

Experimenting Vernacular Language Teaching through Activities in Pre-primary School: A Case Study

Sk Rima Sultana

Ph. D, Research Scholar, Department of Education, University of Calcutta

skrimasultana@gmail.com

Dr. Debasri Banerjee

Professor, Department of Education, University of Calcutta

debrasriban@gmail.com

Abstract: Vernacular language plays a vital role in children's cognitive, social and emotional development at the early stage of education, whether it is formal or informal. This case study examines the effectiveness of experimenting in Bengali language teaching through activity-based methods in a pre-primary school setting at an Anganwadi center in West Bengal. This study was performed with young learners by using some gaming activities like picture-based conversations and hands-on learning materials to promote listening, speaking and early literacy skills in the mother tongue. The National Education Policy (NEP) 2020 gives importance in using the mother tongue or local language as the medium of instruction in the initial phase and highlights Foundational Literacy and Numeracy (FLN) as a national priority. In this regard, the present study investigates the impact of activity-based approaches in teaching vernacular language at the pre-primary level through case study of a selected school. Qualitative data were collected through classroom observations and informal assessments of children's participation and language use. The findings reveal that activity-based vernacular language teaching significantly enhances learner engagement, vocabulary acquisition, confidence in oral expression and comprehension skills. Children showed increased interest in classroom interactions and demonstrated improved ability to communicate in their native language. The paper concludes that integrating activities into vernacular language instruction creates a meaningful, child-centred learning environment and recommends broader adoption of activity-based strategies for strengthening foundational language skills in early childhood education.

Key Words: Vernacular Language, Mother Tongue, Language Teaching, Activity-Based Teaching, Pre-primary Education.

Introduction:

Early childhood education is a very important phase for a child's learning and growth. The pre-primary stage, which includes children aged 3–6 years, is a time for learning to talk and understand language. During this stage, children start to develop listening and speaking skills and then move on to early reading and writing. Language helps children not only to communicate but also to think, interact with others and express their feelings. In countries like India, where many languages are spoken, children come to school with multiple linguistic backgrounds. Many children speak a language or mother tongue at home that is not the language used in school. When children are taught in a language, they often do not understand it often causes problems with understanding, reduced participation and lack of confidence. The National Education Policy (NEP) 2020 strongly supports using the mother tongue or home language as the medium of instruction in the early years of education. This study aims to find out what impact reading activities have on the reading ability of primary children and how various reading activities influence their reading

capacity. The NEP 2020 also focuses on Foundational Literacy and Numeracy (FLN), which is considered an important national goal. FLN aims to develop reading, writing and numeracy skills by Grade 3, with pre-primary education playing a crucial role in achieving these goals. Activity-based learning is highlighted as a way to teach young learners as it aligns with their natural curiosity, playfulness and need for hands-on learning. This research paper looks at teaching a language through activities in a pre-primary school setting. By using a case study approach the study explores how activity-based strategies contribute to language development and how they line up with NEP 2020 and FLN objectives.

Literature Review:

Vernacular Language:

Vernacular language refers to the native, everyday speech or dialect used by common people in a specific region or community, rather than formal, literary or official language. It is the commonly spoken and often informal variety of language that reflects local culture and identity. Ravichandran, P & Abraham, P (2022) published a book chapter in *Transforming of Learning Resource Centres in the Digital Era (SALIS 2022)*. They recommended that the vernacular languages be the medium of education, but it must be accepted and implemented only after a careful examination of the needs of the students, future employment and availability of materials. The medium of instruction is the foremost important thing in education, whether primary schools, secondary schools or higher educational institutions is to ensure that students to be equipped with knowledge and skills to lead a better life (Grapragasem et al., 2014). According to Kavaliauskienė, G et. al., (2010), learners primarily depend on their mother tongue in learning any other language. The amount of the native language that students need depends on their proficiency and linguistic situations. They have found in their study that the autonomously generated reading comprehension exercises, summary writing and back-translation activities help raise learners' awareness of differences between their mother tongue and other languages and facilitate linguistic development. Pramod, P. & Kad, M (2013) discussed about the importance of vernacular medium schools in India. They think that vernacular language is important in socio-cultural perspective. The usage of mother tongue as a teaching medium improves cognitive abilities as it is easier for a child to understand a lesson. This leads to faster learning. Ranging from primary education to higher education, teaching should be based on local or native language. Irina Bokova, UNESCO Director-General (2009-2017), emphasised that early education should be taught in children's mother tongue, as it is a fundamental principle of productive learning. She highlighted that a multilingual approach enhances both the quality of education and societal well-being and stressed the global importance of mother tongue instruction in early childhood education. Saeed, H (2021) published his research article entitled "The role of mother tongue in early childhood education". He said using the mother tongue as the medium of instruction in kindergarten and primary school helps children learn more easily and effectively. Teaching young learners in an unfamiliar language creates difficulties as children initially understand and communicate only in their mother tongue. Instruction in the vernacular language in early childhood helps in shaping children's thought processes and emotional development. Differences in the medium of language lead to variations in students' thought patterns and cultural perspectives, even within the same country.

