



# Adoption Of Experiential Learning As A Standard Pedagogy Iterated By The National Education Policy 2020: A Perceptual Study Of Teachers At The Secondary Level

Dr. D. Nagaraja Kumari\*, G.V.Himaheswara Rao<sup>2</sup>

\*Associate Professor & Chairperson BoS in Education (PG), IASE, Andhra University, Visakhapatnam, Andhra Pradesh, India

<sup>2</sup>Research Scholar, Department of Education, Andhra University, Visakhapatnam, Andhra Pradesh, India

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## ARTICLE INFO

## ABSTRACT

An education system focused solely on developing cognitive skills is bound to fail in today's rapidly changing world. Therefore, NEP 2020 proposes radical curriculum reforms and a paradigm shift in pedagogy. The adoption of experiential learning as a standard pedagogy promises numerous benefits. Understanding how teachers perceive experiential learning is crucial for understanding its practical aspects. Teachers' perceptions directly influence the likelihood of successfully implementing experiential learning and affect their instructional practices and, consequently, student outcomes. So, the study was undertaken to investigate the perceptions of teachers at the secondary level of adopting experiential learning as a standard pedagogy. The current research focuses on the objectives: To find significant differences in perceptions of teachers working at the secondary level towards the adoption of experiential learning as a standard pedagogy iterated by NEP 2020 with respect to i) Gender, ii) Professional Experience, iii) Type of management. The formulated hypotheses are as follows: 1. Teachers at the secondary level do not differ in their perceptions towards adopting experiential learning as a standard pedagogy. 2. Teachers at the secondary level do not significantly differ in their perceptions towards adopting experiential learning as a standard pedagogy with respect to the variables- i) gender, ii) professional experience, and iii) type of school management. The sample of the study constitutes randomly selected 550 teachers at the secondary level working in various management schools in Visakhapatnam and Anakapalli districts. The data collection was done through a questionnaire consisting of 52 items, which were quantitatively analyzed using the t-test/f- test. Data Analysis of Hypothesis 1 revealed that verification of the classification of the total sample based on their scores revealed that teachers at the secondary level differ in their perceptions. Based on this, it is clear that the majority of the teachers have moderately high perceptions of adopting experiential learning. On verification of the obtained mean, standard deviation, and t-values of hypotheses 2, 3, and 4 regarding the variables – i) gender, ii) teaching experience, and iii) type of school management, it is evident that the gender and teaching experience of teachers working at the secondary level do not significantly affect their perceptions of adopting experiential learning as a standard pedagogy iterated by NEP 2020. It is clear that irrespective of their gender and teaching experience, teachers at the secondary level show moderately high perceptions and have no significant difference. However, the verification of hypothesis 4 reveals that teachers working at the secondary level under Government and Private Unaided management make a significant difference in their perceptions. It is inferred that the teachers at the secondary level working in private, unaided schools have higher perceptions than teachers in government schools.

**Keywords:** experiential learning, government schools, NEP 2020, perceptions, pedagogy

### Introduction:

An education system focused solely on developing cognitive skills is bound to fail in today's rapidly changing world. In contemporary education, there is a growing recognition of the need to move beyond traditional teaching methods. Experiential learning has emerged as a powerful alternative that fosters deeper understanding and long-lasting knowledge retention. Rooted in the theories of educational psychologists like John Dewey, Jean Piaget, and David Kolb, experiential learning engages students actively in the learning process, making education more relevant and impactful (Kolb, 1984; Dewey, 1938).

According to Kolb's experiential learning theory, learning is a process whereby knowledge is created through the transformation of experience, emphasizing the importance of experiential activities in education (Kolb, 1984). Experiential learning is characterized by its emphasis on real-world applications, critical thinking, problem-solving, and the development of skills directly applicable to students' future careers and personal lives. By involving students in hands-on activities, collaborative projects, internships, and field experiences, experiential learning shifts the focus from passive absorption of information to active participation and meaningful engagement (Eyler, 2009).

