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"Scope of Experiential Learning Through NEP-2020"

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SERVICE LEARNING AS AN EXPERIENTIAL LEARNING UNDER NEP

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ABSTRACT
Service-learning may be a pedagogy to utilize within the classroom to form understudy engagement and encourage student's individual development. Service-learning ventures empower understudies to put through is being learned within the classroom with Practical encounter with the community. Not as it were does this deliver understudies a distinctive knowledge into their lives, but challenges their point of view of the world around them and how they fit into it.

Service-learning is a course-based educational approach that combines academic instruction with community service. It's a form of experiential learning that helps students develop civic knowledge and skills.

Service-Learning Involves:
a) Learning theories within the classroom

b) Volunteering with a non-profit or social benefit group

c) Undertake reflection activities

d) Applying scholarly information and basic considering abilities to community needs

These diverse learning destinations are built into the five stages of service-learning, which include:

***Examine –** Learners understand that exploring wants of the community makes benefit effective*

Planning and Arranging – Learners get it that arrangement and arranging guarantee that the objectives and needs are met

***Activity –** Learners get it that executing a arrange of activity creates alter and results*

***Reflection (Trans-Disciplinary)-** Learners get it that reflection is progressing, inciting profound considering and investigation around themselves and their relationship to society*

***Demonstration/Communication (Trans-Disciplinary) –** Learners recognize that through exhibit and communication they cement their understanding and inspire a reaction from others. All through the five stages of any service-learning extend, understudies are challenged to grow their considering of the world around them, which leads to individual development. The aptitudes learnt in each arrange of the service-learning venture makes openings for individual development in terms of how understudies think and act. This cultivates enthusiasm and sympathy, making a difference understudies get it differences and the challenges that others are going through and how to discover arrangements to them.*

Keywords: Service-learning, students, activity, Understudies

I. INTRODUCTION
Service-learning could be a social, instructional method that combines community or open benefit with organized openings for learning. Service-learning is prefaced on experiential instruction as the establishment for mental, ethical, and civic development. This centre on the cooperative energy of the mental, ethical, and civic measurements of learning recognizes service-learning from other shapes of experiential instruction. Instead of centering on planning understudies for a specific work, benefit plans understudies for viable community-based issue fathoming. It offers understudies an opportunity to investigate the associations between the hypothetical domain of the classroom and the commonsense needs of the community. As such, service-learning is inalienably connected to a civic reason fortifying the abilities of basic considering, open discourse, collective movement, and community building. In addition, since benefit is happening within the setting of an instructive setting, staff can inquire understudies to reflect upon their benefit encounter in connection to particular community principles, civic standards, widespread excellencies, and their relationship to course substance. Maybe the foremost critical good thing about is the inspiration and opportunity it can give for understudies to associate to a community and distinguish their civic part in that community. Service-learning instructional method challenges workforce to reconceptualize not as it were their educational programs, but moreover their disciplinary preparing and their part as teachers. At first, numerous staff relate that it was troublesome to give up the comfortable and unsurprising nature of classroom work and they found service-learning eccentric and as such, awkward. But unavoidably staff report that the erratic nature of benefit made a truer learning environment,

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one that was both energizing and propelling to understudies and workforce. Benefit challenges workforce and understudies on numerous levels because it joins moving discoursed, and effectively lock in issues of value, distinction, incorporation, get to, equity, and control. Receiving service-learning instructional method frequently surfaces issues related to workforce parts and rewards and the association of the staff part to that of the institutional mission and wants of the more extensive society.

Program Differences in Benefit Learning

The program characteristics of Benefit Learning can differ astronomically across classrooms, settings, and nations. Benefit Learning can have multitudinous different shapes and changes agreeing on the neighbourhood setting, the pretensions of educating and the shape of the benefit. It also varies concurring to down to earth limitations, e.g. time went through in a benefit. In this sense, Benefit Learning courses are varied according to the taking after pointsDifferent time outlines over the educational programs encounters in different benefit settings can change from short- term modules, exercises for one or two semesters, multiyear gambles as well as multicourse gambles. This is not as it were a study of preceptors but too of structures bedded in council settings and by understudy law;

Distinctive degrees and situations of duty understudies may take more or less responsibility according to wants of community mates and the concrete benefit; they may well be included in erecting a participation with a community abettor or not; they may be locked in in the choice of the service and how to apply it to community mates; Different degrees and situations of collaboration understudy voice scholars ' hassles and recognitions can be emphatically coordinates into coursearranging and feting the conditions for a service;20 Distinctive automatic objects depending on the concrete subject or teach(e.g. nursing, mortal wisdom, law, computation), program pretensions and/ or literacy targets might change over the class; Distinctive feathers of administrations Concurring to Lake and Jones(2012) andKaye(2010) Benefit Learning is partitioned into four different approachesIt's conceivable that the benefit is coordinate(understudies interact with guests and occupants of a community or association and have individual contact with the community) or circular(scholars interact behind the scenes intending to support, ameliorate, extend or coordinate coffers but with lower or without particular contact to the community),that it focuses on exploration(exploration service literacy) or on using proposition and exploration to promote transformative change(Advocacy Service) eg: Illustration 1: Coordinate Benefit Learning in Nourishment Science

Within the 'horticultural friends' venture, understudies create and arrange nourishment education sessions for children based on the hypothetical portion of the course and instruct themin schools and preschools of the district. The motto of the extend is to instruct children to know, esteem, devour and appreciate vegetables. They incorporate numerous exercises that stand out: contact with vegetables in nature and tasting." – Illustration from the College of Porto, PortugalIllustration 2: Backhanded Benefit Learning in Commerce Education Understudies in an bookkeeping course give costs investigations for diverse homeless covers and recognize unused money related arrangements for them. Understudies are in contact with the facilitators and directors of the destitute covers and display their comes about in shape of money related plans to them routinely. The benefit contains a clearadvantage to destitute individuals, but understudies don't work with people from these homes straightforwardly. The destitute protect gets unused thoughts for their budgets and understudies learn how to work with clients – Illustration from the College of Graz, Austria (case extricated from Fernandez & Slepcevic Zach 2018)

II. LITERATURE REVIEW

A writing survey could be a investigation of books, articles, and other sources related to a particular theme. here are a few writing surveys on benefit learning:

• Service learning in higher instruction: an efficient writing review

This study reviews service-learning writing, counting its utilize in several scholarly disciplines, developing issues, and systems. It too compares the potential benefits of service-learning for all participants.

•Traditional vs Basic Service-Learning

This audit recognizes two camps of service-learning: a conventional approach that emphasizes benefit without consideration to frameworks of disparity, and a basic approach that points to destroy structures of injustice.

• Service Learning: A study of the literature

This study highlights case thinks about of benefit learning applications in higher teach around the world.

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III. METHODOLOGY

Here are a few strategies in benefit learning:

• Community Partnerships

One key angle of benefit learning is the improvement of community associations. These associations guarantee that understudies are filling the wants characterized by the communities themselves.

• Learning through Serving

Benefit learning may be a of learning-by-doing. It gives youthful individuals the opportunity to perform administrations that specifically advantage their community.

• Critical Analysis

Benefit learning is associated to the course through readings, ventures, and course introductions. Reflection on the benefit involvement incorporates exchange almost community issues and the require for the service.

• Direct Service

Understudies can allow coordinate benefit, which might include tending to a require in their community. It seem moreover include roundabout benefit where community needs are tended to through a investigate extend or community organizing.

• Discussion

Course dialog is one alternative for reflection on service-learning. Dialog can too be an dynamic learning methodology in itself.

• Assessment

In viable service-learning, appraisal is utilized as a way to improve understudy learning. Evaluation is coordinates with instruction

IV RESULTS

Benefit learning is an instructive approach that combines scholastic learning with community benefit. Locks in in benefit learning can surrender different positive results for both understudies and the community. A few of the key comes about of benefit learning include:

1. **Scholastic Improvement:** Benefit learning permits understudies to apply hypothetical information picked up within the classroom to real-world circumstances. This down to earth application regularly upgrades their understanding of scholarly concepts and cultivates basic considering skills.
2. **Individual Advancement:** Understudies included in benefit learning frequently involvement individual development and improvement. They may create a more noteworthy sense of sympathy, social mindfulness, and social obligation as they lock in with different communities and address real-world challenges.
3. **Aptitude Advancement:** Benefit learning gives openings for the improvement of a wide run of aptitudes, counting communication, collaboration, problem-solving, authority, and time administration. These aptitudes are important both in scholastic and proficient settings.
4. **Community Affect:** One of the essential objectives of benefit learning is to contribute emphatically to the community. Students' endeavors can lead to unmistakable benefits for the community, tending to neighbourhood needs and cultivating a sense of social duty among participants.
5. **Expanded Civic Engagement:** Benefit learning regularly advances civic engagement by empowering understudies to gotten to be dynamic members in their communities. This inclusion can lead to a more noteworthy understanding of social issues and an expanded commitment to tending to them.
6. **Organizing and Associations:** Locks in in benefit learning provides students with openings to put through community individuals, organizations, and experts. These associations can be profitable for future career openings and community involvement.
7. **Upgraded Maintenance of Information:** The hands-on, experiential nature of benefit learning regularly leads to way better maintenance of data. Understudies are more likely to keep in mind and get it concepts when they have commonsense encounter applying them.
8. **Progressed Self-Efficacy:** Benefit learning encounters can boost students' certainty and conviction in their capacity to create a positive effect. Feeling that they can contribute to positive alter can increment their self-efficacy and motivation.

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9. **Career Advancement:** Benefit learning encounters can give important bits of knowledge into potential career ways. Understudies may find modern interface, interests, or ranges of ability that impact their future scholastic and career choices.
10. **Long-Term Commitment to Social Issues:** Benefit learning can instil a long-term commitment to social equity and community benefit. Understudies may create a deep-rooted devotion to tending to societal challenges and pushing for positive change.

It's imperative to note that the results of benefit learning can change depending on the particular program, the nature of the benefit, and the level of engagement of the members. In any case, when actualized viably, benefit learning can have enduring positive impacts on both people and communities

Benefit Learning 'offers both openings and benefits for all involved members, counting understudies, staff, community, and the scholastic institution Benefit Learning is to contribute to a positive social alter, a number of partners are included and they can have distinctive viewpoints on whatconstitutes the potential benefits. Underneath may be a outline of each stakeholder bunch, drawing on scholarly writing and observational prove from qualitative interviews conducted with instructive specialists in higher instruction educate.

Which benefits do instructors see from the Benefit Learning approach? Comes about from interviews of the Lock in Understudies project:

- To be a great citizen (Ireland, Meet 2).
- 'This opportunity gives them real-world involvement and when they graduate, they are job-ready' (Ireland, Meet 5).
- 'Service based learning gives an opportunity to hone – going back to a concept and leads to understanding unique systems and how they work in practice (Ireland, Meet 5).
- Where understudies have to, be case, create a social endeavour as portion of a module, they learn to have contact and work with the nearby community, and identify community needs (Ireland, Meet 2).
- In arrange to pick up get to to benefit suppliers, understudies learn to construct networks including their speaker and other college colleagues, they too learn to construct trust (Ireland, Meet 2).
- The intelligent piece permits understudies 'to express the learning they've determined, and how that fits with their sense of self, how it fits in with getting them prepared forwork, who they are in terms of the more extensive community, what sort of effect they've had' (Ireland, Meet 3).
- When working with associations within the maturing division, understudies can work with a cohort exterior of what they may be uncovered to, which gives understudies with anopportunity to challenge generalizations and investigate how maturing is educated (Ireland, Meet 5).
- For understudies coming from abroad, presentation through Benefit Learning to associations working in their range of think about in another nation can be beneficial.
- It educates understudies how to lock in with the world exterior, versus doing well in exams instructed in second-level school framework (Ireland, Meet 2).
- 'Students are frequently inquired to form a introduction to the board, and input can be shifted which is useful' (Ireland, Meet 1).
- 'Students ordinarily don't get official and administrative involvement and Service Learning gives coordinate contact with administrative staff' (Ireland, Meet 1).
- 'Professionally, understudies pick up involvement on their CV, but most understudies do it because they think it may be a thing to do' (Ireland, Meet 1).
- 'Students learn to be entrepreneurial in drawing nearer partners, develop authority skills' (Ireland, Meet 2)

V OBJECTIVES

Benefit learning could be a of experiential learning that points to assist students:

Get it their Part with in the Community

Understudies can learn more around their relationship with the communities they lock in with.

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Create Skills
Understudies can pick up commonsense abilities, create their career and individual interface, and refine their decision-making abilities.

Gotten to be More Included Citizens
Understudies can develop in their mindfulness of social contrasts and ended up more locked in citizens.

Pick Up Modern Perspectives
Understudies can pick up unused points of view and understanding, construct on communication and authority abilities, and discover their confidence.

Create Basic Reflection
Understudies can discover the adjust between benefit and learning, permitting for the classroom to expand into the community and give openings for basic reflection.

Construct Partnerships
Understudies can construct associations between the institution and a community accomplice where all parties

VI RESEARCH METHODOLOGY

The study is on secondary data. This data is collected from various Websites & e-books.

VII CONCLUSIONS

Service- Learning interfaces positive and significant activity with the community to assist meet desires and apply learning for exchange, office, and correspondence. This instructional method centers on making understudy engagement inside the community that will permit for individual development, abilities, and dispositional advancement, such as compassion to have a important impact on their lives. Teachers can utilize service-learning pedagogies to encourage experiential learning. This interfaces what understudies are learning interior the classroom with what is happening exterior the classroom in their community to meet a confirmed require. Service-learning exercises improve a student's learning encounter byFacilitating Critical Considering – this includesunderstudies distinguishing issues within the community and where they started. Understudies are at that point challenged to create arrangements for the issue by inquiring about and assessing all data accessible, guaranteeing that they see out for conceivable biases.

Communication – These exercises advance communication and educate understudies to communicate viably utilizing composing and talking aptitudes, energizes them to hone tuning in abilities, get it body dialect, and makes a difference to educate them how to contend deferentially and effectively.

Career and Teamwork– Service-learning makes a difference to create solid administration aptitudes, permits understudies to work well in a team.

Civic Duty – Understudies are energized to urge included within the nearby community to pick up knowledge into neighbourhood issues, and are instructed how to arrange to move forward the community. This appears them how to have a positive effect on society and empowers mindfulness.

Worldwide Understanding and Citizenship – These exercises give understudies with openings to memorize approximately other societies and cultivates regard for those who are distinctive to them. It gives students with openings to speak to individuals with distinctive suppositions and sees that will be distinctive from their claim. This gives them a more comprehensive and open see of the world around them.

Scholarly Advancement and Instructive Success –Understudies are challenged to put through is being learnt in a course to daily life. These hands-on exercises offer assistance understudies to memorize superior and energize them to be more committed to their own educational goals.

Through Service- learning, understudies can interface with what they are learning in a way that improves understanding, maintenance and the application of the coursework. This straightforwardly builds on the 5 learning results. Through service-learning, understudies learn how to communicate viably, create authority abilities and certainty, are uncovered to diverse points of view that challenge their contemplations and sees on the world which all eventually includes to the advancement of their self-identity.

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ADVANCING COMPUTER SCIENCE EDUCATION THROUGH ROBOTICS: A FRAMEWORK ALIGNED WITH THE NATIONAL EDUCATION POLICY (NEP) 2020

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ABSTRACT
This research paper explores the integration of robotics in computer science education to advance learning outcomes, aligning with the principles and objectives outlined in the National Education Policy (NEP) 2020. Robotics offers a multidisciplinary approach to learning that combines elements of engineering, programming, mathematics, and problem-solving, providing students with hands-on experiences that foster creativity, critical thinking, and practical skills development.

Drawing on theoretical frameworks, empirical studies, and educational best practices, this paper examines the theoretical foundations for incorporating robotics into the computer science curriculum. It explores how robotics projects facilitate hands-on learning experiences, collaborative problem-solving, and real-world application of computer science concepts, preparing students for the demands of the digital age.

The paper also discusses practical considerations for implementing robotics education initiatives in schools and educational institutions by implementing two different ideas for lifelong learning which is one of the principles of NEP 2020.

In conclusion, this research paper underscores the significance of robotics in advancing computer science education and supporting the objectives of NEP 2020.

Keywords: Robotics, NEP 2020, Computer Science, Lifelong learning, project-based modules

I. INTRODUCTION
Integrating robotics into computer science education represents a transformative approach to learning that holds immense potential to enhance student engagement, foster creativity, and develop problem-solving skills. Robotics education involves the design, construction, programming, and operation of robots, offering students hands-on experiences that bridge theoretical knowledge with real-world application. By immersing students in interactive, experiential learning experiences, robotics education cultivates a deep understanding of computer science concepts while simultaneously nurturing a range of essential competencies.

Firstly, the hands-on nature of robotics projects captivates students' interest and actively engages them in the learning process.

Secondly, robotics education stimulates creativity by encouraging students to think innovatively and problematically. In robotics projects, students are tasked with devising solutions to complex problems, often requiring them to think outside the box and apply creative problem-solving strategies.

II. NEP 2020 PRINCIPLES
The National Education Policy (NEP) 2020 of India represents a comprehensive and ambitious framework aimed at transforming the country's educational landscape to meet the demands of the 21st century. Emphasizing the principles of equity, access, quality, and inclusion, NEP 2020 seeks to reimagine education as a holistic and multidisciplinary endeavour that nurtures the intellectual, social, and emotional development of learners at all stages of life. By embracing multidisciplinary learning, prioritizing skill development, and harnessing technological innovation, the policy aims to empower students to become confident, creative, and socially responsible individuals capable of navigating the complexities of the modern world and contributing meaningfully to society.

III. THEORETICAL FOUNDATION
Some key theories and frameworks that underpin the integration of robotics in computer science education:

Constructivism: Constructivist theory posits that learners actively construct their understanding of the world through experiences, interactions, and reflection. In the context of robotics education, constructivism suggests that students learn best when they are actively engaged in hands-on activities, experimenting with robotic systems, and collaboratively solving problems.

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Hands-on Learning: Hands-on learning theory emphasizes the importance of direct sensory experiences and physical engagement in the learning process. In robotics education, hands-on learning takes center stage as students manipulate physical materials, assemble robotic components, and interact with robots in real-world contexts.

STEAM Education: STEAM education integrates the disciplines of Science, Technology, Engineering, Arts, and Mathematics to provide students with holistic and interdisciplinary learning experiences. By incorporating artistic elements such as design aesthetics, storytelling, and creative expression, robotics projects in STEAM education foster innovation, collaboration, and the integration of diverse perspectives.

Experiential Learning: Experiential learning theory emphasizes the importance of direct, hands-on experiences in the learning process. Robotics education provides rich opportunities for experiential learning as students engage in authentic, real-world tasks and challenges.

IV. ROLE OF ROBOTICS IN COMPUTER SCIENCE EDUCATION

Incorporating robotics into the computer science curriculum offers a wide array of potential benefits for students.

Interdisciplinary Learning: Robotics integrates concepts from various disciplines, including computer science, engineering, mathematics, and physics. Through robotics projects, students develop a holistic understanding of these subjects and see how they intersect and complement each other.

Lifelong Learning: The role of robotics in computer science education extends beyond traditional classroom learning and plays a significant role in fostering lifelong learning skills among students.

Here's how robotics contributes to lifelong learning in computer science education:

i. **Promoting Curiosity and Exploration:** Robotics engages students in hands-on, experiential learning experiences that stimulate curiosity and encourage exploration.

ii. **Encouraging Problem-Solving and Critical Thinking:** Robotics projects present students with real-world problems and challenges that require critical thinking and problem-solving skills to solve.

iii. **Facilitating Continuous Skill Development:** Robotics provides a platform for students to develop and refine a wide range of technical and soft skills that are valuable for lifelong learning. From programming and engineering to communication and teamwork, robotics projects require students to continuously develop and apply new skills in diverse contexts.

iv. **Encouraging Collaboration and Community Engagement:** Robotics often involves collaboration with peers, mentors, and experts from various disciplines, fostering a sense of community and encouraging students to learn from others.

v. **Inspiring Innovation and Entrepreneurship:** Robotics sparks creativity and innovation by challenging students to design and create solutions to real-world problems.

V. INTEGRATION WITH NEP 2020 PRINCIPLES

Incorporating robotics projects into the curriculum aligns with the principles of NEP 2020 by promoting experiential learning, interdisciplinary exploration, skill development, technology integration, innovation, entrepreneurship, and inclusive education. By embracing robotics education, schools can create enriching learning experiences that prepare students for success in the 21st century and contribute to the broader goals of educational reform outlined in NEP 2020.

Robotics for Lifelong Learning

Develop robotics-based learning experiences that promote lifelong learning skills such as curiosity, adaptability, and resilience. Create opportunities for students to engage in self-directed learning, exploration, and discovery through robotics projects.

Here we will discuss about 2 ideas that can help develop robotics-based learning experiences that promote lifelong learning skills.

A. Project-Based Learning (PBL) Modules

1. Develop project-based learning modules that integrate robotics with other subject areas such as science, mathematics, engineering, and art.

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2. Present students with real-world problems or scenarios that require interdisciplinary solutions. For example, challenge students to design and build a robot that can assist with environmental monitoring, perform a scientific experiment, or create an interactive art installation.
3. Facilitate student-led inquiry by providing guiding questions, resources, and hands-on activities that encourage exploration and experimentation. Encourage students to take ownership of their learning and pursue areas of personal interest within the project.

B. Robotics Mentorship Programs

1. Establish robotics mentorship programs where students could learn from experts in the field, such as researchers, engineers, and industry professionals.
2. Pair students with mentors who can provide guidance, advice, and support as they explore robotics-related topics or pursue their own projects.
3. Encourage mentors to share their own experiences, insights, and challenges with students, inspiring them to develop a growth mindset and a passion for lifelong learning in robotics and STEM fields.

VI. IMPLEMENTATION OF PROJECT-BASED LEARNING (PBL) MODULES

Implementing Project-Based Learning (PBL) modules in collaboration with the National Education Policy (NEP) 2020 involves aligning the principles and objectives of PBL with the goals and aspirations of NEP 2020.

Here is a step-by-step guide to implementing PBL modules in collaboration with NEP 2020:

1. Alignment with NEP 2020 Objectives:

Review the key principles and objectives of NEP 2020, such as promoting holistic development, fostering creativity and innovation, and integrating experiential learning approaches.

Identify specific goals and outcomes from NEP 2020 that align with the principles of PBL, such as fostering critical thinking, problem-solving, collaboration, and lifelong learning skills.

2. Curriculum Design and Development:

Develop PBL modules that integrate NEP 2020 objectives with hands-on, inquiry-based learning experiences. Design projects that address real-world problems, challenges, or opportunities relevant to students' interests, community needs, or societal issues.

Define clear learning objectives, assessment criteria, and project milestones for each PBL module, ensuring alignment with curriculum standards, educational goals, and NEP 2020 principles

3. Selection of Project Topics:

Choose project topics that span multiple disciplines and subject areas, allowing students to apply knowledge and skills from various domains, including science, mathematics, social sciences, humanities, and vocational education.

Encourage students to explore interdisciplinary connections and integrate concepts and principles from different subjects into their project work.

4. Student Engagement and Collaboration:

Promote active student engagement and collaboration throughout the project-based learning process. Encourage students to work in teams to solve problems, generate ideas, and develop solutions collaboratively.

Foster a supportive learning environment where students feel empowered to take ownership of their learning, ask questions, seek resources, and contribute their unique perspectives and talents to the project.

5. Integration of Experiential Learning

Integrate experiential learning approaches, such as hands-on activities, fieldwork, internships, and community-based projects, into PBL modules. Provide opportunities for students to engage in authentic, real-world experiences that deepen their understanding and appreciation of the subject matter.

Collaborate with external partners, such as industry organizations, research institutions, and community groups, to provide students with access to resources, expertise, and mentorship opportunities related to their project topics.

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6. Assessment and Evaluation
Develop authentic and meaningful assessments that measure student learning outcomes and competencies aligned with NEP 2020 objectives. Use a variety of assessment methods, such as project presentations, portfolios, reflections, and peer evaluations, to evaluate student performance.

Provide constructive feedback to students throughout the project-based learning process, highlighting strengths, areas for improvement, and opportunities for growth. Use assessment data to inform instructional decisions and support student learning.

7. Professional Development and Support:
Provide professional development opportunities and support for educators to effectively implement PBL modules in alignment with NEP 2020 principles. Offer training workshops, resources, and ongoing coaching to help teachers design, facilitate, and assess project-based learning experiences.

Foster a culture of collaboration and continuous improvement among educators, encouraging them to share best practices, lessons learned, and innovative approaches to PBL implementation.

8. Continuous Improvement and Reflection:
Engage in continuous improvement and reflection processes to evaluate the effectiveness of PBL modules and make iterative improvements based on feedback and data. Gather input from students, educators, administrators, and stakeholders to assess the impact of PBL on student learning and engagement.

Use evaluation findings to refine curriculum design, instructional strategies, and assessment practices, ensuring that PBL modules continue to align with NEP 2020 objectives and meet the evolving needs of students and educators.

VII. IMPLEMENTATION OF ROBOTICS MENTORSHIP PROGRAMS

Implementing Robotics Mentorship Programs in collaboration with the National Education Policy (NEP) 2020 involves careful planning, coordination, and integration of mentorship activities within the framework of NEP 2020. Here is a step-by-step guide to implementing such programs:

1. Needs Assessment and Goal Setting:
Conduct a needs assessment to identify the goals, objectives, and target audience for the mentorship program. Determine the specific skills, knowledge, and competencies that students aim to develop through robotics mentorship.

Align the goals of the mentorship program with the principles and aspirations of NEP 2020, such as promoting vocational skills, fostering innovation and creativity, and integrating experiential learning approaches.

2. Partnership Development:
Establish partnerships with schools, colleges, universities, industry organizations, and community groups to support the implementation of robotics mentorship programs.

Collaborate with robotics experts, engineers, researchers, and professionals who can serve as mentors and provide guidance, support, and expertise to students.

3. Curriculum Design and Integration:
Develop a curriculum or learning framework for the mentorship program that integrates robotics education with NEP 2020 principles and objectives.

Design mentorship activities, projects, and learning experiences that align with curriculum standards, educational goals, and student interests.

Incorporate multidisciplinary learning approaches, hands-on activities, and real-world projects that promote creativity, critical thinking, and problem-solving skills.

4. Mentor Recruitment and Training:
Recruit mentors with expertise in robotics, engineering, computer science, and related fields who are passionate about mentoring and supporting student learning.

Provide mentor training and professional development opportunities to equip mentors with the skills, knowledge, and resources needed to effectively mentor students.

Foster a culture of mentorship that values collaboration, communication, and continuous learning among mentors and mentees.

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5. Student Engagement and Recruitment:
Promote the mentorship program to students through outreach efforts, informational sessions, and recruitment events. Highlight the benefits of participating in the program, such as gaining hands-on experience, learning from experts, and building valuable skills.

Encourage students from diverse backgrounds and academic levels to participate in the mentorship program, ensuring inclusivity and accessibility for all students

6. Project Implementation and Evaluation:
Implement robotics projects, activities, and mentorship sessions according to the established curriculum and schedule. Provide ongoing support and guidance to mentors and students throughout the program.

Evaluate the effectiveness of the mentorship program through regular assessment and feedback mechanisms. Gather input from mentors, students, educators, and stakeholders to identify strengths, areas for improvement, and opportunities for growth.

Use evaluation data to make informed decisions, refine programmatic elements, and enhance the overall quality and impact of the mentorship program.

7. Celebration and Recognition:
Celebrate the achievements and successes of students and mentors through recognition events, awards ceremonies, and showcases. Highlight student accomplishments, innovations, and learning outcomes resulting from their participation in the mentorship program.

Showcase student projects, presentations, and research findings to a wider audience, including parents, educators, industry partners, and policymakers, to demonstrate the value and impact of robotics mentorship in education.

VIII. CONCLUSION

The integration of project-based modules and robotics mentorship programs in alignment with the National Education Policy (NEP) 2020 can have a profound impact on education, fostering holistic development, innovation, and lifelong learning among students.

Project-based modules provide students with hands-on, experiential learning experiences that deepen their understanding of concepts and foster critical thinking, problem-solving, and collaboration skills. Similarly, robotics mentorship programs offer personalized guidance and support, empowering students to explore their interests, develop technical skills, and gain real-world experience. Together, these approaches enhance learning outcomes and promote academic excellence in line with NEP 2020's focus on holistic development and quality education. Project-based learning and robotics mentorship programs cultivate a culture of lifelong learning, where students are encouraged to explore their interests, pursue self-directed projects, and continue learning beyond the classroom. By engaging in meaningful projects and mentorship relationships, students develop a growth mindset, curiosity, and a passion for learning that extends beyond formal education. This supports NEP 2020's goal of fostering a culture of continuous learning and lifelong education among students.

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NEP'S VISION FOR EXPERIENTIAL LEARNING TO IMPROVE EMPLOYABLE SKILLS

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ABSTRACT
The National Education Policy (NEP) of India envisions experiential learning as a key strategy to improve employable skills among students. The policy recognizes that traditional methods of learning may not fully equip students with the skills needed for the modern workforce. The NEP's vision for experiential learning is to provide students with the practical skills, knowledge, and mindset needed to succeed in the modern workforce. By emphasizing experiential learning, the NEP aims to make education more relevant, engaging, and impactful in improving students' employability. Experiential learning can significantly enhance employability skills by providing practical experiences that bridge the gap between theory and practice.

Experiential learning involves learning through experience, reflection, and active engagement with real-world problems or situations. This approach allows individuals to develop practical skills, such as problem-solving, decision-making, and communication, which are highly valued by employers. By applying theoretical knowledge to real-life scenarios, individuals can gain a deeper understanding of concepts and develop the ability to adapt to different situations.

Keywords: NEP, Experiential learning, Employability, Skill.

I. INTRODUCTION

The National Education Policy (NEP) of India, unveiled in 2020, envisions a transformative shift in the education system, with a strong focus on experiential learning to enhance employable skills. NEP recognizes that traditional rote learning methods are insufficient in preparing students for the challenges of the modern workforce, particularly in sectors such as the Small Scale Industry (SSI) sector.

NEP's vision for experiential learning is grounded in the belief that hands-on, practical learning experiences are essential for developing critical thinking, problem-solving, and communication skills. By emphasizing experiential learning, NEP aims to bridge the gap between education and employment, ensuring that students are equipped with the skills and knowledge necessary to succeed in a rapidly evolving job market.

II. The National Education Policy (NEP) aims to enhance experiential learning to improve employable skills in the Small Scale Industry (SSI) sector through several key strategies:

1. **Skill-Based Education:** NEP emphasizes skill-based education from an early age, focusing on practical skills that are relevant to the needs of industries, including the SSI sector.
2. **Internships and Apprenticeships**: The policy promotes internships and apprenticeships as integral parts of the education system, providing students with hands-on experience in real work environments, including SSI units.
3. **Industry-Academia Collaboration:** NEP encourages collaboration between educational institutions and industries, including SSIs, to develop curriculum, provide training, and create opportunities for students to gain practical skills.
4. **Entrepreneurship Education:** The policy emphasizes the importance of entrepreneurship education to foster innovation and job creation, particularly in sectors like SSI where entrepreneurship plays a significant role.
5. **Technology Integration:** NEP advocates for the integration of technology in education to enhance learning outcomes and equip students with the digital skills needed in modern industries, including SSIs.
6. **Flexible Learning Pathways:** The policy supports flexible learning pathways that allow students to combine academic learning with practical training and work experience, catering to the diverse needs of learners and industries.

By implementing these strategies, NEP aims to create a workforce with the necessary skills and competencies to contribute effectively to the SSI sector and enhance its growth and competitiveness.

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III. REVIEW OF LITERATURE

The National Education Policy (NEP) of India's focus on experiential learning to enhance employable skills aligns with global trends and research in education.

A review of the literature reveals that experiential learning can enhance critical thinking, problem-solving, and communication skills, which are essential for employability. For example, a study by Kolb (1984) found that experiential learning enhances students' ability to apply theoretical knowledge in practical situations, leading to better problem-solving skills.

Furthermore, research by Prince (2004) suggests that project-based learning, a form of experiential learning, improves students' ability to work in teams and communicate effectively, both of which are highly valued by employers. Similarly, studies by Froyd and Simpson (2002) and Smith and Ragan (2005) highlight the importance of experiential learning in developing students' professional skills and preparing them for the workforce.