Activity-Based Learning:

Activity Based Learning (ABL) is a learner-centred pedagogical approach that actively involves students in the learning process through meaningful activities rather than passive learning. Mustapha et al. (2020) found in their study that experiential activities to teach English language and basic science are beneficial to the students' outcomes and motivation. Learners are inclined to perform better when engaged in guided activity. They recommended that teachers in basic education use activity based learning as an appropriate strategy to enhance students' academic outcomes. As stated by Hansraj (2017), ABL includes reading, writing, practical activities, discussion and active engagement in problem solving, analysis, synthesis and evaluation. Through reading activities, learners can deal with symbols and visuals. It helps them in developing comprehension, vocabulary and solving interpretive skills. The use of activity-based method in teaching learning process brings a positive attitude in learners' behaviour. It transforms them from passive recipients to active recipients. Instead of just listening, students engage directly with the learning task, which increases their interest and motivation. The active participation helps to create a learner-centred classroom environment.

Activity based learning also enables learners to acquire knowledge through practical activity and exploration. It allows them to discover concepts by their own rather than just rote learning. Sensory experiences like seeing, hearing, touching, doing etc combinedly can make learning more meaningful and memorable. As a result, learning becomes more effective and impactful which leads to learners' deeper understanding and long-term retention of knowledge (Shahram, 2018). Mishra & Yadav (2013) found in their experimental study that Activity Based Approach helps students for better results in any subjects in general and science in particular.

Pre-primary Education:

Pre-primary education is the first stage of formal education before entering primary school. This is for children aged between 3 to 6 years. Early childhood education focuses on children's holistic development instead of only cognitive development. It helps young children to grow cognitively, physically, socially and emotionally for formal schooling. It also prepares them for future academic career by playing, doing activities and interacting with peers. As per NEP 2020, pre-primary education is the introductory part of the Foundational Stage (ages 3–8) and it should be provided through activity based, and child centred methods. Investment in the early years of education is widely accepted as one of the most beneficial strategies for fostering children's cognitive development, with benefits that broaden well into adolescence and adulthood (Kaul et al., 2017; Rao et al., 2021). The early childhood years are a period of very fast brain development during which children obtain/acquire fundamental skills, attitudes and habits that impact their later learning process. According to Kim et al., (2021) universal access to pre-primary education is positively correlated with children's reading skills in primary schools. Experiences during this phase form how children think, communicate and interact with others and approach new learning environments. Pre-primary education is considered a key foundation for lifelong development and learning of a child (UNESCO, 2006; UNICEF, 2019). When children have access to organised and developmentally suitable pre-primary education, they start primary school with better knowledge to engage with formal learning. According to Zhao et al., (2022) good quality pre-primary education plays a key role in improving student retention in primary education. Children who attend pre-primary education are more likely to make better adjustments in the school environment. Strong pre-primary education leads to better learning outcomes in primary stage. Early exposure to language, numeracy, problem-solving activities and social interaction strengthens foundational literacy and numeracy skills. These early acquires create a cumulative advantage, makes children to understand more complicated concepts in later grades and academically performed better.

