"EXPERIENTIAL LEARNING AS ENVISIONED BY NEP 2020"

"Education is simply the soul of a society as it passes from one generation to another"

The recommendations of the NEP 2020 have resulted in a paradigm shift in education. Experiential learning is one of the core concepts that are used in the NEP 2020. It is a well-known model in education, training, facilitation and organizational development. It is effectively used in schools, higher education, therapy, corporate training and other areas for educational learning, personal development and skills building. In the present scenario, the role of teachers cannot be neglected and it is also true that a teacher facilitates experiential learning in classroom. In an attempt to understand the concept of Experiential learning and its implication in the classroom, Gitarattan Institute of Advanced Studies and Training, Delhi took the initiative to organize seven days Faculty Development Programme on the topic ***"Experiential Learning as Envisioned by NEP 2020***" from 23rd June' 2021 to 29th June' 2021 at Google Meet Application.

As we know that faculty development has been defined as a wide range of activities that institution applies to support faculty member's roles. Faculty vitality is the main ingredient to enhance professional education and competence. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism and administration is perceived to improve the educational environment significantly and enhances academic performance of the learners. The Faculty Development Programme (FDP) has been considered as a standalone educational pedagogy in fostering knowledge and professional skills of the faculty. To keep all these points in mind, following objectives were framed according to the selected topic.

Objectives

The main objectives of organizing this program were:

- To elucidate the concept of experiential learning.
- To explain the process of experiential learning.
- To identify the role of prominent Indian thinkers in the field of experiential learning.
- To explore the ways and means of providing experiential learning through online and offline modes.
- To enable the teacher educators to provide guidance to student-teachers how they should become facilitators in teaching their respective subjects through experiential learning mode.
- To encourage the prospective research scholars to undertake research projects in the area of experiential learning.

Topic was discussed in seven days with different sub themes which were as follow:

Experiential Learning as Envisioned by NEP 2020

1. Experiential learning and Indian thinkers
2. Experiential learning: Conceptual Clarification
3. Experiential learning: Process
4. Learning Social Sciences through Experiential learning
5. Experiential learning: Online and Offline mode
6. Learning Sciences & Mathematics through Experiential learning
7. Learning Language through Experiential learning

Keynote Address: Experiential learning and Indian thinkers
Technical session 1: Experiential learning: Conceptual Clarification

The first day of the program started with the inaugural session, where Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies and Training welcomed everyone. Dr. Aanchal Rana, Assistant Professor, Gitarattan Institute of Advanced Studies and Training prelude with the schedule of the seven day Faculty Development Programme and welcomed guest speakers of the day Prof.(Dr.) Dhananjay Joshi, Dean & Professor from University School of Education, GGSIP University Dwarka New Delhi and Dr. S K Bhatia, Former Associate Professor, CIE, University of Delhi.

Keynote address was given by Prof. Dhananjay Joshi where he has highlighted the meaning and concept of experiential learning which combines direct experience with focussed reflection, builds on past knowledge and experiences, requires active involvement in meaning construction and encourages collaboration and exchange of ideas and perspectives.

He gave emphasis on the process on experiential learning with different theories. He explained the concept of concrete experience, reflective observation, abstract conceptualisation and active experimentation in learning. With the help of various examples, focus was on to understand the role of experiential learning that can be used by a teacher.

He also focused on the role of teacher which acts as a coach, facilitator, standard setter & evaluator and subject expert. A teacher should provide maximum input to the learners and different models of experiential learning should be used in the teaching learning process where maximum objectives can be achieved.

He has analyzed David Kolb's experiential learning model. The experiential activity model is the basis for selecting and organizing the types of experiential activities into an experiential learning cycle. Well-organized learning activities will teach students the skills to apply knowledge into practice, create positive learning motivation, and increase student interest in learning.

Technical session-1 was chaired by Dr. S K Bhatia who discussed the concept of experiential learning with real life examples. He gave importance to the Content Based Experiential Learning

Model (CBELM) which is meant for both projectable and non-projectable topics of learning. With the help of various examples projectable content like geographical facts through maps, Teaching of grammar Noun - like table bench student ,name of student Verb walking in class, sitting on bench etc. can be included and for non-projectable content like capital, inflation, beauty etc., teachers should give a sufficient number of examples so that students can relate easily.

The emphasis is also given on the stages of CBELM model which includes assessing the background knowledge, providing relevant experience, learner's role during Experiential Phase, reviewing the Learning and opening up of further avenues. The model is important to understand so that experiential learning can be applied in real life situations. The session was interactive and participants also asked various questions related to topic.

