

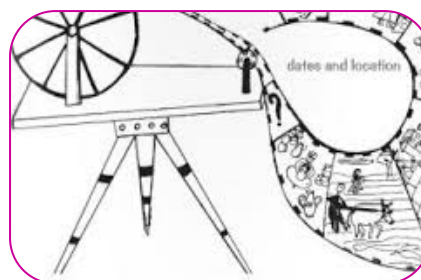


NAI TALIM: AN ANALYSIS ON THE IMPACT OF EXPERIENTIAL LEARNING ON STUDENTS ACADEMIC ACHIEVEMENT IN SCIENCE

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ABSTRACT

Nai Talim is a creative education that advances the level of education. Nai Talim education helps in rational, physical, social and moral development of students through means of hands on activity. Nai Talim emphasizes learning through productive activities. It is a broader perspective and may be the source for holistic education. In the present paper attempt is made to investigate the impact of experiential learning on academic achievement of students in Science. Total 320 students participated in study. Purposive sampling method is used to draw the sample. The summative assessment tool is used for collecting the data. Result of the study reveals that activities based on Experiential Learning are having positive impact on academic accomplishment of both low achiever learners and high achiever learners.



KEY WORDS: Activity based learning, creativity, skills, attitude and knowledge.

INTRODUCTION

Education is the back bone of any nation. Good education imparts knowledge and develops awareness, communication and varied skills. Education equips individuals to successful productive living in society. Education is essential for social necessity, spiritual necessity, natural and skill based necessity. In the present century our education system is inadequate to provide the right directions to our students and to enrich the students with outcome based learning experience to make the student self-reliant and all rounder.

Realizing the significance of education for social revolution, Gandhiji framed an education system called Basic Education/Nai Talim which has foundation on productive activities based education. Education is considered as tool for the social transformation. Education should be based on practical knowledge of arithmetic's. Education is an integration of works. Education must be skill based.

To inculcate the dignity of labour, to understand communal harmony and mutual symbiosis, to connect, to communicate and to collaborate with various stakeholders of the society it is a need to broaden the prospective of Nai Talim. The main intention of our educational system is to transform under privileged into self confident citizen.

Education must focus on each individual, community and village to be self-efficient and self-reliant by the way of emphasizing economical skills. For example: the activity such as making wax candle: the child must become an expert in respective field of productive activity and understand inherent principles. Child turns out to be efficient in skills and have the curiosity to know about the science behind those activities and actively participate in Teaching-Learning process.

The vision of education is all round development of child by involving both the teacher and students in the productive activities that are performed to teach concepts from the existing main-stream curriculum. The active involvement of the students and teachers in the operational unit, develop the students and make the learning process easier and pleasurable.

Our productivities and design is in such a way that they are integrated with school curriculum. All these activities are conducted during school hours only. Each productive experiential activity is meticulously designed such that activity becomes an experiment based on subject including language.

Hands on-work experiential learning is the foundation for learning specific concepts and hence quality education is improved and learning becomes an enjoyable learning experience.

The interest, curiosity, active participation is intact during learning process. The experiential learning based activities enhance quest and self-reliance. It encourages and motivates the students to learn and discover principles based on experience and activities. Experiential Learning based activities do not have scope for forceful learning; rely on written bookish memories, where child feels suffocated under pressure of reproducing an answer to questions. Even after periodical writing and reading, repeated experiential learning will clear students' doubts.

Problems of our education system:

