

DISTRICT INSTITUTE OF EDUCATION AND TRAINING
Thirumoorthy Nagar, 642 112
Tiruppur District

**Improving the Understanding level of the Concept
'People's Revolt' among the VIII Standard
students through Multimedia Package.**

ACTION RESEARCH REPORT

2024

INVESTIGATOR

Mrs. M. Boby Indira, M.A, M.Ed, M.Phil

Senior Lecturer

DIET, Thirumoorthy Nagar

Tiruppur District



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THE DIRECTOR

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Chennai 600 006.

ZONAL LEVEL ACTION RESEARCH COMMITTEE (ZARC)

- 1. Name of the Researcher** : Mrs. M. Bobby Indira
2. Designation : Senior Lecturer
3. Name of the DIET : DIET, Thirumoothy Nagar, Tiruppur District
4. Title of the Action Research : **“Improving the Understanding level of the Concept ‘People’s Revolt’ among the VIII Standard students through Multimedia Package”**

This Action Research is approved on _____

Name of the DIET	Signature of the Principal	Signature of the Coordinator
<u>ZARC Head</u> DIET, Coimbatore		
DIET, Erode		
DIET, Tiruppur		
DIET, The Nilgiris		

Dr.V.ELANGO VAN

Principal

DIET, Thirumoorthy Nagar

Tiruppur District

CERTIFICATE

This is to certify that the Action Research entitled **“Improving the Understanding level of the Concept ‘People’s Revolt’ among the VIII Standard students through Multimedia Package”** is a record of research work done by Mrs. M. Bobby Indira, Senior Lecturer, DIET, Thirumoorthy Nagar, Tiruppur District, Tamil Nadu during the period **2023-2024**.

Station: Thirumoorthy Nagar

Date :

Signature of the Principal

DECLARATION

I hereby declare that this Action Research entitled **“Improving the Understanding level of the Concept ‘People’s Revolt’ among the VIII Standard students through Multimedia Package”** is a record of research work done by me at the District Institute of Education and Training, Thirumoorthy Nagar, Tiruppur District, Tamil Nadu. Further, I also declare that this work has not been submitted either in full or in part by any other research at any institute.

(M. Bobby Indira,
Investigator)

Place: Thirumoorthy Nagar

Date:

ACKNOWLEDGEMENT

I wish to express my indebtedness and gratitude to the Director and Joint Directors of SCERT and the **Principal, DIET**, Thirumoorthy Nagar to undertake this action research.

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(M. Bobby Indira)
Investigator

Place: Thirumoorthy Nagar

Date:

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INTRODUCTION

“Education minus Information Technology seems almost improbable. We at Microsoft strongly believe that the single most important use of Information Technology is to improve education.” – Bill Gates

“Education is the manifestation of the divine perfection, already existing in man.”
-Vivekananda

According to John Dewey, (1986) "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities" Knowledge as the centre of education, the very term 'Veda' means 'Knowledge'. The second view of education is derived from Latin word 'educare' meaning to educate, to bring up, to raise, to nourish. This means, bringing up the child according to certain ends or aims. “Educere” is also a Latin word and it means to lead out or to draw out.

Education means the modification of behaviour of the child. In other words, modification of behaviour should take place in the direction of social values or conditions. One of the aims of education is to develop a nation as a social welfare state, where there is not much gap between the rich and the poor and that every man’s basic needs are satisfied. Education is a process of development; with industrial and scientific advancement the vocational aspect of education became an important aim of education

Social Sciences as a, subject encompass diverse concerns of society and it carries a normative responsibility to create and widen the popular base for human values namely freedom, trust, mutual respect, respect for diversity etc. The selection and organisation of material into a meaningful social science curriculum, enabling students to develop a critical understanding of society, is therefore a challenging task. The possibilities of including new dimensions and concerns are immense especially in view of the student’s own life experiences.

At the upper primary stage, the subject-area of Social Science draws its content from history, geography, political science and economics. Social science teaching needs to be revitalized towards helping the learner acquire knowledge and skills in an interactive environment. The teaching of social sciences must adopt methods that promote creativity, aesthetics and critical perspectives and enable children to draw relationships between past and present to understand changes taking place in society. Teaching should utilize greater resources of audio-visual materials, including photographs, charts and maps, and replicas of archaeological and material cultures. Recent developments have created new opportunities for

making teaching of school subjects more effective, assisted by technology. Major improvements have taken place in both hardware and software.

The Uprising of 1857 was one of the largest and strongest anti colonial movement in the East of Suez faced by British Imperialism in the 19th century. The Uprising of 1857 forms one of the most important chapter in the history of the struggle of the Indian people for liberation from the British rule. It shook the foundations of the British Empire in Indian and at some points its seemed at that time that the British rule would end for all time to come. The Uprising started merely as a sepoy mutiny soon engulfed the peasantry and other civilian population across the wide areas of India.

The British rule which was formally established after the battle of Plassey in 1757 in Bengal, aimed to fill the coffers of the East India Company at the expenses of the Indians. East India Trading Company established in 1600 by a group of merchants as 'The Company of Merchants of London' trading in to the East Indies, and later come to be known as the Honourable East India Company (HEIC). After obtaining trading rights by the Mughal Emperor Jahangir, the Company set up its first trading post in Surat in the early years of the 17th century. A second factory and Fort St. George was opened in Madras in 1640 with the consent of the Vijayanagar ruler.

The history of Indian freedom struggle can be divided into three stages. First stage was before the First War of Independence 1857“ (The battle of Plassey was in 1757 and it success paved the way to strengthen the political power of British East India Company in India). Unorganized and localized fighting known as Resistance Movement carried through by patriots like Pazhassi Raja; popularly known as the Lion of Kerala (died on 1805) and Veluthampi Dalawa (died on 1809). The 2nd stage was during 1857 to 1919, when the strong feeling and thirst for freedom developed and agitation initiated all over the country against the British East India Company. The 3rd stage was during 1920 to 1947, when organizations were formed national wide and well organized meetings, Sathyagrahas, demonstrations were arranged and launched a series of mass movements – the Non Cooperation Movement, the Civil Disobedience Movement etc. This has developed step by step and unbeaten strength, unity oneness amongst Indians and that lead to independence.

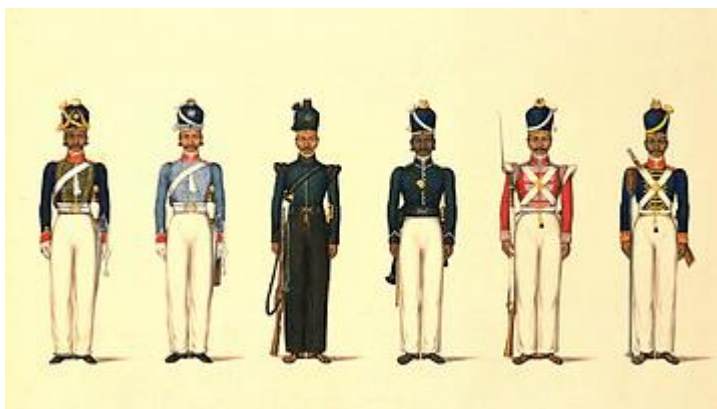
The first war of Independence (1857-58) was the first general agitation against the rule of the British East India Company. The Doctrine of Lapse, issue of cartridges greased with cow and pig fat to Indian soldiers at Meerut „triggered the fire“. Further, the introduction of British system of education and a number of social reforms had infuriated a very wide section of the Indian people, soon became a widespread agitation and posed a grave challenge to the British

rule. As a result of this agitation the East India Company was brought under the direct rule of British Crown.

