



---

## **Promoting National Consciousness Through New Media Technology: A Study Based on the 'Azadi Quest' Gaming App**

**Aditya Kumar\***

Ph.D. Research Scholar, Department of Mass Communication & Media, Central University of South Bihar

**Dr. Anindya Deb**

Assistant Professor, Department of Mass Communication & Media, Central University of South Bihar,  
Email: anindya@cusb.ac.in

---

### **ARTICLE DETAILS**

**Research Paper**

---

#### **Keywords :**

*Academia, Azadi Quest, Freedom Struggle, Internet Gaming, New Media, Unsung Heroes*

---

---

### **ABSTRACT**

High speed internet has drastically altered students' new media consumption pattern. The rapid growth of online gaming has markedly reshaped the cultural milieu among students in recent times. The internet or online gaming culture is a dynamic and immersive environment where students, across diverse age groups engage in digital gameplay experiences, and form online gaming communities. This paper deals with the impact of an online gaming app named "Azadi Quest" in making students aware about unsung heroes and freedom fighters and other events related to the Freedom Struggle of India through its lucrative e-content. The "Azadi Quest" educational mobile game, created by Zynga India in association with the Publications Division and the Indian Council of Historical Research (ICHR), sheds attention on the contributions made by the unsung heroes of the freedom movement. The current study is objectivized to test the effectiveness of the Azadi Quest online game in spreading knowledge about unsung freedom fighters among students. The researcher has adopted an experimental research design to carry out this research and survey as primary method for data collection. This study also seeks to understand different ways through which academia

---

---

and gaming industry can be promoted new forms of content for learning.

---

## Introduction

Every country has its own history and so India too. Students must know the history of their country so that they may know about the past of their country. India has a vast history not only about its glorious period but also about its struggle for freedom. It is seen that students have very little knowledge about history of his/her own country. Reasons may be very different. With the advent of internet and rapid growth of Gamification in education has gained a lot of attention in the last few years with the rise of mobile apps.

Al-Azawi et al. (2016), marked "gamification is the practice of using game design elements, game mechanics, and game thinking in non-game activities to motivate participants." However, Educational gamification, according to Fitzgerald (1997), is an educational method in where learners compete with each other in predefined categories. It has evolved into a popular transdisciplinary teaching tool among educators in recent years (Robson et al., 2016). Students may assume that instructors and lecturers will use this instrument in their classroom instruction given the quick speed at which technology is growing (Rondon et al., 2013). In today's technologically advanced world, wherein educational games are one of the instruments, education specialists have been eager to find novel methods to improve students' educational experiences (Minovic et al., 2012a). Zynga India has teamed up with the Publications Division and the Indian Council of Historical Research (ICHR) to produce the educational mobile game Azadi Quest, which uses profitable e-content to highlight the contributions of the unsung heroes of the struggle for independence.

## Literature Review

In a country like India where new media consumption is on high, a game-based learning approach helps students feel more capable of succeeding. Students' learning incentives have a big impact on how well they learn, and according to Cheng et al. (2011), students who employ game-based learning outperform those who get traditional face-to-face learning. When gaming components are included in operating system courses, students are more likely to be drawn in and stay engaged because they want to succeed (Lai et al. 2012). This serves the goal of increasing learning motivation.

Sporting games is a great way for students to feel more confident. Because they provide life to otherwise boring and dry methods of instruction, games are useful teaching aids. Games are used in education to help students remember what they have learnt because they promote involvement. Learning shouldn't be limited to memorization; instead, students ought to use games to assist them remember critical knowledge that they will need in both daily life and tests (Boyle, 2011).

Gamification and conventional teaching techniques combined can improve students' learning motivation and outcomes. The instructional tactics, game's content, question structure, motivation for involvement, and instructional strategies all have an impact on how well students learn (Cheung & Ng, 2021). When we envision games, we think of fun. When we speak of education, we think of work. Games show that this is untrue. Deep learning is its outcome, and enjoyment depends on it. It's what provides the depth to deep games.

It is striking to consider how few of the learning concepts I have outlined here can be found in so-called educational games for individuals interested in bringing games and game technology into schools, businesses, and other learning settings (James Paul Gee, 2005).

Integrating internet games in the curriculum can benefit many kids in their skill development. Students can be motivated and learning can become more enjoyable and engaging by using video games in the classroom. According to Tracy Sitzmann's research, playing games is the best way to learn. In comparison to traditional learning, game-based learning according to DDINC (2018), game-based learning (GBL) yields around 300% more completed assignments and improves learners' understanding of concepts by 11%, self-confidence by 20%, and learning retention by up to 90%.

