

Chapter 2
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2.1 Meaning and Importance of Literature Review

The importance of related literature cannot be denied in any research. It is an important aspect of research work that guides not only with regard to work done in the field of research is to be carried out but also to perceive the gap and lacunas in the concerned field of research. It helps in understanding the potentialities of the problem in hand. Review of related literature forms an integral part of any research. It helps to find out what is already known and what is still unknown. It also helps to avoid duplication of the research. A careful screening of the literature related studies will help the researcher to understand the studies of similar nature and the methodology followed.

The phrase 'Review of Literature' consists of two words review and literature. The word literature has conveyed different meaning from the traditional meaning. It is used with reference to the language e.g. Hindi Literature. Here in research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and research studies.

The term review means to organize the knowledge of the special area of research to evolve an edifice of knowledge to show that his study would be an addition to this field. It implies organization and synthesis of knowledge of a particular area of investigation after going into the works. Those help the investigator through manifold ways like getting up to date information of the work done in the field, avoids replication of the study increase sensitivity about gaps in knowledge, and provides helpful orientation for formulation of problem, good procedure, likely methods and tried techniques. The task of literature is highly creative and tedious because research has to synthesize the available knowledge of the field in a unique way to provide the rationale of his study.

2.2 Studies Related to Activity Based Learning

Studies Related to Activity Based Learning Aggarwal (2010) conducted a study on Activity Based Learning (ABL) in primary schools of Chandrapur district. 'The main objective of the study was to compare the

effectiveness of ABL method with traditional teaching method at primary level. This study also aimed to reduce the burden and stress of teachers and student. The investigator randomly selected two private schools of Chandrapur district. The investigator used self-prepared activities to develop ABL and for data collection. The findings of this study reveal that joyful teaching learning strategies arouse interest among the learners towards reading to great extent and pair work and group work stimulate the learner to actively involve in the programme and it helps to achieve competencies within a period of time.

Aslam, Ahmed & Mazher (2015) conducted a study on 'Enhancing Communication Skills of ESL Primary Students through Activity Based Learning'. The aim of the present study was to highlight the facts that ABL has proved to be more effective in teaching students by inventing or creating and ABL equips teacher with many activation arms in order to manage the students according to their mental and physical context. The tool of the data collection was based on interviewing from teachers to know that to what extent they consider ABL as an effective learning method to magnify the creative effect regarding the students' perception. The students were put under observation by the implementation of various learning activities and random sampling from each class i.e. 3rd to 5th grade (10) students were observed. A close-ended questionnaire having Yes/No options to know the response regarding the efficacy of ABL was distributed. The results remained almost 88% as the teachers were already using some of these activities which according to them are inevitable for student learning at primary level. The participation of the students in various creative activities put a healthy effect not only on students but on teachers also. Teachers were in view of shifting from Grammar Translation Method to ABL as this is a child-centred method.

Nagaraj & Nagaraj (2015) conducted a study on continuous and comprehensive evaluation to analyse the effectiveness of activity-based learning. Objective of the study were: (i) To study and understand every aspect of child's learning during his/her presence at school. (ii) To test and evaluate the effectiveness of CCE system at VII Std level in Thalavadi Block (iii) To process learning efficiency by way of Formative and Summative Assessment. (iv) To diagnose evaluation problems that exist in the CCE system. v) To analyse the activities executed in the teaching learning process. The descriptive method was used. The sample of the study was 34 students VII class including 18 boys and 16 girls. The study revealed the following results: i) implementation of new teaching and tools in CCE system improved children's scoring marks. ii) CCE method helps the students learn the language skills in systematic ways. iii) CCE helps the students learn through activities. iv) It provides a platform for reasoning of problems.

analyse of cases, and improve the mental ability of students. v) It is more practical and avoids rote learning.