Methodology:

Research Method:

Researcher adopted a qualitative approach to find out the impact of activity-based teaching on vernacular language in pre-primary school. In this observation, checklist record and pretest-posttest scores were integrated to find out the actual change in their native language learning.

Participants:

The participants of this study were 4 children who were reading in pre-primary classroom (govt. run school called as 'Anganwadi') aged between 3 and 5 years. Based on the research question, the present study chosen school and research participants based on some criteria to ensure the reliability, validity and feasibility. First, the selection of school was done by keeping in mind about the practicality and academic considerations. School that was easily accessible for communication and was ready to coordinate for this research, was preferred in order to facilitate smooth implementation of the research procedures. The selected school showed a very positive attitude towards academic research and supported research activities. The school also had some necessary infrastructural condition with adequate classroom space and a conducive learning environment. Those things helped the research activities and interventions to be executed effectively without any disruption. Second, the selection of research participants was based on their academic performance and overall learning level. Specifically, pre-test result was used as a reference to assess the general academic standing of students within the grade. There were 20 students initially who participated in pre-test. The pass mark was 25 out of 50 (50%). From this assessment, students whose

performance were very poor and scored lowest were selected for case studies. 4 students from bottom were selected.

Research Procedure:

The purpose of this study was to explore the effectiveness of experimenting vernacular language teaching through activities in pre-primary School. Therefore 30 interventions classes were taken by implementing various reading activities reading games. The experiment was conducted from May, 2025 to August, 2025. A pre-test was taken before the intervention. Researcher had chosen 4 students as per the lowest score and gave them intervention. After 30 classes a post-test was also conducted to find out the impact of the experiment. During all the intervention process, intense observation was done and checklist was maintained properly for each student. Each class duration was 1 hour. 3 classes used to conduct in a week. The purpose of this study was to find out the effectiveness of experimenting with vernacular or mother language teaching through activity based teaching method in pre-primary school. Therefore, the study aimed to examine whether various reading activities and reading games conducted in the children's mother tongue could improve early reading skills and overall language learning among the young pre-primary learners. To accomplish this objective researcher carried out 30 intervention classes using variety games, colourful letter cards, colourful objects and different interactive reading games. These activities were planned base on their developmental level and to promote active participation, enjoyment and meaningful learning in their familiar language.

This study was conducted over a period of three months, from May 2025 to August 2025. Before the starting of the intervention, a pre-test was taken to assess the initial reading ability of the students. Based on the test scores, four students who obtained the lowest scores were purposively selected for the intervention. This selection enabled the researcher to observe them closely about the impact of applying various activities who required maximum academic support. Duration of each intervention session was one hour per class. In each week, three such classes were held. Throughout the intervention period, the researcher did very intense and close observation to monitor students' participation in activities, any change in behavior, interest level and progress level. A checklist was maintained for each student to record their engagement during teaching learning process. After the completion of the 30 intervention classes, a post-test was conducted to evaluate the learning outcomes and find out the effectiveness of the activity based language teaching. The comparison between pre-test and post-test results along with observational data and checklist data, helped the researcher evaluate the overall impact of the intervention and draw meaningful conclusions regarding the role of activity-based approaches in nourishing early reading skills in pre-primary education.

Findings:

Student A:

Student A was observed during the pre-intervention phase as a very jolly and talkative child with high energy levels. She frequently moved around the classroom and found it difficult to sit quietly in one place. Her behaviour showed hyperactivity and constant curiosity to engage in something which is physically active. This hyperactivity negatively impacts her classroom participation. Her class teacher told, "She is very irregular. Does not listen to me. Very inattentive in class." She was very irregular and inattentive. So, it was very difficult to manage her in a structured classroom. The teacher also reported that she often did not listen to instructions and was very tough to control during class activities. Her mother said "She is naughty. But if I told her to sit for study, she does. She comes to school by her own will." Her mother told the researcher that she is a single child. She has a private tutor who supports her learning. Student A expressed that she loves to play rather than coming in school. She believed she could read and write and mentioned that her tuition teacher helps her at home. She also shared that her mother does not scold her regarding studies.

