

# EFFECTS OF ACTIVITY BASED APPROACH ON THE LEARNING ACHIEVEMENT OF THE LEARNERS IN POLITICAL SCIENCE

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**Abstract :** Study of Political Science is important to understand the system of government, Political activities and behavior etc. Various teaching strategies should be changed as per interest of the children. Activity Based Approach is the development of traditional method of teaching Political Science. Activity Based Approach develops the interest of the learners and it can generate basic ideas, techniques of using TLM and get the scope to learn among peers. It is basically a student centered approach. The investigator as a senior Teacher Educator got a chance to visit the secondary schools having the classes from I to X during practice teaching of pupil teachers and teachers training programs. After the classroom observation, the investigator decided to take up a study entitled as "Effects of Activity Based Approach on the Learning Achievements of the learners in Political Science". This study was carried out with three specific objectives like to identify the learning difficulties of the learners of class-IX in political science, to design varieties of activities to help in overcoming the learning difficulties of the learners and to identify the effects of Activity Based Approach. Survey method was adopted to conduct this study. 40 students were selected randomly to conduct this study. Data was collected using the tool like achievement test through pre-test and post-test procedure. The intervention period was one month. The post-test result was better than Pre-test. It proved that Activity Based Approach was better than traditional one. Techniques helped to the learners for better achievement in political science. The teachers of Political Science of different institutions may use the techniques for learners' progress.

**Keywords:** Effect, Activity, Achievement, Political Science, Investigator, Pre-test, Post-test.

**1.0 Introduction:** The basic element of politics is a collective interactive process of governing society and making decisions for the welfare of its members. It influences the activities relating to policy formulation, execution and enforcement. It affects the lives of every individual in the society directly or indirectly. Hence, the system of education in the country should include a critical and creative study of politics both in theory and practice. Based on the writings of Plato and Aristotle the great Greek Philosophers, the people and administrators felt the importance of teaching political science in school, college and university level. Political science became an important subject as it helps in running the affairs of society by implementing political principles or guidelines for the common interest. The subject political science covers the topic like Fundamental Rights , Fundamental duties, Directive principles of state policy, Human Rights, Right to information Act, Feeling of Nationalism, fraternity, system of government i.e Parliamentary form of government and presidential form of government , National integration, democratic values, United Nations organization(UNO), Legislative, Executive and judiciary system of government etc.

## **2.0 Activity Based Learning (ABL):**

Activity Based Learning (ABL) describes a range of pedagogical approach of teaching. Learning is based on doing some hands on experiments and activities. The idea of activity based learning is rooted in the common notion that children are active learners and passive recipients of information. It makes the learning joyful and long lasting.

David Horsburgh is the pioneer of Activity Based Learning. According to him, focus should be given on child. It is also child centered approach. It helps the Learners to learn self. There is a scope to use child friendly educational aids to foster self-learning and allow a child to study as per his/her attitude and skill.

### **3.0 Learners' Achievement:**

Learners' Achievement measures the amount of academic content a student learns in a determined period of time. Every grade or standard has learning objectives or instructional goals that educators should teach. The improvement of Learners' Achievement depends upon the quality of instructional activities.

It is the extent to which a student, teacher or institution has achieved their short or long term educational goals. Cumulative GPA and completion of educational benchmarks such as diplomas and degrees represent learners' achievement. This can be measured through examination or assessment.

### **4.0 Political Science:**

Political science is a social science. It deals with the systems of governances and analysis of political activities, political thoughts and political behaviors. It deals with the theory and practice of politics which is commonly thought of as determining the distribution of power and resources. Political science is taught not only in secondary schools but also in college and universities. Harold Lasswell has defined political science as an empirical science as an empirical discipline, as the study of the shaping and sharing of power and a political act as one performed in power perspective.

W.J.M. Mackenzie says, "Politics is about power about legitimate authority about the reconciliation of interests. Politics is also concerned with the legitimate use of violence and also the monopoly authority over the power and the use of violence. Easton says, "Political science is described as the study of the authoritative allocation of values for society".

