CHAPTER V

OVERVIEW OF THE STUDY
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5.1. INTRODUCTION

Virtual Learning Package emerged about the same time when computers, emails and remote conferencing were developed. The study illuminates the effectiveness of Virtual Learning Package in learning Industrial Revolution in Social Science at standard IX. Equitable Education is implemented in Tamilnadu for all the subjects. Students are facing problems in learning Industrial Revolution of the equitable syllabus of Social Science through conventional methods at standard IX. Hence the researcher tried to eliminate the problems of the learners in learning Industrial Revolution in Social Science by finding the innovative technique named virtual learning.

5.2. STATEMENT OF THE PROBLEM

Students of standard IX had hurdles in learning Industrial Revolution in the conventional methods. Learners of different level in standard IX of Equitable education syllabus in Tamilnadu text book had problems in learning industrial revolution in Social Science by practicing conventional methods of teaching. Students scored minimum marks by the conventional methods which discouraged the learners. Hence the researcher selected the title “Effectiveness of Virtual Learning Package in Learning Social Science at Standard IX”.

5.3. NEED OF THE STUDY

Social Science is an important subject at secondary level. It has unique place to understand the past, present and future. Understanding the present situation and geographical conditions of the world can be perceived through learning the book of Social Science. It is a basic subject to comprehend the different events happened and to learn different cultures and politics prevailing in international level. Acquiring knowledge in scientific advancement and technological development for the growth of the industries can be learnt through Social Science. Thus learning Industrial Revolution in Social Science is inevitable at secondary level. In the scientific advanced level, many fruitless methods discouraged the learners. Learning industrial revolution through conventional methods was not helpful to the learners to score more marks at standard nine in Coimbatore district. Creating awareness among the learners on social science is an emerging trend for saving the historical values of the younger generation. Young learners tries to learn through technological based Virtual Learning. Such expected learning of young learners can be given by preparing a package of Virtual Learning with help of a technocrat. Hence the Researcher prepared a Virtual Learning Package to motivate the students for scoring more marks in Industrial Revolution.

5.4. OPERATIONAL DEFINITION

Effectiveness- It refers to Virtual Learning Package which is successful in accomplishing learner’s educational objectives in Industrial Revolution in Social Science.

Virtual Learning Package- Virtual Learning Package is one of the ways of providing computerized learning.
Learning - refers to Students of Standard IX learning Industrial Revolution.

Social science - referred the subject given for Standard IX in Tamil Nadu Text Book.

Industrial revolution - The rapid development of industry that occurred in Britain in the late 18th and 19th centuries, brought about by the introduction of machinery. It was characterized by the use of steam power, the growth of factories, and the mass production of manufactured goods.

5.5. GENERAL OBJECTIVES

1. To find out the problems of the students in learning social science through conventional methods.

2. To find out the effectiveness of Virtual Learning Package in learning Industrial Revolution in Social Science at Standard IX.

5.6. SPECIFIC OBJECTIVES

1. To find out whether there is any significant difference in achievement mean score between Pre-test of Control groups and Post-test of Control groups in learning industrial revolution in social science by using Conventional methods in the classroom transaction.

2. To find out whether there is any significant difference in achievement mean score between Pre-test of Experimental groups and Post-test of Experimental groups in learning industrial revolution in social science by using Virtual Learning Package in the classroom transaction.
3. To find out whether there is any significant difference in achievement mean score between Post-test of Control groups and Post-test of Experimental groups in learning industrial revolution.

4. To find out whether there is any significant difference in achievement mean score between Pre-test of Control group and Post-test of Control group in learning industrial revolution in five types of schools.

5. To find out whether there is any significant difference in achievement mean score between Pre-test of Experimental group and Post-test of Experimental group in learning industrial revolution in five types of schools.

6. To find out whether there is any significant difference in achievement mean score between Post-test of Control group and Post-test of Experimental group in learning industrial revolution in five types of schools.

7. To find out whether there is any significant difference in achievement mean score among Pre-test of Control groups in learning industrial revolution in five types of schools.

