

Recommendations Of Nep-2020 (India) Pursuing Experiential Learning

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Abstract

The presented paper investigates the recommendations focused to experiential learning in NEP-2020. It showcases how the experiential learning can be a pathway to interdisciplinary horizons as suggested for flexible and optional course selections in NEP-2020. It proposed the vocational coursework in time, to be skilled as well as experienced. Experiential learning means learning by experiences, in a nut-shell. Thus the researcher proposes a stronger, brain-friendly, full of experiences, practice-based, using tools of edutainment (arts and sports), engaging to the individuals, with technological advancement, consist of exclusive content, and with enriched environment to promote the empirical education system for experiential learning. Art-integration and sports-integration shows the commitment of NEP 2020 for experiential learning by joyful involvement and engagement of learners in activities of their interest. Promoting the experiential learning module can be useful to fulfill the recommendations of NEP 2020. Indeed, the researcher wishes to promote relevant recommendations put up in NEP-2020 that is the latest document of education policy in India with guiding principles to implement in phases for reconfiguration and reconstruction of the democratic and empirical education system of India.

Keywords- Nep-2020 (India), Experiential Learning, Democratic Education System; Skilled Workforce

Introduction

NEP-2020 reported that the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. Attaining these qualities must be the goal of every educational institution. Thus, it is recommended that the entire education system to be reconfigured to promote, to support and foster experiential-learning as in NEP-2020. As there are progressive discussions concerning the status of education in India towards internationalization, there is the way for universal education system with experiential learning. NEP 2020, admitted that a good educational institution is one in which every student feels welcomed and cared for; where a safe and stimulating learning environment exists; where a wide range of learning experiences are offered; and where good physical infrastructure and appropriate resources conducive for learning are available to all students. Experiential learning should be preferred and promoted because of its effectiveness, not only in theory but also in practices. It may be revolutionary for effective education as well as optimal learning according to individuals' competency, priorities, interest, and inconvenience. This paper explores the recommendations in NEP-2020 that pursuing the experiential learning.

NEED AND SIGNIFICANCE

The researcher found that democratic values; enriched environments; professional supports; committed personal efforts; unbiased reports; and also the curious, aware, attentive learning-brains are some of the

significant elements for educational reforms. It is need of the contemporary circumstances, and significant for the future education to explore and integrate elements for supportive guidelines to implement the action plan according the recommendations from NEP-2020 for reconfiguration of ‘Indian Education System’ and look into how the experiential learning can play a vital role for harnessing learning, implementing NEP-2020, and redesigning a fruitful structure of ‘Democratic Education System’.

OBJECTIVES

To explore the recommendations of NEP-2020 pursuing experiential learning.

METHODOLOGY

As the recommendations of ‘NEP-2020’ already, have been concluded by the ‘Ministry of Human Resource Development’ (India). That is why the ‘Systematic Literature Review’ as methodology used for data collection. A relevant and significant research paper to explore the experiential learning, written by the researchers, had been published entitled as ‘Experiential Learning: perspectives and properties’. So, the researcher planned to explore the experiential learning within the recommendations of NEP-2020. Grounded Theory Approach is applied for coding, categorization, and saturation of meaningful contents as well as for its content-analysis.

REVIEW OF LITERATURE

In introduction of NEP-2020’s document, it is stated that education is fundamental for achieving full human potential. Inclusive and equitable opportunity of learning aim for achieving an inclusive and equitable society in which every citizen has the opportunity to dream, survive, thrive, and contribute to the nation. Universal high-quality education is the best way forward for developing and maximizing our country’s rich talents and resources for the welfare of the individual, the society, the country, and the world. The purpose of the education system is to develop productive human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, experienced, and contributing citizens for building an equitable, inclusive and plural society as envisaged by our constitution. The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development. Curriculum content will be reduced in each subject to its core essential. With insightful observations of educational settings and sites, the researcher found that experiential learning can show the pathways for implementing recommendations from the ‘National Education Policy–2020’. Flexibility for personalized courseware is one of the fundamental principles of NEP 2020. Flexibility is also recommended for experiential-learning according to priorities and interest of individuals.

RECOMMENDATIONS OF NEP 2020 PURSUING EXPERIENTIAL LEARNING

Following recommendations in the ‘National Education Policy 2020’ of India reported by MHRD can be the revolutionary what are pursuing to the experiential learning as:

Literacy and Numeracy as Foundation of Learning

Literacy and numeracy prepare the ground for further education as well as learning. Both are prime as well as vital recommendations to improve reading, writing, conversation, and computations; what are practice-based activities; and are required more and more exercises for more and more experiences to retain for established

language-learning. According to NEP-2020, the ability to read and write, and to perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning.

