

A Review on Activity-Based Teaching Strategies for Enhancing Science Concept Learning Among Grade IV Students

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Abstract: *Activity-based teaching has gained significant attention in primary education as an effective approach for improving science learning outcomes. For Grade IV students, hands-on activities, experiments, models, and inquiry-based learning help develop conceptual clarity in diverse science topics. This review paper analyses existing literature, pedagogical theories, and empirical studies related to activity-based learning (ABL) to evaluate its effectiveness in enhancing science concept learning among 60 Grade IV students. Findings across reviewed studies consistently demonstrate improvement in conceptual understanding, motivation, engagement, and retention when activity-based strategies are integrated into science teaching.*

Keywords: Activity-based, Learning, Science, Concepts, Grade-IV, Pedagogy