

CHAPTER 1
INTRODUCTION

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Chapter 1 Introduction

1.1 Background

“The destiny of India is now being shaped in her classrooms” (Education Commission, 1964-66, p.1)

The statement given by Kothari Commission implies the importance of school and the classroom in the education process that transforms the human mind to such an extent, which can bring all desirable changes in humans that require for the betterment of society. Education is deserved by every individual in society without which development is not possible. Various committees and reports express their concern towards the need for an educated quality individual towards the development of society. The task of building a strong, enlightened and prosperous nation rests on the shoulders of its children (National Curriculum Framework for School Education, 2000).

The government of India adopted different measures in different ways in order to develop a child into a quality individual. Among those measures Right to Free and Compulsory Education Act 2009 is the most important one because it gives various recommendations such as the curriculum should focus on the all-round development of the child and continuous and comprehensive evaluation should be used for the assessment of the child. This act also gives importance on learning through activities, discovery and exploration in a child-centred manner so that the condition of elementary education in our country gets improved and this laid a solid foundation for our secondary education. Secondary education is the most important and crucial period of any student’s life and from this stage, students start thinking about what they will do after completing their studies. It is also a terminal stage for a large number of students where they leave school and start acquiring productive work skills (National Curriculum Framework, 2005). National Curriculum Framework for School Education (2000) also reported that secondary education is the stage after which the majority of learners enter the world of work.

Secondary education covers the adolescence period of a child so during this time they face tremendous physical and mental challenges. NCF, 2005 reported this secondary school stage as a period of intense physical change and formation of identity. This is a period of intense vibrancy and energy. In this stage, the children develop the ability of abstract reasoning and logical thinking, which allows children to engage in a deep understanding and in the process of generating knowledge.

In order to develop a deep understanding among the children suitable pedagogic techniques need to be adopted. Among such techniques, activity based teaching learning approach carries a lot of importance. For the all-round development of the children, educational institutions need to provide a wide and varied range of activities and experiences to the students (Secondary Education Commission, 1952-53).

1.2 Activity Based Teaching Learning Approach

Johannesen said that learner-centred teaching gives focus on the child and more precisely on how a child learns. Over a period of time the teachers may have told the children about different subjects. Often they are given this information and asked to recall it after a few days. If the children are able to do so then it is assumed that they have learnt what they are supposed to learn. However, through this process only one thing can be proved that is children's ability to store a certain number of facts in their short-term memory is possible. But the facts are only a small part of learning. There is a huge difference between knowing something and understanding it (cited in Parvathy, 2002). Whereas, activity based teaching learning approach helps the students in multiple dimensions, such as their intelligence, relationship with peers, relationship with teachers, engagement with teaching-learning process, self-learning, engagement with subjects, their diverse interest, self-confidence, creativity, own pace of learning and so on. Hence it gives an opportunity to the learners for their overall growth and development of their personalities. To get a more comprehensive idea about this following ideas may be looked into.

Activity based teaching learning approach helps in increasing the performance of the students in terms of intelligence of students, a good relationship between students and teachers, student engagement in the learning process, interest and engagement of students towards the subject, self-learning of students, group activity of students, the self-confidence of students, student discipline, students creativity and their participation, speed of learning of students and their capability, teachers satisfaction level and their service quality (Nadanamoorthy and Dhachanamoorthy, 2015). The following definitions of activity based teaching learning approach are helpful for developing a clear understanding:

Indira Gandhi National Open University's Learning Mathematics Modules, 2001 (cited in Misra & Dewan, 2016) defined activity as some kind of doing which involves hands

and things, paper and pencil or in one's mind. Learning Mathematics Modules reported that activity is not just physical but also mental where the student's role is active.

Misra & Dewan (2016) perceives activities as a means of engaging students, simplifying concepts, making them enjoyable, making the classroom environment attractive, providing an opportunity for practice to the students and improving their performance. They also said that the word activity has several meanings such as physical movement, doing something, playing and so on.

Suydam & Higgins (1977) defined activity based teaching learning approach as an instructional strategy where different activities, suitable and relevant to the specific subjects are integrated with the regular instructional methods and materials which involve students in the teaching-learning process and engage them fruitfully.

Demirci, Kesler & Kaya (2010) said that activity based teaching learning approach basically meant learning by doing which contains many different in and out of school activities which were practiced by students either individually or as a group. It also provides more opportunities to students to gain not only in subject knowledge but also in academic, technical and general skills.