Research indicates that students who participate in experiential learning activities are more likely to be engaged, exhibit higher levels of motivation, and achieve better academic outcomes compared to those in traditional learning environments (Prince, 2004). Experiential learning also fosters the development of soft skills such as teamwork, communication, and leadership, which are essential for success in the 21st-century workforce (Sternberg, 2008). It aligns educational practices with the needs of a rapidly changing world and prepares individuals who can think critically, adapt to new situations, and apply knowledge creatively (Silberman, 2007).

According to NEP 2020, "the aim of education will not only be cognitive development but also building character and creating holistic and well-rounded individuals equipped with key 21st-century skills" (NEP, 2020, p. 12). Therefore, NEP 2020 proposes radical curriculum reforms and a paradigm shift in pedagogy. The adoption of experiential learning as a standard pedagogy promises numerous benefits. So, it is an efficient tool for upgrading academic instruction by equipping students to apply the knowledge learned in the classroom to real-life situations. (Guo et al., 2016).

Understanding how teachers perceive experiential learning is crucial for understanding its practical aspects. Teachers' perceptions directly influence the likelihood of successfully implementing experiential learning and affect their instructional practices and, consequently, student outcomes. This can guide curriculum developers in creating materials and resources that are practical, relevant, and easy to integrate into the curriculum.

**Experiential learning:** Experiential learning is fundamental to the pedagogy of NEP 2020. It requires learners to engage directly with the subject or problem through first-hand experiences. This active learning approach involves reflecting on actions taken in real-life situations, thereby developing competency-based knowledge. Hands-on learning exemplifies this form of experiential learning (NEP, 2020, pp. 12-13)

**Standard Pedagogy:** Pedagogy is commonly conceived as the art and/or science of teaching and educational methods, but it is actually a more complex and comprehensive concept than this (Alexander, R., 2008). Pedagogy concerns not only the methods applicable to the practice of teaching but also involves curriculum, assessment, and various theoretical issues and approaches pertaining to the educational process (Watkins, C., & Mortimore, P., 1999). Standard Pedagogy refers to pedagogy that is specific to particular disciplines. Different specialized subjects have distinct pedagogical approaches that are most relevant and effective within their respective fields. As the policy states, there is a "standard pedagogy within each subject" (NEP, 2020, p. 12). Specialization often leads to further sub- and super-specializations, resulting in even more specific pedagogical methods. (Shulman, L. S. 1987).

**National Education Policy 2020** (NEP, 2020): It aims for a significant overhaul of the education system by creating one deeply rooted in Indian values. This system seeks to transform India, also known as Bharat, into an inclusive and vibrant knowledge society by ensuring access to quality education for all. By doing so, it aims to establish India as a global knowledge superpower. The NEP 2020 is built on five key principles: Availability (Access), Fairness (Equity), Excellence (Quality), Cost-effectiveness (Affordability), and Responsibility (Accountability). These pillars are designed to equip the youth to address a range of national and international issues both in the present and going forward. (About NEP2020, Government of India, Ministry of Education, 2023)

**Perception:** Perception is the process that enables the recognition or comprehension of sensory information. (Goldstein, E. B., 2010). It is not just passively receiving signals but also being influenced by the individual's learning, memory, expectations, and attention, forming a belief or opinion (American Psychological Association, 2010).

The basic research question before initiating this research was:

- Do the perceptions of teachers have any effect on their adoption of Experiential Learning as a Standard Pedagogy?

The current research sought to examine the research question through the below-mentioned objectives.

**Objective 1:** To study the perceptions of teachers working at the secondary level towards adopting experiential learning as a standard pedagogy iterated by NEP 2020.

