



EXPERIENTIAL LEARNING-THE PEDAGOGICAL APPROACH OF NEP 2020

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Abstract:

Education is the fundamental right of every child. It plays very important role in the growth and development of the nation and its citizens. After 34 years India is witnessing a change in the way we study, in the form of NEP 2020. It has proposed number of changes in the field of education one of which includes adopting experiential learning at all stages. Today experiential learning has become an essential method in all innovative pedagogical practices as it holistically strives to shift the child from rote learning and memorization to learning by doing through experience and activity. Future teachers need to be acquainted with this modern teaching methodology. Keeping this in mind a study is conducted on use of this modern approach during the school teaching practice. The feedback was taken in the form of open-ended questions from the sample of 48 teacher trainees of a B.Ed. college and data collected is analysed qualitatively to find out the outcomes of experiential learning and challenges faced in using it.

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Introduction:

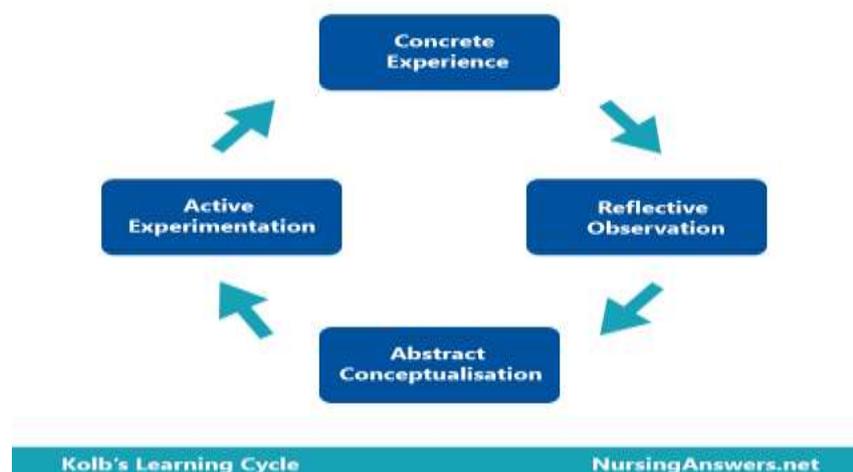
Education plays a powerful role in building nation; it decides the future of the nation and the destiny of its people. The role of education and its importance cannot be ignored in the present scenario. The world is undergoing rapid changes in the knowledge landscape. With the quickly changing employment landscape and global ecosystem, it is becoming increasing critical that children not only learn but more importantly learn how to learn. Education thus, must move towards less content, move towards learning about how to think critically and solve problems, how to be creative and multi-disciplinary, how to innovate, adapt and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, enquiry driven, discovery oriented, learner centred, discussion based, flexible and enjoyable. Education must build character, enable learners to be ethical, rational, compassionate, and caring while at the same time preparing for gainful, fulfilling employment. National education 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of the country. This policy proposes revision and revamping of all aspects of the education structure including its regulation and governance to create a new system that is aligned with the aspirational goals of 21st century education. NEP 2020 proposes reforms in curriculum transaction and pedagogy to make learning holistic, integrated, enjoyable, and engaging.

Experiential Learning:

The teacher must be at the centre of fundamental reforms in the education system. One of the major reforms suggested by NEP 2020 is having experiential approach as teaching methodology.

Experiential learning (ExL) is the process of learning through experience, and is more narrowly defined as "learning through reflection on doing". Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. A learner plays an active role in the learning process. It deals with individual learning process and concrete issues related to learner and learning context. The general concept of learning through experience is ancient. Around 350 BC, Aristotle wrote in the Nicomachean Ethics "for the things we have to learn before we can do them, we learn by doing them".^[8] But as an articulated educational approach, experiential learning is of much more recent vintage. Beginning in the 1970s, David A. Kolb helped develop the modern theory of experiential learning, drawing heavily on the work of John Dewey, Kurt Lewin, and Jean Piaget.

According to David Kolb, experiential learning makes learning an experience that move beyond the classroom and strives to bring more involved way of learning.