The NEP's emphasis on industry-academia collaboration is also supported by research. For example, a study by Breen and Pleshko (2016) found that collaboration between educational institutions and industries improves students' employability by providing them with industry-relevant skills and knowledge.

IV. OBJECTIVES OF THE STUDY

1. To gain knowledge about the NEP 2020 in general.

2. To discuss the ways in which NEP 2020 promotes the growth of small businesses.

2. How India would use NEP 2020 to create Atma Nirbhar Bharat.

V. REASEARCH METHODLOGY

The research method used is a descriptive qualitative methodology based on a literature review and analysis of several references. Use qualitative research methods such as interviews, focus groups, and case studies to gather data from stakeholders involved in implementing the NEP's vision for experiential learning. This could include educators, students, industry representatives, and policymakers.

The secondary data which were collected to analyze collected data, different statistical tools and ways have been applied for analysis and interpretation of result.

VI. NEP 2020: INDIA'S PLAN TO ESTABLISH ATMA NIRBHAR BHARAT

India aims to leverage the National Education Policy (NEP) 2020 to create an Atma Nirbhar Bharat (self-reliant India) by focusing on several key areas:

1. **Skill Development:** NEP emphasizes the importance of skill development and vocational education from an early age. By providing students with practical, hands-on learning experiences, NEP aims to equip them with the skills needed to contribute to a self-reliant economy.
2. **Entrepreneurship:** NEP promotes entrepreneurship education and encourages students to develop an entrepreneurial mindset. By fostering a culture of innovation and entrepreneurship, India can create a vibrant ecosystem of startups and small businesses that contribute to economic growth and self-reliance.
3. **Industry Collaboration:** NEP emphasizes collaboration between educational institutions and industries to develop curriculum and programs that are aligned with the needs of the workforce. By working closely with industry partners, India can ensure that its education system produces skilled and employable graduates who can contribute to a self-reliant economy.
4. **Digital Education:** NEP advocates for the integration of technology in education to enhance learning outcomes and reach a wider audience. By leveraging digital education tools and platforms, India can improve access to quality education and empower individuals with the skills needed for a digital economy.
5. **Multidisciplinary Education:** NEP encourages students to investigate a variety of subject areas by advocating for a multidisciplinary approach to education. This method can aid in the development of well-rounded people who can adjust to the shifting needs of society and the economy. .
6. **Research and Innovation:** NEP emphasizes the importance of research and innovation in driving economic growth and self-reliance. By investing in research and fostering a culture of innovation,

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India can develop solutions to local and global challenges, reducing its dependence on foreign technologies and expertise.

Overall, NEP 2020 provides a comprehensive framework for transforming India's education system to create a skilled, innovative, and self-reliant workforce that can drive economic growth and prosperity.

VII. SUGGESTIONS

The National Education Policy (NEP) of India has a strong focus on enhancing employability skills through experiential learning. Here are some suggestions for implementing the NEP's vision:

1. **Curriculum Reforms**: Revise the curriculum to include more hands-on learning experiences such as internships, apprenticeships, and project-based learning. Ensure that these experiences are integrated into the academic calendar and are relevant to industry needs.
2. **Skill Development Programs**: Offer skill development programs that focus on both technical and soft skills. These programs should be designed in collaboration with industry partners to ensure they meet current industry standards.
3. **Industry-Academia Collaboration**: Foster stronger ties between educational institutions and industries. Encourage industry experts to participate in curriculum design, offer guest lectures, and provide mentorship to students.
4. **Infrastructure Development**: Invest in infrastructure that supports experiential learning, such as labs, workshops, and simulation facilities. Ensure that these facilities are equipped with the latest technology and tools used in the industry.
5. **Teacher Training**: Provide training to teachers on how to incorporate experiential learning into their teaching practices. Equip them with the necessary skills and knowledge to facilitate hands-on learning experiences effectively.
6. **Evaluation and Assessment**: Develop innovative methods for evaluating and assessing experiential learning outcomes. Move away from traditional exams and focus on assessing skills and competencies developed through hands-on experiences.
7. **Promotion of Entrepreneurship**: Create a supportive ecosystem for entrepreneurship education. Establish incubation centers, provide funding opportunities, and offer mentorship programs to nurture entrepreneurial skills among students.
8. **Student Support Services**: Provide comprehensive support services to students participating in experiential learning programs. This includes career counseling, mentorship, and guidance on how to make the most of their experiential learning experiences.

By implementing these suggestions, educational institutions can effectively leverage experiential learning to improve students' employability skills and prepare them for success in the workforce.

VIII. CONCLUSION

In conclusion, the National Education Policy (NEP) of India envisions experiential learning as a key strategy to improve employable skills among students. By emphasizing practical exposure, project-based learning, skill development, industry-academia collaboration, entrepreneurship education, infrastructure development, teacher training, evaluation and assessment, and student support services, the NEP aims to make education more relevant and impactful in preparing students for the modern workforce.

Through these initiatives, educational institutions can effectively leverage experiential learning to enhance students' employability skills, including critical thinking, problem-solving, communication, teamwork, and entrepreneurship. By aligning education with industry needs and fostering a culture of lifelong learning, the NEP's vision for experiential learning has the potential to significantly enhance the employability of Indian youth and contribute to the country's economic growth and development.

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CLOUD-BASED LEARNING IN THE NATIONAL EDUCATION POLICY (NEP) 2020

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ABSTRACT
The National Education Policy (NEP) 2020 in many countries marks a significant milestone in the evolution of educational frameworks, emphasizing the need for a transformative approach to learning. One of the key elements contributing to this shift is the integration of cloud-based learning technologies. This research explores the transformative impact of Cloud-Based Learning within the framework of the National Education Policy (NEP) 2020, focusing on its pivotal role in fostering a dynamic education environment and promoting inclusive practices. The study delves into the evolving landscape of education, analyzing how Cloud-Based Learning technologies facilitate a paradigm shift towards dynamic educational methodologies. Through an extensive literature review, case studies, and empirical analysis, the research elucidates the multifaceted benefits of cloud-based platforms in creating a dynamic educational ecosystem. Furthermore, the study investigates the potential of Cloud-Based learning to bridge gaps and enhance inclusivity in

National Education Policy (NEP) 2020 education, ensuring equitable access to quality learning resources for diverse student populations. By examining the alignment between Cloud-Based Learning and the inclusive objectives outlined in the NEP 2020, this research contributes valuable insights to educational policymakers, practitioners, and stakeholders seeking to harness technology for the betterment of education in the 21st century.

Keywords: Cloud-Based Learning, NEP 2020, Paradigm Shift, Inclusive Education, Dynamic Education.

INTRODUCTION
Cloud-based learning, also known as cloud computing in education, refers to the use of internet-based services and resources to deliver educational content and facilitate collaboration among students, educators, and institutions. In the context of the NEP 2020, the incorporation of cloud-based learning aligns with the broader goals of democratizing education, promoting inclusivity, and preparing students for the challenges of the digital age.

Cloud-based learning allows for personalized and flexible learning experiences. Students can access educational content at their own pace, catering to diverse learning styles and preferences. Cloud-based platforms enable seamless collaboration among students, teachers, and institutions. Through shared online spaces, collaborative projects, and virtual classrooms, the NEP 2020 seeks to enhance connectivity, fostering a sense of community and knowledge-sharing among learners. Cloud-based learning technologies offer a departure from conventional, static educational models. They introduce dynamic, interactive, and adaptive learning environments that cater to the diverse needs and learning styles of students. This shift fosters an atmosphere where education becomes an evolving, engaging, and personalized experience.

The Intersection of NEP 2020 and Cloud-Based Learning: The intersection of NEP 2020 and Cloud-Based Learning represents the confluence of policy objectives with technological advancements. Cloud-based learning, utilizing internet-based platforms and services, aligns with the NEP's vision by offering dynamic, inclusive, and scalable learning environments. Cloud-Based Learning leverages technology to provide ubiquitous access to educational resources, collaborative tools, and personalized learning experiences. It transcends the constraints of traditional classrooms, promoting anytime-anywhere learning. One of the key focal points of the NEP 2020 is inclusivity, ensuring that education reaches all segments of society. Cloud-based learning, with its capacity to break down geographical and socio-economic barriers, plays a crucial role in making education more inclusive.

Inclusive Education through Cloud-Based Learning – A Focus on Accessibility and Equity: Inclusivity is at the core of modern educational philosophies, with the NEP 2020 recognizing the need for an education system that accommodates the diverse needs of all learners. However, achieving inclusivity necessitates addressing challenges related to accessibility and equity. This research will delve into how Cloud-Based Learning serves as a key enabler in overcoming these challenges, fostering an environment where education is truly inclusive. Accessibility in education extends beyond physical reach to encompass the availability and usability of educational resources. Cloud-based learning, by its online nature, offers unparalleled accessibility. This research will scrutinize how Cloud-Based Learning ensures anytime-anywhere access to educational

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content, leveling the playing field for students, regardless of their geographic location. The NEP 2020 emphasizes the elimination of socio-economic disparities in education, aiming to provide equal opportunities to all. Cloud-based learning, with its potential to break down socio-economic barriers, becomes a potent instrument in realizing this vision. Equity in education also entails recognizing and accommodating diverse learning styles. Cloud-Based Learning, with its adaptive and personalized features, caters to individual student needs.

Dynamic Education Environment: Cloud-based learning emerges as a transformative force in cultivating a dynamic education environment through real-time collaboration and communication. This research explores how cloud platforms facilitate seamless interactions among students, educators, and institutions, transcending temporal and geographical constraints. By fostering real-time collaboration, Cloud-Based Learning not only enhances engagement but also prepares students for the collaborative nature of the modern workforce. In the pursuit of a dynamic education environment, adaptive learning systems powered by Cloud-Based Learning play a pivotal role. This research investigates how these systems tailor educational content based on individual learner needs, pacing, and preferences. The adaptability of Cloud-Based Learning ensures that students receive personalized learning experiences, fostering a dynamic approach that accommodates diverse learning styles. Cloud-Based Learning extends the boundaries of education beyond traditional timelines, embracing the concept of lifelong learning. This research explores how cloud platforms facilitate continuous skill development by providing accessible and up-to-date learning resources. By promoting a culture of lifelong learning, Cloud-Based Learning contributes to a dynamic education environment where individuals continuously acquire and refine skills to adapt to evolving industry demands.

Advantages of Cloud-Based Learning in Addressing NEP Goals:

1. **Litheness and Personalization**- Cloud-Based Learning offers a litheness learning environment, allowing students to access educational resources at their own pace and convenience. It facilitates personalized learning experiences, catering to diverse learning styles and individual progress
2. **Inclusive Access and Equity** - Cloud-Based Learning breaks down geographical and socio-economic barriers, providing equitable access to quality educational resources. It ensures that students, regardless of their location or background, can participate in the learning process. Addresses the NEP's focus on inclusivity, promoting equal opportunities for education and bridging gaps to create a more accessible educational landscape
3. **Collaboration and Connectivity** - Cloud-based learning platforms facilitate seamless collaboration among students, educators, and institutions. It offers tools for real-time communication, shared projects, and collaborative learning experiences.
4. **Scalability and Resource Optimization** - Cloud-Based Learning allows educational institutions to scale resources based on demand, optimizing infrastructure and ensuring efficient use of resources.
5. **Technological Literacy and Future Skills** - Cloud-Based Learning exposes students to digital tools, promoting technological literacy. It prepares learners with the skills needed for a technology-driven workforce.
6. **Lifelong Learning and Continuous Skill Development** - Cloud-Based Learning supports continuous learning, allowing individuals to acquire new skills throughout their lives. It provides a platform for ongoing professional development.

Challenges: Key challenges in the implementation of Cloud-Based Learning, focusing on connectivity and infrastructure, digital literacy, and concerns related to data security and privacy.

Data Security and Privacy Concerns:

1. Risks associated with unauthorized access to student data.
2. Concerns about the security of cloud-based storage and transmission.
3. Lack of awareness about data privacy protocols.

Connectivity and Infrastructure:

1. Inadequate internet connectivity in remote or underserved areas.
2. Uneven access to devices and technology infrastructure.
3. Bandwidth limitations affect the quality of online interactions.

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Digital Literacy and Skill Gaps

1. Varied levels of digital literacy among students and educators.
2. Limited exposure to technology tools and applications.
3. Resistance to adapting to digital learning platforms.

CONCLUSION

The move towards dynamic education is evident in the NEP's emphasis on flexibility, learner-centric approaches, and the integration of technology to enhance the teaching and learning process. Cloud-based learning aligns with these principles, providing a platform for personalized, anytime-anywhere education that caters to diverse learning styles and preferences. In essence, the incorporation of cloud-based learning in the NEP represents a forward-looking approach that recognizes the transformative role of technology in education. This shift holds the promise of not only making education more inclusive and accessible but also preparing learners for the complexities of the modern world. As the nation embraces this new era in education, collaboration between policymakers, educators, technology providers, and communities will be crucial to harness the full potential of cloud-based learning in shaping a brighter and more dynamic future for education in the country.

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LONG-TERM IMPACT OF EXPERIENTIAL LEARNING ON CAREER READINESS AS PER NEP 2020

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ABSTRACT
This research paper delves into the enduring impact of experiential learning on career achievement, with a focus on the alignment of outcomes with the principles laid out in the National Education Policy (NEP) 2020. Emphasizing hands-on, practical experiences, experiential learning has emerged as a potent educational strategy, fostering skill acquisition and comprehensive development.

The NEP 2020, emphasizing a learner-centric and multidisciplinary approach, resonates with the ethos of experiential learning. This paper scrutinizes the theoretical underpinnings of experiential learning, probes its real-world applications, and assesses its sustained influence on long-term career paths. With an emphasis on holistic and experiential education, the NEP 2020 seeks to instil critical thinking, problem-solving skills, and practical knowledge. This study explores the impact of experiential learning on the career trajectories of individuals who have undergone such educational methodologies, investigating the congruence of these outcomes with the objectives articulated in the NEP 2020.

Participation in experiential learning enhances student motivation and engagement, as it involves active involvement. The active engagement of students makes the learning experience more enjoyable and meaningful. Practical applications and hands-on experiences in learning ensure that the knowledge gained is relevant and applicable to students' lives.

Keywords: Experiential learning, NEP 2020, career readiness, Higher education, schools, experiential theories

INTRODUCTION
The National Education Policy 2020 (NEP 2020) of India emphasizes the crucial role of experiential learning in preparing students for future careers. This paper explores the long-term impact of such learning on career readiness, examining its potential to equip graduates with essential skills, foster adaptability, and cultivate career resilience in the dynamic job market. Drawing upon research evidence and relevant provisions of NEP 2020, the paper argues that a well-designed, integrated approach to experiential learning can significantly enhance graduate employability and career success in the long term. The NEP 2020 marks a paradigm shift in India's education system, emphasizing the importance of experiential learning in fostering critical thinking, problem-solving, and practical skills among learners.

LITERATURE REVIEW OF THE STUDY
An Empirical Study on NEP 2020 [National Education Policy] with Special Reference to the Future of Indian Education System

Nurturing Sustainable Careers: How New India's NEP 2020 is Driving Employability Through Skills-Based Education

Questionnaire

OBJECTIVES OF THE STUDY
- To understand the theoretical foundations of experiential learning.
- To analyze the practical applications of experiential learning in diverse educational settings.
- To investigate the long-term impact of experiential learning on career achievement.

RESEARCH METHODOLOGY
- The research analysis is based on Primary data and Secondary data. Secondary data was collected from scholarly books.
- News articles, published texts, and the Internet.

HYPOTHESIS
H0: To investigate that there no is long-term impact of experiential learning on career achievement

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H1: To investigate there is long-term impact of experiential learning on career achievement

ANALYSIS

Experiential learning indeed offers a promising solution to the challenges faced by teachers in engaging students and fostering deep learning. By shifting from traditional teaching methods to a more hands-on and practical approach, educators can create a more dynamic and interactive learning environment**.**

Here are some key benefits of experiential learning:

1. **Increased Engagement:** Hands-on activities and real-world challenges capture students' attention and interest, making the learning process more engaging. This active involvement helps in retaining information better than passive learning methods.
2. **Application of Knowledge:** Experiential learning allows students to apply theoretical concepts to real-world scenarios. This application of knowledge helps in bridging the gap between theory and practice, enhancing the understanding of the subject matter.
3. **Critical Thinking Skills:** By facing real-world challenges, students develop critical thinking skills. They learn to analyze situations, make decisions, and solve problems, which are essential skills for success in both academic and professional settings.
4. **Retention of Information:** Active participation in the learning process contributes to better retention of information. When students experience and apply concepts, they are more likely to remember and understand the material in the long term.
5. **Promotion of Collaboration:** Experiential learning often involves collaborative activities, encouraging teamwork and communication skills. Students learn to work together to achieve common goals, reflecting real-world scenarios where collaboration is crucial**.**
6. **Personalized Learning:** Students can explore their interests and strengths through experiential learning. Teachers can tailor activities to cater to diverse learning styles, allowing for a more personalized educational experience.
7. **Lifelong Learning:** Experiential learning instills a love for learning and curiosity. Students are more likely to continue seeking knowledge outside the classroom, fostering a mindset of lifelong learning**.**
8. **Preparation for the Future:** As the world evolves, students need skills beyond rote memorization. Experiential learning prepares them for the challenges of the future by developing adaptability, creativity, and a willingness to learn.

To implement experiential learning effectively, educators should design activities that align with learning objectives, provide guidance and support during the process, and facilitate reflection to reinforce understanding. Additionally, incorporating technology, real-world case studies, and guest speakers can further enhance the experiential learning experience

Experiential Learning Models

Experiential learning is a powerful theory, suggesting that deep learning arises from actively engaging with experiences, reflecting on them, and applying the gained insights to new situations. Let's delve into its theoretical underpinnings and visualize the learning cycle.

Theoretical Foundations:

- **Constructivism**: Learners actively construct knowledge through experiences, not passively receiving it. (Piaget, Vygotsky)
- **Learning by Doing**: Knowledge is solidified through practical application, not just theory. (Dewey, Kolb)
- **Reflective Learning**: Reflecting on experiences helps extract meaning, connect emotions, and form generalizations. (Schön, Mezirow)

Experiential learning is rooted in theoretical foundations such as constructivism, learning by doing, and reflective learning, which emphasize active engagement, practical application, and reflection on experiences.

Piaget's theory of cognitive development aligns with experiential learning, emphasizing the importance of active engagement, concrete experiences, and scaffolding learning based on developmental stages.

Vygotsky's sociocultural theory highlights the role of social interactions in cognitive development, emphasizing collaborative learning and social negotiation.

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Kolb's Experiential Learning Cycle (ELC) visualizes the learning process through concrete experience, reflective observation, abstract conceptualization, and active experimentation, emphasizing continuous learning and reflection.

John Dewey's theories advocate for strategies such as experiential learning, interdisciplinary approaches, democratic classroom practices, reflective thinking, and community engagement to foster practical skills, cognitive connections, civic responsibility, metacognitive skills, and social awareness in learners.

Mezirow's transformative learning theory emphasizes instrumental and communicative learning dimensions, facilitating true transformation by providing tools and knowledge for change and fostering effective communication and empathy.

The alignment of the National Education Policy (NEP) 2020 with experiential learning principles emphasizes holistic development, inquiry-based learning, real-world relevance, skill-based education, and learner-centricity to prepare learners for success in the 21st century.

Practical applications of experiential learning span various learning environments, including formal education (early childhood, K-12, higher education), informal education, vocational and technical training, outdoor education, arts and creative disciplines, language learning, online learning, and professional development.

These applications aim to enhance learning outcomes, engagement, motivation, transfer of learning, accessibility, inclusivity, and assessment and reflection practices, emphasizing technology integration, diverse applications, effectiveness analysis, challenges, and adaptations.

During the Subject it was Understood that.

- **Data**:-The number of male participants constitutes approximately 73.7% of the total participants .Female participants make up the remaining 26.3% of the total participants, with 10 out of 38 participants being female.
- **Experiential Learning Participation**: Internship is the most common form of experiential learning reported followed by Sports Other activities like Problem Solving Sessions, Study Abroad, and Hands-on Laboratory Experiments have lower participation rates. The diversity of experiential learning activities suggests that educational institutions are offering a range of opportunities for students to apply theoretical knowledge in practical settings.
- **Impact of Experiential Learning on Your Long-Term Career Achievement**- a positive inclination towards experiential learning, with many participants recognizing its effectiveness in enhancing practical skills and knowledge. The participation of individuals from diverse genders and educational backgrounds further underscores the importance of experiential learning across various career paths. This multifaceted impact of experiential learning on practical skill development and long-term career aspirations demonstrates its significance in shaping individuals' professional growth and success

Correlation with Job Demands:

- Many participants acknowledged a correlation between the skills acquired through experiential learning and the demands of their current or past jobs. This correlation is seen as valuable for immediate application of learned concepts to real-world situations.
- Experiential learning is perceived to bridge the gap between theoretical knowledge and practical experience, providing individuals with the skills needed to excel in their professional roles.
- While some respondents expressed clear positive views on the impact of experiential learning, others provided more ambiguous or neutral responses, suggesting a diversity of perspectives on its effectiveness.
- It's worth noting that some respondents mentioned specific skills or experiences gained through experiential learning, while others provided more general or abstract responses.

Participation and Effectiveness Rating:

- Participants from various backgrounds have engaged in experiential learning activities during their education, such as case studies, internships, field visits, sports, role-play sessions, and more.
- Effectiveness ratings vary from neutral to very positive, indicating diverse perceptions of the impact of experiential learning on practical skills and knowledge enhancement.

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Perception of Impact on Career and Skill Development:

- Participants perceive experiential learning to have a positive impact on their long-term career achievements, with some expressing uncertainty or neutrality.
- Many respondents believe that experiential learning has contributed significantly to their career development by providing hands-on experience, enhancing practical skills, problem-solving abilities, and industry insights.
- Several participants note a correlation between the skills acquired through experiential learning and the demands of their current or past jobs, emphasizing the practical applicability of such learning experiences.

Alignment with National Education Policy (NEP) 2020:

- While some participants are familiar with the NEP 2020, opinions vary regarding whether experiential learning aligns with the goals outlined in the policy.
- Suggestions for further alignment with NEP 2020 include emphasizing critical thinking, integrating real-world experiences, promoting research, and providing equal opportunities for experiential learning.

Challenges and Obstacles:

- Some respondents have encountered challenges related to experiential learning, such as communication issues, lack of resources, difficulty in applying theoretical knowledge, and facing nepotism or ethical dilemmas.

Holistic Development and Decision Making:

- Experiential learning is perceived to contribute to holistic development, including personal, social, and professional aspects, although opinions on its influence on critical thinking and problem-solving skills vary.
- Participants acknowledge the transferability of skills acquired through experiential learning across different career scenarios.
- Experiential learning has influenced participants' career decision-making processes, with many indicating positive effects on skill development and confidence.

Future Perspectives:

- Overall, participants express varying levels of encouragement for future students to engage in experiential learning based on their own experiences, with some strongly advocating for its benefits.

FINDING

- Based on research findings, several key insights emerge regarding experiential learning and its impact on participants' career development, perceptions, alignment with educational policies, challenges, and future perspectives:
- Internships are identified as the most common form of experiential learning, followed by sports and other activities like problem-solving sessions and study abroad programs. This diversity of activities suggests a broad range of opportunities for practical application of knowledge.
- Many participants recognize a correlation between skills acquired through experiential learning and the demands of their current or past jobs. This indicates the practical relevance and immediate applicability of experiential learning in professional settings.
- Participants' effectiveness ratings of experiential learning vary, reflecting diverse perceptions of its impact on practical skills and knowledge enhancement. While some express positive views, others remain neutral or uncertain.
- Opinions vary regarding the alignment of experiential learning with the goals outlined in NEP 2020. Suggestions for further alignment include emphasizing critical thinking, integrating real-world experiences, and promoting research.
- Respondents cite various challenges related to experiential learning, including communication issues, resource limitations, difficulty in applying theoretical knowledge, and ethical dilemmas. Addressing these challenges is crucial for optimizing the effectiveness of experiential learning initiatives.
- Experiential learning is perceived to contribute to holistic development, encompassing personal, social, and professional aspects. It also influences participants' career decision-making processes by enhancing skills and confidence.

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- Participants express varying levels of encouragement for future students to engage in experiential learning based on their own experiences. Some strongly advocate for its benefits, indicating a positive outlook on its continued integration into educational practices.

HYPOTHESIS TESTING

Study interprets that we do not have enough evidence to conclude that there is a significant association between experiential learning and long-term career achievement based on the provided data.

SUGGESTION

- **Diversify Experiential Learning Activities:** While internships are widely acknowledged, consider expanding the range of experiential learning activities to include more diverse options such as simulations, community service projects, and industry collaborations. This can provide students with a broader range of practical experiences.
- **Bridge the Gap with Job Demands:** Strengthen connections between experiential learning activities and industry demands by regularly updating curricula to reflect current trends and skills required in the job market. Collaborate with industry partners to design experiential learning opportunities that directly address industry needs.
- **Enhance Effectiveness and Evaluation:** Develop comprehensive evaluation frameworks to assess the effectiveness of experiential learning initiatives. Gather feedback from participants to continuously improve program delivery and ensure alignment with learning objectives.
- **Align with Educational Policies:** Ensure that experiential learning initiatives align with the goals outlined in educational policies such as NEP 2020. Emphasize the development of critical thinking, problem-solving, and real-world application of knowledge to meet policy objectives.
- **Address Challenges Proactively:** Proactively address challenges related to experiential learning, such as communication issues and resource limitations. Invest in infrastructure, technology, and faculty development to support the implementation of high-quality experiential learning initiatives.
- **Promote Holistic Development:** Emphasize the role of experiential learning in fostering holistic development by providing opportunities for personal, social, and professional growth. Encourage reflection and self-awareness to help students understand the broader impact of their experiences.
- **Empower Career Decision-Making:** Integrate career exploration and reflection into experiential learning activities to empower students in making informed career decisions. Provide mentorship and guidance to help students identify their strengths, interests, and career pathways.
- **Encourage Continued Engagement:** Foster a culture of continuous learning and engagement by encouraging alumni and industry professionals to share their experiences and insights with current students. Provide opportunities for networking, mentorship, and ongoing skill development.

By implementing these suggestions, institutions can optimize the impact of experiential learning on students' career development, perceptions, and overall educational experience

CONCLUSION

The data underscores the importance of experiential learning in career development, with many participants recognizing its value in providing practical skills, industry insights, a opportunities for personal and professional growth.

In conclusion ,it is suggests that experiential learning plays a significant role in shaping individuals' career paths by providing practical skills, industry insights, and opportunities for personal and professional growth, although perceptions of its effectiveness may vary among individuals

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EXPERIENTIAL LEARNING- A PEDAGOGY FOR CREATING LEADERS

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ABSTRACT
A leader is one who knows the way, goes the way and shows the way." —John C. Maxwell

This research aims to investigate the scope of experiential learning by examining its applications, effectiveness, and challenges across diverse educational settings and disciplines. The study will explore the opportunities provided by experiential learning approaches, such as hands-on activities, real-world applications, and immersive learning experiences, in enhancing student engagement, fostering critical thinking skills, and promoting deep learning outcomes. These opportunities help to evolve a good leader through tough experiences. Experiential learning helps the students to think. These thinking skills will develop them mentally,socially and educationally. The role of educational institutions here is to provide a strong foundation with a theory and leave the students to explore more about it. Experiential learning is the future where the world is developing fast. In this speed we should not forget to give the new generation an experience and thought of what they are learning. These thoughts will spring new leaders in many fields tomorrow. This paper will explain how experiential learning will benefit the future generation who are vibrant and inquisitive to know and learn new things. This learning process will give them a great experience and generate a sense of leadership in them.

Keywords: application, learning outcome, foundation, good leader, inquisitive, leadership

I. INTRODUCTION
Experiential learning is way different from cognitive and behavioural learning. It focuses on the experiences that is given in learning process. Ideas are taught creatively by making them experience the idea and not just theoretically. Instead of traditional methods like lectures or textbook-based instruction, experiential learning immerses learners in hands-on activities, real-world situations, or simulations where they can actively engage with the subject matter. This approach is rooted in the idea that learners better understand and retain knowledge when they actively participate in the learning process, make connections between theory and practice, and reflect on their experiences to derive meaning and understanding. Experiential learning can take various forms, including internships, fieldwork, laboratory experiments, role-playing exercises, and group projects. The main features of experiential learning includes:

Concrete Experience: Learners engage in direct experiences that are relevant to the subject matter, such as experiments, field trips, or simulations.

Reflective Observation: After the experience, learners reflect on what happened, what they observed, and how it relates to their existing knowledge or beliefs.

Abstract Conceptualization: Learners analyse their experiences to identify underlying principles, theories, or concepts, linking the concrete experience to broader theoretical frameworks.

Active Experimentation: Based on their reflections and conceptualizations, learners apply their new understanding to solve problems, make decisions, or engage in further exploration, creating new experiences in the process.

Leadership is about reacting and managing situations. A good leader is one who can create a sense of unity, take decision and lead a team. Leadership skill is the ability shown by a person to encourage a team to move towards achieving certain goals.

II. OBJECTIVES
1. To explore the scope of experiential learning in todays generation.
2. To study experiential learning with regards to creating good leaders
3. To analyse the need to inculcate leadership skills in students
4. To measure how experiential learning can benefit in instilling leadership qualities in young minds.

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III. LITERATURE REVIEW

There are many articles published on how experiential learning is a must to evoke leadership quality among the employees. An article that was publishes in the journal 'Leadership and Organisational Development' named" "Experiential learning as preparation for leadership: an exploration of the cognitive and physiological processes" focused on how challenging programs would stimulate leadership challenges. It also focuses on studying the relation between learning and developing skills. In his book Catalyst Chandramouli Sir has specified the need to inspire the young minds to walk on the path of experiential learning

IV. RESEARCH METHODOLOGY

The research method used in this paper is secondary method. Information is gathered from articles in various journals published online. I also gathered some information from certain books I happened to read earlier in my life.

V. LEADERSHIP TODAY

In today's competitive and fast-moving world leadership is a skill which needs to be possessed to become successful. Good leaders possess qualities that are needed to progress. Qualities like good communication skills, adaptability, emotional intelligence all helps to motivate their employees to work as a team. A leader helps his team to see beyond what they can. The motivation provided by the leader helps them move to action. Leadership should not be limited to corporate world. Our society too needs good leaders. In society we need someone who can give structure and work for the development of the society. It brings about a positivity among the people and their thoughts. This is what is required in upcoming generation. They need to build this skill that can encourage and motivate others to work towards success.

VI. LEADERSHIP IN WORKPLACE

When we talk about workplace leadership plays a very important role. Today with a change in work culture, technological advancements, hybrid work patterns and high level of competition all calls for a very strong leadership skill. It is important to generate this skill through experiential learning today because:

1. **Complexity and Uncertainty:** The modern business landscape is characterized by rapid change, technological advancements, and global interconnectedness, leading to increased complexity and uncertainty. Effective leaders can navigate this complexity, adapt to change, and steer their teams towards success in volatile environments.
2. **Empowerment and Engagement:** Today's workforce values autonomy, purpose, and meaningful work. Strong leaders empower their team members, delegate responsibility, and foster a sense of ownership, leading to higher levels of engagement, job satisfaction, and productivity.
3. **Innovation and Adaptability:** Innovation is essential for staying competitive in today's fast-paced world. Leaders who encourage creativity, experimentation, and risk-taking create an environment where new ideas can flourish, driving innovation and enabling organizations to adapt to evolving market demands.
4. **Collaboration and Diversity:** In diverse and multicultural workplaces, effective leadership is needed to harness the collective talents and perspectives of team members from different backgrounds. Leaders who promote collaboration, inclusivity, and diversity create stronger teams capable of tackling complex challenges and driving organizational growth.
5. **Remote Work and Virtual Collaboration:** The rise of remote work and virtual collaboration requires leaders to adapt their communication and management styles to effectively lead distributed teams. Leaders who leverage technology, foster open communication, and cultivate trust in virtual settings can overcome the challenges of remote work and maximize team performance.

VII. EXPERIENTIAL LEARNING AND LEADERSHIP DEVELOPMENT

It has been a necessity today to get accustomed to rapid changes. This situation brings a call for exceptional leadership. The art of experiential learning can develop such leaders who can lead the people and show them the path of success. Experiential learning is an approach to education where learners engage in direct experience and reflection to construct knowledge, develop skills, and shape attitudes. It's a hands-on, immersive way of learning that often involves activities such as simulations, role-plays, internships, projects, and outdoor experiences.

