

A STUDY OF PRE-SERVICE TEACHERS' ATTITUDE TOWARDS ACTIVITY-BASED LEARNING IN THE LIGHT OF NEP 2020.

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ABSTRACT

The present study aimed to examine the attitude of pre-service teachers towards activity-based learning in the light of the National Education Policy (NEP) 2020. The study also attempted to compare the attitude of pre-service teachers on the basis of gender and locality. A descriptive survey method was adopted for conducting the study. The population of the study comprised pre-service teachers of Lucknow city, while a sample of 196 pre-service teachers enrolled in B.Ed. and M.Ed. programmes of Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, was selected through a random sampling technique. A self-constructed five-point Likert attitude scale was used as the tool for data collection. The collected data were analysed using mean, standard deviation, percentage and independent samples t-test. The findings revealed that pre-service teachers possessed a positive attitude towards activity-based learning. Further, no significant difference was found between male and female pre-service teachers, as well as between rural and urban pre-service teachers, regarding their attitude towards activity-based learning.

KEY WORDS: *Pre-Service Teachers, Activity-Based Learning, Attitude, NEP 2020, Teacher Education.*

INTRODUCTION

The educational landscape in India has been undergoing a paradigm shift in response to the demands of the 21st century, where knowledge acquisition alone is no longer sufficient, and emphasis is placed on skills such as critical thinking, creativity, collaboration, and problem-solving. A significant step in this direction is the introduction of the National Education Policy 2020, which envisions a comprehensive reform of the Indian education system. The policy advocates a transition from traditional rote-based learning to a more holistic, learner-centric and competency-based approach (Ministry of Education, 2020). Activity-based learning is grounded in the principles of constructivist theory, which posits that learners actively construct knowledge through interaction with their environment rather than passively receiving information (Piaget, 1970; Vygotsky, 1978). ABL involves engaging learners in meaningful tasks such as experiments, discussions, role-playing, and project-based activities, enabling them to connect theoretical knowledge with real-life applications. Research indicates that such approaches enhance student engagement, retention, and conceptual understanding (Bonwell & Eison, 1991; Prince, 2004). The relevance of activity-based learning has been strongly emphasized in NEP 2020, which calls for experiential, inquiry-driven, and discovery-oriented learning at all stages of education. The policy highlights that "learning should be holistic, integrated, enjoyable, and engaging" (Ministry of Education, 2020, p. 12). It encourages teachers to adopt interactive and activity-oriented teaching methods to make learning more meaningful and effective. In this context, the attitude of pre-service teachers towards activity-based learning becomes highly important because teachers are the key agents in implementing educational reforms and innovative pedagogical approaches in classrooms. In this study, the researcher has explored the attitude of pre-service teachers towards experiential learning in the light of NEP2020 by taking the pre-service teachers enrolled in B.Ed and M.Ed programmes at Babasaheb Bhimrao Ambedkar University, Lucknow, on the basis of level of attitude, gender and locality.

SIGNIFICANCE OF THE STUDY: This study holds practical significance for Babasaheb Bhimrao Ambedkar University as it can provide evidence-based insights into the effectiveness of its teacher education programmes in fostering positive attitudes towards activity-based learning. The results may help faculty members, curriculum planners, and institutional administrators improve pedagogical training, workshops, and practicum experiences in line with NEP 2020. Additionally, by examining differences based on gender and locality, the study can support the development of more inclusive and need-based interventions for teacher trainees. Ultimately, the research can contribute to enhancing the professional competence of future teachers and strengthening BBAU's role in preparing educators for modern, student-centred educational practices.

RATIONALE OF THE STUDY:

In the context of Babasaheb Bhimrao Ambedkar University, where teacher education programmes prepare students from diverse gender and rural-urban backgrounds, understanding pre-service teachers' attitudes towards activity-based learning becomes especially relevant. As NEP 2020 emphasises experiential and learner-centred pedagogy, it is important to assess whether future teachers in this institutional setting are prepared to adopt such innovative practices. Since BBAU serves students from varied socio-economic and educational backgrounds, this study can help identify specific challenges, preparedness levels, and training needs among teacher trainees. The findings will be useful in strengthening the university's teacher education curriculum and ensuring that prospective teachers are equipped to implement NEP 2020 effectively in diverse classroom environments.

