

Game Based learning of Silapathykaram

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Abstract

We introduce the games namely crossword puzzles, picture activity, zigzag puzzles to learn silapathykaram for the tenth standard students of samacheer kalvi and Malaysian school students. These students were interacted as individual at novice level with hand held devices and in collaborative groups using Android PC with projectors. At the end, an email will be sent to their parents as given during the registration. Most students consider these activities as enjoyable and useful for leaning.

Introduction

Innovative games are essential to reach a deep level of learning and to become involved in learning tasks to pursue the goals of furthering their knowledge. Incorporating active learning helps to motivate the students and improve understanding and learning(Ref1-3). During the last decade a growing body of smart phones and tablets have introduced various types of games. In order to create a more positive feelings about silapathykaram and enhance the learning outcome, educational games such as

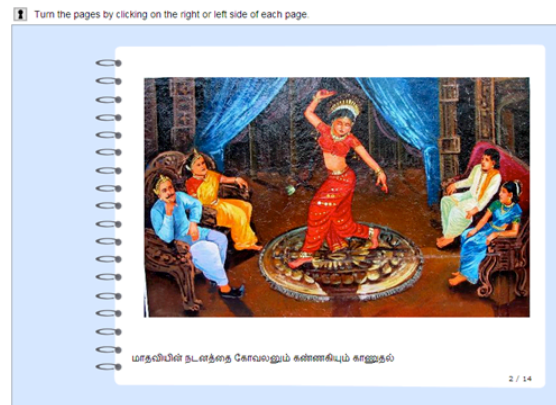
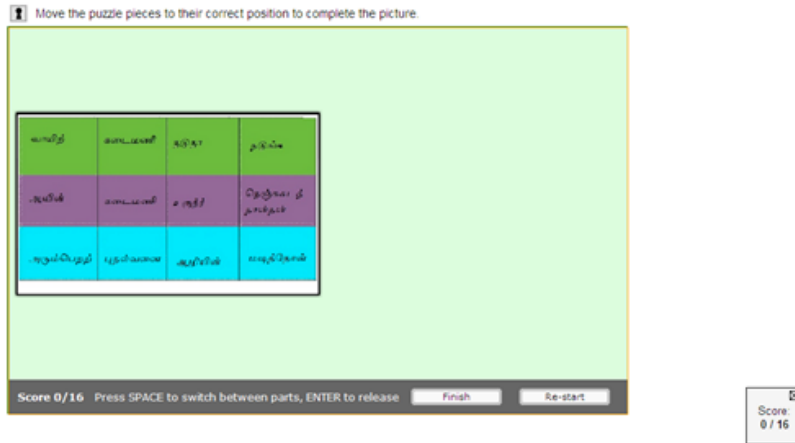


Figure 1 A sample of Picture activity with 24 pictures

crossword puzzles were introduced. Crossword puzzles have been shown to be learning tools in various discipline.(Ref 4-6) This paper describes the design and implementation of crossword puzzles etc. and provide the students an intrinsic motivation and learning of silapathykaram.

Game-Based Learning

It is known as a Game-Based Learning (GBL) the learning method of using games while teaching a subject. It means that the games that are used for this purpose have been designed with the idea of achieving learning outcomes.



A sample of 16 zig-zag puzzles

What is Game-Based Learning?

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Some benefits of using Game-Based Learning

- **Get students attention.** Students easily engaged to game activities due to their willingness in playing.
- **Students get a positive experience about learning.** The use of games encourages students to keep learning and to erase the idea that learning is boring.
- **Rememorize concepts or facts.** Activities such as solving a crossword or alphabet soup are activities more engaging than a regular test. Prepare some contests such as “Who wants to be a millionaire” or

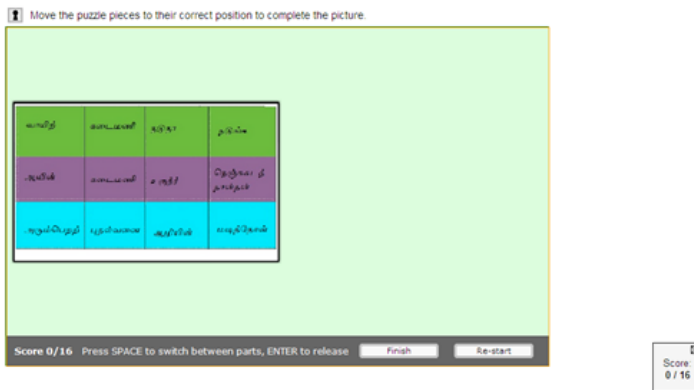
3.மன்னனை கண்ணகி அணுகுதல்
வருக மற்றவள் தருக ஈங்கென
வாயில் வந்து கோயில் காட்டக்
கோயில் மன்னனைக் குறுகினள் சென்றுழி



கோயில்கள் அரசனை
கண்கிடு சென்று
நின்றவிடத்து

“The wheel of fortune”. Encourage students to work in teams to achieve the goal where their **knowledge is the clue to succeed**.

- **Reinforce and consolidate knowledge in a friendly environment.** The most effective way to turn content in something **meaningful** is to find out where and when to use it. With games students can reinforce and consolidate their knowledge through practicing and getting reward for their achievements.