**Objective 2:** To find significant differences in perceptions of teachers working at the secondary level towards the adoption of experiential learning as a standard pedagogy iterated by NEP 2020 with respect to:

- I. Gender (Male/ Female)
- II. Professional Experience (Less than 10 years/Between 11-20 years/Above 20)
- III Type of management (Government/ private unaided)

**Hypotheses:** To grasp the research problem, its implications, and the relevant data and to become sensitized to specific aspects of the situation pertinent to the issue, the researcher requires clearguidance to direct the study. The primary tool for providing this focus in research is the hypothesis. (Sidhu, Kulbir Singh, 2002, p.62).The hypotheses developed for this study are:

**Hypothesis 1:**Teachers at the secondary level do not differ in their perceptions towards adopting experiential learning as a standard pedagogy.

**Hypothesis 2:**Teachers at the secondary level do not significantly differ in their perceptions towards adopting experiential learning as a standard pedagogy with respect to the variable- gender.

**Hypothesis 3:**Teachers at the secondary level do not significantly differ in their perceptions of adopting experiential learning as a standard pedagogy with respect to the variable—professional experience.

**Hypothesis 4:** Teachers at the secondary level do not significantly differ in their perceptions towards adopting experiential learning as a standard pedagogy with respect to the variable- professional experience – type of school management.

**Method and Procedure:** In view of the current study's objectives, the survey method was chosen to meet the research requirements by collecting the data using quantitative means.

**Variables:** The independent variables considered for the study are presented as:

Personal Demographic variable - Gender Variable is divided into two levels: Male and Female.

Professional Demographic variable - Teaching Experience is divided into three levels: Less than 10 years, Between 11-20 years, and More than 20 years

Institutional Demographic variable - Type of Management is divided into two levels: Government and Private Unaided.

The dependent variable considered for the study is 'Adopting experiential learning as a standard pedagogy.'

### Sampling and Sample:

In order to have a representative sample of teachers at the secondary level, the investigator collected data from 550 teachers working in various secondary schools (110) under various Government and Private managements in randomly selected mandals of Visakhapatnam (50 schools)and Anakapalli districts (60 schools). Five teachers from five secondary schools(5x5) from each selected Mandal were selected (10 out of 11 manuals in Visakhapatnam district and 12 out of 24 Mandals in Anakapalli district) to form a sample of 550 respondents.

**Tool:** Due to the unavailability of a standardized tool, the researcher prepared and self-standardized the questionnaire consisting of 52 items as general statements arranged in four dimensions, with a score range of 52-260 on a five-point Likert scale.

**Verification of Hypotheses 1:** "Teachers at the secondary level do not differ in their perceptions towards adopting experiential learning as a standard pedagogy iterated by NEP 2020." is tested.

**Table 1: Shows the total number of respondents, minimum score, maximum score, mean, mean percent and standard deviation values.**

Area	N	Minimum score	Maximum Score	Mean	Mean Percent	Standard Deviation
Overall Response	550	143	241	200.974	71.622	17.9429

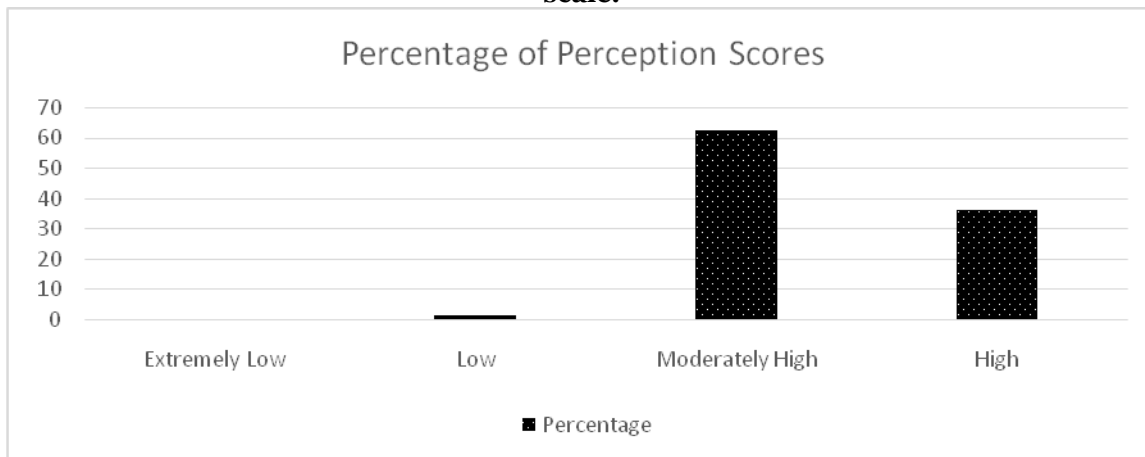
As seen in Table 1 above, with a minimum score of 143 and a maximum score of 241, the mean value of the participant secondary teachers' overall perceptions of adopting experiential learning as a standard pedagogy iterated by NEP 2020 is 200.974, which is 71.622% of their total scores.

