is meant not only for the current generation but also for the posterity.

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