The above definitions show that in activity based teaching learning approach, the learner performs some tasks according to the instructions of the teacher in order to fulfil some objectives and consequently the children learn something new. It is that kind of approach where our main focus is on the interaction through which the objectives of education can be achieved. Activity based teaching learning approach allows the learners to learn the subject matter more joyfully and independently, which also helps learners to enhance their relationship capacity. When a student learns something after listening to their teacher that they learn with their mind; but when they will engage themselves in teaching-learning process with some activities either physical or mental they will learn it with their body, mind and heart. Any learning occurred due to the use of body, mind and heart gets permanent in the memory which remains for more period of time. This is the ultimate objective of education at any level by any means. The idea of activity based education perhaps emerged from the idea of education given by M.K. Gandhi, who said education means all round development of body, mind and soul; this is only possible with the help of activity based teaching learning approach. The term activity denotes several meanings such as doing something, physical movement, playing and so on. In an activity based

teaching learning approach, fast and permanent learning of the students is possible (Awasthi, 2014) because students learn things collaboratively from each other through their own effort.

From different perspectives, different scholars have discussed about different form of activities in their articles. In the following paragraphs, the researcher discussed the various forms of activities which are used in the teaching-learning process. Misra & Dewan (2016) discussed different forms of activities in their article which are given below:

- a. **Teacher-facilitated activities:** Teacher-facilitated activities are prepared by the teacher based on some objectives and decide how he will implement the activities.
- b. **Self-directed activities:** In self-directed activities, the students put their efforts to learn something and they decide what type of activities they will do to fulfil their curiosity. This type of activity can be performed both at the individual level and group level.
- c. **Individual activities:** Individual activities were performed by the individual at the individual level. Only one individual can perform this type of activity at one time.
- d. **Pair or group activities:** Pair or group activities were performed by a cluster of people at the group level at one time.

Vartak (2001) reported different types of activities:

- a. Oral, written and practical activities.
- b. Individual and group activities.
- c. Exploratory, expressional and constructive activities.
- d. Homework, teaching-learning and evaluation activities.
- e. Riddles, crossword, language games etc.

Major, Harris and Zakrajsek (2016) talked about different methods under each they discussed different activities. The researcher has selected some of the activities under two methods which can be used at the secondary level of education in order to teach the subject of social science. These are given below:

a. **Lecture Method:** In the lecture method, the role of the knowledgeable teacher is to dominate the classroom by delivering oral information to the students. The following activities may be mentioned under this method:

- **Guided Note-Taking:** In this activity, the teacher provides a guideline or structure through which students can improve their note taking skills during the lecture in the classroom
- **Pause Procedure:** In the pause procedure, the teacher basically takes some pauses during the lecture so that students can review and clarify their doubts.
- **Wake-up Call:** In this activity, the students were asked to remain active during the whole lecture because they could be asked at any given moment of time.
- **Interpreted Lecture:** Through this activity, the teacher asked the students to interpret the content in his own way which was delivered during a lecture
- **Responsive Lecture:** In the responsive lecture, the students need to develop some questions for the teacher in an out of class reading so that the teacher can respond to the question in a lecture format.
- **Take a Guess:** Before the lecture, learners get to pair up and create a list of three to six important facts which they believe the teacher may mention during the lecture. When the teacher starts the lecture then they need to circle the fact which was mentioned by the teacher in the lecture. This type of activity develops the background knowledge of the students and prepares them for future learning.
- **Lecture Bingo:** In this activity, the teacher needs to prepare some cards comprising of some words from the upcoming lecture. When the teacher starts the lecture, students need to listen to the terms and when they found the term then they need to cross the words.
- **Find the Flaw:** Here the teacher needs to plant some misinformation in the lecture and students needs to find them and record them for future discussion.

- **Field Lecture:** In this type of activity the teacher takes the class in a certain location which is relevant to the course content which was taught by the teacher.
- b. Discussion Method:** The discussion method is that kind of method where the exchange of ideas and information are taken place between teacher and students or student and student or teacher and teacher. The following activities may be mentioned under this method:
- **Snowball:** In this activity, students were added to groups in each version of the discussion cycle.
 - **What If:** Through this activity, students were asked to examine an actual event and to write down how the outcome of an event may differ if one crucial condition gets changed.
 - **Scored Discussion:** In scored discussion, the students need to form two circles. When the discussion has taken place in the inside circle then students from the outside circle need to listen to them and score them. Then the circles reverse their positions and follow the same procedure.
 - **Think-Pair-Share:** In this type of activity, the teacher poses a question on some topic and pair group students were asked to think for a moment and then share their views with the other pair group. In the end, the teacher asked them to share their view points from a few pairs.
 - **In the News:** With this activity, students were asked to bring some news articles from the day's session so that the teacher can select a topic from the classroom discussion.
 - **Formal Argument:** By means of this activity, students were asked to give their logical views about a topic and also listen to others so that critical thinking and oral communication skills can be developed among the students.
 - **Circle of Voices:** Here the teacher first prepares some topics or problems and then students can choose a topic according to their wishes. After speaking out, that student can select another student to participate accordingly.