**Table 2: Shows the classification of the total sample based on the scores on the perception scale.**

S.No.	Range of Scores	Size (N)	Percentage %	Level of Perceptions
1	52 – 103	0	0	Extremely Low
2	104 – 155	7	1.273	Low
3	156 – 207	344	62.545	Moderately High
4	208 – 260	199	36.182	High
Total		550	100	

It can be noted from Table No.2 above that 0% of the sample teachers at the secondary level expressed an extremely low, 1.273% expressed low, 62.545% expressed moderately high, and 36.182% expressed high perceptions towards adopting experiential learning as a standard pedagogy iterated by NEP 2020. Hence, hypothesis 1 is rejected.

**Graph 1: Classification of the total sample on the basis of percentage scores of perception scale.**



From the above profile, it is evident that 0% of the sample teachers at the secondary level expressed an extremely low, 1.273% expressed low, 62.545% expressed moderately high, and 36.182% expressed high perceptions toward adopting experiential learning as a standard pedagogy iterated by NEP 2020.

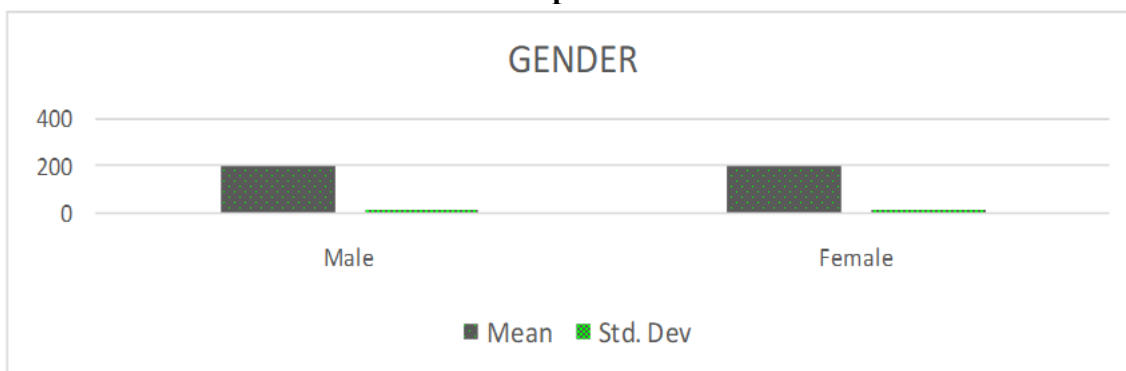
**Verification of Hypotheses2:**“Teachers at the secondary level do not significantly differ in their perceptions towards adopting experiential learning as a standard pedagogy with respect to the variable-gender”is tested and presented in Table 3.

**Table 3: Shows the Mean, SD and t value of the overall response with respect to the variable-gender.**

Variable	Category	Number	Mean	Std. Dev	t-value
GENDER	Male	253	201.063	18.0189	0.4379
	Female	297	201.286	17.9023	

The above table explains us the information that the mean score for the Male teachers is 201.06 and that for the Female teachers is 201.28, the standard deviation values are 18.0189 for the Male teachers and 17.9023 for the Female teachers’. Since the obtained t-value 0.479 is less than 1.96 and 2.58, which is not significant at 0.05 and 0.01 levels respectively. Hence, the null hypothesis is accepted.

