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An Appeal

I am Pranjal Das, Research Scholar of the Department of Education, Tezpur University. I am conducting a research on the "Implementation of Activity Based Teaching Learning Approach in Social Science at Secondary Level School in Assam". The purpose of my research is to study the present status of implementing the activity based teaching learning approach in social science at the secondary school level in Assam. For this purpose I need to collect the data from you. For this I request you to respond to the items in the questionnaire. In this tool there are 2 parts which contains different types of items. Please give responses to all the items. Your responses will be kept confidential and used for academic purpose only.

Thank you very much for your kind cooperation.

Pranjal Das

Junior Research Fellow

Research Scholar

Department of Education

Tezpur University

Part I: Basic Information

Instruction: Please respond in the space provided against each item.

1.1. Name:

1.2. Gender: Male ☐ Female ☐

1.3. Name of School:

1.4. Name of District:

1.5. Location: Rural ☐ Urban ☐

1.6. Experience in Teaching: 0-5 Years ☐ 6-10 years ☐ Above 10 Years ☐

1.7. Educational Qualification:

Part II: Types and Frequency of Using Activity Based Teaching learning approach in the Classroom

Instruction: In this section you please put a tick mark (✓) against each activity in social science subject at secondary level of education.

(**Note:** Mostly means at least 20 days in a month, Sometimes means 12-16 days a month, Rarely means 4-8 days a month, Never means not at all).

Sl. No	Type of Activities	Frequency in a month				Remarks (Reasons for Adoption)
		Mostly	Sometimes	Rarely	Never	
1	Taking part in discussions					
2	Giving individual oral presentations					
3	Perform teacher-directed library work					
4	Give writing assignments					
5	Provide learners to work in groups					
6	Read teacher-produced materials					
7	Engage learners to do project work					
8	I work with computer					
9	Give students to do brainstorming					
10	Give mini-lectures with pauses and clarify doubts during that time					
11	Experiencing new materials					
12	Direct students to take down notes					
13	Guide students play games associated with curricular contents					
14	Provide opportunities to draw					
15	Provide opportunities to debate					
16	Conduct quizzes					
17	Encourage student presentations					
18	Encourage interpretation by the students					
19	Students were asked to highlight the key points after the class					

Appendix 2: Activity Based Teaching Learning Questionnaire for Teachers

An Appeal

I am Pranjal Das, Research Scholar of the Department of Education, Tezpur University. I am conducting a research on the "Implementation of Activity Based Teaching Learning Approach in Social Science at Secondary Level School in Assam". The purpose of my research is to study the present status of implementing the activity based teaching learning approach in social science at the secondary school level in Assam. For this purpose I need to collect the data from you. For this I request you to respond to the items in the questionnaire. In this tool there are 3 parts which contains different types of items. Please give responses to all the items. Your responses will be kept confidential and used for academic purpose only.

Thank you very much for your kind cooperation.

Pranjal Das

Junior Research Fellow

Research Scholar

Department of Education

Tezpur University

Part I: Basic Information

Instruction: Please respond in the space provided against each item.

1.1. Name:

1.2. Gender: Male ☐   Female ☐

1.3. Name of School:

1.4. Name of District:

1.5. Location: Rural ☐   Urban ☐

1.6. Experience in Teaching: 0-5 Years ☐   6-10 years ☐   Above 10 Years ☐

1.7. Educational Qualification:

Part II: Types of Problems faced by the Teacher in the Activity Based Classroom

Instruction: In this section you need to put a tick mark (✓) against each problem which was faced by you in social science subject at secondary level of education.

SL No.	Problems in the Activity Based Teaching Learning Approach	Yes	No	Partly
1	Do you think that lack of expertise on the part of teacher creates problem in the activity based teaching learning approach class?			
2	Do you think that lack of pervious content knowledge hampers the Activity based teaching learning approach class?			
3	Is the syllabus for Activity based teaching learning approach very large?			
4	Does the Activity based teaching learning approach take more time?			
5	Are the Materials for the Activity based teaching learning approach expensive?			
6	Is the teacher-pupil ratio high in Activity based teaching learning approach classroom?			
7	Do you think that lack of creativity on the part of teacher creates problems in the implementation of Activity based teaching learning approach in the classroom?			
8	Do you think that exam oriented approach of our education system creates problems in proper implementation of Activity based teaching learning approach in the classroom?			
9	Do you feel that due to engagement in non-academic works assigned by the authority, teachers are not able to apply Activity based teaching learning approach in the classroom?			
10	Do you feel that due to lack of students' interest, they are not participating in the Activity based teaching learning approach class?			

| 11 | Do you face any problem from the educational administration in implementation of Activity based teaching learning approach? | | | |

Part III: Types of Teaching-Learning Materials used in the Activity Based Teaching-Learning Classroom

Instruction: In this section you need to put a tick mark (✓) against each teaching-learning material which you use in social science subject at secondary level of education.