LITERATURE REVIEW:

Choo, C. B. (2007), in "Activity-Based Approach to Authentic Learning in a Vocational Institute", examined the effectiveness of activity-based learning in promoting authentic learning experiences. The researcher aimed to analyse how real-life, task-oriented activities enhance students' practical skills and understanding. The study was conducted in Singapore with vocational institute students as the sample. A case study research design was adopted, involving observation and analysis of classroom activities. The findings and results revealed that activity-based approaches improved students' problem-solving skills, engagement, and ability to apply knowledge in real-world contexts. It also enhanced confidence and job-related competencies, indicating its importance for employability-focused education.

Biazak, J. E., Marley, S. C., and Levin, J. R. (2010), in "Does an Activity-Based Learning Strategy Improve Preschool Children's Memory for Narrative Passages?" examined the effectiveness of activity-based learning strategies on preschool children's memory. The researcher aimed to determine whether engaging children in structured, story-related activities enhances recall and comprehension of narrative passages. The study was conducted in the United States with preschool children as the sample. An experimental research design was used, involving a comparison between activity-based learning and traditional listening approaches. The findings and results revealed that children exposed to activity-based strategies demonstrated significantly better recall, sequencing, and understanding of narratives. The study concluded that integrating activities with learning strategies effectively improves memory and supports early cognitive development.

Passa, S. (2016) in "An Activity-Based Learning Model for Exchanging of Soft Skills to Prospective Teachers" explored the development of soft skills among prospective teachers through activity-based learning. The researcher aimed to design and implement a model to enhance communication, teamwork, and interpersonal skills. The study was conducted in Thailand with prospective teachers as the sample. An experimental research design was adopted using structured activities and skill-based tasks. The findings and results indicated that the activity-based learning model significantly improved soft skills, including collaboration, confidence, and communication, and increased active participation, demonstrating its effectiveness in preparing future teachers for employability.

Pang, K. (2010), in the study, "Creating Stimulating Learning Using New Models of Activity-Based Learning and Metacognitive-Based Activities," aimed to enhance students' learning effectiveness by integrating

activity-based learning with metacognitive strategies. Conducted in Malaysia, the research focused on developing innovative instructional models that promote active participation, self-regulation, and critical thinking among learners. The study used a developmental and experimental research methodology to design and implement new teaching models. The sample consisted of school students engaged in structured learning activities. Various activity-based and metacognitive tasks were applied to assess improvements in learning performance. The findings revealed that the integrated model significantly improved students' academic achievement, motivation, critical thinking, and self-awareness in learning. The study concluded that combining activity-based learning with metacognitive activities creates more stimulating, meaningful, and effective educational experiences.

Festus, A. B. (2013) in "Activity-Based Learning Strategies in the Mathematics Classroom" examined the effectiveness of activity-based strategies in improving students' mathematics learning. The researcher aimed to determine the impact of such strategies on students' achievement and engagement. The study was conducted in Nigeria with secondary school students as the sample. A quasi-experimental research design was adopted, using control and experimental groups with achievement tests. The findings and results revealed that students taught through activity-based learning performed significantly better, showed higher participation, and developed better conceptual understanding compared to those taught through traditional methods, indicating the effectiveness of activity-based strategies in mathematics classrooms.

Anwer, F. (2019) in "Activity-Based Teaching, Students' Motivation and Academic Achievement" examined the relationship between activity-based teaching, student motivation, and academic performance. The researcher aimed to analyse how activity-oriented instruction influences learners' motivation and achievement. The study was conducted at the secondary school level in a social studies context with students as the sample. A quasi-experimental research design was adopted using questionnaires and achievement tests to compare experimental and control groups. The findings and results revealed that activity-based teaching significantly enhanced students' motivation, participation, and retention of concepts. It also led to higher academic achievement among students exposed to activity-based methods compared to traditional teaching, indicating that reduced demotivation and increased engagement positively improve learning outcomes.

