



# Enhancing Learning Outcomes through Activity-Based Learning

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## Abstract

Activity-Based Learning (ABL) is a child-centred, experiential learning approach promoted strongly by NEP-2020, NCF-2005/2023, NIPUN Bharat Mission, and the RTE Act-2009. This study investigates the effect of ABL on Class III students of Bauripara Papurdihi Primary School, Bankura. Thirty-two students participated in structured ABL tasks such as math manipulatives, storytelling, picture-word matching, and EVS sorting activities. Pre-test and post-test assessments, observation checklists, and engagement scales were used. Results revealed a **58% improvement in concept recall**, **46% increase in engagement**, and remarkable benefits for weak learners (92% progress). ABL significantly improved conceptual clarity, communication, confidence, and inclusiveness. The study concludes that ABL should be integrated into everyday teaching as recommended by national policies.

## 1. Introduction

Activity-Based Learning (ABL) promotes “learning by doing,” allowing children to actively engage with materials, perform meaningful hands-on tasks, collaborate with peers, and connect concepts with real-life experiences. Traditional lecture-based learning often creates learning gaps in rural schools. ABL helps address these gaps through multisensory, joyful, and interactive learning.

ABL is strongly supported by several major Indian educational policies:

- **National Education Policy (NEP 2020):** experiential, joyful, competency-based learning.
- **National Curriculum Framework (NCF 2005 & NCF 2023):** child-centred, constructivist pedagogy with activity stations.
- **NIPUN Bharat Mission (2021):** recommends play-based, activity-oriented teaching for achieving FLN by Grade 3.
- **RTE Act, 2009:** mandates child-friendly, fear-free learning.
- **Kothari Commission (1964–66):** advocated learning through purposeful activity and group work.

This study investigates how a structured ABL intervention improves learning outcomes among Class III students in rural West Bengal.

## 2. Significance of the Study

- Supports NEP-2020, NCF-2005/2023, and NIPUN Bharat recommendations.
- Enhances concept clarity through tactile and visual materials.
- Helps weak learners through simplified, inclusive activities.
- Builds communication, peer collaboration, and social skills.
- Makes classroom learning joyful, meaningful, and stress-free.
- Encourages creativity, critical thinking, and self-confidence.

## 3. Objectives of the Study

- To examine the effectiveness of Activity-Based Learning in improving concept clarity among Class III students.
- To measure the impact of ABL on engagement, participation, and confidence.
- To identify how ABL supports weak learners in classroom learning.
- To evaluate alignment of ABL practices with NEP-2020 recommendations

## 4. Methodology

A pre-test/post-test experimental design was adopted.

### 4.1 Participants

- Total Students: 32
- Class: III
- Weak Learners Identified: 9

### 4.2 Study Area

Classroom and corridor-based learning stations.

### 4.3 Tools Used

- Pre/post worksheets (Math, Bengali, EVS)
- Observation checklist
- Engagement rating scale
- Teacher reflection diary

## 4.4 Procedure

Step	Activity Description
• <b>1. Pre-Test</b>	• Students completed a 15-item concept worksheet
• <b>2. Learning Stations Setup</b>	• Four stations: math blocks, word cards, story corner, EVS sorting table
• <b>3. Activity-Based Session</b>	• Students rotated in groups performing hands-on tasks for 45 minutes
• <b>4. Group Discussions</b>	• Students shared answers and demonstrated learning
• <b>5. Reinforcement Games</b>	• Math relay, picture sequencing, object sorting
• <b>6. Post-Test</b>	• Same worksheet repeated to measure improvement

## 4.5 Duration

- Total: **140 minutes**
- Activities: **90 minutes**
- Assessment: **50 minutes**

## 4.6 Ethical Considerations

- Activities conducted safely under teacher supervision
- No student was pressured; participation was voluntary
- Verbal consent taken from parents and school authority

## 5. Activity-Based Learning Tasks

[Photo Placeholder 1: ABL Station Setup – Math Blocks, Story Corner, Sorting Table]

### 5.1 Mathematics Block Activity

Students used beads, blocks, and number sticks to:

- form numbers
- solve addition/subtraction
- create patterns

**Outcome:** Improved numerical sense and logical reasoning.

### 5.2 Bengali Word Card Activity

Picture–word matching tasks improved:

- vocabulary
- spelling
- memory

### 5.3 Storytelling Corner

Using picture strips, puppets, and flashcards, students constructed small stories.

**Outcome:** Developed language fluency, creativity, and confidence.

### 5.4 EVS Sorting Table

Students sorted:

- living vs non-living
- natural vs man-made
- edible vs non-edible

**Outcome:** Enhanced scientific thinking and classification skills.

### 5.5 Group Games

- Math relay
- Puzzle building
- Sentence-making games

**Outcome:** Boosted teamwork and enthusiasm.

## 6. Observations During the Activities

- High excitement and enthusiasm throughout all stations.
- Weak learners participated more actively than in traditional lessons.
- Peer learning occurred naturally—stronger students helped weaker ones.
- Students used new vocabulary during activities.
- Classroom discipline improved because tasks kept children engaged.