Kolb gave four phases of experiential learning which includes concrete experience, reflective observation, abstract conceptualisation, and active experimentation. He gave basic elements of experiential learning: -

- Willingness to be actively involved in the experience
- Ability to reflect on the experience
- Having analytical skills to conceptualize the experience
- Decision making and problem-solving skills to use the new ideas from gained experience

Experiential learning help learners in constructive their own knowledge by providing them variety of experiences.



NEP 2020 and Experiential Learning:

NEP 2020 aims at making learning more realistic and holistic as well as more engaging and involving by the learners. Today experiential learning has become an essential method in all innovative pedagogical practices as it involves paradigm shift from rote memorisation to learning by doing. Keeping in line with this view NEP 2020 suggests curriculum and pedagogy reforms across all stages to move education towards real education. . In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects

Experiential Learning and Teacher Education:

Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Teacher education is the most important link that help in realising the aims of education by making future teachers aware about expectations and needs of the education system. Teacher education helps in preparing future teachers in sink with the requirements of education system. NEP 2020 proposes to make learning full of experiences and teacher as one who is well equipped and trained in providing such experiences. Keeping these suggestions of NEP 2020 in mind a study is conducted on the use of experiential learning during school teaching practice with the following objectives:

1. To understand notions of experiential learning
2. To reflect upon changes in learning as a learner and as a pupil teacher during school teaching practice
3. To analyse challenges faced while using this approach
4. To give suggestions to overcome challenges faced

Sample and Sampling Technique:

It consisted of 48 teacher trainees of a B.Ed. College which are selected on the basis of convenience sampling

Tools Used:

A questionnaire consisting of open-ended questions is made to collect responses in the form of feedback which is qualitatively analysed.

Qualitative Analysis:

The responses of 48 teacher trainees are qualitatively analysed on the following key points:

1. Understanding of experiential learning: Most of the respondents believed experiential learning to be
 - i. Learning from own experiences
 - ii. Given experience on topic
 - iii. Learning by doing
 - iv. Involving CAP
 - v. Important due to various merits like developing curiosity of students, long lasting learning, in-depth knowledge
2. Subjects and methods which are part of it: Majority of respondents believed that it is
 - i. Effective for all the subjects



- ii. Story Telling, Blended learning, dramatization and role-play, activity based, fine-arts, field visits, games, real objects
3. Changes as a learner: Most of the respondents felt following changes in their learning when experiential learning is used for them while training them for different teaching methods
 - i. Developed liking for subject
 - ii. Learned skills and innovative ways of teaching
 - iii. Interesting
 - iv. Long lasting
 - v. Student centered approach
4. Changes in their students: Majority of teacher trainees used experiential learning during school teaching practice and identified following changes in their learners
 - i. Better understanding of content
 - ii. Active participation
 - iii. Curiosity and interest
 - iv. Attention and linkage of topic
 - v. Recall and recollection better
5. Challenges faced: Most of them faced following challenges while using various techniques of experiential learning
 - i. Classroom management
 - ii. Time management
 - iii. Requires rigorous planning
 - iv. High enthusiasm and excitement among students
6. Solutions: challenges can be overcome by taking following steps
 - i. Using methods like project method, problem solving, cooperative learning, collaborative learning
 - ii. Using Phased planning
 - iii. Student centered approach

Conclusion:

Experiential Learning is the new pedagogical approach of latest education policy. It is not something new but is like an old wine in new bottle. To make it a reality of future education system it is important to incorporate it whole heartedly in teacher education to equip future teachers with its elements and nuances. The future teachers themselves will learn from their own experiences of experiential learning during the teacher training and will be able to incorporate with more zeal and enthusiasm.

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ERJ

Educreator Research Journal



VOLUME-IX, ISSUE- V

SEPT - OCT 2022

Original Research Article

Cite This Article:

Ms. Manpreet Kaur Sangha, (2022). Experiential Learning-The Pedagogical Approach of NEP 2020, Educreator Research Journal, Volume-IX, Issue- V, Sept – Oct 2022, 148 -152.