

ANDRAGOGICAL PRACTICES TO ENHANCE ADULTS' LEARNING EXPERIENCES IN THE CONTEXT OF NEP-2020

*R. L. Chavan & ** Dr. Vidyanand S. Khandagale,

* Assistant Professor, P.E.S's College of Education, Farmagudi, Ponda, Goa-403401

** Assistant Professor, Department of Education, Shivaji University, Kolhapur -416004.

Abstract:

The concept of andragogy was proposed by Malcom Knowles and stated six basic principles: i) need to know, ii) experience, iii) self-concept, iv) readiness, v) problem orientation and vi) intrinsic motivation. etc. As per the cognitive development theory, the adults are enough matured and very well-developed abstract and logical thinking. As dealing with adult learners the teacher has to take into consideration the principles of andragogical practices in the context of globalization and NEP 2020. It's an urgent need of an hour in the context of Indian education system, wherein NEP 2020 proposed research universities, teaching universities and college centre universities, the researchers made an attempt to proposed andragogical practices in terms of teaching learning methodologies like; team based learning, case studies, reflective disclosure, debates, cognitive apprenticeship, role play, portfolio-based learning, neuroplasticity etc.

Key words: Andragogy Practices, Adult Learners, NEP-2020

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

Introduction:

Learning is the primary and most important mechanism that helps humans adapt and survive. Every student has specific requirements for their own learning. Adult learning theories are based on pedagogical concepts and child learning studies. Adult learners should not be considered as grown-up versions of small children. Adult learners have complete autonomy, come to the learning environment deliberately, and actively participate in the learning process, which distinguishes them from child learners. A dependent child learner must be transported to a classroom. Adult learners may withdraw from participating in learning activities if their expectations are not met, as they are also quite clear about the outcomes they expect from the learning process. The majority of theories that apply to young students can not apply to adult students. Furthermore, teaching methods and approaches used in a classroom of children cannot be the same as those used in a classroom of adults. Teachers and facilitators of adult learners must first understand the Theory of Adult Learning before establishing, planning, or implementing learning programmes for their adult learners or clients. Malcolm Knowles' andragogical theory of adult learning, which is based on the unique characteristics of adults as learners, clearly distinguishes between the adult and child learner. Knowles' andragogical principles contradict with pedagogical assumptions.

Emergence of Andragogy:

In the mid-1960s, American educator Malcolm Shepherd Knowles was impressed by Eduard Lindeman's work

and began working on andragogy, or adult learning theory. His findings were presented in the book 'The Adult Learner: A Neglected Species' in 1973. The term Andragogy was originally used in a series of papers in 1968. (Rachal, 2002). He distinguished between pedagogy and andragogy.

What is pedagogy?

Pedagogy comes from the Greek words paeda, which means "child," and agogos, which means "to lead," thus it literally means "to lead the child." Pedagogy has been practised since the days of the ancient Greeks. Paidagôgêō was an ancient Greek slave who (usually) monitored his master's son's education (girls were not publicly taught). This meant caring for him, transporting his equipment, and transporting him to school or the gym (e.g. music instruments). "The art and science of teaching children is known as pedagogy" (Knowles, 1973). According to Hiemstra and Sisco (1990), the teacher is totally responsible for selecting what will be learnt, how it will be learned, when it will be learned, and for how long it must be learned under the pedagogical model. The teacher also determines the channel through which learning is communicated. Pedagogy is a teacher-centered learning process in which the instructor serves as the focal point.

What is Andragogy?

In 1833, German educator Alexander Kapp created the term andragogy in his work Platon's Erziehungslehre (Plato's Educational Ideas). It was resurrected in 1921, however, in a study by Eugen Rosenstock-Huessy, who claimed that adult education required specialised teachers, procedures, and philosophies. To describe all of these diverse conditions, he coined the term andragogy (Bryant and Hans, 1986). Eduard C. Lindeman invented the term in English after picking up on Rosenstock's usage. However, he only used it twice (Lindeman, 1991). However, in France, Yugoslavia, and Holland, the term was frequently used to refer to adult education process or the science of adult education. In the mid-1960s, Malcolm Knowles' name became indelibly tied with andragogy. He is now renowned as the "founding father of adult learning."

Key Principles of Andragogy:

1. Need to Know:

Before starting to learn something, adults must understand why they need to do so. Experiences that allow students to identify the gaps between where they are now and where they want to be are the most effective strategies for increasing awareness of the need to know.

