



A REVIEW STUDY OF THE PLAYWAY METHOD

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Abstract:

Playing is the natural spirit of every child that can be used for the best learning of the children at primary level. Through this method, they can learn with happiness. Play Way is a method that promotes the spirit of play in the teaching and learning process. Activity-based learning started in the year 1944 by David Horsburgh in Rishi Valley school. In the playway method, children use child-friendly educational aids to enrich their self-learning. In it children learn according to their aptitude and skill. The learners love to play, and it is their instinct. The play-way method was conceived by Friedrich Wilhelm August Froebel, the father of the Kindergarten method. As Froebel says that "Play is the purest, most spiritual activity of man at this stage and at the same time, typical of human life as a whole of the inner, hidden natural life in man all things. It gives, therefore joy, contentment, inner and outer rest, peace with the world. It holds the source of all that is good" (Dr. V.K. Maheshwari, 2018). The Research shows that play and exploration have a solid role to play in the child's overall learning process. Play is defined as any activity performed for enjoyment without regard for the result. Play can take various forms. This method serves as one of the child-centred, child-friendly education which is the mandate of the Right of Children to Free and Compulsory Education Act (RTE) in India.

Key Words: Playway Method, Kindergarten, Child-Centred Education.

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Introduction:

The playway approach of teaching was introduced by Henry Caldwell Cook, a British Educator who is known for his book: *The Play Way*. Caldwell contended that *doing* was a (relatively) better learning method than *reading* and *listening*, and that young children and the youth study better through play. However, the modern roots of understanding as regards the application of play in education originate from Friedrich Froebel.

Froebel was the one who created and introduced the organized early childhood education method called *Kindergarten*, which is a German word. *Kinder* means children, and *garten* means garden. He named his method so, as he believed that children are like plants in a garden, the teachers and facilitators are the gardeners, and the school is the garden.

Play can take various forms. It could be copying family members, playing with toys, or engaging in outdoor activities such as tag, hide-and-seek, or simply running. Playing allows children to build their motor abilities, imagination, and creativity. Play is known to facilitate the development of cognitive skills as well as physical and social-emotional development. Play is a natural method through which children can learn about the world around them.

Everyone learns best when they actively participate in the learning process. In terms of the method of teaching, the Play-Way method works in a manner that the teacher sets up a range of materials for the child to work on. The teacher then observes the child. The teacher aims to develop a love for learning in the child. Concepts like shapes, numbers, opposites, and more are thereby integrated into the curriculum, only not in the traditional sense. Children could be learning concepts

of floating and sinking with plastic bottles and stones in water. Through the playway method, learning areas offer a wide variety of activities for learners.

Definitions:

The Play Way method is an educational approach that utilizes play and hands-on activities to make learning enjoyable and engaging for young children, fostering their holistic development.

Principles of Play Way Method of Teaching:

Learning Through Play: Play is seen as the primary method for learning, making the process engaging and enjoyable. **Child-Centred Approach:** Activities are designed around the interests and needs of the children, allowing them to take the lead in their learning journey.

Freedom and Exploration: Children are encouraged to explore their environment and discover new things, fostering curiosity and critical thinking. **Flexibility:** The curriculum is adaptable to cater to the diverse learning styles of children, allowing for personalized learning experiences. **Natural Instincts:** Play is considered a natural instinct, and learning through play appears natural to children, who internalize experiences quickly. **Unfolding Innate Potentials:**

The method aims to help children develop their inherent abilities and talents through play.

Responsibility: Play can enhance a sense of responsibility among children as they learn to follow rules and work together. **Pleasure and Creativity:** Learning should be fun and enjoyable, and the method encourages creativity and self-expression. **Active Engagement:** Play involves active participation and engagement from the child, promoting hands-on learning. **Intrinsic Motivation:** Play is inherently enjoyable for children, fostering a natural desire to learn. **Social Interaction:** Play provides opportunities for children to interact with peers and learn social skills. **Holistic Development:** The method aims to foster the overall development of children, including cognitive, social, emotional, and physical skills.