Skolimowski, A. (2019), in "Learning by Doing or Without Learning: The Potential Benefits and Challenges of Activity-Based Learning", examined the effectiveness and limitations of activity-based learning approaches. The researcher aimed to analyse how hands-on learning influences students' understanding and engagement, while also identifying its challenges. The study was conducted in Poland with higher education students as the sample. A qualitative research design was adopted using observations and student feedback. The findings and results revealed that activity-based learning enhances engagement, practical understanding, and skill development; however, it may also lead to superficial learning if not properly guided. The study highlighted the need for structured implementation to ensure meaningful learning outcomes.

Trigun, N. K., and Jain, A. (2020), in "Drama as a Tool for Experiential Learning in Early Education: Challenges and Prospects under NEP 2020", examined the use of drama-based activities to promote experiential learning in early education. The researcher aimed to analyse how drama enhances creativity, expression, and engagement among young learners while identifying implementation challenges. The study was conducted in India with early childhood students and teachers as the sample. A qualitative research design was adopted using observations and interviews. The findings and results revealed that drama-based learning improved communication, confidence, and social skills, and increased participation. However, challenges such as a lack of training and resources were noted, highlighting the need for proper support for effective implementation.

Roes, M., Staples, G., and Udall, M. (2021), in "Engaging Students in Activity-Based Learning for Future Employability", examined the role of activity-based learning in developing employability skills among students. The researcher aimed to explore how participatory and experiential learning strategies enhance student engagement and readiness for employment. The study was conducted in the United Kingdom with undergraduate students as the sample. A mixed-method approach was used, incorporating surveys and

classroom observations to evaluate learning outcomes. The findings and results showed that activity-based learning significantly improved students' critical thinking, communication, teamwork, and problem-solving abilities. It also increased classroom engagement and practical understanding, indicating that such approaches effectively prepare students for real-world job demands and future employability.

Patel, A. B. (2024), in "Attitude of Teachers Towards Activity-Based Learning in Relation to Certain Variables", examined teachers' attitudes towards activity-based learning in relation to variables such as teaching experience and subject stream. The researcher aimed to analyse whether these variables influence teachers' acceptance of activity-based methods. The study was conducted in India with a sample of 100 teachers from arts, commerce, and science streams. A descriptive survey method was adopted using a self-constructed attitude scale. The findings and results revealed that there was no significant difference in teachers' attitudes based on experience or subject. Overall, teachers showed a favourable attitude, indicating readiness to adopt activity-based learning approaches.

RESEARCH OBJECTIVES:

1. To study the attitude of pre-service teachers towards activity-based learning in the light of NEP 2020.
2. To compare the attitude of male and female pre-service teachers towards activity-based learning in the light of NEP 2020.
3. To compare the attitude of pre-service teachers from rural and urban areas towards activity-based learning in the light of NEP 2020.

Research Questions:

1. What is the level of attitude of pre-service teachers towards Activity-Based Learning in the light of NEP 2020?
2. Is there any difference between male and female pre-service teachers in their attitude towards Activity-Based Learning in the light of NEP 2020?
3. Is there any difference between rural and urban pre-service teachers in their attitude towards Activity-Based Learning in the light of NEP 2020?

HYPOTHESES:

H₀ :1. There is no significant difference between the mean scores of the attitude of male and female pre-service teachers towards activity-based learning.

H₀: 2. There is no significant difference between the mean scores of the attitude of rural and urban pre-service teachers towards activity-based learning.

METHODOLOGY:

Research Design: This research was conducted by using a descriptive survey method to quantitatively explore teacher trainees' attitudes.

Population: In this research, the pre-service teachers of Lucknow city were selected as the population.

Sample and Sampling: A total of 196 pre-service teachers of the B.Ed. and M.Ed. program were randomly selected from BBAU, Lucknow, as the sample by random sampling technique.

Tool for Data collection: A self-constructed 5-point Likert scale attitude scale was used to collect data.

Data collection method: Data was collected through a hard copy questionnaire of a self-constructed attitude scale

Data analysis: Appropriate statistical method is used to analyse the collected data according to the needs of the objectives.

ANALYSIS OF OBJECTIVE 1: To study the level of attitude of pre-service teachers towards activity-based learning in the light of NEP 2020.