- **Can We Have Class Outside:** In this activity, the teacher holds the classroom discussion outside the class so that students learn in a different environment.
- **Observation Team Discussion:** In observation team discussion, students observe an environment which is relevant to their course concept before returning to class and discussing what they have observed in the classroom.
- **Campus and Community Events:** In this type of activity, students were asked to participate in campus and community events related to their course content and then students discuss their views about what they have learned in those events.
- **Case Study:** In this activity students were provided with a case where they can talk with others to understand the concept in a better way.

1.3 Characteristics of Activity Based Teaching Learning Approach

Activity based teaching learning approach plays a major role in developing the quality aspect among the students. The researcher discussed some characteristics of activity based teaching learning approach which are given below:

- a. Value on tasks:** In activity based teaching learning approach, the teacher gives value on different types of tasks which are needs to be performed by the students in order to learn.
- b. Value on students:** Activity based teaching learning approach gives value to the needs of the students in the whole teaching-learning process by creating a student friendly environment.
- c. Active participants:** In activity based teaching learning approach, the students didn't receive the information passively as because the teacher give some information to them. They are more active participants in the whole teaching-learning process.
- d. More value on interaction:** In this approach, more stress is given on the interaction (Vartak, 2001) and ultimately this interaction develops the confidence of students as well as strengthens the bond between the teacher and students (Awasthi, 2014). This interaction can be taken place between teacher and student or teacher and teacher or student and student and so on.

- e. **Teacher's role:** In this approach, the teacher plays different roles such as planner, organiser, facilitator, knowledge imparter, decision maker, evaluator etc. (Awasthi, 2014).
- f. **Feedback:** Moore (2011) said that in activity based teaching learning approach, the feedback can be received immediately after the completion of an activity (cited in Huang and Hu, 2016). The whole feedback mechanism depends on the teaching method or activity which is employed by the teacher for teaching a particular concept. For example, if the teacher selects a discussion method for teaching a particular concept, then the teacher will use different discussion method activities such as snowball, think-pair-share etc. for teaching that topic. And this helps in receiving feedback immediately. If the teacher selected the project method for any learning concept then different activities such as case study, writing a report etc. will be given to the students and this decides that the feedback process will take more time.
- g. **Scope:** Activity based teaching learning approach covers a wide range of areas in teaching any particular subject. It comprises hands-on learning, cooperative learning, active learning, experiential learning, collaborative learning, etc.

1.4 Emergence of Activity Based Teaching Learning Approach

It is found that the foundation of activity based teaching learning approach is already established by different scholars starting from Socrates to Sarvepalli Radhakrishnan. Different commissions and organisations also recommended and practiced this approach in the Indian education system.

Socrates devised a method of analysis and questioning which is called as Socrates method. It aimed to bring the student to the point where he would realise his ignorance and thus acquire the attitude of a true student (Aggarwal, 2015). Plato gives emphasis on the principles of learning by doing (Khan, 2008). He said that learners should take part in various activities and learn in a natural way by actually visiting different places which are relevant to their learning. He also propagates the heuristic method of learning so that learning could become a pleasurable activity (Aggarwal, 2015).

Pestalozzi propagates his own direct method of learning which is known as 'Anschauung' means students learn things by their own experience. Plato gives the importance to play way method and self-activity and in his Yverdun school, he includes several activities in

the curriculum such as drawing, writing, physical exercises, singing, field trips, group recitations, model making, collective map making (Aggarwal and Gupta, 2014).

Rousseau also gives importance to the principle of learning by doing where the learner learns the thing by their own experience (Aggarwal and Gupta, 2014). Frobel gives importance to self-activity which is concerned with the all-round development of the individual. In his kindergarten school, Frobel gives importance to the play-way method through which joy, freedom, peace etc. were developed among the students (Harris, 1908).