Types of play way method:

Games: Incorporating games, quizzes, puzzles, and guessing games to make learning fun and interactive.

Dramatic Play: Engaging in pretend play and role-playing to enhance imagination and creativity.

Manipulative Play: Using materials with confidence either to grip, tear, change, and explore. **Sensory Play:** Stimulating the senses through activities with materials like sand, water, clay, and playdough. **Physical Play:**

Activities like dancing or ball games to promote physical development. **Social Play:** Playing with others to learn how to take turns, cooperate, and share.

Constructive Play: Using materials to build and create, fostering problem-solving and creativity.

Fantasy Play: Engaging in imaginative and pretend play to stimulate creativity and language skills. **Games with Rules:** Playing games with rules to learn about following instructions and cooperation.

Playing in the Outdoors: Providing opportunities for children to explore and learn through outdoor activities.

Art & Craft: Engaging in art and craft activities to encourage creativity and fine motor skills.

Environmental Factors in the Play Way Method:

The following are some environmental factors that helps children in the Play Way method of teaching:

1. Physical Environment:

The physical layout should be well-organized, comfortable, and stimulating, offering a variety of materials and spaces for different types of play (e.g., blocks, dress-up clothes, art supplies, outdoor areas for active play). A balanced approach to indoor and outdoor learning environments is beneficial, providing opportunities for both structured and unstructured play. Adequate natural light and ventilation can contribute to a positive and healthy learning environment. Ensuring a safe environment is paramount, with appropriate supervision and age-appropriate materials.

2. Social Environment:

Teachers play a vital role in creating a supportive and encouraging social environment, fostering positive interactions and collaboration among children. Opportunities for children to interact with their peers, learn from each other, and develop social skills are important. Involving the community in the learning process can provide children with real-world experiences and broaden their perspectives.

3. Emotional Environment:

A play-based approach allows children to explore their interests and curiosities without pressure or judgment. Encouraging and praising children's efforts and achievements can foster a positive learning attitude. Teachers play a vital role in creating an encouraging social learning attitude. Creating a respectful and inclusive environment where all children feel valued and accepted is essential.

4. Socioeconomic Factors:

Socioeconomic status can influence access to quality education, resources, and opportunities for play and learning. Parental involvement in their children's education and play can have a significant impact on their development. The home environment, including the availability of books, toys, and opportunities for learning, can also influence a child's development.

The play way method of teaching in kindergarten is one of the earliest play way method where the school is regarded as a garden, the teacher is a gardener and the children are beautiful plants and flowers who must be tended with care. Gifts, which includes six sets of cubes, spheres and cylinders, are specialised objects designed by Froebel which enhances learning. The Montessori method uses didactic apparatus, which provides sensorial stimulation, playful activities and exercises.

The Dalton Plan method is another playful method for older children who are allowed to work independently on their own through play. Children are allowed to work at their own free will and learn at their own pace. The Waldorf method involves the children involving in long term projects learning at their own pace and being close to nature.

The Play Way Approach to Enhance Communication Skills:

Language is an important part of communication. Communication is a two-way process involving both verbal and non-verbal communications. Respectful communication with children involves reciprocating careful listening, giving appropriate responses and contributing to the conversations. Knowing a child, his/her interests, skills and family experiences can facilitate communication better. Understanding children's way of thinking and reasoning, supporting development, especially in the areas of communication cognition and socialisation can enhance communication skills in children.

Non-verbal communication is equally important and can be initiated with just born babies as well with older children. Making gurgling noises, gestures and facial expressions are ways of having non-verbal communication. Older children who are not ready to converse can be pulled into conversations by acknowledging and responding to a child's body language. Pointing, clapping and making sounds like animals adds excitement to non-verbal forms of communication.