### **5.0 Verdicts of apex court:**

- I. **SC: Students have Right to examine answer sheets.** The Supreme Court said examinees have a right to inspect answer sheets under the transparency law. The evaluated answer sheets are covered under the definition of the information under the right to information (RTI) Act, a bench comprising justices R.V. Raveendran and A.K Pattnaik said. Right to information has been judicially recognized as part of article 19(1)(a) of Indian constitution , "All citizens shall have the right to freedom of speech and expression ". The Right to information is a fundamental right.
- II. Right to privacy is an integral part of Right to life and personal liberty guaranteed in Article 21 of the constitution.
- III. Judgment in the matter of N. Radhakrishnan Varenickal VS Union of India. The Apex Court said that a writer must enjoy the freedom of expression.

### **6.0 Rationale of the Study:**

The investigators got a chance to visit the secondary schools having classes I to X during practice teaching of pupil-teachers and teachers training programs. While interaction was made with the students of secondary classes, it was noticed that the students could not give answer of the questions on Fundamental Rights, Fundamental duties, Directive principles of state policy, Human Rights etc. The investigator also interacted with the teachers of Political science in various occasions. They also focused the same problems. So the investigator thought to find out the learning difficulties and effect of activity based approach on the learning achievement of the learners in Political science. Thus some questions raised in the mind of the investigator. The questions were (a) whether the pupils in secondary schools have learning difficulties in Political science? (b) If the Activity Based Approach can overcome those learning difficulties of secondary school students? Thus the investigator had undertaken the study entitled as "Effects of Activity Based Approach on the Learning Achievement of the Learners in Political science" to find out the answers of his questions.

**7.0 Objectives of the Study:**

The following objectives were under taken in the present study.

- I. To identify the learning difficulties of the learners of class IX in political science.
- II. To design varieties of Activities to help overcome the learning difficulties of the learners.
- III. To find out the Effects of Activity Based Approach to eradicate learning difficulties of the learners at secondary level.

**8.0 Hypothesis of the Study:**

In this study, the following hypothesis was under taken.

- Activity Bases Approach would exert positive impact on the learning achievement of the learners in political science.

**9.0 Methodology of Study:**

The method and procedure of the present study are stated below. The study was based on Experimental Research Method.

- **Design:** It was a single group pre-test and post-test design. Here, test-teach-test techniques were followed.
- **Sample:** 40 numbers of students of class IX of A.N High school, Narasinghpur, Cuttack, Odisha purposively selected to conduct this study.

**10.0 Tools and Techniques:**

The following tools were developed and administered in the present study.

- I. Pre-teacher made Achievement test.
- II. Post-teacher made Achievement test.

The techniques like interview, role-play, quiz, group work, pair work, co-operative learning and peer assisted learning were followed.

**11.0 Procedure of the Study:**

All the activities were undertaken under the following stages.

- I. Identified the learning difficulties of the learners of class IX in political science adopting appropriate technique.
- II. Designed varieties of activities on identified learning difficulties.
- III. Suitable treatment was given for one month in accordance with identified topics of political science.
- IV. Post-test and Assessment.

**11.1 : Identification of Learning Difficulties:**

Pre-test was conducted to find out the learning difficulties in political science of class IX students. After assessment of the pre-test responses, it was concluded that the students had difficulties in the topics like

- I. Fundamental Rights
- II. Right to Information: Right to information Act of India.

**11.2 Intervention Activities:**

After pre-test the transaction was made through activity based approach on the selected learning difficulties. The subject teacher of the school was guided properly for transaction and to use the tools, TLMs and techniques. The investigator also dealt with the learners on the learning difficulties in political science.

**11.3 Detail Description of the Activities:**

- **Facts sheet:** Facts sheet containing 15 items were distributed among the learners in which they have to mention 'C' for correct and 'W' for wrong. Out of which the correct items taken as having no difficulties. The items containing wrong response were assumed that the learner had difficulty in that area.
- **Interview:** In this process, some oral questions were asked which was termed as interview. It was a group test in which questions were put and who raised the hand was asked to particular question. Then peer discussion was made on that question.