8. To find out whether there is any significant difference in achievement mean score among Post-test of Control groups in learning industrial revolution.

9. To find out whether there is any significant difference in achievement mean score among Pre-test of Experimental groups in learning industrial revolution in five types of schools.

10. To find out whether there is any significant difference in achievement mean score among Post-test of Experimental groups in learning industrial revolution in five types of schools.
11. To find out whether there is any significant difference in achievement mean score of
the students between Govt. School and Aided School with respect to (a) Pre-control
(b) Post-control (c) Pre-experimental and (d) Post-experimental.

12. To find out whether there is any significant difference in achievement mean score of
the students between Govt. School and Corporation School with respect to (a) Pre-
control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

13. To find out whether there is any significant difference in achievement mean score of
the student between Govt. School and Matric. School with respect to (a) Pre-control
(b) Post-control (c) Pre-experimental and (d) Post-experimental.

14. To find out whether there is any significant difference in achievement mean score of
the students between Govt. School and Anglo-Indian School with respect to (a) Pre-
control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

15. To find out whether there is any significant difference in achievement mean score of
the students between Aided School and Corporation School with respect to (a) Pre-
control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

16. To find out whether there is any significant difference in achievement mean score of
the students between Aided School and Matric. School with respect to (a) Pre-
control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

17. To find out whether there is any significant difference in achievement mean score of
the students between Aided School and Anglo-Indian School with respect to (a) Pre-
control (b) Post-control (c) Pre-experimental and (d) Post-experimental.
18. To find out whether there is any significant difference in achievement mean score of the students between Corporation School and Matric. School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

19. To find out whether there is any significant difference in achievement mean score of the students between Corporation School and Anglo-Indian School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

20. To find out whether there is any significant difference in achievement mean score between Pre-test of Control groups and Post-test of Control groups in learning industrial revolution with respect to (a) Introduction, (b) Conditions favourable for the beginning of an industrial revolution, (c) Factors responsible for industrial revolution, (d) Revolution in the textile industry, (e) Invention in powers, (f) Revolution in transport, (g) Revolution in the means of communication and (h) Revolution in agriculture.

21. To find out whether there is any significant difference in achievement mean score between Pre-test of Experimental groups and Post-test of Experimental groups in learning industrial revolution with respect to (a) Introduction, (b) Conditions favourable for the beginning of an industrial revolution, (c) Factors responsible for industrial revolution, (d) Revolution in the textile industry, (e) Invention in powers, (f) Revolution in transport, (g) Revolution in the means of communication and (h) Revolution in agriculture.

22. To find out whether there is any significant difference in achievement mean score between Post-test of Control groups and Post-test of Experimental groups in learning industrial revolution with respect to (a) Introduction, (b) Conditions favourable for
the beginning of an industrial revolution, (c) Factors responsible for industrial revolution, (d) Revolution in the textile industry, (e) Invention in powers, (f) Revolution in transport, (g) Revolution in the means of communication and (h) Revolution in agriculture.

23. To find out whether there is any significant difference in achievement means score between Post-test of Experimental groups and Retention test in learning industrial revolution.

5.7. HYPOTHESES

1. There is no significant difference in achievement mean score between Pre-test of Control groups and Post-test of Control groups in learning industrial revolution in Social Science by using Conventional methods in the classroom transaction.

2. There is no significant difference in achievement mean score between Pre-test of Experimental groups and Post-test of Experimental groups in learning industrial revolution in Social Science by using Virtual Learning Package in the classroom transaction.

3. There is no significant difference in achievement mean score between Post-test of Control groups and Post-test of Experimental groups in learning industrial revolution.

4. There is no significant difference in achievement mean score between Pre-test of Control group and Post-test of Control group in learning industrial revolution in five types of schools.
5. There is no significant difference in achievement mean score between Pre-test of Experimental group and Post-test of Experimental group in learning industrial revolution in five types of schools.

6. There is no significant difference in achievement mean score between Post-test of Control group and Post-test of Experimental group in learning industrial revolution in five types of schools.