Scores in pre-test during pre-intervention phase disclosed serious learning gaps. She scored 5 in reading out of 50. She did not recognize letters or numbers correctly, could not count objects properly. She identified every colour as 'red'; it means she had no knowledge in colour identification. She could only describe picture verbally. These things prove weak foundational literacy and numeracy skills despite

having a private tutor at home. The intervention programme was carried out through various activities by using vernacular language. Colourful letter cards, number badges, puzzles, picture-based word making and group learning tasks were used in those activities. She was absent for many early classes. But, once she began to participate regularly, gradual positive changes were observed in her behaviour and academic pursuits. During the initial intervention days, she was very inattentive and distracted. She used to require continuous guidance and individual support. She responded better to colourful materials like letter cards. Group activity was very helpful for her in increasing her engagement in class. By the middle phase of intervention her participation improved significantly. She started completing task by her own and joined group activities with interest. Multi-sensory strategies like badge-based number recognition, pencil counting, star counting tasks and picture word matching helped to increase her attention. Some days she showed low attention and performance. In the later phase, her attention span improved and ability to perform any task was also increased. She started feeling motivated. She began to follow researcher's instructions and participated joyfully in activities and showed increased confidence. When teacher praised her, she felt more motivated. At the last phase of the intervention, she successfully started to complete colour matching, counting sheets, letter recognition on sand and daily routine description tasks inside the classroom.

Post-intervention assessment showed positive academic gains. She scored 28 in reading out of 50, which was above the pass mark. It indicates significant progress compared to her scores in pre-test. She was now able to recognize most Bengali letters and numbers, could perform basic counting tasks and identify colours correctly. Guardian feedback after the intervention confirmed these improvements. Her mother said that her letter recognition ability had significantly increased. Although she still makes occasional mistakes and needs some repetition. Her overall performance in Bengali literacy had improved. The mother also informed that she still helps student A with homework. She needs scaffolding often. Teacher was impressed by her improvement and regularity in school. It can be said that activity based teaching combined with multi-sensory materials, group participation and continuous encouragement can significantly improve attention, engagement and foundational literacy skills in pre-primary learners with high distractibility and low pre-knowledge.

Student B:

Student B is a child who had significant learning gaps with social detachment. He had very limited academic support from his home. Maybe he had some speech disorder because it was very troublesome to understand his words. In the pre-intervention phase, it was found that he had extremely low literacy level. Scored only 3 in reading out of 50. His ability to recognize letters or numbers or object counting was zero. Behaviourally he was very quiet and introvert, unwilling to interact with anybody. Teacher said about him, "he is very shy". Teacher thinks him as "dull". This tag reflects low expectations from him. His grandmom told that he gets very minimum academic support at home as his mother stays occupied with household responsibilities always. Researcher tried to interact with him. But his speech was very ambiguous. He said, "I like to come to school regularly. I don't like playing. My mother force me to write at home. I like to draw circle more than reading. My grandmother teaches me sometimes at home." His fondness for drawing circles, dislike of playing and unclear speech indicates that he might had developmental gaps which may impacted his academic life. During the 30 days intervention programme, a gradual but uneven transformation was noticed. Initially unresponsive and absent minded, student B slowly began to participate in activities after some classes. His engagement increased, particularly in multisensory and activity-based tasks like matching games, puzzles and real-object identification. He frequently asked help from the researcher during any obstruction. Researcher gifted him a copy and pencil as he never carried those items. He was very very happy after receiving these gifts. His desire to ask for help and happiness after receiving copy and pencil reflects motivation and emotional bonding with the researcher. His regular attendance, missing only two days indicates strong intrinsic interest in school despite having learning difficulties.

Over time, his participation in group tasks increased. Academically, the intervention led to measurable improvement in reading, with his score increasing from 3 to 25 in the post-test. But his ability in letter recognition was not much improved. In number recognition, he performed well. Improvement in first-letter matching was outstanding (9 out of 10). Now he could count small numbers up to nine. He recognized only the color 'black'. His ability to describe pictures was very weak as he was unable to

provide proper descriptions. His frequent skipping during counting, difficulty in understanding anything, repeated instructions and inability to describe pictures clearly point toward weaknesses in attention control and cognitive processing. The teacher thinks that these activities were really helpful for him.

