



A STUDY ON DEVELOPMENT OF EDUCATIONAL QUALITIES AND VALUES AMONG STUDENTS THROUGH ACTIVITIES ORGANIZED UNDER ACTIVITY BASED LEARNING SCHEME

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Introduction:

“Learning is not the product of teaching. Learning is the product of the activity of the learners”

- John Holt

Children learn at their own pace through a variety of supervised activities in a teaching method called activity-based learning. It is a more involved and interesting way to teach kids. It enables the monitoring of essential variables including speech, motor skills, coordination, and social abilities, among others. It is a fun method of teaching since it stimulates children's brain growth by asking them questions constantly and getting their responses. The three basic methods of activity-based learning are experimentation, expressiveness, and discovery. 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 essential aspect of the Activity Based Learning (ABL) approach is that it encourages self-learning and lets a child study in accordance with his or her aptitude and skill by utilising kid-friendly educational tools. Since ABL is activity-based and involves children in the process, it serves as one example of child-centered, child-friendly education. Through participation, children are able to quickly take up the basics. Thought is required of the pupils in a variety of tasks. An essential link between activity and learning is the student's reflection on their own learning. The emphasis of activity-based learning education is on the learner; in other words, it is a student-centered approach. It encourages learners to learn on their own and gives students the freedom to tailor their studies to their individual learning styles.

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Students experience, memorise, and comprehend as they learn. Students must be given the knowledge and resources they need to concentrate their mind and participate in the class in order to analyse the information. Students must actively engage in issue solving to identify a solution through independent research and analysis. Students learn the lesson's material and many other skills as they continue to practise these techniques. Numerous activities are organised as part of activity-based learning in primary

schools. Researchers are interested in knowing more about these activities as well as how activity-based learning has affected students' development of morals and academic skills.

Need and Justification of the study:

As Swami Vivekanand famously remarked, "If children are unable to move towards education, then education should go towards them."

One of the government of Maharashtra's initiatives, the ABL plan, was created to educate children in rural



areas where there is a low literacy rate and a high rate of stagnation. As the name implies, activity-based learning involves learning through practical application.

Instead of attending classes taught by teachers, students in this style use their own creative energy to lead them through the activity-based material. Every child processes information differently, and activity-based learning enables children to pick up the foundations at their own pace and location.

Students are taught how to use logic and reason to apply their information. They adopt a practical mindset in their core beliefs. They can better visualise the reality of the workplace thanks to this. Students gain these skills through ABL, including rational and critical thinking, decision-making, teamwork, analytical ability, crisis management, interpersonal skills, and ethical principles. Through a democratic and participatory learning environment, the quality of education can be improved.

Activities that are co-curricular, extracurricular, and beyond the classroom are created to meet the society's and the individual's shifting needs. These initiatives are intended to produce citizens for the country who are intelligent, knowledgeable, skilled, empowered, and socially responsible.

Objectives:

1. To study activities organized by schools under activity-based learning scheme.

2. To Study development of values through activities organized under ABL scheme in Primary school.
3. To study the impact of ABL on students' educational qualities development

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 activity organized by primary schools under ABL Scheme

Methodology:

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

Tool of the study: For this study investigator used self-made questionnaire to collect data

Sample:

- The sample of 120 primary school teachers was chosen through random sampling technique, sample selected from primary school situated in area of Thane district.

Statistical technique: The data was analyzed using percentage.

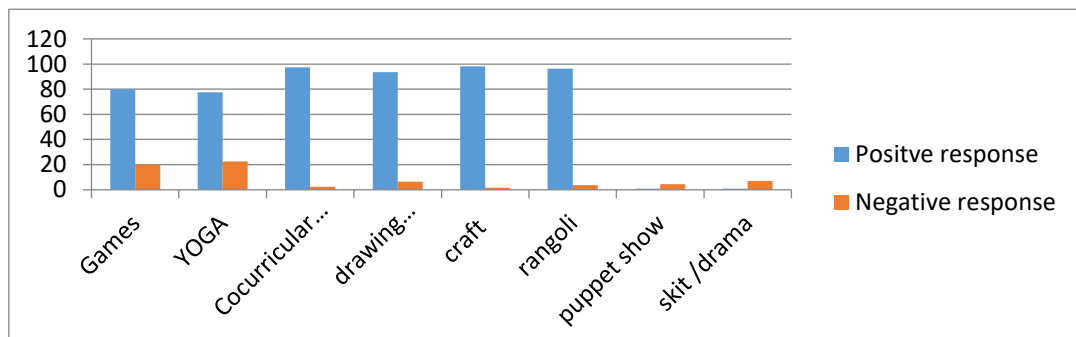
Data Analysis and Interpretation:

