



EDUCATIONAL EMPOWERMENT OF GIRLS THROUGH ACTIVITY BASED LEARNING IN PRIMARY SCHOOLS

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INTRODUCTION:

India's Constitution guarantees free primary school education for both boys and girls up to age 14. This goal has been repeatedly reconfirmed, but primary education in India is not universal. Overall, the literacy rate for women is 39 percent versus 64

percent for men with less than 40 percent of the 330 million women aged seven and above being literate, according to the 1991 census, which means today there are over 200 million illiterate women in India.

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female literacy levels according to the Literacy Rate 2011 census are 65.46% where the male literacy rate is over 80%. Even beyond literacy there is much that education can do for women's rights, dignity and security.. This low level of literacy not only has a negative impact on women's lives but also on their families' and country's economic development.

The major educational problem faced by girls, especially girls from rural areas, is that although they may be enrolled at the beginning of the year, they do not always remain in school. It is estimated that 45 percent of girls dropout of school between grades 1 and 5 (The World Bank, 1997b). Girls are often taken out of school to share the family responsibilities such as caring for younger siblings, etc.

In a classroom, emphasizing successful learning is crucial for student retention. To ensure that the students enjoy the course and set goals, the teachers must be flexible in response to the changing demands of the students and the classroom

environment. Activity-based learning (ABL), which is described as a learning process in which pupils are continuously engaged, is one such approach (Panko et al., 2007). In an environment where students actively engage in learning rather than passively receiving information. These authors stress that the two ways in which active learning differs from traditional teaching methods are (a) the active participation and involvement of students in the classrooms and (b) student collaboration in a learning environment. They both work to create a conducive learning environment in the classroom and are the foundation of ABL.

A variety of educational methods for teaching are referred to as "activity-based learning," or ABL. One of its main tenets is that learning must be centered on engaging in certain hands-on experiments and activities. The idea behind activity-based learning is founded on the widely held belief that kids learn better by doing than by passively absorbing information. If a child has the freedom to explore



independently and is given the best learning environment possible, learning will be enjoyable and long-lasting.

The use of various activities in the classroom helps pupils develop their critical thinking and creative skills. ABL is a method of cognitive learning that emphasizes positive learning. Personal experiences and past knowledge are both important components of constructive learning. According to this view, learning is a process that includes an individual's psychological environment as well as their relationships with numerous other social institutions. The sharing of personal experiences by students in ABL courses is crucial because it improves the overall supportive environment. It is believed that using constructive methods of instruction is much more beneficial than using a regular classroom.

Activity-Based Learning (ABL) lays the foundation for girls education , activity , learning as per own pace , develop interest among girl students .In this study researcher want to find out does ABL learning helps girls students to increase her competency and increase educational achievement? To answer this question researcher undertake this research .

OBJECTIVES:

1. To study the role of ABL in educational empowerment of girls in primary school .
2. To compare the stagnation of girls before and after implementation of ABL in Primary school.
3. To Study an educational achievement of girl students before and after implementation of ABL in Primary school.

HYPOTHESIS:

1. There is no significance difference between stagnation of girls before and after implementation of ABL in Primary school.

2. There is no significance difference between educational achievement of girl students before and after implementation of ABL in Primary school.

SCOPE AND LIMITATIONS OF THE STUDY:

For any investigator it is not easy to conduct an exhaustive study due to time, money, and many things.

The present research study has following limitations,

1. The study is limited to Thane districts only.
2. The study is restricted to primary School girls' students only.

METHODOLOGY:

In the present study investigator used descriptive survey method, in which researcher used document analysis method to carry out the investigation.

TOOL OF THE STUDY:

For this study investigator used attendance record and progress report of girl student of primary school. Then she observed analyzed the documents.

SAMPLE

- The sample of 50 primary school girls was chosen through random sampling technique, sample selected from 10 primary school situated in area of Thane district.

STATISTICAL TECHNIQUE:

- The data was analyzed using percentage, mean, SD and t-value.

DATA ANALYSIS AND INTERPRETATION:

The data collected from document analysis of primary school girls were analyzed using t- test. The results are presented in tabular form. The table exhibits N, Mean, SD, and t-value of each variable of respondents.



Hypothesis-1:

1. There is no significance difference between stagnation of girls before and after implementation of ABL in Primary school.

Table-1

Group	Mean	Standard Deviation	N	Obtained 't' Value
Before Implementation of ABL	10.23	5.163	50	3.3227
After Implementation of ABL	6.92	4.792	50	

From the table no. 1. we observed an stagnation students before and after implementation of ABL scheme. The mean value of stagnation of students before and after implementation of ABL scheme are 10.23 and 6.92 respectively. The standard deviation of stagnation of students before and after implementation of ABL scheme are 5.163 and 4.792 respectively.

Tabulated $t = 2.59$ at 0.01 level and $t=1.97$ at 0.05 level obtained value $t = 3.3227$ is greater than

Hypothesis-2:

There is no significance difference between educational achievement of girl students before and after implementation of ABL in Primary school.

Table no-2

Group	Mean	Standard Deviation	N	Obtained 't' Value
Before Implementation of ABL	65.23	4.826	50	10.1262
After Implementation of ABL	74.19	3.982	50	

By conventional criteria, this difference is extremely statistically significant. $df = 98$

From the table-2 the t- value is found to be 10.1262 and it is significant at 0.01 & 0.05 level, hence the hypothesis is rejected at 0.05 level. It is concluded that there is significance difference between educational achievement of girl students before and after implementation of ABL in Primary school.

tabulated value at 0.05 level and 0.01 level . therefore, there is significant difference found in stagnation of students before and after implementation of ABL scheme. Hence hypothesis, There is no significance difference between stagnation of girls before and after implementation of ABL in Primary school was rejected .

Conclusion: From above interpretation it is been concluded that ABL scheme has positive impact on stagnation of girls students in primary schools

FINDING S & CONCLUSION:

- From data analysis researcher comes to conclusion that, ABL Scheme has positive impact on empowerment of girl students in primary school. Researcher found that girl students take interest in learning process due to ABL Scheme.
- There is significance difference between

stagnation of girls before and after implementation of ABL in Primary school. Mean score of stagnation before and after ABL implementation of girls was 10.23 and of rural girls was 6.92. It shows that after implementation of ABL Scheme stagnation of girl's students was decreased in primary School. Hence, we can say that more girl student came in main stream of education due to ABL Scheme, which helps them to empower educationally.

- There is significance difference between educational achievement of girl students before and after implementation of ABL in Primary school. Mean score of educational achievement before and after ABL implementation of girls was 65.23 and of rural girls was 74.19. It shows that after implementation of ABL Scheme educational Achievement of girl students was increased in primary School. Hence, we can say that more girl student empowered educationally due to ABL Scheme.
- Lastly, researcher wants to conclude that due to ABL scheme girl students get opportunity to remain in school, which decreased stagnation and increase educational achievement of girl students in primary school, which in turn empowered educationally.
- Today, the female literacy levels according to the Literacy Rate 2011 census are 65.46% where the male literacy rate is over 80%. Even beyond literacy there is much that education can do for women's rights, dignity and security.

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