For student B, it was seen activity-based intervention could enhance engagement, participation and basic reading skills even among children who have severe foundational deficits. However, vocal language and independent task completion need longer time. Still, he needs scaffolding. His tendency not to give up and maintain regular attendance highlights his effort and willingness. It facilitated meaningful developmental progress in confidence, participation and early literacy acquisition.

Student C:

Student C was a learner who had moderate level of learning deficiency, but a high motivational level. His attention often fluctuates. Sometimes he stays quiet and sometimes talks a lot with his friends. It was noticed that he sometimes eats his foot inside the classroom. Teacher said, “He is very regular. Naughty but obeys me. He could read and write a little bit. When he could not understand anything, he always come to me to clear his doubts. He can read and write some initial letters of Bengali”. Despite being described as “naughty,” he was obedient and regularly attends school. According to both the teacher and guardian, he had little knowledge of Bengali and showed interest in studying. But the pre-test scores contradicted this, as he scored 2 in reading out of 50. Could not recognize letters or numbers, could count only up to four and failed in picture description tasks. This difference indicates either inconsistent retention of prior learning or weak conceptual clarity.

During the intervention programme, his engagement pattern gradually stabilised. In the initial days he was very distracted and did not maintain the school timing. Most of the days he used to come with his grandmom and did not let her go. If she went, then he immediately started crying. However, from the second week onward, he began to show visible interest in reading activities, especially in multisensory tasks like colour matching, puzzles and letter sequencing. Sometimes when he disobeyed, the researcher talked to him with utmost care and love. This emotional support proved effective in restoring his attention when distracted. Initially, he required cues and individual guidance. But by the middle phase of the intervention, he began to complete tasks with minimal prompts. He had started to show curiosity and ask questions during confusion (especially after the 20th session, out of 30th). It helped him to do any task independently.

Academically, he showed little but not so sufficient improvement in reading. He scored 18 in the post-test out of 50 which was below the pass mark. In letter recognition, progress was low; he could memorise only a few letters (ই and ফ). Recognized the number ৪ and make a simple word (ঈগল). He could count objects up to 12 correctly, but tends to skip when counting larger quantities. His picture description skills remained underdeveloped as he was unable to describe picture. It means he had low expressive language growth. It indicates that he requires further strengthening of conceptual understanding and vocabulary. Behaviourally, Student C showed significant growth across the intervention period. His attendance was consistent, and his attention span improved markedly after the fifth week, particularly during game-based and interactive sessions. Initially felt hesitant to respond to questions. But gradually began raising his hand and answering. Instruction following tendency got improved, and he developed the habit of bringing necessary materials such as copy, pencil and books regularly. Socially, he remained relatively reserved with peers but showed improvement in classroom participation. Importantly, a change from dependence on cues to independent task completion reflects increased self-confidence and internal motivation. So, it was evident that a child with a moderate level of foundational deficiency can make meaningful progress when they receive engaging and supportive instructional strategies.

Student D:

Student D is a very quiet child. She did not talk to anyone and always refused to interact with others. She rarely spoke and preferred to sit quietly. She was inattentive and absentminded very often. Although she always sat in the front row, she refused to interact with her classmates. The teacher said, “She is very quiet. Gets distracted easily. Does not know anything”. According to her teacher, she is a very quiet child who easily distracted and lacked basic knowledge. According to her mother, Fatema is naturally quiet but

attend school by her own when asked. She does not have a private tutor. Her mother teaches her at home. When researcher asked her mother about her irregularity in class, she said “I have a chronic illness and I need to take medicine always. That’s why I could not take my daughter in school every day. Because there is nobody in my home expect me who can bring her in school”. Her mother’s ongoing illness and regular medication make it difficult for her to accompany the student D to school every day. The researcher attempted to speak with the student. But she speaks in a very low voice, which initially made it difficult for the researcher to understand her. She admitted that she does not enjoy coming to school and prefers playing at home.