Sl. No.	Teaching-Learning Material	Yes	No
1	Map		
2	Chart		
3	Blackboard		
4	Newspaper		
5	Book		
6	Video		
7	Model		
8	Different websites, such as, Wikipedia, e-pathshala		
9	Different Social networking sites, such as, facebook, whatsapp, e-mail, twitter		
10	Any Other (Please specify in the given box)		

Appendix 3: Student Engagement Scale for Activity Based Teaching Learning Approach

An Appeal

I am Pranjal Das, Research Scholar of the Department of Education, Tezpur University. I am conducting a research on the "Implementation of Activity Based Teaching learning approach in Social Science at Secondary Level School in Assam". The purpose of my research is to study the present status of implementing the activity based teaching learning approach in social science at the secondary level school in Assam. For this purpose I need to collect the data from you. For this I request you to respond to the items in the questionnaire. In this tool there are 2 parts which contains different types of items. Please give responses to all the items. Your responses will be kept confidential and used for academic purpose only.

   Thank you very much for your kind cooperation.

              Pranjal Das

              Junior Research Fellow

              Research Scholar

              Department of Education

              Tezpur University

Part I: Basic Information

Instruction: Please respond in the space provided against each item.

1.1. Name:

1.2. Gender: Male ☐ Female ☐

1.3. Name of School:

1.4. Name of District:

1.5. Location: Rural ☐ Urban ☐

1.6. Experience in Teaching: 0-5 Years ☐ 6-10 years ☐ Above 10 Years ☐

1.7. Educational Qualification:

Part II: Student Engagement Scale

Instruction: In this section you please give your response by putting a tick mark (✓) against each statement which are given below (**Note:** SA means Strongly Agree, A means Agree, N means Neutral, D means Disagree and SD means Strongly Disagree):

SL. No.	Statements	SA	A	N	D	SD
1	In activity based teaching learning approach classroom, students ask more questions to the teachers.					
2	In activity based teaching learning approach classroom, students remain active in the class.					
3	In activity based teaching learning approach class, students remain disciplined.					
4	In activity based teaching learning approach classroom, students remain interested throughout the class.					
5	Each and every student participates equally in the activity based teaching learning approach class.					
6	In activity based teaching learning approach class, students are willing to take leadership positions in their group activities.					
7	In activity based teaching learning approach class, students are coming forward to perform the tasks.					
8	In activity based teaching learning approach class, students respect their peer performance.					
9	In activity based teaching learning approach class, students come forward to give more information about the insufficient explanations.					

10	In activity based teaching learning approach class, students have opportunities to discuss with the teachers about the content.					
11	In activity based teaching learning approach class, students search for additional information on different tasks which are assigned to them by the teachers.					
12	In activity based teaching learning approach, students get opportunity to evaluate others.					
13	In activity based teaching learning approach class, students get ready before the class.					

Appendix 4: Attitude Scale Towards Activity Based Teaching Learning Approach (For Teachers)

An Appeal

I am Pranjal Das, Research Scholar of the Department of Education, Tezpur University. I am conducting a research on the "Implementation of Activity Based Teaching Learning Approach in Social Science at Secondary Level School in Assam". The purpose of my research is to study the present status of implementing the activity based teaching learning approach in social science at the secondary school level in Assam. For this purpose I need to collect the data from you. For this I request you to respond to the items in the questionnaire. In this tool there are 2 parts which contains different types of items. Please give responses to all the items. Your responses will be kept confidential and used for academic purpose only.

Thank you very much for your kind cooperation.

Pranjal Das

Junior Research Fellow

Research Scholar

Department of Education

Tezpur University

Part I: Basic Information

Instruction: Please respond in the space provided against each item.