When it comes to leadership development, experiential learning is particularly effective. Rather than just reading about leadership theories or attending lectures, individuals can learn leadership skills by actively participating in leadership situations, reflecting on their experiences, receiving feedback, and adjusting their

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behaviour accordingly. This approach allows leaders to develop practical skills such as decision-making, communication, problem-solving, and team building in real-world contexts.

Experiential learning in leadership development often takes the form of leadership workshops, team-building exercises, outdoor challenges, or even leadership simulations where participants are placed in scenarios that mimic real-life leadership situations. These experiences help individuals understand their strengths and weaknesses as leaders, develop self-awareness, and build confidence in their ability to lead effectively.

VIII. PROPAGATED THEORIES

Mr Chandramouli Venkatesan a corporate veteran spoke in his book named "Catalyst"-the ways to win at work and in life. He explains that it is important to provide a strong foundation with theory to the students. He also says it is important to expose the students to a Dip Stick analysis of the theory. The most important point he mentioned is to inspire the young generation to walk on the path of experiential learning. James Macgregor says if transformational leadership is a process where leaders and followers lift one another to a higher level of morality. "A Bass Book on Leadership" is one of the first books on leadership written by Bernard Bass on Transitional leadership. He explains the concept of 4 Is that he explored:

1. Intellectual Stimulation- Here the leader leads by offering challenges
2. Individual Consideration- Curating authentic leadership
3. Inspirational Motivation- movement in the leadership arena from leading by instruction to leading by thought and leading by example.
4. Idealised influence-principle centred leadership created by Mahatma Gandhi and later was followed by Stephen Covey too.

IX. LIMITATIONS

Experiential learning activities in leadership development often vary widely in their design, context, and participants. This variability can make it challenging to generalize findings across different settings or populations. Quantifying leadership skills or behaviour change resulting from experiential learning activities may require subjective measures or self-reporting, which can introduce bias or reliability issues

X. CONCLUSION

In conclusion, the research on experiential learning as a pedagogy for leadership development highlights its effectiveness in fostering practical skills, self-awareness, and adaptability among leaders. Experiential learning offers a dynamic and immersive approach that allows leaders to learn by doing, reflecting, and receiving feedback in real-world contexts. This hands-on approach not only enhances understanding of leadership concepts but also promotes the development of critical skills such as decision-making, communication, problem-solving, and team building.

Moreover, experiential learning in leadership development is aligned with contemporary theories of adult learning, emphasizing the importance of active engagement, relevance, and experiential reflection. By providing opportunities for leaders to grapple with complex challenges, collaborate with diverse teams, and adapt to changing circumstances, experiential learning equips them with the capabilities needed to thrive in today's rapidly evolving organizational landscape.

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EXPERIENTIAL LEARNING: A TEACHING – LEARNING PEDAGOGY

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ABSTRACT
Experiential Learning *(EL) is an experience that we give, by communicating and through interaction with other people. This research paper focuses on* ***teaching–learning pedagogy*** *which is indeed Experiential Learning and in what ways, it can be used by us while teaching to learners in way. The need of EL is not only for academic purposes but also to develop connection with the real world. We, as an Accounting & Finance teachers had conducted certain activities like movie reviewing, reel making along with add-on course from which we tried to give hands-on experience to learners. Learners have been asked to prepare questionnaires, flashcards, guide the street vendors by interviewing some group of individuals about the investment avenues. So here researchers have tried to find out the comparison of last year's batch of SYBAF and current batch of SYBAF and tried to find significant relationship between TL and EL. Wilcoxon signed rank test and Kendall's tau b correlation coefficient are used to test the hypothesis. 100 respondents from both the batches have been analysed by the researchers as a part of primary data.*

Keyword: Experiential learning, teaching pedagogy, learners

INTRODUCTION
Experiential Learning is a type of process in which by experiencing new things, we reflect on the previous knowledge and try to think in order to increase that knowledge with more ideas by acting on it resulting in completion of the given task. We can relate Experiential Learning with Kolb's classic model. Experiential Learning will earn importance in NEP 2020. This will not only help in practical method but also while teaching a theory subject, it can help us by personally experiencing a particular topic and may also create a better understanding of it. There is a great scope & opportunities if we use Experiential Learning in our day-to-day life. A study which was published in PLOS Biology on 20000 students said that concept grasping power increased by 47% due to this type of learning.

REVIEW OF LITERATURE:-
Kong Y (2021) - The researcher has studied EL as a learner centric pedagogy. The author has tried to find out role of EL on-classroom engagement, involvement on learners. The paper is completely descriptive in nature with the help of secondary data. Authors have not considered different fields of study courses & and also between group comparisons are not taken into consideration.

Rapport D (2013) - has studied his research project with students of K-12 as sample respondents. As students have different understanding skills speed, they need to be taught with different methods. Online plus offline pedagogy is not focused by researcher in his study. The focus was on classroom activities of the learners.

Nooghabi S. et.al (2011) - the researchers have focused mainly on challenges of experiential learning for the practical courses. The researchers have focused only University of Jehran as research universe under study. Only agricultural college under the university are taken into consideration.

Ahmed R (2019) - has assessed empirical evidence in the subject of accounting as it is most practical subject. The study is based exclusively on secondary data / method of data collection. The reviewed papers were, thus analysed in terms of students' learning outcomes from different approaches to EL. The paper focuses only on developmental trends literature of EL.

Mostert C, Nel K. (2021) - in their white paper have studied EL while teaching business finance. The study has focused on simulation, multiple workplace applications, group-works. The paper has exclusively focused on teaching learning pedagogy w.r.t business finance subject exclusively. He has not covered other practical subjects in consideration.

RESEARCH QUESTION: -
1. Is experiential learning engaging both slow learners & advanced learners both?
2. Is EL experience makes learners more confident about the subject & terminologies to understand?

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STATEMENT OF PROBLEM: -

After reviewing four research papers & articles and one research project it is understood that researchers have not taken into consideration the subject of "Portfolio management & Investment analysis". So, researchers have analysed the investment avenues with help of EL technique such as:

(i) Add-on-course of 30 hours.

(ii) Practical training on field experience.

(iii) Making of flashcards and explaining same to street vendors.

OBJECTIVES:-

(1) To study the conceptual framework of EL.

(2) To understand the effectiveness of teaching through EL on-student's classroom engagement.

(3) To evaluate & compare the learners understanding level with and without EL technique's usage.

HYPOTHESIS: -

1. **H_0 :** There is no significant difference between different aspects of learning: Knowledge, Understanding of topic and Problem solving in teaching through EL and traditional method on students classroom engagement.

H_1 : There is significant difference between different aspects of learning: Knowledge, Understanding of topic and Problem solving in teaching through EL and traditional method on students classroom engagement.

2. **H_0 :** There is no significant relationship between Teaching through EL and Traditional way with each other.

H_1 : There is significant relationship between Teaching through EL and Traditional way with each other.

RESEARCH METHODOLOGY:

Research Universe	Satish Pradhan Dnyanasadhana College, Thane & J.K College of Science & Commerce, Ghansoli.
Sampling technique	Purposive Sampling
Sample Size	Current batch of SYBAF – 100 Last year batch of SYBAF – 100
Methods of data Collection	Primary Data – Pre-structured questionnaire and Personal Interview with learners. Secondary data – research papers, articles and reports
Data analysis techniques	Mean, Standard Deviation, Wilcoxon signed rank test and Kendall's tau b correlation coefficient

DATA ANALYSIS AND INTERPRETATION:

Descriptive Statistics:

		Experiential		**Traditional**	
		Mean	SD	Mean	SD
1	The knowledge gained from these sessions is highly relevant	4.20	.86	3.61	1.18
2	By applying EL you are better able to correlate the knowledge taught to you	3.78	.86	3.57	1.03
3	Case studies discussion helped you understand the scenario better	4.13	.81	3.81	1.10
4	The EL sessions inspired you to study the topic in detail	3.89	.91	3.68	1.06
5	The understanding of the concepts was much better through EL	3.88	1.00	3.63	1.10
6	The cycle of Experiencing, reflecting, thinking and acting has changed due to EL	3.82	.87	3.55	1.06
7	Due to EL learning, you are now confident to solve the problems by yourself	3.85	.89	3.63	1.04
8	The EL sessions have inspired to organize and plan your	3.89	.90	3.60	1.03

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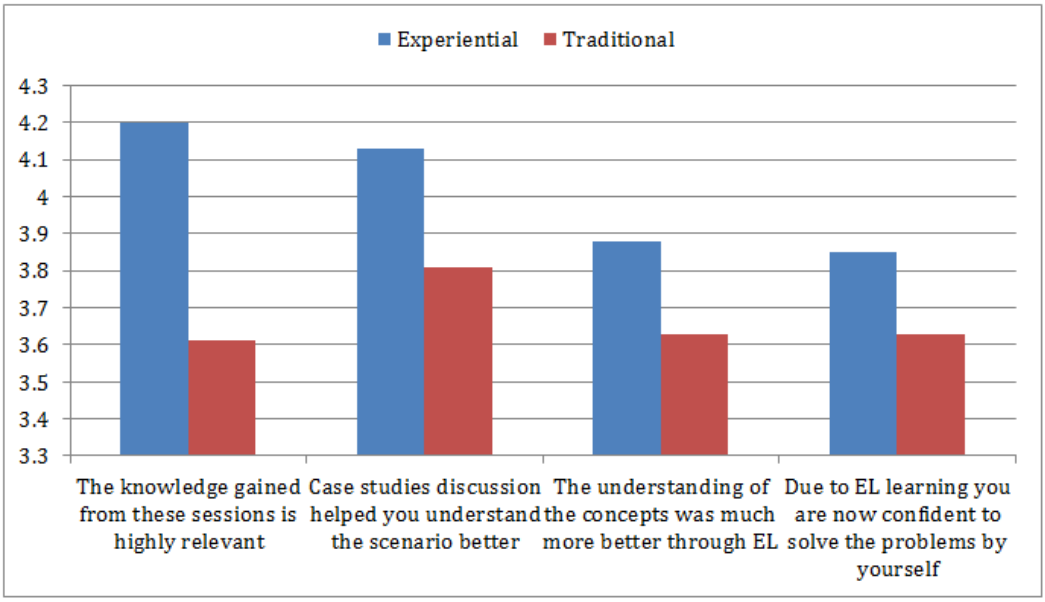
	approach towards understanding the scenario				
9	The organization of sessions was done very well	3.84	.86	3.54	1.16
10	The learning material provided were very helpful	4.04	.90	3.59	1.15
11	The session increased your confidence and understanding of the topic	4.04	.80	3.66	1.11

Testing of Hypothesis 1:

Descriptive Statistics:

		Experiential		**Traditional**	
		Mean	SD	Mean	SD
1	The knowledge gained from these sessions is highly relevant	4.20	.86	3.61	1.18
3	Case studies discussion helped you understand the scenario better	4.13	.81	3.81	1.10
5	The understanding of the concepts was much better through EL	3.88	1.00	3.63	1.10
7	Due to EL learning, you are now confident to solve the problems by yourself	3.85	.89	3.63	1.04



Wilcoxon Signed Rank Test Result:

	TL1 - EL1	**TL3 - EL3**	**TL5 - EL5**	**TL7 - EL7**
Z	-3.745	-2.248	-2.140	-1.678
p-value	.000	.025	.032	.093

Interpretation:
As p-value for Wilcoxon signed rank test is less than that of 0.05 indicates that respondents do significantly agree that there is gain in Knowledge, Understanding of topic significantly. Problem solving improves but not significant therefore we partially reject null hypothesis for Knowledge and Understanding but retain for problem solving in teaching through EL over TL method on students classroom engagement.

Testing of hypothesis 2:

H_0 : There is no significant relationship between Teaching through EL and Traditional way with each other.

H_1 : There is significant relationship between Teaching through EL and Traditional way with each other.

Kendall's Tau b

		TL1	TL2	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11
EL1	Value	.104	.101	.127	.125	.188*	.202*	.196*	.136	.096	.114	.071
	p-value	.248	.264	.157	.167	.037	.025	.030	.132	.284	.202	.426
EL2	Value	.092	.271**	.126	.184*	.092	.211*	.257**	.277**	.191*	.142	.282**
	p-value	.296	.002	.155	.039	.298	.017	.004	.002	.031	.107	.001

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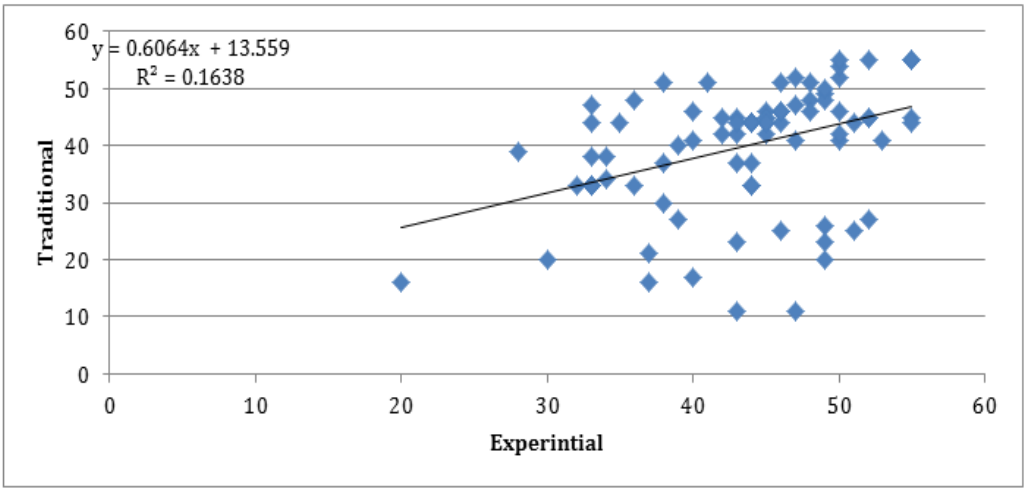
EL3	Value	.155	.173	.193*	.172	.128	.192*	.162	.165	.133	.119	.143
	p-value	.083	.054	.031	.056	.154	.032	.073	.067	.138	.182	.109
EL4	Value	.178*	.318**	.205*	.320**	.223*	.285**	.333**	.337**	.255**	.257**	.266**
	p-value	.044	.000	.020	.000	.012	.001	.000	.000	.004	.003	.003
EL5	Value	.305**	.313**	.326**	.255**	.416**	.355**	.281**	.359**	.314**	.308**	.326**
	p-value	.001	.000	.000	.004	.000	.000	.002	.000	.000	.000	.000
EL6	Value	.106	.153	.131	.219*	.166	.246**	.369**	.250**	.212*	.216*	.216*
	p-value	.231	.086	.138	.014	.061	.006	.000	.005	.017	.014	.015
EL7	Value	.294**	.335**	.252**	.326**	.209*	.204*	.320**	.356**	.311**	.197*	.276**
	p-value	.001	.000	.005	.000	.019	.021	.000	.000	.000	.026	.002
EL8	Value	.349**	.358**	.325**	.289**	.274**	.330**	.295**	.368**	.308**	.330**	.287**
	p-value	.000	.000	.000	.001	.002	.000	.001	.000	.000	.000	.001
EL9	Value	.148	.208*	.142	.243**	.200*	.254**	.388**	.249**	.357**	.239**	.228**
	p-value	.094	.020	.109	.006	.025	.004	.000	.005	.000	.007	.010
EL10	Value	.210*	.215*	.293**	.211*	.141	.216*	.369**	.365**	.269**	.305**	.228*
	p-value	.018	.016	.001	.018	.114	.015	.000	.000	.003	.001	.010
EL11	Value	.312**	.286**	.271**	.222*	.199*	.248**	.317**	.311**	.226*	.245**	.218*
	p-value	.000	.001	.002	.014	.027	.006	.000	.001	.012	.006	.015

Overall Correlation:

	Value
Correlation Coefficient	.362**
p-value	.000



Interpretation:
As the p-value for Kendall's tau b correlation coefficient is less than that of 0.05 and the value positive (0.362) indicates that one should reject null hypothesis and conclude that there is significant relationship between Teaching through EL and Traditional way with each other.

FINDINGS AND CONCLUSION:

- We interpreted that students are fond of offline learning than online learning, as that gives them a better understanding of a particular topic.
- Practical learning has highest responses among the remaining two methods whereas chalk & board method and blended method has 31% & 12% respectively. We can interpret that students are more interested to learn practically and chalk and board method can also be useful as it will also help them to grasp the knowledge more effectively.
- The Questions like knowledge gained from sessions and by applying EL; we can better correlate the knowledge, case studies, sessions inspired to study the topic, understanding of concepts, cycle of experiencing, reflecting, thinking and acting, confident to solve the problems, helped in organizing & planning approach, learning material provided, etc. gave us the responses of students agreeing for this type of learning.

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- From Overall Analysis, we can see that EL can also be one of the effective ways of learning as it will give us better understanding of the topic through practically carrying out field visit and experiencing by reflecting on it.

EL provides opportunities to apply data and ideas in a real-world situation, which will help the learners to develop new skills in the subject. Students can absorb experiences with new concepts and analyze how they performed in the situation and this will aid them to grow their problem-solving ability and also teach them how to adapt to the circumstances and so new ways can be developed for it.

LIMITATIONS:

- The research is limited to only Accounting & Finance subjects and only for financial markets subject.
- The sample size of respondents and research universe is also limited.
- Time factor is another limitation of the study.

SCOPE FOR FURTHER RESEARCH:

The researchers will do again the study of EL over TL wrt Research Methodology subject which is common for all UG and PG students and come up with model to teach them in and outside classroom with new pedagogies.

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THE IMPACT OF EXPERIENTIAL LEARNING IN HIGHER EDUCATION: AN ANALYSIS OF THE EFFECTS OF NEP 2020 -NAVI MUMBAI

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ABSTRACT
The National Education Policy (NEP) of 2020 emphasizes a paradigm shift in the Indian education system, promoting experiential learning as a key pedagogical approach. This study investigates the effects of experiential learning in higher education, specifically in the context of Navi Mumbai. The research aims to assess the impact of incorporating experiential learning methodologies on student engagement, skill development, and overall academic performance.

The study employs a mixed-methods research design, combining quantitative surveys and qualitative interviews. A sample of students and educators from select higher education institutions in Navi Mumbai will be involved in the research. The quantitative analysis will focus on measuring changes in academic performance, retention rates, and student satisfaction before and after implementing experiential learning initiatives. Qualitative data will be gathered through in-depth interviews with students and educators to explore their perceptions, experiences, and challenges associated with experiential learning.

Findings from this research are expected to contribute valuable insights into the effectiveness of experiential learning strategies in the higher education landscape of Navi Mumbai. The results may inform educational policymakers, institutions, and educators about the practical implications and potential enhancements of incorporating experiential learning into the curriculum. Ultimately, this study seeks to provide evidence-based recommendations for optimizing the integration of experiential learning in higher education settings, aligning with the goals outlined in the NEP 2020.

Keywords: Experiential Learning, Higher Education, NEP-2020, Holistic Development

I. INTRODUCTION
Experiential learning is a dynamic and student-centered educational approach that places a strong emphasis on hands-on experiences, active engagement, and reflection as integral components of the learning process. Unlike traditional instructional methods that rely heavily on lectures and theoretical knowledge transfer, experiential learning immerses learners in real-world scenarios, encouraging them to directly participate in activities and derive meaning from their experiences.

At the heart of experiential learning is the idea that individuals acquire a deeper understanding of concepts and skills when they actively engage with the subject matter. This pedagogical approach is rooted in the belief that learning is most effective when it is contextual and relevant, and allows learners to connect theoretical knowledge with practical application.

Kolb's Theory of Experiential Learning:
Drawing upon Dewey's (1997) foundational ideas, Kolb (2014) established a connection between the advantages of Experiential Learning (EL) and educational contexts. Kolb's (2014) EL theory focuses on the internal cognitive processes involved in a continuous four-stage learning cycle, with reflection playing a pivotal role in the learning process. Illustrated in Figure 1, this cyclical model comprises four stages: concrete experiences, reflective observation, abstract conceptualization, and abstract experimentation (Kramer, 2000). According to Kolb (2014), individuals engaging in EL confront novel experiences or situations, prompting them to reflect on discrepancies between assumptions and actions. This reflective process generates fresh thoughts and ideas about the situation, which are applied and tested in the real world. The cycle persists as participants reimmerse themselves in concrete experiences with an expanded perspective. The efficacy of learning is contingent upon a student's progression through this iterative cycle.

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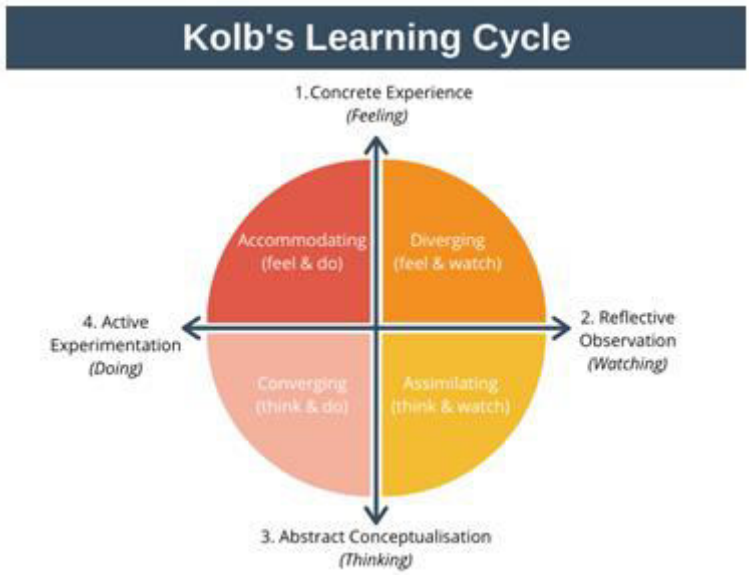


II. REVIEW OF LITERATURE:

As per Gallagher & Turesky (2011), People who use this learning style are adept at setting objectives, resolving issues, and coming to conclusions because they like to learn by doing things "first hand," which includes modelling, experimenting, and applying what they have learned to actual circumstances.

According to Wurdinger & Carlson (2010), experiential learning has certain features. Choosing to actively engage in their education and taking an active role in determining the course of their education are examples of these traits in students.

Kolb (2006), The researcher learned that experiential learning is a successful method of instruction. They point out that experiential learning is particularly beneficial in helping students develop their metacognitive skills, their capacity to apply knowledge to real-world scenarios, and their capacity to become self-directed learners.

III. RESEARCH QUESTIONS:

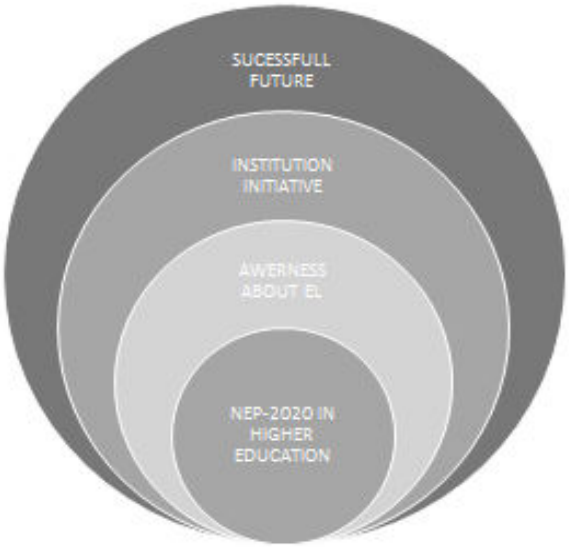
1. Does experiential learning influence students positively in terms of academic performance?
2. Does experiential learning influence students positively for their future success?

IV. HYPOTHESIS:

H1: The awareness of experiential learning significantly influences students' academic performance in higher education.

H2: Institutional initiatives have the potential to contribute significantly to students' future success.

- **RESEARCH FRAME WORK:**



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V. RESEARCH METHODOLOGY:

1. Research Area: Navi-Mumbai
2. Sampling Technique: Simple random sample
3. Sample Size: 197
4. Method of Data Collection:

- Primary Data: Questionnaire & Personal Interview
- Secondary Data: Articles, Project & research papers

5. Data analysis technique: SPSS

VI. DATA ANALYSIS & INTERPRETATION:

By examining the existing literature, it becomes evident that five constructs come into play when an institute takes the initiative to incorporate Experiential Learning (EL) through the National Education Policy (NEP) 2020. These constructs include the influence of EL on higher education (HE), its impact on academic performance, its contribution to the development of practical skills, and the alignment between experiential learning initiatives and the objectives outlined in the NEP 2020, all of which contribute to the successful future of students. A total of 197 respondents provided ratings for these constructs, ranging from "strongly agree" (1) to "strongly disagree" (5). The data collection involved participants from undergraduate, postgraduate, and Ph.D. programs in Navi-Mumbai.

Table: 1 - Respondent's Demographic Profile:

Variable	Category	Number	%
Gender	**Male**	85	43%
	Female	112	57%
Age	**18-24**	59	30%
	25-34	43	22%
	35-44	66	34%
	45-54	18	9%
	55 & above	11	5%
Qualification	**Undergraduate**	83	41%
	Post Graduate	73	37%
	Ph.D.	43	22%
Year of experience	**0-5**	56	28%
	5-10	92	47%
	10-15	27	14%
	More than 15	22	11%
Designation	**Students**	69	35%
	Teacher	48	25%
	Assistance Professor	32	16%
	Associate Professors	28	14%
	Professor	20	10%

Table 2 illustrates that the respondents, regarding their awareness of Experiential Learning (EL), acknowledge its influence on academic performance. Additionally, the implementation of initiatives by educational institutions is perceived to have the potential to significantly contribute to the future success of students. The notably high positive percentages indicate that the incorporation of EL through the National Education Policy (NEP), focusing on enhancing academic performance, fostering practical skills, elevating educational standards, and maximizing the use of technology, could lead to a successful future for students.

Table: 2 Responses:

Experiential learning awareness influences academic performance.				
		POSITIVE	**NEGATIVE**	**NEUTRAL**
AEL1	Do you think that Awareness of experiential learning impacts academic performance?	53%	21%	25%
AEL2	Do you agree experiential learning will influence the academic performance of	57%	20%	23%

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	students?			
AEL3	Do you agree experiential learning contributed to the development of practical skills among students	69%	12%	19%
AEL4	Do you agree on the alignment between experiential learning initiatives and the objectives outlined in the National Education Policy (NEP) 2020?	68%	15%	18%
AEL5	Do you agree that the future of experiential learning in higher education is bright?	78%	10%	13%
Initiatives implemented by educational institutions hold the potential to make a substantial contribution to the future success of students.				
IEL1	Do you think the experiential learning initiative introduced in the NEP-2020 has an impact on the future of students?	74%	16%	10%
IEL1	Do experiential learning initiatives contribute to the future success of students?	81%	10%	9%
IEL1	Do you concur that institutional initiatives play a part in contributing to the future success of students?	58%	20%	21%
IEL1	Do you perceive the experiential learning initiatives to be in preparing students for a successful future?	75%	6%	19%
IEL1	Do you support the experiential learning initiatives implemented by your educational institution	86%	8%	6%

Table 3 demonstrates the transformative influence of the National Education Policy (NEP) on higher education, particularly in its awareness and the initiative of implementing Experiential Learning (EL) through NEP-2020 within the institute. The data highlights the substantial impact of NEP on enhancing EL in academic performance, as reflected by a notable mean score of 2.61, the highest among all aspects measured. Additionally, there is a perceived influence of EL on students' performance, with a mean value of 2.45. Furthermore, EL is seen to contribute to the development of practical skills, indicated by a mean score of 2.12. The alignment between EL and the objectives outlined in NEP-2020 is evident, with a mean of 2.09. Moreover, the implementation of NEP is perceived to contribute to a brighter future in higher education, with a mean score of 1.88 across the mentioned aspects. In terms of statistical analysis, the data reveals a mean of 11.15, a standard deviation of 5.496, and a Cronbach's Alpha value of 0.981, surpassing the threshold of 0.7 and indicating high significance.

Regarding the institutional initiative of Experiential Learning (EL) through the National Education Policy (NEP) 2020 in higher education (HE), the data suggests that instituting NEP in HE will indeed have a considerable impact on the future of students, with a high mean of 2.04. It is also noteworthy that EL is perceived to contribute to a successful future, as indicated by a mean of 1.83. Moreover, the institute's initiative is seen as contributing to the successful future of students, with a mean of 1.76. This initiative is believed to prepare students for the real world, reflected in a mean score of 2.02, and significantly increase interest in pursuing higher education, with a mean of 1.78. In terms of statistical analysis, the data exhibits a mean of 9.44, a standard deviation of 5.053, and a Cronbach's Alpha value of 0.975, surpassing the 0.7 threshold, signifying strong internal consistency.

Table: 3 Reliability of the Model:

Variables	Title	Mean	Std. Deviation	Cronbach's Alpha
Awareness about Experiential Learning	AEL1	**2.61**	1.080	0.981
	AEL2	2.45	1.231	
	AEL3	2.12	1.126	
	AEL4	2.09	1.207	
	AEL5	1.88	1.046	
	Scale Statistics	11.15	5.496	
Institution Initiative	IEL1	**2.04**	1.289	0.975
	IEL2	1.83	1.087	

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	IEL3	1.76	1.035	
	IEL4	2.02	.892	
	IEL5	1.78	.952	
	Scale Statistics	9.44	5.053	

The National Education Policy (NEP) 2020 in India emphasizes the importance of experiential learning as a key pedagogical approach. Experiential learning focuses on hands-on, real-world experiences that allow students to apply theoretical knowledge in practical situations.

Correlating the awareness of experiential learning through NEP-2020 with the implementation of NEP-2020 initiatives in an institute involves understanding how the institution aligns its educational practices with the policy's recommendations.

Table: 4 Correlation between Awareness of EL and Institution initiative NEP-2020

Correlations						
		IEL1	IEL2	IEL3	IEL4	IEL5
AEL1	Pearson Correlation	.909**	.866**	.876**	.871**	.865**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	197	197	197	197	197
AEL2	Pearson Correlation	.918**	.885**	.891**	.861**	.873**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	197	197	197	197	197
AEL3	Pearson Correlation	.929**	.909**	.900**	.867**	.900**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	197	197	197	197	197
AEL4	Pearson Correlation	.942**	.917**	.907**	.875**	.922**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	197	197	197	197	197
AEL5	Pearson Correlation	.916**	.890**	.903**	.889**	.907**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	197	197	197	197	197

**Correlation is significant at the 0.01 level (2-tailed).

Hypothesis	**Unstandardized coefficient (B)**	**S.E Findings : of B**	**Standardized co-efficient (Beta)**	**t value**	**Sig.**	**Result**
H1: The awareness of experiential learning significantly influences students' academic performance in higher education.	0.762	0.25	0.909	17.574	.000	Accepted
H2: Institutional initiatives have the potential to contribute significantly to students' future success.	1.085	0.36	0.909	-7.901	.000	Accepted

- **FINDINGS:**

Drawing from the above findings, it can be inferred that an awareness of experiential learning significantly influences the academic performance of students in higher education. Additionally, institutional initiatives possess the potential to make a substantial contribution to the future success of students.

V. CONCLUSION:

The incorporation of Experiential Learning (EL) in Higher Education (HE) has demonstrated significant positive outcomes for students, educators, and institutions alike. Through hands-on experiences, students not only acquire theoretical knowledge but also develop practical skills, critical thinking abilities, and a deeper understanding of real-world applications. Experiential learning enhances engagement, fosters a sense of responsibility for one's learning, and cultivates a lifelong passion for knowledge. Additionally, it prepares students for the complexities of their future careers, bridging the gap between academic concepts and practical implementation. As institutions continue to embrace and integrate experiential learning methodologies, they contribute to the holistic development of students, creating well-rounded individuals equipped for success in both academic and professional spheres.

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STRATEGIES FOR ENHANCING CREATIVE PROBLEM-SOLVING SKILLS IN HIGHER EDUCATION

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ABSTRACT
This abstract explores key strategies outlined in NEP 2020 aimed at cultivating problem solving skills among students. This involves the ability to approach challenge with innovative thinking. Being open to new ideas, adapting strategies when necessary, and considering alternative approaches to overcome obstacles and achieve goals. The National Education Policy (NEP) 2020 underscores the critical importance of fostering creative problem-solving skills within higher education. The policy emphasizes a paradigm shift towards holistic and multidisciplinary education, fostering an environment conducive to creativity and innovation. It advocates for the integration of experiential learning, project-based assessments, and collaborative initiatives to empower students to tackle complex challenges.