Table 1: Overall Level of Attitude towards Activity-Based Learning:

Variable	N	Mean	SD	Frequency	Level of Attitude
Attitude towards Activity-Based Learning	196	139.16	11.189	196	Positive

Interpretation:

The above table presents the overall level of attitude of pre-service teachers towards activity-based learning. The mean score obtained by the respondents was 139.16, and the standard deviation was found to be 11.189. The obtained mean score indicates that pre-service teachers possess a positive attitude towards activity-based learning.

Table 2: Level of Attitude towards Activity-Based Learning by Frequency and Percentage:

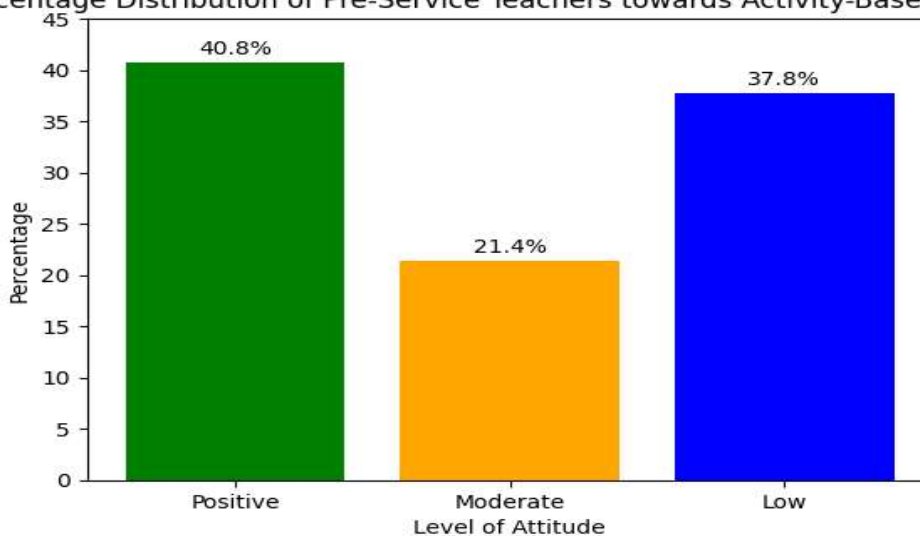
Level of Attitude	Frequency (N)	Percentage
Positive	80	40.8
Moderate	42	21.4
Low	74	37.8
Total	196	100

Interpretation:

Table 2 shows the distribution of respondents according to their level of attitude towards activity-based learning. Out of the total 196 respondents, 80 respondents (40.8%) were found to possess a positive attitude towards activity-based learning, which represents the highest proportion among all the categories and secured the first rank. Further, 74 respondents (37.8%) were found to possess a low level of attitude and secured the second rank, while 42 respondents (21.4%) were found to possess a moderate level of attitude towards activity-based learning and secured the third rank.

Figure 1: Percentage Distribution of Pre-Service Teachers towards Activity-Based Learning:

Percentage Distribution of Pre-Service Teachers towards Activity-Based Learning



Green colour represents a positive attitude, orange colour represents a moderate attitude, and blue colour represents a low attitude. Percentage values are displayed above each bar.

ANALYSIS OF OBJECTIVE 2: To compare the attitude of male and female pre-service teachers towards activity-based learning in the light of NEP 2020.

TESTING OF HYPOTHESES:

HO:1. There is no significant difference between the mean scores of the attitude of male and female pre-service teachers towards activity-based learning

Table 3: Comparison based on Gender:

Variable	Gender	N	Mean	SD	t-value	df	P-value	Mean difference	95% CI	Result
Attitude	Male	88	139.19	11.243	0.034	194	0.973	0.054	-3.123 to 3.231	Not Significant
	Female	108	139.14	11.196						

INTERPRETATION:

An independent samples t-test was conducted to compare the attitude scores of male and female students. The results showed that male students had a mean score of 139.19 (SD = 11.243), while female students had a mean score of 139.14 (SD = 11.196). The difference between the mean scores of the two groups was very small, indicating that both male and female students possessed almost similar attitudes. Further analysis revealed that the obtained t-value was 0.034 with 194 degrees of freedom, and the corresponding p-value was 0.973, which is greater than the 0.05 level of significance. Therefore, the difference in attitude scores between male and female students was found to be statistically not significant. Hence, the null hypothesis is accepted. This indicates that gender does not have a significant influence on the attitude scores of the students included in the study.