**Graph 2: Means and Standard deviation scores of Male and Female Teachers at secondary level with respect to - Gender.**



**Verification of Hypothesis 3:**“Teachers at the secondary level do not significantly differ in their perceptions of adopting experiential learning as a standard pedagogy with respect to the variable - teaching experience” is tested and presented in Table 4.

**Table 4: Showing the Mean, SD and t value of the overall response with respect to the variable-Teaching experience.**

Variable	Category	Number	Mean	Std. Dev
Teaching Experience	Less than 10 years	100	201.490	15.938
	Between 11-20 years	272	201.194	18.397
	More than 20 years	178	200.348	18.375

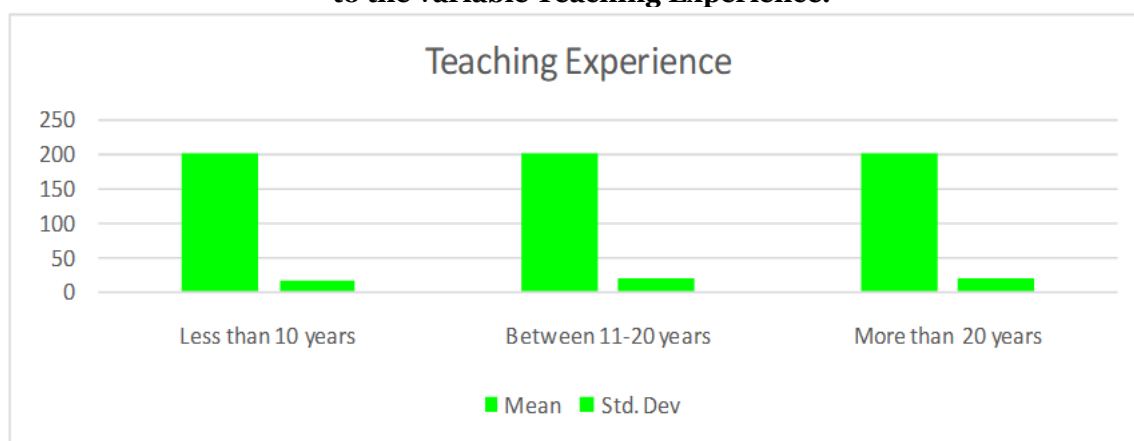
The table states us the information that the mean and standard deviation scores of teachers working at the secondary with teaching experience less than 10 years are 201.490 and 15.98, and teachers with professional experience between 11- 20 years working at the secondary level are 201.194 and 18.97, respectively.

**Table 5: Show F-value of the overall response on perception scale.**

Source	DF	SS	MS	F-STAT	P-Value
Between Groups	2	340.1574	170.0787	0.526711	0560843
Within Groups	547	176630.2	322.9071		
Total	549	176970.4			

The obtained f-value of 0.526711 for df = 2 and 547 is less than the table value of 3.00, which is not significant at the 0.05 and 0.01 levels, respectively. Hence, the null hypothesis is accepted.

**Graph 3: Means and Standard Deviations scores of teachers at the secondary with respect to the variable Teaching Experience.**