- **Quiz Activities:** The entire class was divided into four teams and when questions were asked to all the members of a group (To whom directed) tried to answer within a span of two minutes. If that group failed, it was passed to the next group. The group failed to answer was given a minus(-) point. The group which answered was given bonus plus (1) point. In this way all the groups were covered within specified time.
- **Round Table Technique:** This is a technique in which self-correction and peer learning were under taken side by side. Participants were divided into 4 groups. First the mentor briefed the participants on the topic. In this way, he covered the topic like Right to information Act of India. Each participant was given a question which was answered and passed to the next participant. The participant was given tick mark of the answer which was correct. If it was not correct, make it correct and passed to the next one. Likewise the work was done among all participants. Lastly the responses of the learners were matched with the correct responses with the mentor. Then overall discuss was held for well information of all the learners.
- **Role Play:** In this activity, some children were kept in middle and the students were asked to pick up any chit voluntarily. The chit contained one dialogue related to the topic and the dialogues were read out by the concerned. In this way, each student could learn the theme and concept.
- **Think, Pair and Share (TPS):** It was based on conceptual clarity in the form of pair work. At first, each student was asked to think individually and then shared it with his/her partner. After joint discussion, they were asked to inform the mentor and he was a right person to infer.

**11.4 Sample Activities:****11.4.1 Facts sheet :**

- I. It is a moral duty to fight against exploitation without any discrimination
- II. Right to freedom of religion

**11.4.2 Round Table Techniques:**

- I. Right three symptoms of human rights.  
(Answer Key: Universal, Individual, The centre, Democracy and development)
- II. Due to hunger and poverty, the needs of the citizens cannot be fulfilled. (Agree/Disagree)

**11.4.3 Interview:**

- I. Can you get education in any government/non-government Educational institution of our country? (Y/N)
- II. Which Fundamental Right helps for this.(Right to Equality, Freedom, Exploitation, Right to freedom of Religion, Cultural and Educational Rights, Constitutional Remedies)

**11.1.4 Quiz Activity:**

- I. Which article says about free and compulsory primary education for the children of 6-14 years.( 21,28, 32).
- II. Cheating of a shopkeeper affects the right. (Right to freedom, right against exploitation, cultural right).

**12.0 Result and Discussion:**

In this study, according to learning difficulties performance of the sample in pre-test and post-test was analyzed. The following table shows the performance of students as a result of strategic intervention of one month.

**Table-1**

SL No.	Selected Learning Difficulties	Tests	Mean	SD	't' value
1	Right to equality	Pre-test	66.729	11.362	24.615
		Post-test	80.462	11.497	
2	Right to freedom	Pre-test	74.198	10.862	19.253
		Post-test	83.085	10.879	
3	Right against exploitation	Pre-test	71.135	11.253	18.213
		Post-test	83.486	10.707	
4	Right to freedom and religion	Pre-test	70.74	13.555	13.282
		Post-test	84.057	11.159	

5	Cultural and educational Rights	Pre-test	76.758	13.111	20.005
		Post-test	87.15	12.763	
6	Right to constitutional remedies	Pre-test	75.252	10.555	12.707
		Post-test	84.895	9.631	
7	Right to Information Act of India	Pre-test	73.749	13.912	18.968
		Post-test	85.416	13.25	

The table reveals that the pre-test mean score and standard deviation of learning difficulties like Right to equality, Right to freedom, Right against exploitation, Right to freedom of religion, Cultural and educational rights, Right to constitutional remedies and Right to information Act of India were 66.729, 74.198, 71.135, 70.74, 76.758, 75.252, 73.749 and 11.362, 10.862, 11.253, 13.555, 13.111, 10.555, 13.912 respectively.

Similarly the post-test mean score and standard deviation of the said learning difficulties were 80.462, 83.085, 83.486, 84.057, 87.15, 84.895, 85.416 and 11.497, 10.879, 10.707, 11.159, 12.763, 9.631, 13.25 respectively.

The obtained 't' values of Right to equality, Right to freedom, Right against exploitation, Right to freedom of religion, Cultural and educational right, Right to constitutional remedies and Right to information Act of India were 24.615, 19.253, 18.213, 13.282, 20.005, 12.707 and 18.968 which are highly significant at 0.01 level. So it revealed that the activity based approach has positive effect on achievement of learners in political science.

### **13.0 Educational Implication:**

- I. The students can go through the daily newspaper and watch television. They will make a latest changes in fundamental rights in relation to the amendments.
- II. They can protest against any sort of discrimination, unlawful act and take the shelter of court of law if he/she is exploited by anyone in the society.
- III. He/she can take leadership of depressed community by developing life skills.
- IV. They can update their knowledge in relation to civic rights, duties, election process etc.

### **14.0 Conclusion :**

Constructivist approach has prescribed to construct knowledge going beyond the text. NCF 2005 also said this. The students should not be confined to the pages of the text book rather they need to read various journals and newspapers.

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