NEP 2020 promotes a learner-centric approach, encouraging educators to facilitate active engagement and critical thinking. It advocates for the incorporation of technology and digital platforms to enhance learning experiences and provide access to diverse resources. Furthermore, the policy highlights the significance of fostering a supportive ecosystem that celebrates diversity, encourages risk-taking, and embraces failure as a catalyst for learning and growth.

Keywords: Critical thinking, fostering Creativity, Adapting to change, explore knowledge, under graduation students,

INTRODUCTION
In today's rapidly evolving world, the demand for individuals equipped with creative problem-solving skills is more pronounced than ever before. As higher education institutions strive to prepare students for the complexities of the modern workforce, fostering creativity and effective problem-solving abilities has emerged as a critical imperative. This research endeavours to explore methods and strategies aimed at enhancing creative problem-solving skills within the realm of higher education.

At the heart of this inquiry lies the recognition that traditional modes of education, while valuable in imparting foundational knowledge, often fall short in cultivating the innovative thinking and adaptability demanded by contemporary challenges. As such, this study seeks to delve into innovative approaches and methodologies that can augment the creative problem-solving capabilities of students across diverse academic disciplines.

By embarking on this investigation, we aim to shed light on the significance of integrating creative problem-solving pedagogies into higher education curriculum. This involves not only identifying effective techniques but also discerning the contextual factors and educational environments that facilitate or hinder the development of these vital skills.

Furthermore, this research aspires to contribute to the ongoing discourse surrounding educational reform and the cultivation of a workforce capable of navigating the complexities of an increasingly interconnected and dynamic world. By exploring avenues to enhance creative problem-solving skills in higher education, we endeavour to empower students to become resilient, innovative thinkers poised to tackle the multifaceted challenges of the future.

LITERATURE REVIEW
1. From the International Journal of creative research thoughts emphazizing Dr.ShraddaBhandwalkar - professor and head of MBA department at modern College of Engineering in Pune, India conducted a study on “Implementation of NEP 2020 at Higher educational Institutions” it explores creativity and critical thinking.
2. Dr.M kumar EGS Pillay college of education, Nagapatinam Tamilnadu conducted “ A Study of Problem Solving Ability and Creativity among the Higher Secondary Students” it explores creative thinking and function of knowledge.
3. Research scholar I.D suyanta conducted a study on “Exploring Students’ Integrated Ability and Creativity: Using 7e Learning Cycle Model in Chemistry Learning has published in Journal of conference series it focuses on the creative problem solving ability.

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4. **Dr.R Periaswamy –** professor in department of management conducted a study on "problem solving skills on academic achievement of high school students" from International Research Journal of Modernization in engineering technology and science. This study focusses on problem solving skills and its importance.
5. **D. Mahalaxmi –** Research scholar of boorahathiar university, Coimbatore Tamilnadu,conducted a study on "problem solving ability and academic achievement in science of secondary school students in coimbatore district " from Shanlax Journal of Arts, Science and Humanities. It explores human aspect and behaviour.

OBJECTIVE OF THE STUDY:

1. To Assess the current state of creative problem-solving skills among higher education students.
2. To Analyze the relationship between student engagement and the cultivation of creative problem-solving abilities.
3. To Propose recommendations and strategies for integrating creative problem-solving skills development into higher education curriculum effectively.

SIGNIFICANCE OF STUDY

Creative problem solving necessitates the exploration and fusion of inventive thinking. Students need to come out of box thinking. Experiments have shown that individuals trained to enhance performance in generating ideas. So, the present study is conducted to enhance the Problem Solving skills in Higher education of students in Navi Mumbai region.

METHOD OF STUDY

The investigator used a survey method in this study to collect data from the college students in under graduation. To develop a survey questionnaire to gather qualitative data on students perceptions ,attitudes and self reported levels of creative problem solving skills.

These include items that access their confidence in problem solving,their engagement in creative activities and their perceived effectiveness of current educational practices in promoting creativity.

Administer the survey to selected sample of students either electronically or in person to ensure confidentiality to encourage honest response.

Survey research is a method of collecting and analysing data obtained from a large number of respondents collected through highly structured questionnaires.

Keyskills for Problem Solving:

Creative problem-solving skills for students involve the ability to approach challenges with innovative thinking, flexibility, and resourcefulness. Some key skills include:

1. **Critical Thinking:** Analyzing problems, identifying patterns, and evaluating evidence to form well-reasoned judgments and solutions.
2. **Creativity:** Generating original ideas, exploring multiple perspectives, and thinking outside the box to develop innovative solutions to complex problems.
3. **Flexibility:** Being open to new ideas, adapting strategies when necessary, and considering alternative approaches to overcome obstacles and achieve goals.
4. **Collaboration:** Working effectively in teams, valuing diverse perspectives, and leveraging collective intelligence to generate creative solutions and reach consensus.
5. **Communication:** Expressing ideas clearly and persuasively, actively listening to others, and facilitating constructive dialogue to foster understanding and collaboration in problem-solving processes.
6. **Resilience:** Embracing setbacks and failures as opportunities for growth, maintaining a positive attitude, and persisting in the face of challenges to achieve desired outcomes.
7. **Resource fulness:** Identifying and leveraging available resources, including knowledge, skills, tools, and networks, to address constraints and find practical solutions to problems.

By cultivating these skills, students can become effective problem solvers capable of tackling complex challenges, adapting to change, and driving innovation in various contexts.

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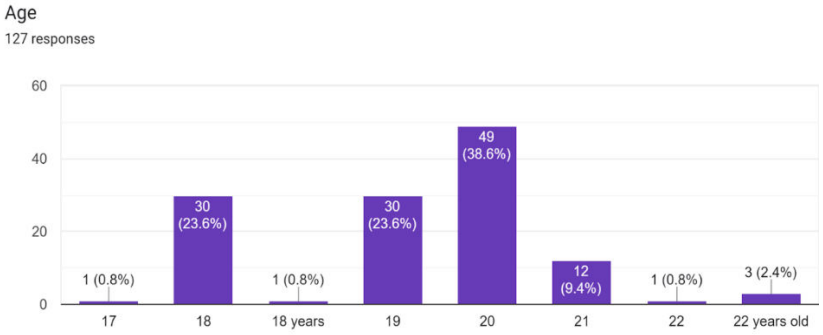
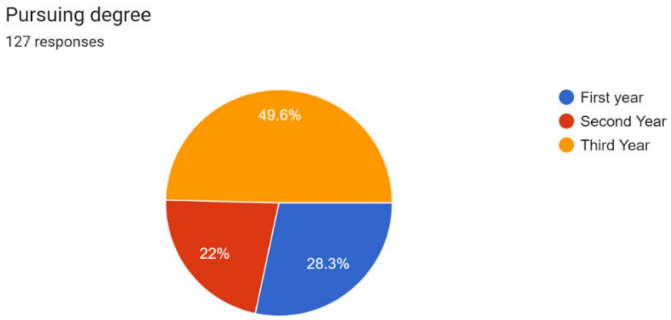
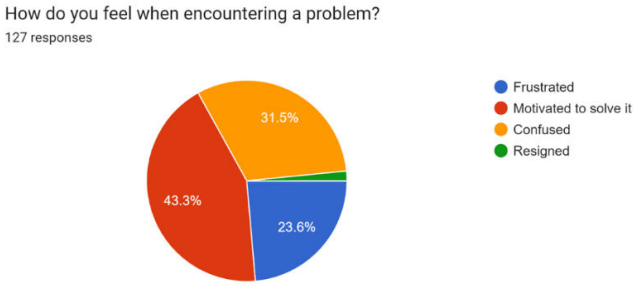
Data Analysis and Interpretation



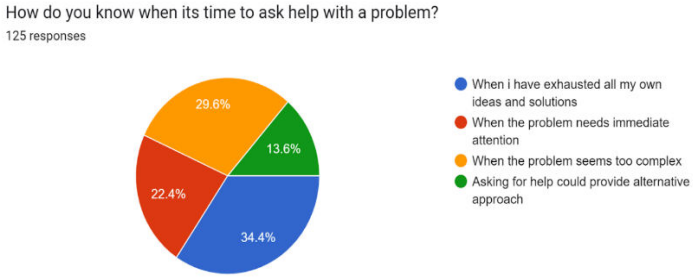
Interpretation:
In above data 23.6% of respondent belong to Age group 17-18 , 23.6% of respondent belong to age 19 and 38.6% of respondent belong to age 20,9.4% of respondent belong to age 21 and 2.4% belong to age 22.



Interpretation:
In above question 28.3% of respondent are pursuing first year of under graduation,22% of respondent are pursuing second year of under graduation and49.6% of respondent are pursuing third or final year of under graduation.



Interpretation:
In above question 23.6% of respondent are saying they feel frustrated in encountering a problem,43.3% of respondent are saying they are motivated to solve it,31.5% of respondent are saying they feel confused,Very few respondent are saying they resign it.



Interpretation:

- In above question it was revealed that 34.4% of respondent have exhausted on their own ideas and solutions, 22.4% of respondent needs immediate attention, 29.6% of respondent ask help when the problem seems too complex and 13.6% of respondent saying they will ask for help which provide alternative approach.

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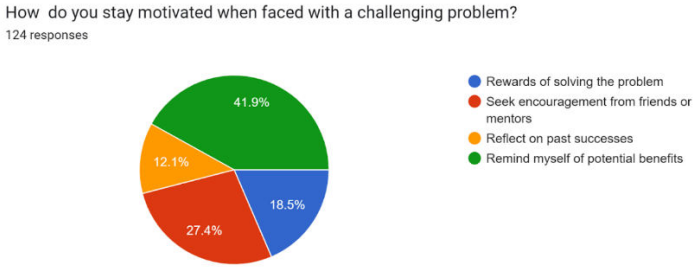
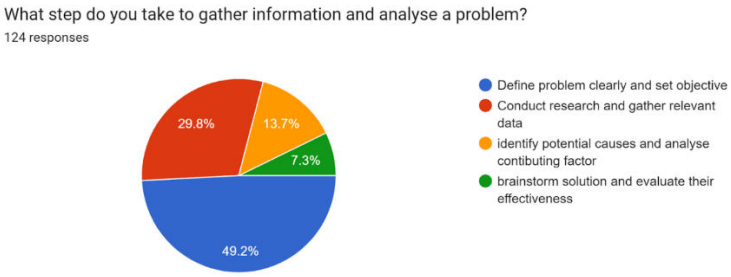


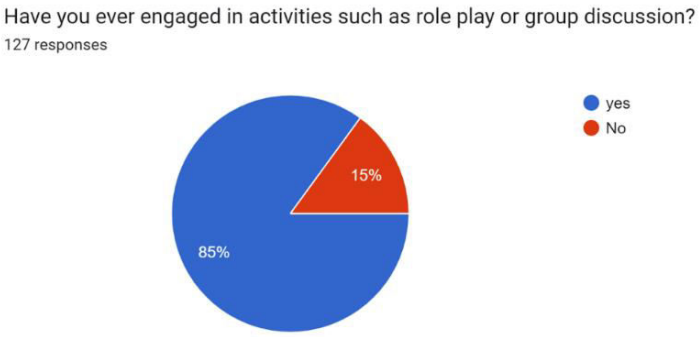
Interpretation:

- In above question it was revealed that 18.5% of respondent will get motivated through rewards for solving the problem,27.4% of respondent will get motivated by seeking encouragement from friends or mentors,12.1% of respondent will get motivated by reflecting on past successes and 41.9% of respondent will get motivated through potential benefits.



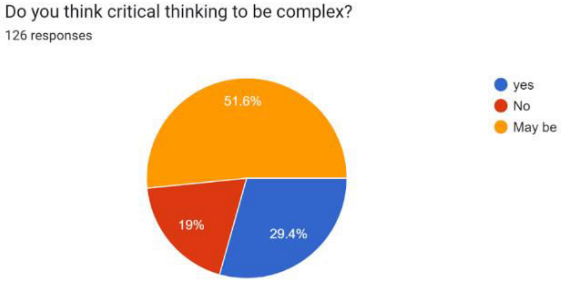
Interpretation:

- In above question for gathering information and analysing a problem 49.2 % of respondent saying they define a problem clearly and set objective,29.8% of respondent saying will conduct research and gather relevant data,13.7% of respondent saying they identify potential causes and analyse contributing factor and 7.3% of respondent saying they brainstorm the solution and evaluate their effectiveness.



Interpretation:

- In above question 85% of respondent are saying yes they have been engaged in roleplay or group discussion and15% of respondent are saying No they havenot engaged in any role play or group discussion.



Interpretation:

- In above question , 29.4% of respondent saying Yes critical thinking is complex,19% of respondent saying No it is not complex and 51.6% of respondent saying may be it is complex.

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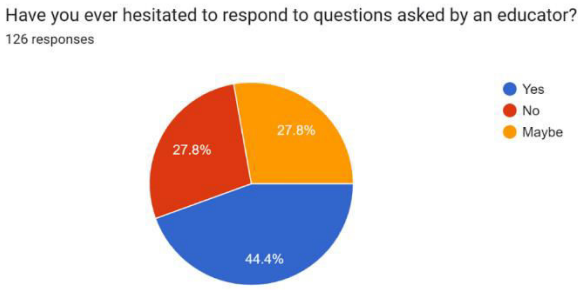
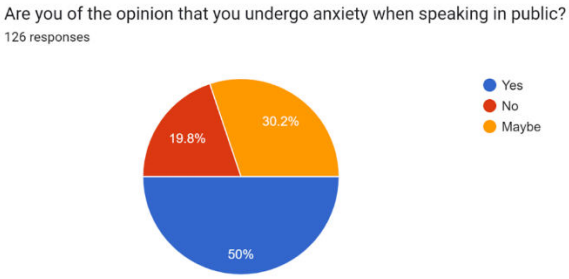


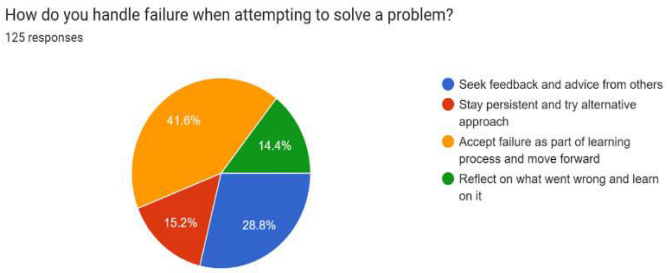
Interpretation:

- In above question 44.4% of respondent saying Yes they hesitate to respond,27.8% of respondent saying No they havenot hesitated to respond and 27.8% of respondent saying maybe they hesitate to respond.



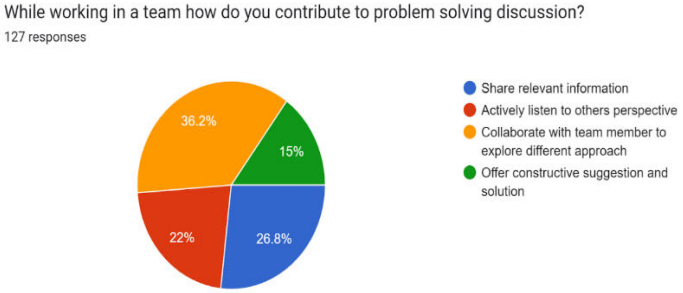
Interpretation:

- In above question 50% of respondents are Saying yes they have undergone anxiety,19.8% of students saying No they have not undergone anxiety and 30.2 % of students saying May Be they undergo anxiety.



Interpretation:

In above question 28.8% of respondents seek feedback and advice from others,15.2% of respondents saying they will stay persistent and try alternative approach,41.6% of respondents saying they will accept failure as part of learning process and move forward remaining 14.4% of respondents saying they reflect on what went wrong and learn on it.



Interpretation:

In above question 26.8% of respondents saying they share relevant information,22% of respondents saying they actively listen to others perspective,36.2% of respondents saying they collaborate with team member to explore different approach and 15% of respondents saying they offer constructive suggestion and solution.

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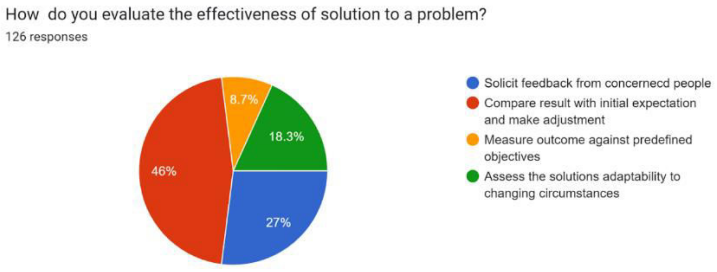

Interpretation:
In above question 27% of respondents saying they solicit feedback from concernced people, 46% of respondents saying they compare result with initial expectation and make adjustment ,8.7% of respondents saying they measure outcome against predefined objectives and 18.3% of respondents saying they assess the solutions adaptability to changing circumstances.

RECOMMENDATION

This procedure assists in identifying deficiencies in existing knowledge and pinpointing areas requiring additional knowledge. needed.

Conduct surveys or interviews with students, educators, and administrators to gather insights into their perspectives on creative problem-solving in higher education. Explore their experiences, perceptions, and suggestions for improvement.

Design and implement experimental studies to evaluate the effectiveness of different approaches, methodologies, or interventions aimed at enhancing creative problem-solving skills. Compare outcomes between control and experimental groups to measure the impact.

Consider conducting longitudinal studies to examine the development of creative problem- solving skills over time among students in higher education. Follow cohorts of students from entry to graduation and assess changes in their abilities and attitudes.

Investigate how students from different academic backgrounds can benefit from exposure to diverse perspectives and approaches.

Investigate innovative pedagogical approaches, such as project-based learning, design thinking, and experiential learning, in fostering creative problem-solving skills. Compare traditional instructional methods with emerging practices.

Develop reliable and valid assessment tools to measure creative problem-solving skills effectively. Explore the challenges and opportunities associated with assessing intangible qualities like creativity and problem-solving ability.

Consider discussing policy implications and recommendations for educational institutions, policymakers, and stakeholders interested in promoting creative problem-solving skills in higher education. Highlight the importance of integrating creativity and innovation into academic curriculam and institutional practices.

CONCLUSION

This study has shed light on the importance of fostering creative problem-solving skills in higher education and the diverse factors that influence their development. Through a mixed-method approach combining quantitative surveys have gained insights into students' perceptions, experiences, and attitudes towards creativity and problem-solving in educational settings.

The study also highlights the need for interdisciplinary collaboration, innovative teaching methods, and supportive institutional policies to promote creative problem-solving across diverse academic disciplines. Case studies of successful programs have demonstrated the efficacy of experiential learning, project-based approaches, and cross-disciplinary collaboration in nurturing creativity and innovation among students.

Furthermore, this research underscores the importance of ongoing assessment, feedback mechanisms, and faculty development initiatives to enhance teaching practices and cultivate a culture of creativity within higher education institutions.

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As we look towards the future, it is imperative for educators, policymakers, and stakeholders to prioritize the integration of creative problem-solving skills into curricula, pedagogical practices, and institutional policies. By investing in the development of students' creative capabilities, we can better prepare them to tackle complex challenges, adapt to change, and contribute meaningfully to society.

In closing, this study calls for a collective effort to reimagine higher education as a dynamic ecosystem that nurtures creativity, fosters innovation, and empowers students to become lifelong learners and creative problem solvers in an ever-evolving world.

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CONCEPT OF EXPERIENTIAL LEARNING AND ITS IMPORTANCE IN PRESENT EDUCATION SYSTEM

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ABSTRACT
The purpose of the education system is to develop good mortal beings able of rational study and action, enjoying compassion and empathy, courage and adaptability, scientific temper and creative imagination, with sound ethical levees and values. It aims at producing engaged, productive, and contributing citizens for erecting an indifferent, inclusive, and plural society as imaged by our constitution as per National Policy (2020). The society is also clamouring for an education that teaches scholars the capabilities they need for real-world success and for bridging the gulf between proposition and practice. Although we can pretend the real world in the classroom and laboratory, authentic existential literacy creates an inestimable occasion to prepare scholars for a profession or career or discover how the discipline creates substantiation to contribute to its body of knowledge. Present paper is designed to throw light on the conceptualized knowledge of existential literacy and its significance in present education system. Experimenter has also concentrated on the benefits of existential literacy strategies in classroom over the traditional literacy.

Keywords: existential literacy, experimental psychology, literacy process, capabilities.

I. INTRODUCTION

"A good quality education is one that provides all learners with capabilities they bear to come economically productive, develop sustainable livelihoods, contribute to peaceful and popular societies and enhance individual well- being." (VVOB) After completing a certain position of education, children must have developed a minimal standard of chops. Quality education requires a result- acquainted approach. A good education institution is one in which every pupil feels ate and watched for, where a safe and stimulating literacy terrain exists, where a wide range of learning gests are offered, and where good physical structure and applicable coffers conducive to literacy are available to all scholars. Attaining these rates must be the thing of every educational institution. still, at the same time, there must also be flawless integration and collaboration across institutions and across all stages of education. It's rather demanded to be bettered and applicable.

II. EXPERIENTIAL LEARNING

At the heart of all literacy is the way we reuse our guests, especially our critical reflections on our guests. Now a day's existential education considered as a crucial approach to pupil- cantered literacy for a sustainable future. existential literacy is a gospel and methodology in which preceptors purposefully engage with scholars in direct experience and concentrated reflection in order to increase knowledge, develop chops, and clarify values" (Association for Experiential Education). existential literacy is also appertained to as learning through action, learning by doing, learning through experience, and learning through discovery and disquisition. According to Kolb (1984) learning "The process of knowledge is created through the metamorphosis of experience". Kolb explains that the existential literacy mindset consists of four way Concrete trial (scholars are assigned and completed); Reflective Observation (scholars bandy it); Abstract Conceptualization (reflection of conclusions on each cycle about the position of achievement of success criteria); Active Experimentation (Applying knowledge in new situation). According to Lewis and Williams (1994) existential literacy means literacy by doing or learning from experience. There are two main orders of existential literacy field- grounded experience and classroom- grounded literacy. Field- grounded experience includes internship, externships, and service literacy. Experience- grounded literacy in the classroom can take numerous forms, including part playing, games, simulations, case studies, donations, and colourful types of group work. In the process of learning a pupil choosing to break problems will be different from other scholars, and what a pupil takes from an experience will be different from the others. In other words, "learners play an important part in assessing their own literacy" (Wurdinger, 2005). To gain success in existential literacy scholars are given exemplifications of simple exercises and led through conversations that make them familiar with the generalities, also move from introductory to more complex forms. Sullivan and Rosin (2008) argue that the charge for advanced education should be to bridge the gap between proposition and practice Bass (2012) suggests that to do this, the educational terrain needs to designedly produce rich connections between the formal and existential classes. existential literacy is frequently related to conditioning associated with practice similar as work- integrated literacy, work- grounded literacy, collaborative education, cooperative literacy, service literacy, professional development literacy, externships, and practices (Harvey etal. 2016). Indeed, there are numerous tutoring and

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literacy strategies that respond to the proposition of existential literacy; still, it's applicable to resurface the core aspects of the model. Specifically, existential literacy involves four literacy modes, which do within two phases. In addition, there's a dialectical process within and between each phase.

III. CHARACTERISTICS OF EXPERIENTIAL LEARNING

Its preceptors should produce a safe space for scholars to be suitable to perform analysis, disquisition, and working on their own tone- discovery process; Conditioning should make scholars' capability to see connections in complex systems and find ways to work within them. scholars should be suitable to reflect on literacy, and gain sapience about themselves and their relations with the literacy terrain. Experiential Learning Assessment to confirm on the literacy and growth that has and is being. likewise, the use of applicable assessment styles produces a reflective process that ensures uninterrupted growth after specific literacy is completed. thus, it's necessary to design a unique assessment system to measure success in both process and product (Wurdinger 2005). Association for Experiential Education (2007- 2014) has given the following characteristics of Experiential Learning.

1. Gests are precisely chosen for their literacy eventuality as these give openings to the scholars to exercise and consolidate imperative chops, encounter novelty under changeable situations which support the new literacy as well as help to learn from natural consequences, miscalculations, and successes.
2. Throughout the existential literacy process, the learner is laboriously engaged in posing questions, probing, experimenting, being curious, working problems, assuming responsibility, being creative, and constructing meaning, and is ready to do inventiveness, make opinions and be responsible for results.
3. Reflection on literacy during and after one's gests is an integral element of the literacy process. This reflection leads to analysis, critical thinking, and conflation (Schon; Boud; Cohen; & Walker; 1993).
4. Learners are engaged intellectually, emotionally, socially, and/ or physically, which produces a perception that the literacy task is authentic.
5. Learner developed and nurtured the connections with the world at large.

IV. CORE PRACTICES OF EXPERIENTIAL LEARNING

- ➢ The part of the schoolteacher is that of facilitator and collaborator.
- ➢ Facilitator (schoolteacher) ensures vacuity of applicable resource, frame boundaries, grease the literacy process and support learners by icing physical and emotional safety.
- ➢ The task preceptors and learners do together is invested from the morning with learner choice and modification.
- ➢ The academic integrity of the work, preceptors and learners to do work together is clear.
- ➢ The work is characterized by active literacy.
- ➢ Peer tutoring, small group work, and cooperation are all essential features of classroom.

V. SIGNIFICANCE OF EXPERIENTIAL

Learning Strategies In Present Education System

Keeping the demand of present real society, existential literacy strategies are discharging an important part in present education system in colourful ways

- Scholars learning come more important.
- The knowledge of scholars gets deeper due to repeated experience followed by immediate reflection
- Concentrated on development of chops through practice and reflection,
- Support the construction of new understandings when placed in unknown situation,
- Support in bringing their literacy back to the classroom.
- Pupil literacy is stylish supported by existential literacy approach.

Ambroseet.al., (2010) stated that in existential literacy strategies scholars are engaged in literacy experience. openings for practice and feedback enhance the applicability of learning for them leading towards increase in provocation to learn content as well as chops. Through existential literacy, scholars are brazened with strange

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situations and tasks in a real- world environment. To complete these tasks, scholars need to figure out what they know, what they don't know, and how to learn it. In existential literacy strategies scholars reflect on their previous knowledge and strengthen their knowledge through reflection; transfer their former literacy to new surrounds; frame conceptions; master new generalities, principles, and chops. (Linn etal.; 2004). Eventually, these chops produce scholars who come life-long learners.

VI. CONCLUSION

Its existential literacy acknowledges that the literacy through experience supports scholars in formulating and working problems in different ways in changeable situation. Along with this pupil like to engage in the literacy when they set up value in their literacy, asked issues, believe to be successful and perceive probative terrain. So, it's need of the hour that education system should redesign its pedagogical approach not for pre service preceptors but It's suggested that indeed in- service preceptors should be given exposure/ lesson course on rearmost pedagogical approach like Experiential Learning strategies to make tutoring- learning further meaningful, intriguing and effective.

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UNDERSTANDING AND ADDRESSING MENTAL HEALTH CHALLENGES AMONG COLLEGE STUDENTS-A COMPREHENSIVE REVIEW

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ABSTRACT

Mental health challenges among college students have become a growingconcern worldwide, impacting academic performance, personal wellbeing, overall studentsuccess. This abstract presents comprehensive review of the prevalent mental health issuesfaced by college students along with contributing factors and potential interventions. Thepaper examines mental, challenges experienced by college students including anxiety,depression, stress, substance abuse, eating disorders, suicidal ideation.

Drawing upon empirical research and surveys, the abstract highlights the prevalence ratesof theses mental health conditions among college population and their impact on academicachievement, social relationship and quality of life.

In addressing mental health challenges among college students, the abstract discusses arange of prevention and intervention strategies. These include campus based mental healthservices, counselling and therapy programs, support groups, mental health awarenesscampaigns, stress management workshops, online resources.

This abstract provides a foundation for further exploration of mental health challengesamong colleges students and offers insights into potential interventions and strategies forpromoting mental health on college campuses.

Keywords: Mental health, Psychological well-being, Stress, Anxiety, Depression, Academic stress

INTRODUCTION

College life is a period of personal growth, academic achievement, and newfound independence. However, beneath the surface, many college students grapple with significant mental stressors that can impact their well-being and academic success. From academic pressures to social challenges and financial worries, the modern college experience presents a myriad of stressors that can strain students' mental health.

Academic Pressure: College students face intense academic demands, including rigorous coursework, challenging exams, and the pressure to maintain high grades. The fear of failure and the constant pursuit of perfection can contribute to overwhelming stress levels.

Social Pressures: Transitioning to college often involves navigating new social environments, forming friendships, and finding a sense of belonging. However, social pressures such as peer competition, social comparisons, and the fear of rejection can exacerbate stress and feelings of loneliness.

Financial Concerns: The rising cost of tuition, textbooks, and living expenses can place a significant financial burden on college students. Many students juggle part-time jobs or face financial instability, leading to stress about meeting basic needs and managing expenses.

Balancing Responsibilities: College life requires students to balance academic responsibilities with extracurricular activities, work commitments, and personal obligations. Striking a balance between academics, social life, and self-care can be challenging, often leading to feelings of overwhelm and burnout.

Mental Health Stigma: Despite growing awareness of mental health issues, stigma and shame surrounding mental illness persist on college campuses. Students may hesitate to seek help due to fear of judgment or concerns about appearing weak, leading to underreporting and untreated mental health issues.

In the hallowed halls of academia, where dreams are nurtured and futures forged, lies a hidden reality that often goes unnoticed: the pervasive presence of mental stress among college students. While college is envisioned as a time of intellectual growth, social exploration, and personal development, it also serves as a crucible where the pressures of academic expectations, social dynamics, and personal challenges converge to create a breeding ground for mental strain.

In this introduction, we embark on a journey to understand the intricate web of stressors that besiege the minds of college students, unravelling the layers of complexity that underlie this prevalent issue. From the weight of academic performance to the throes of social comparison, we delve into the multifaceted nature of mental stress, shedding light on its far-reaching implications for the well-being and success of students.

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As we navigate through this exploration, it becomes evident that mental stress among college students is not merely a fleeting phenomenon but a profound and pervasive reality that demands attention and action. By peering into the depths of this phenomenon, we strive to pave the way for a deeper understanding, compassionate support, and effective interventions to alleviate the burdens borne by the hearts and minds of college students across the globe.

LITERATURE REVIEW-

A literature review on the mental health of college students would typically cover studies examining various aspects such as prevalence rates, risk factors, protective factors, interventions, and outcomes related to mental health issues among this population. It would likely include research on the prevalence of conditions like anxiety, depression, stress, and substance abuse among college students, as well as factors contributing to mental health problems such as academic pressure, social relationships, financial stress, and access to mental health services. The review might also discuss interventions and programs aimed at promoting mental health and well-being on college campuses, along with their effectiveness and challenges in implementation.

SURVEYS OR QUESTIONNAIRES:

Gathering self-reported data from college students through surveys or questionnaires can provide insights into their mental health status, experiences, attitudes, and behaviours.

Interviews: Conducting qualitative interviews with college students, mental health professionals, or university staff can offer in-depth understanding of individual experiences, perceptions, and challenges related to mental health on campus.

Focus Groups: Organizing focus group discussions with college students can facilitate exploration of shared experiences, attitudes, and perspectives on mental health issues, as well as potential solutions or interventions.

Quantitative Data Analysis: Analysing existing quantitative data, such as institutional records or national surveys, can provide insights into prevalence rates, trends, and associations between variables related to college students' mental health.

Qualitative Data Analysis: Utilizing qualitative data analysis techniques, such as thematic analysis or content analysis, can help to interpret and make sense of textual data from interviews, focus groups, or open-ended survey responses.

These references cover a range of topics related to the mental health of college students, including prevalence rates, trends over time, utilization of mental health services, risk factors, and longitudinal studies.

DISCUSSION

Identifying mental health problems in college students requires a multi-faceted approach. Here are some strategies:

Awareness and Education: Educate faculty, staff, and students about common mental health issues and their signs and symptoms.

Observation: Pay attention to changes in behaviour, mood, or academic performance. Look for signs of distress such as sudden withdrawal from social activities, changes in sleeping or eating patterns, or increased irritability.

Open Communication: Encourage open dialogue about mental health. Create a supportive environment where students feel comfortable discussing their concerns.

Screening Programs: Implement mental health screening programs where students can voluntarily assess their mental health status. These screenings can be done anonymously and can help identify students who may need support.