Play is a way by which children learn about the world. Children play with their peers, adults and other children, which in turn teaches them to socialise, solve problems. There are many research studies that prove that play also helps communicate by using language effectively. Through play, children learn new skills and language is one such important skill they learn while at play. Children learn to play with language and play

with vocabulary.

At Sacred Heart School, Siliguri, we believe that every child learns best by doing—without fear of judgment and with the freedom to express their potential. The Play Way Method perfectly aligns with this philosophy, ensuring that learning is not just a task but an adventure. Here's why we prioritize this method: Boosts Creativity – Encourages imagination and innovation through storytelling, role-playing, and creative tasks. Enhances Retention – Hands-on experiences reinforce concepts, making them easier to remember. Fosters Social Skills – Interactive group activities build teamwork, communication, and empathy. Reduces Learning Anxiety – A stress-free, play-based approach helps children enjoy learning. Promotes Curiosity – Encourages questioning and exploration, making learning a lifelong habit.

Key Features of the Play Way Method:

Hands-On Activities: Learning through storytelling, art, problem-solving, and games. **Interactive Classrooms:** Spaces filled with puzzles, toys, art supplies, and role-playing setups. **Holistic Development:** Supports cognitive, social, emotional, and physical growth. **Student-Centred Approach:** The teacher acts as a guide, encouraging discovery rather than imposing instructions.

A Game-Changer for Modern Learning:

With the ever-evolving demands of the 21st century, the Play Way Method equips students with essential skills for success. **Personalized Learning:** Every child is unique, and this method adapts to different learning styles, ensuring an inclusive classroom. **21st-Century Skill Development:** Encourages creativity, problem-solving, collaboration, and critical thinking—crucial skills for the future. **Integration with Technology:** At Sacred Heart, we incorporate Tabbie for Maths and Wordsworth Lab for English, blending play with digital learning. This year, we are also introducing the Artic

ICT curriculum and value education classes through School Cinema. Improves Focus & Attention: Play-based methods combat digital distractions, keeping young learners engaged. Emotional & Mental Well-being: A joyful, stress-free learning environment boosts confidence and resilience.

Education is not just about knowledge; it's about preparing children for life. The Play Way Method ensures that learning is engaging, meaningful, and future-ready. By embracing this approach, we nurture confident, curious, and capable individuals ready to take on the world with enthusiasm and creativity.

Review about the play way method :

In their “Early Childhood Care and Development in India” Kouser, Shazia; Popat, Shilpa S. had stated that Early childhood care and development programmes are considered very useful for the children. The first goal of education is to promote early childhood development for vulnerable children. The importance of early childhood care and development was provided by World Health Organisation, UNICEF, and UNESCO for improving physical as well as psychosocial wellbeing of the children's and to develop cognitive skills among the learners to eradicate poverty. In India the early childhood care and development programmes are school based nursery programmes for the age group of 3 to 6, through community groups or play schools where the learners learn through play way method. The current study focusses on the early childhood care and development from an Indian perspective. It analyses various initiatives taken by the government of India for girl childcare. Moreover, the author give some measures through which the childcare can be improved in India. In “Learning Landscapes: Playing the Way to Learning and Engagement in Public Spaces” Hassinger-Das, Brenna; Bustamante, Andres S.; Hirsh-Pasek, Kathy; Golinkoff, Roberta Michnick had stated that Children from under-resourced communities regularly enter

formal schooling lagging behind their peers. These deficits in areas such as language development, reading readiness, and even in the kind of spatial skills that predict later mathematical knowledge, may persist throughout their lifespan. To address such gaps, policymakers have focused largely on schooling as the great equalizer. Yet, children only spend 20% of their waking hours in school. The Learning Landscapes initiative, which involves crafting carefully planned play experiences that focus on learning outcomes, particularly for children and families from under-resourced communities. Playful learning, a broad pedagogical approach featuring child-directed play methods, provides a unique way to foster learning and engagement organically within the built environment. Learning Landscapes already incorporates several well-documented projects. This paper reflects on data from various projects while reflecting on lessons learned and future directions.