7. There is no significant difference in achievement mean score among Pre-test of Control groups in learning industrial revolution in five types of schools.

8. There is no significant difference in achievement mean score among Post-test of Control groups in learning industrial revolution.

9. There is no significant difference in achievement mean score among Pre-test of Experimental groups in learning industrial revolution in five types of schools.

10. There is no significant difference in achievement mean score among Post-test of Experimental groups in learning industrial revolution in five types of schools.

11. There is no significant difference in achievement mean score of the students between Govt. School and Aided School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

12. There is no significant difference in achievement mean score of the students between Govt. School and Corporation School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

13. There is no significant difference in achievement mean score of the students between Govt. School and Matric. School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.
14. There is no significant difference in achievement mean score of the students between Govt. School and Anglo-Indian School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

15. There is no significant difference in achievement mean score of the students between Aided School and Corporation School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

16. There is no significant difference in achievement mean score of the students between Aided School and Matric. School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

17. There is no significant difference in achievement mean score of the students between Aided School and Anglo-Indian School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

18. There is no significant difference in achievement mean score of the students between Corporation School and Matric. School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

19. There is no significant difference in achievement mean score of the students between Corporation School and Anglo-Indian School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

20. There is no significant difference in achievement mean score between Pre-test of Control groups and Post-test of Control groups in learning industrial revolution with respect to (a) Introduction, (b) Conditions favourable for the beginning of an industrial revolution, (c) Factors responsible for industrial revolution, (d) Revolution
in the textile industry, (e) Invention in powers, (f) Revolution in transport, (g) Revolution in the means of communication and (h) Revolution in agriculture.

21. There is no significant difference in achievement mean score between Pre-test of Experimental groups and Post-test of Experimental groups in learning industrial revolution with respect to (a) Introduction, (b) Conditions favourable for the beginning of an industrial revolution, (c) Factors responsible for industrial revolution, (d) Revolution in the textile industry, (e) Invention in powers, (f) Revolution in transport, (g) Revolution in the means of communication and (h) Revolution in agriculture.

22. There is no significant difference in achievement mean score between Post-test of Control groups and Post-test of Experimental groups in learning industrial revolution with respect to (a) Introduction, (b) Conditions favourable for the beginning of an industrial revolution, (c) Factors responsible for industrial revolution, (d) Revolution in the textile industry, (e) Invention in powers, (f) Revolution in transport, (g) Revolution in the means of communication and (h) Revolution in agriculture.

23. There is no significant difference in achievement mean score between Post-test of Experimental groups and Retention test in learning industrial revolution.

5.8. DELIMITATIONS OF THE STUDY

Due to the constraints of time and administrative difficulties, the investigator delimitated the study as given below.

1. The study was confined to the students of standard IX in Coimbatore district only.
2. Five types of schools were considered for the study.
3. The sample size of each type of school was sixty only.

4. Virtual Learning was created as a Package for teaching Industrial Revolution in Social Science.

5. The study was confined to the syllabus and the textbook of Social Science prescribed by the Tamil Nadu textbook society for standard IX only.

6. Learning Social Science was considered to take only one difficulty unit Industrial Revolution in the study.

5.9. LIMITATIONS OF THE STUDY

The limitations of the study were:

1. Retention test was administered to the Experimental groups also.

2. Case study was conducted in the study.

5.10. VARIABLES


5.11. METHODOLOGY IN BRIEF

Equivalent group Experimental Method was adopted in the study. **Sample:** Five types of High and Higher Secondary schools in Coimbatore district were selected for the study. Three hundred students studying in Standard IX were selected from five types of
(one High and four Higher secondary) schools in equal strength of both control group and experimental group in the study. **Tools:** Four researcher-made tools were used in the study. One was the Problem Inventory from the Teachers, the second tool was an Achievement test which was used for testing the effectiveness of Virtual Learning Package in learning Industrial Revolution in Social Science among the students, the third tool was the Retention test which was used to find out the retention of the Virtual Leaning Package in learning Industrial Revolution and the fourth tool was the Case Study. Pilot study was administered for both the tools. After establishing Reliability and validity of both the tools, they were considered for the Final study.

