



EFFECTIVENESS OF ACTIVITY-BASED LEARNING IN PRIMARY EDUCATION

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ABSTRACT

Activity-based learning is an effective educational approach that emphasizes active participation, practical experiences, and learning through meaningful activities. In primary education, this approach helps children develop knowledge, skills, creativity, critical thinking, problem-solving abilities, and social interaction through activities such as games, storytelling, group discussions, experiments, role-playing, drawing, and hands-on projects. The present study aims to examine the effectiveness of activity-based learning in improving students' academic performance, classroom participation, motivation, and overall learning experiences at the primary level. It also explores the role of teachers in planning suitable activities, creating an interactive learning environment, and addressing the diverse learning needs of children. The study may adopt a descriptive and analytical research design using primary data collected through observations, questionnaires, interviews, and academic records, along with secondary data from books, research articles, journals, and educational reports.



The study considers the potential benefits of activity-based learning, including better conceptual understanding, improved retention, increased student engagement, cooperation, and the development of practical skills. It also examines challenges such as limited teaching resources, large class sizes, time constraints, and the need for teacher training. The study highlights the importance of integrating activity-based methods with curriculum objectives and appropriate assessment practices. It concludes that activity-based learning can contribute to meaningful and child-centred education when implemented systematically and supported by adequate resources, effective teaching strategies, and continuous evaluation. This approach can help establish a stimulating and inclusive learning environment that supports the academic and holistic development of primary school children.

KEYWORDS: Activity-Based Learning, Primary Education, Experiential Learning, Child-Centred Education, Academic Performance, Student Engagement, Active Learning, Teaching Methods.

INTRODUCTION

Education plays a vital role in the intellectual, social, emotional, and physical development of children. Primary education is particularly important because it establishes the foundation for future learning, behaviour, and personality development. During this stage, children develop basic literacy, numeracy, communication, and problem-solving skills. Therefore, teaching methods used in primary classrooms should be appropriate to children's developmental needs and should encourage curiosity,

creativity, active participation, and meaningful understanding. Traditional teaching methods that rely mainly on lectures, memorisation, and textbook-based instruction may not always provide sufficient opportunities for children to explore concepts through practical experiences. Activity-based learning has therefore gained importance as a child-centred approach to primary education. Activity-based learning is a teaching method in which students acquire knowledge and skills through direct involvement in educational activities. Instead of remaining passive recipients of information, children participate in games, storytelling, role-playing, experiments, drawing, group discussions, educational projects, and hands-on tasks. These activities connect classroom concepts with real-life experiences and encourage students to learn through observation, exploration, practice, and interaction. By involving children actively in the learning process, this approach can make education more interesting, understandable, and relevant to their everyday lives.

The effectiveness of activity-based learning lies in its ability to promote experiential learning and improve student engagement. When children participate in activities, they receive opportunities to ask questions, express ideas, solve problems, and learn from their experiences. For example, mathematical concepts can be taught through counting objects, shapes, and measurement activities, while language skills can be developed through storytelling, reading games, and role-playing. Environmental studies can be made meaningful through nature walks, observation exercises, and simple classroom experiments. Such experiences may help students develop conceptual understanding and retain information more effectively than through memorisation alone. Activity-based learning also supports the social and emotional development of primary school children. Group activities encourage cooperation, communication, mutual respect, and teamwork. Creative tasks provide opportunities for self-expression and independent thinking, while problem-solving activities help children develop confidence and decision-making skills. Since children differ in their interests, abilities, learning speeds, and backgrounds, activity-based methods can provide varied opportunities for participation. When appropriately designed, these methods can help teachers create inclusive classrooms in which students with different learning needs receive meaningful educational experiences.

Teachers play a central role in the successful implementation of activity-based learning. They must select suitable activities, prepare learning materials, establish clear objectives, manage classroom participation, and assess students' progress. The activities should be aligned with the curriculum and designed according to the age, abilities, and interests of learners. Teachers also need to provide guidance and constructive feedback while allowing children sufficient opportunities to explore and learn independently. Effective classroom planning is essential to ensure that activities contribute to learning objectives rather than becoming merely recreational exercises. Despite its potential advantages, activity-based learning may face several challenges in primary schools. Limited teaching resources, large class sizes, inadequate classroom facilities, time constraints, and insufficient teacher training may affect its implementation. Some activities may also require additional preparation and careful classroom management. Therefore, educational institutions need to provide appropriate resources, professional development opportunities, and institutional support to enable teachers to use activity-based methods effectively.