1.1. Name:

1.2. Gender: Male ☐   Female ☐

1.3. Name of School:

1.4. Name of District:

1.5. Location: Rural ☐   Urban ☐

1.6. Experience in Teaching: 0-5 Years ☐   6-10 years ☐   Above 10 Years ☐

1.7. Educational Qualification:

Part II: Attitude Scale for Teachers

Instruction: In this section you need to put a tick mark (✓) against each statement which is given below:

(**Note:** SA means Strongly Agree, A means Agree, N means Neutral, D means Disagree and SD means Strongly Disagree)

SL. No.	Statements	SA	A	N	D	SD
1	Activity based teaching learning approach does not make the classroom a lively one.					
2	Activity based teaching learning approach helps in maintaining discipline in the class.					
3	Application of activity based teaching learning approach depends on the suitability of the school environment.					
4	Activity based teaching learning approach develops a positive attitude among the students towards classroom teaching-learning process.					
5	Activity based teaching learning approach infuses hesitation among the students towards the teaching-learning process.					
6	Use of activity based teaching learning approach enhances the participation of students in the classroom.					
7	Activity based teaching learning approach does not gives scope for collaborative learning.					
8	In activity based teaching learning approach, the teacher plays the role of a facilitator.					
9	Activity based teaching learning approach bridges the gap between the learner and teacher.					
10	Activity based teaching learning approach is a burden to teachers.					

11	Activity based teaching learning approach is not desirable for every learner.					
12	Activity based teaching learning approach creates confusions among the students.					
13	There is no scope for posing questions in activity based teaching learning approach.					
14	Activity based teaching learning approach does not give full freedom to the teacher in the classroom.					
15	It is difficult to use activity based teaching learning approach than the traditional method.					
16	Activity based teaching learning approach gives me self-satisfaction.					
17	Activity based teaching learning approach does not help in academic development of the students.					
18	Use of activity based teaching learning approach helps the learner to learn quickly.					
19	Activity based teaching learning approach minimises learning difficulty of the students.					
20	Activity based teaching learning approach does not emphasise on in-depth learning of the students.					
21	Use of activity based teaching learning approach fosters clarity of concepts among the students.					
22	With the help of activity based teaching learning approach the students can learn the subject matter better.					
23	Activity based teaching learning approach requires more time.					
24	Activity based teaching learning approach helps in retention of learning for a longer period of time among the students.					

25	Activity based teaching learning approach is a costly approach.					
26	Activity based teaching learning approach improves the study habits of the learner.					
27	Activity based teaching learning approach does not improve the writing skills.					
28	Activity based teaching learning approach develops the problem solving skills among the students.					
29	Activity based teaching learning approach develops the leadership skills through group activities.					
30	Activity based teaching learning approach does not help to develop the communication skills among the students.					
31	Activity based teaching learning approach is beneficial in developing curiosity.					
32	Activity based teaching learning approach develops the critical thinking capacity among the teachers.					
33	I don't get any motivation from activity based teaching learning approach in classroom.					
34	Activity based teaching learning approach enhances the motivation level among the students.					
35	Activity based teaching learning approach helps the teacher to sustain interest among the students.					
36	Activity based teaching learning approach helps the teacher to give individual attention to all the students.					
37	Activity based teaching learning approach provides scope for applying our creativity in the classroom.					

38	Activity based teaching learning approach gives environment for creative learning to the students.					
39	Activity based teaching learning approach enables the teachers to know about the learner's progress regularly.					
40	Teachers get immediate feedback on effectiveness of activity based teaching learning approach.					

Appendix 5: Attitude Scale Activity Based Teaching Learning Approach (For Students)/

দৃষ্টিভংগীৰ আধাৰত নিৰিখ কৰা ছাত্ৰ-ছাত্ৰীৰ বাবে কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি

An Appeal/এটি আবেদন

I am Pranjal Das, Research Scholar of Department of Education, Tezpur University. I am conducting a research on the "Implementation of Activity Based Teaching Learning Approach in Social Science at Secondary Level School in Assam". The purpose of my research is to study the present status of implementing the activity based teaching learning approach in social science at the secondary level in Assam. For this purpose I need some detail data from you. For this I request you to register your responses towards the items in the tool. There are 38 items are there in this tool. Please give responses to all the items. The data that you are providing will be kept confidential and used for this academic purpose only.

