

# Effectiveness of Simplified Activity Based Learning Methods in Inclusive Education in Teacher's Perspective

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**Abstract:** To educate the students with disability under one roof along with students of general category in a single classroom, the concept of inclusive education was introduced. The main idea behind inclusive setup is to bring students with disability into mainstream society and to achieve equal assessment system using simplified activity based learning methods. The present study, aims to assess the effectiveness of activity based learning methods implemented in primary schools of Coimbatore district in Tamil Nadu where inclusive education is adopted, in teacher's perspective. A total of seven primary schools were selected using purposive sampling method. Simplified learning methods, continuous comprehensive evaluation, formative assessment and summative assessment were considered as the indicators for this study. Percentage analysis was used for analysis and interpretation of data. Results showed that simplified activity based learning methods implemented in inclusive education schools for students with disability was found more effective than the regular teacher centred lecture methods and they were able to cope along with other students in the classroom. Also evaluation procedures become more effective and efficient through activity based learning method for disabled students enrolled in inclusive schools.

**Key Words:** simplified learning, formative assessment, summative assessment, inclusive education, continuous evaluation.

## 1. INTRODUCTION:

Educational policy in India is focusing on the needs of children with special needs and mainstreaming them in our society. Inclusive education has become the heart of special education field since it helps in the integration and adaptation of students with special needs and other children in teaching, learning and evaluation. The various learning methods and evaluation patterns designed in inclusive education has been planned in such a way that it addresses the diverse needs of disabled children and children without disability in the same classroom setup, evaluated by the regular class teacher and monitored by teachers of Sarva Siksha Abhiyan.

Learner's critical thinking and creative skills can be developed by simplified based activity method. Role, cooperation of teachers and parents in implementing simplified activity based learning methods is very crucial since students with disabled children need adapted learning methods. Cognitive skills, social interaction and personality development are developed through activity based learning methods in an inclusive setup. Through activity based learning method general educators who are responsible for handling students with diverse needs have accepted the unique needs of all students and they adapt individualized based training and modified teaching methods depending on the learning needs of each student enrolled in mainstream education.

Activity based method is handled by the regular class room teachers, resource teachers who are trained in special education and parents of disabled children. In this learning method, rote memory has a minimal role. Child centred learning is given prior importance in daily classroom activities by the teacher. Students without disability have chances to assist and address to the needs of disabled students enrolled in their classroom. Both the children with disability and without disability can select their own way of learning according to their very own performance. Group learning and mutual help is promoted through this activity based learning method only in inclusive education. Since learning through activities is a step by step process, the confidence level of all the children enrolled in this educational setup gets increased.

### 1.1 NEED OF THE STUDY:

Traditional teacher centred approach was followed so far in our Indian education system. Through activity based learning method it changed to student approach where students become active participants. In inclusive schools where disabled children get enrolled in general setup, the regular classroom teachers need to follow adaptive teaching, learning and evaluation procedures. This study is mainly done to find the advantages of simplified activity based learning methods for disabled children and how far it creates way for inclusion.

**1.2 AIM OF THE STUDY:**

This study explores in all the possible ways the effectiveness of simplified activity based learning method, meeting the needs of curriculum designed in simplified activity based learning methods and assessing the performance of the disabled children in inclusive education.

**1.3 OBJECTIVES OF THE STUDY:**

- (1) Assess the independent learning of disabled children enrolled in inclusive education through activity based learning methods.
- (2) Identify the efficiency of various activities implemented in simplified activity based learning methods
- (3) Find the feedback of teachers in creating learner centred classrooms and make learning process students friendly.

**2. METHOD:**

**2.1 Population for the study:** Government schools in Coimbatore district and general educators who completed Diploma in Teachers Education and Bachelors in Education, who are working in primary classes are selected as population for the study.

**2.2 Selection of samples and sampling technique:**

A total of seven elementary government schools and teachers handling classes from first to fifth standard are chosen as samples for the study. For the selection of samples purposive sampling technique was followed and the samples were chosen based on the sampling done.

**2.3 Method used for data collection:**

Survey method was used to carry out the research further. A self developed questionnaire was administered for data collection among the samples. The questionnaire was carefully designed. All the required indicators and variables that were chosen for the study was implemented in order to know the effectiveness of activity based learning method in inclusive education.

**2.4 Variables used for the study:**

Experience, class handled and age were chosen as the independent variables for the study. Student’s involvement, continuous comprehensive evaluation, teacher’s involvement, records maintained for simplified activity based learning methods were chosen as dependent variables for the study.

**2.5 Statistic tool for analysis and interpretation of data:**

Statistical tool of percentage analysis for analysis and interpretation of data has been used. Based on the statistical technique selected and the questionnaire designed, the data collected has been analyzed and interpreted depending on the variables chosen for the study.

**2.6 Scope and limitation of the study:**

Government schools in Coimbatore district of Tamil Nadu was selected for the research. Therefore the study was limited to teachers and students of these schools in Coimbatore where inclusive education was adopted.