**5.12. POPULATION OF THE STUDY**

Selected students from the five types of schools of standard IX in Coimbatore was the population of the study. One hundred teachers of those who were handling Social Science for standard IX were also considered for diagnosing the problematic area of the learners in the selected subject.

**5.13. SAMPLE SELECTED FOR THE STUDY**

Random sampling technique was used for the selection of students from the five types of schools. The total samples for the present study consisted of 300 students from four Higher secondary schools and one High school. Sixty students- were selected from each school of the following schools Thiru V.C.V Govt Higher secondary school, Vellaikkinaru, Corporation High school, K.K.Pudur, Saibaba colony, Mani Higher secondary school (Aided), Nethaji Road, CSI Matriculation Higher Secondary school, Race course and Stanes Anglo-Indian Higher Secondary School, Avinashi Road. The samples were selected on the basis of those who scored average marks in the
quarterly examination in the schools in the subject of Social Science. Sixty students of standard nine of each school was divided into two groups, one group was considered as Control group and the other group was considered as Experimental group. The study took into consideration of five control groups from five schools and five Experimental groups from the same five schools.

**Sampling method**

Random sampling method was adopted for the experimental method in the study.

**5.14. TOOLS SELECTED FOR THE STUDY**

Identifying the hurdles of the learners in learning Industrial revolution in Social science at standard IX, experimenting the Virtual learning for finding the effectiveness of the environment and implementing the learning environment were the chief aims of the study. The following table shows the tools selected for the study.
Table No: 54

Tools Selected for the Study

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the tool</th>
<th>Purpose of the tool</th>
<th>Target group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem inventory from the Teachers</td>
<td>Identifying the problems in conventional methods of teaching Industrial Revolution</td>
<td>Teachers of standard IX</td>
</tr>
<tr>
<td>2</td>
<td>Achievement test (pre-test and after 15 days post-test)</td>
<td>Finding the effectiveness of Virtual Learning</td>
<td>Students of standard IX</td>
</tr>
<tr>
<td>3</td>
<td>Retention test (after 15 days of post-test)</td>
<td>Finding the Retention in Virtual Learning</td>
<td>Students of standard IX</td>
</tr>
<tr>
<td>4</td>
<td>Case Study (Interview schedule)</td>
<td>Finding the effectiveness of the Virtual learning</td>
<td>Students of standard IX</td>
</tr>
</tbody>
</table>
Table No: 55

Tool differences in pilot study and final study

<table>
<thead>
<tr>
<th>S. No</th>
<th>Tools</th>
<th>Items included in Pilot Study</th>
<th>Items included in Final Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem inventory from the teachers</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>Achievement test</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Retention test</td>
<td>55</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Case study (Interview schedule)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Fifty objective types of questions were placed in the achievement test. Thirteen questions were given as choose the best answer type, thirteen questions were given as fill in the blanks, ten questions as true or false, ten questions as match the following and the remaining four questions were given to mark the important places in the map. After consulting the Head Masters, Teachers and Experts, twenty five questions were deleted and it was taken for the final study. Fifty five questions in Retention test was reduced to fifty as per the suggestions given by the experts. In the interview schedule for the case study, all the twelve items were selected by the experts for the study.

5.15. RELIABILITY OF THE ACHIEVEMENT TEST FOR THE STUDENTS

The researcher’s self-made achievement test for the students was prepared with great care. The reliability of the achievement test was measured through test-retest method. The achievement test was administered to the selected five schools of the selected fifty students. Then the correlation co-efficient was calculated and found to be 0.89.
Table No: 56
Table showing the reliability of the Achievement test

<table>
<thead>
<tr>
<th>S.No</th>
<th>Scale</th>
<th>Reliability (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achievement test for the students</td>
<td>0.89</td>
</tr>
</tbody>
</table>

5.16. VALIDITY OF THE ACHIEVEMENT TEST FOR THE STUDENTS

After pilot study, the tool was given to experts in the field of Social Science to get their valuable suggestions and opinions with regard to construction and wording of the achievement test. The opinions of experts were taken into consideration on the basis of their remarks, some items were reworded and some were modified accordingly.

