

**DEDICATED TO ALL MY TEACHERS AND
FAMILY MEMBERS**

DECLARATION

I, Pranjal Das, do hereby declare that the work reported in this thesis entitled “Implementation of Activity Based Teaching Learning Approach in Social Science at Secondary Level School in Assam” is entirely original and has been carried out by me, under the supervision of Prof. Nil Ratan Roy, Department of Education, Tezpur University. This thesis is not submitted anywhere else for any other degree. The materials which are obtained from the other sources have been duly acknowledged in the report.

Date:

Pranjal Das

Place:

Research Scholar

Department of Education

Tezpur University

CERTIFICATE

This is to certify that the thesis entitled Implementation of Activity Based Teaching Learning Approach in Social Science at Secondary Level School in Assam submitted to the School of Humanities and Social Sciences Tezpur University in part fulfillment for the award of the degree of Doctor of Philosophy in Education is a record of research work carried out by Mr. Pranjal Das under my supervision and guidance.

All help received by him from various sources have been duly acknowledged.

No part of this thesis submitted elsewhere for award of any other degree.

Date:

Place:

Supervisor: Dr. Nil Ratan Roy

Designation: Professor

School: Humanities and Social Sciences

Department: Education

Tezpur University

ACKNOWLEDGEMENT

First and foremost I praise God for his presence, blessings, knowledge and guidance throughout this research work.

With a grateful heart, I take this opportunity to express my sincere thanks and a deep sense of gratitude to my highly esteemed and learned supervisor Dr. Nil Ratan Roy, Professor, Department of Education, Tezpur University. Mere words cannot express my heartfelt feelings for the help, guidance, and co-operation which I always received from him. He was with me in every difficult situation and gave me excellent guidance, valuable help and understanding throughout this thesis work. It was an honour for me to have a chance to work with him. He helped me mould my overall personality which is very much needed to deal with any kind of situation in real life. As men are not perfect so I need your suggestions for my continuous development and I wish you should always stay with me and enlighten me till to last breath of my life.

I am thankful to the administration of Tezpur University and the University Grants Commission for providing me with all the financial assistance which is needed for the completion of the present research work.

I ought to express my deepest gratefulness to Dhruva Kumar Bhattacharyya, Vice-Chancellor, of Tezpur University for providing me with all kinds of support and facilities for conducting and completing the present research work.

I am thankful to Dr. Biren Das, Registrar, Tezpur University, for providing me with all the facilities which are needed for completing the present research work.

It is my privilege to emphatically express my sincere thanks to Prof. Farheena Danta, Dean of the School of Humanities and Social Sciences and Prof. Dhanapati Deka, Dean of Research & Development of Tezpur University for providing their continuous support towards my work.

I am thankful and grateful to Dr. Anjali Sharma, Dr. Sashapra Chakrawarty, Dr. Pratima Pallai, Dr. Yeasmin Sultana, Dr. Hitesh Sharma, Dr. Gopal Singh, Dr. Sradhanjali Pradhan, Dr. Rajinder Singh, Dr. Sanghamitra Das, Mr. Mohammad Asif for their continuous support towards my study.

I extend my sincerest thanks to Professor Karanam Pushpanadham of the Department of Educational Administration, M. S. University, Professor Ramanujam Meganathan of the Department of Education in Languages, National Council of Educational Research and Training, Prof. M. V. Srinivasan of the Department of Education in Social Sciences, National Council of Educational Research and Training, Prof. Shankar Sharan of Department of Education in Social Sciences, National Council of Educational Research and Training, Prof. Rajendra Pal, Central Institute of Educational Technology, National Council of Educational Research and Training, Prof. Bhujendra Nath Panda, Regional Institute of Education, Prof. Asheesh Srivastava, Dean of School of Education, Mahatma Gandhi Central University for their precious insights towards my research work.

I am also thankful and grateful to Dr. Alebachew Almnew Wobete from Ethiopia who helped me in all possible ways. He has been my constant source of motivation, knowledge and inspiration at every step of my research work. He was like my friend, brother, teacher and guide who showed me the right path and makes me capable to do any kind of work in my life. Though the geographical distance was too much between us, but I know you will always be with me.

I am also indebted to my sister Sujata Das who financially and emotionally helped me in my studies. Without her support, it will be not possible for me to stand in the position where I am in today. I am also equally thankful and indebted to my mother Mrs. Saraswati Das and father Mr. Pradip Kumar Das who encouraged and motivated me in every difficult situation.

I would also like to express my deepest gratitude and thanks to all the teachers and principals of the different schools of Sonitpur, Biswanath, Darrang, Nagaon, Morigaon, Hojai districts. Without their support, it is not possible to conduct this research work.

