

Effectiveness of Play Based Activities on the Attainment of Learning Outcomes at Foundational Stage

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Abstract: The “sooner-the-better” is the perfect catch phrase for early childhood education. Early childhood education is a powerful methodology acting as a medium to promote continued success in school, workplace, and also in social and civic realms. Very little attention has been taken into consideration regarding the psychological and sociological values of play-based learning in early childhood.

Researchers from education and psychology have suggested that ‘play’ is a sturdy mediator of learning various skills throughout a person’s life. This is in correspondence to Piagetian theory, which has significantly influenced developmentally appropriate practice. It includes the perspective that children learn ‘naturally’ through play, with teachers facilitating opportunities for play in the environment they are exposed to.

Children taught at an early age usually benefit in the following ways: improved social skills, lesser or no need for special education instruction during subsequent school years, better grades, and enhanced attention spans. If a child lags in those early periods of education, chances are they might face difficulties in catching up.

This paper aims at providing an overview of research and theory related to play in the early educational system, the step-wise progression, and its benefits in structuring children’s lives in diverse ways.

Keywords: Development, Play-Based Learning, Education, Early Childhood Education