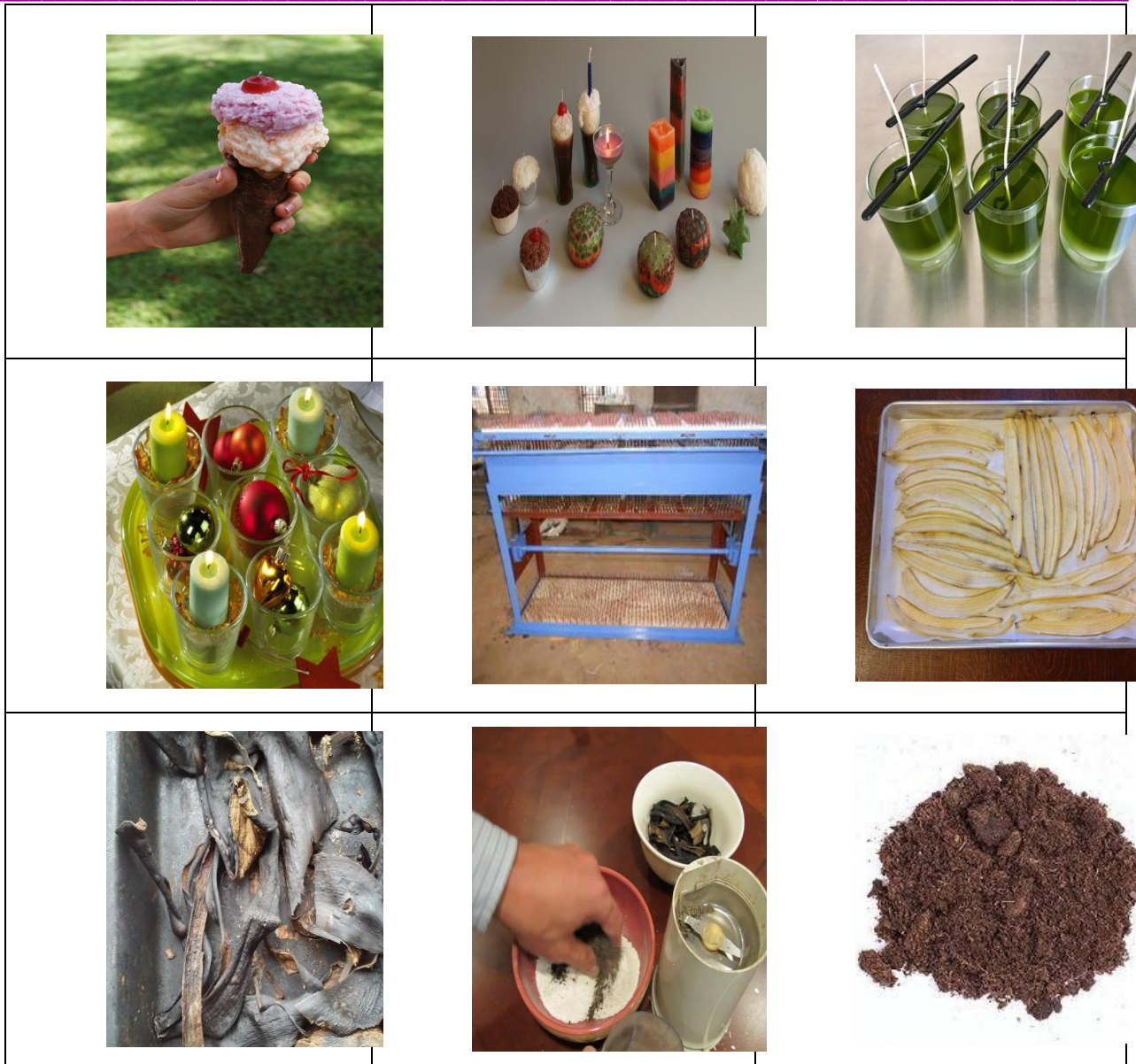
The educationists, entrepreneurs and philosophers have reputed that:

1. Present education system does not generate type of knowledge that is applicable to our changed society.
2. Inappropriate and inadequate technological assistance for development in terms of its employment potential.
3. Our educational system has not achieved more success to have the moral based society by producing committed citizens for the economical and national development.

Now it is right time to change behaviour and thoughts of students towards innovation as youth is proud of our nation in all sectors of the development. Experiential learning is focused on active participation of students in learning process and creativity. Teachers are the guide, mentor, facilitator, trainer and coach of the child who hold finger and help to show the way of goals.

Experiential Learning Activities: Banana Peel Candle Making and Fertilizer





Methods:

Research Design: Experimental design

Sample: Total 320 students participated in study. To collect data Purposive sampling method is used.

Tool: Summative assessment of academic year 2019-20

Data Analysis: Data is analyzed by using statistical technique

AIMS AND OBJECTIVES:

The following objectives are framed to guide the study

1. To remove the subject anxiety among students.
2. To create an interest in subject and hence to improve academic performance.
3. To equip students to appreciate power, usefulness and beauty of subject.
4. To develop patience and determination when solving problems.
5. To use inductive and deductive thoughts/reasoning when resolving problems and to develop subject curiosity.

6. To become confident in using subject to analyze and solve problems both in school and real life situation.
7. To develop knowledge, skills, attitude necessary to pursue higher studies in science.
8. To develop the capacity, competence and capabilities upon to reflect their own work and to develop logical, abstract and critical thinking

Planning:

1. It was decided to connect science with real life situation.
2. Brain storming and plan fun filled science activities which create an interest in students.
3. Motivate students to participate by giving points for the house they belong.
4. Processing and execution of whole plan.
5. Awarding the winners and participants.

