

ABSTRACT

Education played an important role in human societies and it has contributed a lot in shaping the destinies of societies in all phases of development of the individual. Education is the light that shows people how to live up to their best ideals. For students to have a good experience, they need to be involved in the whole teaching and learning process. For all round development of the individual we need to adopt child-centred pedagogy. The perspectives, insights, and agency of children are prioritised in child-centered pedagogy. Activity based teaching learning approach supports self-learning under child-centered pedagogy. It promotes classroom engagement and keeps students engaged, making learning simpler, faster, and more successful. It improves student performance, knowledge, and abilities. So, we are started using activity based teaching learning approach in our teaching learning process. In this thesis, the researcher aimed to study the present status of activity based teaching learning approach applied at secondary education in Assam.

In the first chapter, the researcher briefly explained the background of the study by conceptualising the activity based teaching learning approach and its history. This chapter provides information related to the characteristics and need of activity based teaching learning approach, activity based teaching learning approach in the subject of social science at school level, rationale of the study, significance of the study, statement of the problem, operational definitions, objectives, hypotheses, delimitations of the study.

The second chapter of the thesis gives an in-depth idea of the different research which were conducted in the area of activity based teaching learning approach in different subjects such as social science, science, english, mathematics etc. The researcher categorised the studies in terms of national and international studies and provide a critical review of all the studies at the end. It helps the researcher to have theoretical support for the continuation of the present research work.

The third chapter of the thesis discusses the research methodology of the study. The descriptive survey research method is used for the purpose of this study. The total sample size of the study consists of 2449 secondary school students and 83 secondary school social science teachers respectively. Self-developed research tools with detailed description procedures were discussed clearly in this chapter. This chapter also gives a brief description of the statistical techniques which were used in this study.

The fourth chapter of the thesis deals with the data analysis and interpretation part which is the core part of any research process and through this only we can get the actual meaning of the data we collected in the research. The result of the study shows that the majority of the teachers use numerous activities at a high level in the whole teaching learning process. These activities show that student engagement is quite impressive. The result indicates that teachers and students have positive views towards activity based teaching learning approach. The study reveals that there is no significant difference between secondary school social science teachers towards this activity based teaching learning approach in terms of gender, location, educational qualification, experience. The study proves that there is a significant difference between secondary school students towards this activity based teaching learning approach in terms of gender, location, grade. The study highlighted some problems which need to be dealt with so that activity based teaching learning approach can be implemented successfully in the classroom.

The fifth chapter of the thesis deals with the results and discussion section of the research which is the core aspect of any study. Here the researcher gets the chance to discuss not only the results but also the context, reasons which lead to these results. The discussion gives scope to the researcher to explain things from his own point of view by keeping in view the field experiences of the researcher as well as the previous research in this area. This section helps to understand the comprehensive picture of the status of the implementation of activity based teaching learning approach in different schools of Assam.

Lastly, the sixth chapter concluded the whole thesis. This chapter offers a summary and conclusion of the present study. This chapter provides a detailed review of the whole study which is conducted by the researcher. The finding of the study reflected that all the teachers are using some form of activities in their classroom where the student engagement rate is quite high. It is also found that the majority of the social science teachers and students have moderate views towards this initiative. Apart from its usefulness, teachers are also facing different kinds of problems which we need to consider as soon as possible so that we can achieve the goal of quality education of United Nation's sustainable development goal.

For beginning a new dawn for activity based teaching learning approach, teachers must develop their knowledge and skills, understanding of key strategies to achieve success.

This will ensure in increasing the interaction level between teachers and students by reducing the fear that students have for the overall teaching-learning process.