Vivekananda gives importance to the discussion method for the intellectual development of the individual (Aggarwal, 2015). Tagore gives importance to the all-round development of the individual by including different activities in the curriculum which are relevant to the real life situation (Kathleen, 2003 as cited in Bhattacharjee, 2014). Tagore gives importance to different methods of teaching such as the heuristic method, debate method, discussion method, activity method etc. so that learning could take place in a natural, harmonious, free, open and simple atmosphere (Bhattacharjee, 2014).

Gandhiji gives importance to the principle of learning by doing and emphasised on experiment method as a means of discovering truth (Aggarwal, 2015). John Dewey advocates the principle of learning by doing where the students learn through various activities. Dewey gives importance to the project method and experimental method as a method of teaching (Aggarwal, 2015).

Gijubhai Badheka gives importance to the activity method as a method of teaching where it was discovered that games are useful for providing joy and pleasure to the students (Chand, 2009). Freire emphasised drama, reading and discussion of magazine articles, newspapers, book chapters and record interviews for different themes of the overall teaching-learning process (Aggarwal, 2015).

Aurobindo advocated that activity method, self-discovery, observation, discussion method, learning by experience should be used in the teaching-learning process which provides a free environment to the child to develop his innate potentialities (Lal, 2013). Montessori suggested that the principle of learning by doing should be used in the classroom. For successful implementation of this principle, Montessori emphasised the activity based teaching learning approach which needs to be used in the overall teaching-learning process (Aggarwal and Gupta, 2014).

Dr. Zakir Hussain gives importance to work which is essential for the overall development of the personality. In 1926, he became the vice-chancellor of Jamia Millia Islamia University where he included project method, and community living as a part of the curriculum. Zakir Hussain Committee (1938) explained that schools should use the activity method, discovery method, experiment etc. as a method of teaching for the overall teaching-learning process of the students (Aggarwal, 2015). Sarvepalli Radhakrishnan clearly emphasised discussion, and debate as a method of teaching for the overall teaching-learning process (Aggarwal and Gupta, 2014).

Secondary Education Commission (1952-53) gives importance on activity method and project method so that teaching can shift from verbalism and memorisation to concrete and realistic situations. This commission also emphasised on self-activity on the part of the students. In the year 1944, activity based teaching learning approach was first started at Rishi Valley School (Mrunalini, 2015). In the year 1954, David Horsburgh joined this school where he contributed a lot to the development of this activity based teaching learning approach (Parveen and Rajesh, 2017).

Review Committee on the Curriculum (1977) reported that a teacher's guidebook should cover a whole range of activities for all classes. National policy on Education (1986) recommended that a child-centred and activity based teaching learning approach should need to be included in the curriculum (Aggarwal, 2013).

National Curriculum Framework (1988) recommended the use of a variety of activities in the whole teaching-learning process such as demonstration, experimentation, observation, project assignment, educational excursion, educational games, group discussion, role play, dramatization, group activities, problem solving learning, story telling, creative learning, discovery learning, supplementary learning.

National Curriculum Framework for School Education (2000) recommended the use of variety of activities such as observation, demonstration, experimentation, project assignment, community singing, role play, discussion, dramatization, debate, problem solving, playing games, creative writing, discovery learning, field work, educational excursion and visit to fairs, museums, industrial units, places of historical importance in the whole teaching-learning process.

National Curriculum Framework (2005) conveyed that learning of students should take place through the help of different activities and play way methods. National Curriculum

Framework for Teacher Education (2009) reported that activity based teaching learning approach should need to be incorporated into our whole education system. Right to Free and Compulsory Education Act (2009) recommended that learning should take place through activities, discovery and exploration in a child centred manner.

At present, different states follow different activity based teaching learning programme such as Andhra Pradesh follows ABL (Activity Based Learning) programme which was started in 2004, Tamil Nadu follows ABL (Activity Based Learning) programme which was started in 2003, Gujarat follows Pragna programme which was started in 2010, Madhya Pradesh follows ABL (Activity Based Learning) programme which was started in 2008, Karnataka follows Nali Kali programme which was started in 1995, Rajasthan follows LEHAR (Learning Enhancement Activity in Rajasthan) which was started in 2008. There are some other states such as Orissa, Bihar, Maharashtra, Chhattisgarh, West Bengal, Assam where activity based learning programme implemented at a small scale. All the above mentioned activity based programme were developed from the Rishi Valley Institute for Educational Resources (RIVER) with certain modifications by looking at the condition of a particular state (ImpactReady, 2015).

Kalikayatna approach is another activity based teaching learning programme which was initiated in 2005. It was jointly developed by SSA and Prajayatna (an NGO). A day in a Kalikayatna classroom is divided into three periods: whole group activity, learner group activity, individual practice time (Jha, Pancharatnam, Maithreyi and Nagaraj, 2016).