The most crucial aspect of learning would likely be inspired and engaged pupils from playing educational games. Increased motivation is thought to lead to higher mental effort, purposeful knowledge processing, and ultimately more pleasurable and practical education (Pandya & Chbacle, 2022). Games and simulations tend to be important components of education as they provide an ideal environment in which students may study a range of subjects and subjects.

If games are added to traditional lecture-based courses as a supplement, students have the chance to comprehend theoretical concepts more fully. Additionally, simulations are frequently seen as pleasurable learning tools that demand engaged, teamwork-based participation and help students develop their higher-order, metacognitive, and critical thinking skills. Through problem-solving skills

and the chance to see the results of their decisions, simulations give students the chance to become more engaged, transforming, and experiential learners (Vlachopoulos & Makri, 2017).

A learning environment that uses games to teach students greatly improves their learning experience, stimulates interaction, and lengthens their attention spans and concentration. To meet learning goals and ensure that pupils have a general understanding of a concept, game-based learning becomes crucial (Bhat et al. 2023).

The Internet, according to Jiang Zemin, is "a political, ideological, and cultural battlefield" and believed that it was the duty of the Party-state to mentor and teach children online (Central Party Literature Press, Beijing, 2000). The development of popular nationalism and national politics in China was greatly influenced by the country's digital game sector. Patriotic internet games became a cooperative effort by the Party-state and private enterprises after the government designated online games as "cultural products" and extensively invested in the online gaming industry. Chinese official nationalism and popular nationalism consequently grew very entwined. The Party-state uses digital games as a tool to influence the nation's youth and sees the Internet as an ideological battleground (Nie, H. 2013).

### **Statement of the Problem**

This study incorporates components of self-determination theory into the creation of methods of instruction to encourage students through the use of gamification and traditional learning approaches. The current study aims to find answers to the following question:

Does "Azadi Quest," an instructional game, might improve knowledge of students with regards to heroes of India's Freedom Struggle?

In order to provide a statistical response to the research inquiry, the null hypothesis is formulated as: Azadi Quest game does not significantly affect the enhancement of knowledge of students about Indian Freedom Fighters.

### **Methodology**

The researcher has adopted experimental research design to conduct this research. Through Randomized controlled trial (RCT), two groups, the Experimental Group and the Control Group, were created from a sample of twenty-four (24) participant students. The students in the experimental group used Azadi Quest App to learn about our nationalistic figures and freedom fighters. While the control group students were administered the traditional learning materials like textbooks and lectures for learning about our nationalistic figures and freedom fighters.

To find out the baseline knowledge of the control group as well as the experimental group, a pre-test was carried out before to the commencement of the investigation. A questionnaire on our freedom fighters and nationalist figures were administered for assessing the current state of awareness of our sample size.

The experimental group students were familiarized and asked to use the Azadi Quest App for seven days. During the process, they explored different sections of the App namely heroes of the first war of independence, female freedom fighters, tribal heroes of our country, Gandhiji and his inspirational stories, Leaders of Indian National Congress and many more through pictorial, videos and interactive format like Quiz and Puzzles. The control group students were during the same seven days period were told about the Indian Freedom fighters and National movement through class lectures where they were given text books. They were told about Indian Freedom Movement and National heroes in the form of storytelling format. Different sections of Indian freedom movement were told to them in the form of facts and stories in a chronological format so that it becomes easy to recall.

Post these seven days period exercise, a post-test was conducted on same parameters to observe the effectiveness of Azadi Quest App. Both the control group and the experimental group underwent an examination that was based on the course contents. Based on the outcomes achieved. A total number of 25 Questions were asked to all students.

- **Pre-test**

A pre-test with 20 questions (five fill-in-the-blank and fifteen multiple-choice) related to Indian freedom fighters was administered to participants in the experimental and control groups. This type of test sought to ensure participant homogeneity and provided information for comparing the means of both groups in the pre- and post-test. Cronbach's Alpha yielded an estimate of 0.86 for the test's reliability.

- **Post-test**

The researcher created a freedom struggle-based test with 20 items to evaluate the participants' progress during the training. After the data was evaluated, the dependability of the data determined with the Cronbach's Alpha formula was found to be 0.81.

## Result and Discussions

- **Pretest results**

The pretest findings, comprising 20 items related to freedom struggles, were obtained at the beginning of the course. These results indicated that there was no statistically significant difference between the experimental and control groups, indicating that their status was similar.