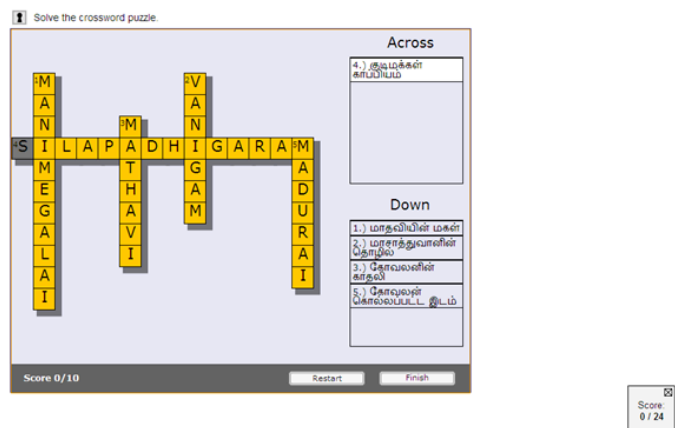
A sample of 16 zig-zag puzzles

consequences of their choices. In other words, the students **learn through experiences**, through trial and error. Games offer a safety environment to test and **learn through mistakes** so the information becomes meaningful when students understand its use.

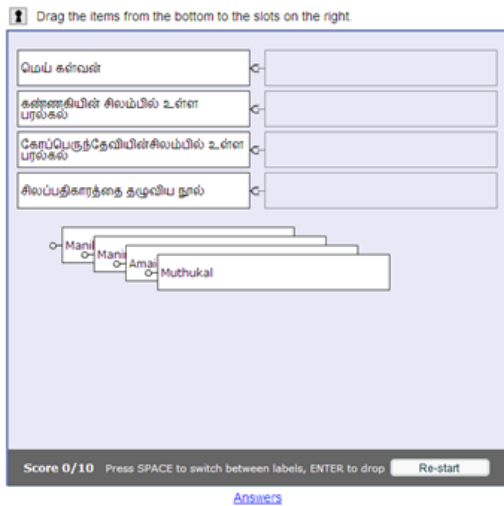
- **Understand the consequences of our choices.** Using games enables users to understand the

Silapathykaram

Kovalan was the son of a wealthy merchant in Kaveripattinam, married Kannagi, a young woman of legendary beauty. They lived together happily in the city of Kaveripoompattinam, until Kovalan met the dancer Madhavi and fell in love with her. In his infatuation he forgot Kannagi and gradually spent all his wealth on the dancer. At last, penniless, Kovalan realised his mistake, and returned to Kannagi. Their only asset was a precious pair of anklets (chilambu—hence the name of the epic), filled with gems, which she gave to him willingly. With these as their capital they went to the great city of Madurai, where Kovalan hoped to recoup his fortunes by trade.



The city of Madurai was ruled by the Pandya king Nedunj Cheliyan I. Kovalan's objective was to sell one of the anklets in this kingdom so that he and his wife would be able to start their lives over. Unfortunately, around the time he set out to sell the



anklet, one anklet (out of a pair) was stolen from the queen, by a greedy court member. This anklet looked very similar to Kannagi's. The only difference was that Kannagi's were filled with rubies and the queen's filled with pearls, but this was not a visible fact. When Kovalan went to the market, he was accused of having stolen the anklet. He was immediately beheaded by the King's guards, without trial. When Kannagi was informed of this, she became furious, and set out to prove her husband's innocence to the king.

Kannagi came to the king's court, broke open the anklet seized from Kovalan and showed that it contained rubies, as opposed to the queen's anklets which contained pearls. Realizing their fault, the King and the Queen died of shame. Unsatisfied, Kannagi tore out a breast and flung it on the city, uttering a curse that the entire city be burnt (the old, the children and the disabled were spared). Due to her utmost Chastity, her curse became a reality.

Conclusion

All students, at some point in their academic career, must review for an exam.. Because of the potential for crossword puzzles to impact student learning and exam outcomes, it is important that research is done to look at the effectiveness of these methods. Not only might they positively impact grades, but the ways in which students choose to study may negatively impact their grades as well. This approach has aided in retaining complicated words in silapathikaram. For sangam literature such as silapathikaram, multi-approach in vocabulary was more effective than using a single approach like rewriting in a note book. It is best to have a variety of resources available to students to aid in the learning process. Not only can this accommodate a range of learning styles, but it can also minimize repetition and boredom in the classroom. The use of games in the classroom can be an effective tool, especially at the school level. Gifted and talented students, who are the most likely to attend schools, have been found to prefer games and other alternative teaching methods. For some teachers, implementing alternative methods of teaching may be difficult, as many teachers prefer to use the traditional methods they are comfortable with, but games can be used as a supplement to traditional methods, not as a replacement. This can add flexibility to the classroom, allowing students to adjust to the way in which they learn best. Our Games allow students to work in groups or alone, to be competitive or not, to be creative, and to have fun while learning as we recommend android PC with projectors in the class rooms. Games

have been a widely utilized form of study by students and teachers alike, across all age groups and areas of study. These methods are a desirable learning method, as they can make studying more enjoyable. Thus we conclude that these games can relieve the tedium of lecture and traditional teaching methods, as well as create a more relaxed and friendly classroom atmosphere. This can increase the amount of attention students give to the material, thus increasing retention of the material. Another positive outcome of using games in the classroom is that participation in them makes learning a matter of direct experience.

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