Evidences of skills:

Performance before and after experiential learning activities

Table -1: Performance of students before and after experiential learning

Class- Average	VI	VII	VIII	IX
Before Activities	64	58	62	56
After Activities	77	63	78	69

Graph I: Performance of students before and after experiential learning

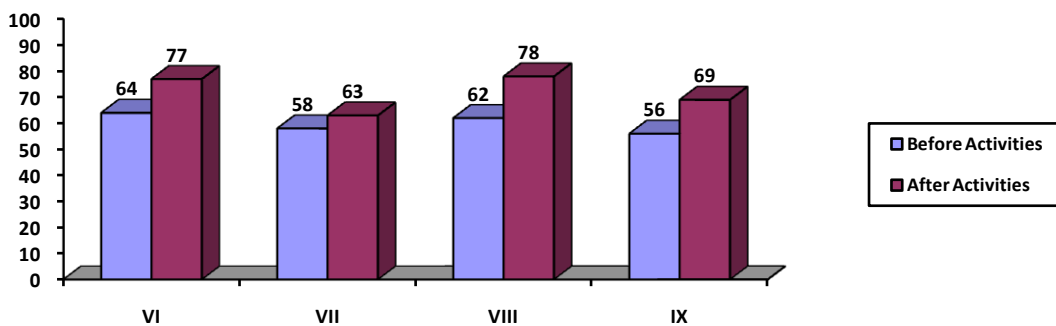
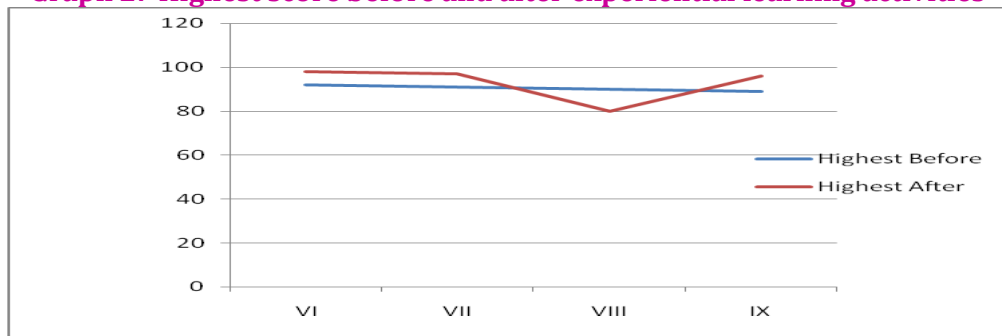


Table-1 clearly shows that performance of the students' increases after the experiential learning activities being conducted in all classes except class VIII increased ranging from 17 to 23%.

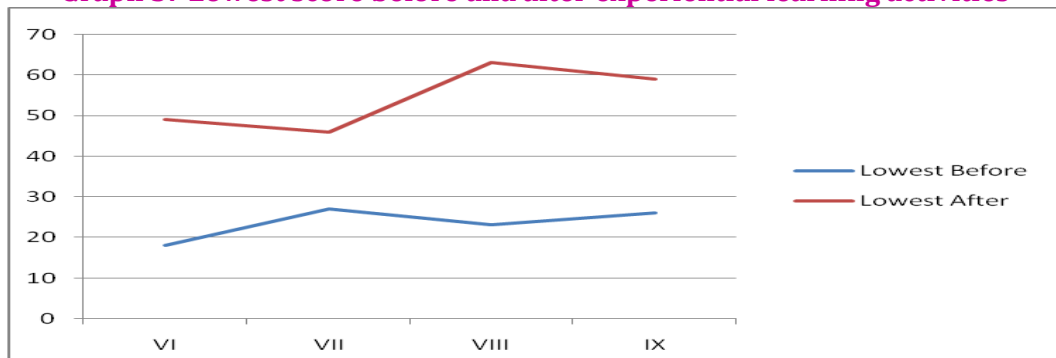
Table 2: shows comparison of highest scores and lowest score in the class.

Class	Highest		Lowest	
	Before	After	Before	After
VI	92	98	18	49
VII	91	97	27	46
VIII	90	80	23	63
IX	89	96	26	59

Graph 2: Highest score before and after experiential learning activities



Graph 3: Lowest score before and after experiential learning activities



The above graph clearly shows that all experiential learning activities in school curriculum increased the performance of both low achievers and high achievers. The significant improvement in low achiever is note-worthy. Experiential learning based activities enhance the conceptual learning and results in significant positive academic achievement.

CONCLUSION:

Every year the project school comes with tool of fun filled; joyful learning experiential learning activities for students by which students enjoy as well as learn such initiative are an ongoing process.

The experiential learning activities have created a positive significant impact on students. Students feel more confident in approaching subjects. They have move from mindset that science is for scoring marks to science for life.

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