Thank you very much for your kind cooperation

মই প্ৰাঞ্জল দাস, তেজপুৰ বিশ্ববিদ্যালয়ৰ শিক্ষা বিভাগৰ গবেষক ছাএ। মই অসমৰ মাধ্যমিক পৰ্য্যায়ৰ সমাজ বিজ্ঞান বিষয়ৰ কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ পৰিচালনাৰ ওপৰত এটা অনুসন্ধান কৰি আছো। মোৰ অনুসন্ধানৰ মূল উদ্দেশ্য হ'ল অসমৰ মাধ্যমিক পৰ্য্যায়ত সমাজ বিজ্ঞানত কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ পৰিচালনাৰ ওপৰত অধ্যয়ন কৰা । সেই উদ্দেশ্যে তোমাৰ পৰা কিছুমান বিতং তথ্য লাগে । সেই গতিকে মই অনুৰোধ কৰিছো যাতে প্ৰতিটো উক্তিৰে উত্তৰ দিয়া । এই আহিলাটোত ৩৮ টা উক্তি আছে। অনুগ্ৰহ কৰি সকলো উক্তিতে সঁহাৰি দিবা। তুমি যিথিনি তথ্য দিবা তাৰ সম্পূৰ্ণ গোপনীয়তা ৰখা হব আৰু এই তথ্যথিনি কেৱল এই অনুসন্ধানৰ শৈক্ষিক উদ্দেশ্যতহে ব্যৱহাৰ কৰা হব ।
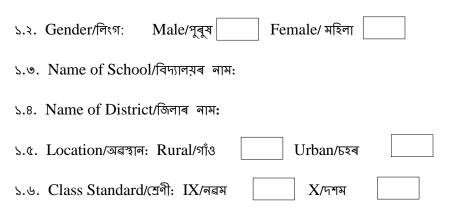
তোমাৰ সহযোগিতাৰ বাবে অশেষ ধন্যবাদ ।

Pranjal Das/প্ৰাঞ্জল দাস

Junior Research Fellow/কনিষ্ঠ গবেষক ব্যক্তি

Research Scholar/ গবেষক ছাত্ৰ

Department of Education/শিক্ষা বিভাগ

Tezpur University/তেজপুৰ বিশ্ববিদ্যালয়

Part I: Basic Information/থও I: সাধাৰণ তথ্য

Instruction/নির্দেশনা: Please give your feedback in the space which is provided against each item/অনুগ্ৰহ কৰি প্ৰতিটো খালী থকা ঠাইথিনিত নিজৰ সঠিক তথ্য টিক চিহ্নৰ (✓) দ্বাৰা প্ৰদান কৰা হয় যাতে

১.১. Name/নাম:

১.২. Gender/লিংগ: Male/পুৰুষ ☐ Female/ মহিলা ☐

১.৩. Name of School/বিদ্যালয়ৰ নাম:

১.৪. Name of District/জিলাৰ নাম:

১.৫. Location/অৱস্থান: Rural/গাঁও ☐ Urban/চহৰ ☐

১.৬. Class Standard/শ্ৰেণী: IX/নৱম ☐ X/দশম ☐

Part II/থও II: Attitude Scale/দৃষ্টিভংগী মাপনী

Instruction/নির্দেশনা: In this section you need to give your response by putting a tick mark (✓) against each statement/এইটো অংশত তুমি প্ৰতিটো উক্তিৰ বিপৰীতে তোমাৰ সঁহাৰি টিক চিহ্নৰ (✓) দ্বাৰা প্ৰদান কৰিবা ।

(**Note/টোকা:** এচ. এ. {S.A.} মানে দৃঢ়ভাৱে সন্মত হোৱা {Strongly Agree}, এ. {A.} মানে সন্মত হোৱা {Agree}, এন. {N.}মানে নিৰপেক্ষ হোৱা {Neutral}, ডি. {D.} মানে অসন্মত হোৱা {Disagree}, এচ. ডি. {S.D.} মানে দৃঢ়ভাৱে অসন্মত হোৱা {Strongly Disagree})

SL. No./ ক্ৰম নং	Statements/ উক্তিবোৰ	SA/ এচ. এ.	A/ এ.	N/ এন.	D/ ডি.	SD/ এচ. ডি.
1	I feel very free during the activity based teaching learning approach/যেতিয়া কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি শিক্ষাৰ ক্ষেত্রত ব্যৱহাৰ কৰা হয় তেতিয়া মই বহুত মুক্ত অনুভৱ কৰোঁ।					