5.17. RELIABILITY OF THE RETENTION TEST FOR THE STUDENTS

The researcher’s self-made Retention test for the students was prepared with great care. The reliability of the Retention test was measured through Split-half method. The retention test was administered to the selected five schools of the selected fifty students. Then the correlation co-efficient was calculated and found to be 0.88.

Table No: 57
Table showing the reliability of the Retention test

<table>
<thead>
<tr>
<th>S.No</th>
<th>Scale</th>
<th>Reliability (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Retention test for the students</td>
<td>0.88</td>
</tr>
</tbody>
</table>
5.18. VALIDITY OF THE RETENTION TEST FOR THE STUDENTS

After pilot study, the tool was given to experts in the field of Social Science to get their valuable suggestions and opinions with regard to construction and wording of the retention test. The opinions of experts were taken into consideration on the basis of their remarks, some items were reworded and some modified accordingly.

5.19. DATA COLLECTION FOR THE FINAL STUDY

Selected five types of (one High and four Higher secondary) schools in Coimbatore district were considered by the researcher for identifying the problems of the students in learning Industrial Revolution in Social Science at Standard IX. The researcher approached the headmasters and the managements of the five schools for collecting data and conducting the Virtual Leaning and Conventional Methods in teaching Industrial Revolution in Social Science. Researcher planned the activities of the Virtual Learning Package and discussed with the experienced teachers of those who were practicing the Conventional Methods in the five types of schools. After preparation of the activities of the Package and Teaching Learning Material, it was validated by the teachers of different schools who were handling Social Science at Standard IX. Achievement test was prepared on the basis of the blueprint. Five types of schools were selected with the acknowledgement of headmasters and managements for conducting the study to find out the effectiveness of Conventional Method and the impact of using VLP in learning Industrial Revolution in Social Science.
5.20. STATISTICAL TECHNIQUE USED IN THE STUDY

Descriptive statistics and inferential statistics were adopted in the study. ‘t’ test, ANOVA test and Scaffe post hoc test were adopted as statistical techniques for the study. SPSS package was used for data analysis.

5.21. FINDINGS OF THE STUDY

1. There is no significant difference in achievement mean score between Pre-test of Control groups and Post-test of Control groups in learning industrial revolution in Social Science by using Conventional methods in the classroom transaction.

2. There is significant difference in achievement mean score between Pre-test of Experimental groups and Post-test of Experimental groups in learning industrial revolution in Social Science by using Virtual Learning Package in the classroom transaction.

3. There is significant difference in achievement mean score between Post-test of Control groups and Post-test of Experimental groups in learning industrial revolution.

4. There is no significant difference in achievement mean score between Pre-test of Control group and Post-test of Control group in learning industrial revolution in five types of schools.

5. There is significant difference in achievement mean score between Pre-test of Experimental group and Post-test of Experimental group in learning industrial revolution in five types of schools.
6. There is significant difference in achievement mean score between Post-test of Control group and Post-test of Experimental group in learning industrial revolution in five types of schools.

7. There is no significant difference in achievement mean score among Pre-test of Control groups in learning industrial revolution in five types of schools.

8. There is no significant difference in achievement mean score among Post-test of Control groups in learning industrial revolution.

9. There is no significant difference in achievement mean score among Pre-test of Experimental groups in learning industrial revolution in five types of schools.

10. There is significant difference in achievement mean score among Post-test of Experimental groups in learning industrial revolution in five types of schools.

11. There is no significant difference in achievement mean score of the students between Govt. School and Aided School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

12. There is no significant difference in achievement mean score of the students between Govt. School and Corporation School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

13. There is no significant difference in achievement mean score of the students between Govt. School and Matric. School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.
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15. There is no significant difference in achievement mean score of the students between Aided School and Corporation School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

16. There is no significant difference in achievement mean score of the students between Aided School and Matric. School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

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19. There is no significant difference in achievement mean score of the students between Corporation School and Anglo-Indian School with respect to (a) Pre-control (b) Post-control (c) Pre-experimental and (d) Post-experimental.