Open house discussion was hosted by Ms. Garima, Assistant Professor where participants enthusiastically asked their queries and answered by the resource persons Prof. Dhananjay Joshi and Dr. S K Bhatia and in the last programme was ended with the vote of thanks given by Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies and Training.

Technical Session 2: Experiential Learning Process

On the second day of the programme, Dr. S K Bhatia, Former Associate Professor, CIE, University of Delhi took an interactive session on the sub-theme "Experiential Learning Process".

He explained the Kolb's model of experiential learning according to which learning is a continuous cyclic process of experiencing concrete experience, reflecting, conceptualizing and experimenting. Experimenting is the stage where one is able to apply the conceptualized knowledge to learn further. He explained the stages given by Kolb and four type of earning styles on the basis of how we process and perceive information. Different styles of learning such as accommodating style, diverging style, assimilating style and converging style were also explained with examples. He has also explained that inability of teacher to provide concrete experiences to the learners also effects the learning of students. Thus it can be said that every topic according to the Kolb's model cannot always be applied in the classroom. So, he along with his colleagues developed a modified model of experiential learning named Content based experiential learning model Model (CBELM) which suggests the teaching method for projectable as well as non-projectable content. Different examples for projectable and non-projectable content was given.

He also gave emphasis on the learners' role during experiential learning and principles of CBELM were discussed which includes principle of Content-based Experience, entry Level Knowledge, experience Followed by Verifying Domains, learner's Active Involvement, teacher as a Facilitator, evaluative Questions Tagged and principle of cooperation.

Session ends with the discussion and queries of the participants were resolved by the speaker. Vote of thanks was given by Dr. Aanchal Rana, Assistant Professor, Gitarattan Institute of Advanced Studies and Training.

<u>Technical Session 3: Learning Social Sciences through Experiential learning</u>

Third day of the FDP was based on the sub theme "Learning Social Sciences through Experiential Learning" which was taken by Dr. Anjali Shokeen, Assistant Professor, USE, GGSIPU. She started the session by discussing the meaning of experiential learning and its importance. She focused on the benefits of experiential learning and put the light on the ways of teaching social science via experiential learning model. She explained that experiential learning helps in boosting the confidence of learners and offers opportunities to think freely and operate differently.

She emphasized on the experiential learning and different activities that can be conducted in the classroom with students to teach social sciences. She focused on the significance of excursion trips, field trips etc in Social Sciences that helps to visualize (experiencing) the concept which helps in the consolidation of concepts and long term retention.

Throughout the session, she gave various examples where experiential learning should be co-related with teaching of Social Sciences. For exp: to teach the concept of banking to students. The teacher can take the initiative to visit the bank and give them real exposure and they can also observe how people deposit and withdraw their money.

She concluded the session by highlighting the importance of integrating experiential learning with teaching of social sciences where the role of teacher is very important for effective teaching and learning.

The session was ended with discussion where participants enthusiastically asked their queries and shared their experiences. Vote of thanks was given by Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies and Training.

Technical Session 4: Experiential learning: Online and Offline mode

The sub theme of the fourth day was "Experiential Learning: Online and Offline Mode" which was discussed by Dr. Amit Ahuja, Assistant Professor, University School of Education, GGSIPU. He initiated the discussion of the online classes and various tools that teachers are using in their classes. He begin the session by clearing the difference between exposure and experience given to child which was that when child conceptualize the exposure it become experience .He also expressed his opinion of failure of Piaget's theory when come to actual classroom teaching and suggested the adoption of CBELM model by teachers in which teacher should try to give content based experience whenever possible, though he accepted that it is not always possible to provide child with experience ,in such cases vicarious learning takes place.

He explained that previous experiences help in understanding of concepts of a learner. He emphasized the practical utilization of knowledge and skills that learners have acquired and space should be provided to them so that they can reflect on their experiences and evaluate them. He also explained the role of teacher that being a guide, he/she should help learners to think in a certain way and construct their own knowledge. At last, session was concluded by the speaker by conducting a test to check the perceptions of participants toward experiential learning

The session ended with a discussion and vote of thanks was given by Ms. Garima, Assistant Professor, Gitarattan Institute of Advanced Studies and Training.