2	Activity based teaching learning approach makes our classroom a lively one/কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিয়ে আমাৰ শ্ৰেণীকোঠাটো জীৱন্ত কৰি তোলে ।					
3	The classroom environment is conducive for activity based teaching learning approach /কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিয়ে আমাৰ শ্ৰেণীকোঠাটো শিক্ষাৰ উপযোগী কৰি তোলে ।					
4	I don't like to share my knowledge with my friends in an activity based teaching learning approach class/কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি যেতিয়া শ্ৰেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মই নিজৰ জ্ঞান বন্ধুবৰ্গৰ মাজত ভাগ কৰিব নিবিচাৰো ।					
5	I prefer to listen from teachers rather than work/মই নিজে কাম কৰাতকৈ শিক্ষকৰ পৰা শুনি ভাল পাওঁ ।					
6	I feel hesitate to participate in the teaching-learning process during the activity based teaching learning approach class/যেতিয়া কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি শ্ৰেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মই অংশগ্ৰহণ কৰিবলৈ সংকোচ অনুভৱ কৰো।					
7	I feel positive in the activity based teaching learning approach class/যেতিয়া কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি শ্ৰেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মই ইতিবাচক অনুভৱ কৰো।					
8	Activity based teaching learning approach creates chaos in the group and thereby makes the classroom teaching-learning process a problematic one/কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিয়ে দলৰ মাজত বিশৃংখলতাৰ সৃষ্টি কৰে আৰু তাৰ দ্বাৰা শিক্ষণ-শিকন প্ৰণালীটো সমস্যাজনক হৈ পৰে ।					
9	I don't feel burden in the Activity based teaching learning approach class/যেতিয়া কার্যভিত্তিক শিক্ষণ-					

	শিকন পদ্ধতি শ্ৰেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মই বোজা অনুভৱ নকৰো।				
10	I get confused in the activity based teaching learning approach class/কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ শ্ৰেণীত মই বিপাঙত পৰো।				
11	Activity based teaching learning approach does not provide any scope to me for posing questions in the class/যেতিয়া কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি শ্ৰেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মই কোনো ধৰণৰ প্ৰশ্ন সুধাৰ সুবিধা নাপাওঁ ।				
12	I don't get full freedom to express my views in the activity based teaching learning approach class/যেতিয়া কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি শ্ৰেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মই নিজৰ মতামত প্ৰদান কৰিবলৈ সম্পূৰ্ণ স্বাধীনতা নাপাঁও ।				
13	I think that activity based teaching learning approach is essential for me/মই ভাবোঁ যে কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি মোৰ বাবে প্ৰয়োজনীয় হয়।				
14	It helps me to learn the subject matter easily/এইটোৱে মোক বিষয়বস্তুবোৰ সহজে শিকাত সহায় কৰে।				
15	I behave sincerely when activity based teaching learning approach is applied in our classroom/যেতিয়া কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি আমাৰ শ্ৰেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মই নিষ্ঠাৰে আচৰণ কৰো।				
16	It helps me to develop my patience level/এইটোৱে মোৰ সহনশীলতাৰ স্তৰ বিকাশত সহায় কৰে ।				
17	It gives me self-satisfaction/এইটোৱে মোক আত্মসন্তুষ্টি প্ৰদান কৰে ।				

18	It helps me to retain the concepts for a longer period of time/এইটোৱে মোক বিষয়বস্তুবোৰ দীঘলীয়া সময়ৰ কাৰণে মনত ৰখাত সহায় কৰে ।					
19	My participation level gets increased when activity based teaching learning approach is used in the classroom/যেতিয়া কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি শ্ৰেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মোৰ অংশগ্ৰহণৰ স্তৰ বাঢ়ি যায় ।					
20	It does not encouraged me for collaborative learning/এইটোৱে মোক সহযোগিতামূলক শিকনৰ বাবে উৎসাহিত নকৰে।					
21	I feel tensed due to my role in the activity based teaching learning approach class/কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ শ্ৰেণীকোঠাত মই নিজৰ ভূমিকাক লৈ উত্তেজিত হৈ যাওঁ ।					
22	It helps in reducing the gap between me and my teacher/এই পদ্ধতিয়ে মোৰ আৰু মোৰ শিক্ষকৰ মাজত থকা ব্যৱধানক কমাবলৈ সহায় কৰে।					
23	I don't get any interest in activity based teaching learning approach class/কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ শ্ৰেণীত মই কোনো ধৰণৰ আগ্ৰহ নাপাঁও ।					
24	I don't get any motivation from the activity based teaching learning approach classroom/কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ শ্ৰেণীকোঠাৰ পৰা মই কোনো ধৰণৰ অভিৰোচন নাপাঁও ।					
25	I don't get the opportunity to apply my creativity in the activity based teaching learning approach classroom/কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ শ্ৰেণীকোঠাত মই নিজৰ সৃজনীশীলতা প্ৰয়োগ কৰাৰ সুবিধা নাপাওঁ ।					
26	My study habit gets developed because of activity based teaching learning					