Training for Staff: Provide training for faculty and staff on how to recognize signs of mental distress and how to appropriately intervene and refer students to mental health resources.

Peer Support Programs: Establish peer support programs where students can provide support and guidance to their peers who may be struggling with mental health issues.

Accessible Resources: Ensure that mental health resources, such as counselling services, support groups, and hotlines, are easily accessible to students.

Early Intervention: Intervene early when signs of mental health problems are identified. Offer support services and connect students with appropriate resources.

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Collaboration with Mental Health Professionals: Work closely with mental health professionals to provide comprehensive support to students. Collaborate with counselling centres, psychiatric services, and community resources.

Promotion of Self-Care: Promote self-care practices and stress management techniques among students. Encourage healthy lifestyle choices and coping strategies.

By implementing these strategies, colleges can create a supportive environment that promotes mental health and well-being among students while also identifying and addressing mental health problems in a timely manner.

Reducing mental stress among students involves implementing a range of techniques and strategies that address various aspects of their well-being. Here are some effective techniques used to remove mental stress from students:

Mindfulness and Meditation:
Teach students mindfulness techniques and meditation practices to help them stay present, manage stress, and cultivate a sense of calm. Mindfulness exercises can be integrated into daily routines or offered through workshops and classes.

Physical Activity and Exercise: Encourage students to engage in regular physical activity and exercise, as it can reduce stress, improve mood, and boost overall well-being. Offer opportunities for students to participate in sports, fitness classes, or recreational activities on campus.

Breathing Exercises:
Teach students simple breathing exercises, such as deep breathing or diaphragmatic breathing, to help them relax and alleviate stress. Breathing exercises can be practiced anywhere and can be particularly helpful during moments of anxiety or tension.

Time Management Skills: Provide students with resources and guidance on effective time management techniques, such as creating schedules, prioritizing tasks, and setting realistic goals. Helping students better manage their time can reduce feelings of overwhelm and stress.

Cognitive-Behavioural Techniques:
Teach students cognitive-behavioural strategies, such as cognitive restructuring and problem-solving skills, to help them identify and challenge negative thought patterns and cope with stress more effectively.

Social Support Networks:
Encourage students to build and maintain supportive relationships with peers, friends, family members, and mentors. Social support networks provide a buffer against stress and can offer emotional validation and practical assistance during difficult times.

Relaxation Techniques:
Introduce students to relaxation techniques such as progressive muscle relaxation, guided imagery, or visualization exercises. These techniques can promote physical relaxation and mental calmness, reducing stress levels.

Healthy Lifestyle Choices:
Educate students about the importance of maintaining a healthy lifestyle, including getting enough sleep, eating nutritious foods, limiting caffeine and alcohol intake, and avoiding substance abuse. A healthy lifestyle can support overall well-being and resilience to stress.

Self-Care Practices:
Encourage students to prioritize self-care activities that promote relaxation and rejuvenation, such as taking breaks, pursuing hobbies, spending time in nature, or practicing self-compassion.

Access to Mental Health Resources: Ensure that students have access to mental health resources and support services, such as counselling centres, therapy options, support groups, and crisis hotlines. Promote awareness of available resources and reduce stigma surrounding seeking help for mental health concerns.

CONCLUSION

By implementing these techniques and fostering a supportive campus environment, colleges can help students effectively manage stress and maintain their mental health and well-being throughout their academic journey.

Teachers play a crucial role in identifying mental health problems in students due to their consistent interaction with them on a daily basis. Here's how teachers contribute:

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Observation Skills**:** Teachers are often the first to notice changes in students' behaviour, mood, or academic performance. They observe students in various contexts, including the classroom, during extracurricular activities, and in social interactions, allowing them to identify signs of distress or mental health issues.

Building Relationships: Teachers establish trusting relationships with their students, creating an environment where students feel comfortable expressing their concerns or seeking support. By fostering open communication and rapport, teachers can gain insight into students' well-being and detect any issues they may be facing.

Early Intervention: Teachers can intervene early when they observe signs of mental health problems in students. They can provide support, offer encouragement, and connect students with appropriate resources such as school counsellors, mental health professionals, or support services.

Creating Safe Spaces**:** Teachers play a role in creating safe and inclusive learning environments where students feel valued, respected, and supported. By promoting positive peer interactions, addressing bullying or harassment, and modelling empathy and compassion, teachers contribute to students' overall mental health and well-being.

Educating Students about Mental Health: Teachers can incorporate discussionsabout mental health into their curriculum, raising awareness and reducing stigma surrounding mental health issues. By providing information about common mental health disorders, coping strategies, and help-seeking resources, teachers empower students to take care of their mental health.

Collaboration with School Support Staff: Teachers collaborate with school counsellors, psychologists, and other support staff to address students' mental health needs effectively. They communicate concerns, share observations, and work together to develop strategies and interventions to support students' well-being.

Promoting Resilience and Coping Skills: Teachers can teach students resilience-building skills and coping strategies to help them navigate challenges and stressors effectively. By promoting problem-solving skills, emotional regulation techniques, and positive coping mechanisms, teachers empower students to manage their mental health.

Providing Academic Support: Mental health problems can impact students' academic performance. Teachers can offer academic support and accommodations to students experiencing mental health challenges, such as flexible deadlines, modified assignments, or additional resources.

Advocacy and Awareness**:** Teachers advocate for the importance of mental health awareness and support within the school community and beyond. They participate in professional development training on mental health topics, advocate for school policies that prioritize student well-being, and engage parents and caregivers in discussions about mental health.

Overall, teachers play a multifaceted role in identifying, supporting, and advocating for students' mental health, contributing to a positive and nurturing school environment that promotes overall well-being.

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ROLE OF INFORMATION TECHNOLOGY IN AMPLIFYING EXPERIENTIAL LEARNING

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ABSTRACT

This paper examines the dynamic interplay between Information Technology (IT) and experiential learning within the framework of the National Education Policy (NEP) 2020 of India. It elucidates the pivotal role of IT in enhancing experiential learning practices and reshaping the educational landscape.

The study comprehensively explores the multifaceted contributions of IT, encompassing digital learning platforms, augmented reality (AR) and virtual reality (VR) technologies, online collaborative projects, data analytics, personalized learning, teacher professional development, and collaborative learning environments. These facets collectively redefine pedagogical paradigms, fostering immersive, interactive, and student-centered learning experiences.

Furthermore, the paper underscores the imperative of aligning IT initiatives with the overarching goals and principles delineated in the NEP 2020. By seamlessly integrating IT into educational frameworks, educators can harness its transformative potential to cultivate critical thinking, problem-solving abilities, creativity, and holistic learning experiences among students.

The integration of Information Technology (IT) within the framework of the National Education Policy (NEP) 2020 heralds a transformative era in Indian education. By embracing IT-enabled experiential learning, stakeholders are poised to shape a new generation of learners primed for success in an ever-evolving global landscape. This research not only illuminates the theoretical underpinnings of IT-enabled experiential learning but also offers tangible recommendations for educators, policymakers, and stakeholders alike. By capitalizing on the full range of IT capabilities, stakeholders have the opportunity to propel educational advancement and excellence. This effort fosters a vibrant and equitable learning atmosphere, equipping students with the indispensable skills and adaptability necessary for confronting the complexities of the 21st century.

Keywords: augmented reality (AR), virtual reality (VR), online collaborative projects, data analytics,

INTRODUCTION

In the rapidly evolving landscape of Information Technology (IT), the efficacy of traditional learning approaches faces increasing scrutiny. Experiential learning, which emphasizes hands-on experiences and practical application of knowledge, emerges as a promising pedagogical strategy to meet the demands of a dynamic and complex IT environment. This research paper explores the intersection of experiential learning and technological innovation, focusing on the role of Augmented Reality (AR), Virtual Reality (VR), online collaborative projects, and data analytics in amplifying the effectiveness of learning experiences within the realm of Information Technology.

As advancements in AR and VR technologies continue to accelerate, they offer unprecedented opportunities to immerse learners in simulated environments, facilitating experiential learning in diverse IT domains such as coding, networking, cybersecurity, and system architecture. By enabling users to interact with virtual objects and scenarios, AR and VR enhance engagement, retention, and problem-solving skills, thus bridging the gap between theoretical knowledge and practical application.

Moreover, online collaborative projects serve as catalysts for experiential learning by fostering teamwork, communication, and peer-to-peer knowledge sharing. In an era characterized by remote work and distributed teams, collaborative projects provide a platform for learners to collaborate on real-world IT challenges, applying their skills in authentic contexts and cultivating essential competencies for success in the digital economy.

Furthermore, the integration of data analytics enhances the effectiveness of experiential learning by providing insights into learner behavior, performance, and preferences. By leveraging data-driven approaches, educators can personalize learning experiences, optimize curriculum design, and measure the impact of instructional interventions, thereby enhancing the overall efficacy of IT education.

In essence, this research paper seeks to elucidate how the convergence of AR, VR, online collaborative projects, and data analytics amplifies the effectiveness of experiential learning in Information Technology. Through an exploration of theoretical frameworks, empirical studies, and case examples, it aims to provide insights into best

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practices, challenges, and opportunities for leveraging technology to enrich learning experiences and prepare learners for the demands of the digital age.

Explanation of Terms

I. **Augmented Reality (AR):** Augmented Reality (AR) is a technology that adds digital elements, such as images, videos, or 3D models, to the real world. This means you can use AR to see virtual objects overlaid on what you see through your device's camera or screen. For example, AR can display directions on the street as you look through your smartphone or show information about products in a store.

II. **Virtual Reality (VR):** Virtual Reality (VR) is a technology that creates a simulated environment that feels real to the user. To experience VR, you typically wear a headset that covers your eyes and ears, immersing you in a virtual world. Unlike AR, which adds digital elements to the real world, VR creates entirely artificial environments. You can use VR for activities like gaming, training simulations, or exploring virtual worlds

III. **Collaborative Projects:** Collaborative projects involve working together with others to achieve a common goal. In an educational context, collaborative projects can be assignments or tasks that students complete as a team. Collaborative projects encourage teamwork, communication, and problem-solving skills. For example, students might collaborate on a group presentation, research project, or creative assignment.

IV. **Data Analytics:** Data analytics involves analyzing large sets of data to uncover patterns, trends, and insights. In simpler terms, it's about making sense of information to inform decision-making. Data analytics can be used in various fields, including business, science, healthcare, and education. In education, data analytics can help educators understand student performance, identify areas for improvement, and personalize learning experiences based on individual needs.

Advantages

Enhanced Learning Experiences: Augmented Reality (AR) and Virtual Reality (VR) technologies enhance learning by providing immersive, interactive, and memorable experiences that deepen understanding and retention of information.

Real-world Application: AR, VR, and collaborative projects facilitate the practical application of skills in authentic contexts, equipping learners with the capabilities needed to tackle real-world challenges in their respective fields.

Personalized Learning: AR, VR, and data analytics offer personalized learning experiences tailored to individual learning styles and preferences, while collaborative projects foster teamwork and communication skills.

Informed Decision-Making: Data analytics provides educators with valuable insights into student performance, engagement, and learning outcomes, enabling evidence-based decision-making for curriculum design and instructional strategies.

Safe Experimentation: VR environments provide learners with a secure space to experiment, iterate, and innovate without fear of real-world consequences, fostering exploration and creativity.

Diverse Perspectives: Collaborative projects bring together individuals from diverse backgrounds, promoting collaboration and exposing learners to a variety of viewpoints, thereby enhancing critical thinking skills.

Continuous Improvement: Data analytics facilitates ongoing assessment of student progress and identifies areas for improvement, allowing educators to refine teaching methodologies and optimize learning experiences over time.

Challenges

Technical limitations: Both AR and VR technologies face challenges related to technical constraints, such as hardware limitations, software compatibility issues, and inadequate tracking accuracy. These limitations can hinder the seamless integration of AR and VR into educational settings.

Cost and Accessibility Barriers: AR and VR equipment, software, and development resources can be costly, limiting access for educational institutions and learners with financial constraints. Additionally, disparities in access to high-speed internet connectivity and compatible devices may exacerbate accessibility challenges.

Integration Complexity: Implementing AR and VR technologies, as well as collaborative projects, requires significant technical expertise and resources. Educators and institutions may face challenges in navigating the complexities of integrating these technologies into existing curricula and learning environments.

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Coordination and Communication: Collaborative projects necessitate effective coordination and communication among team members, which can be challenging in distributed or remote learning environments. Ensuring equitable participation, resolving conflicts, and maintaining productivity are additional challenges associated with collaborative projects.

Data Privacy and Security Concerns: Data analytics in education raises concerns about privacy, security, and compliance with regulations such as the Family Educational Rights and Privacy Act (FERPA). Safeguarding sensitive student data and ensuring compliance with data protection laws are critical considerations for educational institutions.

Data Quality and Reliability: Data analytics relies on accurate and reliable data to generate meaningful insights. However, inconsistencies, errors, and biases in data collection and analysis processes can compromise the validity and reliability of findings, undermining the effectiveness of data-driven decision-making in education.

Interpretation and Actionability: Interpreting data analytics findings and translating them into actionable strategies for improving teaching and learning outcomes require data literacy skills and capacity-building initiatives among educators. Without the ability to interpret and act upon data effectively, the potential benefits of data analytics in education may remain unrealized.

CONCLUSION

In conclusion, while Augmented Reality (AR), Virtual Reality (VR), Collaborative Projects, and Data Analytics offer significant potential to enhance experiential learning, they also pose various challenges. These include technical limitations, cost and accessibility issues, integration complexity, coordination and communication hurdles, data privacy concerns, data quality challenges, and interpretation constraints. Despite these obstacles, these technologies and methods can greatly improve learning experiences, foster real-world skills application, personalize learning, inform decision-making, encourage collaboration, and enhance teaching and learning outcomes. To overcome these challenges, collaboration between educators, institutions, policymakers, and technology developers is crucial. By addressing these hurdles and leveraging the potential of AR, VR, collaborative projects, and data analytics, education can be revolutionized to better prepare learners for success in the digital era.

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A STUDY ON THE SCOPE AND IMPORTANCE OF EXPERIENTIAL LEARNING AS PER NEP 2020

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ABSTRACT

In the recent scenario of reforms and improvement, education sector is not untouched like other sectors of business and economy of a country, which is pivotal for the complete transformation of mindset and thinking of the society for advancement and growth in future. Education empowers a person to apply the wisdom and knowledge to think rationally with an open mind which is a prime factor to solve different social, cultural and economic issues especially in a multi-cultured and diverse country like India that could be an obstacle in its growth and advancement.

National Education Policy 2020 has focused on different dimensions of education system to further improve it to align with the global standards and help in building the employability skills among the students to make better career in future. Experiential Learning is one of the major focus of current NEP 2020 to increase the utilization of learned knowledge and skills to practical work situations. There are various ways by which Experiential Learning can be provided to the students at any stage of their education level – school education or at higher education level. Due to the increasing demand for business skills in the corporate world and changing business scenario, many Indian business schools, Institutions and Universities across the Nation has included experiential learning in their curriculum as an important pedagogic tool so as to transform the actual learning into action in real work practices.

The objective of my research paper is to explore the scope and understand the importance of Experiential Learning at higher education level in Management institutes and Universities as per NEP 2020 thereby helping the students and teachers to know and understand what basic skills, attitude and knowledge are required to be learnt and practiced during their academic years and how to apply the same after the completion of the same in actual work environment.

Keywords: Experiential learning, NEP, Knowledge, Skills and abilities, Work environment.

I. OBJECTIVES

1. To understand and gain knowledge of Experiential Learning as per NEP 2020.
2. To understand and analyse the scope and importance of Experiential Learning as per NEP 2020.

II. LITERATURE REVIEW

1. The aim of education in the past was not just to acquire knowledge as a preparation for life but to realize and liberate oneself. Education imparted in Gurukuls was composed of all essential components of overall growth and development of the human mind to have an effective utilisation of the knowledge acquired through observation and experience. New education policy has been guided by the rich heritage of ancient and eternal Indian knowledge and thought. As per the Indian thought and philosophy, the pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered as the highest human goal. The NEP emphasises the importance of moving away from content-centric education and towards competency-based learning. Experiential learning, which focuses on applying information to real-world circumstances, is well aligned with this purpose. Students get a better comprehension of concepts by actively engaging with them and relating them to real-world scenarios.
2. In a competitive and business oriented environment, it's imperative to relate the theoretical concepts with the practical learning. For example to teach the concept of democracy, a teacher might use lecture method to explain it to the students. But as per experiential learning, the teacher may conduct a mock election in the classroom, with students acting different roles like candidates, campaign managers, and voters. Students not only learn about the theoretical components of democracy, but they also get to experience the actual aspects first-hand. Furthermore, through other activities like debates, group discussions, campaign plans, voting etc. more active learning and participation of the students can be achieved to apply it to the real world situations which is the primary aim of experiential learning as per NEP 2020.

III. RESEARCH METHODOLOGY

The researcher has conducted this research study with the help of secondary data such as past research work, journals, newspaper articles and websites.

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IV. ANALYSIS AND INTERPRETATION

Many Indian business schools and institutions have included Experiential learning – "learning while doing" to address the gap existing between theoretical and practical situations.

- At IBS- ICFAI Business School, **case studies** are used as the most important pedagogical tool to impart various types of learning skills among the students like thinking, problem-solving and decision making abilities which are necessary to face the challenges of future business world. ICFAI stands second in the world after Harvard in The Case Centre's list of bestselling cases worldwide.
- **Also "Learning by doing methodology**" is adopted by the ICFAI business school to immerse the students with unique skills and abilities to become better and visionary leaders tomorrow.
- Furthermore, the students are provided with different opportunities to undertake internship programs, get involved in live projects, attend various guest lectures and join networking events. **ICFAI's 14 week internship programmes** enables the students to understand the dynamics of real business environment and easily adapt to the real work situations.
- In a world where product innovation and valuations, investments and collaborations have become the buzzwords, **Galgotias School of Business** has started an Incubation centre where the students are taught how to start businesses successfully and build real companies and to market them on social media platforms. Teaching pedagogy includes real world case studies, more interaction and application in class through e contents, more experiential learning outside the classrooms, more emphasis on entrepreneurship and innovation, balancing learning by studying with learning by doing, supplementing the soft skills of leadership with a data analytics tool kit allowing leaders to talk to and to learn from the best.
- **MIT World Peace University** Pune, believes in a multidisciplinary approach to driving students towards successful careers. By adopting a pedagogical strategy they focus on developing strategic acumen and an entrepreneurial mind-set through its diverse MBA courses with over 12 specializations. Experiential learning includes mentorship from experts and industry leaders to imbibe the basic skills of strategy formulation, innovation and thereby facilitates the students to adopt future leadership and managerial roles successfully.
- **At DY Patil Vidyapeeth Global Business School and Research** all efforts are made to develop and train the new workforce to acquire the leadership and entrepreneur skills to face the unforeseen challenges of future. Experiential learning an important part of teaching pedagogy includes the following – case study to develop critical thinking and problem solving skills, summer internship projects, workshops, seminars and conferences to create an awareness about the current trends in business and industry, guest lectures to ensure grooming of students to match to the industry demands, study tours and industry interface, events to develop skills essential in management, live projects according to individual competency and skills, value addition courses in collaboration with renowned universities like Harvard university and University of Columbia just to name a few.

V. SUGGESTIONS AND RECOMMENDATIONS

1. To successfully introduce experiential learning in business schools or institutions, the teachers must be trained properly to understand its concept and application while sharing their knowledge among the students in a classroom teaching.
2. To realise the benefits of experiential learning as per NEP 2020, it has to be made an essential pedagogical tool to impart practical learning and experience to the students.
3. As a part of syllabus curriculum, the structure and designing of the content should be done in a way that includes both theoretical and practical in equal proportion for assessment and evaluation process for calculating percentage and grades.
4. The teachers should be skilled and trained to keep themselves updated in e-learning so that they can acquire knowledge and understanding about new technologies and tools to be applied for experiential learning which keeps changing continuously as per industry and business demands.

VI. CONCLUSION

As the world is progressing towards more creativity, innovation and development it's really important to completely transform the way education was imparted in the past, though some important changes were made in the previous education policies as well and still continued successfully. It's a high time when education system in India need to be looked at from the perspective of changing industry and business demands, overcoming the

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unemployment problem, overpopulated country and changing social and cultural aspects in one world economy. In the pursuit of the same, the New Education Policy, 2020 is aimed to achieve the realistic goals of developing the young brains to become an entrepreneur, educationist, a professional and a true leader to successfully lead a better life and could contribute to the building of a strong and progressive nation like India to be at the top of world economy in the coming near future. Through my research study and discussion as stated above, the researcher has observed and concluded that experiential learning as a part of pedagogical tool is instrumental in converting the learned knowledge and experience into action to be applied in real life situations to face the unpredictable and unforeseen events in the new era of business world and economy of a nation.

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NEP 2020: THE POTENTIAL OF DIGITAL NARRATIVE TO IMPROVE EDUCATION AND LEARNING

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ABSTRACT
Since educators now have easier access to digital tools such as scanners, digital cameras, PCs, and user-friendly software, the adoption of new technologies in education has grown globally in recent years. New technologies have largely had a good impact on educational settings because they have allowed teachers to improve their knowledge and abilities, which has raised educational standards. Researchers have discovered that integrating this technology improves student motivation, achievement, and engagement. Education systems still have a lot of work ahead of them, one of which is figuring out how to increase student involvement in order to improve academic results. The use of creative teaching strategies to engage students has increased. One of the cutting-edge teaching strategies that can include students in in-depth, meaningful learning is digital storytelling. The goal of this research project was to integrate digital storytelling into a constructivist learning environment. The study examined the pedagogical facets of digital storytelling and its influence on student learning when utilized by educators and learners alike. An overview of the ways in which digital storytelling has been and is being utilized to enhance teaching and learning activities is provided in this paper.

Keywords: Multimedia tools, Digital storytelling, Students skills, and Teaching tools.

INTRODUCTION
The number of technical devices used to process data and improve student education is increasing every day. Teachers and students often used technical tools, such as Microsoft PowerPoint and Word, in their presentations and presentations ((Sadik). Today, however, these available tools extend far beyond Word and PowerPoint, where both teachers and students can use advanced technologies such as Multimedia Builder, Hyper studio, Movie Maker and iMovie. These programs allow teachers to crop, edit and create useful films and provide a good building tool to teach students about collaboration, production and project management to integrate technology into education. In the last 10 years, digital cameras, editing software, pens. and electronic media have encouraged teachers to use many other approaches and technological tools to help students create their own knowledge and ideas and present and share them more effectively (McLellan). One of the forms of multimedia that is becoming more common in education is digital storytelling, as educators realize the potential of this tool in the classroom. Robin (2005)argued that one of the most powerful tools in multimedia is digital storytelling. Digital storytelling, like traditional storytelling, revolves around a chosen topic. Students research, write a script, and develop an interesting story. However, there is a significant difference between digital and traditional storytelling. Digital storytelling a is supported by a number of digital multimedia. Digital storytelling combines a combination of graphics, text, recorded audio stories, video and music to provide information about a specific topic through technology.1990. In 2008, Joe Lambert, as the founder of the organization, developed digital storytelling in the virtual world. Centre for Digital Storytelling (CDS). Lambert and CDS have collaborated to train and assist individuals in crafting and sharing their own personal stories since that time (Robin, (Robin, 2008). In addition, CDS is currently developing and disseminating the seven elements of digital storytelling to help teachers create digital stories with students (Robin, 2006).

BACKGROUND AND LITERATURE REVIEW
In recent years, our lives have become more connected to technological means. Advances in technology have led to new generations more technological than their parents and even more so than their grandparents. Therefore, researchers have argued that "the impact of digital technology, and especially the Internet, on the post-21st century classroom is undeniable and dramatic" (Tamim et al. (2011).According to Prensky, today's students is the first generation that grows up surrounded by digital technology (Prensky, p. 2001). These students regularly come into contact with computers, electronic games, digital music players, video cameras and mobile phones in their daily lives. They are engrossed in instant messaging, email, web browsing, blogs, wiki tools, portable music, social networking, and video sites.((Prensky, p. 2001); (Jones, 2011); (al., 2007). These technologies allow them to communicate instantly and access all kinds of information from almost anywhere. It is likely that changes in educational practices, such as distance learning, ((Berge, 2011) .It is likely that changes in educational practices such as distance learning, online learning and blended learning were a response to the integration of computers. and the Internet into the new generation ((al, 2011). Today's school environment involves technology and teachers use it every day; elementary school infrastructure includes computers,

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printers, scanners, digital cameras, and the Internet, and the vast majority of teachers have access to word processing, computing, multimedia, and communication software ((Hsu, 2013). As per Pitler, a successful implementation of technology leads to improved student learning outcomes, as well as increased motivation for learning and collaboration, and fosters critical thinking and problem-solving skills.". (Pitler, 2006). Therefore, attention must be paid to technological integration ((Sadik).

Many teachers implement digital storytelling in their classrooms because CDS helps them overcome barriers to using technology in the classroom. Digital storytelling is a particularly good technology tool because it has features that are not found in other technology tools. This tool combines, for example, exploring, creating, analysing and combining visual images with written text, which is considered a positive learning style. (Robin, 2005) stated that combining visual images with written text improves and accelerates students' understanding. In addition, digital storytelling has many applications in the classroom, including telling personal stories, recounting past events, or teaching a specific subject ((Jakes, 2006),. Such technology can be an effective teaching tool for teachers. of.

Storytelling

Throughout the history of human and social development, storytelling has been used as a means to transmit and share knowledge and values, because it is a natural and yet effective technique for communication and exchange of information and experiences. Its use in the classroom is not new either; and storytelling in the classroom. To some extent, traditional storytelling and the application of information technology in education have followed different paths until now (Banaszewski, 2005).Therefore, there is a need to further increase storytelling and computer use in the classroom. It has been argued that technology is more useful when used as part of a larger educational improvement program (Pitler, 2006).Coincidentally, as computer power increases and the related costs are decreasing, computers and related technologies are important Significant role in making storytelling a more widely used pedagogical tool because "Digital storytelling provides students with a strong foundation for so-called 21st century skills" (Miller, 2009). Although important technology is available in the classroom today, storytelling has not been fully recognized as a valuable tool for developing student learning skills and achieving 21st century learning outcomes.

Digital Storytelling as an Effective Teaching Tool for Teachers

Digital storytelling can help teachers save time and effort. Some studies claim that teachers who use digital storytelling encourage students to participate in the conversation, participate and make the content more understandable. As (Robin, 2006) suggested, "Teacher-created digital stories can also be used to enhance existing lessons in a larger unit, facilitate discussion of story topics, and. To clarify abstract or conceptual content. (p.10). In addition, digital storytelling provides a unique opportunity for teachers to present new material without students understanding complex information. Many researchers have found that digital storytelling in teaching helps students retain new information and makes it easier for them to learn. understand difficult material (Robin, 2008). Therefore, digital storytelling can act as a bridge between existing knowledge and new material (McLellan, 2006). In addition, digital storytelling provides teachers with a powerful collaborative tool that can be used classrooms. This tool can be used to encourage teachers to create their own stories for their students and connect with other schools to create their own collaborative schools. Teachers can create digital\stories about the content or ask their students to do so to demonstrate their understanding of the content. The greatest advantage in the classroom may be when students are asked to create their own digital stories, either individually or as members of a small group ((Sadik).All these factors demonstrate the importance of digital storytelling for teachers to improve teaching and promote student learning.

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Picture courtesy:https://edtechteacher.org/8-steps-to-great-digital-storytelling-from-samantha-on-edudemic/

Digital storytelling as an effective tool for students.

Digital storytelling can provide many important benefits for students who have the opportunity to learn to create their own digital stories. Students can be given assignments that ask them to research a topic, find images, record their voices, and then choose a specific point of view, as described in the seven elements of digital storytelling. This process helps to improve the knowledge and academic skills of the student. (2011)argues that teachers should use digital storytelling to support student learning by encouraging them to organize and express their ideas and knowledge in unique and meaningful ways. In this way, students can work together to prepare their digital stories so that they can develop their communication skills and promote cooperation in groups. According to Robin (2005), students who participate in creating digital stories can develop better communication skills by learning to organize their ideas, ask questions, express opinions and construct stories" (p. 5). Furthermore, digital storytelling is an effective teaching technique in the classroom that provides an extraordinary learning experience for students. When digital stories are shared online, students have the opportunity to view the work. of others. They learn about cultural differences and gain experience the process of peer review, to expand their knowledge (Jakes, 2006) claimed that digital storytelling helps students explore the meaning of their experiences, give them value, and communicate the experience to others. on multiple levels. ((Sadik) argued that the inclusion of storytelling in the social studies curriculum develops students' understanding of the ideals of democracy, other cultures, and citizenship; improve their communication skills; motivate them to connect past and present; and shared experiences. While using stories to develop literacy is one of the oldest teaching styles, digital storytelling develops a variety of literacies that students need in the 21st century. Digital storytelling expands to enhance multiple literacies in the 21st century such as information, visuals, technologies, and mass media. In fact, students must research, discuss and analyse various.again, other technologies to create digital stories. Robin (2005) noted that students who create digital stories improve various technical skills using software that integrates a variety of multimedia tools, including text, images, audio, web publishing, scanners, digital cameras, video cameras, and working with music and sound effects. These diverse skills are consistent with the age of technology as literacy of the 21st century (Muller, 2006). These challenges increase students' motivation to learn and increase their desire to successfully complete digital storytelling. Involving students in these types of activities based on the use of multimedia can increase student motivation enhance their learning and performance. Since motivation is an important component of learning, teachers should use different methods to promote motivation in their teaching. Research shows that the benefits of multimedia in general and digital storytelling can increase students' motivation to participate in classroom activities. Therefore, teachers must learn effective ways to motivate their students to learn more engage with new content. multimedia technologies (Muller)

CONCLUSION

Multimedia is a powerful and useful tool for teaching students, and teachers should try to find many ways to integrate it into their classrooms and assignments. Specifically, the digital storytelling technology tool is particularly effective in developing students' academic skills and motivation. This tool learns higher order thinking skills with projects because the student has to research a question, evaluate information and create something. At the same time, it enables teachers to increase their understanding of new material and improve students' motivation to collaborate in the classroom. Therefore, digital storytelling offers a real way to help teachers and students learn to use technology effectively inside and outside the classroom. Research must continue to explore how digital storytelling can help students develop skills for the future and prepare them for success. Finally, digital storytelling can be a powerful tool to inform and educate new generations of students and teachers for years to come (Robin, 2005). of.

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NEP 2020: ROLE OF EXPERIENTIAL LEARNING IN ENHANCING COMMUNICATION SKILLS

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ABSTRACT
The National Education Policy (NEP) 2020 marks a significant milestone in India's educational landscape, aiming to overhaul the existing system to meet the evolving needs and challenges of the 21st century. The National Education Policy (NEP) 2020 in India emphasizes the importance of experiential learning as a key component of educational reform.

Experiential education serves as a valuable complement to traditional teaching methods by facilitating personalized learning experiences that extend beyond the confines of the classroom. It empowers students to explore diverse avenues of knowledge in innovative and creative ways, fostering individual growth and development. This research paper investigates the effectiveness of experiential learning methods in enhancing communication skills across various domains. By employing a questionnaire-based approach, the study aims to gather insights into the perceptions and experiences of individuals regarding the role of experiential learning in communication skill development. Through analysis of primary data, the paper seeks to identify key experiential techniques and their impact on verbal, written, nonverbal, digital, group, and formal communication competencies. The findings will contribute to a deeper understanding of the practical applications of experiential learning in improving communication skills for personal and professional growth.

Keywords: Experiential learning, traditional teaching method, communication skills, NEP 2020, Educational Landscape

INTRODUCTION
Education plays a pivotal role in driving the social, political, and economic progress of any nation, underscoring the crucial importance of effective teaching. Effective teaching is indispensable as it involves guiding students through various levels of learning within an interactive and socially engaging environment, ultimately nurturing their independence as learners (Muijus and Reynolds, 2005). Effectiveness in teaching doesn't entail flawless performance but rather focuses on eliciting the best from students.

The methodologies employed in classrooms significantly influence students' level of interest and motivation toward learning and the acquisition of communication skills. Traditional teaching methods typically rely on directing students to memorize and recite information, limiting their development of critical thinking, problem-solving, and decision-making abilities. Such methods often result in passive learning experiences, with students predominantly acting as listeners in lecture-centric environments

Experiential learning, also referred to as EXL, entails the acquisition of skills, knowledge, and experiences through hands-on engagement, emphasizing learning through reflection on practical application. Unlike traditional classroom-based learning, experiential learning occurs outside the confines of academic settings.