1.5 Need of Activity Based Teaching Learning Approach

In the process of learning, there is a need for the active involvement of students (Küçüker, 2004). So in such situation activity based teaching leaning approach is an innovative, interesting and collaborative approach (Bhan, 2014) which fulfils the needs of teaching-learning process by providing quality instruction (Mishra and Yadav, 2013). The need of activity based teaching learning approach can be understood through the following points:

- a. In an activity based teaching learning approach the students are more active than passive recipients of information (Hansraj, 2017).
- b. Activity based teaching learning approach helps in developing the interaction level between the teacher and student which ultimately makes the teaching-learning process a more effective one (Vartak, 2001).

- c. Activity based teaching learning approach helps the student to learn the concept in a clear manner because through this approach students participate equally in the classroom which ultimately helps them to retain the information for a long period of time. It develops conceptual understanding among the students (Hake, 1998).
- d. Activity based teaching learning approach helps in developing interest among the students (Vartak, 2001) which ultimately makes the whole teaching-learning process an effective one.
- e. Through activity based teaching learning approach students get motivated for their learning (Amuthavalli and Sivakumar, 2014).
- f. In an activity based teaching learning approach, both the teacher as well as students get an equal chance to show their creativity
- g. Activity based teaching learning approach is helpful in the development of leadership quality among students (Awasthi, 2014).
- h. Activity based teaching learning approach develops self-confidence among the students (Vartak, 2001).
- i. Activity based teaching learning approach develops the self-expression capacity among the students (Zarzari, 2014).
- j. Activity based teaching learning approach creates curiosity and promotes self-learning among the students (vartak, 2001) which ultimately encourages the students to read more and participate in the teaching learning process.
- k. Activity based teaching learning approach is helpful in developing higher-order skills such as communication, problem-solving, analytical thinking, creative thinking and independent thinking among the students (Akkus, 2015). It also helps in developing some other skills such as project management, research, reflection, team-working and life-long learning among the learners (Stöblein, 2009 as cited in Khan, Muhammad, Ahmed, Saeed and Khan, 2012).
- l. Activity based teaching learning approach gives importance to the combination of cognitive, affective and psychomotor aspects in a balanced manner in different types of activities so that the learning of the students could be maximised (Priyono, Wena and Rahardjo, 2017).
- m. Activity based teaching learning approach develops a positive attitude among the students regarding their learning (Zarzari, 2014). It helps them to participate more enthusiastically in the overall teaching learning process.

1.6 Activity Based Teaching Learning Approach and Social Science Subject at School Level:

Today due to rapid development of Information and Communication Technology (ICT), people can communicate with each other within a short period of time. Every individual has a separate personality from each others which increases complexity in our society. So in such a situation social science plays a great role in understanding the human behaviour and its relationships. Social Science plays a great role in human society in understanding the relationship between different groups. Social science is a broad term which covers the scientific study of man, singly or in groups, as regards his/her essential non-physical characteristics (Pathak, 2012). Charles Beard expressed that social science is a body of knowledge and thought pertaining to human affairs as distinguished from stones, sticks, stars and physical objects. James High defines social science as a body of learning and study which recognise the simultaneous and mutual action of physical and non-physical stimuli which produce social reaction (Kochhar, 2014).

For teaching social science, various teaching learning approaches are available through which students can understand the importance of social science education. Among such approaches, activity based teaching learning approach is one of them. Activity based teaching learning approach is an approach where suitable and relevant techniques, strategies, methods are included according to the needs of the situation. The main focus of this approach is on the engagement aspect of the education system through which objectives of education could be achieved.

For teaching social science education at the secondary level, the Secondary Education Board of Assam (SEBA) as well as the National Council of Educational Research and Training (NCERT) has prescribed many activities in their textbooks, reports and academic calendar. SEBA gives importance on project work in order to give some practical experience to the students of a real life problem. When the researcher conducted a pilot study in different schools of SEBA then it is found that the teachers are using different activities such as demonstration, discussion, project, lecture etc. in their day-to-day teaching learning classroom. When the researcher conducted a content analysis of textbooks which are prepared by the NCERT then it is found that various types of activities are mentioned that need to be conducted by the teacher in the classroom. Some examples of these activities are using a picture to answer the questions, role play,

preparing notes after reading, brainstorming, campus and community events, field notes, observation team discussion, project work, drawing a poster, case study, timeline activity etc.

