



A Study on Impact of Activity Based Learning Education System Related to Government Schools with Special Reference to Villupuram District, Tamilnadu

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ABSTRACT

SarvaShikshaAbhiyan (SSA) or "AnaivarukkumKalviThittam" is an effort to universalize elementary education. It was "Joyful Learning" experiment of the mid-nineties had started as an effort to provide special schools for children who had been freed from being bonded labour. The Evaluation has overall shown that there is a very positive climate of change from the once teacher-dominated rote-learning system with its many limitations for children, to an active, productive and joyful learning system where children enjoy freedom and learn as well. This study aims to analysis the impact of Activity-Based Learning (ABL) education system in Government schools at villupuram district in tamilnadu, India. The researcher used questionnaire and unstructured interview method for collecting data's. sample size is 114. For data analysis, SPSS software tool has been used.

KEYWORDS : Activity-based learning, service quality, performance, academics and non-academics outcomes, effectiveness, etc.

INTRODUCTION

The current scheme for universalization of Education for All is the SARVA SHIKSHA ABHIYAN which is one of the largest education initiatives in the world by the Government of India. SarvaShikshaAbhiyan (SSA) or "AnaivarukkumKalviThittam" is an effort to universalize elementary education through community ownership of the schooling system. SSA aim is to provide useful and relevant elementary education to all children in the 6 to 14 age group and to bridge social, regional and gender gaps, with the active participation of the community in the management of schools..

The textual material had been broken up into small units, which could be mastered one at a time. The entire material was put into small incremental units, to be completed serially. This organization of the material into ladders was a veritable stroke of genius. The Learning Ladders provided structure to the curriculum and allowed every child to proceed at a self-selected pace.As system intervention, ABL's positive impact has been well identified in this Evaluation.

RESEARCH OBJECTIVE:

Primary Objectives

- To analyze and evaluate the Quality of Service rendered in ABL education system at Government schools.
- To analyze the performance of student in ABL education system.

Secondary Objectives

- To access the difficulties in implementation process of the ABL system by teachers.
- To analyze the effectiveness of training programmes to the teachers regarding ABL system.

REVIEW OF LITERATURE:

Activity Based Learning Effectiveness of ABL under SSA is a report of the baseline and year-end surveys by SchoolScape, Centre for Educators and SarvaShikshaAbhiyan, Government of Tamil Nadu, India. It is a study that looks into the classroom processes and some aspects of the learning environment available to children in Classes II and IV. The survey is a representative study of the academic assessment of students in Classes II & IV. Activity-based learning integrated with peer instruction creates an ideal situation for teaching. (SchoolScape, Centre for Educators and SarvaShikshaAbhiyan, Government of Tamil Nadu, India, 2008)

In an activity-based learning class, students are actively involved in hands-on experiences and get chance to relate abstract ideas and theories with concrete observations. This helps them to make deep understanding of scientific concepts. Students' group discussion about scientific concepts and theories after observation of concrete facts enables them to reconstruct and refine their scientific knowl-

edge. (Effect Of Peer Group Activity-Based Learning On Students' Academic Achievement In Physics At Secondary Level - **SafqatUssain, Saeed Anwar & Muhammad IqbalMajoka, 2011.**)

The ABL initiative aimed at the following dimensions to improve the quality of primary education in schools of Tamil Nadu: raising the achievement of students in different subjects at the primary level, changing the classroom practices by making them more child-centered, creating a conducive learning environment and most importantly, changing the role of the teacher to that of a facilitator. (**Programme Evaluation Report Activity Based Learning, Tamil Nadu, December 2011.**)

RESEARCH METHODOLOGY

The population of a study on impact of Activity Based learning [ABL] Education System related to Government Schools with special reference to Villupuram District is above 1140 approximately.The researcher used Convenience sampling to collect sample. Due to time and resource constraints the sampling size of 114 are selected for the survey from the Government Schools teachers

The primary data was collected from teachers of Government Schools through a questionnaire and unstructuredinterview method. The questionnaire consists of a number of questions printed in a definite order or set of forms.These secondary data are collected from Journals, Articles, Report of SSA,and other websites.The collected data using the printed questionnaire are analyzed using the Statistical Package for the Social Sciences (SPSS) and the tool used for analysis is tools Percentage Analysis.