Experiential Learning and Communication Skills
Experiential learning is a dynamic approach that significantly contributes to the enhancement of communication skills. Through active engagement in hands-on experiences, participants immerse themselves in real-life communication scenarios, facilitating practical skill development. Unlike traditional classroom-based instruction, experiential learning provides immediate feedback on communication behaviors, allowing individuals to promptly identify areas for improvement. Moreover, the inclusion of reflection exercises encourages participants to introspect on their communication experiences, fostering self-awareness and a deeper understanding of effective communication strategies. Experiential learning promotes the direct application of communication skills in authentic contexts, such as role-plays or group discussions, which bolsters confidence and proficiency. Collaborative activities inherent in experiential learning also cultivate interpersonal communication skills like negotiation and conflict resolution. Furthermore, exposure to diverse communication situations nurtures adaptability, enabling individuals to flexibly adjust their communication approach based on different contexts and audiences. Experiential learning also nurtures emotional intelligence, crucial for empathetic and sensitive communication, by encouraging participants to recognize and manage their emotions.

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Types of Experiential Learning Activities for Communication Skills

Experiential learning activities for communication skills encompass a variety of engaging methods tailored to different learning styles and objectives. Here are some examples:

1. **Role-playing exercises:** Participants take on specific roles and engage in scripted or improvised scenarios to practice various communication skills, such as active listening, conflict resolution, or negotiation..
2. **Simulations and scenario-based learning:** Participants are presented with realistic situations or case studies related to communication challenges commonly encountered in professional or personal settings.
3. **Interactive group activities:** Collaborative activities, such as group discussions, debates, or team-building exercises, provide opportunities for learners to practice communication skills in a dynamic and interactive setting..
4. **Communication skills workshops and seminars:** Structured workshops and seminars focus on specific aspects of communication, such as public speaking, assertiveness, or nonverbal communication.

LITERATURE REVIEW:

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OBJECTIVES:

1. To understand the role of experiential learning in improving communication skills.
2. To study which experiential learning methods have been found effective in enhancing verbal communication skills.
3. To study which experiential learning methods have been found effective in enhancing written communication skills.
4. To study the effectiveness of experiential learning in improving communication skills compared to traditional classroom-based methods.
5. To study the extent of acceptance of experiential learning by organizations and educational institutes.
6. To understand the sustainability of communication skills learned through experiential learning.

DESCRIPTIVE ANALYSIS:

The questionnaire consisted of 15 questions focusing on different aspects related to communication skills and experiential learning.

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1. **Current Communication Skills Rating:** Participants were asked to rate their current communication skills on a scale from "poor" to "excellent." Descriptive statistics revealed that the majority of respondents rated their skills between 3 and 4, indicating a moderate to high level of self-perceived communication competence.
2. **Participation in Formal Communication Skills Training:** Approximately 76% of respondents reported previous participation in formal communication skills training programs.
3. **Engagement in Experiential Learning Activities:** Nearly 77% of respondents indicated prior involvement in experiential learning activities aimed at improving communication skills.
4. **Experiential Techniques for Communication Skills Enhancement:** Mock presentations with peer evaluations and public speaking seminars were the most commonly cited experiential techniques for enhancing formal communication skills.
5. **Effective Experiential Learning Methods for Verbal Communication:** Debate and storytelling workshops were identified as the most effective methods for enhancing verbal communication skills.
6. **Effective Experiential Learning Activities for Written Communication:** Interactive grammar and style exercises and collaborative writing projects were deemed promising for enhancing written communication skills.
7. **Beneficial Experiential Learning Approaches for Group Communication Dynamics:** Group problem solving simulations and team-building exercises were recognized as beneficial for improving group communication dynamics.
8. **Perceived Effectiveness of Experiential Learning Compared to Traditional Methods:** A majority of respondents perceived experiential learning as highly effective or effective in improving communication skills compared to traditional classroom-based methods.
9. **Advantages of Experiential Learning over Traditional Methods:** Increased engagement and motivation, enhanced retention of learning outcomes, and better transferability of skills to real-world scenarios were commonly cited advantages associated with experiential learning.
10. **Influence of Experiential Learning on Communication Skills:** Participating in experiential learning activities was reported to increase confidence in communication, improve active listening skills, and enhance both verbal and nonverbal communication skills.
11. **Impact of Facilitator Feedback on Learning Experience:** Feedback from facilitators was recognized as helpful in identifying areas for improvement, providing constructive criticism, boosting confidence, clarifying misunderstandings, and motivating active engagement in learning activities.
12. **Support for Experiential Learning Implementation:** A majority of respondents expressed strong support or support for organizations or educational institutions to support the implementation of experiential learning for communication skills training.
13. **Promotion of Self-Awareness and Personal Development through Experiential Learning:** Experiential learning was perceived to promote self-discovery, exploration of strengths and weaknesses, active engagement in the learning process, seeking and accepting feedback, and supporting personal growth and continuous learning.
14. **Sustainability of Communication Skills Acquired through Experiential Learning:** The majority of respondents believed that communication skills acquired through experiential learning are sustainable over time.
15. **Areas for Further Research:** The majority of respondents believed that Specific areas identified for further research should be done in the area of the impact of experiential learning on specific communication skills, then on the effectiveness of different types of experiential learning activities, role of facilitator feedback, and long-term sustainability of communication skills acquired through experiential learning.

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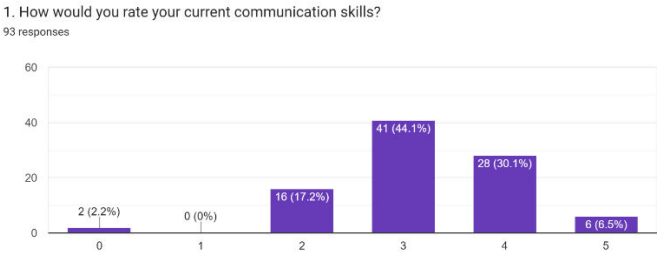
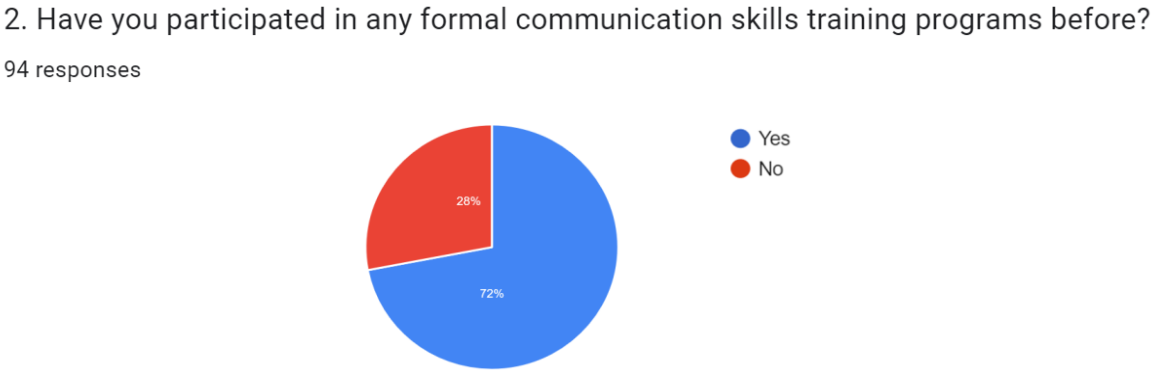
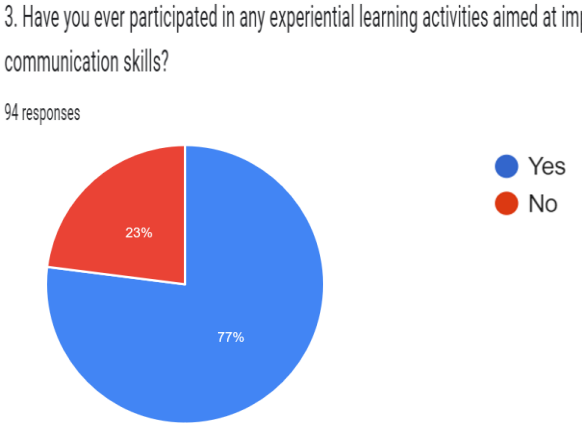
DATA ANALYSIS



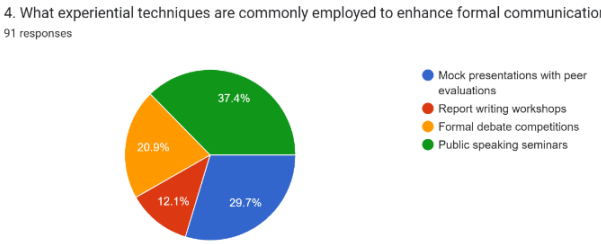
Very poor	2.2%
Poor	0%
Fair	17.2%
Good	44%
Very good	30%
excellent	6.5%



Yes	76.6%
No	23.4%



Yes	77.3%
No	22.7%



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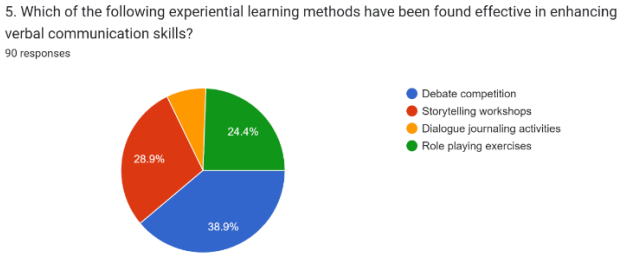
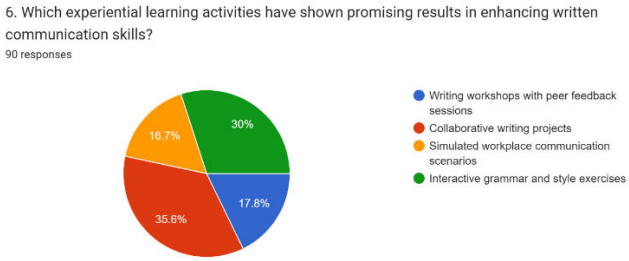
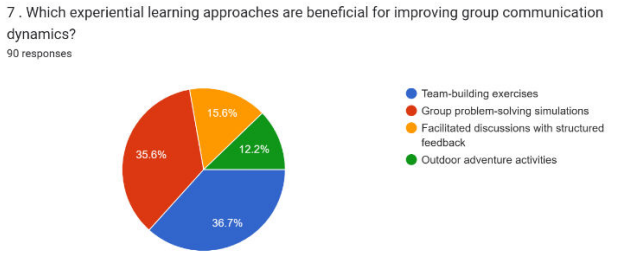
Mock presentations with peer evaluations	29.7%
Report writing workshops	12.1%
Formal debate competitions	20.9%
Public speaking seminars	37.4%



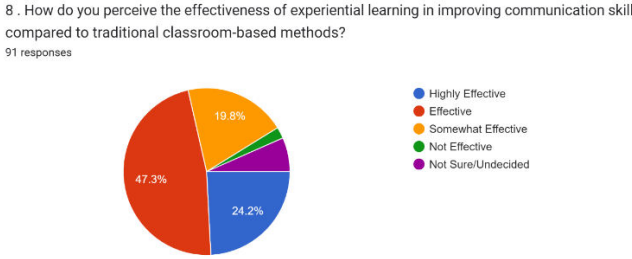
Debate competition	38.9%
Storytelling workshops	28.9%
Dialogue journaling activities	7.8%
Role playing exercises	24.4%



Writing workshops with peer feedback sessions	17.8%
Collaborative writing projects	35.6%
Simulated workplace communication scenarios	16.7%
Interactive grammar and style exercises	30%



Team-building exercises	36.7%
Group problem-solving simulations	35.6%
Facilitated discussions with structured feedback	15.6%
Outdoor adventure activities	12.2%



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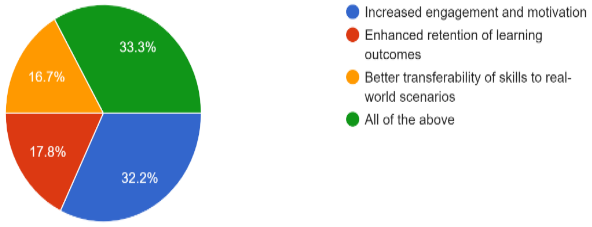
Highly Effective	24.2%
Effective	47.3%
Somewhat Effective	19.8%
Not Effective	2.2%
Not Sure/Undecided	6.6%

9 . In comparison to traditional classroom-based instruction, which advantages are associated with experiential learning for communication skills development?
90 responses

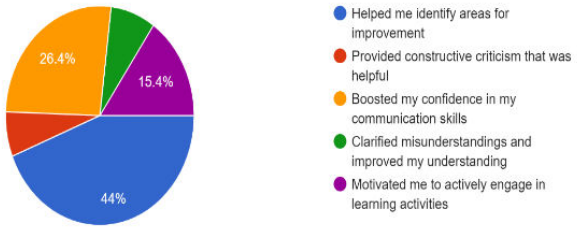


Increased engagement and motivation	32.2%
Enhanced retention of learning outcomes	17.8%
Better transferability of skills to real-world scenarios	16.7%
All of the above	33.3%

10 . In what ways do you think participating in experiential learning activities has influenced your communication skills?
92 responses

Increased Confidence in Communication	58.7%
Improved Active Listening Skills	27.2%
Enhanced Verbal Communication Skills	13%
Better Nonverbal Communication Skill	1.1%

11. How did the feedback from the facilitator impacted your learning experience?
91 responses



Helped me identify areas for improvement	44%
Provided constructive criticism that was helpful	6.6%
Boosted my confidence in my communication skills	26.4%
Clarified misunderstandings and improved my understanding	7.7%
Motivated me to actively engage in learning activities	15.4%

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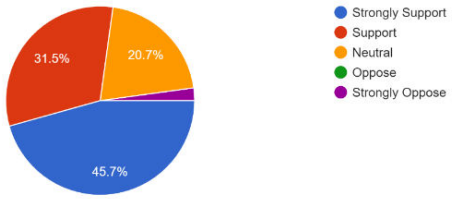
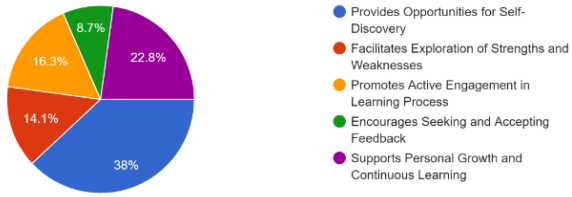
12 . To what extent do you think organizations or educational institutions should support the implementation of experiential learning for communication skills training?
92 responses



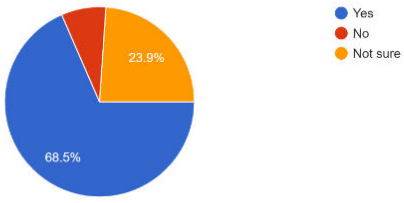
Strongly Support	45.7%
Support	31.5%
Neutral	20.7%
Oppose	0%
Strong oppose	2.2%

13 . In what ways do you think experiential learning promotes self-awareness and personal development?
92 responses



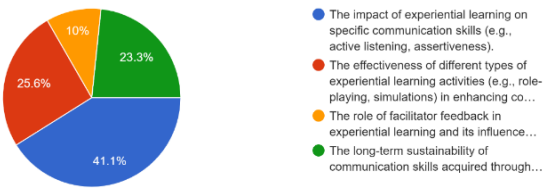
Provides Opportunities for Self-Discovery	38%
Facilitates Exploration of Strengths and Weaknesses	14.1%
Promotes Active Engagement in Learning Process	16.3%
Encourages Seeking and Accepting Feedback	8.7%
Supports Personal Growth and Continuous Learning	22.8%

14 . Do you believe the communication skills acquired through experiential learning are sustainable over time?
92 responses



Yes	68.5%
No	7.6%
Not sure	23.9%

15 . Are there any specific areas related to experiential learning and communication skills development that you believe warrant further research?
90 responses



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The impact of experiential learning on specific communication skills (e.g., active listening, assertiveness).	41.1%
The effectiveness of different types of experiential learning activities (e.g., role-playing, simulations) in enhancing communication skills.	26.6%
The role of facilitator feedback in experiential learning and its influence on communication skill development.	10%
The long-term sustainability of communication skills acquired through experiential learning.	23.3%

FINDINGS

1. **Positive Perception:** Respondents view experiential learning favorably for improving communication skills.
2. **High Engagement:** Many participants actively participate in hands-on learning activities.
3. **Effective Techniques:** Role-playing and discussions are highlighted as effective methods.
4. **Perceived Benefits:** Experiential learning offers advantages like increased engagement and real-world skill transfer.
5. **Facilitator Feedback:** Feedback plays a crucial role in enhancing learning experiences.
6. **Strong Support:** There's widespread support for integrating experiential learning into training programs.
7. **Self-Awareness Promotion:** Experiential learning fosters self-awareness and personal growth.
8. **Long-Term Sustainability:** Participants believe communication skills gained through experiential learning endure over time.

CONCLUSION:

The findings affirm the effectiveness of experiential learning in enhancing communication skills. Specific techniques, like role-playing, receive recognition. Strong support exists for integrating experiential learning into training programs, emphasizing the importance of feedback and long-term skill sustainability. Customized programs are encouraged to meet diverse learner needs, promoting effective communication and continuous growth.

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5. https://www.semanticscholar.org/paper/A-design-framework-for-enhancing-engagement-in-own-Lee-Hannafin/22ed1d3b1aa1dc20d8bb878f2b3d78c6f33c97b1

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INVESTIGATING THE EFFICACY OF INTEGRATED ROBOTICS ACTIVITY IN EARLY CHILDHOOD EDUCATION TO FOSTER PSYCHOMOTOR DEVELOPMENT IN ACCORDANCE WITH NEP 2020

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[2]S.K. College of Science and Commerce

ABSTRACT
This study aims to investigate the efficacy of integrated robotics activities in early childhood education for fostering psychomotor development, aligning with the objectives outlined in the National Education Policy (NEP) of 2020. The research will explore how incorporating robotics into early childhood education programs impacts children's psychomotor skills, including fine and gross motor skills, coordination, and spatial awareness. The study will employ a mixed-methods approach, combining quantitative assessments of children's psychomotor development with qualitative observations and interviews with educators. Participants will include preschool-aged children from diverse socioeconomic backgrounds enrolled in early childhood education programs that integrate robotics activities. The findings of this research will contribute to understanding the potential benefits of integrating robotics into early childhood education and provide insights into aligning educational practices with the goals set forth in the NEP 2020.

Keywords: *Integrated Robotics, Early Childhood Education, Psychomotor Development, National Education Policy (NEP) 2020*

1. INTRODUCTION

In recent years, people have increasingly placed emphasis on integrating technology (especially robotics) into early childhood education to support all aspects of children's lives. The aim of this study is to investigate the effectiveness of robotics in supporting psychomotor development in preschool children, focusing on good and general driving skills, coordination and domain knowledge. This study is in line with the objectives set out in the National Education Policy (NEP) 2020, which emphasizes a positive approach to education that includes physical, intellectual and social perspectives.

NEP 2020 promotes changes in the education system that promotes learning and use of technology to improve overall education. The policy recognizes the importance of early childhood education in laying the foundation for lifelong learning and supports new approaches to holistic development. This study aims to contribute to this vision by exploring the benefits of integrating robotic activities into early childhood education.

1.1 Overview of the National Education Policy (NEP) 2020 and its objectives.:

1.1.1 Learning Skills: This policy promotes learning skills and hands-on activities that enable children to engage in learning. Robotics projects give children the opportunity to explore, experiment, and learn through direct interaction with technology, in line with NEP's core values of the learning process. Incorporating robotics into early childhood education aligns seamlessly with the core values of the NEP, emphasizing an experiential and holistic approach to learning. By engaging in robotics projects, children not only acquire theoretical knowledge but also develop practical skills and problem-solving abilities. This hands-on approach enhances their understanding of complex concepts and promotes a deeper connection between theoretical learning and real-world applications.

1.1.2 21st Century Skills: NEP 2020 emphasizes the importance of equipping students with 21st century skills such as thinking, digital literacy and problem solving. Robotics projects introduce children to technology and engineering concepts and lay the foundation for future studies on STEM subjects.

1.1.3 Flexibility in Curriculum: This policy encourages flexibility in information design to meet different learning needs and preferences. Robotics activities can be incorporated into child care and existing curricula as multidisciplinary learning that supports other learning areas such as language development, mathematics and science.

1.2 Importance of Early Childhood Education and Its Impact on Lifelong Learning and Development.

1.2.1 Cognitive Development: ECE programs provide children with opportunities for stimulating and enriching experiences that promote cognitive development. Activities such as puzzles, games, and hands-on exploration help children develop critical thinking skills, problem-solving abilities, and foundational knowledge in areas

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such as language, math, and science. These cognitive skills form the basis for future academic achievement and lifelong learning.

1.2.2 Language and Literacy: Early childhood education plays an important role in developing language and literacy. Through rich language experiences, storytelling, and reading, children develop the language, comprehension, and communication skills necessary for success in school and beyond. Strong language and literacy skills form the foundation for reading, writing and lifelong learning.

1.2.3 Social and Emotional Competencies: Early childhood education supports the development of social and emotional skills that are important for healthy relationships, positive emotions, and success in life. During early childhood, children learn to control their emotions, communicate effectively, empathize and develop understanding towards others. These social and emotional experiences allow children to navigate relationships, cooperate with others, and adapt to new environments throughout their lives.

1.2.4 Critical Thinking and Problem Solving: The ECE program encourages critical thinking and problem solving through applied and open-ended inquiry. Children learn to ask questions, make observations and try different solutions. These skills are necessary to solve problems, make informed decisions, and adapt to changes in school, work, and daily life.

1.2.5 Creativity and Innovation: Early childhood education encourages creativity and innovation by giving children the ability to perform. Presentation, imagination play and research ideas. Children's creativity, imagination and ability to think outside the box develop through activities such as art, music, drama and drama. These creative skills are beneficial to problem solving, innovation, and lifelong personal fulfillment.

1.2.6 Confidence and Resilience: Early childhood education helps build self-confidence and resilience by providing children with support and encouragement to take risks, make mistakes, and learn from failure. Through positive support, encouragement and praise, children develop self-awareness and confidence in their abilities. Confidence and perseverance enable them to endure challenges and setbacks, develop a growth mindset, and foster a love of lifelong learning.

1.2.7 Learning Skills and Habits: Perhaps most importantly, early childhood education teaches habits and attitudes that encourage lifelong learning. Early childhood education programs foster a lifelong love of learning that extends beyond the classroom by nurturing children's curiosity, interests, and learning needs. Children learn new experiences with an open mind, a desire to explore, and a desire to expand their knowledge and skills throughout their lives.

1.3 HYPOTHESIS:

The idea is that incorporating robotic activities into early childhood education will benefit the psychomotor development of preschool children. This perspective is based on the principles of the National Education Policy (NEP) 2020, which emphasizes a positive approach to education to support all aspects of child development. This theory focuses on the need to study well and general motor skills, coordination, and cognitive skills in young students.

1.4 METHODOLOGY:

Sample Selection:

Participants: Preschool-aged children (3-6 years) from diverse socioeconomic backgrounds enrolled in early childhood education programs integrating robotics activities.

Educators: Instructors actively involved in implementing robotics projects in early childhood education settings.

Experimental Design:

Randomized Controlled Trial: Divide participating early childhood education programs into experimental and control groups.

Experimental Group: Exposed to integrated robotics activities as part of the curriculum.

Control Group: Follows a traditional curriculum without robotics integration.

Robotics Curriculum:

Develop a curriculum incorporating age-appropriate robotics activities aligned with NEP 2020 learning objectives.

Focus on hands-on, experiential learning to engage children in direct interaction with technology.

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Quantitative Assessment:
Pre and Post-intervention assessments to measure psychomotor development.

Fine Motor Skills: Utilize standardized tests to assess hand-eye coordination, finger dexterity, and grip strength.

Gross Motor Skills: Employ structured tasks to evaluate balance, coordination, and overall physical activity levels.

Spatial Awareness: Assess spatial reasoning and understanding through designated tasks.

1.5 DATA ANALYSIS:

Following pre- and post-intervention assessments of psychomotor development using test models for fine motor skills, total motor skills, and spatial awareness, the collected data will be carefully examined to determine effectiveness. Analysis often involves statistical tests to examine changes within groups (paired sample t-test) and between groups (independent sample t-test).

Fine Motor Skills: The experimental group shows a significant improvement in fine motor skills ($p=0.002$, $d=0.80$), while the control group does not show a significant change ($p=0.320$, $d=0.20$).

Gross Motor Skills: Both experimental and control groups exhibit significant improvements ($p=0.001$, $d=0.85$ for experimental; $p=0.400$, $d=0.18$ for control), with a higher effect size in the experimental group.

Spatial Awareness: The experimental group shows a significant enhancement in spatial awareness ($p=0.005$, $d=0.75$), while the control group does not demonstrate a significant change ($p=0.250$, $d=0.25$).

1.6 FINDINGS:

Impact of Integrated Robotics Activities on Psychomotor Development:
Findings may include statistically significant improvements in fine motor skills, gross motor skills, coordination, and spatial awareness among preschool-aged children who participated in integrated robotics activities.

Quantitative data, such as mean scores and values, will support claims about the effectiveness of robotics interventions in enhancing psychomotor development.

Effectiveness of Robotics Interventions:
Specific improvements in fine motor skills, gross motor skills, coordination, and spatial awareness would be highlighted.

Insights into the magnitude of these improvements, potentially measured through effect sizes, will provide a sense of the practical significance of the observed changes.

The findings may reveal whether certain aspects of psychomotor development were more positively impacted by robotics interventions.

Educators' Perspectives:
Qualitative findings might include common themes derived from interviews with educators regarding their experiences with integrating robotics into early childhood education.

Insights into how educators perceive the alignment of robotics activities with the objectives outlined in the National Education Policy (NEP) of 2020.

Educators' perspectives on challenges, benefits, and potential adjustments needed for successful integration could be discussed.

1.7 CONCLUSION

In conclusion, this study aimed to investigate the effect of robotics integration in early childhood education on psychomotor development according to the National Education Policy (NEP) 2020 targets. The findings show a positive impact on fine and general motor skills and coordination. Spatial awareness and spatial awareness in preschool children participating in robotic intervention. Data analysis shows that robotics integration has a positive impact on psychomotor development. Significant improvement was seen in fine motor skills, including hand-eye coordination, finger dexterity, and grip strength. Likewise, improvements were observed in all motor skills such as balance, coordination and general physical activity. Spatial knowledge assessed through the study shows positive development in participating children. Additionally, the nature of this study provides a better understanding of teachers' thoughts on the integration of robots into early childhood education. Teachers are

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aware of the benefits of robotic interventions and their relevance to the NEP 2020 goal of promoting development. The issues identified, such as limited resources and the need for more training, offer good ideas for future applications. These findings lead to a growing body of research supporting the effectiveness of collaborative robotics in early childhood education. Observed improvements in psychomotor skills demonstrate the potential of technology to support children's general learning. As landscape education continues, these insights form the basis for further investigation and improvement of practice. Educators, policy makers, and stakeholders are encouraged to consider the benefits of robotic interventions for psychomotor development when developing curricula and educational policies. Future studies could investigate the long-term effects of continuing to use robotics and address the specific issues identified in this study. More importantly, this research shows that robotics not only supports psychomotor development; This is also in line with the overall education vision outlined in NEP 2020. As we continue to move forward, the use of technology in early childhood education is beneficial to the development of successful, talented students.

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SCOPE OF EXPERENTIAL LEARNING - ASSESSING THE IMPACT OF INTERNSHIP AMONG COLLEGE STUDENTS

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ABSTRACT
The National Education Policy (NEP) 2020 in India emphasizes experiential learning as a crucial component of the education system. The scope of experiential learning extends across various domains, encompassing schools, colleges, universities, and professional development programs. From internships and cooperative education to simulations, case studies, and community service, experiential learning offers a versatile toolkit for educators and learners alike.

Internship programs have become integral components of higher education, providing college students with invaluable opportunities to bridge the gap between academic learning and real-world application. This study aims to comprehensively assess the impact of internship experiences on college students across various disciplines. By employing a mixed-methods approach, we delve into the multifaceted outcomes of internships, including skill development, industry exposure, networking, and overall career preparation. Importance of internships in facilitating connections with industry professionals and mentors. The study also explores the influence of internships on students' entrepreneurial mindset, adaptability to diverse workplace cultures, and development of critical thinking and problem-solving abilities.

As the role of internships in higher education continues to grow, understanding their impact becomes imperative for designing effective experiential learning opportunities that prepare students for successful transitions from academia to the professional realm.

Keywords: NEP, Internship, Opportunities.

INTRODUCTION
In the ever-expanding current scenario of global education, India stands as a hub of talent and potential. Our Country has an array of world-class universities and institutions, producing graduates with immense potential. However, there's a need for transformative change that's needed to bring out the full potential of our students and equip them for the competitive job market: an early and comprehensive internship environment along with their studies. Internship ensures they not only acquire theoretical knowledge but also gain practical experience that sets them apart from the crowd. Internships are one of the most mainly used forms of experiential learning and have been used successfully to allow students to assess satisfaction with prospective jobs.

As internships are made compulsory for Under-Graduate (UG) as well as Post-Graduate (PG) students, under the National Education Policy (NEP) 2020; all colleges and universities in Maharashtra will now need to have a dedicated Internship Cell. The Higher and technical education department of the state for the first time has designed and released an Internship Policy for all Higher Education Institutions (HEIs), in line with NEP 2020. Upon completion of their internships, students will be tasked with preparing comprehensive reports outlining their learning experiences, which will then be presented before an expert committee. This approach aims to enrich the regular academic journey with practical insights and better prepare students for the professional landscape.

While 62 autonomous colleges, including the University of Mumbai, have already embraced the changes, non-autonomous colleges are to adopt the new framework by the following year.

As per the **National Education Policy (NEP) 2020**, internships play a crucial role in enhancing students' employability and providing practical exposure. Here are the key points related to internships under NEP 2020 which UGC emphasized.

1. **Compulsory Internships**: The NEP highlights that students at all higher educational institutes should be provided with opportunities for internships. These internships can be with industries, businesses, arts organizations, or research institutions. The policy focus also on research internships within educational institutions to further improve students' employability.
2. **Duration**: Internships are mandatory for both three-year and four-year degree programs. The duration typically ranges from **60 to 120 hours**.

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3. **Holistic Education**: Internships are considered part of holistic education, allowing students to gain practical experience, apply theoretical knowledge, and develop essential skills. They bridge the gap between classroom learning and real-world scenarios
4. **Research Internships**: NEP 2020 also emphasizes research Internships. Students are encouraged to engage in research activities during their internships, contributing to their overall learning experience[1].
5. **Credits**: Internships are now integrated into the curriculum, and students earn credits for successfully completing them. This ensures that internships are recognized as valuable components of the educational journey.
6. **Student-Centric Approach**: The guidelines focus on creating a student-centric approach, where internships become an integral part of undergraduate education. Students gain practical skills, industry exposure, and a deeper understanding of their chosen fields.

OBJECTIVES OF RESEARCH

1. To study the highlight of internship as per NEP 2020 policy.
2. To study about the strength, limitation and application of internship as a part of Experiential Learning.

METHODOLOGY

RESEARCH DESIGN

Type of Research

The nature of the research study is **theoretical and descriptive** throughout.

Hence, it's a **Descriptive Research** done with the help of secondary data.

Sources of Data

Secondary Method has been used in an effective way to find out the details required for the research which includes –

- News Reports
- Articles
- Slides

The secondary data shows the internship effects of NEP 2020 and its impact for the college students. The research laid the reasons which helped in guiding internship importance and helped in framing the recommendation and suggestion laid by internship of NEP 2020.

LIMITATIONS OF THE STUDY

- The data is collected only from secondary sources.
- Non – Autonomous college will be following the internship the next year.

DATA ANALYSIS AND INTERPRETATION

1) To study the highlights of internship as per NEP 2020 policy.