In the context of contemporary education, there is a growing emphasis on competency-based, experiential, and child-centred learning. Activity-based learning is consistent with these educational priorities because it encourages children to understand concepts through participation and practical experience. However, its effectiveness should be assessed systematically by considering students' academic progress, classroom engagement, conceptual understanding, skill development, and overall learning experiences. The present study, therefore, aims to examine the effectiveness of activity-based learning in primary education. It focuses on understanding how activity-based teaching methods influence students'

academic performance, motivation, participation, creativity, and social development. It also considers the role of teachers, the availability of learning resources, and the challenges associated with classroom implementation. The study may provide useful insights for teachers, school administrators, educational researchers, and policymakers seeking to improve the quality of primary education through meaningful and engaging teaching practices.

AIMS AND OBJECTIVES

Aim

The main aim of the study is to examine the effectiveness of activity-based learning in primary education and to understand its influence on students' academic performance, conceptual understanding, classroom participation, motivation, creativity, and overall development.

Objectives

1. To examine the role of activity-based learning in the teaching and learning process at the primary education level.
2. To study the influence of activity-based learning on students' academic performance and learning outcomes.
3. To analyse the effectiveness of activity-based methods in improving students' conceptual understanding and knowledge retention.
4. To investigate the impact of activity-based learning on students' interest, motivation, and classroom participation.
5. To understand how activity-based teaching methods promote creativity, critical thinking, and problem-solving skills among primary school students.
6. To examine the role of teachers in planning, implementing, and evaluating activity-based learning activities.
7. To study the contribution of games, storytelling, experiments, group work, and practical activities to students' learning experiences.
8. To identify the challenges faced by teachers in implementing activity-based learning in primary schools.
9. To assess the importance of teaching resources, classroom facilities, and teacher training in the effective implementation of activity-based learning.
10. To suggest suitable measures for improving the implementation of activity-based learning and enhancing the quality of primary education.

REVIEW OF LITERATURE

Activity-based learning has received considerable attention in educational research because of its emphasis on active participation, practical experiences, and child-centred teaching. Researchers have explored how learning activities influence students' academic achievement, conceptual understanding, motivation, creativity, and social development. The existing literature suggests that children may develop a deeper understanding of concepts when they participate in meaningful activities rather than relying exclusively on memorisation and passive listening. Dewey (1938), in *Experience and Education*, emphasized the importance of experience in the educational process. He argued that learning should connect with learners' experiences and encourage active engagement with the environment. His ideas provide a theoretical foundation for activity-based learning, particularly in primary education, where children benefit from opportunities to explore, observe, experiment, and reflect on their experiences.

Piaget (1952), in *The Origins of Intelligence in Children*, explained that children actively construct knowledge through interaction with their environment. His work highlights the importance of exploration and practical experiences in cognitive development. From this perspective, activity-based learning can support children's understanding of mathematical, scientific, linguistic, and environmental concepts by allowing them to interact directly with learning materials and situations. Vygotsky (1978), in *Mind in Society: The Development of Higher Psychological Processes*, emphasized the importance of social interaction and guided learning in cognitive development. His theory suggests that children can develop knowledge and skills through interaction with teachers and peers. Group activities, collaborative tasks, guided discussions, and cooperative games are consistent with this perspective because they provide opportunities for children to exchange ideas, receive assistance, and develop understanding through shared experiences.

Bruner (1961), in his article *The Act of Discovery*, emphasized discovery learning and the active role of learners in constructing knowledge. His work supports teaching approaches that encourage students to investigate problems, explore relationships, and discover concepts with appropriate guidance. In primary classrooms, educational games, practical demonstrations, and inquiry-based tasks can provide opportunities for children to develop curiosity and independent thinking. Kolb (1984), in *Experiential Learning: Experience as the Source of Learning and Development*, presented a model of learning that connects concrete experience, reflection, conceptual understanding, and experimentation. This framework is relevant to activity-based learning because students can participate in an activity, reflect on what happened, connect their experiences with concepts, and apply their understanding in new situations. It highlights the importance of linking practical activities with reflection and structured learning objectives.