In “The Pedagogy of Play in Teaching of Reading: Low Tech and High-Tech Interactive Reading Methods” Elizabeth Klein said that Play is essential to the healthy growth and development of children. As children play, they explore new roles, try out new ideas, and bond with each other. Play increases language, cognitive, and social skills. How can the power of play be harnessed and shaped for educational purposes? How can teachers infuse play into the classroom to improve reading and related language skills? These all things are discussed in details. To teach reading requires a combination of teaching skills but also requires ways to motivate students to read. Whatever the reading level or ability, most students will enjoy reading and read more often when they connect to the text in one way or another. Not all reading material that students read in school is enticing to them. Play-based methods and play integration have the potential to increase motivation and engagement with the reading if used

flexibly with the student in mind. Also, play-based methodologies are student-centred by nature.

Through “Let's Play Together: Ways of Parent-Child Digital Co-Play for Learning” Toh, Weimin; Lim, Fei Victor conducted a study to understand the different ways of digital co-play and how they can offer opportunities for the child's learning. They analyse four cases of parent-child digital co-play on "Let's Play" gaming videos with "Roblox" on YouTube. Their research method adopts a Netnography research approach and multimodal discourse analysis to examine the data. They identify three ways of digital co-play, which include the parent-directed, parent-child negotiated, and child-directed parent-child interaction styles from the analysis of the videos. Following the analysis, they discuss how each of the ways of parent-child digital co-play can be productive in helping the child learn through shared gameplay with parents. They suggest how children can learn through communicating with parents during gameplay, creating something by themselves in the game, modelling parents' in-game behaviour, teaching their parents by sharing their knowledge, and leading the co-play. This study aims to serve as a conversational starter to contribute to the global discourse on the phenomenon of parent and child shared interactions with digital technology as well as the ways in which learning can be facilitated through such experiences.

“Participation in Play Activities in the Children's Peer Culture” This research of Kõngäs, Mirja; Määttä, Kaarina; Uusiautti, Satu describes the rules and ways of forming playgroups in the children's peer culture. The data were obtained through observation by videoing children's activities in various play situations. The data were analysed through ethnographic thick description by using microanalysis and participation framework. The analysis was focused on who could participate in play and what kind of behaviours inhibit participation. In addition, children's actions in order to

get in play activities were observed as a part of the children's peer culture. To become included, four various methods were noticed: (1) Prowling the play activities; (2) Nonverbal communication; (3) Abstaining from critiquing; and (4) Showing enthusiasm and worming one's way to play with a toy. Furthermore, tattlers, emotionally incompetent, or dominating children were not accepted in play activities. This research provides information and increases understanding about children's behaviours and how to guide their emotional skills development. The article "Detective Mystery Play: Play-Based Research Methods for Facilitating Young Children's Critical Thinking" of Loreain Martinez-lejarreta; Lorna Arnott; Kate Wall explores the usefulness of detective role-play as a research method to facilitate young children's critical thinking. The study examines four specifically designed detective play experiences, adopting an ethical rights-based approach to research with children. This qualitative multiple-case study is grounded in play-based pedagogy within a social-constructivist theory. The study consists of four exploratory cases focusing on semi-structured mystery play experiences. Twenty-four children aged 5-6 years participated. Child-centred and pedagogically appropriate methods and tools were used to facilitate the voice and visualisation of children's thinking. Conducting observations (direct and video recorded) was effective in capturing the different ways young children expressed their thinking. Findings show that engaging in investigative collaborative enquiry, dazzling children's curiosity, empowering children, listening to and acknowledging children's thinking, and guiding and scaffolding were useful for facilitating critical thinking skills and dispositions. Additionally, the consideration of design elements, such as the degree of structure, open-endedness and content knowledge dependency, was found essential for creating productive spaces for

facilitating children's thinking. For example, an open approach to a task is beneficial for an open-natured exploration of critical thinking, while a more structured and adult-controlled design is more effective for facilitating and developing specific skills or dispositions.