Courses	Schedule	Duration	Suggested Activities
• 3-year UG degree • 4-year UG degree (Honours) • 4-year UG degree (Honours with Research)	After (4th) Semester	60 -120 hours	• Hands-on Training/Short Research Project • Seminar attendance • Read assigned journals to prepare for seminars • Study certain entrepreneurs • Social projects
4-year UG Degree (Honours with Research)	After (8th) Semester	1 Semester	• HEI may adopt Research Methodology, Research Tools and Techniques, Research Ability Enhancement and Policy Framework Courses • Dissertation/Thesis/Project Work/Research project

Figure 1 –

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In accordance with the newly proposed guidelines by the University Grants Commission (UGC), undergraduate students will be required to undertake internships, for which they will receive academic credits. These guidelines align with the 2020 National Education Policy (NEP), which underscores the importance of incorporating research and internships into undergraduate education to offer students hands-on experiential learning opportunities, according to an official statement.As per the data provided, it highlights about the internship structure provided to undergraduate students as per NEP 2020. It mainly emphasis on various areas of Internship highlights of NEP 2020. The initiatives drives to give a hands on experience to hands to students .

2) To study about the strength, limitation and application of internship as a part of Experiential Learning.

Aspect	Strength	Limitation	Application
Strength	- Real-world experience	- Limited duration	- Skill development
	- Networking opportunities	- Unpaid or low-paid	- Career exploration
	- Application of theoretical knowledge	- Lack of supervision/mentorship	- Building resume/CV
	- Exposure to industry practices	- Limited scope of tasks	- Transition from academia to workforce
	- Potential for job offers	- May not align with academic schedule	- Contribution to projects within organizations
Limitation	- Development of practical skills	- Competitive selection process	- Fulfillment of academic requirements
	- Insights into organizational culture	- Potential for menial tasks	- Integration of classroom learning with real-world
	- Feedback and evaluation	- Limited impact on organizational outcomes	- Adaptation to workplace dynamics
	- Exposure to diverse perspectives	- Limited opportunities for advancement	- Addressing real-world challenges
Application	- Various industries and sectors	- Compliance with labor laws and regulations	- Collaboration with professionals across disciplines
	- Academic credit and recognition	- Geographical constraints	- Innovation and problem-solving
	- Bridge between academic theory and practice	- Lack of diversity and inclusion	- Contribution to organizational goals
	- Personal and professional growth	- Language and cultural b rs	- Research and development projects

Figure 2

The figure 2 highlights on the strength, limitation and application of Internship as a part of Experiential Learning. This chart was taken into consideration in order to learn in depth about the various aspects of introducing Internship among the college students. It has its own pros and cons as part of including it in the course curriculum.

FINDINGS

Internships offer a myriad of benefits to students, employers, and educational institutions. Here's a summary of some key benefits:

- **Real-World Experience:** Internships provide students with practical, hands-on experience in their chosen field, allowing them to apply theoretical knowledge gained in classrooms to real-world scenarios.
- **Skill Development:** Internships help students develop a wide range of skills, including technical competencies, communication skills, problem-solving abilities, teamwork, and time management skills.
- **Career Exploration:** Internships offer students the opportunity to explore various career paths, industries, and job roles, helping them clarify their career goals and make informed decisions about their future careers.
- **Networking Opportunities:** Internships provide valuable networking opportunities for students to connect with professionals in their field, build relationships, and expand their professional networks, which can lead to mentorship, career advice, and job referrals.
- **Enhanced Employability:** Engagement in internships enhances students' employability by providing them with relevant work experience, increasing their marketability to potential employers, and improving their chances of securing employment upon graduation.

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- **Personal and Professional Growth**:** Internships offer opportunities for personal and professional growth, allowing students to develop confidence, resilience, adaptability, and self-awareness as they navigate new environments, overcome challenges, and take on responsibilities.
- **Academic Integration:** Internships can be integrated into academic curricula to complement students' academic studies and contribute to their overall educational goals. Students can earn academic credit for their internship experiences and reflect on and apply their classroom learning to real-world situations.
- **Organizational Benefits:** Employers benefit from hosting interns by gaining access to motivated and talented individuals who can contribute to their organizations, bring fresh perspectives and innovative ideas, and support existing teams and projects.
- **Talent Pipeline -** Internships serve as a talent pipeline for employers, allowing them to identify and recruit top talent, assess students' skills and competencies, and potentially offer job opportunities to interns upon completion of their internships.
- **Contributions to Innovation and Growth -** Interns can contribute to organizational innovation and growth by participating in projects, conducting research, and bringing new insights and perspectives to the workplace, thereby contributing to the achievement of organizational goals and objectives.
- For employers, hosting interns offers access to motivated individuals who bring fresh perspectives and contribute to organizational goals. Internships serve as a talent pipeline, enabling employers to identify and recruit top talent while providing interns with opportunities for professional growth and development.
- From an educational perspective, internships integrate classroom learning with hands-on experiences, enriching the educational journey and preparing students for success in the workforce.
- All the limitations associated with internship can be removed by providing all favorable inputs for the interns as by providing with internship as per their academic curriculum and good internship amounts. Industry standard internship requisite as per the industry.

CONCLUSION

These new guidelines signify a commitment to promoting practical experience and exploration openings for undergraduate scholars, aiming to produce further well- rounded and job-ready graduates who can contribute effectively to the pool and exploration community. The UGC's move is seen as a progressive step towards aligning advanced education in India with global norms and the evolving demands of the job request.

In conclusion, the impact of internships as a part of experiential learning is profound and multifaceted. Through internships, students gain invaluable real-world experience, develop essential skills, and clarify their career aspirations. They have the opportunity to apply theoretical knowledge in practical settings, fostering a deeper understanding of their field of study and enhancing their employability. Internships also provide networking opportunities, allowing students to connect with professionals, build relationships, and explore potential career paths. From an educational perspective, internships integrate classroom learning with hands-on experiences, enriching the educational journey and preparing students for success in the workforce. They contribute to a holistic approach to education, emphasizing the importance of practical skills, critical thinking, and lifelong learning.

Overall, internships as a part of experiential learning have a significant and positive impact on students, employers, and educational institutions alike. They play a vital role in bridging the gap between academia and industry, fostering career readiness, and contributing to the development of a skilled and competitive workforce in today's global economy.

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ECONOMIC DYNAMISM WITH EXPERIENTIAL LEARNING,

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ABSTRACT
India is now the fifth largest economic power in the world after the USA, China, Japan, and Germany .India has emerged as the fastest-growing major economy in the world and is expected to be one of the top three economic powers in the world over the next 10 to15 years. It is backed by its robust democracy and strong partnerships. The National Education Policy (NEP) of a country can have implications for its role in the global economy. There are several ways in which the NEP can influence a country's position in the global economic landscape. Experiential learning programs, such as internships, apprenticeships, and cooperative education, provide individuals with hands-on experience in real-world work environments. Programs in technology, healthcare, and advanced manufacturing can help individuals acquire the technical skills needed for high-demand occupations, thereby reduce skills gaps and shortages in key sectors of the economy.

INTRODUCTION
The National Education Policy (NEP) 2020 has focused on the vision of India's new education system with experiential learning. It provides a comprehensive framework in education system by making education accessible, equitable and inclusive. The significant objective of the NEP is to foster the 'experiential learning and critical thinking' among students. This will make the learner actively engaged by posing questions, investigating, experimenting and constructing meaning out of a situation.

Skill development has become a major concern in India for economic growth. India will have the highest number of secondary school graduates among South Asian nations around 30 crores by 2030.

Experiential learning is based on the method of learning by doing and learning by 'experience'. It is different from traditional learning which is primarily focus on one-way passive communication and rote learning. Experiential learning involves experiential learning whereby students can develop the capability on their own experiences. The experiential learning theory works in four stages— Concrete learning, reflective observation, conceptualization, And experimental

The National Education Policy of 2020 aims to support India in achieving its United Nation Sustainable Development Goal 4 . This policy aims to focuses on ensuring inclusive and equitable quality education. This NEP policy involved collaboration among various stakeholders it included the central government, state governments, private sector, NGOs, and educational institutions. To achieve the vision of universal education , Govt decided to increase public expenditure on education to 6% of the GDP.

OBJECTIVES OF THE STUDY
- To study the new education policy with experiential learning
- To give insight about the basic importance and significance if experiential learning by doing among students
- To study the measures which has been taken by govt to foster the education system
- To understand the new education policy which will help students to learn through direct engagement with concepts
- To analyse the shift in our pedagogical structure.

METHODOLOGY
The nature of research is descriptive and analytical .The study is based on secondary data which has been taken from various newspaper, journals, websites etc.

Govt Initiatives Toward Education
The Indian government has taken various steps to improve the education sector in the country. The first major policy reform was the implementation of the **Right to Education Act (RTE)** in 2010.The government has initiated several **digital initiatives like- DIKSHA, SWAYAM, and PM e-Vidya which** aimed at transforming education in various sectors and enhancing accessibility and efficiency.

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A significant policy change was the launch by govt of India was the **Skill India initiative in 2015**.This scheme aimed to provide vocational training among youth in various industries thereby making them more employable. This initiative has helped to remove the gap between educational and employment in country. It has resulted to the creation of a skilled workforce that can contribute to the country's economy. A report by the National Skill Development Corporation (NSDC) suggested that the Skill India initiative has helped to create over 1.36 Cr (13.6 Mn) jobs between 2015 and 2021.

In 2020, the government introduced the **National Education Policy (NEP) 2020** to transform the Indian education sector and improve education outcomes for students in the country. The NEP is trying to achieve a GER (Gross enrolment ratio) of around 50% in higher education and 100% in preschool to secondary level education by 2030. The NEP aims to improve teaching standards, promote skill development among students, and provide universal access to education to every students .

The NEP promotes universal access to education. With the establishment of foreign universities in India, students can have greater opportunities to pursue higher education without leaving the country. This will help to save India's foreign exchange and decrease the number of students going abroad for study purpose.

NEP has focused on holistic education, skill development, and the integration of technology. The NEP aim has aimed to nurture a skilled and innovative workforce. This can attract investment, promote entrepreneurship, and boost economic growth. The initiatives emphasis on vocational education and can reduce the skills gap and enhance productivity of human resource .. The NEP lays the foundation for a stronger and more prosperous economy in India by increasing GDP and National income by equipping students with relevant skills and knowledge.

Some New Economic Reforms and their Impact on Education:

Introduction of Market Forces: New economic reform is the introduction of market forces into the education sector. This will cover the area such as school choice, competition, and performance-based funding. These reforms aimed to increase efficiency and effectiveness by introducing competition among schools.

Public-Private Partnerships (PPPs): various economic reforms promote public-private partnerships in education. These partnerships involve collaboration between government entities and private organizations to give educational services. Public and private partnership can bring in good expertise and resources. It may help to improve infrastructure, teacher training, and technology in schools.

Skill Development and Vocational Training: In response to changing economic needs, Govt have focused on skill development and vocational training as part of their economic reforms. These reforms aimed to align education with current industrial demands and equip students with relevant job skills.

Technological Integration: With the rapid advancement of technology, economic reforms included technology into education though integrating of both. This involved providing schools education with digital tools, creating online learning opportunities, and promoting the use of educational technologies in the classroom. Technological integration can enhance access to education,

Economic Perspective of NEP

Multiplier Effect

Creation of Job Experiential learning programs can equip individuals with practical skills and experience and can make them more attractive to employers. As a result, there will be an increase in demand for skilled workers which can lead to job creation across various sectors of the economy.

Increased Productivity Employees who have undergone experiential learning tend to be more productive and efficient in their roles. This increased productivity can lead to higher output levels, which in turn can stimulate economic growth and create additional employment and income opportunities.

Entrepreneurship: Experiential learning fosters an entrepreneurial mindset by encouraging individuals to take risks and innovate. This can result rise in the number of start ups and small businesses, which not only create jobs but also contribute to overall income generation in the economy.

Skills Development: The skills acquired through experiential learning though new education policy. It can be transferable across different industries and sectors. This enhances the mobility of the workforce, allowing individuals to seek employment in areas where there is high demand, thereby increasing overall employment levels.

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Income Growth: Experiential learning can lead to higher incomes for individuals as they become more skilled and gain practical experience this will help in creation of new businesses and job opportunities can further contribute to income growth at both the individual and household levels.

Multiplier Effect on Local Economies: Experiential learning programs can have a significant impact on local economies, especially in rural areas or smaller towns. As individuals acquire new skills and start businesses leading to overall economic development

Engaging in experiential learning activities, individuals can develop a deeper understanding of international trade dynamics. It can be cultural variation, legal frameworks, market dynamics, and the role of international organizations such as the World Trade Organization (WTO) and regional trade blocs. This hands-on approach will complement traditional theoretical learning and better prepare individuals for careers in international trade and business

Internships: NEP give opportunity to work with various companies engaged in international trade provides firsthand experience. various aspects of the trade process, including market research, logistics, customs regulations, and negotiations can be learnt.

Study Abroad Programs: Immersing oneself in a foreign culture and economy through study abroad programs allows individuals to gain firsthand experience with different business practices, cultural norms, and regulatory environments. This experiential learning can deepen understanding of the complexities involved in international trade.

Industry-Academic Collaboration: Experiential learning often involves collaboration between educational institutions and industries. This collaboration can lead to the development of curriculum that are aligned with industry needs, ensuring that graduates are better job in market.

Innovation and Research: Though experiential learning students will get encouraged to think critically and creatively, leading to innovation and research. This can result in the development of new technologies, products, and services that drive economic growth and competitiveness.

Productivity and Efficiency: Employees who have undergone experiential learning programs are often more productive and efficient as they are better equipped to apply theoretical knowledge to real-world situations. This can lead to improvements in overall productivity and competitiveness of Indian businesses.

Global Competitiveness: By providing hands-on learning experiences that are on par with international standards, experiential learning can enhance the global competitiveness of Indian professionals and businesses.

Reduction in Brain Drain: Experiential learning programs can make India a more attractive destination for skilled professionals by providing opportunities for continuous learning and growth. This can help in reducing the brain drain phenomenon, where skilled individuals migrate to other countries in search of better opportunities.

Field Trips: Gaining experience though Visiting ports, customs offices, international trade fairs, or multinational corporations engaged in trade can provide valuable insights into the practical aspects of international trade, such as supply chain management, import/export procedures, and trade finance.

Case Studies: Analysing real-world case studies will be part of experiential learning and can help learners to understand the practical challenges and opportunities in international trade.

CONCLUSION

By engaging in experiential learning activities though NEP, individuals can develop a deeper understanding of international trade dynamics, including cultural considerations, legal frameworks, market dynamics, and the role of international organizations such as the World Trade Organization (WTO) and regional trade blocs. This hands-on approach can complement traditional theoretical learning and better prepare individuals for careers in international trade or related fields. These advancements have resulted to the growth of various industries such as IT, healthcare, and manufacturing, ultimately contributing to India's GDP growth rates and the country's overall economic development. With a continuous focus on education policies and investments in the sector, India can make significant strides toward achieving its economic development goals.

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EMPOWERING STUDENTS WITH LIFE SKILLS THROUGH EXPERIENTIAL LEARNING: OPPORTUNITIES AND INNOVATIONS UNDER NEP 2020

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ABSTRACT
The National Education Policy (NEP) 2020 advocates for the holistic development of students, emphasizing the importance of life skills alongside academic excellence. This paper explores the potential of experiential learning to empower students with essential life skills within the framework of NEP 2020. By examining theoretical perspectives, empirical evidence, and innovative practices, it identifies opportunities and innovations for integrating experiential learning methodologies to cultivate life skills and prepare students for success in an ever-changing world.

Keywords: Empowering Students, Life Skills, Experiential Learning, National Education Policy 2020, Holistic Development, Skill Development.

VIII. INTRODUCTION

Education is the light that ignites the human spirit. It builds a just society, fuels an unstoppable economy, and celebrates the rich tapestry of our culture. Let's ensure that every mind in India has the opportunity to shine brightly. The world is transforming at breakneck speed. Technological advancements like AI threaten to displace unskilled jobs while simultaneously creating an unprecedented demand for skilled workers fluent in STEM fields and multidisciplinary thinking. Alongside this, urgent challenges like climate change and pandemics demand innovative solutions that blend science, technology, and social understanding. Now, more than ever, India's future depends on an education system that fosters a generation of adaptive, ethically-grounded problem solvers.

We must move beyond rote learning to an approach that cultivates:

- **The Ability to Learn**: Students must become masters of their own learning journeys.
- **Critical Thinking and Problem-Solving**: The cornerstone of tackling complex, evolving issues.
- **Creativity and Multidisciplinary Fluency**: Essential for bridging fields and finding breakthrough solutions.
- **Innovation and Adaptability**: Keys to thriving in a world of constant change.

Reimagine Learning: Education must become experiential, integrated, and student-centred, fostering inquiry, discovery, and lively debate. A well-rounded curriculum spanning arts, humanities, sports, languages, and values creates compassionate, productive citizens.

This isn't just about jobs; it's about a fulfilling future. By empowering students with essential skills and ethical grounding, we equip them for rewarding careers, meaningful lives, and the ability to shape a better India within a rapidly shifting global landscape.

The National Education Policy 2020 isn't just a policy – it's a blueprint for India's future. This marks the first step in reshaping our education system for the 21st century, addressing our nation's growing needs and aligning with global goals for sustainable development. At its core lies the belief that we must cultivate both the intellect and the character of our students, fostering not just critical thinking but also the social and emotional skills that build a strong, ethical society. This paper explores the various opportunities and innovations under NEP 2020 aimed at empowering students with life skills through experiential learning.

What is Experiential Learning Under NEP 2020?

Under the National Education Policy (NEP) 2020, experiential learning (EL) is a central pedagogical approach that emphasizes active engagement and real-world application of knowledge. It moves beyond traditional, passive learning methods by:

- **Shifting the focus from rote memorization to active participation**: Students actively engage in the learning process, exploring concepts through hands-on experiences, projects, problem-solving activities, and simulations.
- **Bridging the Gap between Theory and Practice**: EL allows students to apply what they learn in the classroom to real-world scenarios, fostering a deeper understanding and making learning more relevant and engaging.

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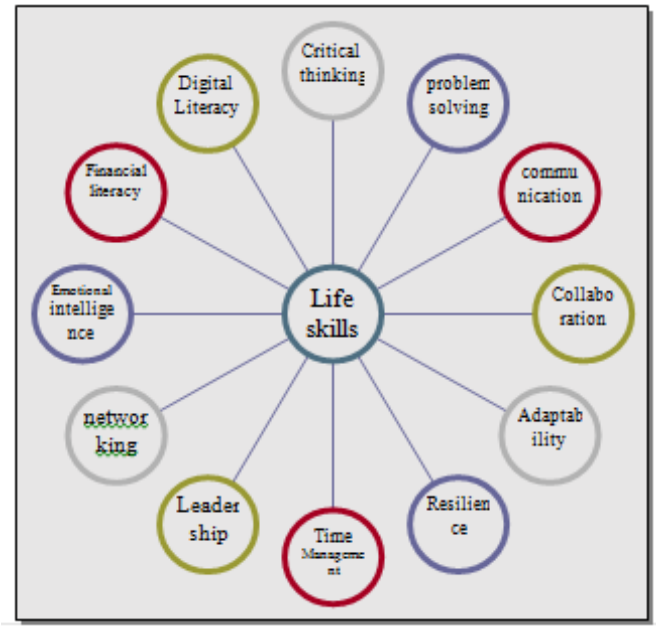
- **Promoting the development of essential life skills**: Through active participation and collaboration, EL fosters critical thinking, problem-solving, communication, teamwork, and creativity, crucial skills for success in the 21st century.

Here are Some Key Features of Experiential Learning within NEP 2020:

- **Holistic development**: EL integrates various learning areas, including arts, humanities, sciences, and social sciences, promoting the development of different aspects of a student, not just their cognitive abilities.
- **Project-based learning (PBL)**: This method encourages students to work collaboratively on projects that require research, analysis, problem-solving, and communication, fostering critical thinking and innovation.
- **Community engagement**: NEP 2020 encourages incorporating service-learning experiences, where students engage in real-world projects addressing community needs, fostering social responsibility and leadership skills.
- **Technology integration**: Utilizing simulations, interactive games, and other technological tools can enhance the learning experience and cater to diverse learning styles.

Overall, experiential learning under NEP 2020 aims to transform education from passive knowledge acquisition to an active, engaging, and student-centred process, equipping students with the knowledge, skills, and values needed to thrive in a rapidly changing world.

What life skills are most crucial to equip undergraduate students for success beyond academics?



There are several key life skills that are essential for undergraduate students to be successful in life:

1. **Critical Thinking**: The ability to analyse information, evaluate arguments, and make reasoned judgments is crucial in academia, career settings, and everyday decision-making.
2. **Problem-Solving**: Being able to identify issues, generate solutions, and implement effective strategies to overcome challenges is valuable in both personal and professional contexts.
3. **Communication**: Strong communication skills encompass verbal, nonverbal, and written communication, as well as active listening. Effective communication is essential for expressing ideas, collaborating with others, and building relationships.
4. **Collaboration**: The capacity to work effectively with others, contribute to group goals, and navigate diverse perspectives is important in academic projects, team-based work environments, and social interactions.
5. **Adaptability**: The ability to adjust to new situations, learn from experiences, and embrace change is essential in a dynamic and evolving world.
6. **Resilience**: Developing resilience involves bouncing back from setbacks, coping with adversity, and maintaining a positive outlook in the face of challenges.

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7. **Time Management**: Efficiently managing one's time, prioritizing tasks, and meeting deadlines are essential skills for academic success, career advancement, and maintaining a healthy work-life balance.
8. **Leadership**: Leadership skills involve motivating and inspiring others, taking initiative, and effectively guiding teams or groups toward shared goals.
9. **Emotional Intelligence**: Understanding and managing one's own emotions, as well as empathizing with others and navigating interpersonal relationships, are important components of emotional intelligence.
10. **Financial Literacy**: Having a basic understanding of personal finance, budgeting, saving, investing, and managing debt is crucial for making informed financial decisions and achieving long-term financial stability.
11. **Digital Literacy**: With the increasing reliance on technology, being proficient in using digital tools, navigating online resources, critically evaluating digital information, and practicing responsible online behavior are essential skills for success in the digital age.
12. **Networking**: Building and maintaining professional networks, cultivating relationships, and effectively leveraging connections are valuable skills for career advancement and personal growth.

By fostering the development of these life skills among undergraduate students, educators can better prepare them for success in academia, careers, and various aspects of life beyond the university setting.

How can Educators Effectively Instil these Skills in Students?

Critical Thinking:
Implementing critical thinking among students involves creating a supportive learning environment and integrating instructional strategies that promote the development of critical thinking skills. Here are some approaches to implement critical thinking among students:

1. **Define and Model Critical Thinking**: Start by defining critical thinking and explaining its importance. Model critical thinking skills by demonstrating how to analyze information, evaluate arguments, and solve problems.
2. **Ask Open-Ended Questions**: Encourage students to ask and explore open-ended questions that stimulate critical thinking and inquiry. Provide opportunities for discussion and debate to foster deeper understanding and multiple perspectives.
3. **Provide Real-World Contexts**: Connect learning to real-world contexts and issues that are relevant and meaningful to students. Use case studies, current events, and authentic problems to engage students in applying critical thinking skills to practical situations.
4. **Encourage Reflection**: Incorporate reflection activities into lessons to help students think metacognitively about their own thinking processes. Ask students to reflect on their learning experiences, identify assumptions, evaluate evidence, and consider alternative viewpoints.
5. **Promote Analysis and Evaluation**: Teach students how to analyze information critically by breaking down complex ideas, identifying patterns, and evaluating evidence. Encourage them to question sources, recognize bias, and assess the credibility of information.
6. **Provide Scaffolding and Support**: Scaffold learning experiences by providing guidance and support as students develop their critical thinking skills. Gradually release responsibility to students as they become more proficient in thinking critically independently.
7. **Facilitate Collaborative Learning**: Foster collaborative learning environments where students work together to solve problems, share perspectives, and construct meaning collectively. Collaboration encourages students to consider diverse viewpoints and engage in constructive dialogue.
8. **Integrate Cross-Disciplinary Approaches**: Integrate cross-disciplinary approaches that encourage students to draw connections between different subject areas and apply critical thinking skills across various contexts.
9. **Use Problem-Based Learning**: Implement problem-based learning approaches where students are presented with authentic, complex problems to solve. Encourage them to analyze the problem, generate potential solutions, and evaluate the effectiveness of different strategies.

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10. **Provide Feedback and Assessment**: Offer constructive feedback on students' critical thinking skills and provide opportunities for self-assessment and reflection. Use formative and summative assessments that require students to demonstrate their ability to think critically.

Problem Solving:

1. **Case-Based Learning**: Present undergraduates with real-life scenarios or case studies relevant to their field of study. Encourage them to analyze the problem, identify key issues, and propose solutions based on their academic knowledge and critical thinking skills.
2. **Project-Based Learning**: Assign projects that require undergraduates to tackle complex problems over an extended period. Provide guidance and resources as needed, but allow students the autonomy to explore different solutions and learn from their mistakes.
3. **Internships and Externships**: Offer opportunities for undergraduates to engage in internships or externships with industry partners or research institutions. These experiences allow students to apply problem-solving skills in professional settings and gain practical insights into real-world challenges.
4. **Collaborative Problem-Solving Exercises**: Organize group activities or workshops where undergraduates collaborate to solve problems. Encourage teamwork, communication, and the exchange of diverse perspectives to foster effective problem-solving outcomes.
5. **Research Projects**: Assign research projects that require undergraduates to investigate complex issues, formulate hypotheses, and analyze data. Emphasize critical thinking, evidence-based reasoning, and the ability to draw valid conclusions from empirical findings.
6. **Incorporate Technology**: Utilize technology tools and platforms to facilitate problem-solving activities. Virtual simulations, online collaboration tools, and data analysis software can enhance undergraduates' ability to explore, analyze, and solve problems in innovative ways.
7. **Mentorship Programs**: Pair undergraduates with mentors who can provide guidance and support as they navigate academic challenges and develop problem-solving skills. Mentors can offer valuable insights, share experiences, and serve as role models for effective problem-solving behavior.
8. **Capstone Projects**: Design capstone projects that require undergraduates to apply their knowledge and skills to address real-world problems or issues relevant to their field of study. Encourage interdisciplinary collaboration and innovative thinking to generate impactful solutions.

Communication Skills:

Implementing communication skills among undergraduates involves a combination of instructional strategies, activities, and opportunities for practice. Here are some effective methods:

1. **Interactive Lectures**: Incorporate interactive elements into lectures, such as discussions, debates, or small group activities, to engage undergraduates in active participation and encourage communication.
2. **Role-Playing Exercises**: Organize role-playing exercises where undergraduates take on different roles and scenarios to practice various aspects of communication, such as persuasion, negotiation, or conflict resolution.
3. **Group Projects**: Assign group projects that require undergraduates to collaborate, communicate effectively, and delegate tasks. Provide guidance on effective teamwork and communication strategies throughout the project.
4. **Presentation Skills Workshops**: Offer workshops or training sessions focused on improving presentation skills, including public speaking, visual aids, and audience engagement techniques. Provide opportunities for undergraduates to practice and receive feedback on their presentations.
5. **Writing Assignments**: Assign writing assignments that require undergraduates to communicate clearly and persuasively, such as essays, reports, or research papers. Provide guidance on effective writing techniques and offer feedback on drafts.
6. **Debates and Discussions**: Organize debates or discussions on controversial topics to encourage undergraduates to articulate their opinions, support their arguments with evidence, and engage in respectful dialogue with others.

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7. **Peer Feedback**: Incorporate peer feedback into communication activities, where undergraduates provide constructive feedback to their peers on their communication skills. Encourage students to reflect on the feedback received and implement suggestions for improvement.
8. **Mock Interviews**: Conduct mock interviews to help undergraduates develop effective verbal communication skills for job interviews and professional interactions. Provide feedback on their interview performance and offer guidance on areas for improvement.
9. **Communication Courses**: Integrate courses or modules specifically focused on developing communication skills into the undergraduate curriculum. Cover topics such as interpersonal communication, intercultural communication, and professional communication etiquette.
10. **Extracurricular Activities**: Encourage undergraduates to participate in extracurricular activities, such as student organizations, clubs, or volunteering opportunities, where they can practice and enhance their communication skills in a supportive environment.
11. **Technology Integration**: Utilize technology tools and platforms to facilitate communication activities, such as online discussions, video conferencing, or collaborative document editing. Familiarize undergraduates with digital communication tools commonly used in professional settings.

All other skills such as time management, emotional intelligence, adaptability and other life skills among undergraduates' students through various strategies:

1. **Modelling Behavior**: Educators can serve as role models by demonstrating effective time management, leadership qualities, emotional intelligence, and adaptability in their own behavior and decision-making.
2. **Explicit Instruction**: Offer explicit instruction on time management techniques, leadership principles, emotional intelligence skills, and strategies for adapting to change. Provide resources, readings, and activities that facilitate learning and application of these skills.
3. **Integration into Curriculum**: Integrate lessons on time management, leadership development, emotional intelligence, and adaptability into the undergraduate curriculum across different subjects and courses. Incorporate case studies, projects, and discussions that require students to apply these skills in various contexts.
4. **Experiential Learning Opportunities**: Provide experiential learning opportunities, such as internships, service-learning projects, or leadership development programs, where students can practice and develop time management, leadership, emotional intelligence, and adaptability skills in real-world settings.
5. **Collaborative Projects and Group Work**: Assign collaborative projects and group work that require students to work together, communicate effectively, resolve conflicts, and manage their time efficiently. Provide guidance and support to help students develop leadership skills and emotional intelligence in group settings.
6. **Feedback and Reflection**: Offer regular feedback on students' time management, leadership, emotional intelligence, and adaptability skills, both individually and as a group. Encourage students to reflect on their experiences, identify areas for improvement, and set goals for personal growth.
7. **Peer Mentoring and Support**: Facilitate peer mentoring and support networks where students can learn from each other, share strategies for time management and leadership development, and provide emotional support during challenging times.
8. **Role-Playing and Simulations**: Organize role-playing exercises and simulations that allow students to practice decision-making, problem-solving, and communication skills in simulated real-world scenarios. Provide opportunities for students to reflect on their experiences and identify lessons learned.
9. **Professional Development Workshops**: Offer professional development workshops and seminars focused on time management, leadership development, emotional intelligence, and adaptability. Invite guest speakers, alumni, or experts to share their experiences and insights with students.
10. **Encourage Self-Care and Well-Being**: Emphasize the importance of self-care, stress management, and well-being in developing effective time management, leadership, emotional intelligence, and adaptability skills. Provide resources and support services that promote student health and wellness.

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IX. CONCLUSIONS

In conclusion, this research paper delves into the transformative potential of experiential learning within the framework of the national education policy (nep) 2020, aiming to empower undergraduate students with essential life skills. Recognizing the evolving landscape of education and the demands of the 21st century, the paper advocates for a shift towards a holistic approach that goes beyond academic excellence to cultivate critical life skills necessary for success in an ever-changing world.

Under nep 2020, experiential learning emerges as a central pedagogical approach that emphasizes active engagement, real-world application, and the development of essential life skills such as critical thinking, problem-solving, communication, and adaptability. By bridging the gap between theory and practice, experiential learning offers students opportunities to explore, experiment, and learn through hands-on experiences, projects, and community engagement initiatives.

Through a combination of theoretical perspectives, empirical evidence, and innovative practices, this paper identifies various opportunities and innovations for integrating experiential learning methodologies into the undergraduate curriculum. From project-based learning to community engagement initiatives, technology integration, and interdisciplinary approaches, experiential learning offers a multifaceted approach to empowering students with the knowledge, skills, and values needed to thrive in a rapidly changing world.

Furthermore, the paper emphasizes the importance of educator-led initiatives in instilling essential life skills such as time management, leadership, emotional intelligence, and adaptability among undergraduate students. By modelling behavior, providing explicit instruction, integrating skills development into the curriculum, and offering experiential learning opportunities, educators can effectively nurture the holistic development of students and prepare them for success beyond academia.

In essence, this research paper underscores the transformative potential of experiential learning within the context of nep 2020, offering insights and recommendations for empowering undergraduate students with essential life skills. By embracing experiential learning methodologies and fostering a culture of holistic development, educators can equip students with the tools they need to navigate the complexities of the 21st century and make meaningful contributions to society.

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UNDERSTANDING EXPERENTIAL LEARNING FROM NEUROPERSPECTIVE

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ABSTRACT
Imagining the NEP, it is pertinent for the educators to create an ecosystem that is not only supportive, but also innovative and immersive, exploratory and that which creates pleasure, experiencing it relate to the real world by making long term and deep connections. When it comes to innovations or designing customized, well-crafted curriculum/modules, it is of profound importance to have a sound knowledge of neuroscience.