I express my heartfelt thanks to the Director of Secondary Education, Kahilipara for the extreme support which was provided to me for this research work.

I am also thankful to the Librarian of Tezpur University who makes our library a more resourceful one. Without the proper library, it will be not possible to conduct this research work.

I will always have indebted to all the staff of the Department of Education and Administration of Tezpur University for their assistance which contributed to this work.

I like to extend my deepest appreciation to Dudu Tamuli sir who provide me with all the instructions which are needed for living a healthy life.

I also express my firm and warmest gratitude to all the members of Saraighat CV Raman Men's Hostel who helps me to feel this hostel is my second home of mine. I will miss you all and never forget the memory which I have gathered here.

I would also like to thank my friends Happy Saikia, Ramanath Gorain, Swapna Sikha Das, Bandana Gogoi, Rakcinpha Hatibaruah, Hiranya Ranjan Thakur, Prajyanan Sharma who helped me by giving their precious time and information. They help me to grow as a proper individual who can feel happy in any kind of situation.

I would like to thank all the members of Tezpur University who make this university a great one and helps us in our day-to-day life. At the end of this journey, I pray to the almighty to help all the members of Tezpur University to achieve more in their life and bring glory and recognition to this university on the world stage.

At last, I wish to express my gratitude to each and everyone who directly or indirectly encouraged, inspired, guided, and helped me to complete this research work.

Date:

Pranjal Das

Place:

Research Scholar

Department of Education

Tezpur University

LIST OF TABLE

Sl. No.	Table No	Name of the Table	Page No
1	Table 1.1	Different activities in different subjects of secondary schools	18
2	Table 1.2	Frequency of using activities in different subjects of secondary schools	18
3	Table 3.1	Independent sample t-test and sig-values of low achiever and high achiever group for activity based teaching learning inventory for teachers	72
4	Table 3.2	Z-score norms for activity based teaching learning inventory for teachers	74
5	Table 3.3	Norms for interpretation of z-score for activity based teaching learning inventory for teachers	74
6	Table 3.4	Independent sample t-test and sig-values of low achiever and high achiever group for student engagement for activity based teaching learning approach	76
7	Table 3.5	Z-score norms for student engagement in activity based teaching learning approach	78
8	Table 3.6	Norms for interpretation of z-score for student engagement in activity based teaching learning approach	78
9	Table 3.7	Independent sample t-test and sig-values of low achiever and high achiever groups for attitude of teachers towards activity based teaching learning approach	80
10	Table 3.8	Z-score norms for attitude of teachers towards activity based teaching learning approach	82
11	Table 3.9	Norms for interpretation of z-score for attitude of teachers towards activity based teaching learning approach	83

12	Table 3.10	Independent sample t-test and sig-values of low achiever and high achiever group for attitude of students towards activity based teaching learning approach	84
13	Table 3.11	Z-score norms for attitude of students towards activity based teaching learning approach	86
14	Table 3.12	Norms for interpretation of z-score for attitude of students towards activity based teaching learning approach	87
15	Table 4.1	Percentage of responses in taking part in the discussions by the teachers in the subject of social science at the secondary level of school in Assam	90
16	Table 4.2	Percentage of responses in giving individual oral presentations by the teachers in the subject of social science at the secondary level of school in Assam	91
17	Table 4.3	Percentage of responses in performing teacher-directed library work by the teachers in the subject of social science at the secondary level of school in Assam	92
18	Table 4.4	Percentage of responses in giving writing assignments by the teachers in the subject of social science at the secondary level of school in Assam	93
19	Table 4.5	Percentage of responses in group work by the teachers in the subject of social science at the secondary level of school in Assam	94
20	Table 4.6	Percentage of responses in reading teacher-produced materials by the teachers in the subject of social science at the secondary level of school in Assam	95
21	Table 4.7	Percentage of responses in engaging learners to do project work by the teachers in the subject of social science at the secondary level of school in Assam	96
22	Table 4.8	Percentage of responses in i work with computer by the teachers in the subject of social science at the secondary level of school in Assam	97