Hariharan (2011) conducted a study on effectiveness of activity based learning methodology for elementary school education. This study aimed at studying the educational experience of the children studying in the ABL methodology and evaluating their learning outcomes. It also attempts to access the quality of learning outcomes in comparison to private schools reputed in the society to provide good quality education. A sample of 10 Panchayat Union Schools under one Cluster Resource Centre (CRC) of Thondamuthur Block in Coimbatore District in Tamil Nadu was chosen for the study. During the research classes were personally visited and observed by the investigator, oral and written tests were administered to all students and interview with peers, teachers, parents were conducted. It can be seen from the results that in most of the subjects, reading is an important activity for information input. But the learning outcomes analysis shows that the basic and advanced reading skills of students in level 4 in the languages, especially Tamil, is not developed to the extent that they can independently read and comprehend what they have read. Since this comprehension is critical to understanding the material that is to be read, it determines to a great extent whether the student will engage with his learning independently from the ABL Methodology 77 cards or not. Study also revealed that from classroom observations that most students did not spend even 15 minutes on an average working attentively to their cards in any subject. This indicates that although the methodology of ABL plans for a variety of activities for learning at each stage of input, process and expression of information, and even makes it interesting many times, something more is needed to make learning outcome more effective. It is important to understand that the goal of universal elementary education of high quality is the major focus while the methodology adopted is only a means to the end or the process for attaining the goal. To this end, it is important to glean the merits of different methodologies of instruction at elementary level and use them judiciously to achieve the goal of high quality elementary education for all our country's children. Towards this end, the following recommendations that arise out of this study have been made.

Khan et.al. (2012) conducted a study on the topic 'Impact of Activity Based Teaching on students Academic Achievement in Physics at Secondary Level'. To investigate the findings 30 lessons were selected from 9th class physics for this study. A sample of fifty students was selected randomly. Pre test-Post test Control Group Design of experimental research was selected for this research study. Two MCQs type achievement tests were used as research tools for the data collection. Experimental group was taught with the help of

activities where as the control group was taught the same lesson through traditional method of teaching for period of six weeks. T-test was used to analyze the data. The results showed that the Activity Based Teaching is more effective for the development of higher order skills in the students.

Zimmerman (2010) conducted study on the title 'Project Based Learning for Life Skill Building in 12th Grade Social Classroom: A Case Study'. The main purpose of the study was to investigate how a unique program uses project based learning techniques and skill building methods in the social studies curriculum to better prepare students for life after high school. A qualitative approach was used interview method was conducted. Three teachers also participated in the study that had created PBL program in their high school classroom. Study revealed that Project based learning in high school social studies classrooms builds life skills in students and better prepares them for college, the work force and life. PBL creates not only better learning environment but it allows for students to learn actual life skill that will be used by students and are needed today.

Martin (2009) presented a paper in 20th annual conference at Orlando Florida, USA on the title 'Activity-based Learning Experiences in Quantitative Research, Methodology for (Time-Constrained) Young Scholars -Course Design and Effectiveness'. A study examined the impact of ABL upon the course. The major objective of the assessment was to determine the extent to which students are in favor of ABL experiences compared to traditional technique-based course and exam format. In this paper, he reported on pre- and mid-term ABL surveys and compare those results pairwise by applying the so-called paired t-test (with $\alpha=0.05$). (Only use the pre and mid-term surveys was used, because the final sessions of the course had not yet been held). A questionnaire was designed with a 5-item Likert scale with response options ranging from —strongly agree || to —strongly disagree. Although all students were asked to complete the survey instrument participation was voluntary. As all students participated in the survey, no response bias was not an issue. Demographic data such as age or gender were not collected. Results of the survey showed high achievement levels in the overall program and in specific learning outcomes. In particular, the greatest improvement for students was in their ability to perform business calculation accurately. Reading and Presentation skill was also improved.

Having reviewed the various works related to the present study, it was found that lots of work has been done on life skills and activity based learning. The development of life skill has been given very much importance in various studies. The various methods and modes are discussed regarding the development of life skills among students at different level. Activi

based learning has also been studied by various researcher. The activity method proposed the learning that is carried out with a purpose in a social environment, involving physical and mental action, stimulating for creative action or expression. It makes learning interesting and joyful. Today the curricula are being framed especially with the objective to develop necessary life skill among student at all levels of education. But the teaching of life skills must be started at initial years of schooling. Though, the methodology of teaching life skills is being suggested in various studies but investigator wanted to observe if life skills could be developed through activity based learning? Therefore, the present study was undertaken by keeping in view the effect of activity based learning on the development of life skills among elementary level students.