ANALYSIS AND INTERPRETATION

Table 1: Analysis of Challenges met by teachers in implementing ABL system

| Challenges | Frequency | Valid % | Cumulative % |
|---|-----------|---------|--------------|
| 1 | 15 | 13.2 | 13.2 |
| 2 | 3 | 2.6 | 15.8 |
| 3 | 83 | 72.8 | 88.6 |
| 4 | 11 | 9.6 | 98.2 |
| 5 | 2 | 1.8 | 100.0 |
| Total | 114 | 100.0 | |
| 1. No Adequate Space available for Students | | | |
| 2. No proper material | | | |
| 3. Much time taken to teach individually | | | |
| 4. All the above | | | |
| 5. Any other reasons | | | |

Inference:

From the above table it is inferred that 13.2% of the respondents felt that there is no adequate space available for students, 2.6% of the respondents felt that there is no proper material, 72.8% of the respondents felt that much time taken to teach individually, 9.6% of the respondents felt that the challenges above and 1.8% of the respondents says other reasons.

Figure 1: Challenges in Implementation of ABL system

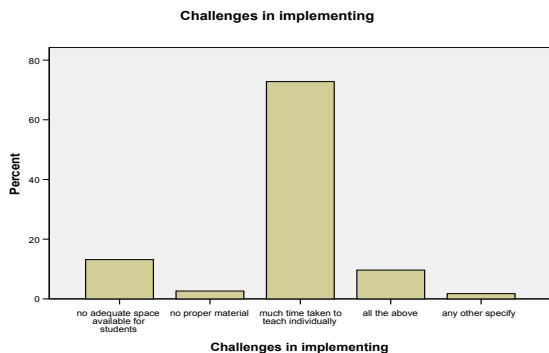


Table 2: To analysis the subject difficulty to teach for the children's in ABL system.

| | Frequency | Valid % | Cumulative % |
|-----------------------|-----------|---------|--------------|
| Tamil | 6 | 5.3 | 5.3 |
| English | 58 | 50.9 | 56.1 |
| Maths | 12 | 10.5 | 66.7 |
| Environmental science | 6 | 5.3 | 71.9 |
| None | 32 | 28.1 | 100.0 |
| Total | 114 | 100.0 | |

Inference

From the above table it is inferred that 5.3% of the respondents felt difficulty in teaching Tamil, 50.9% the respondents felt difficulty in teaching English, 10.5% the respondents felt difficulty in teaching Maths, 5.3% the respondents felt difficulty in teaching environmental science and 28.1% of them respondents none for the teaching difficulties in their subjects.

Table 3: To analysis the academic outcomes of the children's in this system

| | Frequency | Valid % | Cumulative % |
|-----------------------------|---------------|---------|--------------|
| 1** | a) | 17 | 14.9 |
| | b) | 41 | 36.0 |
| | c) | 56 | 49.1 |
| | Total | 114 | 100.0 |
| 2** | a) | 16 | 14.0 |
| | b) | 45 | 39.5 |
| | c) | 53 | 46.5 |
| | Total | 114 | 100.0 |
| 3** | a) | 12 | 10.5 |
| | b) | 58 | 50.9 |
| | c) | 44 | 38.6 |
| | Total | 114 | 100.0 |
| 1** Linguistic Skills | a) Unimproved | | |
| | b) Neutral | | |
| | c) Improved | | |
| 2** Cognitive Skills | a) Unimproved | | |
| | b) Neutral | | |
| | c) Improved | | |
| 3** Problem Solving Ability | a) Unimproved | | |
| | b) Neutral | | |
| | c) Improved | | |

Inference:

From the above table it is inferred that, 14.9% of the respondents felt that unimproved in linguistic skills