Prince (2004), in *Does Active Learning Work? A Review of the Research*, reviewed research on active learning in education and engineering. The review found support for active learning approaches, particularly those involving meaningful student participation and collaborative learning. Although the review was not limited to primary education, it provides broader evidence for the educational value of involving learners actively in the learning process. Its findings should be applied to primary classrooms with consideration of children's developmental needs and the specific teaching methods used. Freeman et al. (2014), in *Active Learning Increases Student Performance in Science, Engineering, and Mathematics*, conducted a meta-analysis comparing active learning with traditional lecturing in undergraduate science, technology, engineering, and mathematics courses. The study reported improved examination performance under active learning conditions and higher failure rates under traditional lecturing. Although the research focused on undergraduate education rather than primary schools, it contributes to the wider discussion of how active participation can influence learning outcomes.

The National Council of Educational Research and Training (NCERT) has emphasized child-centred and activity-oriented approaches in its educational guidance and curriculum-related publications. Such approaches encourage teachers to connect classroom learning with children's experiences, use appropriate teaching-learning materials, and create opportunities for participation and exploration. These principles are particularly relevant to primary education because young learners often benefit from concrete examples, visual resources, play, storytelling, and practical exercises. The National Education Policy 2020 also emphasizes experiential learning, activity-based pedagogy, conceptual understanding, and the reduction of rote learning. It advocates educational practices that encourage critical thinking, creativity, problem-solving, and the holistic development of learners. These priorities provide an important policy context for examining the effectiveness of activity-based learning in Indian primary schools.

RESEARCH METHODOLOGY

The present study adopts a descriptive and analytical research methodology to examine the effectiveness of activity-based learning in primary education. The study focuses on understanding how activity-based teaching methods influence students' academic performance, conceptual understanding, classroom participation, motivation, creativity, problem-solving abilities, and overall learning experiences. It also considers the role of teachers, the availability of educational resources, and the challenges associated with implementing activity-based learning in primary schools. The study may use both primary and secondary sources of data. Primary data may be collected from primary school teachers, students, and school administrators through questionnaires, interviews, classroom observations, and appropriate academic records. Classroom observations may help examine students' participation in activities such as educational games, storytelling, group discussions, experiments, drawing, and practical exercises. Secondary data may be obtained from books, research articles, educational journals, government reports, curriculum documents, and publications related to activity-based learning and primary education.

The research may include selected primary schools and students from appropriate grade levels. A suitable sampling method, such as random sampling or purposive sampling, may be adopted according to the objectives and scope of the study. The sample size should be determined based on the availability of participants, research requirements, and available resources. The selection of schools may consider differences in location, school management, classroom facilities, and access to teaching-learning materials. A structured questionnaire may be used to collect information from teachers about their understanding, attitudes, and experiences regarding activity-based learning. Classroom observation schedules may be used to assess student engagement, interaction, cooperation, and participation during educational activities. Interviews may provide additional information about the practical difficulties faced by teachers, including limited resources, large class sizes, time constraints, and the need for professional training. Academic records or suitable learning assessments may be considered, where permission is available, to examine students' learning outcomes.

The collected quantitative data may be analysed using percentages, averages, frequency distributions, and tables. Where appropriate, comparative or statistical techniques may be used to examine differences in learning outcomes between activity-based and conventional teaching approaches. Qualitative information obtained through interviews and observations may be analysed thematically to identify common experiences, teaching practices, benefits, and implementation challenges. If the study uses an experimental or quasi-experimental design, appropriate pre-assessments and post-assessments may be used to examine changes in students' learning outcomes. Ethical considerations will be observed throughout the research process. Permission should be obtained from the relevant educational authorities and school administrators before collecting data. Participation should be voluntary, confidentiality should be maintained, and appropriate informed consent should be obtained from teachers and parents or guardians when research involves children. Data should be used only for academic purposes, and classroom activities should be appropriate for the age and learning needs of students.