The Revolt of 1857 or India's First Independence Movement can be considered to be the principal milestone of modern Indian history. This Chapter has indicated the theoretical analysis of revolt especially associated with socialistic thought and practical implication in the nineteenth century world political and economic order. Revolt or Revolution in engineering is a unit of circular motion. In politics it refers to a sudden change of direction¹, whether it may be to change the direction of society or it may be to change the economic order. According to the Shorter Oxford English Dictionary revolt means "forcible substitution by subjects of new ruler or polity for the old"². Why then (the nineteenth century) has Revolt or Revolution been seen as a major organizing concept? The Revolt of 1857 came when the exploitation had already paved the way for rising of the revolutionaries which included the masses, peasants, workers, soldiers. Revolt was the path to the future. It came to be seen as a social process rather than as a political event, and one which, moreover transcended existing political boundaries. Indeed the Revolt of 1857 spread from the leaders to the masses.

The Revolt of 1857

The 1857 revolution, also known by many names like Indian Mutiny, Sepoy Mutiny, Great Rebellion, Revolt of 1857 and Indian Insurrection, etc., the rebellion was not a sudden reaction of the natives but a sequence of economic, political and social exploitation which Indians were suffering from a long time since British came to India for trade, in other words, how rich India converted into a poor India, and the tolerance of the victims altered into screams against the British rule in India.



A sepoy was an Indian soldier in the armies of various states.

Historically, the revolt started on 10 May 1857 and remained till 20 June 1858; the uprising had begun by the sepoys but was later joined by peasants, artisans and soldiers. Poverty was growing among natives rapidly. Consequently, they had no option left but only to join the revolt. Earlier British came with the purpose of business only, but when they realized the gulf between the princely states of India, they started using their divide and-rule policy. The British Company was not limited to their economic interests, but they had intervened in the social fabric and political issues too.

In 1757, the Battle of Plassy and in 1764, the Battle of Buxer proved the British expansion over India with their greed for political possession that has added as a significant historical event in the world. The British activities created negative vibes in India, which provoked the Farmers, Soldiers, and Kings of India. British economic policies were becoming the reason for the degradation of the farmers' economy as the maximum population from the rural background indulged in farming activities.

Raiyatwari system, Mahalwari system and Permanent settlement were the British economic policies that were made to exploit the Indian farmers have raised peasant anger, and soldiers who were working under British Army were also from these farmer families which became one of the causes of the revolt. British officials harassed zamindars that they had to pay higher land revenue if they rejected, their lands would be seized by which they could lose their status in their villages. First, the mutiny started as a Sepoy mutiny but later on, it spread throughout India.



East India Company Trooper & Sepoy

The early uprisings did not succeed in threatening the British in India. It took the Revolt of 1857 to bring home to the Company and the British that their rule was not accepted to a large section of the population. The Revolt of 1857 was a product of the character and the policies of colonial rule. The cumulative effect of British expansionist policies, economic exploitation and administrative innovations over the years had adversely affected the positions of all rulers of Indian states.

Causes of the Revolt:

The most important cause of revolt 1857 was a popular discontent of the British policy of economically exploiting India. This hurt all sections of society. The peasants suffered due to high revenue demands and the strict revenue collection policy.

Policies of doctrine of lapse, subsidiary alliance and policy of Effective Control created discontentment among people. Annexation of Awadh (Oudh) proved that even the grovelling loyalty can't satisfy British greed for territories.

The conversion activities of Christian missionaries were looked upon with suspicion and fear. The priests and the Maulavis showed their discontent against the British rule.

Abolition of practices like sati, female infanticide, support to widow remarriage and female education were seen by many as interference in their Indian culture by the Europeans.

The Indian sepoy were looked upon as inferior beings and treated with contempt by their British officers. They were paid much less than the British soldiers. All avenues of the promotion were closed to them as all the higher army posts were reserved for the British.

Immediate cause: The immediate cause was the introduction of new Enfield Rifles in the army. The top of the cartridge of this rifle was to be removed by the mouth before loading it in the rifle. The cartridges were greased by the fat of pig and the cow. The Indian sepoy believed that the British were deliberately attempting to spoil the religion of both the Hindus and the Muslims because while the Hindus revered the cow, the Muslims hated the pig. The soldiers, therefore, determined to refuse their service and, ultimately revolted. Thus, the primary and the immediate cause of the revolt was the use of the greased cartridges.

The Outbreak of the Revolt: On 29 March 1857 at Barrackpur (near Kolkata) Mangal Pandey, a young Sepoy from Bengal Regiment, refused to use the greased cartridge, and shot down his sergeant. He was arrested, tried and executed. When this news spread many sepoy revolted.



Course of the Revolt: On 10 May 1857, the Sepoys of the third cavalry at Meerut openly revolted by swarming the prisons and releasing their comrades. They were immediately joined by the men of the 11th and 20th Native Infantries, and they murdered some English officers and then marched to Delhi. The arrival of Meerut sepoys at Delhi on 11th May and

declared of Bahadur Shah II as the Emperor of India. Delhi became the centre of the Great Revolt and Bahadur Shah, its symbol.

The revolt spread quickly. There were mutinies at Lucknow, Kanpur, Jhansi, Bareilly, Bihar, Faizabad, and many other places in north India. Many of them found that it was a good opportunity to burn the papers of their landlords. Many others whose titles and pensions were abolished by the British who participated in it, in order to take revenge.

In Central India the revolt was guided by Rani Lakshmi Bai of Jhansi. She was one of the greatest patriots of India. Sir Hugh Rose occupied Jhansi. Rani Lakshmi Bai fled from Jhansi and joined hands with Tantia Tope who had assumed the leadership of the rebel army at Gwalior. But the British captured Gwalior in June 1858. Rani was killed in the battle. Tantia Tope fled away but was captured and later executed. According to the British historians, present at the time of revolt, Rani Lakshmi Bai was the best and the bravest among the leaders of the Revolt of 1857.

Suppression of the Revolt: Lord Canning, the governor-general took immediate steps to suppress the revolt. He collected the forces of Madras, Bombay, Sri Lanka and Burma. On his own initiative, he called the British army which was deputed to China by Britain to Calcutta. He ordered the loyal Sikh army to proceed to Delhi immediately. The British regained their lost positions very soon.

Delhi was recaptured by General John Nicholson on 20 September, 1857 and deportation of Bahadur Shah II to Rangoon where he died in 1862. Military operations with the recovery of Kanpur were closely associated with the recovery of Lucknow. Sir Colin Campbell occupied Kanpur. Nana Saheb was defeated at Kanpur and escaped to Nepal. His close associate Tantia Tope escaped to central India, was captured and put to death while asleep. The Rani of Jhansi had died in the battle-field. Kunwar Singh, Khan Bahadur Khan were all dead, while the Begum of Awadh was compelled to hide in Nepal. The revolt was finally suppressed. By the end of 1859, British authority over India was fully re-established.

The Causes for the Failure of the Revolt

Various causes were responsible for the failure of the revolt.