23	Table 4.9	Percentage of responses in giving students to do brainstorming by the teachers in the subject of social science at the secondary level of school in Assam	98
24	Table 4.10	Percentage of responses in giving mini-lectures with pauses and clarify doubts during that time by the teachers in the subject of social science at the secondary level of school in Assam	99
25	Table 4.11	Percentage of responses in experiencing new materials by the teachers in the subject of social science at the secondary level of school in Assam	100
26	Table 4.12	Percentage of responses in directing student to take down notes by the teachers in the subject of social science at the secondary level of school in Assam	101
27	Table 4.13	Percentage of responses in guiding students play games associated with curricular contents by the teachers in the subject of social science at the secondary level of school in Assam	102
28	Table 4.14	Percentage of responses in providing opportunities to draw by the teachers in the subject of social science at the secondary level of school in Assam	103
29	Table 4.15	Percentage of responses in providing opportunities to debate by the teachers in the subject of social science at the secondary level of school in Assam	104
30	Table 4.16	Percentage of responses in conducting quizzes by the teachers in the subject of social science at the secondary level of school in Assam	105
31	Table 4.17	Percentage of responses in encouraging student presentations by the teachers in the subject of social science at the secondary level of school in Assam	106
32	Table 4.18	Percentage of responses in encouraging students' interpretation by the teachers in the subject of social science at the secondary level of school in Assam	107

33	Table 4.19	Percentage of responses in students were asked to highlight the key points after the class by the teachers in the subject of social science at the secondary level of school in Assam	108
34	Table 4.20	Frequency and percentage of the level of uses of activities in social science at secondary level school in Assam	109
35	Table 4.21	Types of teaching-learning material uses in activity based teaching learning approach classroom in social science at secondary level school in Assam	111
36	Table 4.22	Frequency and percentage of the level of student engagement of secondary school students towards activity based teaching learning approach	113
37	Table 4.23	Frequency and percentage of the level of attitude of secondary school social science teachers towards activity based teaching learning approach	115
38	Table 4.24	Descriptive statistics of male and female secondary school social science teachers' attitude towards the activity based teaching learning approach	117
39	Table 4.25	Result of independent sample 't' test of the secondary school social science teachers' attitude towards activity based teaching learning approach on the basis of gender	118
40	Table 4.26	Descriptive statistics of rural and urban secondary school social science teachers' attitude towards the activity based teaching learning approach	119
41	Table 4.27	Result of independent sample 't' test of the secondary school social science teachers' attitude towards activity based teaching learning approach on the basis of location	121
42	Table 4.28	Descriptive statistics of trained and untrained secondary school social science teachers' attitude towards the activity based teaching learning approach	122

43	Table 4.29	Result of independent sample ‘t’ test of the secondary school social science teachers’ attitude towards activity based teaching learning approach on the basis of training	123
44	Table 4.30	Descriptive statistics of secondary school social science teachers’ attitude towards the activity based teaching learning approach on the basis of experience	124
45	Table 4.31	Result of one-way ANOVA of the secondary school social science teachers’ attitude towards activity based teaching learning approach on the basis of experience	126
46	Table 4.32	Frequency and percentage of the level of attitude of secondary school students towards activity based teaching learning approach	126
47	Table 4.33	Descriptive statistics of male and female secondary school students' attitude towards the activity based teaching learning approach	128
48	Table 4.34	Result of independent sample ‘t’ test of the secondary school students’ attitude towards activity based teaching learning approach on the basis of gender	130
49	Table 4.35	Descriptive statistics of rural and urban secondary school students’ attitude towards the activity based teaching learning approach	131
50	Table 4.36	Result of independent sample ‘t’ test of the secondary school students’ attitude towards activity based teaching learning approach on the basis of location	131
51	Table 4.37	Descriptive statistics of ix and x secondary school students' attitude towards the activity based teaching learning approach	133
52	Table 4.38	Result of independent sample ‘t’ test of the secondary school students’ attitude towards activity based teaching learning approach on the basis of grade	135
53	Table 4.39	Types of problems face by the teachers in the implementation of activity based teaching learning	137

		approach in the subject of social science at the secondary level of schools of Assam	
54	Table 4.40	Types of problems don't face by the teachers in the implementation of activity based teaching learning approach in the subject of social science at secondary level of schools of Assam	139

LIST OF FIGURE

Sl. No.	Figure No	Name of Figure	Page No
1	Figure 3.1	Diagrammatic Presentation of Sampling Distribution of the Study	69
2	Figure 4.1	Graphical representation of percentage of responses in taking part in the discussions by the teachers in the subject of social science at the secondary level of school in Assam	90
3	Figure 4.2	Graphical representation of percentage of responses in giving individual oral presentations by the teachers in the subject of social science at the secondary level of school in Assam	91
4	Figure 4.3	Graphical representation of percentage of responses in performing teacher-directed library work by the teachers in the subject of social science at the secondary level of school in Assam	92
5	Figure 4.4	Graphical representation of percentage of responses in giving writing assignments by the teachers in the subject of social science at the secondary level of school in Assam	93
6	Figure 4.5	Graphical representation of percentage of responses in group work by the teachers in the subject of social science at the secondary level of school in Assam	94
7	Figure 4.6	Graphical representation of percentage of responses in reading teacher-produced materials by the teachers in the subject of social science at the secondary level of school in Assam	95
8	Figure 4.7	Graphical representation of percentage of responses in engaging learners to do project work by the teachers in the subject of social science at the secondary level of school in Assam	96
9	Figure 4.8	Graphical representation of percentage of responses in i work with computer by the teachers in the subject of social science at the secondary level of school in Assam	97