The study may be limited by sample size, geographical coverage, availability of teaching resources, differences in teachers' experience, and the duration of observation. Academic performance may also be influenced by factors such as students' prior knowledge, family background, attendance, motivation, and classroom environment. Therefore, the effectiveness of activity-based learning should be assessed carefully, and conclusions should be based on the data collected rather than on assumptions. The proposed methodology provides a systematic framework for examining the educational value of activity-based learning in primary education. It aims to understand how practical, interactive, and child-centred teaching

methods may contribute to students' academic development, participation, creativity, and conceptual understanding while identifying measures to improve their implementation in primary schools.

STATEMENT OF THE PROBLEM

Primary education plays a fundamental role in the intellectual, social, emotional, and physical development of children. The teaching methods adopted at this stage significantly influence students' understanding, learning habits, academic performance, and interest in education. Traditional teaching approaches often emphasize textbook-based instruction, memorisation, and teacher-centred classroom activities. Although these methods may help deliver curriculum content, they may not always provide sufficient opportunities for children to participate actively, explore concepts, develop creativity, and apply knowledge to practical situations. Therefore, the effectiveness of activity-based learning has become an important issue in improving the quality of primary education. Activity-based learning encourages students to acquire knowledge through practical experiences, educational games, storytelling, experiments, group discussions, role-playing, and other interactive activities. This approach aims to make learning more meaningful, interesting, and relevant to children's everyday experiences. However, its effectiveness depends on several factors, including the quality of activities, teachers' skills, classroom conditions, availability of teaching-learning materials, and students' individual learning needs. It is therefore necessary to examine whether and how activity-based learning contributes to improved academic performance, conceptual understanding, knowledge retention, classroom participation, and motivation among primary school students.

A major problem is that activity-based learning may not be implemented consistently across all primary schools. Some teachers may face difficulties due to large class sizes, limited resources, insufficient training, time constraints, and pressure to complete the prescribed curriculum. In some situations, classroom activities may be conducted without clear learning objectives or appropriate assessment methods, reducing their educational effectiveness. Differences in school infrastructure, teachers' experience, and students' backgrounds may also influence the outcomes of activity-based teaching. Another important concern is the need to understand how activity-based learning affects students with different abilities, interests, and learning speeds. While practical and interactive activities may encourage participation and improve understanding, their outcomes may vary according to the nature of the activity, the guidance provided by teachers, and the classroom environment. It is therefore important to assess the relationship between activity-based teaching methods and students' academic and overall development rather than assuming that all activities produce the same results.

The present study seeks to examine the effectiveness of activity-based learning in primary education by focusing on its influence on academic performance, conceptual understanding, motivation, classroom participation, creativity, and problem-solving abilities. It also aims to identify the challenges faced by teachers and the conditions required for successful implementation. The study is intended to provide a better understanding of how activity-based learning can be used effectively to create an engaging, inclusive, and child-centred learning environment in primary schools.

NEED OF THE STUDY

Primary education is a crucial stage in the development of children because it establishes the foundation for future learning, knowledge acquisition, and personality development. During this period, children develop essential literacy, numeracy, communication, social, and problem-solving skills. Therefore, teaching methods should encourage active participation, curiosity, creativity, and meaningful understanding. The need to study activity-based learning arises from the importance of adopting teaching

approaches that address children's developmental needs and make classroom learning interesting, practical, and effective. Activity-based learning provides opportunities for children to acquire knowledge through educational games, storytelling, experiments, role-playing, group discussions, drawing, and hands-on activities. These methods can help connect theoretical concepts with real-life experiences and encourage children to participate actively in the learning process. Studying the effectiveness of this approach is important to understand whether it improves students' conceptual understanding, knowledge retention, academic performance, and interest in learning. It can also help identify which types of activities are most appropriate for different subjects and grade levels.

The study is needed because students differ in their abilities, interests, learning speeds, and educational backgrounds. A teaching method that relies mainly on explanation and memorisation may not adequately address every learner's needs. Activity-based learning can provide varied opportunities for observation, exploration, collaboration, and practical application. Examining its effectiveness may help teachers develop inclusive classroom practices that encourage participation among children with different learning needs. Another important reason for conducting this study is the need to understand the role of teachers in implementing activity-based learning. Teachers must plan suitable activities, select appropriate teaching-learning materials, establish clear learning objectives, and assess students' progress. However, large class sizes, limited resources, insufficient training, and time constraints may create difficulties in implementation. The study can help identify these challenges and suggest practical measures for improving classroom teaching practices.