NCERT through its different National Curriculum Framework reports gives importance to various types of activities such as observation, role playing and dramatization, explaining conversations and discussions, project assignment, educational games, educational excursion, play way activities, group activities, problem solving learning, creative learning, supplementary learning, story telling, debate etc. in the overall teaching learning process.

At present, there are different states such as Andhra Pradesh, Tamil Nadu, Gujarat, Madhya Pradesh, Karnataka, and Rajasthan that uses various types of activity based teaching learning model in teaching the subject of social science. Numerous studies were conducted to study the effect of activity based teaching learning approach in the subject of social science where it is found that activity based teaching learning approach is effective in improving the performance of students (Basantia, Panda and Sahoo, 2012; Lagura, 2016; Pasha, 2016; D'souza, 2017; Anwer, 2019).

1.7 Rationale of the Study

Education plays an important role in human societies and it has contributed a lot to shaping the destinies of societies in all phases of their development. Students should get that type of educational experience through which their acquisition of knowledge and skills could be maximised. For developing quality experience among the students, student engagement is necessary for the overall teaching learning process. It means that pedagogy plays a great role in giving quality experiences to children.

From the very beginning of the education system, the whole teaching learning process is dominated by the teacher-centric approach. In teacher-centric approach, the teacher transfer all the information to the learners and the learners receive those information passively where the emphasis is on the acquisition of knowledge (Huba and Freed, 2000 as cited in Ahmed, 2013). In a conventional classroom, the teacher is more dominant and mostly relies on explanation. Here the role of a student is to just obey the instructions and there is very little interaction between the teacher and student (Vartak, 2001). Teachers taught through the lecture method and give necessary information to the students where students are passive recipients of information (Mrunalini, 2015). The teacher generally

uses textbooks, blackboard and chalk as instructional materials (Mrunalini, 2015; Vartak, 2001).

But today there is a paradigm shift in our teaching-learning process from teacher-centred approach to child-centred approach. Child-centred approach gives importance to learners' backgrounds, perspectives, experiences, talents, interests, capacities and needs (Ahmed, 2013). For all round development of the children, child-centred pedagogy needs to be adopted in our teaching learning process. Child-centred pedagogy gives primacy to children's voices, their experiences and their active participation. This kind of pedagogy required that the learning experience should be prepared according to the children's psychological interest and developments (National Curriculum Framework, 2005).

Activity based teaching learning approach comes under the child-centred pedagogy which encourages the learner to learn on their own (Akkus, 2015). Students' active participation in the learning process gets increases when activities are organised in the classroom (Vartak, 2001) and the sense of achievement boosts learners' moral and confidence (Mrunalini, 2015). This approach engages all the children in the whole teaching-learning process which is one of the concerns of National Curriculum Framework, 2005. In the activity based teaching learning approach, students participate actively and this active engagement involves exploration, enquiry, debates, questioning, application and reflection, leading to theory building and creation of ideas (National Curriculum Framework, 2005).

Our education system is facing some problems such as a lack of motivation among the students, a lack of effectiveness in the methods of teaching (Raghavulu, 2013). In order to overcome these problems activity based teaching learning approach emerged as a suitable approach in the education system. Activity based teaching learning approach has some advantages such as it provides student friendly environment, fast and permanent learning, develop better analytical power, develop problem solving skills and thinking skills, develop co-operation, develop creativity, better engagement of child, develop leadership qualities, develop confidence level, develop personality etc. (Awasthi, 2014) and with the help of that problems could be eliminated.

Activity based teaching learning approach based on the principle of learning by doing (Mrunalini, 2015) which explains that learning should be based on doing, some hands on experiments and activities. If the opportunity is provided to the children to explore on

their own and provided an optimum learning environment then the learning becomes joyful and long lasting for them (Soni, 2015). Learning by doing makes the children more interested and motivated to learn something new. Activity based teaching learning approach gives the opportunity to the students to explore, manipulate, search and discover something new. It also provides opportunities for interaction which makes the atmosphere livelier, interesting and motivating for the students. These activities help to clarify and make learning more meaningful (Vartak, 2001).

Activity based teaching learning approach help in making the teaching learning process more purposeful and develop self-confidence among the students. It encourages interaction among the learners and enables the child physically and mentally active in the classroom, as a result of which learning becomes easier, quicker and more effective (Vartak, 2001). Activity based teaching learning approach is helpful in improving the students' performance, knowledge and skills (Vartak, 2001; Lonkar, 2016; Akkus, 2015; Levine and Guy, 2007), because activity based teaching learning approach gives an environment to the children where they feel valued (National Curriculum Framework, 2005) and it inspires them to participate actively in the teaching learning process which helps them in developing their understanding and performance (Begam & Muthaiyan, 2007 as cited in Mrunalini, 2015).