- **Posttest results**

Table 1 shows the findings from the results of the posttest, a test designed by the researcher and given to both groups.

Table-1. Independent T-test of Post-test

Group	SD	M	t
Experimental	3.22	14.75	2.40
Control	3.62	11.41	

Results of Table-1 show that individuals in the experimental group (playing Azadi Quest games) fared considerably better than those in the control group (M=11.41, SD=3.22), with a difference of  $t=2.40$ . Therefore, the researcher's hypothesis is validated and the null hypothesis, which states that there is no significant change in scores between the experimental and control groups after the treatment, may be rejected with 95 percent confidence. Consequently, it may be claimed that playing games can be seen as a useful method for teaching and motivating kids to learn about India's freedom fighters.

## Conclusion

The results show that online gaming can help people learn about freedom fighters. According to the current research, online games are useful for students to learn about freedom fighters as they provide

an engaging and interactive environment in which they can readily and unconsciously share their knowledge, as well as because of the obligations and requirements they must comply with. In a fun setting, they collaborate and compete with one another.

Since "necessity is the mother of invention," it is also important to note that individuals are keen to learn more if necessary. This was an issue that was evident throughout the course of the therapy. Participants of "online games" have to understand the written context in order to either win or survive. The participants sought to study more new content in preparation for the lesson while also becoming more engaged in the game and hoping for better results.

The aforementioned game-based idea for teaching students about Indian freedom fighters will act as an illustration of how prototypes for educational apps might be evaluated and refined with an eye towards creativity.

When using technology-based games in school, educators should be acting more as researchers and facilitators. Information retrieval is an issue that educators might investigate more in their capacity as researchers. It is thought that having an understanding of lesson preparation and the abilities to integrate online components into the teaching and learning process are prerequisites for being an effective facilitator. To give the students this kind of material, teachers need to compile current information on the internet and websites that offer historical games. Lastly, it is anticipated that the results might be expanded upon in light of similar studies.

## References:

- Adachi, P. J., and Willoughby, T. (2013). More than just fun and games: The longitudinal relationships between strategic video games, self-reported problem-solving skills, and academic grades. *J. Youth Adolescence* 42, 1041– 1052. doi: 10.1007/s10964-013-9913-9
- Aldrich, C. (2009). Virtual worlds, simulations, and games for education: A unifying view. *Innovate: Journal Of Online Education*, 5(5). Retrieved from <https://www.learntechlib.org/p/104221>
- Al-Azawi, R., Al-Fatma, F., and Al-Blushi, M. (2016). Educational gamification vs. game based learning: Comparative study. *Int. J. Innovat. Manag. Technol.* 7, 132–136. doi: 10.18178/ijimt.2016.7.4.659

- Chang, Wen-Chih., Wang, Te-Hua., Lin, Freya H., Yang, Hsuan-Che. (2009). Game-Based Learning with Ubiquitous Technologies. *IEEE Internet Computing*, 13(4),26-33
- G. Bekebrede. H. J. G. Warmelink. I. S. Mayer (2011). Reviewing the need for gaming in education to accommodate the net generation, *Computers & Education*, vol. 57, no. 2, pp. 1521–1529
- Kenny, R. F., & McDaniel, R. (2011). The role teachers' expectations and value assessments of video games play in their adopting and integrating them into their classrooms. *British Journal of Educational Technology*, 42(2), 197–213. doi:10.1111/j.1467-8535.2009.01007.x
- Ketelhut, D. J. & Schifter, C. C. (2011). Teachers and game-based learning: Improving understanding of how to increase efficacy of adoption. *Computers & Education*, 56(2), 539-546.
- Michel, H. (2016). Characterizing serious games implementation's strategies: Is higher education the new playground of serious games? Institute of Electrical and Electronics Engineers (IEEE).
- Miller, L. M., Chang, C. I., Wang, S., Beier, M. E. & Klisch, Y. (2011). Learning and motivational impacts of a multimedia science game. *Computers & Education*, 57(1), 1425-1433.
- Nelson, B. C. (2007). Exploring the use of individualized reflective guidance in and educational multiuser virtual environment. *Journal of Science Education and Technology*, 16(1), 83–97.
- Papastergiou, M. (2009). Digital Game-Based Learning in high school Computer Science education: Impact on educational effectiveness and student motivation. *Computers & Education*, 52(1), 1-12.
- Sharma, R., & Gautam, V. (2023). New age digital media consumption: An exploratory study based in <https://www.iima.ac.in/sites/default/files/2023-07/WP-2023-07-01>.