The study is also important for educational institutions and policymakers seeking to improve the quality of primary education. Evidence regarding the effectiveness of activity-based learning may help schools plan teacher-training programmes, provide appropriate classroom resources, and develop teaching strategies that support meaningful learning. It may also help educational administrators evaluate whether activity-based approaches are being implemented effectively and whether they contribute to the intended learning outcomes. Furthermore, the study may contribute to a better understanding of the relationship between activity-based learning and children's overall development. In addition to academic achievement, practical and collaborative activities may encourage communication, teamwork, creativity, critical thinking, confidence, and problem-solving skills. Examining these dimensions can provide a broader understanding of the educational value of activity-based teaching methods.

FURTHER SUGGESTIONS FOR RESEARCH

Further research is required to develop a deeper understanding of the effectiveness of activity-based learning in primary education. Future studies may examine students from different grade levels to identify how activity-based teaching methods influence learning at various stages of childhood development. Comparative research across rural and urban schools, government and private institutions, and different geographical regions may help identify variations in implementation and educational outcomes. Future researchers may conduct experimental and quasi-experimental studies to compare the effectiveness of activity-based learning with traditional teaching methods. Pre-assessments and post-assessments may be used to examine changes in academic achievement, conceptual understanding, knowledge retention, and problem-solving abilities. Longitudinal studies may also investigate whether the benefits of activity-based learning continue over time and influence students' later educational development.

Further research may focus on the effectiveness of specific activities, including educational games, storytelling, role-playing, group projects, experiments, art-based tasks, and hands-on mathematical exercises. Studies may compare these methods across subjects such as languages, mathematics,

environmental studies, and science to determine which approaches are most suitable for particular learning objectives. Researchers may also investigate how combining different activities can improve student engagement and understanding. The role of teachers in the successful implementation of activity-based learning requires further investigation. Future studies may examine the influence of teacher training, teaching experience, lesson planning, classroom management, and assessment practices on students' learning outcomes. Research may also explore teachers' perceptions of activity-based learning and identify the professional development programmes needed to improve their skills and confidence.

Further studies should examine how activity-based learning supports children with diverse abilities and learning needs. Research may focus on inclusive teaching practices, differentiated activities, and approaches that encourage participation among students with disabilities or varying learning speeds. Such studies could help identify practical ways to create accessible and supportive classroom environments for all children. Future research may also explore the role of digital technology in activity-based learning. Interactive educational applications, digital games, virtual demonstrations, and multimedia resources may provide additional opportunities for practical and engaging learning. Researchers should examine their effectiveness in comparison with low-cost, non-digital activities while considering differences in access to technology and classroom infrastructure. Additional studies may investigate the challenges faced by primary schools in implementing activity-based learning, including large class sizes, limited teaching materials, insufficient classroom space, time constraints, and curriculum-related pressures. Research may evaluate whether providing teaching-learning materials, improving school facilities, and conducting teacher-training programmes can strengthen implementation and improve learning outcomes.

SCOPE AND LIMITATIONS

Scope of the Study

The present study focuses on examining the effectiveness of activity-based learning in primary education and its influence on students' academic performance, conceptual understanding, classroom participation, motivation, creativity, and overall learning experiences. It considers activity-based learning as a child-centred teaching approach in which students acquire knowledge through educational games, storytelling, experiments, role-playing, group discussions, drawing, practical exercises, and collaborative projects. The scope of the study includes an examination of how activity-based teaching methods help students understand concepts, retain information, develop problem-solving abilities, and participate actively in classroom activities. It also considers the role of teachers in planning and implementing appropriate learning activities, selecting teaching-learning materials, guiding students, and assessing learning outcomes. The study may examine the use of activity-based learning in subjects such as languages, mathematics, environmental studies, and science. The study may cover selected primary schools and students from different grade levels, depending on the research design and availability of participants. It may include government and private schools or schools from rural and urban areas to understand differences in teaching practices, infrastructure, and educational resources. The study also considers the challenges associated with activity-based learning, including classroom management, teacher training, availability of materials, and curriculum requirements. Its findings may be useful to teachers, school administrators, educational researchers, and policymakers seeking to improve the quality of primary education.