2.3 Studies Related To Activity Based Learning for Political Science

Simulations and games are useful for teaching students theoretical concepts by making them “lab rats” in their own experiments (Asal 2005). There is substantial research showing that simulations can be useful for teaching about theory and content (Shaw 2004; Smith and Boyer 1996; DeNeve and Heppner (1997) and Miller and Groccia (1997) both reported that students taking courses that incorporate active-learning techniques responded with higher satisfaction in follow-up surveys than those taking traditional-format courses. Simulations also enable educators to engage students with diverse learning styles (Brock and Cameron 1999; Shellman and Turan 2003). A rich literature considers active learning specifically in the discipline of political science. Archer and Miller (2011) provided an overview of the use of active learning in a review of more than 50 introductory political science syllabi. They found that the prioritization of active learning is low but can vary across subfields. In an experiment with history and political science college courses, McCarthy and Anderson (2000) found that students who engaged in role play and collaborative exercises performed better on standard evaluations in the courses. Frederking’s 2000 experiment had similar results in an introductory American government course. Previous scholarship found that students grasped international relations and comparative politics theories more soundly through simulation and games (Asal et al. 2017). Given the challenge that methods can present for students, there is evidence that simulations can make subjects more interesting and enjoyable (Glazier 2011; Krain and Shadle 2006; Pettengill West, and Young 2013).

According to Banks, the scope of the subject in the lower grades centres around institutions and communities such as the house, family, school, neighbourhood, and community (Banks, 1990). He goes on to state that at the

upper level, a number of optional courses such as sociology, psychology, and democratic problems are offered. In another development, Martorell comments that most teachers would agree that social science disciplines such as history, political science, geography, economics, sociology, anthropology and psychology contribute to the identity of Social Studies (Martorell, 1994). While explaining the scope of Social Studies, GES emphasised that Social Studies takes its inspiration from geography, history, economics, and civics education and integrates it in such a way that it creates a subject of its own. According to Ravitch, "Social Studies is considered as a large umbrella that embraces a wide range of courses, disciplines, and skills" (Ravitch, 2003).

It is worth noting that when subjects are as are utilized to determine the scope of Social Studies, the goal could be to develop understanding and values related with the subject areas. The scope of Social Studies, according to Aggarwal, should include a study of relationships, a functional study of natural sciences and arts, and a study of current affairs (Aggarwal, 1982). Tamakloe writes, in keeping with this thematic aspect, that "the structure of the content selected for the teaching and learning process in Social Studies must be such that it crosses across disciplines" (Tamakloe, 1991). This is doable for him if the content is thematic in nature. "Themes such as the school community, our local community, our national community, our continent, and others like citizenship, cooperation, interdependence, and nationalism readily lend themselves to organization that depends significantly on the utilization of concepts, facts, skills, and values from multiple disciplines," he continued. It should be noted, even though, Social Studies and Social Science are two separate programmes. To accomplish its overall goals, Social Studies should support learning experiences with a clear content focusing on the process respectively. The latter for instance provides opportunities for learners to become actively involved with interpreting and judging knowledge. It could be inferred from the discussion that the scope of Social Studies is unlimited. It is in this light that Leming & Ellington describe the scope of Social Studies as "boundless, eschewing substantive content and lacking focus for effective practice (Ellington, 2003)." They added that, "students rank Social Studies courses as one of their least liked subjects and Social Studies textbooks are largely superficial and vapid".

Zevin in his "personal prologue" writes that, "part of the reason Social Studies is disliked by so many students are the arguments, knowledge of fact names, places and all the facts they had to know" (Zevin, 2000). Perhaps the argument about the scope of Social Studies emerges from the subject's nature. As per Tamakloe, the scope of Social Studies boundless nature is the obvious outcome of the multitude of concepts, skills, knowledge, and values that could be used to explain issues, phenomena, and address every problem.

that society encounters (Tamakloe, 1994). Ross and Marker stated on the nature of Social Studies; Social Studies is the most inclusive of all disciplines, and sets the bounds of what is taught in Social Studies entail decisions about what social knowledge is most essential, which skills and behaviours are most useful, and what values are most relevant (Marker, 2005). As a consequence, the field curriculum topography is, has been, and will continue to be a point of conflict.”

It appears that the problem of scope selection is partly caused by the profusion of subject matter in Social Studies as well as changes in the curriculum. According to Preston, “these innovations impact not just the technique of study but strive to define the scope and sequence of Social Studies” (Preston, 1985). The vast range of subject matter and the amount of content which might be included in Social Studies is a major problem for Social Studies education. Due to its “competing vision and contradictions, all agree that choosing what to cover is a fundamental difficulty in preparing Social Studies instruction (Evans, 2004). Although there appears to be no obvious core content on Social Studies, the issue Social Studies curriculum writers face is when it comes to designing an educational programme they will prioritize depth of significant concepts within an adequate breadth of topic coverage. Even though, the content chosen must shape both the learner requirements and the nature of society, as they complement one another. A well-rounded Social Studies curriculum must thus include the development of competences and dispositions that will enable the learner to be creative, productive, and inventive, which will serve as a doorway to quality of life.