Technical Session 5: Learning Sciences and Mathematics through Experiential learning

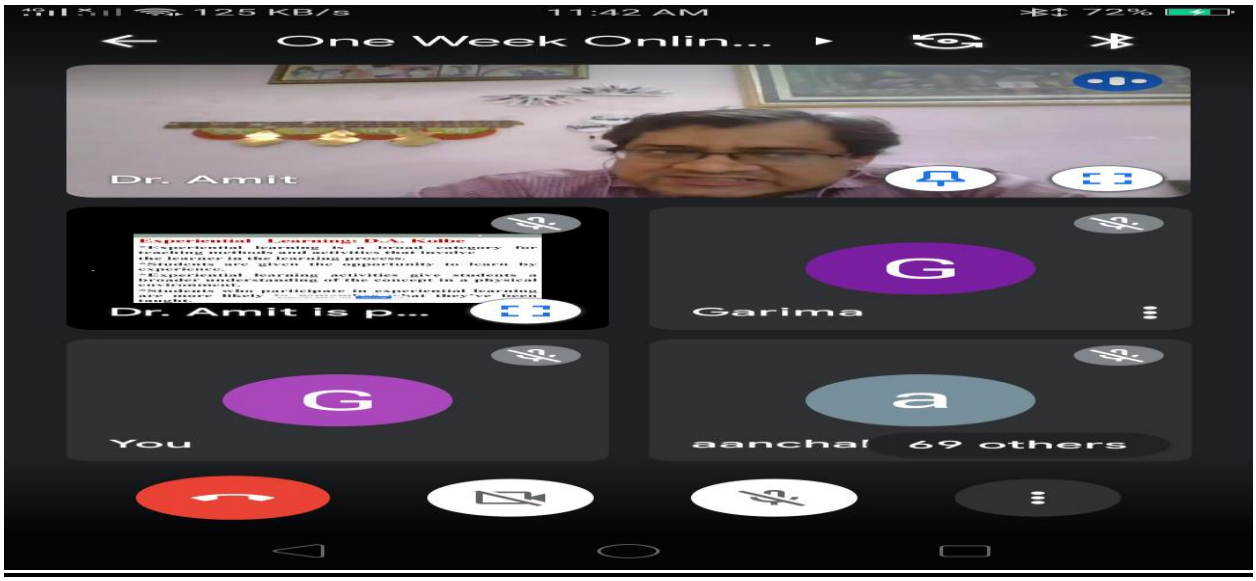
On the day fifth of the FDP, the sub theme "Learning Sciences and Mathematics through Experiential Learning" was taken by Dr. Amit Ahuja, Assistant Professor, University School of Education, GGSIPU.

He started the discussion by relating teaching of Science and Maths via CBELM model. He focused that use real life situations should be given utmost importance to teach Maths and Science to students like asking students to make data of whatever they'll eat for week , analyse the component nutrients of food like carbohydrate protein fat etc and then later calculating the carb, fat intake throughout the week .

He emphasised on the tentative nature of Science and developing scientific thinking among students so that they can challenge the existing knowledge with the help of Mathematical proofs. He also suggested that there is need to shift the style of teaching Maths to make it more interesting and give the language to the subject which is appropriate to the teaching point as sometimes wrong heading / names of concepts confuses students like the concept of differentiation in Maths is not at all justified by the word differentiation. Teaching should be done in a way where students can easily co-relates.

According to him, teachers should focus and build the disciplinary knowledge before jumping into the interdisciplinary approach of teaching.

The session ended with a discussion and vote of thanks was given by Ms. Sarika, Assistant Professor, Gitarattan Institute of Advanced Studies and Training.



Technical Session 6: Learning Languages through Experiential Learning

On the sixth day of the programme, Dr. S K Bhatia, Former Associate Professor, CIE, University of Delhi chaired the technical session. The sub-theme was "Learning languages through Experiential Learning". He initiated the discussion by explaining the importance of learning languages. With the help of different examples, he emphasized that language learning should be done where different activities should be included where a child can get the exposure and relte with his/her experiences. A teacher as a facilitator should focus on the development of

linguistic competence by developing four language development skills i.e, listening, speaking, reading and writing. Various tools and activities should be used by a teacher.

He emphasized on the strengths of experiential learning and relates it with the language teaching. The objectives of teaching a language should be co-related with the experiential learning where a learner can relate and make sense by their own.

He also emphasized on the teaching of prose and poetry where the importance is given to model reading and recitation done by teacher and comprehension that should be linked with the past experiences and real life situations of a child. Overall the session was very interactive.

The session ended with an open discussion where queries of participants were resolved and vote of thanks was given by Ms. Shalu Assistant Professor, Gitarattan Institute of Advanced Studies andTraining.