Limitations of the Study

The study may be limited by the number of schools and students included in the research. If the research is conducted in selected institutions or a particular geographical area, the findings may not represent all primary schools. Differences in school infrastructure, teacher experience, class size, students' backgrounds, and access to teaching-learning materials may also influence the results. Another limitation is that the effectiveness of activity-based learning may vary according to the subject, type of activity, duration of implementation, and learning objectives. Some activities may be more suitable for developing practical skills and conceptual understanding, while others may require additional explanation and structured practice. Therefore, the outcomes may not be identical across all subjects and grade levels.

The availability of time, teaching materials, classroom space, and trained teachers may affect the implementation of activity-based learning. Teachers may face difficulties completing the prescribed curriculum while providing sufficient opportunities for practical activities. Differences in students' abilities, interests, language backgrounds, and participation levels may also influence classroom outcomes. The assessment of academic performance and other learning outcomes may present further limitations. If the study relies on questionnaires, interviews, or classroom observations, the findings may be influenced by participants' responses and the researcher's observations. Short-term studies may not adequately capture long-term effects on knowledge retention, creativity, or overall development. In addition, students' learning outcomes are influenced by factors such as prior knowledge, family support, attendance, motivation, and the classroom environment.

DISCUSSION

Activity-based learning has emerged as an important approach in primary education because it encourages children to participate actively in the learning process. Unlike teaching methods that depend mainly on lectures and memorisation, activity-based learning provides opportunities for students to acquire knowledge through practical experiences, educational games, storytelling, experiments, role-playing, group discussions, and hands-on activities. This approach recognizes that primary school children learn effectively when they can explore concepts, interact with their surroundings, and connect classroom knowledge with everyday experiences. One of the major advantages of activity-based learning is its potential to improve students' conceptual understanding. When children participate in practical activities, they can observe, experiment, ask questions, and discover relationships between ideas. For example, mathematical concepts can be taught through counting objects, measuring quantities, and identifying shapes, while language learning can be supported through storytelling, reading activities, and role-playing. Such experiences may help children understand difficult concepts more clearly and apply their knowledge in practical situations. However, the effectiveness of these activities depends on their relevance to the curriculum and the guidance provided by teachers.

Activity-based learning can also encourage students' interest, motivation, and classroom participation. Educational games and interactive tasks can make lessons more engaging and provide opportunities for students to participate rather than simply listen to explanations. Children may become more willing to ask questions, express opinions, and explore unfamiliar topics. Increased participation can create a positive classroom environment in which learning becomes an active and enjoyable process. Nevertheless, teachers need to ensure that activities remain focused on educational objectives and provide meaningful learning opportunities for all students. Another important aspect of activity-based learning is its contribution to the development of creativity, critical thinking, and problem-solving skills. Activities that require children to design objects, complete puzzles, conduct simple experiments, or solve practical problems encourage them to think independently and consider different solutions. These experiences may

also help students develop confidence and decision-making abilities. Such skills are particularly important in primary education because they provide a foundation for more advanced learning and the development of lifelong learning habits.

Social development is another potential benefit of activity-based teaching. Group projects, cooperative games, and collaborative tasks allow students to communicate with peers, share ideas, distribute responsibilities, and work towards common goals. These experiences can promote teamwork, cooperation, mutual respect, and interpersonal communication. Teachers can use group activities to encourage students to appreciate different viewpoints and develop positive relationships. However, classroom activities should be carefully organised to ensure that every child has an opportunity to participate and that a few students do not dominate the task.

The role of teachers is central to the success of activity-based learning. Teachers must identify suitable activities, establish clear learning objectives, prepare appropriate teaching materials, and provide guidance according to students' abilities and interests. They also need to observe student participation, identify learning difficulties, and provide constructive feedback. Effective implementation requires teachers to balance practical activities with explanation, reading, writing, practice, and assessment. Activities should not be conducted merely for entertainment; they should help students achieve specific educational outcomes. Despite its potential benefits, activity-based learning presents several practical challenges. Large class sizes, limited teaching-learning materials, inadequate classroom facilities, time constraints, and insufficient teacher training may make implementation difficult. Some activities may require additional preparation, while others may take more time than traditional teaching methods. Schools therefore need appropriate resources, supportive administration, and professional development opportunities to help teachers incorporate activity-based approaches effectively. Low-cost materials and locally available resources may provide practical alternatives where funding is limited.