10	Figure 4.9	Graphical representation of percentage of responses in giving students to do brainstorming by the teachers in the subject of social science at the secondary level of school in Assam	98
11	Figure 4.10	Graphical representation of percentage of responses in giving mini-lectures with pauses and clarify doubts during that time by the teachers in the subject of social science at the secondary level of school in Assam	99
12	Figure 4.11	Graphical representation of percentage of responses in experiencing new materials by the teachers in the subject of social science at the secondary level of school in Assam	100
13	Figure 4.12	Graphical representation of percentage of responses in directing student to take down notes by the teachers in the subject of social science at the secondary level of school in Assam	101
14	Figure 4.13	Graphical representation of percentage of responses in guiding students play games associated with curricular contents by the teachers in the subject of social science at the secondary level of school in Assam	102
15	Figure 4.14	Graphical representation of percentage of responses in providing opportunities to draw by the teachers in the subject of social science at the secondary level of school in Assam	103
16	Figure 4.15	Graphical representation of percentage of responses in providing opportunities to debate by the teachers in the subject of social science at the secondary level of school in Assam	104
17	Figure 4.16	Graphical representation of percentage of responses in conducting quizzes by the teachers in the subject of social science at the secondary level of school in Assam	105
18	Figure 4.17	Graphical representation of percentage of responses in encouraging student presentations by the teachers in the	106

		subject of social science at the secondary level of school in Assam	
19	Figure 4.18	Graphical representation of percentage of responses in encouraging students' interpretation by the teachers in the subject of social science at the secondary level of school in Assam	107
20	Figure 4.19	Graphical representation of percentage of responses in students were asked to highlight the key points after the class by the teachers in the subject of social science at the secondary level of school in Assam	108
21	Figure 4.20	Graphical representation of Percentage of the level of uses of activities in social science at secondary level school in Assam	109
22	Figure 4.21	Graphical representation of percentage of the uses of different types of teaching-learning materials in the activity based teaching learning approach classroom	112
23	Figure 4.22	Graphical representation of percentage of the level of student engagement of secondary school students towards activity based teaching learning approach	114
24	Figure 4.23	Graphical representation of percentage of the level of attitude of secondary school social science teachers towards activity based teaching learning approach	116
25	Figure 4.24	Graphical representation of mean score of the secondary school social science teachers' attitude towards the activity based teaching learning approach with regard to gender	117
26	Figure 4.25	Graphical representation of mean score of the secondary school social science teachers' attitude towards the activity based teaching learning approach with regard to location	120
27	Figure 4.26	Graphical representation of mean score of the secondary school social science teachers' attitude towards the activity based teaching learning approach with regard to educational qualification	122

28	Figure 4.27	Graphical representation of mean score of the secondary school social science teachers' attitude towards the activity based teaching learning approach with regard to experience	125
29	Figure 4.28	Graphical representation of percentage of the level of attitude of secondary school students towards activity based teaching learning approach	127
30	Figure 4.29	Graphical representation of mean score of secondary school students' attitude towards the activity based teaching learning approach with regard to gender	129
31	Figure 4.30	Graphical representation of mean score of secondary school students' attitude towards the activity based teaching learning approach with regard to location	131
32	Figure 4.31	Graphical representation of mean score of secondary school students' attitude towards the activity based teaching learning approach with regard to grade	134
33	Figure 4.32	Graphical representation of percentage of different problems face by the teachers in the implementation of activity based teaching learning approach in the subject of social science at secondary level of schools of Assam	138
34	Figure 4.33	Graphical representation of percentage of different problems don't face by the teachers in the implementation of activity based teaching learning approach in the subject of social science at the secondary level of schools of Assam	140

LIST OF ABBREVIATION

1. ABTLA: Activity Based Teaching Learning Approach
2. CBSE: Central Board of Secondary Education
3. Ho: Null Hypothesis
4. SEBA: Board of Secondary Education, Assam
5. NCERT: National Council of Educational Research and Training
6. ANOVA: Analysis of Variance
7. SPSS: Statistical Package for Social Science
8. N: Number
9. SD: Standard Deviation
10. df: Degrees of Freedom
11. Sig.: Significance Probability
12. SED: Standard Error Difference
13. MD: Mean Difference
14. SE: Standard Error
15. p: Probability Value