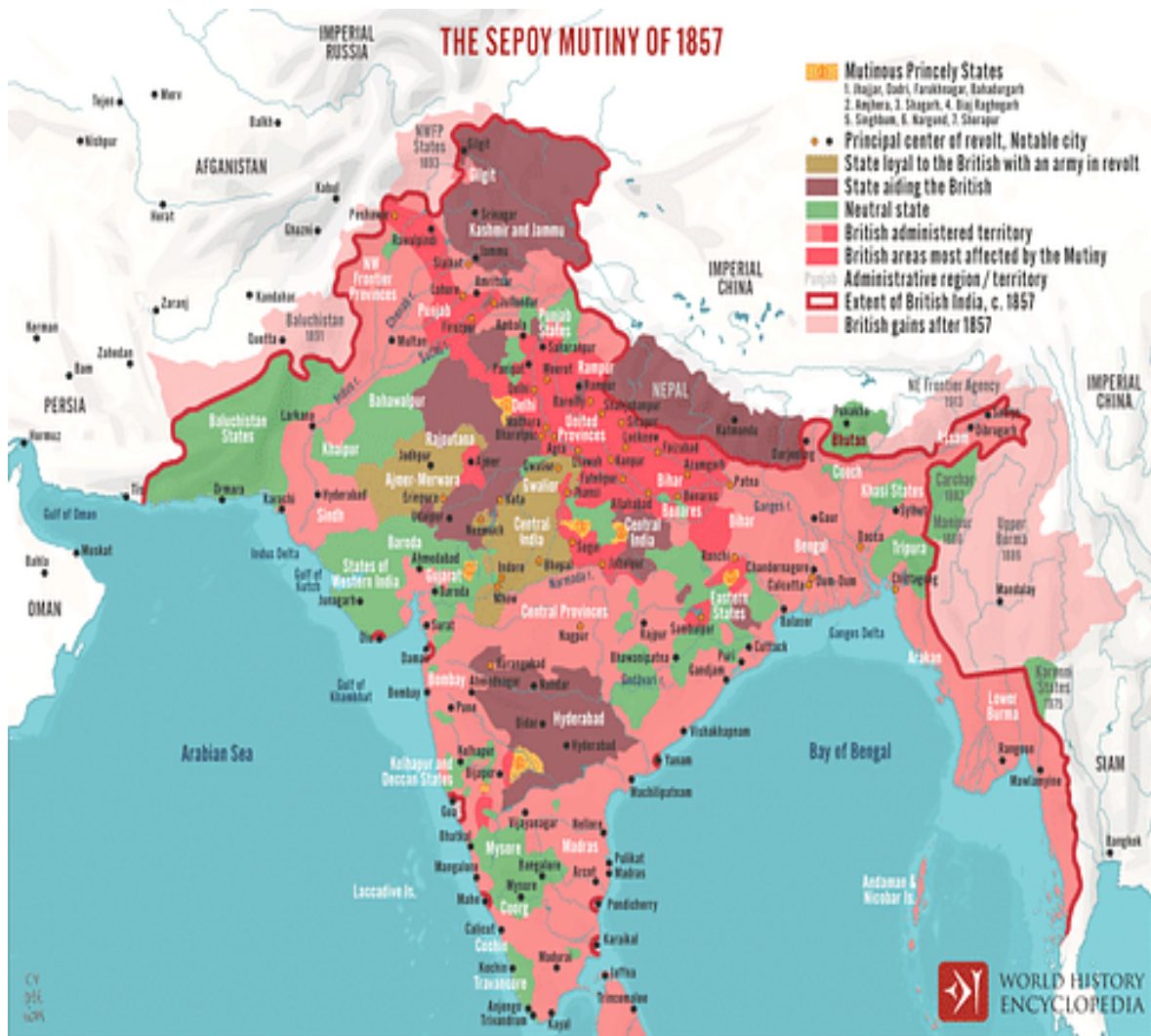
- ❖ Lack of organisation, discipline, common plan of action, centralised leadership, modern weapons and techniques.
- ❖ The rebel leaders were no match to the British Generals. Rani Lakshmi Bai, Tantia Tope and Nana Saheb were courageous but they were not good generals.

- ❖ Non-participation of Bengal, Bombay, Madras, western Punjab and Rajputana.
- ❖ The modern educated Indians did not support the Revolts as they believed that only British rule could reform Indian society and modernize it.
- ❖ The British managed to get the loyalty of the Sikhs, Afghans and the Gurkha regiments. The Gurkhas actually helped the British in suppressing the revolt.
- ❖ The British had better weapons, better generals, and good organisation.

Consequences of the Revolt

- ❖ The Revolt of 1857 marked a turning point in the history of India. It led to changes in the system of administration and the policy of the Government.
- ❖ The administration of India was transferred from the East India Company to the British Crown through the 'Queen's Proclamation' in 1858.
- ❖ The governor general was given the title of viceroy.
- ❖ The Board of Directors and the Board of Control were replaced by the Council of 15 members headed by the Secretary of State to supervise Indian affairs.
- ❖ The Indian Army was thoroughly reorganised. More Britishers were employed in the army.
- ❖ The British military policy came to be dominated by the idea of 'divide and counterpoise'.

In fact, the Revolt of 1857 played an important role in bringing the Indian people together and imparting them the consciousness of belonging to one country. The Revolt paved the way for the rise of the modern national movement. It was at the beginning of the twentieth century that the 1857 Revolt came to be interpreted as a "planned war of national independence", by the Historian V.D. Savarkar in his book, 'First War of Indian Independence'.



The Sepoy Mutiny of 1857

2. STATEMENT OF THE PROBLEM:

Improving the Understanding level of the Concept ‘People’s Revolt’ among the VIII Standard students through Multimedia Package.

3. NEED AND SIGNIFICANCE OF THE STUDY

The concept, the Great Revolt of 1857 in Indian History is found to be difficult to understand by the students as no innovative practice like technology- aided learning is applied in a social science classroom. Hence, not having clarity in understanding of the The Great Revolt of 1857 in Indian History among the VIII Standard students is identified as the problem for the present action research.

The 1857 revolt was caused by a number of factors, chief among them the increasing power of the British East India Company and the resentment it bred in Indian subjects. The company's monopoly on trade, its exemption from taxation, and its ever-growing landholdings created great inequality and injustice. Students studying this period should be aware of all these causes to gain a complete understanding of one of India's most significant uprisings. During the school visit by the investigator, the students studying in VIII standard felt difficult to understand the lesson People's Revolt and its related topics. Hence the investigator has chosen to teach the lesson People's Revolt in an innovative approach.

4. PROBABLE CAUSES FOR THE PROBLEM

- ❖ The understanding abilities of the learner on the concept "People's Revolt" is not clear.
- ❖ Lack of student participation and interest in studying the subject Social Science

5. OBJECTIVES

The following objectives were framed for this Action research

- ❖ To study the impact of People's Revolt
- ❖ To know the causes for the People's Revolt
- ❖ To find out the students' level of understanding the concept 'People's Revolt'
- ❖ To analyze the difficulties in understanding the concept 'People's Revolt'
- ❖ To adopt strategy – Multimedia Package and to remove the difficulties faced by the VIII standard students in understanding the topic People's Revolt

6. ACTION HYPOTHESIS.

The following hypotheses were formulated on the basis of the objectives:

- ❖ Multimedia Package resolve the problems in understanding the topic People's Revolt among the VIII Standard students
- ❖ Students obtain necessary knowledge on identifying the various causes for the People's Revolt.
- ❖ Students acquire sufficient knowledge about People's Revolt.

7. DESIGN OF THE STUDY

a. Sample

The 26 students (12 boys and 14 girls) studying in standard VIII at Municipal Middle School, AranmaniPudur, Tiruppur Block, Tiruppur District are selected as sample.

b. Methodology

Single group experimental design, pre- test – treatment- post-test was adopted in the action research.

8. TOOL:

Action researcher herself developed the questionnaire related to the topic as a tool. With the help of the tool, Pre-test was conducted to the students.

PROCEDURE:

Phase (i)

After conducting the pre-test for the selected sample, the interventional activities were conducted through multimedia package and the improvised teaching learning materials by the investigator. Since the present action research aims at enhancing the understanding the concept People's Revolt, the action researcher used multimedia technology. Activities were given, after that post-test was conducted by the action researcher.

Pre-test was conducted for a sample of the 26 students (12 boys and 14 girls) studying in standard VIII at Municipal Middle School, AranmaniPudur, Tiruppur Block, Tiruppur District are selected as sample.

9. TECHNIQUES / STRATEGIES ADOPTED.

The development of multimedia technologies for learning offers new ways in which learning can take place in education areas. In last decades, there has been a growing interest in the creation and use of multimedia technologies throughout the education world. There have been many experiments and innovations in the field of education and training regarding knowledge delivery. From face to face to virtual education, different technologies have played great roles at different times. In the last decades, due to the advent of multimedia technologies has got new meaning. Development, access and transfer of text, sound and video data has given a unique face to education centres, in the form of multimedia learning. The development of multimedia

systems can be very rewarding. So interest and investment in this technology are increasing and multimedia technologies are the need of the day.

Multimedia Technologies as an Educational Tool: Throughout the 1980s and 1990s, the concept of multimedia took on a new meaning, as the capabilities of satellites, computers, audio and video converged to create new media with enormous potential. Combined with the advances in hardware and software, these technologies were able to provide enhanced learning facility and with attention to the specific needs of individual users. Multimedia is a term frequently heard and discussed among educational technologists today. Now multimedia technologies these called "new media," "hypermedia," "integrated media" or more commonly "multimedia" have been defined in a number of ways. Actually the term "multimedia" covers a lot of territory. "Multimedia", in its broadest sense, means graphics, music, sound effects, voice, video and animation, in any combination in the same program or presentation

It can be defined as an integration of multiple media elements (audio, video, graphics, text, animation etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually.

Multimedia can be defined generically as any combination of two or more media such as sound, images, text, animation and video. For educational technology purposes, multimedia refers to computer-based systems that use associative linkages to allow users to navigate and retrieve information stored in a combination of text, sounds, graphics, video, movies, music, lighting and other media as for education.

Advantages and Benefits of Using Multimedia Technologies in Social Science Education:

The pedagogical strength of multimedia is that it uses the natural information processing abilities that we already possess as humans. Our eyes and ears, in conjunction with our brain, form a formidable system for transforming meaningless sense data into information. The old saying that "a picture is worth a thousand words" often understates the case especially with regard to moving images, as our eyes are highly adapted by evolution to detecting and interpreting movement. For example, a photograph of Ganges in Varanasi, apart from being aesthetically pleasing, can contain a wealth of information relating to the culture, religion, geography, geology, climate, history and economics of the area. Similarly, a recording of a politician's speech can allow us to discern significant semantic features not obvious in a written transcript. For the student, one advantage of multimedia courseware over the text-based variety is that the application looks better. If the courseware includes only a few images at least it gives

relief from screens of text and stimulates the eye, even if the images have little pedagogical value.

Benefits to teachers: allows for creative work, saves time for more challenging topics, replaces ineffective learning activities, increases student contact time for discussion

Educational benefits of multimedia tools: giving students an opportunity to produce documents of their own provides several educational advantages. Students that experience the technical steps needed to produce effective multimedia documents become better consumers of multimedia documents produced by others. Students indicate they learn the material included in their presentation at a much greater depth than in traditional writing projects. There is another aspect to developing multimedia documents that empowers students. Students quickly recognize that their electronic documents can be easily shared. Because of this, students place a greater value on producing a product that is of high standard.

BENEFITS OF ICT IN CLASSROOM INSTRUCTION

There are enormous benefits from the usage of Technology in Classroom Instruction. The benefits of this technological feature in Classroom Instruction are summarized below.

- Improves efficiency both in teaching and learning
- Increases motivation
- Paves way for Personality Development
- Active Participation of students
- Self-paced Learning
- Very flexible and rich medium for students to access the information
- Better learning, Retention and Students' performance
- Multisensory Learning experience

The enormous benefits of ICT have been well documented by various authorities and researchers such as Becta (2004), Akudolu (2002), Sharp and Potter (2002) and Olibie (2003). Thus, ICT has enormous potentiality to deliver many numbers of benefits to the learners. Unless we use ICT one cannot obtain up-to-date information to face the competitive world. Using Information Communication technology is the need of the hour and essential part of the life of every individual who wish to enrich one's life.

Teachers are encouraged to experiment and adopt a variety of innovative Learner-Centred, Pedagogical Teaching and Learning Approaches, in order to evolve alternatives to the traditional methods of Lecture. The effective and efficient use of technology depends on technically competent educators/teachers. They should be able to appreciate the potentiality of these technologies and have positive attitude. To implement Technology based learning in the Teacher Education Programme so as the student-teachers while they become teachers in school would be able to utilize Technological tools in Classroom Instruction in promoting Flexible Learning Environment to meet individual learning objectives of the subject matter content. The Four phases are there to integrate ICT in classroom instruction as given below.

- i. Developing Information and Communication Technology (ICT) literacy
- ii. Effective and Efficient use of Hardware and Software for teaching learning activities
- iii. Technology based environment, on-line support, networking and management and
- iv. Adopt best innovative practices in the use of technological approach

Technology has great potential for knowledge dissemination, effective learning and efficient educative services yet. Of the educational policies are not well thought out and if the prerequisites condition for using the technology are not met concurrently, the potential will not be realized. If an Institution or individual follows the above phases to integrate ICT, definitely one can acquire the maximum benefits in learning. If a teacher integrates the technology in teaching, it will help the teacher to discharge the duty effectively.

Components of Multimedia

As mentioned earlier, multimedia learning integrates five types of media (See figure) to provide flexibility in expressing the creativity of a student and in exchanging ideas. Out of all of the elements, text has the most impact on the quality of the multimedia interaction. Generally, text provides the important information. Text acts as the keystone tying all of the other media elements together. It is well written text that makes a multimedia communication wonderful.

Sound is used to provide emphasis or highlight a transition from one page to another. Sound synchronized to screen display, enables teachers to present lots of information at once. Sound used creatively, becomes a stimulus to the imagination; used inappropriately it becomes a

hindrance or an annoyance. For instance, a script, some still images and a sound track, allow students to utilize their own power of imagination without being biased and influenced by the inappropriate use of video footage. A great advantage is that the sound file can be stopped and started very easily.

Videos motivate students by showing real-life situations, in ways that are often superior to a teacher narrating them or a text describing them. Video can be used to give examples of phenomena or issues referred to in the text. Videos can be used when introducing a new theme to motivate and contextualize learning, after a topic has been addressed in a few class periods to aid students in applying the knowledge they acquired, or after an entire module is completed to show connections to other subjects and disciplines.

Animation is used to show changes in state over time, or to present information slowly to students so they have time to assimilate it in smaller chunks. Animations, when combined with user input, enable students to view different versions of change over time depending on different variables. Animations are primarily used to demonstrate an idea or illustrate a concept. Video is usually taken from life, whereas animations are based on drawings.

Graphics provide the most creative possibilities for a learning session. They can be photographs, drawings, graphs from a spreadsheet, pictures from CD-ROM, or something pulled from the Internet. With a scanner, hand-drawn work can be included. Standing commented that, “the capacity of recognition memory for pictures is almost limitless”. The reason for this is that images make use of a massive range of cortical skills: colour, form, line, dimension, texture, visual rhythm, and especially imagination. A Multimedia Learning environment involves these basic components or elements in order to enable learning to take place, whereas hardware and software are only part of the requirement.

The social studies classroom is where education meets the community it serves. Numerous efforts to introduce technology into this process have not produced meaningful results. More often than not, the incorporation of these digital technologies has only changed the manner in which tasks are accomplished rather than adding significant value to what is taught or learned. As many researchers have indicated, this is in part because the software products currently available to schools do not necessarily match well with the aims of social studies education.

Every child is born with creative potential, but this potential can go out, disappear, if his natural creativity isn't educated and stimulated. Creativity is this magical feature, which shows the uniqueness of a person. It is the ability of the individual to perceive things in a new,

unusual light, to recognize a problem when others are not aware of, to find a solution in a new, original and effective way. Each teacher can use creative dramatization, as part of his work as one of the methods used. It is an art form that involves cooperation and mutual cooperation between student-student, student-teacher and teacher-student. It suggests that students generally learn to think positively about themselves and to believe in their growing abilities.

Activity 1

To motivate the students the investigator asked the students to select a picture which were spread on the table. Pictures including ship, spices, Vasco da Gama, Queen Elizabeth, Post Office, Railway track, etc.,. When the investigator call a student he came to the table and took a picture and he was asked to tell about some points related to the coming of Europeans. Through this game investigator encouraged the students to recall about the coming of the Europeans in India.

Activity 2

Always children like to play. So the investigator distributed some name cards related to the revolt of 1857 and asked them to act like ancient kings and queen. On the spot students were motivated very interestingly and enjoyed the game.

Activity 3

The Action Researcher displayed a map of India and asked the students to locate the places where the revolt spread Lucknow, Kanpur, Jhansi, Bareilly, Bihar, Faizabad, and many other places in north India and north India

Activity 4

Investigator gave practise to the students to perform Role play.

Role - play:

- Most simplistic form.
- Individuals play themselves or another, placed in a given situation.
- Person behaves as a result of what is going on around them.
- There is an element of game and simulation.
- Could have winners and losers.

- Environment clearly defined to simulate real world situation.
- An attempt by an individual to place themselves in the position of another or as themselves and deal with unfamiliar circumstances.

Different situations were given to the students and they were asked to enact the roles. Role – play is different from playing a role. Role-play is to imagine being another and behaving like him/her. We might have seen children in their playing imagining and visualizing themselves as doctors, pilots, fathers, mothers and so on. By doing so, they are learning how to behave in the society. This is part of socialization.

Role – play is a good technique to use in a classroom to teach historical lessons. When a child plays a role, he/she not only learns how to behave but also how to use the language appropriate to the role. Role-play creates interest among the students and also to make them participate in learning. Particularly in Social Science classroom, role-play technique is very helpful since the learner do not get many opportunities to use the language outside the classroom.

Role play involves imagination, and Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand, keeping this in mind, Students from standard VIII presented a super skit in Kalaithiruvizha in the month of January 2024 about the Revolt of 1857. All the students performed their role in a fantastic way. All have enjoyed this programme.

Activity 5

Investigator prepared the children and dressed them with costumes like Bahadur Shah II, John Nicholson, Nana Saheb, Jhansi Lakshmi Bai, Begum Hazrat Mahal, Henry Lawrence, Tantia Tope, Sir Colin Campbell, General Hugh Rose, Khan Bahadur Khan, Kunwar Singh, William Taylor, etc . Children were divided into two groups and one group was asked to perform physically express their adopted characters by their facial expressions and in every body movement another group to find out the particular person. This activity brought tremendous change among the students. All the students participated very captivatingly.

Activity 6.

GROUP DISCUSSIONS

Discussions were conducted among the students about the British Officials who suppressed the revolt. Discussion for whole group and for small group was accompanied by the investigator.

Activity 7.

The Action Researcher herself prepared and presented power point slideshow to the students and explained.

PPT Prepared by the Action Researcher



1857 பெரும்புரட்சி



அறிமுகம்

- ஆங்கிலேயருக்கு எதிராக நடைபெற்ற ஆரம்பகால கலகங்களின் தோல்வி இப்புரட்சிக்கு இட்டுச்சென்றது
- 1857 ஆம் ஆண்டு புரட்சி காலனி ஆட்சியின் பண்பு மற்றும் கொள்கையின் விளைவாக தோன்றியது
- ஆங்கிலேயரின் விரிவுபடுத்தப்பட்ட கொள்கைகள் பொருளாதார சுரண்டல் மற்றும் நிர்வாக புதுமைகள் போன்றவற்றின் ஒட்டுமொத்த விளைவே இப்புரட்சி
- இப்புரட்சியை இந்திய வரலாற்றாளர்கள் “ முதல் இந்திய சுதந்திரப்போர் “ என வர்ணிக்கின்றனர்
- ஆனால் ஆங்கிலேய வரலாற்றாளர்கள் இப்புரட்சியை “ சிப்பாய் கலகம் “ என வர்ணிக்கின்றனர்.

புரட்சிக்கான காரணங்கள்

பொருளாதார காரணம்



1. ஆங்கிலேயரின் சுரண்டல்
2. அதிகப்படியான வரி விதிப்பு
3. கடுமையான வரி வசூல் முறை



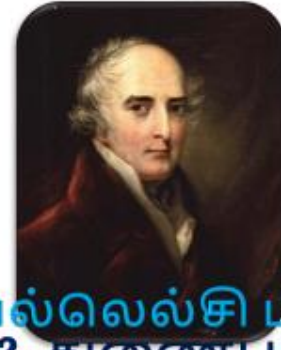
புரட்சிக்கான காரணங்கள்

அரசியல் காரணம்

1. வாரிசு இழப்புக் கொள்கை



டல்ஹௌசி பிரபு
திட்டம்



வெல்லெல்சி பிரபு
2. துணைப்பாட



புரட்சிக்கான காரணங்கள்

சமயக்காரணம்

நடவடிக்கை

ஐரோப்

1. கிறித்துவ சமயபரப்பு குழுவின் மதமாற்ற
2. சமயத் தலைவர்களின் அதிருப்தி
3. இந்திய பண்பாட்டு பழக்கவழக்கங்களில்



புரட்சிக்கான காரணங்கள்

இராணுவக்காரணம்

1. இந்திய சிப்பாய்கள் அவமரியாதையாக நடத்தப்பட்டனர்
2. பதவி உயர்வு ஊதிய உயர்வு மறுக்கப்பட்டது



புரட்சிக்கான காரணங்கள்

உடனடிக்காரணம்

1. என்பீல்டு துப்பாக்கி அறிமுகம்
2. பசு மற்றும் பன்றியின் கொழுப்பு தடவப்பட்டுள்ளதாக வதந்தி
3. இந்து மற்றும் இஸ்லாமிய சிப்பாய்கள் துப்பாக்கி பயன்பாட்டில்



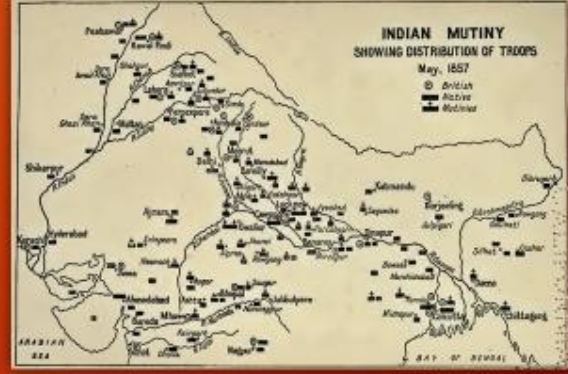
1857 புரட்சியின் போக்கு

- என்பீல்டு ரக துப்பாக்கியை மங்கள் பாண்டே பயன்படுத்த மறுத்து தன் உயர் அதிகாரியை சுட்டுக் கொன்றார்
- புரட்சி முதலில் பாரக்பூரில் வெடித்தது. அதைத் தொடர்ந்து மீரட், டெல்லி, கான்பூர் என வட இந்தியா முழுவதும் பரவியது



1857 புரட்சியின் போக்கு

- புரட்சி முதலில் பாரக்பூரில் வெடித்தது. அதைத் தொடர்ந்து மீரட், டெல்லி, கான்பூர் என வட இந்தியா முழுவதும் பரவியது
- ஆங்கில அரசுக்கு எதிராக புரட்சி பரவியது



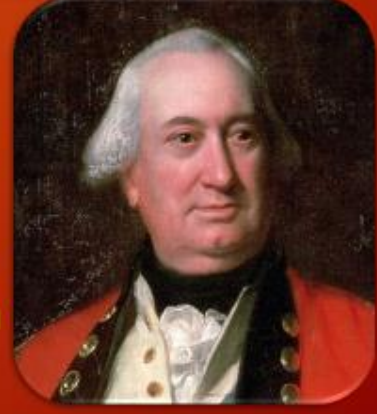
1857 புரட்சியின் போக்கு

- டெல்லியில் பகதூர்ஷா, லக்னோவில் பேகம் ஹஸ்ரத்மகால், கான்பூரில் நானாசாகிப், ஜான்சியில் ராணி இலட்சுமிபாய், பீகாரில் கன்வர்சிங் புரட்சியை வழிநடத்தினர்



புரட்சி அடக்கப்படுதல்

- கானிங் பிரபு புரட்சியை அடக்க முயற்சி
- சென்னை, பம்பாய், இலங்கை, சீனா போன்ற பகுதிகளில் இருந்து படைகள் வரவழைக்கப்பட்டது
- நிக்கல்சன், சர். காலின்கேம்பெல், வில்லியம் டைலர் போன்ற திறமையான தளபதிகளால் புரட்சி அடக்கப்பட்டது



கலகம் நடைபெற்ற இடங்கள்	இந்திய தலைவர்கள்	கலகத்தை அடக்கிய ஆங்கிலேய அதிகாரிகள்
டெல்லி	இரண்டாம் பகதூர்ஷா	ஜான் நிக்கல்சன்
லக்னோ	பேகம் ஹஸ்ரத் மகால்	ஹென்றி லாரன்ஸ்
கான்பூர்	நானா சாகிப்	சர் காலின்கேம்பெல்
ஜான்சி & குவாலியர்	ராணிலட்சுமிபாய், தாந்தியா தோபே	ஜெனரல் ஹக்ரோஸ்
பரைய்லி	கான் பகதூர் கான்	சர் காலின்கேம்பெல்
பீகார்	கன்வர் சிங்	வில்லியம் டைலர்

EVALUATION ACTIVITIES

Activity: I

Students were asked to do some activities from the revolt of 1857. A sample is given below.

Set of cards were prepared. The cards contain pairs of items. The items have different names of Indian Leaders and British officials. The cards were distributed to the students. They are asked to identify them and match them.

Activity 2: Game

Investigator displayed videos and power point to the students. The slide-show explained the lesson very clearly. The students keenly observed the video clippings. For better understanding charts were prepared to read the names of the kings and their achievements.

Activity -3

The Indian leaders of the revolt of 1857 were shown to the students through video clippings. Then the picture of Indian leaders and their achievements were written on separate chart papers and given to the students to match them correctly as groups.

Places of Revolt	Indian Leaders	British Officials who suppressed the revolt
Delhi	Bahadur Shah II	John Nicholson
Lucknow I	Begum Hazrat Mahal	Henry Lawrence
Kanpur	Nana Saheb	Sir Colin Campbell
Jhansi & Gwalior	Lakshmi Bai, Tantia Tope	General Hugh Rose
Bareilly	Khan Bahadur Khan	Sir Colin Campbell
Bihar	Kunwar Singh	William Taylor

Activity-5

Students were divided into four groups and flash cards where the names of Indian leaders were written on them were given to them. Then they were asked to locate the places of revolt which spread on the political map of India.

Activity-6

To evaluate the students, the investigator prepared matching cards, flash cards and comparative charts related to the revolt. All the students were asked to form into five groups and match the cards group-wise to evaluate themselves and correct them by the comparison chart.

Through these various types of activities given by the investigators the entire students were thorough in the lesson the revolt of 1857.

. Phase-3

Then the Post Test was conducted for the same sample of 26 students (who wrote pre test already). The table given below shows the scores of the students in pre test and post-test.

. The pre and post test scores of understanding the concept were was tabulated in Table

No-1

Table-I

S.No.	Name	Pre-Test Scores	Post-Test Scores
1.	Abareesh.C	40	84
2.	Abdul rasik.K	33	98
3.	Dharun.M	33	86
4.	Dhurkesh.B	44	94
5.	Guru prasath.K	40	92
6.	Hari sakthi.G	22	86
7.	Mohammed aakish.S	46	94
8.	Mohammed althaf.M.Y	24	82
9.	Mohammed askar .I	28	84
10.	Mohammed noufil.I	35	82
11.	Srithar.N	44	90
12.	Tamil arasu	38	74
13.	Akshaya mukthi.A	40	90
14.	Archana.S	34	84
15.	Deva Dharshini.A	24	86
16.	Deva sri.M	42	90
17.	Harini.R	40	92
18.	Hari sree.K	25	86
19.	Jaya sree.k	30	88
20.	Jhal sabila.A	38	78
21.	Kaviya.M	46	90
22.	Sandhiya.P	32	86

23.	Pranicka.T	23	84
24.	Ragavi.R	34	98
25.	Saranya.V	42	94
26.	Yashika.k	44	92
TOTAL		921	2284
MEAN		35.42	87.84

10. STATISTICAL ANALYSIS

The scores of the students in the pre-test and post-test were compared. Average score of the groups were compared before and after the treatment.

The following table furnishes a data on the pre-test and post-test performance of the students.

Table – 2

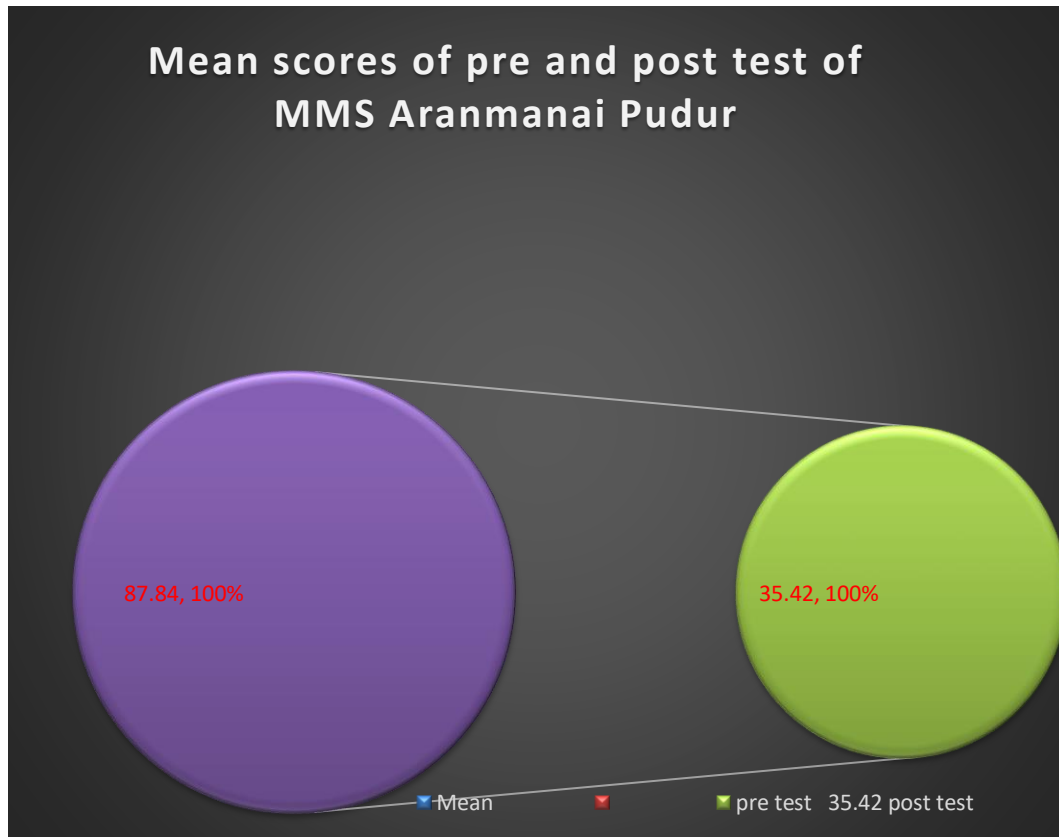
SAMPLE SIZE	TYPES OF TEST	MEAN	SD	OBTAINED 'T' VALUE	LEVEL OF SIGNIFICANCE (AT 0.05 LEVEL)	REMARKS
26 Boys 12 Girls 14	Pre-Test	35.42	8.85	1.00	1.868	Significant
	Post Test	87.84	25.87			

P value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely **statistically significant**.

Graph showing the comparison between Pre test and Post test mean scores of Municipal Middle School, AranmaniPudur, Tiruppur Block, Tiruppur District



11. FINDINGS

1. The average scores of the group before and after the treatment are 35.42 and 87.84 respectively.
2. The average score of the group after the treatment has increased. This is due to the Multimedia Package, video clippings and the various activities given as the treatment.
3. The scores of all the 26 students have increased in the post test. This shows remarkable improvement in understanding the lesson of the revolt of 1857 in India after the treatment given by the investigator.
4. Providing opportunities to know the revolt of 1857 in India they have already learnt gives them confidence in appreciating and honouring our country's Freedom Struggle Movement in their day today life.
5. Integrating technology and digital media with the traditional instructions made tremendous change in students learning.

Outcome

The following are the outcome after treatment given by the Investigator.

Improved the understanding capacity of the students on knowing the revolt of 1857.

The treatment helped them to differentiate the revolt and the war successfully

Enabled the students to acquire sufficient knowledge on the lesson the revolt of 1857

Students were able to understand and respect our National heritage throughout their life time

12. SUGGESTIONS

The following suggestions were given to enhance the study understanding the concept the revolt of 1857 to our students in the light of the findings:

- ❖ Teachers should effectively utilize multimedia package in teaching since the method keep students alert, attentive and involved in the teaching and learning of Social Science Subject.
- ❖ Teachers should equip themselves with the knowledge in the use of a variety of methods of teaching so that as soon as they observe that the method in use does not benefit the students in the teaching process, they change to another.
- ❖ Efforts should be made by teachers to involve and encourage learners in dramatization method in order to help them gain maximally in the class and record high academic performance.
- ❖ Encouraging the students and allowing them to work individually will be more effective.
- ❖ Give map work immediately after completing the lesson which will give more interest to study social science.
- ❖ Can give more activities like old coins collection, stamp and picture collection will create interest in learning Social Science Subject.

13. CONCLUSIONS

Therefore, in the present teaching learning system the use of multimedia is recommended for making it more effective. Realizing the importance of this, the Indian government has started Computer Literacy and Studies in Schools (CLASS) project which is now merged with the Educational Technology scheme & named as “Information & Communication Technology (ICT)” in schools scheme. Under this scheme, many government schools are provided with ICT tools and other facilities to integrate ICT in education.

Consequently, these days many non-government schools are also integrating advanced multimedia-based teaching learning activities and therefore teachers have now more access to these resources. Therefore, it appears that continuous monitoring and evaluation is needed to effectively integrate latest multimedia technology in the classrooms in Indian school. It became inevitable to investigate teacher's efficiency in terms of using multimedia in subject teaching and schools' adaptability to use modern technology.

Above findings indicate that multimedia technology is widely accepted as a valuable and successful component in teaching-learning process. However, none of the studies focused on the conformity of multimedia packages of social science with text book contents and their actual effectiveness.

Implications of the Study:

Based on the findings and conclusions of the study, some important educational implications are as follows:

1. The in-service training should focus to train teachers for integrating all the previously acquired teaching skills with the skills of using multimedia package in their social science teaching.
2. This study may be beneficial for multimedia package developing companies.
3. As the comparison was done between social science text book and that of multimedia package of social science. Therefore it would be better for present and forthcoming multimedia companies to include social science subject in their package as well as take all the necessary action research to incorporate all the points of social science text books for betterment of subject.
4. The study may be beneficial for making social science presentation through multimedia more effective.
5. School should provide good quality of multimedia package to the teachers. School should create an effective implementation mechanism to integrate social science multimedia in their schools, so that multimedia resources could be used by teachers effectively.