During the pre-intervention phase, she expressed a lack of interest, was distracted and had very poor literacy and numeracy skills. She could not recognise letters, numbers or count objects and scored only 3 in reading out of 50. Her mother’s chronic illness, irregular school attendance due to lack of support and limited academic exposure at home may have the reason for her weak foundational skills. Her fondness for play over school and her low voice and hesitation to communicate indicate low confidence and possibly low academic motivation. During the intervention programme, changes in her behaviour were noticed gradually. In the beginning, she did not want to participate in activities and required repeated instruction. She needed individual help from researcher. However, as the days passed, she started responding positively when the researcher guided her with love and care and gave one-to-one attention. Her attendance improved significantly in the later weeks and her attentiveness was also increased. She began to participate voluntarily in activities such as tracing, colour matching, puzzle games and number activities. She started seeking for help from the researcher when faced with any problem.

In the post-test, she scored 17 out of 50 in reading. It shows little but not significant improvement in reading. She still struggled to recognise letters and numbers and could make only a single word from the letter “ঐ”. She sometimes counted pictures correctly, but often skipped items while counting. She was able to identify the first letter of a word and scored 7 out of 10 in that task. She recognised only three colours: green, black, and red. She tried to describe picture shown to her, but her response was not satisfactory. Regarding classroom behaviour, her attendance improved steadily throughout the intervention, becoming very regular during the final three weeks. Her attention level was low initially, but later increased rapidly after the first three weeks, and she began focusing almost every day. She remained quiet, never disturbed her classmates and gradually became more willing to participate in activities. She rarely raised or answered questions asked by the researcher. Her tendency to ask questions during tasks increased slowly. Over time her discouragement reduced when facing any difficulty. Her work became neater and cleaner. Her mother said, “There is improvement in her reading. She now wants to come to school regularly.” She noticed improvement in Bengali letter recognition, memory retention and interest in attending school. Student D started enjoying activity-based learning. The intervention really helped in developing classroom behaviour, attendance regularity, instruction-following ability and self-confidence. The guardian’s feedback also confirms moderate improvement in letter recognition, memory, pencil holding and interest in coming to school. The programme was partially effective; it transformed her from a passive, disengaged learner into a more attentive and motivated participant.

Discussion:

Teaching through mother tongue at early childhood level plays a crucial role in shaping children’s language development. NEP 2020 emphasizes mother tongue-based instruction and prioritizes Foundational Literacy and Numeracy (FLN). This paper highlights the practical value of activity-based teaching in early childhood education. The use of pictures, various colorful cards, games and hands on materials creates an interactive and child -centered learning environment. Storytelling, rhymes, fingerplays, conversation and discussion, writing activities improve the development of vocabulary, oral language and early literacy skills which are important for academic life ahead (Dickinson & Porche, 2011). This type of teaching materials and strategies encourages active participations of learners rather than passive listening. Active participation in play activities enables children to build meaning through experience. As a result, young learner demonstrates better engagement in class, their vocabulary acquisition becomes good and oral communication skills also enhances in their mother language. Proficiency in early language skills had shown to lead better future academic outcomes (Yue Ma, et.al 2021).

The findings indicate that when children learn in their vernacular language through experiential and playful methods, they feel more confident. Their confidence positively influences their overall learning. Colourful materials are very effective for their learning. Activity based learning through local language build up comprehension skills and strengthens peer interaction. Children responds far better in classroom activities and show interest in expressing their thoughts in their native language. So early literacy development is most effective when children can understand any topic in familiar language. That's why language teaching should move beyond traditional approach by embracing new, creative and interactive approaches that are suitable for children's growth and learning (Gunes. H, 2025). Therefore, implementation of activity-based teaching learning through vernacular language is strongly recommended to support early literacy and ensure a strong foundation for lifelong learning. This approach promotes inclusive and child centric education in initial stage of learning.