In a study, it is found that 80% of secondary schools in Assam use the lecture method as the main method of teaching (Saikia, 2017). Dwaileebe also felt that the curriculum of Assam is more literature-based where the teacher has to lecture to the students and students apply rote learning for the notes which are given by the teachers or available in the market (Bhattacharyya, 2013). Saha and Chakrabarti (2016) conducted a survey in Assam on various classes among the student and teacher in order to identify the problems in traditional classroom teaching where the lecture method is used and it is found that students face different problems like lack of attention, difficulty in understanding the concept, communication problem etc.

To understand the present secondary education system of Assam, the researcher conducted a pilot study in 15 government schools of 5 districts namely: Sonitpur, Biswanath, Nagaon, Hojai, Morigaon. The researcher conducted interview with teachers on different aspects of activity based teaching learning approach such as meaning, frequency, types, curriculum, problems of implementation of activity based teaching

learning approach etc. At first, the researcher analysed the textbook of classes IX and X in order to identify the present status of activity based teaching learning approach. After analysing the textbook of different subjects namely: Science, Social Science, Mathematics, English, Assamese, the researcher found that SEBA (Board of Secondary Education, Assam) board has translated some books (Mathematics, Science, English) of NCERT (National Council of Educational Research and Training) from English to Assamese language and rest of them are prepared by the board itself. It is also observed that the NCERT books consist of a good number of activities which is a lack in SEBA books. During the interaction session, the researcher became aware of the academic calendar which is necessary to follow by every secondary school. After analysing the calendar, it is witnessed that different activities were mentioned in different parts of this calendar. For example in mathematics, the teacher needs to assign 1 period per week class for practical; in science, 2 periods per week for practical; in social science, project work was allotted to students. Apart from that, there is another separate section for the co-scholastics area which includes different types of activities such as work experience, games and sports, literary, art and cultural activities, observation days etc.

During the interview session, all the teachers responded that activity based teaching learning approach means some kind of work which is needed to be performed by the students with their hands so that the objectives of a particular lesson can be achieved. When the researcher asked them about what kind of activities they use in their classroom then they talked about different activities which were given below in a tabular form:

Table 1.1: Different Activities in Different Subjects of Secondary Schools

Subjects	Types of Activity
Mathematics	Discussion, Debate, Peer Teaching, Homework, Demonstration, Question-Answer Method
Social Science	Demonstration, Discussion, Project, Lecture, Homework, Students Were Asked To Write Down On Board
Science	Discussion, Peer Teaching, Project, Debate, Homework
Hindi	Discussion, Homework
Assamese	Reading, Writing, Role Play, Homework, Peer Teaching, Discussion, Project
English	Reading, Writing, Role Play, Homework, Peer Teaching, Discussion
Bengali	Reading, Writing, Peer Teaching, Discussion

It also asked them about the frequency of using those activities in their classroom which were given below in a tabular form:

Table 1.2: Frequency of Using Activities in Different Subjects of Secondary Schools

Subjects	Frequency of Using Activities
Mathematics	At an average 2 times per week approximately
Social Science	At an average 3 times per week approximately
Science	At an average 2 times per week approximately
Hindi	3 times in a month
Assamese	At an average 1 time per week approximately
English	At an average 2 times per week approximately
Bengali	Per day it is used

When the teachers were asked about what kind of problems they face in the implementation of activity based teaching learning approach, then they talked about different problems such as large syllabus, different duties (NRC duty, Examination duty), lack of parents concern towards their children' education, infrastructure problem, lack of

proper training programme for teachers, lack of student attention, teacher-pupil ratio is high, lack of students previous knowledge, mark-centred approach of our education system, lack of teachers knowledge.

On the basis of review of literature and pilot study, it was observed that a lot of experimental studies were conducted in the area of activity based teaching learning approach at the secondary level of education in India. It was also observed that relevant study is not conducted in the area of activity based teaching learning approach at the secondary level of education in North-East India till today. So on the basis of the above fact; it has revealed that there is a need for a research study to see the present status of activity based teaching learning approach applied at secondary level education in Assam, and also to study the attitude of teachers and students towards the activity based teaching learning approach at the secondary level of education. This study helps the teachers as well as students to know the present status of activity based teaching learning approach as well as the attitude of teachers and students towards the use of activity based teaching learning approach at the secondary level of education. This study also helps the teachers as well as researchers to do further research in the field of activity based teaching learning approach.