The data collected from questionnaire was analyzed using percentage, The results are presented in tabular form.

TABLE -1

Activities organized under ABL Scheme

| Item | Positive response | Negative response |
|--------------------------|-------------------|-------------------|
| Outdoor games | 96(80%) | 24(20%) |
| Yoga | 93(77.5%) | 27(22.5%) |
| Co-curricular activities | 117(97.5%) | 3(2.5%) |
| Drawing / painting | 112(93.5%) | 8(6.5%) |
| Crafts | 118(98.25%) | 2(1.75%) |
| Rangoli | 116(96.25%) | 4(3.75%) |
| Puppet show | 115(95.5%) | 5(4.5%) |
| Skits / drama | 112(93.00%) | 8(7.00%) |



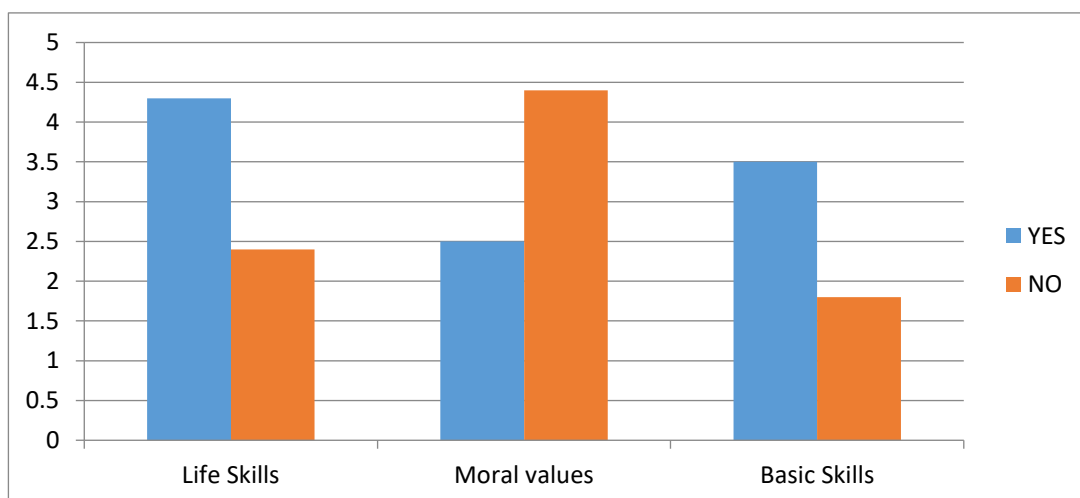
Observation & Interpretation:

From table No. 1 and graph 1, it is observed that activities like Outdoor games, Parade, Yoga, Co-curricular activities, Games, Drawing/Painting, Crafts, Rangoli, Puppet show and skits/drama was organized under ABL scheme was responded by 96(80%), 93(77.5%), 117(97.5%),112(93.5%),118(98.25%),116(96.25%),115(95.5%), and 112(93.00%) teachers respectively.

As per the above furnished data, it is observed that crafts and co-curricular activities play higher role among activities organized by school under ABL.

Table -2
Development of values among students

| Values/skills | Yes respondent | No respondent |
|---------------------------|----------------|---------------|
| Life skills | 113(94%) | 7(6.00%) |
| Moral Values | 104(86.75) | 16(13.25%) |
| Foundational Basic skills | 90(75%) | 30(25%) |



Observation and Interpretation:

from table no 2 we observed that, due to organization of activities under ABL Scheme students developed life skills113(94%), Moral Values104(86.75%) and Basic foundational skills 90(75%), responded by primary teachers.