**3. ANALYSIS AND INTERPRETATION:**

**Table 3.1 Feedback of teachers on simplified activity based learning method with respect to experience**

S.NO	FEEDBACK	RESPONSE	EXPERIENCE							
			5 to 10 Years		11 to 15 Years		16 to 20 Years		21 to 25 Years	
			NO.	%	NO.	%	NO.	%	NO.	%
1.	Guidelines used in Activity Based Learning Method	YES	5	100	8	72.2	7	100	7	100
		NO	-	-	3	27.3	-	-	-	-
2.	Need of training programmes for assessment	YES	-	-	2	18.2	7	100	4	57.1
		NO	5	100	9	81.8	-	-	3	42.9
3.	Need of Simplified activities for disabled children	YES	3	60	3	27.3	7	100	3	42.9
		NO	2	40	8	72.2	-	-	4	57.1
4.	Special need children involvement	YES	-	-	3	27.3	5	71.4	3	42.9
		NO	5	100	8	72.2	2	28.6	4	57.1

From table 3.1 it is understood that cent percent of the teachers with 5 to 10 years, 16 to 20 years and 21 to 25 years of experience expressed that the guidelines in the simplified activity based learning method are easy to follow in an inclusive setup. Regarding training programmes and minimum attainment of special needs children in simplified activity based learning method Cent percent of teachers with 16 to 20 years of experience agreed to the need of training and changes in SABL method. About 85.7% teachers with 16 to 20 years of experience had expressed that difficulties are faced by them while conducting the activities in simplified activity based learning Method. On the whole the response of the teachers with 16 to 20 years was higher when compared to others. This reflects the aptitude of teachers belonging to 16 to 20 years towards education of children with special needs.

**Table 3.2 Feedback of teachers on simplified activity based learning method with respect to qualification**

S.NO	FEEDBACK	RESPONSE	QUALIFICATION			
			Diploma in Teachers Education		Bachelors in Education	
			NO.	%	NO.	%
1.	Difficulties in simplified activity based learning Method and continuous comprehensive evaluation	YES	4	21.1	3	27.3
		NO	15	78.9	8	72.7
2.	Patterns in simplified activity based learning method	YES	5	26.3	3	27.3
		NO	14	73.7	8	72.7
3.	Attainment of special need children	YES	10	52.6	-	-
		NO	9	47.4	11	100
4.	Modifications in simplified activity based learning method	YES	5	26.3	5	45.5
		NO	14	73.7	6	54.5

Table 3.2 shows that about 80% teachers with diploma qualification expressed the need for training programmes in assessment in simplified activity based learning method whereas the same response was stated only by 27.3% percent teachers with Bachelors in Education qualification. Fifty two point six percent teachers with diploma stated, special needs children can attain at least the minimum level of achievement in simplified activity based learning method whereas none of the teachers with Bachelors in Education qualification agreed with this statement. Nearly 70 to 80% teachers with diploma holders reported that the guidelines in simplified activity based learning method are easy to follow. Above 20% teachers with diploma and degree qualification found out that certain difficulties are found in continuous comprehensive evaluation. The reason left behind might be they would have received training only in simplified activity based learning method.

**Table 3.3 Feedback of teachers on simplified activity based learning method with respect to age**

S.NO	FEEDBACK	RESPONSE	AGE					
			31 to 40 Years		41 to 50 Years		51 to 60 Years	
			No.	%	No.	%	No.	%
1.	Role of simplified activity based learning method	YES	6	100	21	95.5	2	100
		NO	-	-	1	4.5	-	-
2.	Requirement of training in activity based method	YES	5	83.3	4	18.2	1	50
		NO	1	16.7	18	81.8	1	50
3.	Coping of special need children	YES	1	16.7	1	4.5	-	-
		NO	5	83.3	21	95.5	2	100
4.	Achievement level of special need children	YES	2	33.3	19	86.4	-	-
		NO	4	66.7	3	13.6	2	100

From table 33 it is seen that about 50 to 70% teachers with 41 to 60 years suggested that certain modifications should be made in the activities of SABL method. Above 80 to 90% of teachers belonging to 41 to 50 years stated that guidelines in SABL method should be altered. The reason behind this may be the teachers are ready to accept the changes in SABL which could make teaching more easy and transparent.

#### 4. DISCUSSION:

- From the above findings it is understood that through the implementation of simplified activity based learning method there is a change in the classroom arrangement, complete involvement of disabled students, teachers and parents coordination in teaching and learning process and student friendly classrooms in inclusive educational setup.
- Through activity based learning methods and evaluation method followed in inclusive education students with disability were able to receive the required assistance and support of other peer group whenever required which resulted in full mainstreaming.
- The feedback of teachers also showed that activity based learning methods helped in the empowerment of regular classroom teachers in the perspectives of perception and attitude towards handling students with disabilities along students without disabilities.
- Also the findings revealed that students with disability are able to show increased level of progress in academic aspects which resulted in the improvement of confidence level of disabled children in mainstream education setup.
- Learning through activities also resulted in evaluation more simple and organised for general educators and the special educators from Sarva Shiksha Abhiyan.

#### 5. RECOMMENDATIONS:

- Further research can be done to study the effectiveness of activity based learning method in higher secondary schools where inclusive education is followed.
- A study can be done on the challenges faced by the regular teachers in handling students with disability while implementing the activities in day to day classroom setup.
- A comparative study can be done on the effectiveness of traditional teaching method and activity teaching method in inclusive setup.

#### 6. CONCLUSION:

The overall findings of the study revealed that activity based learning methods is highly useful for teaching and learning methods of various skills and tasks for both students with disabilities and without disabilities of all age groups. Support from resource teachers helped in smooth handling of the classes by the regular classroom teachers. The activities implemented through activity based learning procedures helped in different learning opportunities for the disabled children. It also paved way for a natural learning. Children with various disabilities like hearing impairment, low vision, visually challenged, cerebral palsy, etc., are able to show improved development in academic and other recreational areas. Through the feedback of teachers it is clear that simplified activity learning methods helped in the overall development of students with disabilities in inclusive setup.

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