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OPINION OF VIII STANDARD STUDENTS ABOUT ACTIVITY-BASED TEACHING PROGRAM IN SCHOOLS OF VADODARA CITY

ABSTRACT

Activity based teaching provides an opportunity for acquiring knowledge. "Well-planned activities which are directly related to the objectives are central to the entire process. For every objective, there should be as many alternative activity choices as possible relating to each objective to cater to different abilities and interest of students." (Dhand, 1995) In the secondary school standard VIII is a very crucial stage. According to NCF (2000) "this is the stage after which majority of the learners will enter the world of work. Practical activities to be chosen should have relevance for future life through the acquisition of skills and values. Critical, creative and generative thinking has to be developed." Thus, it is the best period to provide an opportunity for the students to enhance their abilities in the Gujarati language through activity-based teaching programme and check its effectiveness as compared to the traditional method. The investigator prepared the programme and implemented in the experimental group. Opinionnaire was given to them at the end of the program and the analysis of which is given here in this paper. The investigator further analyzed the most liked and least liked activities by the students. This will give insight into the selection of activities in future.

Keywords : Activity Based Teaching, National Education Policy, GSEB

Introduction

Language education is required to develop communicative and expressive skills. According to draft National Education Policy (2019), Indian languages are some of the most expressive and scientific in the world, containing much of the world's great literature and knowledge. They are also truly functional languages, spoken by people, and represent the culture and heritage of entire regions and generations. True inclusion and preservation of culture and traditions of each region, and true understanding by all students in schools, can be achieved only when suitable respect is given to all Indian languages, including tribal languages. NEP (2019)

In Indian schools education, there is teaching four languages i.e. regional language, mother tongue, National language, and international language. Draft of National Education Policy 2019 promoting Indian language. The objective is to ensure the preservation, growth, and vibrancy of all Indian languages. Mother tongue plays a vital role to enhance creativity, explanation, perception, understanding, analytical and analysis skills. According to NEP (2019), To learn well own mother tongues as well as other Indian

languages for national unity and integration for India's rich cultural heritage and traditions.

The objective of the Study

To study the Opinion of grade VIII students of Vadodara city about the developed activity-based program.

Operationalization of the Term used in the study

Activity-Based Programme for Gujarati subject: In the present study, an activity-based program in Gujarati subject for the students of standard VIII and implemented a developed program for teaching selected units from the Gujarat Secondary and Higher Secondary Education Board (GSEB) Textbook. This program includes the activities such as Game with words, Game with sentences, use the blackboard own way, letter writing in a postcard, present

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on ideas, strip story, drama, collect information and present own way.

Delimitation of the study

The proposed study was delimited to Gujarati medium schools of Vadodara city following the Gujarat state board syllabus.

Population and sample

All the students of standard VIII of Gujarati medium schools of Vadodara city following the GSEB syllabus formed the population of the present study.

In the present study, purposive sampling technique was used. The students of standard VIII of division C from Shree Ambe Vidhyalaya School were selected, whereas for the control group was selected the students of standard VIII of granted class from Shree Narayana Vidhyalaya school of Baroda city. The actual numbers of students of standard VIII of Shree Ambe Vidyalaya school were (51) but out of 51 total 45 students were attend pre-test and post-test whereas the actual numbers of the students of standard VIII of Shree Narayana Vidhyalaya were (59) but out of 59 students total 46 students attend the pre-test and post-test. Thus, the sample size was 91. The opinion was collected from the students of the experimental group only.

Tool used

The opinionnaire was prepared to know the opinions of the students towards the ABPGS for Gujarati teaching. The opinionnaire was designed based on some criteria such as interest of students, involvement of students, actual learning, classroom arrangements and management during implementation, behavioral changes of students, selecting activities and appropriateness of implementation. Close-ended 18 statements and 4 open-ended questions were used for data collection from the experimental group at Shree Ambe Vidyalaya School. It was validated by five experts in the area of education.

Data Analysis and Interpretation

Analysis of close-ended statements of opinionnaire about ABPGS program:

Opinionnaire was administered to the students to know their opinion about Gujarati teaching through the

Activity-Based Programme, 18 close-ended statements and 4

open-ended questions were used for

data collection from the experimental group to study the effectiveness of developed Activity-based program and teaching Gujarati through the Activity-based program after the intervention. The data obtained through the opinionnaire were analyzed using frequency and percentage. Qualitative responses were analyzed using content analysis. The following paragraph explains the 18 statements with the opinions of the students.

