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Original Research Article

A STUDY OF THE AWARENESS ABOUT EXPERIENTIAL LEARNING IN THE LIGHT OF NEP 2020

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Abstract:

Experiential learning is the need of the hour. Every learning remains permanent throughout the life if dealt with properly. NEP 2020 has emphasised experiential learning at all levels of education. The policy states that reflective thinking, creativity develops through experiential learning. Reflection leads to improvement in the strategies and techniques of teaching. In order to implement experiential learning on a massive scale, the ground reality needs to be tested. Are the teachers aware about experiential learning and its components, the impact of experiential learning on the teaching learning process needs to be studied. This research paper looks into these aspects and found that the awareness about experiential learning among the teachers at level of education is high.

Key words: *Experiential learning ,awareness, NEP2020.*

Introduction:

The National Education Policy (NEP) 2020 clearly iterates that "experiential learning" will be adopted in all stages of learning across all syllabuses, including hands-on learning approaches as well as sports/arts-integrated education. As per NEP 2020 school at different levels and college need to teach using experiential learning. Some of the features or provisions regarding experiential learning in the light of NEP 2020 are as follows:

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. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment "as", "of", and "for" learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.

Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-

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direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities.

Importance of experiential learning:

- Child centered approach
- Enjoyable learning
- Retention is longer
- Easy for comprehension
- Participative learning
- Learning by doing
- Practical and well integrated

Topic for study: A study of the awareness about experiential learning in the light of NEP2020 among the teachers.

Objectives of research:

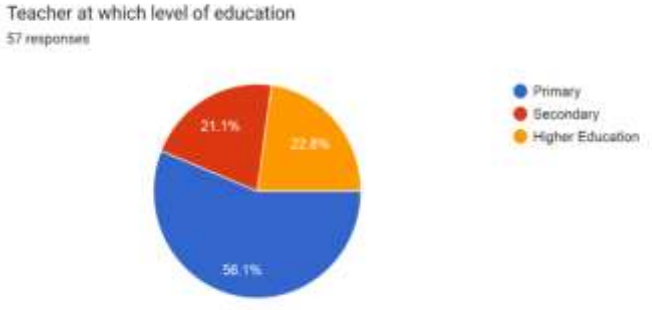
1) To compare the awareness about experiential learning among the teachers teaching at different levels of education
2) To compare the awareness about experiential learning among the teachers on the basis of their teaching experiences

Hypotheses :

1) There is no significant difference between the awareness about experiential learning among the teachers teaching at different levels of education.
2) There is no significant difference between the awareness about experiential learning among the teachers on the basis of their teaching experiences.

Sample and its size: The sample chosen for this research are teachers teaching at different levels of education. There were in all 57 teachers who were the sample for this research.

Composition of sample:



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Tool used:

The researcher prepared the questions on google form and sent it across on social media to collect data. The google form consisted of demographic variables of the teachers like sex ,educational qualifications, and teaching experiences and the level of education taught. There were in all 20 yes, no type of questions relating to the concept, components and impact of experiential learning. It included both positive and negative statement. Scoring was accordingly given (1 for no type of responses and 2 for yes type of responses.)

Analysis of data:

The descriptive analysis used to find the mean, median and standard deviation. The comparison between the awareness among the teachers on the basis of level of education and teaching experiences was calculated using one way ANOVA.

1) **The table no.2 shows the comparison of the awareness about experiential learning among the teachers teaching at different levels of education**

Levels of education	Mean	Median	Mode	S.D	One way ANOVA
Primary	34.27	35	35	6.19	F= 1.69
Secondary	35	35	35	0.69	(not significant at 0.05 level
Higher Education	35	35	35	0.92	

The above table shows that obtained F value is 1.69 at 0.05 level which is lesser than table value. Hence the hypothesis is accepted. There is no significant difference between the awareness about experiential learning among the teachers teaching at different levels of education.

2) **Table no.3 Shows the comparison of the awareness about experiential learning among the teachers on the basis of their teaching experiences**

Teaching experience	Mean	Median	Mode	S.D	One way ANOVA
Less than 5 years	35	35	35	0.6	F= 1.03
Between 6 to 10 years	35	35	35	0.8	(not significant at 0.05 level
More than 10 years	35	35	35	0.7	

The above table shows that obtained F value is 1.03 at 0.05 level which is lesser than table value. Hence the hypothesis is accepted. There is no significant difference between the awareness about experiential learning among the teachers on the basis of their teaching experiences.

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Conclusion :

The NEP 2020 emphasises experiential learning as a method of teaching the students at different levels. This method promotes creativity, learning by doing and reflective thinking among the teachers and learners. An awareness of experiential learning is the foundation on which the method can be conducted effectively. This research conducted in this line has shown the result that teachers are aware about the experiential learning method, its components, and its effectiveness on teaching and learning. This paper also shows that the awareness about experiential learning is high among the school teachers irrespective of the level of education they teach and their teaching experiences. The teachers are prepared to gain more through this experiential learning in the light of NEP 2020

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