Figure 2: Increase in Linguistic skills

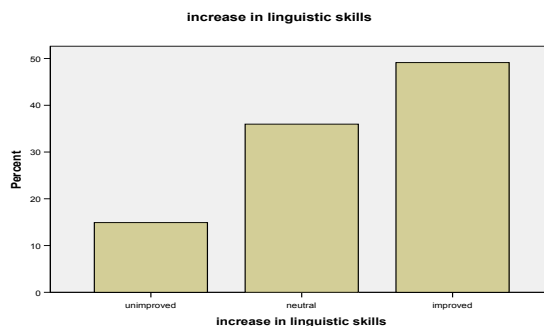


Table 4: To analysis the non-academic outcomes of children's in this system

| | Frequency | Valid % | Cumulative % |
|--|--------------------|---------|--------------|
| 1** | a) | 23 | 20.2 |
| | b) | 50 | 43.9 |
| | c) | 27 | 23.7 |
| | d) | 11 | 9.6 |
| | e) | 3 | 2.6 |
| | Total | 114 | 100.0 |
| 2** | a) | 10 | 8.8 |
| | b) | 64 | 56.1 |
| | c) | 24 | 21.1 |
| | d) | 16 | 14.0 |
| | Total | 114 | 100.0 |
| 3** | a) | 32 | 28.1 |
| | b) | 65 | 57.0 |
| | c) | 9 | 7.9 |
| | d) | 7 | 6.1 |
| | Total | 114 | 100.0 |
| 4** | a) | 19 | 16.7 |
| | b) | 69 | 60.5 |
| | c) | 23 | 20.2 |
| | d) | 1 | .9 |
| | e) | 2 | 1.8 |
| | Total | 114 | 100.0 |
| 1** Absenteeism has been reduced | a) Highly Agree | | |
| | b) Agree | | |
| | c) Neutral | | |
| | d) Disagree | | |
| | e) Highly Disagree | | |
| 2** Children's disciplinary activity is positive | a) Highly Agree | | |
| | b) Agree | | |
| | c) Neutral | | |
| | d) Disagree | | |
| 3** Group activity is more | a) Highly Agree | | |
| | b) Agree | | |
| | c) Neutral | | |

| | | | |
|--------------------------------|--------------------|--|--|
| | d) Disagree | | |
| | e) Highly Disagree | | |
| 4** Critical Thinking Improved | a) Highly Agree | | |
| | b) Agree | | |
| | c) Neutral | | |
| | d) Disagree | | |
| | e) Highly Disagree | | |

Inference:

From the above table it is inferred that ,43.9% of the respondents felt agree that absenteeism has been reduced, 56.1% of the respondents felt agree that children’s disciplinary activity is positive, 28.1% of the respondents felt highly agree that group activity is more, 57.1% of the respondents felt agree that group activity is more,60.5% of the respondents felt agree that critical thinking improved.

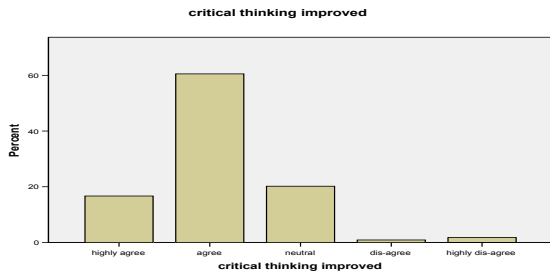


Table 5: To analysis the rank preference of various outcomes of the children’s in this system

| | 1** % | 2** % | 3** % | 4** % | 5** % |
|---|-------|-------|-------|-------|-------|
| 1 | 15.8 | 29.8 | 26.3 | 15.8 | 12.3 |
| 2 | 25.4 | 20.2 | 23.7 | 16.7 | 14.0 |
| 3 | 25.4 | 25.4 | 23.7 | 15.8 | 10.5 |
| 4 | 23.7 | 14.0 | 14.9 | 28.9 | 17.5 |
| 5 | 9.6 | 10.5 | 11.4 | 22.8 | 45.6 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 1** High level of self confidence among students | | | | | |
| 2** Students have no fear of failure | | | | | |
| 3** Increase in self learning | | | | | |
| 4** Improvement of students creativity | | | | | |
| 5** Self-motivation enhanced with more responsibility | | | | | |

Inference:

From the above table of the various outcomes of ABL system has been shown in percentage. And the ranks preference of the respondents is as follows - High level of self confidence among the students is ranked at 5. - Students have no fear of failure has been ranked at 2. - Increase in self-learning within the students is ranked at 4. - Improvement of student’s creativity is ranked at 3. - Self-motivation enhanced with more responsibility with the students is ranked 1

FINDINGS

Impact of ABL system:

- 55.3% of the respondents agree that ABL increases the service quality.
- 86% responds that there is an increase in the children’s intelligence in academics in ABL system.
- 48.2% says that the harmonious relationship between the teachers and children’s are good in ABL system.
- 92.1% respondents respond that children’s are eager in learning their subjects in ABL system.
- 84.2% respondents respond that the capability of learning their lessons had increased in ABL system.
- 62.3% agree that individual care taken leads to subject engagement in ABL system.
- 88.6% of the respondents say that ABL system is effective in primary education.

CONCLUSION

Based on this research, it has been identified that ABL system implemented in primary education in Villupuram district of Tamilnadu, India has got multitude of benefits as well as some downsides. Overall, the implemented ABL system has increased the performance of the students (performance in terms of – Increased students speed of learning and capability, Improved children’s Intelligence in Academics, Improved relationship between students and teachers, Increased students Eagerness, Interest and Engagement towards subjects, Improved Group Activity, Improved self confidence, self learning, Discipline, creativity and Participation. Teachers satisfaction level and service quality also increased.

On the other hand there are some difficulties and downsides in implementing the ABL system. Such as teachers have to perform multi task simultaneously, Record keeping is difficult.

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