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- ✍ Activity-Based teaching Approach is easy to understand the content. Regarding this statement 57.3 % of students strongly agreed, 40% agreed, and 2.5 % of students disagreed.
- ✍ I like the Activity Based teaching Approach for Gujarati subject. Regarding this statement 87.5 % of students strongly agreed, 5 % agreed and 7.5 % were undecided.
- ✍ Use of teaching aids for Activity Based teaching Approach is helpful to understand the content easily. Regarding this statement 67.5 % of students strongly agreed, 27.5 % agreed, 2.5 % were undecided and 2.5 % disagreed.
- ✍ Activity-based Gujarati teaching is very useful for me. Regarding this statement 67.5 % of students strongly agreed, 22.5 % agreed, 2.5 % undecided, 2.5% disagreed and 5% strongly disagreed.
- ✍ I would like to learn through this activity-based teaching in the future. Regarding this statement 57.5% of students strongly agreed, 40% agreed and 2.5 % undecided.
- ✍ I am inspired by learning more due to an activity-based teaching program. Regarding this statement 62.5% of students strongly agreed, 27.5 % agreed, 7.5 % undecided and 2.5 % disagreed.
- ✍ The teaching approach of a teacher is easy to understand. Regarding this statement 70 % of students strongly agreed, 22.5 % agreed, 5 % undecided and 2.5 % disagreed.
- ✍ I like the teaching style of the teacher. Regarding this statement 45 % of students strongly agreed, 45 %

agreed, 2.5 % undecided, 5 % disagreed and 2.5% strongly disagreed.

- ✘ Activity-Based teaching helps me to enhance my thinking and imagination power. Regarding this statement 67.5 % of students strongly agreed, 15 % agreed, 7.5 % undecided, 7.5 % disagreed and 2.5% strongly disagreed.
- ✘ Activity-Based Approach for teaching Gujarati helps to enhance interest in learning Gujarati. Regarding this statement 42.5 % of students strongly agreed, 42.5 % agreed, 10 % undecided and 5 % strongly disagreed.
- ✘ An activity-based teaching approach helps me to enhance vocabulary knowledge. Regarding this statement 70 % of students strongly agreed, 17.5 % agreed, 5 % undecided and 7.5 % strongly disagreed.
- ✘ The activity-based approach helps to enhance sentence framing and presentation skill. Regarding this statement 45 % of students strongly agreed, 42.5 % agreed, 10 % undecided and 2.5 % disagreed.
- ✘ The activity-based teaching approach helps to inspire for extra reading. Regarding this statement 62.5 % of students strongly agreed, 22.5 % agreed, 10% undecided, 2.5 % disagreed and 2.5 % strongly disagreed.
- ✘ Game with sentences helps to understand the poem 'hamna-hamna' in an easy way. Regarding this statement 62.5 % of students strongly agreed, 20 % agreed, 10 % undecided and 2.5 % disagreed and 5 % strongly disagreed.
- ✘ Inactivity 'Use the blackboard in my own way' I like to present my ideas on the blackboard. Regarding this statement 70 % strongly agreed, 22.5 % agreed, 5 % undecided and 2.5 % disagreed.
- ✘ I can present my ideas for story writing due to the activity of 'strep story'. Regarding this statement 62.5 % of students strongly agreed, 27.5 % agreed, 7.5 % undecided and 2.5 % disagreed.
- ✘ I like the power-point presentation which shows for to understand 'Matino Sparsh: Jiji no Sparsh' pross. Regarding this statement 60 % of students strongly

agreed, 27.5 % agreed, 7.55 % undecided and 2.5 % strongly disagreed.

- ✘ Letter writing is easy to understand due to 'formal and informal letter writing'. Regarding this statement 55 % of students strongly agreed, 33 % agreed and 15 % undecided.

Thus, the interpretation of the opinion of the students on the Activity-based program in Gujarati subject for Gujarati teaching was positive.

Data analysis of the open-ended statements

There were four open-ended statements in the opinionnaire and the analysis of which is presented below graphically here.

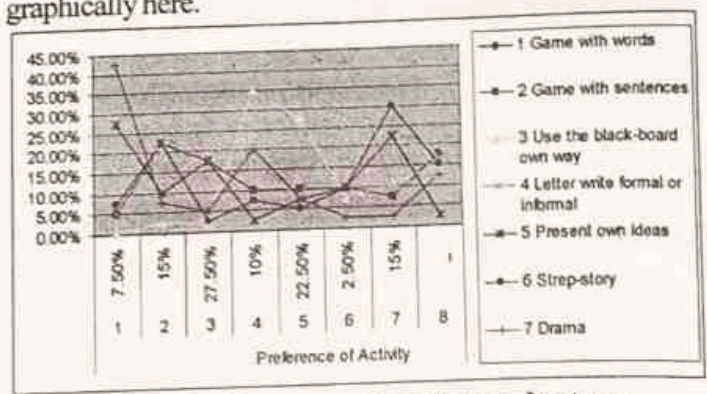


Fig 1 : Preferences given by students on each of the activities

- The above figure, is the result of the analysis of students' opinions on the statement "provide your preferences about each of the activity and rate them in order of your choice." It is clear from the table, that drama activity is the most liked activity by the majority of the students that is 42.5% in the next order, the activity presents their idea is rated first by 27% of the students.
- Games with sentences, strep story and collect information and present own way were given the second rank by the majority of the students (22.5 %). 27.5 % of students preferred games with words as their third choice.
- A thorough analysis of the table depicts that there is a common liking for the activities game with sentences, collect information and present own way and strep story. The variations in the order of preference can be attributed to multiple learning styles of the learners. Fig.1 visually presents the order of preference and the percentage of students opted for the order.