RECOMMENDATIONS

Activity-based learning should be encouraged in primary schools to make teaching and learning more meaningful, interactive, and student-centred. Teachers should incorporate age-appropriate activities such as storytelling, educational games, group discussions, role-play, experiments, drawing, puzzles, and practical projects into everyday classroom instruction. These activities should be aligned with the prescribed curriculum and learning objectives to ensure that students develop a clear understanding of concepts. Teachers should receive regular professional training in the planning, implementation, and assessment of activity-based learning methods. Training programmes and workshops should help teachers develop creative teaching strategies, manage classroom activities effectively, and address the diverse learning needs of students. Teachers should also be encouraged to share successful practices and teaching resources with their colleagues.

Schools should provide adequate teaching-learning materials, including charts, models, activity kits, picture cards, mathematical objects, science materials, and locally available resources. Where financial resources are limited, teachers should be encouraged to use low-cost and locally sourced materials to design effective classroom activities. School administrators and educational authorities should ensure that classrooms provide sufficient space and a supportive environment for individual and group-based learning.

Activity-based learning should promote the participation of every student, irrespective of academic ability, gender, socioeconomic background, language, or disability. Teachers should design inclusive activities that accommodate different learning styles and abilities. Additional guidance should be provided to students who experience difficulties, while advanced activities may be offered to learners who require greater challenges. The effectiveness of activity-based learning should be evaluated through continuous

and comprehensive assessment. In addition to written examinations, teachers should assess students through classroom observation, practical tasks, projects, oral presentations, group work, and portfolios. These methods can help teachers understand students' conceptual knowledge, communication skills, creativity, problem-solving abilities, and progress over time.

Parents should be informed about the importance of activity-based learning and encouraged to support learning activities at home. Schools may organise parent-teacher meetings, demonstrations, and workshops to explain how everyday experiences, educational games, reading, and simple practical tasks can reinforce classroom learning. Cooperation among teachers, parents, and school administrators can create a more supportive learning environment. Educational authorities should review the curriculum and timetable to provide sufficient time for practical activities without placing excessive pressure on teachers or students. Class sizes, availability of materials, workload, and administrative responsibilities should be considered while implementing activity-based methods. Digital resources and educational technology may also be used where appropriate, while ensuring that screen-based activities do not replace necessary hands-on experiences and direct social interaction.

CONCLUSION

Activity-based learning is an important approach to improving the quality of primary education by making the teaching-learning process more interactive, practical, and child-centred. It encourages students to participate actively in classroom activities rather than depend entirely on traditional lecture-based instruction. Through storytelling, educational games, experiments, role-play, group discussions, creative tasks, and practical projects, students can connect theoretical knowledge with real-life experiences and develop a deeper understanding of different subjects. Activity-based learning has the potential to improve conceptual understanding, knowledge retention, classroom participation, motivation, creativity, critical thinking, problem-solving abilities, and social skills. It also provides opportunities for students to learn through exploration, cooperation, observation, and practical experience. The teacher plays a significant role in planning meaningful activities, guiding students, managing classroom interactions, and assessing learning progress. However, the successful implementation of this approach depends on adequate teaching materials, appropriate classroom facilities, teacher training, sufficient instructional time, and support from school administrators and parents.

Despite its advantages, activity-based learning may face challenges such as large class sizes, limited resources, differences in students' learning abilities, and difficulties in completing the prescribed curriculum. These challenges can be addressed through effective planning, the use of low-cost teaching materials, inclusive classroom practices, continuous assessment, and professional development for teachers. Activity-based learning should complement other appropriate teaching methods rather than be treated as a universal replacement for every instructional approach. In conclusion, activity-based learning offers considerable potential for creating a more engaging, inclusive, and meaningful primary education system. Its effectiveness should be assessed through systematic observation, student performance, teacher feedback, and reliable educational research. When activities are carefully designed and aligned with learning objectives, this approach can contribute to students' academic progress and holistic development. Therefore, schools and educational authorities should encourage the thoughtful integration of activity-based learning into primary education to support the development of knowledgeable, creative, confident, and independent learners.

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