	approach/কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ কাৰণে মোৰ অধ্যয়ন কৰা অভ্যাসৰ বিকাশ ঘটে।					
27	It does not help me in developing my writing skills/এই পদ্ধতিয়ে মোৰ লিখনিৰ দক্ষতা বিকাশত সহায় নকৰে।					
28	My problem-solving skills get developed only because of activity based teaching learning approach/কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিয়ে মোৰ সমস্যা সমাধানৰ দক্ষতাৰ বিকাশ ঘটায়।					
29	My leadership skills get developed through the group activities of activity based teaching learning approach/কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ দ্বাৰা যিবোৰ দলবদ্ধ কাৰ্য দিয়া হয় তাৰ পৰা মোৰ নেতৃত্বৰ দক্ষতাৰ বিকাশ ঘটে।					
30	It helps me in developing my communication skills/এই পদ্ধতিয়ে মোৰ কথোপকথনৰ দক্ষতা বিকাশ ঘটোৱাত সহায় কৰে।					
31	Whenever I participated in the activity based teaching learning approach class, my curiosity level gets increased/যেতিয়াই কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিৰ শ্ৰেণীকোঠাত মই অংশগ্ৰহণ কৰো, তেতিয়াই মোৰ কৌতূহলৰ প্ৰৱণতা বৃদ্ধি পায়।					
32	My self-confidence gets developed because of activity based teaching learning approach/কাৰ্যভিত্তিক শিক্ষণ-শিকন পদ্ধতিয়ে মোৰ আত্মবিশ্বাস দৃঢ় কৰাত সহায় কৰে।					
33	It rarely help in my academic development/কেতিয়াবাহে এই পদ্ধতিয়ে মোৰ শৈক্ষিক বিকাশত সহায় কৰে।					
34	I learn quickly when activity based teaching learning approach is applied in the					

	classroom/যেতিয়া কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি শ্রেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মই সোনকালে শিকো।					
35	My learning difficulty gets minimised when activity based teaching learning approach is used in the classroom/যেতিয়া কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি শ্রেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মোৰ শিকাৰ অসুবিধা কমি যায় ।					
36	It helps me in developing my concept clarity/এই পদ্ধতিয়ে মোক বিষয়বস্তুৰ প্রতি স্পষ্টতা বৃদ্ধি কৰাত সহায় কৰে ।					
37	It helps me in my in-depth learning/এই পদ্ধতিয়ে মোক গভীৰ ভাৱে জ্ঞান আহৰণ কৰাত সহায় কৰে ।					
38	My academic stress gets reduced when activity based teaching learning approach is used in the classroom/যেতিয়া কার্যভিত্তিক শিক্ষণ-শিকন পদ্ধতি শ্রেণীকোঠাত ব্যৱহাৰ কৰা হয় তেতিয়া মোৰ শৈক্ষিক চাপ কমি যায় ।					

Appendix 6: List of Schools

Name of the District	Sl. No.	Name of the School
Biswanath District	1	Chariali Adarsha Vidyapith
	2	Sat Sanga High School
	3	Dakhin Nagsankar High School
	4	Niz Sootea High School
	5	Mijika High School
	6	Kharsaimalu High School
	7	Sibaram Bodo High School
	8	Bapuji High School
	9	Baghmara High School
	10	Gohpur Collegiate High School
	11	Sootea Academy
	12	Tinisuti High School
	13	Uttar Gohpur High School
	14	Nagsankar High School
	15	Pub Chatia High School
	16	Gohpur Bodo High School
	17	Dubia Girls High School
	18	Chariali Academy HS School
Sonitpur District	19	Tezpur Collegiate High School
	20	Tezpur Academy H. S. School
	21	Tezpur Govt. Boys H. S. School
	22	Tezpur Bengali Boys H. S. School
	23	LOKD Girls H. S. School
	24	Haleswar High School
	25	Tezpur Chariali Girls' High School
	26	Bihaguri Girls' High School
	27	Panchmile Girls' High School
	28	Vivekananda Bidyapith H. S., Dhekiajuli
	29	Bani Niketan High School, Alisinga
	30	Panpur High School