Care and Education in Early Childhood

It should be just like a fruitful journey for small kids who are surprised with habitat; excited to experience as well as experiment new things; energized to exercise new task and; willing to experience all surrounded affairs. Educators should design a harmonious environment full of love and care for early born curious brains on earth. Any stage of development, the learning brains are always learning by experiences. For learning, it is must to be engaged for experience and to interact for experience. According to NEP 2020, ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colors, shapes, indoor and outdoor plays, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.

Edutainment through Extracurricular with Art and Sports

According to NEP 2020, Art-integration is across-curricular, a pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. This art-integrated approach will strengthen the linkages between **education and experiences**. Sports-integration is another **experiences-based** 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-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. Art-integration and sports-integration shows the commitment of NEP-2020 for **experiential learning** through joyful involvement and engagement of learners in activities of their interest. There are too many options of interest within art and sports to make them habit or hobbies. Learning by doing artwork and learning by entertaining sports, can be better options for **learning by experiences**. Here learners have opportunity for cooperative learning, self-learning, edutainment, creativity, project-work, self-demonstration, learning by feedback, and so on. Thus it is recommended that learner should **ensure active participation for learning by experiences**. Experiential learning focuses on maximization of experiences, exercises, and experiments within education process. According to NEP-2020, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for more experiential learning.

Enriched Environment as well as Professional Supports

According to NEP-2020, Alternative forms of school will be encouraged to preserve their traditions with alternative pedagogical styles. Environment can be enriched by establishment of libraries, laboratories, self-exposure events, theaters, training centers, and so on. Educators and other stakeholders can support individuals for better and effective learning. The culture, structures, and systems that empower and provide adequate resources to schools, institutions, teachers, officials, communities, and other stakeholders, will also build concomitant accountability. Sources and resources should be enriched. Teacher will aim to encourage students

with singular interests and talents in the classroom by giving them supplementary enriched material and guidance. Educators should be aware and trained for the recognition and fostering of talented student, their talents and interests. **Professionals can arrange and develop learning modules, gadgets, materials, styles, strategies, and other resources to enrich the learning environment. Experts can guide, feedback, instruct, advise, and support for enhancing learning by experience and practice.** They can encourage learner's hobbies, habits, interests, and so on; if not harmful, but productive and effective.

Multilevel, Multidimensional and Multipurpose Assessment

The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, **promotes experiential learning** and confidence of students, and tests higher-order skills, such as analysis, critical thinking, and conceptual-clarity. The primary **purpose of assessment will indeed be for learning**; it will help the teacher and students, and the entire schooling system, continuously revise teaching-learning process **to optimize learning** for all students. This will be the underlying principle for assessment at all levels of education to promote not only factual and actual, but also tactual learning through experiences.

CONCLUSION AND SUGGESTIONS

According to NEP 2020, education is the single greatest tool for achieving social justice and equality. Experiential learning allows the learner to learn in different mode with different styles likewise self-learning mode, team-learning mode, cooperative learning mode, and so on. There are no barriers of age, cast, religion, categories. Not discrimination, but allowed inclusion and equitable opportunity of learning for each and all. Anyone can experience what is happening and, can participate in each to reach for learning episodes. Everyone can learn alone or together. Thus will be equitable, inclusive, and universal learning opportunities to all. Educators should have autonomy with accountability for betterment through experiential learning for all. Enrichment of environment is must for experiential learning and also for supports to learners as recommended. Multidimensional reporting about 'success in learning' is required for harnessing the learning efforts and also for encouraging the experiential learning. Pedagogy must be evolved to make education more experiential. NEP-2020 recommended to implement the experiential-learning in Indian education system; so for that, attaining foundational literacy and numeracy for all children, has been proposed as an urgent national mission; also proposed for a stronger 'experiential learning setup' with attributes as: brain-friendly, full of experiences, practice-based, using tools of edutainment, engaging to the individuals, with technological advancement, consist of exclusive content, and with enriched-environment, avail professional supports, enforce motivated efforts, and makes unbiased reports, to promote the empirical education system for experiential learning. Promoting the experiential learning module can be useful to fulfill the recommendations of NEP-2020, as it is an open learning module.

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