ANALYSIS OF OBJECTIVE 3: To compare the attitude of pre-service teachers from rural and urban areas towards activity-based learning in the light of NEP 2020.

HO:2. There is no significant difference between the mean scores of the attitude of rural and urban pre-service teachers towards activity-based learning.

Table 4: Comparison based on Locality:

Variable	Locality	N	Mean	SD	t-value	df	p-value	Mean difference	95% CI	Result
Attitude	Rural	109	139.81	11.093	0.902	194	0.368	1.451	-1.723 to 4.625	Not Significant
	Urban	87	138.36	11.319						

Interpretation: The above table presents the comparison of total scores of students on the basis of locality. The mean score of rural students was 139.81 with a standard deviation of 11.093, whereas the mean score of urban students was 138.36 with a standard deviation of 11.319. The obtained mean difference between the two groups was 1.451. Further, the calculated t-value was 0.902 with 194 degrees of freedom, and the corresponding p-value was 0.368, which is greater than the 0.05 level of significance. Therefore, the difference between rural and urban students with respect to total score was found to be not statistically significant. The 95% confidence interval ranged from -1.723 to 4.625, which also indicates the absence of a significant difference between the two groups. Hence, it can be concluded that locality does not significantly influence the total score of the students under study, and the null hypothesis is accepted.

FINDINGS:

1. Pre-service teachers showed a positive attitude towards activity-based learning. Among 196 respondents, 40.8% had a positive attitude, 21.4% moderate attitude, and 37.8% low attitude.
2. No significant difference was found between male and female pre-service teachers in their attitude towards activity-based learning.
3. No significant difference was found between rural and urban pre-service teachers in their attitude towards activity-based learning.

RESULT AND DISCUSSION: The present study was conducted among randomly selected B.Ed. and M.Ed. pre-service teachers of Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, to examine their attitude towards activity-based learning in the light of NEP 2020. The findings of the study revealed that pre-service teachers generally possessed a favourable and positive attitude towards activity-based learning. The overall mean score obtained by the respondents was 139.16 with a standard deviation of 11.189, indicating favourable perceptions towards learner-centred and experiential teaching methods promoted under NEP 2020. The percentage distribution further revealed that 40.8% respondents possessed a positive attitude, 21.4% respondents possessed a moderate attitude, and 37.8% respondents possessed a low attitude towards activity-based learning. Although the positive attitude category secured the highest percentage, the presence of respondents under moderate and low categories indicates the need for more practical exposure and training related to activity-based pedagogy in the teacher education programme.

The gender-wise comparison revealed that male and female pre-service teachers possessed almost similar attitudes towards activity-based learning. Male respondents obtained a mean score of 139.19, whereas female respondents obtained a mean score of 139.14. The obtained p-value (0.973) was greater than the 0.05 level of significance, indicating that gender did not significantly influence the attitude of respondents towards activity-based learning.

Similarly, the locality-wise comparison showed no significant difference between rural and urban pre-service teachers regarding their attitude towards activity-based learning. Rural respondents obtained a mean score of 139.81, whereas urban respondents obtained a mean score of 138.36. The obtained p-value (0.368) was greater than the 0.05 level of significance, indicating that locality did not significantly influence the attitude of respondents towards activity-based learning. Overall, the findings suggest that pre-service teachers hold favourable perceptions towards activity-based learning and support the learner-centred approach emphasised in NEP 2020. Although the majority of pre-service teachers were found to possess a positive attitude towards activity-based learning, a considerable proportion of respondents also exhibited a low level of attitude. This may be attributed to limited exposure, inadequate practical experience, lack of proper training, or insufficient awareness regarding the effective use of activity-based learning methods. The findings indicate the need for greater emphasis on activity-oriented pedagogical practices in teacher education programmes.

CONCLUSION: The study concluded that pre-service teachers possess a positive attitude towards activity-based learning in the light of NEP 2020. No significant difference was found between male and female pre-service teachers, as well as between rural and urban pre-service teachers, regarding their attitude towards activity-based learning. The findings indicate that pre-service teachers are receptive towards learner-centred and experiential teaching approaches promoted under NEP 2020. Therefore, teacher education institutions should strengthen activity-oriented pedagogical practices and provide more practical exposure to future teachers.

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