	31	Jamuguri Academy
	32	Bengali Girls High School, Tezpur
	33	Tezpur Govt. Girls. H. S. & M. P. School
	34	Surjyodya High School
	35	Fakharuddin Ali Ahmed High School
Darrang District	36	Ramsaraswati High School
	37	Baneikuchi High School
	38	Barampur Higher Secondary School
	39	Patharighat High School
	40	Padum Phukuri High School
	41	Paschim Mangaldai High School
	42	Duni High School
	43	Mangaldoi Vidyapith
	44	Bheruah High School
	45	Mangaldai Collegiate High School
	46	Nagaon Janata High School
	47	Nagaon Anchalik High School
	48	Rupkonwar Jyoti Prasad Vidyapith
	49	Sipajhar Academy
	50	Maroi Bijulibari High School
	51	Khandajan Model High School
	52	Dipila High School
	53	Sipajhar B. J. Girls High School

Appendix 7: Copy of Permission Letter for Data Collection

TO WHOM IT MY CONCERN

This is to certify that Mr. Pranjal Das, Ph.D. Research Scholar, Department of Education, Tezpur University, Assam during the academic year 2020-21 collected the data for his research work from our

Nagaon Janata High School

on 4/3/2020 . We wish him for success in life.

Place: Nagaon, Darrang

Date: 04/08/2020

Signature of Principal/Head Master
Nagaon Janata H.S
Harimara, Darrang

LIST OF PUBLICATION AND PRESENTATION

1. Publication

a. Journal

i. Das, P. and Roy, N. R. (2023). Attitude of secondary school students towards Activity Based Teaching Learning Approach. *Dogo Rangsang Research Journal,* 10(18), 436-443. **(UGC Care Listed)**

ii. Das, P. and Roy, N. R. (2021). Construction of student engagement scale for activity based teaching learning approach. *A Quarterly Refereed Journal of Dialogues on Education,* 10(4), 35-39. **(UGC Care Listed)**

iii. Das, P and Roy, N. R. (2021). Artificial intelligence: a way towards effective activity based classroom. *Palarch's Journal of Archaeology of Egypt/Egyptology,* 18(4), 7111-7117. **(Scopus Listed Journal)**

iv. Das, P. & Roy, N. R. (2019). Emergence of Activity-Based Approach. *International Journal of Innovative Knowledge Concept,* 7(5), 200-208. **(UGC Listed Journal)**

b. Chapter Book

i. Das, P. & Roy, N. R. (2019). Activity-based approach: a strategy for improving soft skills. In Buno Liegise, Limala, Khotole Khieya & M. Rajendra Nath Babu (Eds.). *Quality Teacher Education* (pp. 51-56). Dimapur: Dimapur Publishing Company

ii. Das, P. & Roy, N. R. (2018). Activity-based learning: a crosscutting approach for gender parity. In Prabhat Kumar Singh & Amit Bhowmick (Eds.). *Gender Perspectives from Global Lens* (pp.125-131). New Delhi: Adhyan Publishers & distributors

2. Presentation

a. International Level

i. Das, P. (2018, March). *Activity-based teaching approach at secondary level of education*. Paper presented at the International Conference on recent Advances in Educational Psychology, organised by North-Eastern Hill University (Mawkynroh-Umshing & India)

b. National Level

i. Das, P. (2022, January). Attitude of Secondary School Social Science Teachers Towards Activity Based Teaching Learning Approach. Paper Presented at the National Seminar on "Efficacy of Virtual Learning in Higher Education Institues in the Plight of Covid 19, organised by Department of Education, Lakhimpur Girls' College (Lakhimpur & India).

ii. Das, P. (2019, August). *Role of artificial intelligence in improving the condition of activity-based classroom*. Paper presented at the National Seminar on Issues and Challenges in Teacher Education, organised by Unity College of Teacher Education (Dimapur & India)

iii. Das, P. (2019, June). *Activity-based teaching approach: a strategy for holistic development*. Paper presented at the National Seminar on Innovative Practices for Enhancement and Sustenance of Quality in the institutions of higher education: trends and prospects, organised by Internal Quality Assurance Cell of Furkating College (Golaghat & India).