References:

- Dickinson, D. K., & Porche, M. V. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development*, 82(3), 870–886. <https://doi.org/10.1111/j.1467-8624.2011.01576.x>
- Grapragasem, S., Krishnan, A., & Mansor, A. N. (2014). Current Trends in Malaysian Higher Education and the Effect on Education Policy and Practice: An Overview. *International Journal of Higher Education*, 3(1), p85. <https://doi.org/10.5430/ijhe.v3n1p85>
- Gunes, H. (2025). Storytelling and Play-Based Activities in English Language Teaching: An Effective Approach to Language Acquisition. *Forum for Linguistic Studies*, 7(7), 796–807. <https://doi.org/10.30564/fls.v7i7.10465>
- Hansraj, M. (2017) Activity -Based Teaching-Learning Strategy in Language. *Scholarly Research Journal for Humanity Science & English Language*. Vol. 4 (20).
- Kaul, V., Bhattacharjea, S., Chaudhary, A. B., Ramanujan, P., Banerji, M., & Nanda, M. (2017). The India Early Childhood Education Impact Study. New Delhi: UNICEF
- Kavaliauskienė, G et. all, (2010). Galina Kavaliauskienė et al. Role of native language in learning English. *Santalka. Filologija. Edukologija*, 2010, t. 18, nr. 2. ISSN 1822-430X print/1822-4318 online
- Kim, J. H., Hailu, B. H., Rose, P. M., Rossiter, J., Teferra, T., & Woldehanna, T. (2021). Persistent inequalities in early years' access and learning: evidence from large-scale expansion of pre-primary education in Ethiopia. *Early Childhood Research Quarterly*, 58, 103–114.
- Misra, S. K. and Yadav, B. (2013). "Effect of Activity-Based Approach on Achievement in Science". *Global Journal of Human Social Science Linguistics & Education*, 13 (4).
- Mustapha, et. all, (2020). "USE OF ACTIVITY-BASED LEARNING TO IMPROVE STUDENTS' OUTCOMES IN BASIC EDUCATION SUBJECTS". *British Journal of Education* Vol.9, Issue 1, pp.97-104, 2020 Online ISSN: ISSN 2054-636X Print ISSN
- Pramod, P. & Kad, M (2013). "UNDERSTANDING THE IMPORTANCE OF VERNACULAR MEDIUM SCHOOLS IN INDIA TODAY". *International Journal of Advanced System and Social Engineering Research* ISSN 2278 - 6031, Vol 3, Issue 1, 2013, pp12-17 <http://www.bipublication.com>
- Ravichandran, P & Abraham, P (2022). Vernacular Language in Higher Education: An Analysis from LIS Perspective. *Transforming of Learning Resource Centers in the Digital Era (SALIS 2022)*.
- Rao, N., Umayahara, M., Yang, Y., & Ranganathan, N. (2021). Ensuring access, equity and quality in early childhood education in Bangladesh, China, India and Myanmar, challenges for nations in a populous economic corridor. *International Journal of Educational Development*, 82, 102380.
- Saeed, H (2021). "The role of mother tongue in early childhood education". *International Journal of Pedagogy Innovation and New Technologies* journal homepage: <http://www.ijpint.com> ISSN: 2392-0092, Vol. 5, No. 1, 2018

- Shahram, W. (2018) Why Entrepreneurs Need to Use Activity Based Learning Method in Education. International Franchise of Entrepreneur Media, India
- UNESCO (2006). Strong Foundations—Early childhood care and education. 2007 EFA Global Monitoring Report, United Nations Children’s Fund, New York
- UNICEF (2019). A World Ready to Learn: Prioritising quality early childhood education. United Nations Children’s Fund, New York. <https://www.unicef.org/media/57926/file/A-world-ready-to-learn-advocacy-brief-2019.pdf>. Accessed 01 Nov 2021. Vernekar, N., Pooj
- Yue Ma., Laura Jonso, Tianli Feng , Tyler Weisberg ., Teresa Shao ., Zixin Yao ., Dongming Zhang ., Sarah-Eve Dill ., Yian Guo ., Yue Zhang ., Dimitris Friesen ., Scott Rozelle . Variations in the Home Language Environment and Early Language Development in Rural China. Retrieved from, Int J Environ Res Public Health. 2021 Mar6; 18(5):2671.<https://pubmed.ncbi.nlm.nih.gov/33800901>
- Zhao, Y. V., Bhattacharjea, S., & Alcott, B. (2022). A slippery slope: Early learning and equity in rural India. Oxford Review of Education. [https:// doi. org/ 10. 1080/ 03054 985. 2022. 21014 42](https://doi.org/10.1080/03054985.2022.2101442)