2. Experience:

Adult learners bring experience with them. The majority of the learning exercises ought to be based on this experience. To connect their experience to the new information is your task. Additionally, the knowledge base of the classes might benefit from your learner's expertise. Utilizing this experience can inspire your students. Just make sure the knowledge your students are presenting is current and accurate.

3. Self-Concept:

Adults must take responsibility for the learning choices they make. They thrive on independence. By providing children some control over their education, you can support their demand for independent learning. An effective instrument for granting this control is online training.

4. Readiness:

Adults learn best when the instruction is applicable to their current, everyday problems.

How motivated were you to pass your driving test, to put it another way? Your motivation was really high if you needed to drive to get to work or school. Even if your sense of driving was the only thing that mattered, it was probably high. Work is the same way. How driven are you to master a new procedure or computer software in order to finish your work? Once more, if you desire to keep your job, you are most likely highly driven.

5. Problem Orientation:

Problem-oriented information helps adults learn more effectively. Instead of learning general information, they prefer to study specific knowledge, skills, and/or abilities that address an issue. When adults believe the training will benefit them immediately, they are considerably more likely to learn. Helping them identify the issue that the training will address will inspire them. This will enable them to concentrate on learning everything they can.

6. Intrinsic Motivation:

When adults are motivated internally rather than externally, they learn best. Adults can still be externally motivated, despite what this statement implies. For instance, if I don't learn this information, my boss will dismiss me. This most certainly serves as a motivator for most people. But I think we can all agree that this isn't the ideal method to inspire a worker.

Finding an internal motivator for students is a superior method of motivating them. These intrinsic motivators include things like the knowledge that doing something will improve their self-esteem or provide them with greater prospects for professional development. These motivators have greater capacity for sustained motivation.

Theories of Adult Learning:

When it comes to adult learners, there are many different learning theories, and each theory has certain applications and methods that go along with it. Depending on the students' preferred learning style, different ideas and methods will appeal to them more. Top learning theories in the field of adult education include:

- 1. Self-Directed Learning:** According to the SDL, adults must be in charge of their own educational decisions. Although educators may serve as supportive mentors, it is ultimately up to each learner to take the initiative.
- 2. Transformational Learning:** Transformative learning (TL) is frequently defined as learning that alters how people perceive themselves and their surroundings and entails a shift in awareness.
- 3. Reflection Practice:** Reflection practice is encouraged to employ a reflection model to demonstrate students' abilities to reflect in and on their clinical practice experiences.
- 4. Experiential Learning:** In 1970, David Kolb pioneered the concept of experiential learning. This adult learning theory is more hands-on, with actual experiences required to make sense of new information.
- 5. Project Based Learning:** American philosopher John Dewey created project-based learning (PBL) in 1897. The idea of "learning by doing" is central to this paradigm of adult education. Learners must demonstrate their understanding by completing a project or overcoming a challenge.



6. **Self-Efficacy:** Bandura (1977) characterises self-efficacy as a psychological trait that is processed by an individual and his/her belief in one's ability to succeed in a specific task.
7. **Constructivism:** Constructivism is based on the premise that learners generate new meaningful knowledge through experience.
8. **Behaviourism:** In contrast to andragogy and other learning theories, behaviourism emphasises external motivation. Learners receive information passively and they are **given incentives or rewards** to encourage retention.

Different Adult learning theories, some new theories also emerged and used for adult learning e.g. Cross cultural Adult Learning, Learning to Learn, Distance Learning and Practical Theorizing etc.

Suggestive Andragogical Practices to enhance adult learning experiences with respect to NEP-2020:

National Education Policy-2020 suggested clause 21 for Adult Education and Life Long Learning as follows:

21.5. First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare); (c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

(National Policy of Education-2020, Clause 21)

Based on the 'National Educational Policy-2020 clause-21 Adult Education and Life Long Learning' following are the some suggestive Andragogical Practices to enhance adult learning experiences with respect to NEP-2020

Table: Proposed Andragogical Practices to enhance adult learning

Sr. No.	Andragogical Practices	Description
1	Ice-Braker	Ice-Breaker is a tactic for generating a comfortable and welcoming environment. It makes meetings less formal.
2	Group Discussion	A technique used to investigate all possible pathways of a specific issue. Advantages: Everyone is given the opportunity to contribute to the discussion. Everyone believes that his efforts are contributing to the achievement of progress of the goal.
3	Brain storming	A strategy for stimulating members' creative abilities in large or small groups. It has the potential to disrupt long-held beliefs. Criticism is not permitted in the meantime.