Table – 3

Educational Qualities development among students

| Items | Yes respondent | No respondent |
|---|----------------|---------------|
| Create joyful and stress-free environment | 117(97.5%) | 03(2.5%) |
| Promotes students hidden/ inner talent | 112(93.25%) | 08(6.75%) |
| Self-expression | 99(82.50%) | 21(17.50%) |
| Encourages self-study | 109(90.83%) | 11(9.17%) |
| Interest in learning | 100(83.33%) | 20(16.77%) |

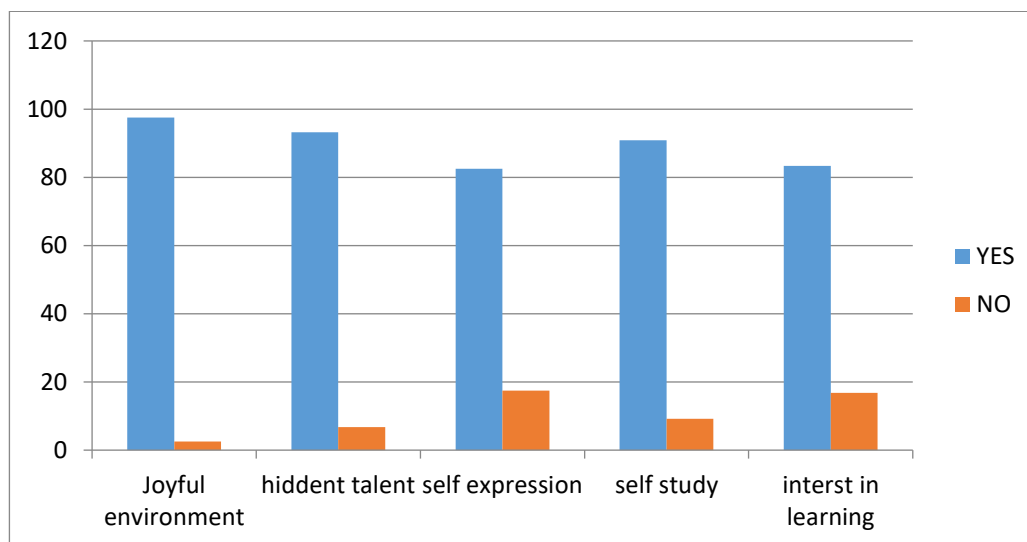
**Observation & Interpretation:**

table no.3 depicts responses primary school teachers in relation to development of educational qualities among students due to activities organized under ABL Scheme. Teachers responded that ABL Create joyful and stress-free environment 117(97.5%), Promotes students hidden/ inner talent 112(93.25%), self-expression 99(82.50%), Encourages self-study 109(90.83%), interest in learning 100(83.33%).

Findings & Conclusion:

From data analysis researcher comes to conclusion that, ABL Scheme organized many activities like Outdoor games, Parade, Yoga, Co-curricular activities, Games, Drawing/Painting, Crafts, Rangoli, Puppet show and skits/drama regularly in primary schools which intern helps in improve me of student's behavior. It is

observed that crafts and co-curricular activities play a higher role among activities organized by schools under ABL.

- After evaluation of ABL scheme we conclude that 94% of teachers having opinion that life skills, Moral Values, and Basic foundational skills were developed due to program organised under ABL scheme.
- 86.75% of teachers give positive responses for development of qualities like ABL Create joyful and stress-free environment, promotes students hidden/ inner talent, self-expression, Encourages self-study, interest in learning. hence, we can conclude that Activities organized under ABL Scheme help students to develop educational qualities among students.



Lastly researcher concludes that due to ABL scheme students get opportunity to participate in different activities organized under ABL Scheme, which help students to develop many educational qualities and skills. Which ultimately improve student's educational and academic performance.

“ Quality in education is what makes learning a pleasure and a joy” – Myron Tribus

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Cite This Article:

*** Mrs. Mishra R. & ** Dr. Harichandan S. (2023). A Study on Development of Educational Qualities and Values Among Students through Activities Organized under Activity Based Learning Scheme., Aarhat Multidisciplinary International Education Research Journal, XII (IV) July-Aug, 65-69.**