The research "Guided Play as a Pedagogical Tool for the Early Grades" of Lerato B. Ndabezitha; Sarah Gravett has shown the benefits of play for children's learning and development. Play can also be harnessed for pursuing pre-determined learning goals related to school curricula through "guided" play. Aim of this research was to inquire into the implementation of a pre-service teacher education course on play as pedagogy to evaluate and refine the course's design principles. The study was conducted at the University of Johannesburg, involving pre-service teachers within the Bachelor of Education in the foundation phase of schooling. The research formed part of a broader design-based research study. The data were collected via questionnaires, interviews, analysis of students' work and a research journal. A combination of inductive and deductive data analysis was used. The way in which the course was designed and implemented was successful in helping students develop a basic understanding of guided play, although there were gaps in their understanding of their guiding role; student teachers learnt that creativity could be developed through play. Such practices should receive considerable attention in a preservice teacher education course on guided play. A stronger focus on the interconnectedness of play and creativity in a course on guided play for pre-service teachers will be beneficial. The research on teacher preparation for using play-based teaching and learning is limited. This study contributes to addressing this gap.

In "Playing to Learn: Playscapes as Sites of Pedagogical Transformation in Tanzania"

Wilinski, Bethany; Machumu, Maregesi; Sharma, Amit stated that Efforts to improve education should not neglect to provide the rich play opportunities that benefit children in so many ways. In Tanzania, the pre-primary curriculum, guides teachers to use play as the primary method of teaching and learning. Despite this policy mandate for play, however, abundant evidence indicates that Tanzanian children have only limited access to rich play opportunities in their pre-primary and early primary classrooms. The goal of Playing to Learn is to develop a practical and sustainable model for preparing pre-primary and primary school teachers to use playscapes and play-based learning methods to promote student learning. Central to this project is a low-cost, locally sourced natural playscape. The natural playscape is innovative because, it represents a new approach to thinking about how and where learning can occur. Moreover, the playscape is a starting point that will seed a broader agenda around play-based learning that is sustainable and aligned with national learning goals in Tanzania.

The study “Enhancing Learning in Design for Manufacturing and Assembly: The Effects of Augmented Reality and Game-Based Learning on Student's Intrinsic Motivation” by Amarpreet Singh Gill; Derek Irwin; Pinzhuang Long; Linjing Sun; Dave Towe; Wanling Yu; Yanhui Zhang; Yaxin Zheng aims to examine the effects on student motivation and perception of technological interventions within undergraduate mechanical engineering and product design and manufacture programs at a Sino-foreign international university. The authors use an augmented reality game application within a class on Design for Manufacturing and Assembly (DfMA) that was developed using the approaches of microlearning and digital game-based learning (DGBL). Structured as design-based research, the study reports on developing innovative educational interventions and provides an empirical investigation of their effectiveness. Data

were collected using a mixed methods approach, using pre- and post-tests and questionnaires, together with researcher observations and participant interviews. Through two rounds of playtests, the game positively affected intrinsic motivation and encouraged higher-order cognitive learning, critical thinking, communication and collaboration. Collaborative learning plays a significant role, DGBL is preferred over traditional methods and microlearning reduces information density and cognitive overload. The study contributes to our understanding of digital game-based interventions on students' intrinsic motivation and provides insights into effective ways to design instructional materials in similar teaching and learning settings.