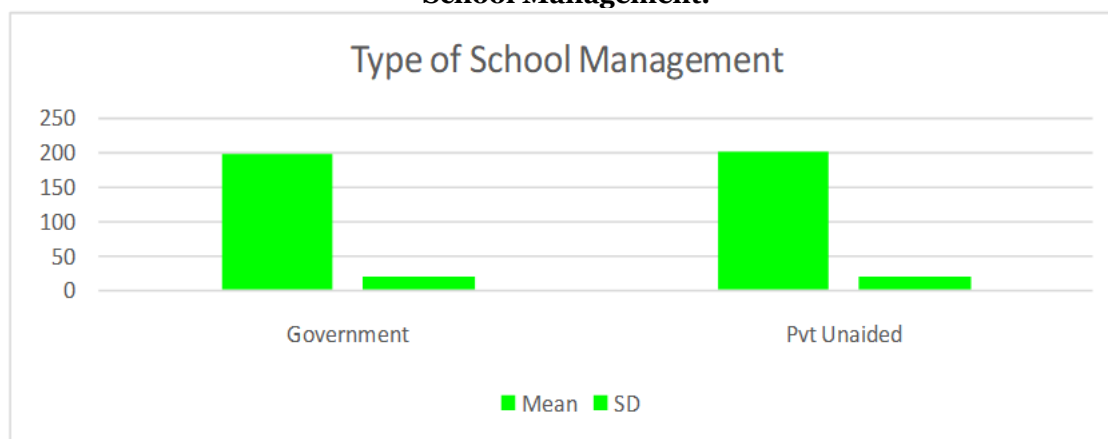
**Verification of Hypothesis 4:**Teachers at the secondary level do not significantly differ in their perceptions towards adopting experiential learning as a standard pedagogy with respect to the variable-professional experience – type of school management.

**Table 7: Shows the Mean, SD, and t value of the overall response on perceptions of government management school teachers and private unaided school teachers**

Category	N	Mean	SD	't' value
Government	360	196.384	18.149	2.666
Private Unaided	190	200.678	17.587	

The table states that the mean score and standard deviation of secondary teachers working in government management schools are 196.84 and 18.149, and secondary teachers working in residential schools are 200.678 and 17.587. The 't' value stands at 2.666, which is more than 1.96 and 2.58 and significant at 0.05 and 0.01 levels, respectively. Hence, it disagrees with the given hypotheses.

**Graph 4.12: Means and Standard Deviations scores of teachers at the secondary level working in government schools and private-unaided schools, with respect to the variable - Type of School Management.**



### Findings and Discussions:

Within the limits of the current research, the findings made are as follows:

Regarding hypothesis 1: On verification of the classification of the total sample based on their scores, it can be noted that 0% of the sample teachers at the secondary level expressed an extremely low, 1.273% expressed low, 62.545% expressed moderately high, and 36.182% expressed high perceptions towards adopting experiential learning as a standard pedagogy iterated by NEP 2020, which shows that teachers at the secondary level differ in their perceptions hypothesis 1, stating, "Teachers at the secondary level do not differ in their perceptions towards adopting experiential learning as a standard pedagogy," is rejected. Based on this, it is clear that the majority of the teachers have moderately high perceptionstowards adopting experiential learning.

Regarding hypothesis 2: On verification of the obtained mean, standard deviation, and t-values regarding the personal demographic variable – gender, it is evident that the gender of teachers working at the secondary level does not significantly affect their perceptions of adopting experiential learning as a standard pedagogy iterated by NEP 2020. Based on this, it is clear that male and female teachers have high perceptions and do not significantly differ.

Regarding hypothesis 3: On verification of the obtained mean, standard deviation, and f-values regarding the professional demographic variable - professional experience, it is evident that the professional experience of teachers working at the secondary level does not significantly affect their perceptions of adopting experiential learning as a standard pedagogy iterated by NEP 2020. It is evident that irrespective of their teaching experience, teachers at the secondary level show moderately high perceptions and show no significant difference.

Regarding hypothesis 4: On verification of the obtained mean, standard deviation, and t-values regarding the institutional demographic variable -type of schoolmanagement, it is evident that teachers working at the secondary level under Government and Private Unaidedmanagement make a significant difference in their perceptions of adopting experiential learning as a standard pedagogy iterated by NEP 2020. It is inferred that the teachers at the secondary level working in private, unaided schools have higher perceptions than teachers in government schools.

**Conclusions:** The outcomes of the current study obtained through quantitative data provide insight that teachers at the secondary level have moderately high perceptions towards adopting experiential learning as a standard pedagogy. It is clear that teachers' being the stakeholders at the ground level, their perceptions directly influence the likelihood of successfully implementing experiential learning as a standard pedagogy.

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