Teacher reflection:

“Students who rarely speak in class showed leadership during group games. ABL unlocked their confidence.”

## 7. Results

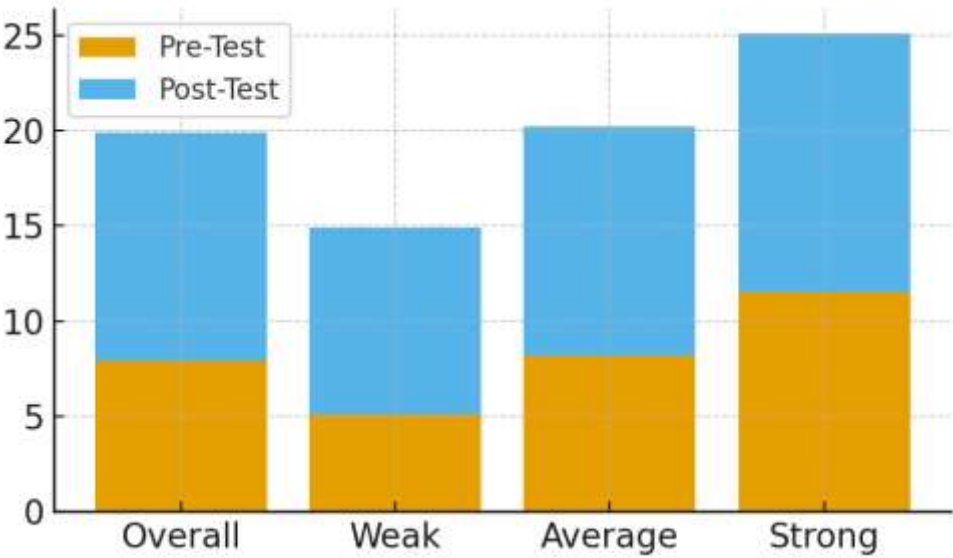
### 7.1 Concept Test Scores (Pre- and Post-Test)

Student Group	Pre-Test (out of 15)	Post-Test (out of 15)	Improvement (%)
Weak Learners (9)	5.1	9.8	92%
Average Learners (15)	8.2	12.0	46%
Strong Learners (8)	11.5	13.6	18%
<b>Overall Class</b>	<b>7.9</b>	<b>12.0</b>	<b>58%</b>

**Observation:** Weak learners benefited the most, proving ABL’s inclusiveness.

Graph 1: Pre-Test vs Post-Test Scores

Performance Comparison (Out of 15)



7.2 Engagement Ratings

Activity	Average Engagement (1–5)
Math Blocks	4.7
Word Cards	4.6
Storytelling	4.8
EVS Sorting	4.5
Group Games	4.9

Engagement remained consistently high across all activities.

8. Discussion

ABL significantly improved conceptual clarity, engagement, and motivation. Students learned through hands-on experiences, aligning with constructivist theories (Piaget, Bruner).

Weak learners benefited the most due to multisensory learning support.

Group activities enhanced social skills such as cooperation, leadership, and communication.

8.1 Alignment with NEP-2020 and Educational Policies

ABL is strongly supported by:

- **NEP 2020**  
Experiential learning, joyful classrooms, competency-based learning.
- **NCF 2005 & NCF 2023**  
Child-centred pedagogy, activity stations, constructivist learning.
- **NIPUN Bharat Mission**

Play-based, activity-based instruction for FLN.

- **RTE Act 2009**

Child-friendly, stress-free classrooms—core to ABL.

- **Kothari Commission (1964–66)**

Emphasized purposeful activity and peer collaboration.

- **Samagra Shiksha Abhiyan**

Promotes joyful, inclusive, activity-based teaching.

- **NISHTHA Training Programme**

Trains teachers in activity-oriented, competency-based pedagogy.

Thus, ABL is not only pedagogically sound but *policy-supported* and nationally mandated.

## 8.6 Limitations

- Study conducted over one day; long-term studies would show deeper outcomes.
- Sample size small; results not generalizable to all schools.

## 8.7 Implications

- Teachers should integrate ABL regularly.
- Low-cost teaching materials should be developed locally.
- Group learning should be encouraged for peer support.

## 9. Conclusion

ABL significantly enhanced learning outcomes, participation, and confidence in Class III learners. Weak learners benefited the most. ABL aligns with NEP-2020, NCF-2005/2023, NIPUN Bharat, and RTE 2009, making it an essential pedagogical approach for primary education.

## 10. Recommendations

1. Schools should conduct weekly ABL sessions for all subjects.
2. Teachers should maintain learning stations with low-cost materials.
3. Peer-learning and group tasks should be incorporated regularly.
4. ABL should be linked to curriculum objectives, not treated as extra activity.
5. Teachers need training in designing ABL lesson plans.
6. Follow-up worksheets and reflection tasks should reinforce learning.

## 11. References

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3. Piaget, J. (1964). Development and Learning. *Journal of Research in Science Teaching*.
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