4	Case study	A case study is a written description of a complex situation. It gives participants a foundation for researching a problem, analysing its key components, and reaching diverse conclusions.
5	Team based Learning	Builds teamwork and gives an excellent learning and review experience.
6	Problem solving exercises	Provide an issue that encourages investigation in a specific environment.
7	Reflective discourse	The process by which group members communicate, challenge, and clarify their thinking through debate, exploration, and discussion.
8	Simulations	Simulations are used to practise and learn new skills by using artificial models and objects.
9	Role Play	In a role play, individuals of a group act out the character of another person in a predetermined context or environment.
10	Problem based learning	Leaner comprehend the issue, investigate the curriculum, and resolve the issue (leaner adopt the problem-solving steps)
11	A Portfolio-based Learning	Evidence gathered to demonstrate achievement and learning within a course or programme of study. Experiential learning theory has the most influence on portfolio-based learning.
12	Debate	A debate is a structured argument over a topic or policy. There are two camps: one for and one against. The advantages of debate include: allowing you to investigate issues and opinions you may not have considered before, motivates you to speak strategically Improving your public speaking abilities. Learning how to make a convincing argument.
13	Cognitive Apprenticeship	Providing pupils with the opportunity to acquire, develop, and use cognitive tools in actual domain activity through social engagement. It is an instructional strategy that focuses on authentic classroom activities and guided experiences to facilitate the development of mental skills in authentic contexts through reflection, articulation, cooperation, and practise.
14	Neuroplasticity:	The ability of the brain to continue growing and adapting in response to life experiences is referred to as neuroplasticity. Plasticity refers to the ability to shape, mould, or alter; neuroplasticity refers to the brain's ability to adapt or change over time by producing new neurons and constructing new networks. It is possible to acquire new mindsets, memories, skills, and capacities while changing unhealthy habits of thinking and behaviour.

Summary:

Andragogy was proposed by Malcom Knowles, who highlighted six key principles. When working with adult learners, the teacher must examine adult learning theories as well as andragogical concepts in the context of globalisation and the NEP 2020. After Covid pandemic, its an urgent need of the hour in the context of the Indian education system, wherein NEP 2020 proposed research universities, teaching universities, and college centre universities, and researchers attempted to propose andragogical practises in terms of teaching learning methodologies. The proposed andragogical practices like neuroplasticity, brain storming, case studies, reflective

disclosure, debates, cognitive apprenticeship, role play, and so on will be helpful to enhance adults' learning experiences in the context of NPE-2020.

References:

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. Retrieved October 15, 2022. From <https://doi.org/10.1037/0033-295X.84.2.191>
- Bedi, A. (2004). An andragogical approach to teaching styles. *Education for Primary Care*, 15, 93-108.
- Dewey, J. (1929). *The sources of a science of education*. New York: Horace Liveright. Retrieved October 14, 2022. From <https://archive.org/details/sourcesofascienc009452mbp/mode/2up>
- Hiemstra, R. (1982). *Self-directed learning: Some implications for practice* (CEP 2). Syracuse, NY: Syracuse University Printing Service. (ERIC Document Reproduction Service No. ED 262 259). Retrieved October 10, 2022. From Self-Directed Adult Learning: Some Implications for Practice (roghiemstra.com)
- Knowles, M. S. (1973). *The adult learner: A neglected species*. Houston: Gulf Publishing Company. Retrieved October 9, 2022. From <https://files.eric.ed.gov/fulltext/ED084368.pdf>
- Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy: Revised and Updates*. New York, NY: Association Press
- Knowles, M. S. (1984). *Andragogy in Action: Applying Modern Principles of Adult Learning*.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall. Retrieved October 7, 2022. From <https://ptgmedia.pearsoncmg.com/images/9780133892406/samplepages/9780133892406.pdf>
- Govt. of India (2020): *National Policy of Education*, Retrieved October 16, 2022. From https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Schon, D. A. (1983). *The reflective practitioner. How professionals think in action*. USA: Basic Books, Inc. Retrieved October 8, 2022. From <https://pdfroom.com/books/the-reflective-practitioner-how-professionals-think-in-action/KkM5r6WD5E3/download>

Cite This Article:

R. L. Chavan** & *Dr. V. S. Khandagale**, (2022). *Andragogical Practices to Enhance Adults' Learning Experiences in The Context of Nep-2020*, *Educreator Research Journal*, Volume-IX, Special Issue – I, Nov –Dec 2022, 78-83.