The paper “Enjoyment and Intentionality in Early Childhood Education” of Nicola Dunham; Andrea Delaune explores teacher enjoyment and the notion of the intentional teacher in early childhood education. The research is part of a wider interrogation challenging existing discourses associated with the intentional teacher. A mixed-method research design was used to gather perspectives from early childhood teachers in relation to their experiences of enjoyment in their teaching practices and the connection with being an intentional teacher. Findings from participant responses highlight important aspects associated with early childhood teacher enjoyment and intentionality. The connection between enjoyment and intentional teaching was reflected in reports of ways of doing or acting, as well as in ways of being associated with teacher identity. Connection was made between experiences of enjoyment and intentional teaching through contributing, adding value, and personal impact. Association was also made with promoting social justice. Whilst small in scale, the research highlights the importance of challenging existing and potentially limiting discourses of the intentional teacher by giving attention to how intentional teaching

is generated, as an internal encounter associated with ways of being and becoming and the role that enjoyment plays within this process.

In “Developing Creative Thinking Skills in Adolescents through Play-Based Pedagogic Planning Principles” Mawtus, Bridget; Rodriguez-Cuadrado, Sara; Ludke, Karen M.; Nicolson, Roderick I. stated that it is becoming clear that in the 21st century, a focus on skill development in education is necessary to complement the curriculum, particularly with regards to creative problem solving. The emerging Pedagogy of Play seems to provide a framework to facilitate this but is not easily applicable in the mainstream UK due to difficulties in empowering teachers to use it on an everyday basis. In response to this, a simple methodology was developed to encourage teachers to implement a Pedagogy of Play approach in the secondary UK classroom, and a control experimental Student Focused method was explored in a similar way. A classroom evaluation of the two methods was undertaken along with a control teaching as usual group. This was done in a classroom timeframe collecting pre- and-post measurements of creative thinking using the Widening, Connecting and Reorganising model of creativity, in addition to teacher generated attainment at the same time points. Results indicated that teachers showed clear appreciation of, and engagement with, the approach for both innovative methods. The use of Pedagogy of Play led to significant enhancements of creative thinking while the Student Focused method did not, although this group did show a significant improvement in subject attainment. This indicates it is possible to enhance creativity within the school curriculum and that Pedagogy of Play may be a way of doing this. Future research should focus on the exploration of a hybrid methodology to enhance both creative thinking and increase subject attainment.

Advantages of Play Way Method of Teaching :

The following are the advantages of play way method

of teaching, which also highlight its importance:

1. Play way method makes learning enjoyable and easy
2. Every child gets equal opportunity for complete participation
3. Develops both knowledge and skills
4. Helps in better retention of learning
5. Provides more learning opportunities
6. Creates a conducive learning environment
7. Enhances cognitive abilities
8. Helps the child to connect to their teachers more effectively
9. Enhances holistic development (cognitive, language, physical, social, emotional and aesthetics)
10. Playful learning environment makes transition from home to school easier for the child
11. Helps create bond with teachers and other children

Disadvantages of Play Way Method of Teaching:

The play-way method, often child-led, can lack the structure needed for tracking progress and preparing children for future academic demands. It can be challenging to assess learning outcomes in a play-based environment, making it difficult to determine if children are truly grasping the material. The success of the play-way method relies on having adequate and safe play spaces, which may not always be available or accessible. These are the few demerits of this method.

Conclusion:

By reviewing earlier research it is found that play contributes to the building of intellect by connecting the neurons and the neural connections in children. That's why adopting the principles becomes crucial and worth the effort. Adopting and facilitating the principles of play way method of teaching takes a lot of commitment and involvement from the facilitators as it needs a lot of coordination and cooperation to organize things (seating, library, meeting space, etc.) for children to learn well. If there is one thing that needs to

be highlighted as regards the advantages of play way method of teaching, it is the fact that it helps children build skills – especially language and social skills. Thus Play way method plays an incredibly significant development part during the early childhood phase of children.

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Cite This Article:

Gawali G.M. & Dr. Mishra P. (2025). A Review Study of the Playway Method. In **Aarhat Multidisciplinary International Education Research Journal: Vol. XIV (Number III, pp. 121–130).**