INTRODUCTION:
The study investigated “Impact of ICT learning on pupil’s intelligence and achievement for the topic in mathematics studying at high school level”. The objective of the study is to find out the impact of ICT among the High School level.

Need of the Study:
In this 21st century, there is a fast changing in the classroom interaction. Today's education field is technically and modernized. Education has become more expanding and impressive with the use of internet. Due to internet, a new direction is shown to the education field. Keeping these things in mind, the investigator of the present study would like to frame a study on the Impact of ICT modules in teaching learning process.

Scope of the study:
The main scope is finding the impact of ICT in mathematics among High School Students. The investigator hopes that the findings of this will provide certain concrete suggestions to the students about ICT. It is also concerned with the quality of education.

Objectives:
1. To find out the significant difference between the mean scores of Experimental group which is exposed to the ICT method and control group which is taught through the conventional talk & chalk method for IX standard students in their pre test for intelligence in mathematics.

2. To find out the significant difference between the mean scores of Experimental group which is exposed to the ICT method and control group which is taught through the conventional talk & chalk method for IX standard students in their pre test for achievement in mathematics.

3. To find out the significant difference between the mean scores of Experimental group which is exposed to the ICT method and control group which is taught through the conventional talk & chalk method for IX standard students in their post test for intelligence in mathematics.

4. To find out the significant difference between the mean scores of Experimental group which is exposed to the ICT method and control group which is taught through the conventional talk & chalk method for IX standard students in their post test for achievement in mathematics.

5. To find out the significanc correlation between the post-test scores in intelligence and achievement in ICT method.

Hypotheses:
1. There is no significant difference between the mean scores of Experimental group which is exposed to the ICT method and control group which is taught through the conventional talk & chalk method for IX standard students in their pre test for intelligence in mathematics.

2. There is no significant difference between the mean scores of Experimental group which is exposed to the ICT method and control group which is taught through the conventional talk & chalk method for IX standard students in their pre test for achievement in mathematics.

3. There is no significant difference between the mean scores of Experimental group which is exposed to the ICT method and control group which is taught through the conventional talk & chalk method for IX standard students in their post test for intelligence in mathematics.

4. There is no significant difference between the mean scores of Experimental group which is exposed to the ICT method and control group which is taught through the conventional talk & chalk method for IX standard students in their post test for achievement in mathematics.

5. There is no significant correlation between the post-test scores in intelligence and achievement in ICT method.

Sample:
According to GOODE & HAT (1952) “A sample is smaller representation of the larger whole”. In the present study 40 higher secondary school students have been selected as sample.

Statistical Techniques Used:
Suitable statistical techniques were used in the interpretation of the data to test various hypotheses such as mean, Pooled Standard deviation, t-values and corre-
RESULT AND DISCUSSION:

Table 1

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>'r' Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td>Pre-test Experimental Group</td>
<td>20</td>
<td>4.00</td>
<td>1.86</td>
<td>0.24</td>
</tr>
<tr>
<td></td>
<td>Pre-test Control Group</td>
<td>20</td>
<td>3.35</td>
<td>1.63</td>
<td>3.83</td>
</tr>
<tr>
<td></td>
<td>Post-test Experimental Group</td>
<td>20</td>
<td>16.30</td>
<td>1.83</td>
<td>0.38*</td>
</tr>
<tr>
<td></td>
<td>Post-test Control Group</td>
<td>20</td>
<td>11.50</td>
<td>1.79</td>
<td>2.56</td>
</tr>
<tr>
<td>Achievement</td>
<td>Pre-test Experimental Group</td>
<td>20</td>
<td>4.15</td>
<td>2.27</td>
<td>0.38*</td>
</tr>
<tr>
<td></td>
<td>Pre-test Control Group</td>
<td>20</td>
<td>3.55</td>
<td>2.06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test Experimental Group</td>
<td>20</td>
<td>16.30</td>
<td>2.07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test Control Group</td>
<td>20</td>
<td>13.25</td>
<td>1.94</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at 0.05 level.

The Mean, SD, t-values of Intelligence and achievement were tabulated in table 1. The pre test scores of Intelligence and achievement are not significant. Hence the null hypotheses framed on these variables are accepted. The post test scores of intelligence and achievement are significant. Hence the null hypotheses framed on these variables are not accepted.

Table 2

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>'r'</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td>20</td>
<td>0.38</td>
<td>0.26</td>
</tr>
<tr>
<td>Achievement</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.05 level

The calculated value of '0.38 is more than the table value of 'p' 0.26 at 0.05 level of significance. Since the 'r' value is moderate, it is concluded that there is a moderate relationship between the post-test scores in intelligence and achievement which are exposed to the developed ICT modules.

CONCLUSION:

- In this study, an attempt has been made find out impact on Ict learning on intelligence and achievement in mathematics for the pupils studying at high school level and it was found to be overall effective than the conventional talk & chalk method. The pre test scores of intelligence and achievement are not significant.

- The post test scores of intelligence and achievement are significant.

REFERENCES: