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ACTION RESEARCH -23-24

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TITLE

"Enhancing the Skill of Using Digital Class in Teaching of Social Science among Upper Primary Students in Udumalpet Block".

Submitted to

STATE COUNCIL OF EDUCATION RESEARCH AND TRAINING

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DECLARATION

I hereby declare that the action research entitled, **Enhancing the Skill of Using Digital Class in Teaching of Social Science among Upper Primary Students in Udumalpet Block"** is a record of original research work done by me submitted to the State Council of Teacher Education Research and Training, Chennai-06 in the month August2005 and it has not been submitted to any award or has not been formed the basis of any other similartitle

"

Signature of the Principal **Signature of the Researcher**

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CHAPTER - I

INTRODUCTION

Teachers always find ways and means to improve their teaching techniques. With the change in time the teachers are asked to employ newer methods of teaching their students more effectively. The improvement of the teacher by employing newer methods of teaching and the latest techniques is a need of the hour.

Geography is the physical and social science, which describes maps and seeks to explain the inter-relations between man and his physical environment. It deals with the natural setting or physical environment in which man lives.

Geography has a place in one's intellectual development. In studying geography children gain the ability to evaluate the earth on which they live, to trace cause and effect, to note relationships. They begin to test to accuracy of theirown and other's thinking. Geography makes numerous contributions to a student's education.

Teaching of Geography has a value not merely in schools; but also in preparing one to face the realities of life. A teacher has to make his /her teaching of geography a success. He /She must have a belief that his/her worth doing.

Teaching geography remains one of the most difficult areas around the world. In the school curriculum necessarily deals with the large worldwide problems have today as Geography. It helps us to know our limitations and to know the limitations of the people that it holds a place in the school curriculum.

IMPORTANCE OF GEOGRAPHY TEACHING

- It helps in obtaining abstract knowledge
- It helps inputting the thing on a scientific basis.
- It appeals to reason rather than to the memory.
- It is correlated with the natural's sciences.
- It helps to move creativity over the surface of the sea.

- It helps gaining accuracy and grip of scientific methods as well as knowledge of basal scientific facts.

An instructional strategy is defined as something a teacher arranges that is designed to establish interaction between the teacher, the students, and the subject, or any combination of these dimensions. As a selector of instructional strategies, the effective teacher will,

i) Plan to influence directly or indirectly the learning process by varying his behaviour.
ii) Tailor the subject matter to meet the needs and interests of each individual.
iii) Arrange a variety of media, including books, lecture notes, homework, visual-aids, programmes, discussions and laboratory experience.

SOCIAL SCIENCE IN SCHOOLS

Social Sciencestress a study of people from diverse perspectives and thus adequate emphasis needs to be places upon the following academic disciplines:

- History
- Geography
- Political Science
- Economics
- Anthropology
- Sociology

GEOGRAPHY IN THE SOCIAL SCIENCE

Geography is dynamic-never static. The geography of any region changes as man's knowledge of the region increases and as he discovers news ways of using available resources. Knowledge of geography and the ability to think geographically aid him in understanding and interpreting the realities of the world.

Geography has a place in one's intellectual development. In studying geography children gain the ability to evaluate the earth on which they live, to trace cause and effect, to note

relationships. They begin to test the accuracy of their own and other's thinking. Geography makes numerous contributions to a child's education.

MARY LOGAN says, "Geographic relationships are the warp and woof out of which the fabric of geography is made".

Modern geography teaching is based on the use of facts about man's activities and the natural environment in such a way as to recognize geographic relationships and to develop geographic understandings.

CURRICULUM APPROACH IN GEOGRAPHY

Geography at the school stage has to perform two distinct functions:

i) Introduction of the students to geography as a school subject, so as to develop their interest.

ii) Reinforcement of values, attitudes and general understanding the would promote the objectives of the citizenship education.

METHOD OF TEACHING

The best of the curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching. Method is means of teaching pre-determined ends. It, in fact, forms the most important link in the total teaching learning chain which has on one hand the goals and purpose and on the other, results and values.

Corresponding to the requirements of different subjects, there are different methods of teaching. They are,

- The Lecture method
- Story Telling method
- Discussion method
- Demonstration method
- Play-way method
- Role-Play method
- Multimedia Approach

It is necessary that teachers are fully conversant with the different methods of teaching to make the teaching interesting in geographical concepts.

NEED FOR INNOVATIVE APPROACH

Teaching process could be very effective until one took care of the pupils in all respects. Mentally, Physically , and Emotionally states that are very crucial in making them interested in learning and understanding various techniques in modern world and it would make them possibly good and effective teaching in the classroom in future. So, the innovative strategies (approaches) for becoming very competent and successful teaching in the classroom.

DIGITAL CLASS INMULTI MEDIA APPROACH

Multi Media is popular method of teaching Social science ie, geography. It may prove a very interesting technique for creating interest in geography. It is believed that by asking questions the relevant experiences in the memory of the students come to the surface and the familiar and known associations help in learning and granting the unfamiliar and the unknown.

For acquiring new knowledge, the pupils readjust the old. Thus the old and the new get integrated and the process of learning geography becomes simpler and easier. Sometimes, the teacher conducts this approach to the pupils to motivate them and create a felt need for learning something new or solve some new problem.

Multi Media Approach method is quite a good method of teaching geography as it ensures active participation of the students. It is essential that the method is supported by different visual aids like pictures, charts, photos, etc., and devices like Power Point Presentation in different forms. They all can go a long way in sustaining of the pupils.

It is one of the most important devices of teaching. It plays a very important part in learning, teaching, and testing. Efficiency of our teaching depend more single circumstance.

According to **Raymont,** “The acquisition of a good style of questioning may be laid down as one of the essential ambitions of a young teacher”.

Digital Classes is for the child a natural and enjoyable means of intellectual and social growth. Questions have been one of the most important means of stimulating, thinking, and learning. The minds of the learner and the teacher can be brought into close touch and learners can be led to creative effort through Multimedia.

The Multimedia may be used to guide and improve the reading abilities of the Digital class. During PPT with LCD Projector, explanations and the rereading of sections may correct the topics or problems

Purpose of Multimediain Digital Class

- Multimedia Approach can be used for exposing difficulties.
- It can be used for promoting thinking, searching out new ideas.
- It can be used for developing appreciation and ideals.
- Multimedia Approach can be used for direct learning to deeper and broader understanding.
- It can be used to revise work covered earlier.
- It can be used to prepare pupil's minds for new material.
- Oral questions have a disciplinary value in class in keeping up attention and preventing misbehaviour.
- It can be used for creating, developing, and maintaining a good emotional and intellectual atmosphere.
- Multimedia Approach may be used frequently to assist pupils in reaching conclusions.

How to ask questions effectively in Multimedia?

1. The question should be stated clearly, definitely and concisely.
2. Encourage development of thought.
3. Allow sufficient time for replies.
4. Proper discipline must be maintained.
5. The class suggests possible questions and the teacher should ask sure that simple questions.

The new Spur-in Education

Science and technology are playing a significant role in the formation of modern civilization and aculturization of the Society. Day by day the increasing scientific and technological impact, upon human – life activities in developing the scientific attitude of individual in society. Mechanization is dominating in today's life. In this continuum, a new field has emerged in Educational Technology and that is computer based education.

Educational Technology

Educational technology has its developmental roots in audio – visual movement, research findings and theories of communication as well as the psychology of learning. Therefore the educational technology can be explained from the views of Dib (1980) when he reported that educational technology can be described from three perspectives.

a) As an assembly of technical materials and resources.
b) Use of mass communication system.
c) An application of certain psychological models and principles under ideal learning conditions, for facilitating learning.

Application of the psychology of learning theories, Principles and models uses the principles of instruction, curriculum and learning to explain educational technology. The information processing theory of learning and the conditions for learning to occur become paramount. Instructors can think of how they can provide instructional functions of managerial and appraisal activities for the substantive activities to be learned.

To achieve this, educational technology must be seen as the systematic integration of materials, communication system and the psychology of learning. Educational technology therefore involves the process, product and process-product dimensions of providing qualitative education to enhance improved performance.

Educational technology must mean technology of education presenting itself as a system for bringing improvement in the total process of teaching – learning by carefully analyzing its problems and reorganizing all available resources in an economical way for the optimum results.

DIGITAL CLASSROOM

Digital classrooms are defined by using electronic devices or platforms such as social media, multimedia, and mobile phones to teach students. With digital technology in education, today's educational landscape has altered for the better or improvements. Digital learning is a learning strategy that employs technology to fulfil the entire curriculum and allows students to learn quickly and rapidly. The digital classroom entirely focuses on teaching via the use of technology. Students use technological or internet-connected gadgets like laptops, tablets, Chromebooks, etc. Instead of taking notes on what the teacher has taught, most of the curriculum is delivered to students online through an engaging and interactive platform. Despite its many facets, education is fundamentally a kind of communication. The internet has resulted in the rise of new communication channels, which have extended the options for the transmission and access to educational information. These media and virtual venues serve as teach facilitators. Various features of a digital classroom are shown in Educational applications and websites are used in digital classrooms to assist students in improving their learning experience. Feedback loops and technology are two critical components of a digital classroom. Feedback loops are essential for students to obtain real-time feedback from their teachers. Teachers can use feedback loops to provide feedback depending on many factors such as student, lesson, group, etc. PPTs, video presentations, e-learning methods, online training, and other digital approaches are increasingly used in the teaching-learning process. As a result, classroom instruction is becoming more participatory. Students may now learn many topics on their own by using internet resources and digital classrooms. In schools, colour charts, graphs, and models describe the finest instruction of the class. However, they are now considered old-fashioned methods of giving education. Education in the classroom is no longer restricted to reading books, writing on the blackboard to explain chapters and concepts, and taking notes in their books.

DIGITAL SKILLS IN CLASSROOM

The digital transformation, accelerated by the COVID-19 induced digital surge of the past two years, requires a skills revolution in World. It is a challenge and opportunity where matters of inclusion and growth converge with one another. They needs educational

systems fit for the digital age, alongside supplementary programs to train and retrain that part of the adult population which has long left their studies behind. It is a two-sided challenge, concerning both basic digital skills, as part of today's understanding of literacy, and the specialised skills needed for European firms and organisations both to innovate Key Enabling Technologies (KETs) such as Artificial Intelligence (AI) or the Internet of Things (IoT) as well as stay safe and secure bearing the needed cybersecurity specialists. While 58% of employers say that finding people with the right skills is their number one challenge, there are hundreds of thousands of job vacancies that cannot be filled because Europeans do not have the right digital skills. A skills revolution that leaves no one behind and at the same time creates new jobs filling the skills gap that European industries are currently facing is needed.

Digital skills have implications for inclusion and social cohesion, as well as for innovation and productivity. As a result of the COVID-19 digital surge, basic digital skills have become even more important for getting through everyday life, such as being active within society and participating in basic democratic processes. Many public services have moved online entirely. Online transactions and eCommerce have become the norm for the digitally skilled segment of the population. Young people and older adults alike, who lack basic digital literacy, are already digitally excluded from a large array of social, economic, and political activities. Europe runs the risk of seeing digital divides persisting or even increasing in relation to gender, socio-economic background, and differences between urban/rural areas. This is a risk, which is not only related to digital skills, but it is also a matter of effective universal Internet access. (This is yet to become a reality due to geographic location, particularly in primary and secondary schools.)

Furthermore, improving digital skills is also important for those employees, who may not be required to be digital specialists, nevertheless, must perform many administrative and operational activities online. It has long been shown by economists that productivity and innovation depend not only on capital and technology, but also on labour productivity. There is a clear complementarity between technologies and human labour. Without digital specialists, KETs will remain an unexploited potential for European firms, with productivity and innovation being foregone.Thus, it is evident that a cohesive, productive, and innovative Europe would greatly benefit from the targets set by the Commission on increasing basic

digital skills among the population at large and employing millions of digital specialists in European firms.

In this report we tackle the issues of digital skills and digital specialism by considering the supply of broadly defined education and training presented by both public and private institutions (both firms and NGOs), identifying the main gaps, and extracting from them foresight scenarios. In chapter two, we review the state of the art in the public and private supply of education and training in digital skills. In chapter three, we first identify the main gaps from which we will proceed to the presentation and discussion of four possible future scenarios. These scenarios are assessed in chapter four with respect to key impact dimensions, from which we draw a few key policy implications.

Sustainable development includes social well-being, which depends on education. Information technology has emerged to spread shared knowledge and is a primary driving force behind education reforms. The introduction of new technology-assisted learning tools such as mobile devices, smart boards, MOOCs, tablets, laptops, simulations, dynamic visualisations, and virtual laboratories have altered education in schools and institutions. The Internet of Things (IoT) is proven to be one of the most cost-effective methods of educating young brains. It is also a robust mechanism for integrating a world-class learning experience for everybody [1–3]. Educational technology businesses are continually attempting to create novel solutions to expand access to education for individuals who cannot obtain adequate educational facilities. Social media as a learning tool has come a long way. Large numbers of teachers and students use social media as an essential element of the overall e-learning experience. It is a critical venue for exchanging information about crucial topics these days.

Traditional classroom instructions fall short of providing an immediate learning environment, faster evaluations, and more engagement. In contrast, digital learning tools and technology fill this void. Some of the efficiencies such technologies provide are simply unrivalled by traditional learning methodologies. With smart phones and other wireless technology devices becoming popular among the general public, it only makes sense that schools and educational institutions make efficient use of them by putting technology in the classroom. Indeed, today's technology's adaptability and non-intrusive character make learning more appealing to the next generation. However, it may be a formidable technique to manage

initially since traditional instructors are hesitant to include contemporary technology and gadgets in school, viewing them as a distraction rather than an intelligent learning aid.

An online classroom calendar, where we may display class schedules, assignment schedules, field excursions, speaker events, examinations schedules, or semester breaks, will help students plan accordingly. Student response systems, such as smart phones and clicker devices, provide a quick and easy technique for teachers to determine students' learning of the presented content quickly and whether more explanation is required [8,9]. Digital technologies influence agricultural operations, and they will soon revolutionise how farming is done in developed countries, reducing our dependency on pesticides and substantially cutting water use. COVID-19 Pandemic, lockdown, and quarantine are three concepts that have recently entered our lexicon. People worldwide are aware of the catastrophe caused by the corona virus epidemic. In this crisis, digital technologies are at least keeping the educational system afloat. Students are learning from the convenience of their own homes. Integrating technology into education provides students with an engaging learning experience, allowing them to remain more interested in the subject without being distracted.

The utilisation of projectors, computers, and other cutting-edge technical gear in the classroom may make studying fascinating and entertaining for students. Student learning can become more dynamic and engaging by establishing tasks in class that incorporate technology resources, oral presentations, and group participation. Participation can extend beyond verbal communication as well. From the environmental impact of using less paper for handouts and books to the time savings and convenience of research, digital learning is a wonderful way to cut costs, better utilise resources, promote sustainability and expand both reach and impact for students and teachers. [16,17]. Technology is pervasive and intertwined in many aspects of modern life and society. The digital revolution that is sweeping the world has begun to infiltrate the realm of education. It is rapidly transforming the way students learn, and as a result, technology is expected to improve the face of education by making it more inexpensive and accessible.

FUTURE OF TECHNOLOGIES IN EDUCATION

Small, medium and large-scale education technology companies have started proliferating in the future and are offering various new digital solutions to academic institutions. This will

improve the quality of digital infrastructure across the country, making innovative educational technology more accessible to larger masses. We foresee the removal of all linguistic boundaries and better On line availability of learning resources in regional languages. E-learning and m-learning programmes provide students and teachers access to a vast pool of information content. While technology will play an essential role in shaping the future of education, ensuring that new teaching tools are used effectively will require a new generation of educators who understand the importance of human connection in the classroom. These can lead to a satisfying and engaging career in education. Students gain the knowledge and skills necessary to employ new educational technology to maximise their advantages for today and in the future. In upcoming years, education trends will ride the tide of growing internet capabilities and network capacity, making it easier to incorporate innovative technology into classrooms. However, there is no complete substitute for offline (classroom) teaching & learning. Thus we have reached the era of hybrid teaching and learning, where both online and offline systems are integrated to enhance the outcomes and are envisaged as an outcome of the implementation of Education.

Functions of the Digital Class in Teaching – learning

Potentially the most effective device for presenting an instructional programme is the computer with digital board. With its speed, accuracy, and storage capacity, a computer is an entirely different class from a teaching machine. It can be made to handle a learning programme of any degree of complexity. The only limits to the branching it can accommodate are set the ingenuity of the programme writer. Again, a computer it can store, retrieve, and act on whatever data the learner feeds into it. Since the data are converted into electric pulse, they can always be activated. Also, a computer may be made to serve hundreds of users simultaneously with different programmes, whereas a teaching machine can be used by only one learner at a time and must be related for every user with a fresh copy of the programme.

NEED FOR STUDY

Most of the Upper Upper primary students (VII) the various schools in Rural and Urban schools from Govt.&Govt.Aided schools in UdumalpetBlock in Tiruppur District, priory, and

the Social science subjects explained about the investigation. They were not able to understand the topic. Hence the investigators thought of a strategy to eliminate the problem.

OBJECTIVES OF THE STUDY

- To find out the status and functioning of Digital Class in Schools.
- To find out the usage of Digital Class Room in Schools.
- To promote interest and involvement of education.
- To study the impact of Digital Class in Teaching Learning Process.
- To help the students, achieve an in depth, understanding of the concept.
- To equip the students with necessary teaching skill to learning the concept.
- To motivate the teachers in using Multimedia.
- To make the teaching learning processes an interesting one. To develop the learning skills of children through Multimedia.
- To make use of PPT as a teaching aid.
- To minimize the dropouts in schools.
- To reduce the work load of the teachers.

CAUSES OF THE PROBLEM

- Students cannot understand in the concepts.
- Lack of interest in geographical concepts in the topic.

HYPOTHESIS

1. It was hypothesized that the Multimedia method in Digital Class may have much influence than the traditional method.
2. Slow learners score more marks when they were exposed to Digital Classes through Multimedia package
3. The level of achievement of both slow learners and fast learner can be improved in digital classes through Multimedia(PPT).

STATEMENT OF THE PROBLEM

The main purpose of this study was to analysis the influence of **"Enhancing the Skill of Using Digital Class in Teaching of Social Science among Upper Primary Students in Udumalpet Block".**

DELIMITATIONS

This study was confined to the Upper Upper primary students (VII) from the various schools in Rural and Urban schools from Govt.&Govt.Aided schools in UdumalpetBlock in Tiruppur District, priory, and the Social science subjects explained about the investigation.This study was restricted to the selected students

METHODOLOGY

The investigator has selected the single group with the pre-test and post –test in the criterion measurements was adopted for this study.

SELECTION OF DATA

This investigator selected in random sampling method. 40 students from the Upper primary students (VII)from the various schools in Rural and Urban schools from Govt.&Govt.Aided schools in UdumalpetBlock in Tiruppur District, priory, and the Social science subjects explained about the investigation. The teaching procedures and the test procedures were explained briefly prior to the administration of test.

The tool consisting of 25 questions (related to the topic) was administered. After the treatment, the post-test was conducted. Scoring marks are based only points. These marks got by the students from pre-test, post-test.

CLASSROOM ACTIVITY

Digital Class (Multimedia) approachmethodology was conducted to the students, to equip the students with necessary learning skill to the concept.

ACTIVITY-I

The investigator described about the **"Climatic belts"** by showing the pictures. She also explained about the formation and conditions required for the weather and climate.

ACTIVITY-II

The investigator explained about the appearance of **"Ocean Currents".** She introduced the students about its characteristic features by showing the Picture. She also gives them the information about the currents.

ACTIVITY-III

The researcher demonstrates the students about **"Global Warming, Green House Effect & Pollution"**. She explained the formation of Global Warming by using a Video Clippings.

ACTIVITY-IV

The investigator also explained, how the **"Atmospheric Layers"** by through showing stage – by – stage movement Video Clippings. She also explained about the formation of Layers.

ACTIVITY-V

The investigator told the students about the formation of **"Climatic Zones"** and also demonstrated the types of Climatic Zones with help of the Power Point Presentation.

ACTIVITY-VI

The investigator told the students about the formation of **"Winds & Types of Winds"** and also demonstrated the types of Climatic Winds & Types of winds with help of the Power Point Presentation.

ACTIVITY-VII

The investigator discussed with the students about the formation of **"Clouds & Types of Clouds"** and also demonstrated the types of Clouds with the help of the PPT Animation.

ACTIVITY-VIII

The investigator discussed with the students about the formation **"Rain fall & Types of Rainfall"** and also demonstrated the types of Rainfall with the help of the PPT Animation.

STATISTICAL DATA

Statistical Analysis was done no the basis of the average scores of the marks secured by the students as per the observation schedule. The data collected as per the procedure mentioned above for the topics were analyzed to assess the significance of difference between the one single group.

Scores to the sample of 40 VII std students in the teaching /learning of Social Science ie,Geography for Multimedia method. The obtained scores pertaining to this study for the Pre-test and Post-test have been presented in the Table-I, II, III, & IV.

TABLE-I

TABLE-I showing the Pre-Test Scores

SL.NO	NAME	PRE-TEST MARK
1	N. ArisAhamed	56
2	P. Babu	80
3	N. Chellamuthu	36
4	K. Gowtham	20
5	M. Manikandan	60
6	R. Manoj Kumar	52
7	M. Manokaran	28
8	K. Maruthamuthu	36
9	T. Navamani	24
10	D. Poornaprasanth	08
11	N. Prakash	16
12	S.Prakash	28
13	T. Ramachandran	24

14	B. Sakthivel	40
15	M. Saravana Kumar	52
16	S. Shajakhan	84
17	K. Soundrarajan	16
18	P. Suresh Kumar	76
19	R. Surya	42
20	N. Vinoth Kumar	70
21	K. Annapoornai	35
22	R. Devika	36
23	A. Girija	64
24	R. Gokilappriya	44
25	K. Kalaiselvi	24
TOTAL		1051

TABLE-II

TABLE-II showing the Pre-Test Scores

SL.NO	NAME	PRE-TEST MARK
26	M. Kavitha	24
27	K. Kiruthika	56
28	S.Kiruthika	44
29	S. Malathi	56
30	P. Masilamani	48
31	T. Mohanappriya	76
32	M. Nandhini	76
33	S. Nandhini	30
34	S. Nivetha	35
35	M. Pavithra	64
36	S. Sindhu	40
37	M. Sureka	48
38	P. Surya	52
39	T. Vadivu	68
40	R.Vinothini	28
TOTAL		745

Total No of Students = 40

Total Marks = 1051+745=1796

Pre-Test Mean

$$M1 = \frac{\mathbf{X}1796}{N} = \frac{}{40} = 44.9$$

TABLE-III

TABLE-III showing the Post-Test Scores

SL.NO	NAME	POST-TEST MARK
1	N. ArisAhamed	72
2	P. Babu	84
3	N. Chellamuthu	40
4	K. Gowtham	56
5	M. Manikandan	52
6	R. Manoj Kumar	84
7	M. Manokaran	64
8	K. Maruthamuthu	40
9	T. Navamani	36
10	D. Poornaprasanth	56
11	N. Prakash	68
12	S.Prakash	38
13	T. Ramachandran	42
14	B. Sakthivel	50
15	M. Saravana Kumar	76
16	S. Shajakhan	86
17	K. Soundrarajan	80
18	P. Suresh Kumar	78
19	R. Surya	62
20	N. Vinoth Kumar	80
21	K. Annapoornai	45
22	R. Devika	48

23	A. Girija	68
24	R. Gokilappriya	72
25	K. Kalaiselvi	64
TOTAL		1425

TABLE-IV

TABLE-IV showing the Post-Test Scores

SL.NO	NAME	POST-TEST MARK
26	M. Kavitha	42
27	K. Kiruthika	76
28	S.Kiruthika	50
29	S. Malathi	58
30	P. Masilamani	52
31	T. Mohanappriya	80
32	M. Nandhini	76
33	S. Nandhini	52
34	S. Nivetha	40
35	M. Pavithra	66
36	S. Sindhu	48
37	M. Sureka	64
38	P. Surya	56
39	T. Vadivu	76
40	R.Vinothini	42
TOTAL		878

Total No of Students = 40

Total Marks = 1425+878 = 2303

Post-Test Mean

$$M2 = \frac{X}{N} = \frac{2303}{40} = 57.6$$

TABLE-V

TABLE-VI shows means, difference between means of the pre-test and post-test

SL.NO	TEST	MEAN	M.D (DM)
1	Pre-Test	44.9	12.7
2	Post-Test	57.6	

DISCUSSION

The data collected form the total scores of Pre-test and Post-test of Single group was analysis and interpreted.

TABLE-VI

AVERAGE SCORE

The average scores obtained by the Standard VII students in teaching of geographyieClimatic Belts.

SL.NO	NAME OF THE TEST	AVERAGE SCORE
1	Before the treatment	45%
2	After the treatment	100%

The Table shows that the VIII the standard students have learnt, how to learn the Geographical Concepts (ie) Climatic Belts easily, while teaching VIIth standard Geography.

TABLE- VII

TABLE –VIII shows the improvement of Students Achievement

SL.NO	TEST	NO OF STUDENTS	NO OF PASS	PERCENTAGE
1	PRE-TEST	40	28	70%
2	POST-TEST	40	40	100%

The data collected from the total scores of Pre-test and Post-test percentage of marks of single group was analysis and interpreted.

SUMMARY

The purpose of the study was to investigate teaching of Geography at upper primary students.

To facilitate this study 40 students representing PUMS, Bodipatti, and M.M.School, Kanakkampalayam, UDUMALPET (adopted school and lab area for action research) were selected.

Initially the investigator gave the students an oral instruction regarding the concept of Geography in Social Science.

Pre-test was administered with the questionnaire for single group. The score obtained were measured and recorded.

After the treatment a post-test has been administered and the scores were obtained.

FINDING

The researcher recommends that innovative method (Multimedia Approach method) in teaching of Social Science ie, Geography concepts must be followed:

- Students can access a vast range of information and resources that were unavailable in Traditional Class Rooms.
- Digital Class rooms had made education mode Interactive and engaging.

- Students can learn at their pace with digital tools like Adaptive learning.
- It will improved memory and increased fine and gross motor capabilitiesIt Enhanced children Critical Thinking and Problem Solving abilities.
- It enables individuals to develop new skills and competencies are essential in the digital age.
- Clear understanding of the lesson by the students.
- The traditional method has less influence on learning outcome, but the innovative method had more influence.
- The treatment improved to promote interest & involvement in the concept.
- The treatment improved to develop their Observation and listening skills in the knowing Geography.
- The treatment improved, to develop geographical knowledge among the upper primary students.
- The treatment improved the students to equip the students with necessary teaching skill to learning theGeography

CONCLUSION

Digital technology in the classroom refers to various software and gadgets meant to help students with particular accessibility needs. The most effective way to reduce the number of repetitive, time-consuming duties a teacher undertake is to use technology in the classroom. Educational technology applications may save a lot of time and energy by automating or partially automating day-to-day operations like attendance tracking and performance monitoring. Students are taught how to use technology responsibly and strategically, which can help them make decisions and develop self-discipline. Technology in education can help students to prepare for lifelong learning. These technologies provide students with a virtual world and the freedom to access digital knowledge according to their learning styles. Thanks to digital content production tools that customise teaching and learning, students can study at their own pace. The digital classroom uses electronic devices and software to instruct students and incorporates technology into education. A traditional classroom is transformed into a digital classroom through computers and the Internet. Students can learn more efficiently and track their progress with the help of technology and sophisticated equipment. In the upcoming days, these technologies will successfully be

implemented in education to enhance the students' digital learning environment and performance. Modern technologies have been instrumental in complicated data analysis and management to make long-term decisions in areas such as climate change, air and water security, biodiversity protection, catastrophe resilience, etc. These technologies refer to innovation that considers natural resources while also promoting economic and social growth. These aim to dramatically decrease environmental and ecological concerns while producing a long-term product. These technologies reduce degradation, pollution, and other negative environmental effects

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APPENDIX

I- QUESTIONNAIRE - (Pre & Post -test)

II - TEST ANALISYS

III - PHOTOS

IV - CLIPPINGS -- PICTURERS

QUESTIONNAIRE

DISTRICT INSTITUTE OF EDUCATION AND TRAINING
THIRUMOORTHINAGAR TIRUPPUR DISTRICT

Name of the Student:

STD : DATE:

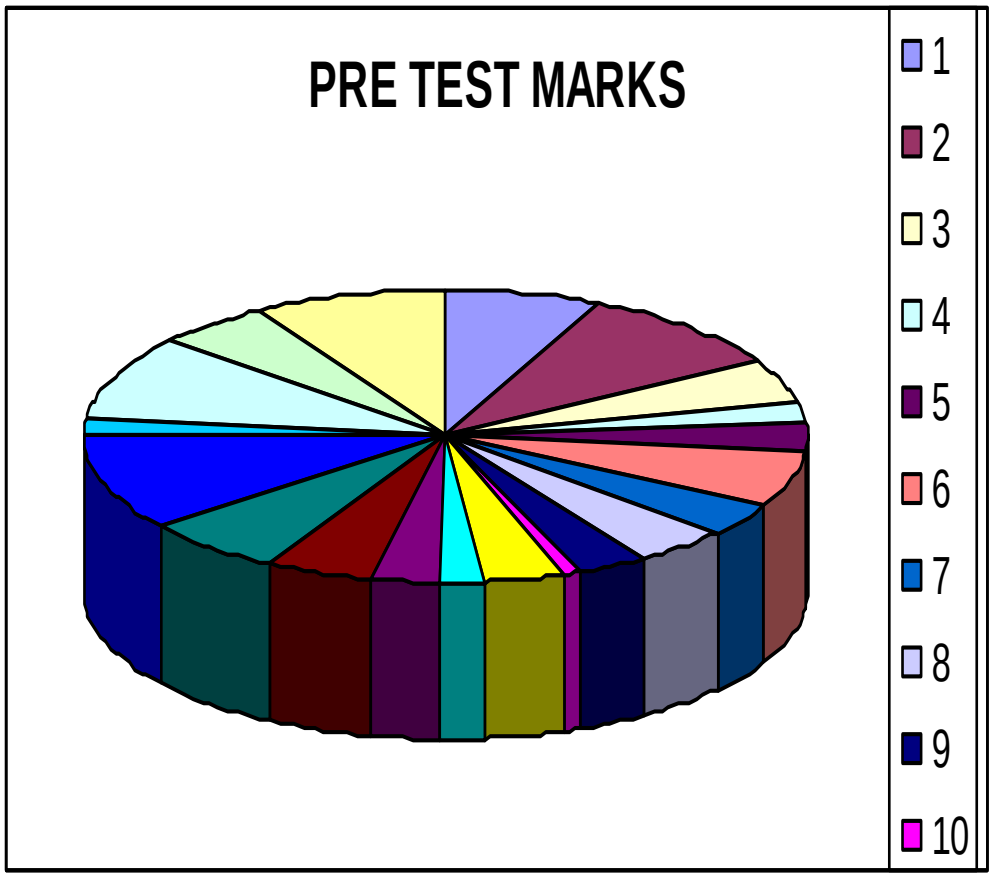
Name of the School:

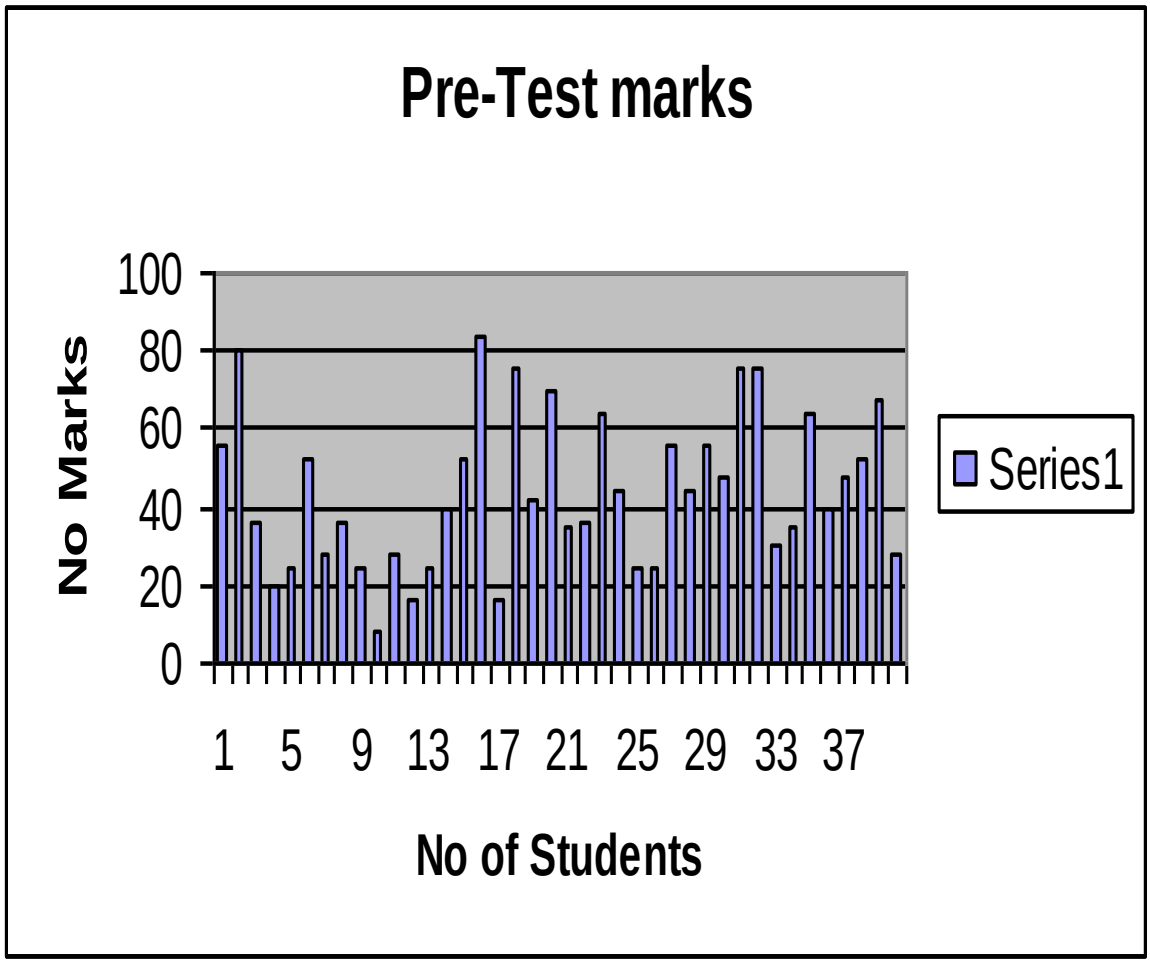
ACTION RESEARCH - QUESTIONNAIRE

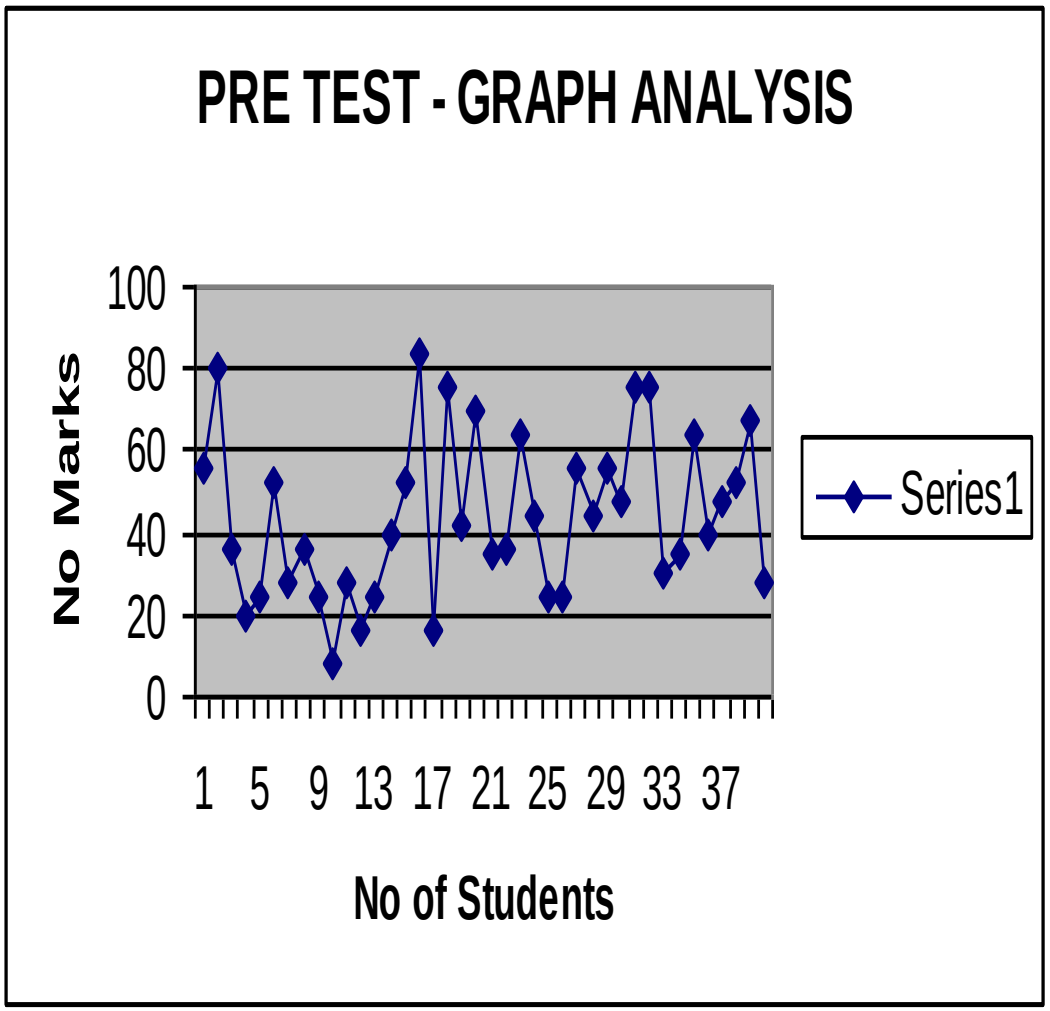
Sl.No	STATEMENTS	Agree	Dis-Agree	No Comments
1	Do you use digital tools in Digital Classroom?			
2	Do you teach Virtual in Classroom?			
3	Can a virtual classroom help students acclimate to Digital learning in classroom?			
4	Can you see the Digital Classroom?			
5	Do You have Created a Digital Classroom in your School?			
6	Are you ensured your students fully equipped technically?			
7	Can you find new ways to check in with your students for digital classrooms?			
8	Are you creating an effective teaching for your Virtual class?			
9	Are you engaging your students throughout the classroom?			
10	Can you recognize the struggling students for learning process?			
11	Are you ensured the students are developing Virtual skills in their classrooms?			
12	Have you facing a challenge in your classroom for teaching and learning process?			
13	Virtual Classroom help students acclimate to digital learning Activities			

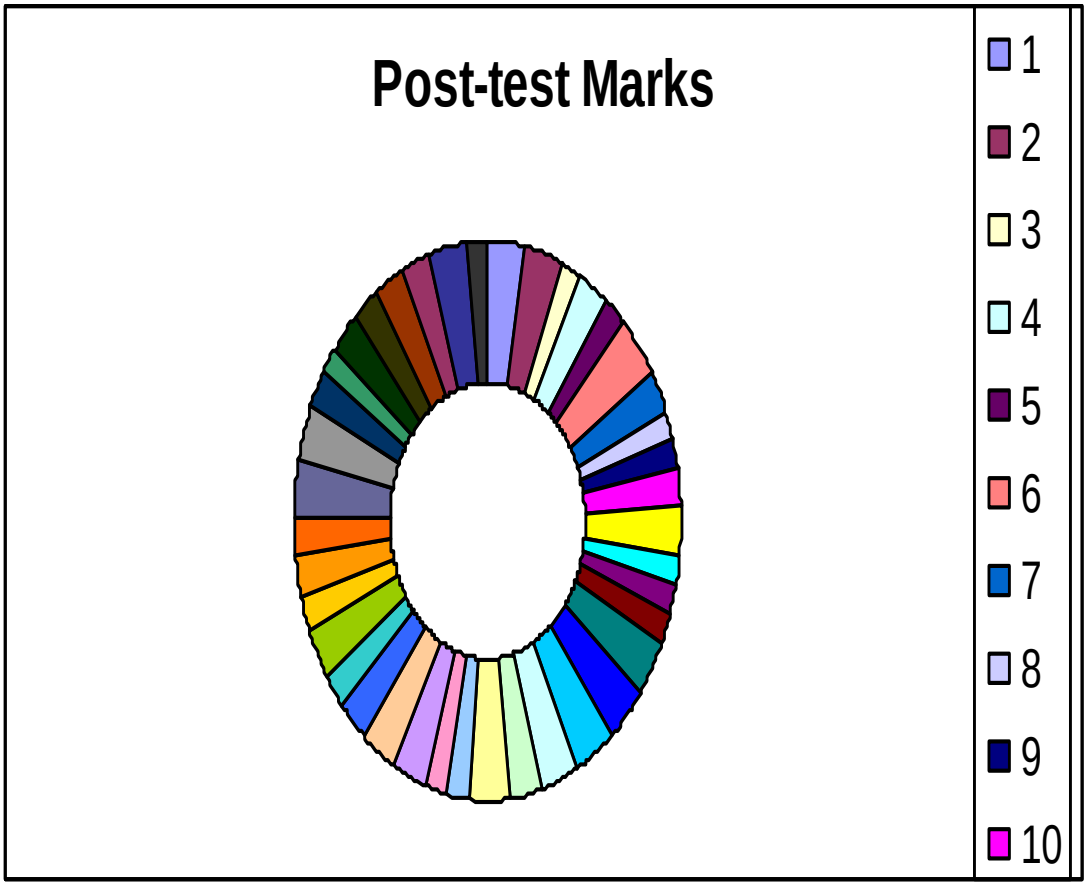
14	Can you ensure your classroom to stimulate deeper discussion for teaching learning process?			
15	Are you seeing and critiquing peer work though virtual Classroom?			
16	Are you ensured Virtual classroom are important for Democratizing learning?			
17	Can you ensure the highly effective interactivity in Virtual Classroom?			
18	Enhance the Virtual Classrooms focus on students and their learning Process			
19	Virtual Classrooms make learning process easy feel			
20	Virtual Classrooms modify the students update Knowledge			
21	Virtual Classrooms must have to potential knowledge for learners			
22	Are you creating a procedure for each Virtual teaching of your classroom?			
23	Have you communicate your expectations before starting for teaching and learning process?			
24	Does your school have a Digital learning infrastructure?			
25	Does your classroom can digital tool help students learn Social Science?			
26	Virtual Classroom help students acclimate to Digital learning Environment			
27	Virtual Classroom help students acclimate to digital learning skills			
28	Virtual Classroom help students acclimate to Digital Learning Process			
29	Virtual Classroom help students acclimate to digital learning Strategies			
30	Virtual Classroom help students acclimate to digital learning goals			

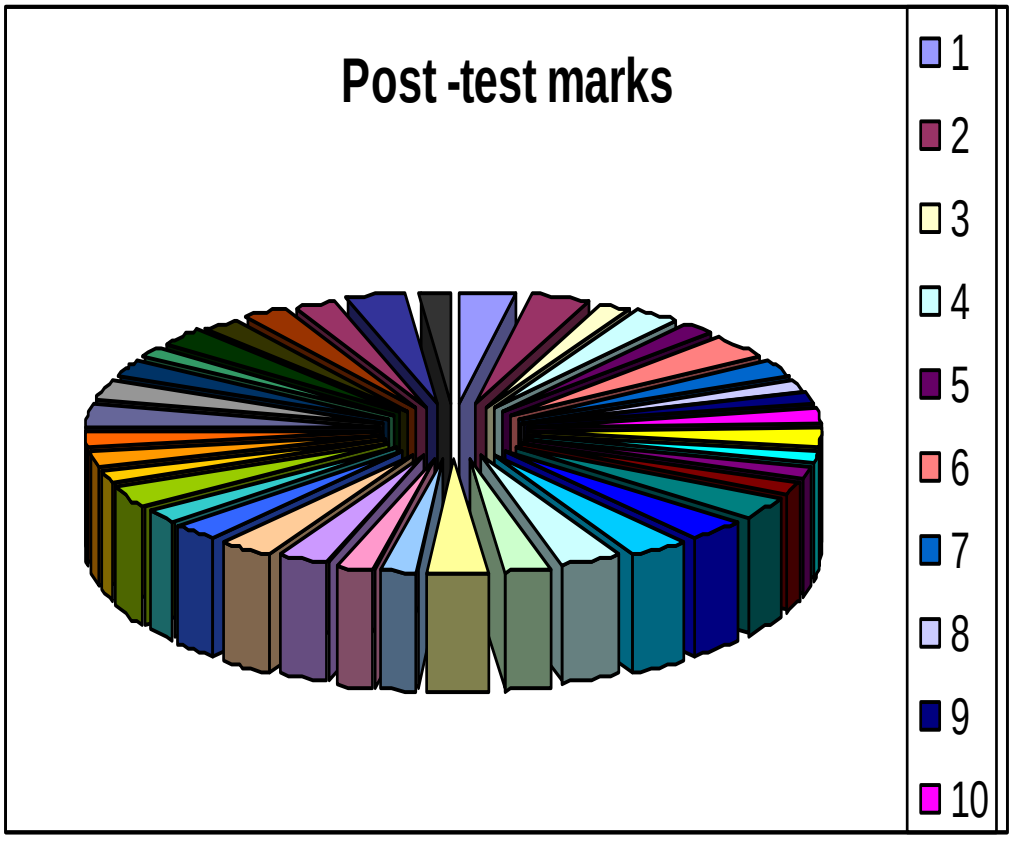
TEST ANALISYS

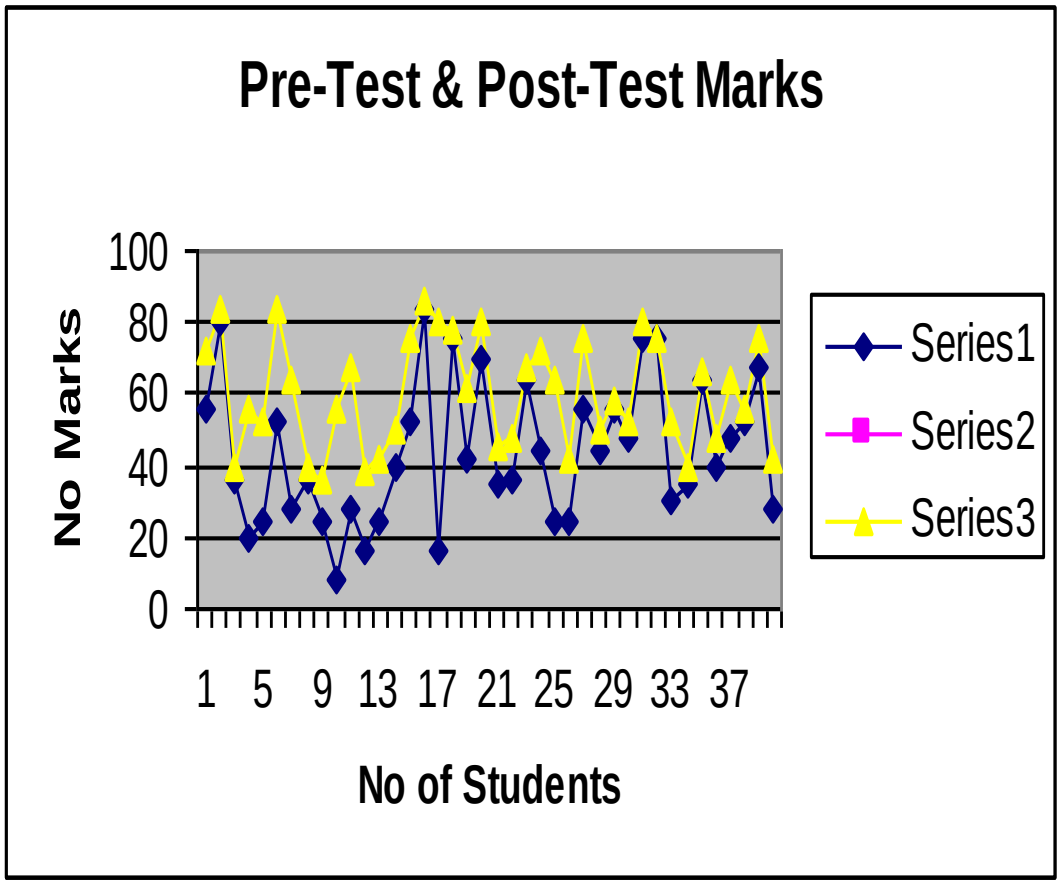

PRE TEST MARKS
1
2
3
4
5
6
7
8
9
10

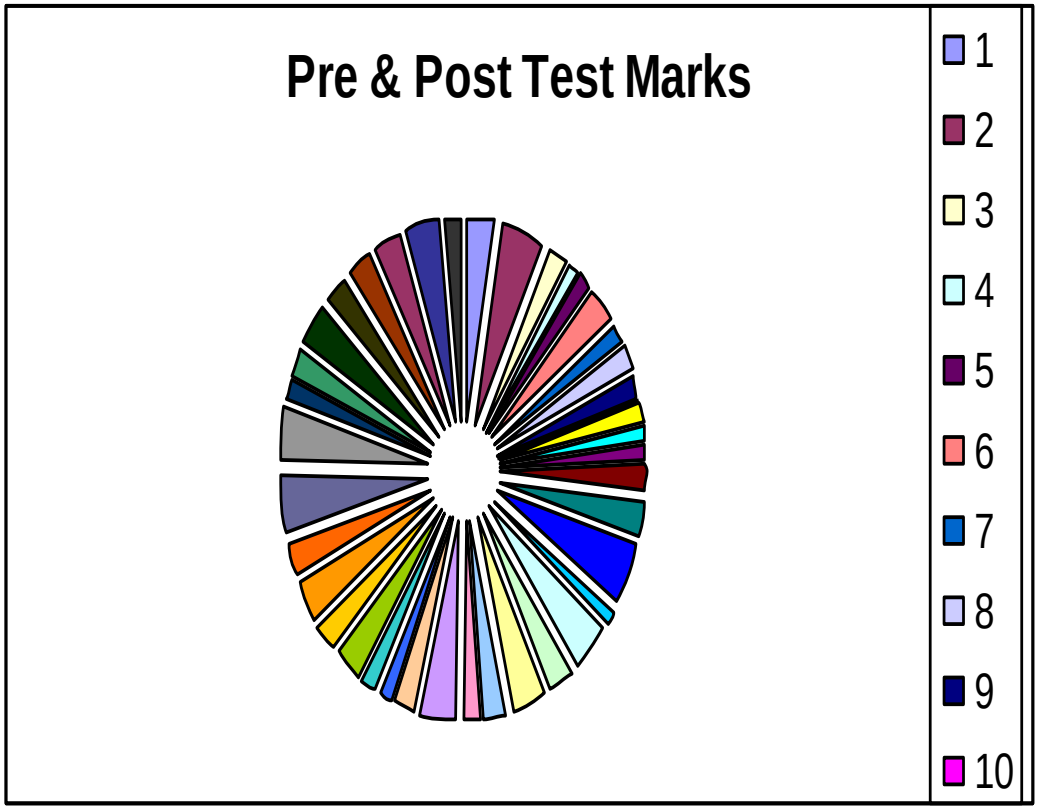

Pre-Test marks
No Marks
100
80
60
40
20
0
1
5
9
13
17
21
25
29
33
37
No of Students
Series1

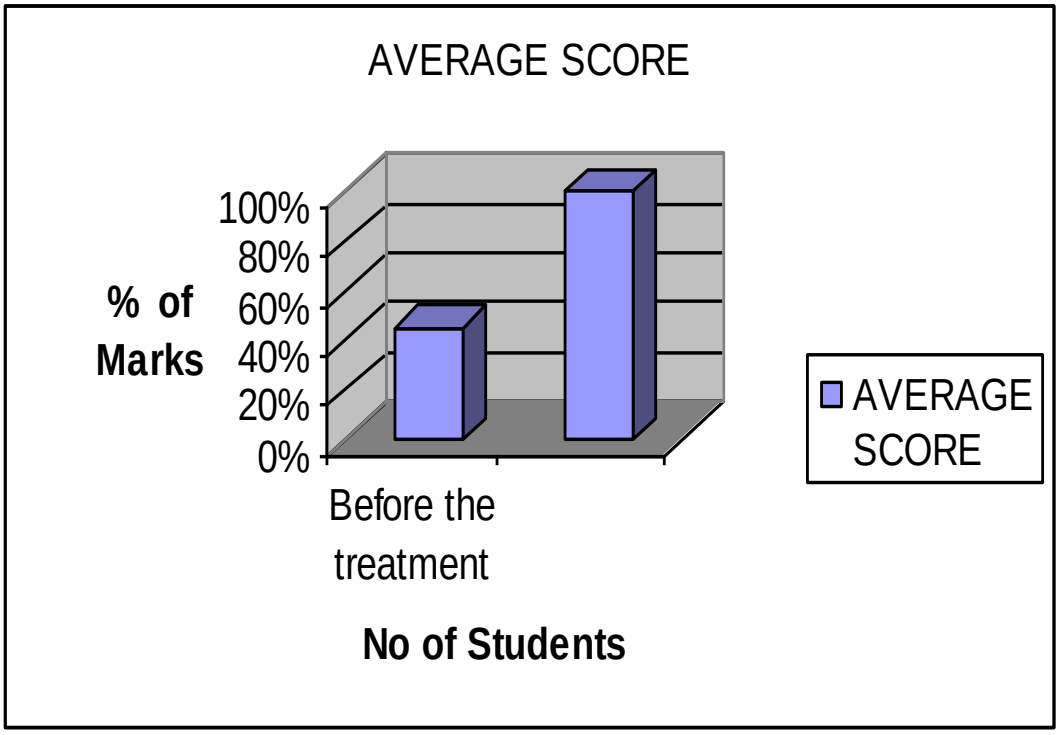

PRE TEST - GRAPH ANALYSIS
No Marks
100
80
60
40
20
0
1
5
9
13
17
21
25
29
33
37
No of Students
Series1

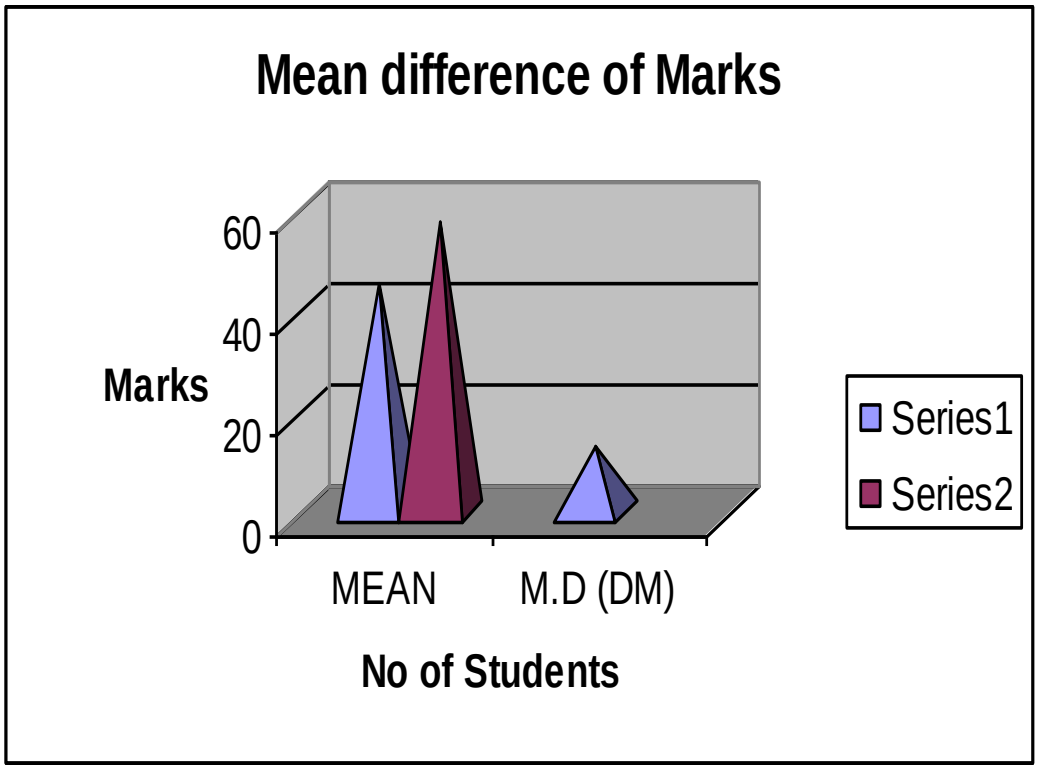

Post-test Marks
1
2
3
4
5
6
7
8
9
10

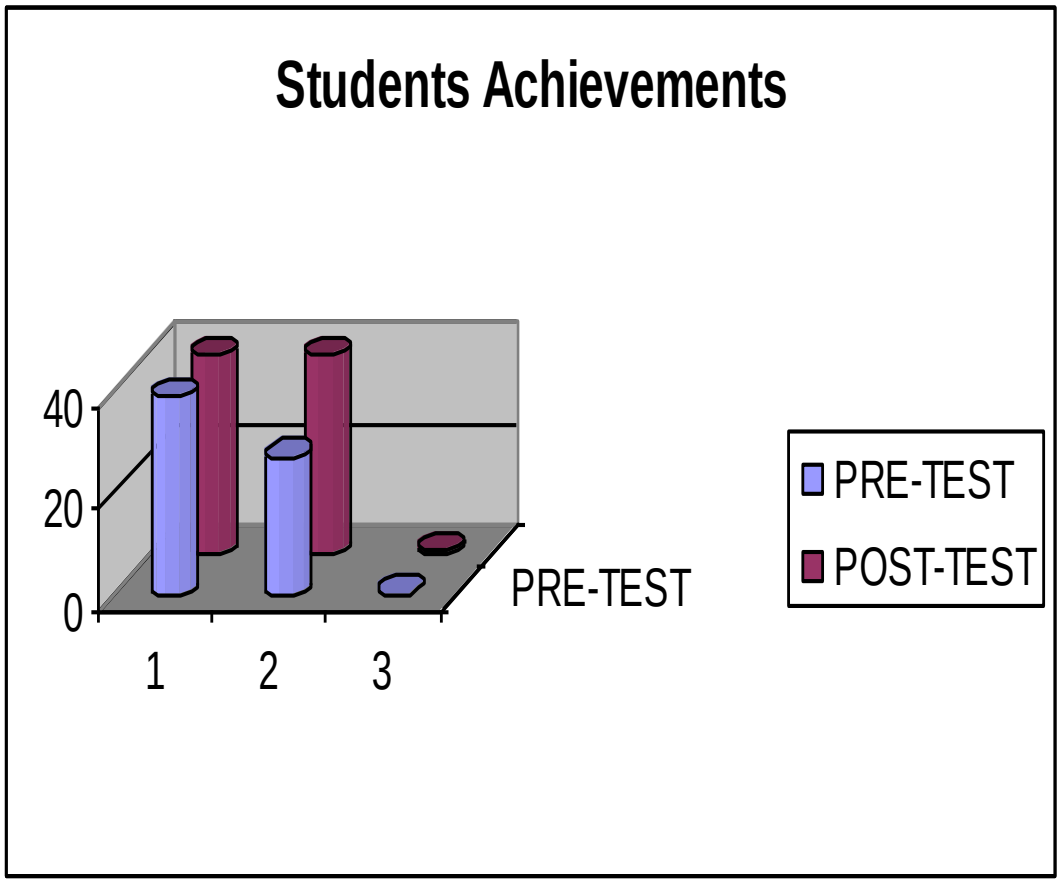

Post -test marks
1
2
3
4
5
6
7
8
9
10


Pre-Test & Post-Test Marks
No Marks
100
80
60
40
20
0
1
5
9
13
17
21
25
29
33
37
No of Students
Series1
Series2
Series3


Pre & Post Test Marks
1
2
3
4
5
6
7
8
9
10


AVERAGE SCORE
100%
80%
60%
40%
20%
0%
% of Marks
Before the treatment
No of Students
AVERAGE SCORE


Mean difference of Marks
60
40
20
0
Marks
MEAN
M.D (DM)
No of Students
Series1
Series2


Students Achievements
40
20
0
1
2
3
PRE-TEST
PRE-TEST
POST-TEST

PHOTOS

Conduct on Pre & Post Test

Conduct on Pre & Post Test

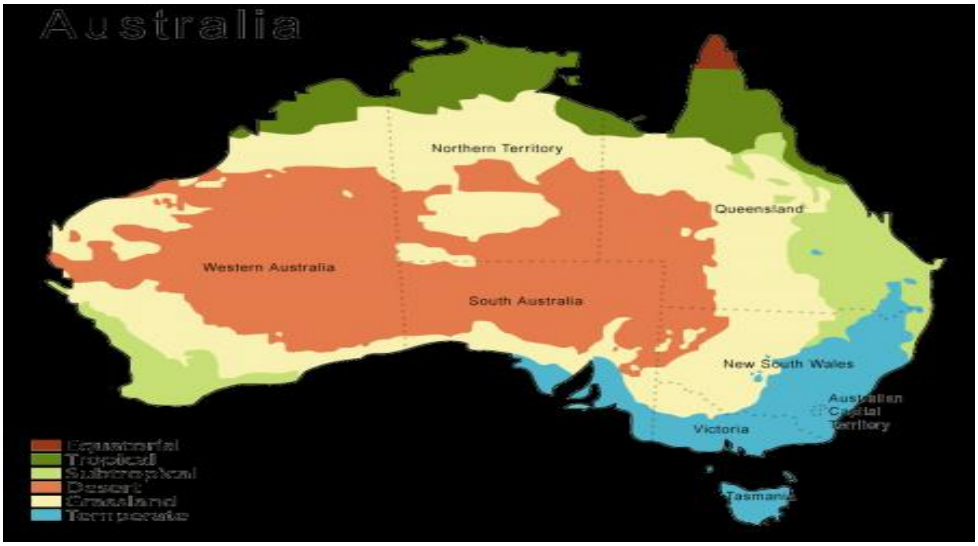
Teaching with Multimedia Lecture cum Demonstration

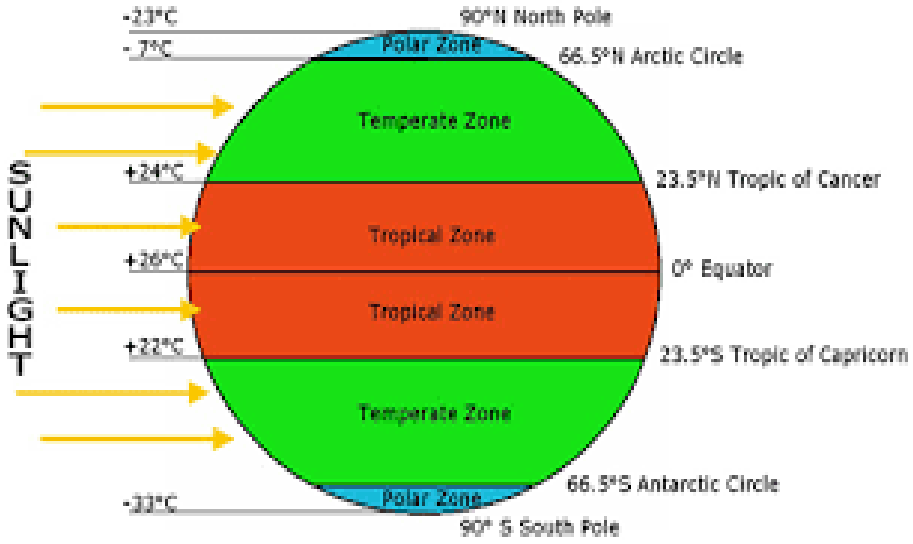
Teaching with Multimedia - Lecture cum Demonstration

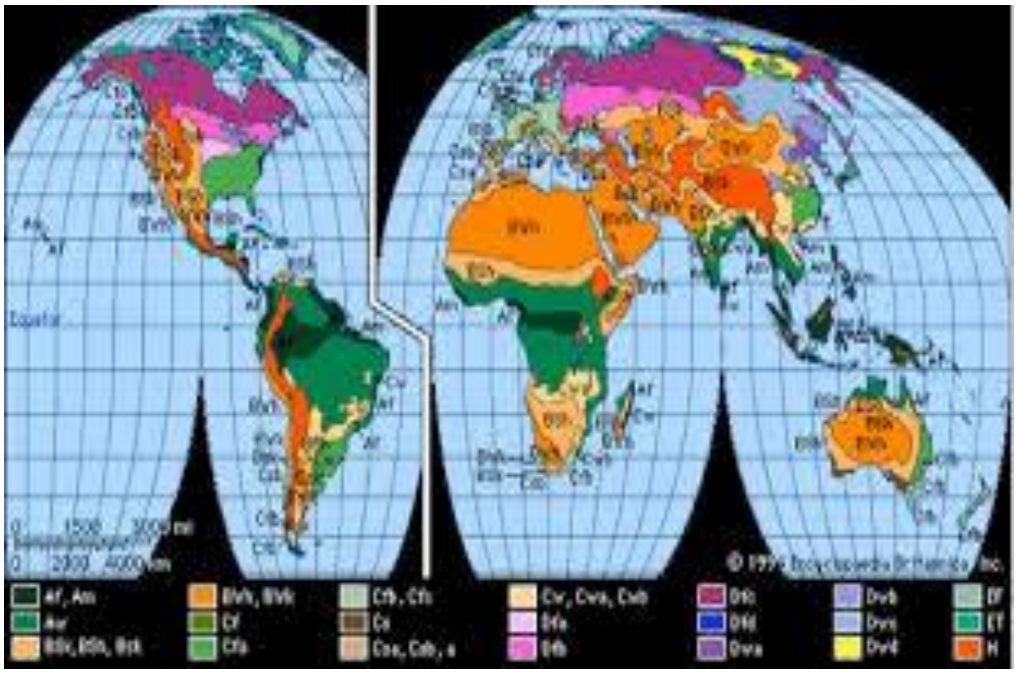
Lecture cum Demonstration

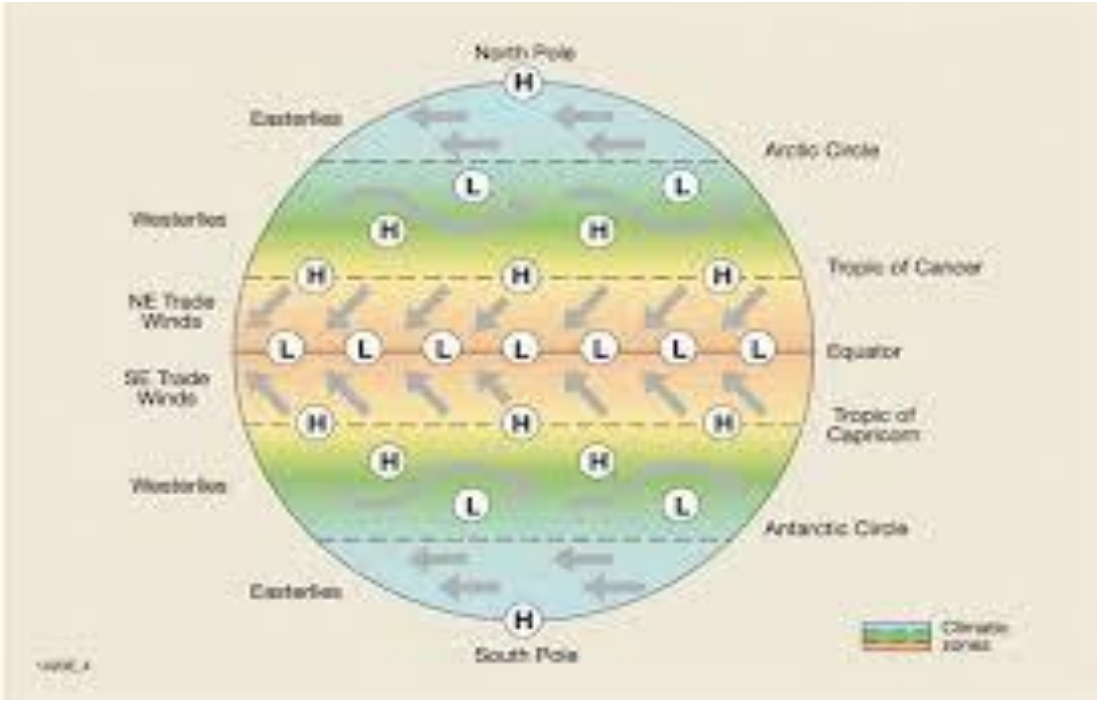
Conduct on Pre & Post Test

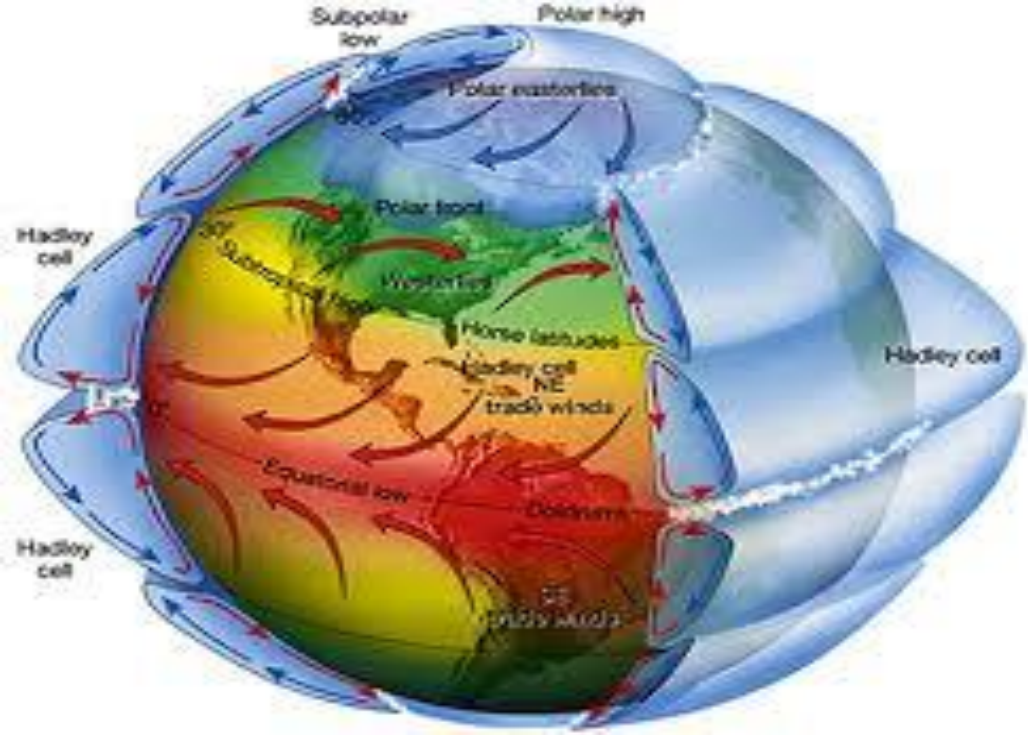
CLIPPINGS-PICTURERS


Australia
Northern Territory
Queensland
Western Australia
South Australia
New South Wales
Victoria
Tasmania
Equatorial
Tropical
Subtropical
Desert
Grassland
Temperate

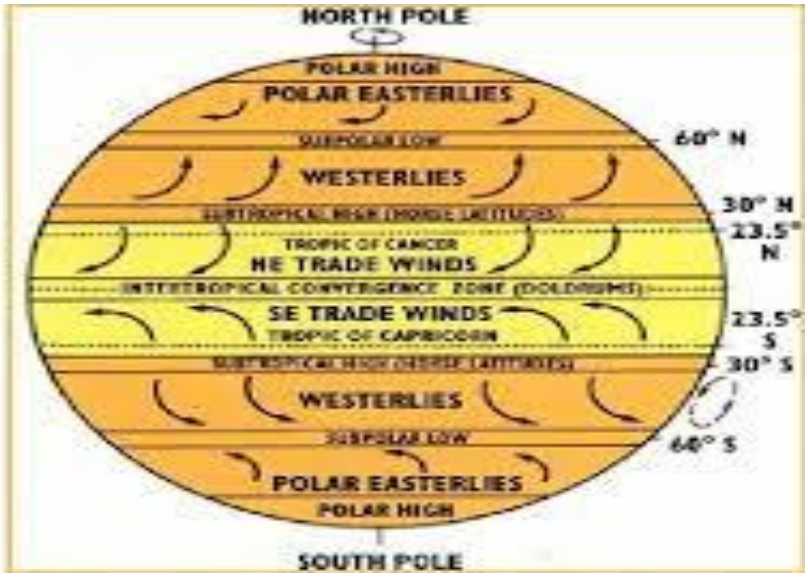

-23°C
90°N North Pole
-7°C
Polar Zone
66.5°N Arctic Circle
Temperate Zone
SUNLIGHT
+24°C
23.5°N Tropic of Cancer
Tropical Zone
+36°C
0° Equator
Tropical Zone
+22°C
23.5°S Tropic of Capricorn
Temperate Zone
66.5°S Antarctic Circle
Polar Zone
-33°C
90° S South Pole

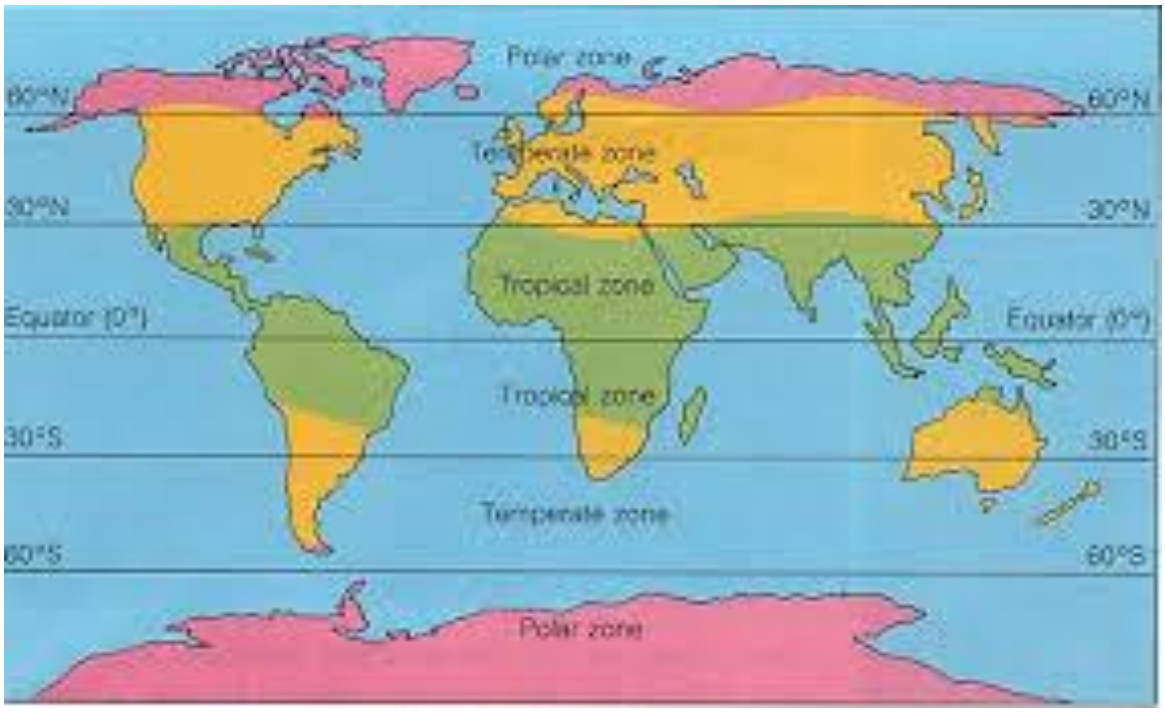



North Pole
Easterlies
Arctic Circle
Westerlies
Tropic of Cancer
NE Trade Winds
Equator
SE Trade Winds
Tropic of Capricorn
Westerlies
Antarctic Circle
Easterlies
South Pole


Subpolar low
Polar high
Polar easterlies
Polar front
Hadley cell
Horse latitudes
Hadley cell
NE trade winds
Hadley cell
Equatorial low
Doldrums
Hadley cell

wind belts


NORTH POLE
POLAR HIGH
POLAR EASTERLIES
SUBPOLAR LOW
60° N
WESTERLIES
30° N
23.5° N
TROPIC OF CANCER
NE TRADE WINDS
INTERTROPICAL CONVERGENCE ZONE (DOLDRUMS)
SE TRADE WINDS
TROPIC OF CAPRICORN
23.5° S
30° S
WESTERLIES
SUBPOLAR LOW
60° S
POLAR EASTERLIES
POLAR HIGH
SOUTH POLE


Polar zone
60°N
Temperate zone
30°N
Tropical zone
Equator (0°)
Tropical zone
30°S
Temperate zone
60°S
Polar zone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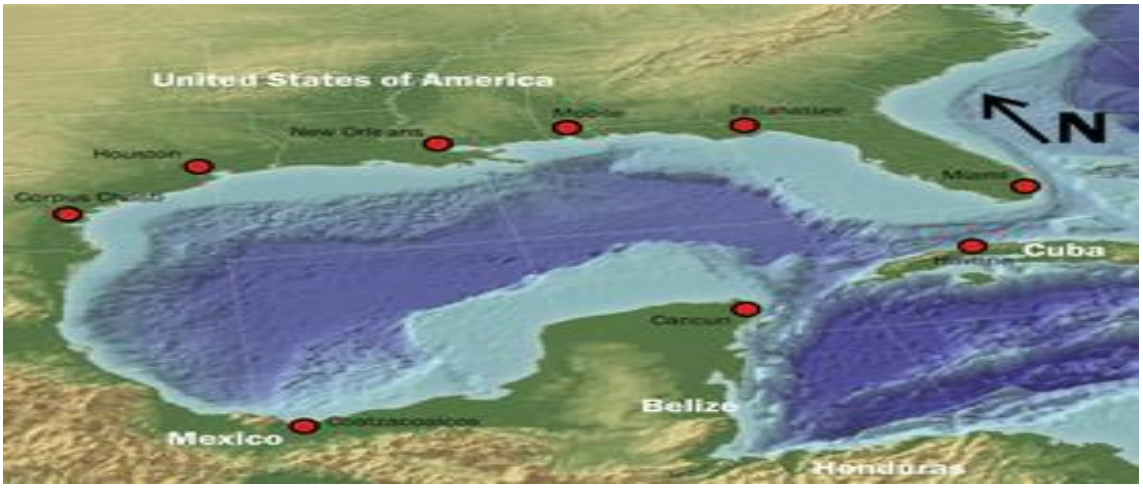
United States of America
New Orleans
Houston
Miami
Cuba
Cancun
Belize
Mexico
Honduras
N


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Mississippi River Delta
USGS
NASA