1.8 Significance of the Study

The present study has a lot of significance which is explained through the following points:

- a. This study will assist in learning more about the activities that teachers organise while teaching social science subject.
- b. This study will assist in understanding the level of activities organised by teachers during the teaching of social science.
- c. This study will help to understand the student engagement level in the activity based teaching learning classroom.
- d. This study will be beneficial to identify the nature of problems that teachers are facing in the implementation of activity based teaching learning approach in the classroom.
- e. The study intends to aid information about the learning resources teachers are using in their classroom teaching.

- f. The study shall offer information about the attitude of teachers and students towards the activity based teaching learning approach classroom.

1.9 Statement of the Problem

The present study is designed with the following statement:

“Implementation of Activity Based Teaching Learning Approach in Social Science at Secondary Level School in Assam”.

1.10 Operational Definitions

The researcher has defined the key words of the study which are given below:

Activity Based Teaching learning approach: According to Ravi and Xavier (2007), activity based teaching learning approach is that kind of approach where students physically and mentally explore the subject by simulation of the work environment, manipulation of tools and materials associated with the world of work or performance of a real world task. The idea of an activity based teaching learning approach is rooted in the common notion that students are active learners rather than passive recipients of information (Padmavathi, 2013) and it aims at maximum participation of students in the teaching learning process (Jadal, 2012). Activity based teaching learning approach also involves different methods such as problem solving, discussion, play way, brainstorming, field trip, experimentation, demonstration and heuristic method (Amin, 2011).

In this research, the term activity based teaching learning approach refers to an instructional strategy where different activities, suitable and relevant to the specified subjects are integrated with the regular instructional methods which are needed to be performed by the students. The students will actively perform those activities by taking the help of different tools and materials in a real classroom environment where the main focus will be on interaction.

Attitude: In this research, this term denotes the students and teachers attitude towards the activity based teaching learning approach in the classroom in terms of favourableness or unfavourableness.

Secondary School: In this research secondary school basically covers grade IX and X where the students enrol themselves after completing their primary education.

1.11 Objectives

The purpose of this research work is to study the status of activity based teaching learning approach at the secondary level of Assam. More specifically, the researcher will address the following specific objectives:

- i. To study the present status of implementation of the activity based teaching learning approach in social science at the secondary level school in Assam with regard to
 - a) Types and frequency of use
 - b) Use of teaching learning material
 - c) Student engagement in the activities.
- ii. To study the attitude of social science teachers towards activity based teaching learning approach at secondary level of education.
- iii. To study the attitude of secondary level students towards activity based teaching learning approach at secondary level of education.
- iv. To study the problems faced by the social science teachers in implementing activity based teaching learning approach at secondary level in Assam.

1.12 Hypotheses

For the study, researcher has framed hypotheses for objectives no ii and iii. They are:

Hypotheses Related to objective no ii

- Ho1: There is no significant difference between male and female social science teachers towards the attitude of activity based teaching learning approach at secondary level of Assam.
- Ho2: There is no significant difference between rural and urban social science teachers towards the attitude of activity based teaching learning approach at secondary level of Assam.
- Ho3: There is no significant difference between trained and untrained social science teachers towards the attitude of activity based teaching learning approach at secondary level of Assam.

H04: There is no significant difference among social science teachers in terms of experience in regard to their level of attitude towards activity based teaching learning approach at secondary level of Assam

Hypotheses Related to objective no iii

Ho5: There is no significant difference between male and female secondary school students towards the attitude of activity based teaching learning approach at secondary level of Assam.

Ho6: There is no significant difference between rural and urban secondary school students towards the attitude of activity based teaching learning approach at secondary level of Assam.

Ho7: There is no significant difference between ninth and tenth grade secondary school students towards the attitude of activity based teaching learning approach at secondary level of Assam.

1.13 Delimitations of the Study

The researcher has delimited the study in the following way:

- a. The study is limited to only secondary schools of North Assam.
- b. The study is limited to the subject of social science.
- c. This study is limited to Assam State Board schools.
- d. This study is limited to government schools.
- e. This study is limited to the class of IX and X.

In this chapter, the researcher briefly explained the background of the study by giving definitions of activity based teaching learning approach and its history. Here the researcher discussed the characteristics and need for activity based teaching learning approach. This chapter also provide an insight about how this activity based teaching learning approach is applied in the social science classroom. This chapter provides information related to the rationale of the study, significance of the study, statement of the problem, operational definitions, objectives, hypotheses, delimitations of the study.