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15. Annexure

1. Pre / Post Test Questions – Annexure 1
2. Key for the pre/post-test – Annexure 2
3. Photographs – Annexure 3

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Annexure 1
Pre / Post Test Questions

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்

திருமூர்த்தி நகர். திருப்பூர் மாவட்டம்

செயலாய்விற்கான முன்/பின் வினா தொகுப்பு

ஆய்வாளர்

மா. பாபி இந்திரா

முதுநிலை விரிவுரையாளர்

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்

திருமூர்த்தி நகர்

பள்ளியின் பெயர் :

மதிப்பெண்: 25

வகுப்பு : 8

1857- பெரும் புரட்சி

I. சரியான விடையைத் தேர்வு செய்க

1.பின்வருவனவற்றுள் 1857 ஆம் ஆண்டு புரட்சிக்கான அரசியல் காரணமாக அமைந்தது_____

- அ) பிரித்தாலும் கொள்கை ஆ) வாரிசு இழப்புக் கொள்கை
இ) ஆங்கிலேயரின் சமயக் கொள்கை ஈ) வரி விதிப்புக் கொள்கை

2.புரட்சிக்கு உடனடி காரணமாக அமைந்தது_____

- அ) துணைப்பாடத்திட்டம் ஆ) வ்வரிசு இழப்புக் கொள்கை
இ) என்பீட்டு துப்பாக்கி அறிமுகம் ஈ) ஐரோப்பியர்களின் கலாச்சார குறுக்கீடு

3. மத்திய இந்தியாவில் புரட்சியை வழிநடத்தியவர்

அ) ஜான்சிராணி லட்சுமிபாய் ஆ) தாந்தியாதோப் இ)
நானாசாகிப்

ஈ) மங்கள் பாண்டே

4. 1857 ஆம் ஆண்டு பெரும் புரட்சியின் போது இந்தியாவின் கவர்னர்
ஜெனரலாக இருந்தவர் _____

அ) ரிப்பன் பிரபு ஆ) டல்ஹௌசி இ) கானிங் பிரபு ஈ) வாரன்
ஹேஸ்டிங்ஸ்

5. என்பீல்டு ரக துப்பாக்கியை பயன்படுத்த மறுத்தவர் _____

அ) வாஞ்சிநாதன் ஆ) பகத்சிங் இ) கன்வார்சிங் ஈ) மங்கள் பாண்டே

6. பின்வருவனவற்றுள் சரியான கூற்றை தேர்வு செய்க

அ) பெரும் புரட்சி முதன் முதலில் பாரக்பூரில் வெடித்தது

ஆ) டெல்லியில் நானாசாகிப் புரட்சியை வழிநடத்தினார்

இ) நவீன கல்வி கற்ற இந்தியர்கள் புரட்சியை ஆதரிக்கவில்லை

ஈ) இராணுவத்தில் இந்திய வீரர்களுக்கு பதவி உயர்வு வழங்கப்பட்டது

1) அ) மற்றும் ஆ சரி 2) அ மற்றும் இ சரி 3) ஈ மட்டும் சரி 4) ஆ, இ
சரி

7. பேகம் ஹஸ்ரத் மகால் எந்த பகுதியில் புரட்சியை வழிநடத்தினார்

அ) டெல்லி ஆ) கான்பூர் இ) பீகார் ஈ) லக்னோ

8. ஆங்கிலேயர் _____ ஆம் ஆண்டு குவாலியரைக் கைப்பற்றினர்

அ) 1857 ஆ) 1858 இ) 1859 ஈ) 1885

9. கான்பூரில் புரட்சியை அடக்கிய ஆங்கில தளபதி _____ ஆவார்

அ) சர்காலின் கேம்பல் ஆ) ஜான் நிக்கல்சன் இ) வில்லியம் டைலர்

ஈ) ஜெனரல் ஹக்ரோஸ்

10. விக்டோரியா மகாராணியின் பேரறிக்கை _____ஆம் ஆண்டு வெளியிடப்பட்டது

அ) 1857 ஆ)1859 இ) 1588 ஈ) 1858

II. கோடிட்ட இடங்களை நிரப்புக

11. 1857 ஆம் ஆண்டு புரட்சியை _____ என்பவர் முதல் இந்திய சுதந்திரபோர் என விவரிக்கிறார்.
12. புரட்சிக்கு பின் கவர்னர் ஜெனரல் பதவி _____ என அழைக்கப்பட்டது
13. புரட்சியின் போது ஜான்சிராணி இலட்சுமிபாய் _____க்கு தப்பி ஓடினார்
14. 1857 இல் படைத்தளப்தி நிக்கல்சனால் _____கைப்பற்றப்பட்டது.
15. கான்பூரில் _____ புரட்சியை வழிநடத்தினார்
16. 1857 புரட்சியில் கலந்து கொண்ட தலைவர்களில் மிகவும் துணிச்சலானவர் _____
17. வாரிசு இழப்புக் கொள்கையின் அடிப்படையில் இணைத்துக் கொள்ளப்பட்ட முதல் இந்திய பகுதி _____
18. 1857 ஆம் ஆண்டு புரட்சி வெளிப்படையாக வெடித்த இடம் _____
19. மீரட் சிப்பாய்கள் _____ ஐ இந்தியாவின் பேரரசராக அறிவித்தனர்
20. புதிய வகை என்பீல்டு துப்பாக்கியில் _____ மற்றும் _____ன் கொழுப்பு தடவப்பட்டுள்ளதாக வதந்தி பரவியது

III. பொருத்துக

- | | |
|--------------|---------------------|
| 21. டெல்லி | - கன்வர்சிங் |
| 22. கான்பூர் | - காண் பகதூர்கான் |
| 23. ஜான்சி | - நானா சாகிப் |
| 24. பிரெய்லி | - லட்சுமி பாய் |
| 25. பீகார் | - இரண்டாம் பகதூர்ஷா |

Annexure 2
Key for the pre/post-test

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்
திருமூர்த்திநகர் - திருப்பூர் மாவட்டம்

செயலாய்விற்கான முன்/பின் வினா தொகுப்பு - விடைகள்

சமூகஅறிவியல்

ஆய்வாளர்

வகுப்பு : 8

மா. பாபிஇந்திரா

முதுநிலை விரிவுரையாளர்

DIET, திருமூர்த்திநகர்

1857- பெரும் புரட்சி

விடைகள்

I.சரியான விடையைத் தேர்வு செய்க

1. ஆ) வாரிசு இழப்புக் கொள்கை
2. இ) என்பீட்டு துப்பாக்கி
3. ஆ) ஜான்சிராணி இலட்சுமிபாய்
4. இ) கானிங் பிரபு
5. ஈ) மங்கள் பாண்டே
6. ஆ) அ மற்றும் இ சரி
7. ஈ) லக்னோ
8. ஆ) 1858
9. அ) சர்காலின் கேம்பெல்
10. ஈ) 1858

II.கோடிட்ட இடங்களை நிரப்புக

11. வி.டி.சவார்க்கர்
12. வைசிராய்
13. குவாலியருக்கு
14. டெல்லி
15. நானா சாகிப்
16. ஜான்சி ராணி இலட்சுமி பாய்
17. ஜான்சி
18. மீரட்
19. இரண்டாம் பகதூர்ஷா
20. பசு, பன்றி

III.பொருத்துக

21. இரண்டாம் பகதூர்ஷா
22. நானாசாகிப்
23. லட்சுமிபாய்
24. கான் பகதூர்கான்
25. கன்வர்சிங்

Annexure 3
Photographs



Investigator and Co- Investigator conducting pre-test



Investigator Demonstrating The Mutiny



Students learning through Multimedia Package



Investigator's Interaction with Students



Investigator giving instruction to students



Investigator explaining through video presentation