

Teachers' Orientation Programme at Carmel Central School, Kotekar.

An informative and enriching input session on Activity-Based Learning was conducted at Carmel Central School, Kotekar, on 6 October 2026. The session was attended by teachers from Kindergarten to Grade 4 and was facilitated by Mrs. Daakshayini who guided the teachers through various aspects of making classroom learning more engaging, meaningful, and student-centred.

The session highlighted the importance of moving beyond conventional teaching methods and creating learning experiences in which students actively participate in the learning process. The resource person explained how carefully planned activities can help children understand concepts better, develop confidence, work collaboratively, and connect classroom learning with real-life experiences.

The session was highly interactive and included a group activity that provided teachers with an opportunity to experience activity-based learning from a learner's perspective. Through the activity, teachers were encouraged to think about how classroom activities can be planned, facilitated, and adapted according to the needs and abilities of different learners.

The major areas discussed during the session included:

- Student-centred learning: Emphasising the active involvement of students and giving them opportunities to explore, participate, express their ideas, and take responsibility for their learning.
- Scaffolding: Understanding the importance of providing appropriate guidance, support, prompts, and encouragement to learners so that they can gradually become independent in their learning.
- Collaboration and peer learning: Encouraging students to work together, share ideas, communicate effectively, and learn from one another through meaningful group activities.
- Facilitation of learning: Understanding the teacher's role as a facilitator who guides, supports, observes, and encourages learners rather than simply delivering information.
- Use of relevant resources: Highlighting the importance of selecting suitable teaching-learning materials and resources that make concepts clearer, more interesting, and connected to the learners' experiences.
- Evidence of learning: Focusing on observing and identifying different forms of evidence that demonstrate students' understanding, participation, skills, and progress during classroom activities.

The session also helped teachers reflect on the ways in which activities can be incorporated into regular classroom teaching across different subjects and grade levels. The discussions emphasised that activity-based learning need not always involve elaborate materials or complicated activities. Simple, purposeful, and well-planned classroom experiences can also provide valuable opportunities for children to learn through participation and interaction.

The group activity further encouraged teachers to collaborate, exchange ideas, and understand the importance of planning activities with clear learning outcomes. It also helped them recognise how observation and documentation can provide meaningful evidence of students' learning and development.

The overall session was interactive, practical, informative, and enriching. It provided teachers with useful insights into creating a classroom environment where students are encouraged to participate actively, collaborate with their peers, explore ideas, and develop a deeper understanding of concepts.

The session concluded with a renewed understanding among the teachers of the importance of student-centred and activity-based approaches in the classroom. The inputs received from the session will help teachers plan more engaging learning experiences and create opportunities for students to learn through active participation, collaboration, exploration, and meaningful classroom experiences.