20. There is no significant difference in achievement mean score between Pre-test of Control groups and Post-test of Control groups in learning industrial revolution with respect to (a) Introduction, (b) Conditions favourable for the beginning of an industrial revolution, (c) Factors responsible for industrial revolution, (d) Revolution
in the textile industry, (e) Invention in powers, (f) Revolution in transport, (g) Revolution in the means of communication and (h) Revolution in agriculture.

21. There is significant difference in achievement mean score between Pre-test of Experimental groups and Post-test of Experimental groups in learning industrial revolution with respect to (a) Introduction, (b) Conditions favourable for the beginning of an industrial revolution, (c) Factors responsible for industrial revolution, (d) Revolution in the textile industry, (e) Invention in powers, (f) Revolution in transport, (g) Revolution in the means of communication and (h) Revolution in agriculture.

22. There is significant difference in achievement mean score between Post-test of Control groups and Post-test of Experimental groups in learning industrial revolution with respect to (a) Introduction, (b) Conditions favourable for the beginning of an industrial revolution, (c) Factors responsible for industrial revolution, (d) Revolution in the textile industry, (e) Invention in powers, (f) Revolution in transport, (g) Revolution in the means of communication and (h) Revolution in agriculture.

23. There is significant difference in achievement means score between Post-test of Experimental groups and Retention test in learning industrial revolution.

5.22. CONCLUSION

The main reason for the learning problems of the students in Industrial Revolution was adopting conventional methods in class room transaction of the selected students of schools. Conventional methods did not increase the scores of learners in Industrial Revolution in Social Science. Technology oriented teaching learning process enchants
the younger generation. Preparation of Package for learning the Industrial Revolution simplified the teaching and learning process as well as supporting the scoring of the learners. Hence the study substantiates that preparing innovative package is lucrative to the young learners.

5.23. EDUCATIONAL IMPLICATIONS

1. Virtual learning can be used in all levels for scoring more marks in all subjects.

2. It may be implemented to compensate the manpower.

3. Eminent resource persons can be availed in teaching and learning process.

4. It can create highly interactive session among the learners.

5. It may create the virtual tour with less expenditure and free from transport risk.

6. Preparing like this package can enhance the quality education among the learners.

7. Past events and historical events, natural calamities happened in the past, geographical changes and many monuments can be shown with real experience of the learners in all levels of education.

8. It may be recommended in distance education for enhancing quality teaching learning process.

9. It may ensure the effective teaching of the teachers for school levels.

10. It may be introduced in Pre-service teacher Education and inservice-programme also.

11. It creates the conducive atmosphere among the learners.

12. It encourages the participatory approach for interactive learning of the young learners.
13. It can create an atmosphere of learning by experience of enjoying in the classroom atmosphere.

14. It provides real experiences of the learners with enchanting and encouraging the learners to learn interestingly.

5.24. SUGGESTIONS FOR FURTHER RESEARCH

1. Impact of Virtual Learning in Social Science at standard IX in other Districts of Tamil Nadu.

2. Effectiveness of Virtual Learning for other subjects at Higher secondary level.

3. Impact of Virtual Learning Environment in learning hard spots of the students in Social Science at High school level.

4. Effectiveness of Virtual Learning in tour programmes.

5. Impact of Virtual Learning in learning Industrial revolution in Social Science at rural schools of standard IX.

6. Effectiveness of Virtual Learning in learning Social Science among the late Bloomers.

7. Impact of Virtual Learning in teaching Social Science among the Student-Teachers in Diploma in Teacher Education.

8. Effectiveness of Virtual Learning in learning Social Science among the Alternative schools.

9. Effectiveness of Virtual Learning in learning Social Science among the students-teacher of Bachelor of Education.

10. Preparing and validating a package of Virtual Learning effects for learning historical facts and finds the effectiveness among the students of High school level.