Analysis of students' opinions about the most liked activities

Table 1
Students choice about most liked activities

Activity. no	Activities	% of students
6	Strep-story	47.50%
1	Game with words	42.50%
2	Game with sentences	42.50%
5	Present own ideas	37.50%
7	Drama	37.50%
3	Use the black-board own way	25%
4	Letter writing formal or informal	25%
8	Collect information & present own way	15%

From the table 1, it is clear that activity number 6 is the most liked activity by 47.5 % of the students and games with words and games with sentences were liked by 42.5 % of the students. Present own ideas and drama activities were most liked by 37.5 % of the students equally. Likewise, the use of blackboard and letter writing was liked by 25 % of students equally. Collect information and present their way was the first choice of 15 % of the students. This shows that instead of writing, students enjoyed stories, games, and drama most.

Analysis of opinion of the students about least like some of the activities.

From the table 2, it is clear that the activity of collecting information and present own way is least liked activity by 7.5% of the students. Game with sentences, letter writing and drama were least liked activity by 2.5 % of the students. Present own ideas, strep story and use the blackboard own way were most liked activities of the students.

Table 2
Responses of the students about least liked activities

S. No	Activities	%of students'
8	Collect information & present own way	7.50%
2	Game with sentences	2.5%
1	Game with words	2.5%
4	Letter writing formal or informal	2.5%
7	Drama	2.50%
3	Use the black-board own way	-
5	Present own ideas	-
6	Strep-story	-

Major Findings



1. The opinion of the students regarding open-ended statement shows that 40% students suggested debate, 5% students suggested Discussion, 12.5% students suggested Kavi-sanmela, 7.5 % students suggested meeting with poet, scholars, and experts in language, 10% students suggested Kavyapathan and 2.5% students suggested role-play activities for Gujarati teaching.
2. Analysis and interpretation of achievement scores lead the investigator to conclude that the developed ABPGS for Gujarati teaching is effective and it is important to gain better achievement by both the experimental group and control group.
3. From the above findings, the investigator concludes that most of the students of the experimental group enjoyed learning through developed ABPGS and it made a great impact on their achievement and motivation.
4. In addition to the achievement of objectives of Gujarati teaching, the developed ABPGS helped the learners in developing the skill of using language differently.

Discussion of the result

The present study was one of the effort to bring some change in language educational scenario. Following implications can be drawn from the study. The activity-based teaching-learning process makes a student-centred classroom climate. It can make an interactive and innovative environment for learning. It is also possible for Gujarati teaching in other standards as well as other subjects at a different level. It can help to change the educational scenario in a positive direction. This study leads to the use of the different methods of teaching in the classroom which can provide innovations and an effective impact on the learner as well as on teachers. It helps to provide an opportunity for a collaborative and co-operative environment for learning. The present study helps to enhance the potential and abilities. In the process of the present study, the investigator found that further investigation which can be possible for Gujarati language and another language teaching as well as classroom research.

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and emotional changes that can result in significant mental stress. This study shows that the level of stress among high school students is moderate. Parents and teachers should take the necessary steps to reduce the stress among the high school students. The above findings are an original contribution to the existing knowledge. This study might enable teachers and administrators to look for ways of reducing academic stress among high school students in Coimbatore District.

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Conclusion

"If a child can't learn the way we teach, maybe we should teach the way to learn" said Ignacio Estrada. To make an effective and meaningful teaching-learning process, a teacher need to understand the interest, attitude, and abilities of the students. Investigator recalled the duration of the school education (standard VIII) and strongly feels that it is the best period in the students' life to encourage and modify the hidden potential abilities of the students. So, it is essential to provide them with an opportunity to draw out their potentials and abilities. Activity-Based teaching can provide the stage for that. At the end the investigator is coming out with satisfaction about fulfilling the desirable possibilities which they want to bring among the students. The present study would not only improve academic achievement but

enhance communication skills, understand nature, structure, and forms of language, the importance of mother tongue and improve creativity and thinking ability. The investigator accepts that 'Action speaks louder than words.' This investigation proves the essential need for activity-based language teaching.

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