INTRODUCTION
Human brain is amazing which helps in processing information, learning and adapting. It performs astounding tasks which are so complex in nature and amazes us, increasing our curiosity in understanding it. The couple of decades in neuroscience research have proved to be wealthy which has enriched the educational system with it's incredible and fantasy like research and which allows us to peep into real time brain activation process to study it in depth. The study on brain gives insights on understanding how our every act is in response to what we do.

As educators we see everyday that the process of teaching and learning requires a connection between teacher and learner. Acc. To Hardiman (2003), this connective process, although interpersonal, is also neurobiological. Cognition is all about change in biology of brain. Thus, neuroscience has paved ways of understanding and making learning exciting by changing the existing paradigms and perspectives that co-relates education and neuroscience.

The cognition patterning helps in making learning more informative and understanding the strengths and weakness of the learner, making it more purposeful by implementing data driven instructions that are neuro based.

The modern neuroimaging techniques have demonstrated how cognition happens in brain. It is pertinent to have the knowledge of neurobiological structure which further helps to devise techniques for pedagogical instructions which carry profound credibility in educational implications.

Learning is rooted in complex cognitive processes that include attention, auditory and visual perception and processing, memory and executive functions.

The connection between neuroscience and learning is integral. Researches in domain have proved that the neural connection can change in the parts of brain which further leads to behavioral changes and formation of memories.

There are different approaches and methods which can be primed to neuro based learning. A sound knowledge of the brain structure and its importance need to be peeped in. As we understand that experience makes cognition, experiential learning is one such highly recommended learning approach.

Einstein well described that, "Learning is experience, everything else is just information".

A detailed study about experiential learning approach and it's understanding from neuro perspective would throw more light with deeper insights.

* Experiential Learning – Meaning and Concept
It is well said that Experience is teacher of all time.

In a simplified manner, experiential learning is all about learning that happens through gaining experiences. Experiential learning is an immersive learning approach that engages all our senses and enhances the mental ability of learning. Since it is immersive and hands-on practical approach, it connects very well to the real world and its application in true sense. Thus, experiential learning is a pragmatic approach that provides insights in connecting real life situations and experiences.

Experiential learning makes the information and leaves a stronger imprint on brain.

Acc.to Wikipedia, Experiential learning is process of learning through experience, and is more narrowly defined as, "learning through reflection on doing". John Dewey, Kurt Lewin and Jean Piaget influenced David Kolb on experiential learning theory. In 1984, Kolb published his model which works in 04 stages –

1. Concrete Learning

2. Reflective observation

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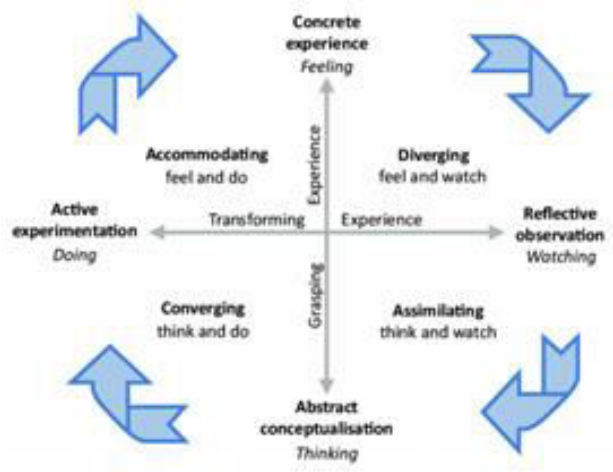
3. Abstract conceptualization and

4. Active experimentation.

- First and second stage involves in – Getting experience
- Third and Fourth stage involves in – Creating experiences

In the article "experience is the heart of our learning", in WDHB.log, it mentions that Kolb and Fry's model is an endlessly recurring cycle, a process between the learner's internal world and the external environment.

Acc. to Kolb, as the learner goes through the cycle, effective learning happens, and the learner can enter into the cycle at any time. Every stage contributes to the learner's experience by actively engaging and gaining insights at metacognitive level.



Source - https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/

The diagram is comprehensive showing the process of experiential learning.

In experiential learning, students are purposely engaged developing personal understanding. They collaborate and use all their senses where perceptions are built. Every individual child's cognition is different. It is synonymous to discover by learning, learning by doing, hands-on learning, learning based on action or learning and exploring/discovering.

The 04 stages of experiential learning are –

1. **Concrete Experiences** – The learner experiences by self with the help of concrete examples/content presented.

All the senses are involved in learning and past experiences are also considered in experiencing. This step is experiencing by self.

2. **Reflective Experiences** – What happened? The learner reflects on what he experienced. Reflective observation at times makes so deep connection that the learner may develop different perception, insights or connections that may not even be the part of learning.

Learner's ideas and knowledge connect experiencing something different. At times the learner may go to another stage and reflective process can happen even during another stage.

3. **Abstract Experimentation** – This is the stage where learner transforms learning into creating experiences by reaching to abstract understanding, relating or forming theories/principles/ideas. It is the stage were thinking is done in highest form.

4. **Active Experimentation** – This is the stage of actual experimentation. This phase connects to the real-world if learning has happened. Experiential learning can be through simulation, role-play, Visual learning or Augmented learning (VR-AR) content, field work or even AI based content that can be primed towards giving a thoughtful experience by actively engaging the students.

*** Relation between Cognitive Abilities and Experiential Learning-**

Cognition is all about the mental process that involves engaging all senses, experiences, perceptions, beliefs or thought process for gaining knowledge. Cognitive learning makes optimum use of brain and aims at thinking,

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comprehension, memory and retention of knowledge gained. On the other hand, experiential learning develops skills like problem-solving skills, critical thinking, collaboration, metacognition with the help of deep connections made during immersive learning. Thus, cognition i.e. mental abilities related to brain is co-related to experiential learning.

Kolb's experiential theory is with a holistic approach which considers experiences, mental processes i.e. cognition, environment and emotions that make an impact on learning. Holistic development in all domains remains the true purpose of educational setup and the immersive experiential learning aims at the cognitive, aesthetic and psychomotor development of the child with purposeful pedagogical instructions.

Neurologically, during experiential learning is rewired. Brain is a network of neurons connected by synapses. These synapses get reinforced and increase in size creating stronger connections during learning. In comparison to traditional learning methods, during experiential learning the connection formed are stronger and this complex learning processes formed during experiential learning require many neurons from different parts of brain. The say by Lowell and Singer, "neurons wire together if they fire together" establishes a perfect co-relation between brain and experiential learning.

A short explanation in view of above with relation to parts of brain and their functions in learning, memory storage and it's retrieval would be of profound importance.

*** Parts of Brain and Experiential Learning – Understanding the Co-relation -**

As we understand that brain is a complex organ with specific areas, it would be pertinent to know the functions of each region and areas so that the activities can be designed from the same perspective. Likewise for example, the left hemisphere of brain is dominant in logics, analytical skills and language development. If the instructional design is such that activates that region, it would make it meaningful to connect neurology and learning.

All the regions participate in learning in some or the other way depending on the information presented, perceived and processed. The real time imaging techniques have evidences suggesting the activation of those regions during learning.

The parts of brain and functions are -

- Frontal lobe - Thinking, Speaking, Memory, Movement
- Parietal Lobe - Language, Touch
- Occipital Lobe - Vision, Color Perception
- Temporal Lobe - Hearing, Learning, Feelings

Memory – The most important aspect in learning is about memory and emotions. The ability to store and retrieve information is called memory. Evidences gathered show that the limbic system connects pathway with the amygdala which processes emotions for fear and aggression and hippocampus which is stored in the each temporal lobe is essential for episodic memory.

Hippocampus is involved in memory, learning and emotion. When it comes to memory, hippocampus plays a vital role in holding the short-term memory and transfers it to long-term memory.

Constructing knowledge from information by processing and storing it for long term usage and retrieval is part of objective of the teaching-learning process.

We can relate the same by understanding the types of memory and its relation with experiential instructional design –

Type of Memory	Functions	Experiential Instructional Design
Sensory Memory	Information gathered and stored from senses. Information presented enters the brain through senses involved which lasts for a second or less	Experiential instruction can be purposeful where the senses engage by doing by self or in collaboration. And it becomes concrete in processing and storing as part of experience during learning.
Short Term Memory (STM)	It is the active/primary memory allowing to recall specific information for a brief period. Lasts about 30 secs.	The learning module can be designed such that relates to or prompts to earlier experience and can co-relate to

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		the content presented making connections stronger.
Working Memory	The cognitive tasks given to process is with the working memory that involves in the immediate or small amount of task given to be performed. Tasks that need to be stored in long-term memory for retrieval later is done in working memory. It is sometimes referred as short-term memory also	The constructive tasks given to the working memory through experiential learning can help store the information in long-term memory. This benefits the learner to store it for long term, which is the very purpose of learning and retrieving it later when required. At the reflective phase of experiential learning, the deep insights gained make information more constructive which allow to make deeper connection and store it for long term
Long Term Memory (LTM)	As the name suggests, it can hold infinite information for indefinite period of time. The memory of short-term when processed constructively, it is stored in long term memory in the brain region of hippocampus. It is 02 types – Implicit Memory – Episodic memory and Explicit Memory – consciously worked to recall. The retrieval of accounts/experiences/learning	The phase 3 and phase 4 of experiential learning if made very purposeful and engaging, the information can make deep connections, with experiences stored for long time retrieval and in form of episodic memory that relates personally.

*** Role of Educators and NEP -**

In view of NEP, it is required for the educators to reorient themselves. Innovative teaching techniques that create a supportive learning ecosystem and that which makes the student's think by creating perspectives and discovering insights, and teaching that creates pleasure in learning is need of the hour.

Before assessing children, it would be fair to understand whether the educators would be ready to align to the needs of NEP and prepare themselves with adaptive, innovative and competence-based teaching strategies.

Experiential learning is one such approach that gives pleasure to learner, scope to be flexible to the educator for designing well-crafted customized learning modules with purposeful and holistic approach for learner!!

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TO ANALYZE STUDENTS PERCEPTION TOWARDS ROLE OF EXPERIENTIAL LEARNING UNDER NEP 2020 TO ENHANCE EMPLOYABILITY

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ABSTRACT
The global education sector has witnessed substantial growth in recent decades. Despite this, the current education system in India remains rooted in traditional teaching methods, emphasizing memorization over fostering creative and critical thinking. There exists a noticeable gap between the academic curriculum and the evolving requirements of the corporate sector. To address this, the National Education Policy (NEP) 2020 underscores the importance of experiential learning, encouraging educational institutions, universities, and corporate sectors to integrate value-added courses. This strategic shift aims to enhance employability skills by providing students with practical experiences aligned with the dynamic needs of the corporate world.

This study aims to investigate students' perceptions regarding the impact of experiential learning within the framework of the National Education Policy (NEP) 2020, specifically focusing on its role in augmenting employability skills. As the NEP 2020 introduces a paradigm shift in the Indian education system, emphasizing holistic and experiential learning, this research seeks to understand how students perceive the integration of practical experiences into their academic journey. Through a qualitative approach, the study aims to uncover insights into the effectiveness of experiential learning in preparing students for the dynamic demands of the workforce, shedding light on the implications for educational stakeholders and policymakers.

Keywords: Experiential Learning, National Education Policy (NEP) 2020, Employability skills, Value-added Courses.

INTRODUCTION
Experiential learning is a cornerstone of the NEP's transformative vision for education in India. The National Education Policy (NEP) emphasizes experiential learning as a vital component of India's educational transformation. This approach prioritizes active engagement, practical application of knowledge, and holistic development. By encouraging students to explore, experiment, and apply their learning in real-world scenarios, experiential learning cultivates critical thinking, problem-solving abilities, creativity, and collaboration skills. Its implementation in schools can create a dynamic, student-centered educational environment, equipping learners with the skills and mindset needed to succeed in today's fast-changing world (SM Mamatha (2021)).

Employability means a set of different skills, knowledge, understanding and personal attributes which helps a person to choose and secure occupations in which they have interest to become successful. Career identification and planning, Communication skills, Interview practice, Decision making skills, Presentation skills, Team work, and Time management these are different employability skills. Experiential learning enhance students ability to choose the right path for their careers. (SM Mamatha (2021).

Occupational patterns are changing day by day and employment demands are shifting towards high skills categories and professional workforce. Education and skill development become important to meet the needs of a growing industrial skills, manpower demand and to promote social equality by including those who are currently excluded because of unequal access to education and skills (Nisha Tyagi and Akanksha Srivastava (2021))**.**

The developing global structure makes the world more competitive and requires high levels of innovative thinking and the spirit of entrepreneurship to cope up with the upcoming challenges. Many times, it is observed that the defined curriculum that is being taught to students today becomes needless due to rapid technological advancements. The National Education Policy 2020 has been floated by the Government of India (Sungjemmenla Aier and Sunny Joseph (April 2022)). To face this challenge National Education Policy 2020 have given provision of Experiential learning to gain different skills National Education Policy 2020 with emphasis on life skills such as communication, teamwork, cooperation and flexibility as one of its core principles can be a revolutionary step in making the youth of India skilled, employable and self-sufficient which would in turn revitalize the nation (University Grant Commission (2020)**.**

India is equipped to implement the National Education Policy 2020 all throughout the country to improve and make absolute changes in school education and higher education with an motive to creating a better education

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system which should empower the students, to boost their confidence, to improve their knowledge, skills, along with human values to solve present and future problems.(Prof. (Dr.) Abhay Kumar (2022)) The key focus area of this policy is to develop manpower, encourage entrepreneurship and generate employment. It is based on the principle of equality, social inclusion, providing moral independence and empowering weaker sections of society (Alok Kumar (2021))**.**

The Fundamental Principles of NEP (2020) are as follows:-

- Recognition, Identification, and promote the unique potential of each student.
- Flexibility, to choose their own paths in life according to their talents, capabilities and interests by choosing their learning courses by their own.
- No rigidity for particular streams and now there is no-hard separations between arts and sciences, between academic curricular and extracurricular activities.
- Focus on conceptual understanding rather than mechanically learning and learning-for-exams only.
- Innovative and critical thinking and understanding to encourage decision-making and innovation;
- Focus on Ethics and human & Constitutional values.
- Promote multi languages and the empower language in teaching and learning;
- Focus on Life skills such as communication, cooperation, teamwork, and flexibility;
- With the help of technology involvement in the teaching learning process we can overcome language barriers. (Sungjemmenla Aier and Sunny Joseph (April 2022)).

EMPLOYABILITY SKILLS

These skills are essential for job seekers to possess and for employees to develop throughout their careers. Some common employability skills include:

- **Communication:** Being able to effectively convey ideas and information to others, both verbally and in writing.
- **Teamwork:** Working collaboratively with others to achieve a common goal, being able to contribute positively to a team.
- **Critical Thinking:** Using logic and reasoning to analyze situations, make decisions, and solve problems.
- **Time Management:** Organizing and prioritizing tasks to complete work efficiently and meet deadlines.
- **Adaptability:** Experiential learning will help students to adopt challenges and face the problems effectively Being flexible and able to adjust to new situations and challenges.
- **Leadership:** Motivating, influencing, and guiding others toward achieving a shared goal.
- **Creativity:** Thinking outside the box to develop new ideas and solutions.
- **Resilience:** Being able to cope with setbacks and challenges, and bounce back from difficult situations.
- **Networking:** Building and maintaining relationships with others to exchange information and develop professional contacts

EXPERIENTIAL LEARNING METHODS

- **Learning by Doing**

Encourages hands-on experiences where students actively engage in tasks or projects to gain practical knowledge. Emphasizes the importance of experiential activities over passive learning approaches.

- **Experiential Learning Activities**

Promotes activities such as internships, apprenticeships, and field trips to provide real-world exposure to students. Allows students to apply theoretical knowledge in practically, promoting a deeper understanding of concepts.

- **Life Skills Development**

Focuses on developing essential life skills such as critical thinking, problem-solving, communication, and collaboration through practical experiences. Integrates these skills into the curriculum to prepare students for real-life challenges.

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- **Project-Based Learning (PBL)**

Involves students in long-term projects that address real-world problems or scenarios. Encourages interdisciplinary learning, collaboration, and self-directed inquiry.

- **Skill-Based Education**

Shifts focus from rote memorization to skill development through practical training and application. Integrates skill-based education into the curriculum to equip students with employability skills.

- **Inquiry-Based Learning**

Encourages students to ask questions, explore topics, and seek answers through investigation and research. Fosters curiosity, critical thinking, and a deeper understanding of concepts.

BENEFITS OF EXPERIENTIAL LEARNING

- **Accelerates Learning:** It is rightly said that doing is better than memorizing. Students learn faster when they actively solve problems and think critically.
- Alternative Learning: Combining classroom concepts with real-world application makes learning more meaningful and effective.
- **Realistic Career Understanding:** Through experiential learning Students gain practical insights about their future professions, helping them develop realistic expectations and goals.
- **Bridges Theory and Practice:** Our Teaching under NEP 2020 is Moving from theory to practice which helps students to understand and remember concepts in a better way.
- **Personalized Learning:** Experiential learning allows students to learn at their own pace, often using technology, and beyond the classroom.
- **Reflective Practice:** Helps students become experts by encouraging self-monitoring, anticipating outcomes, and developing contingency plans.
- **Visible Accomplishments:** Learners see immediate improvement through problem-solving, feedback, and practice.
- **Immediate Application of Knowledge:** Students can apply what they learn to real-world challenges, testing their understanding and improving outcomes.
- **Career Guidance:** Projects often align with career goals, helping students discover their skills and passions.
- **Preparation for Real Life:** Working in groups teaches students teamwork, leadership, critical thinking, and adaptability—skills essential for life beyond school.
- **Practical Skills Development:** Experiential learning allows students to develop skills such as problem-solving, critical thinking, communication, and teamwork. These different skills are directly applicable in the workplace.
- **Industry Exposure:** By engaging in experiential learning opportunities such as internships, students gain exposure to the industry they are interested in. This exposure helps them understand the industry's dynamics, challenges, and expectations, making them more attractive to potential employers.
- **Enhanced Resume:** Having experiential learning experiences on a resume can make a candidate stand out to employers. It demonstrates that the candidate has practical experience and is proactive in seeking out learning opportunities (Gavillet, R. (2019).
- **Personal Growth:** Experiential learning can lead to personal growth, as learning with experience leads to increased confidence, and one can better understand his or her strengths and weaknesses.
- **Demonstrated Initiative:** Actively participating in experiential learning shows students that a candidate is proactive, motivated, and willing to go beyond the minimum requirements to succeed.

LITERATURE REVIEW

- Rebecca Gavillet (2018) "Experiential Learning and Its Impact on College Students" Has discussed different experiential Learning techniques and its impact on college students. She has also discussed experiential learning theories which were undertaken by different philosophers.
- Sungjemmenla Aier and Sunny Joseph (April 2022) in their research article "NEP : Employability Skills" have discussed the concept of employability, NEP 2020, fundamental principles of new education policy.

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They have also discussed the present method of teaching-learning and assessment, failure of present method and how NEP is useful to gain different employability skills.

- Alok Kumar (2021) In his research article "New Education Policy (NEP) 2020: A Roadmap for India 2.0" has explained national education policy 2020, Features of NEP 2020, different benefits of New Education Policy to various stockholders, and drawbacks of NEP 2020.
- SM Mamatha (2021) in research paper "Experiential Learning in Higher Education" Have discussed how experiential learning is beneficial to students for inculcating their overall values and to gain different employability skills.
- University Grant Commission (2020) in the circular " Curriculum and Credit Framework for Undergraduate Programmes " Have explained in detail National Education Policy, Structure of undergraduate programmes, curriculum framework, outcome-based approach to higher education, Different skill enhancement courses, Value added courses, vocational education, research project, Pedagogical approaches and learning assessments.
- Prof. (Dr.) Abhay Kumar (2022) in his research paper " Importance of National Education Policy -2020 In imparting Education " has highlighted NEP 2020, School education, Higher education and teachers' education.
- Nisha Tyagi and Akanksha Srivastava (2021), in the book "National Education Policy (NEP) 2020 and The Role of Teachers" Have discussed different provisions of National Education Policy 2020, education and role of teachers, secondary and vocational education, NEP 2020 and skill development courses, vocational education. They have also given emphasis on online and digital learning.
- Nuryake Fajaryati, Budiyono, Muhammad Akhyar, and Wiranto (2020)in their research article "The Employability skills Needed To Face the Demands of Work in the Future; Systematic Literature reviews" have discussed about types of employability skills, definition of employability skills, disruption era, technology,

OBJECTIVES OF THE STUDY

- To study concept of Experiential Learning under National Education Policy (NEP) 2020
- To understand and analyze students' perceptions towards Experiential Learning.
- To analyze the impact of Experiential Learning to improve Employability skills among students.

RESEARCH DESIGN AND METHODOLOGY

The research methodology for this research paper is exploratory and has been conducted based on primary and secondary sources of data. The data has been obtained from articles, research journals and websites. For the collection of primary data, a structured questionnaire was designed to find out awareness among students towards Experiential Learning to study their perception relating to Experiential Learning and employability. Sample size is 100 and Convenient sampling method has been used for the collection of data. Descriptive Statistical analysis has been done to arrive at the findings and conclusions.

DATA ANALYSIS AND INTERPRETATIONS

1. Demographic Distribution of Data

- **On the Basis of Gender**

Table 1 & Figure 1: Demographic Distribution on the basis of Age

Response	Count	%
Upto 20 years	54	54
20 to 25 years	43	43
Above 25 years	3	3

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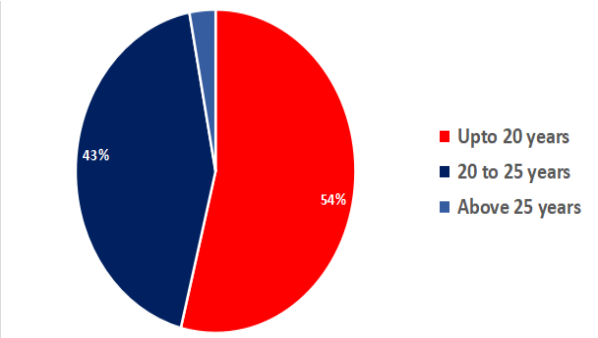
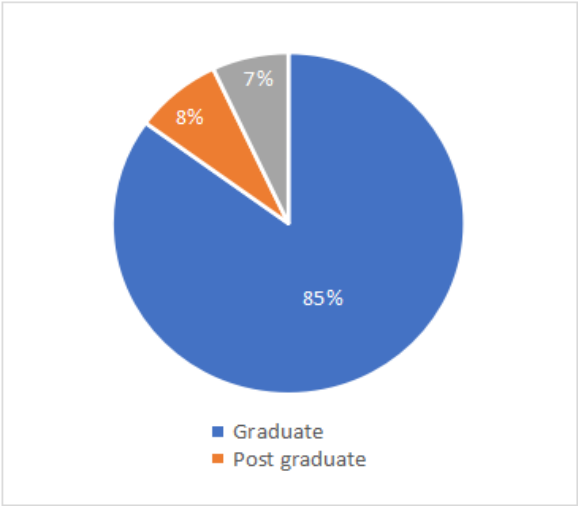


From the Table 1 & Figure 1 it can be observed that out of total 100 respondents 54% were in the age group of upto 20 years, 43% were between 20-25 years, 3% were above 25 years

Table 2 & Figure 2: Demographic Distribution on the basis of Education

Responses	Count	%
Graduate	85	85
Post graduate	8	8
Other	7	7

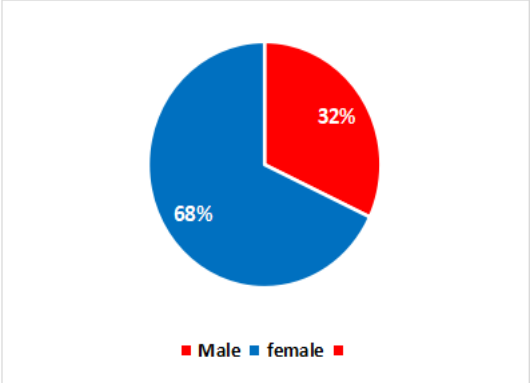


From Table 2 & Figure 2 it can be observed that out of total 100 respondents 85% were graduates, 8% were post graduates, and 7% were from other backgrounds.

- **On the Basis of gender**

Table 3 & Figure 3: Demographic Distribution on the basis of gender

Responses	Count	%
Male	32	32
Female	68	68



From the Table 3 & Figure 3 it can be observed that out of total 100 respondents 32% were males and 68% were females.

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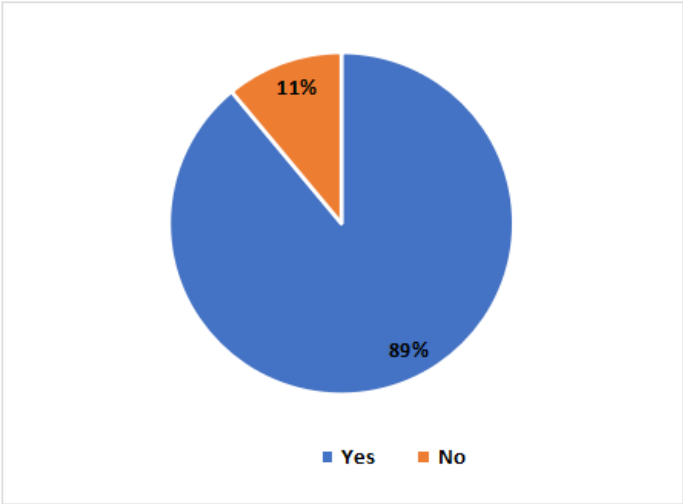
2. **EMPLOYABILITY SKILLS**

Table 4 & Figure 4: Awareness about employability skills

Responses	Count	%
Yes	89	89
No	11	11



From Table 4 & Figure 4 it is good to note that of 89% respondents were aware of employability skills.

3. **Importance of Experiential Learning to cater marketing demands**

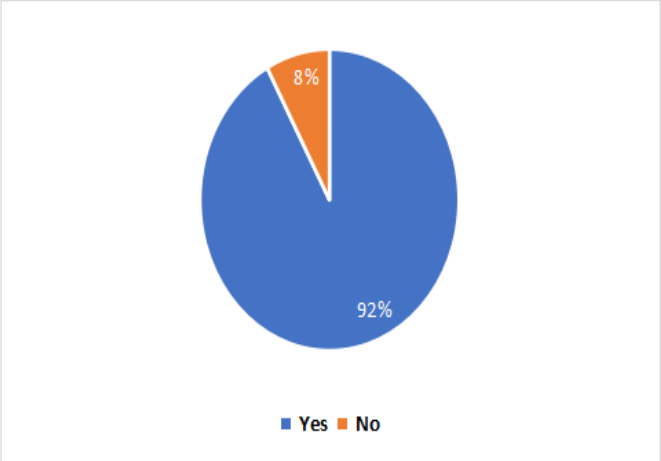


Figure 5: Show gap between teaching and market demands

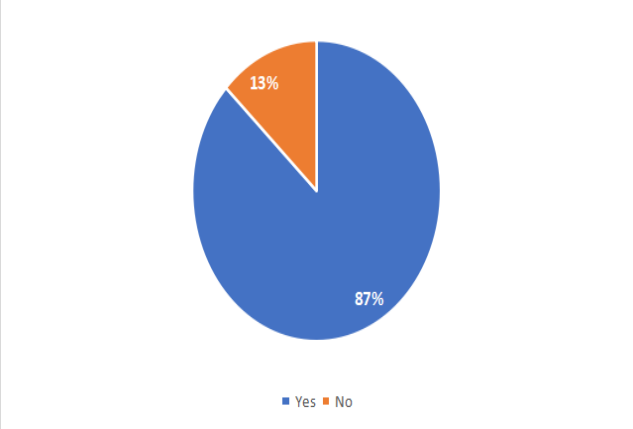


Figure 6: Experiential Learning as mode to acquire employability skills

Figure 5 and figure 6 shows that there is a huge difference between what is being taught in school & college and market demands for employment. Out of 100 respondents 92 of them agreed that there is a gap and according to 84% of them experiential learning is the best initiative to fill the gap.

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4. Awareness of NEP 2020 & willingness of students to join experiential learning to enhance employability skills under NEP 2020

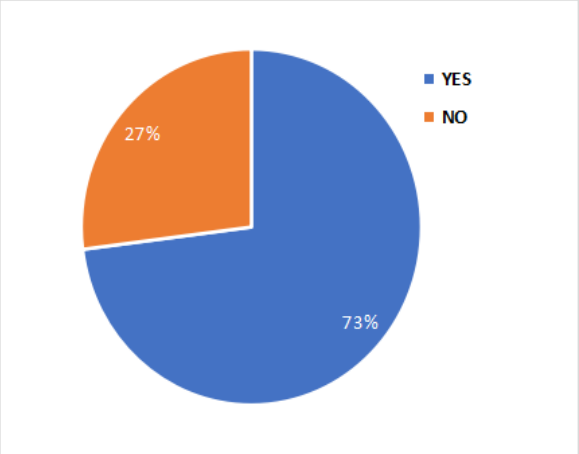


Figure 7: Awareness of NEP 2020

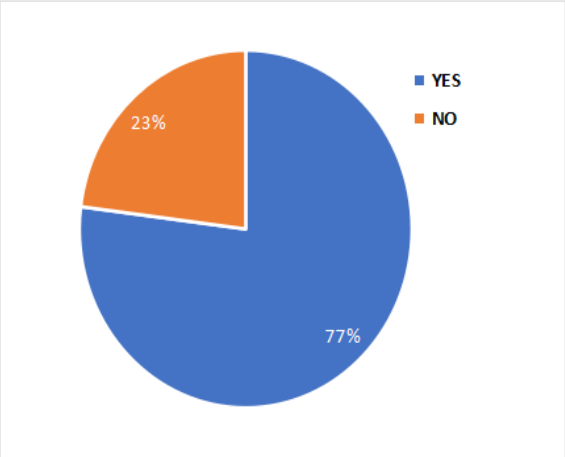
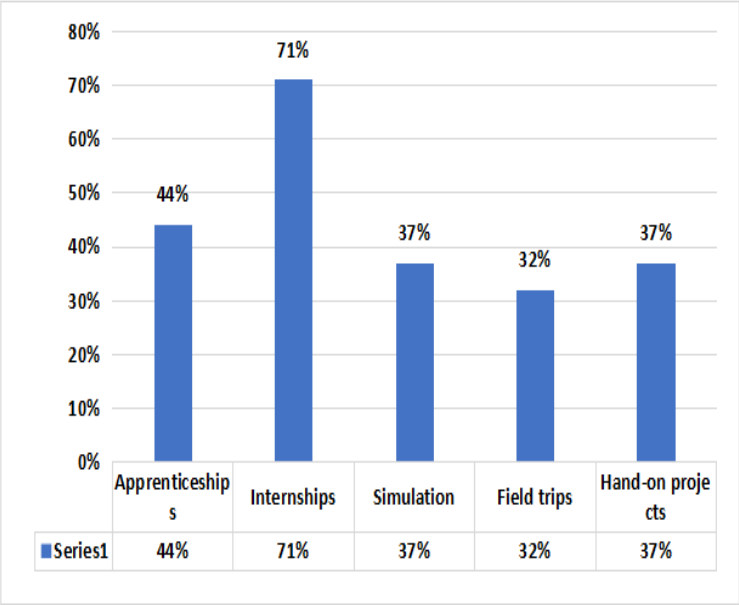


Figure 8: Willingness of students to join experiential learning

From Figure 7 we can observe that out of 100 respondents 73% respondents are aware about NEP 2020 and figure 8 shows that 77% respondents out of 100 are willing to take part in experiential learning.

Figure 9: Modes of Experiential Learning



From figure 9 it can be observed that out of 100 respondents 71% respondents fill that Internship is one of the best ways enhance employability skills, according to 44% respondents Apprenticeship is good, 37% fill

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simulation and hand on project is effective and 32% of them says that field trips are effective mode of experiential Learning to enhance employability.

CONCLUSION

Experiential learning emphasizes the application of knowledge and skills to real-world situations, enhancing learners' understanding and competency in various skills and behaviors. Experiential learning is instrumental in upholding this fundamental objective. Experiential learning under the National Education Policy (NEP) 2020 aims to enhance employability by providing students with hands-on learning experiences; it provides hands-on, real-world experiences that go beyond traditional classroom learning. This approach encourages students to actively engage in learning by applying theoretical concepts through internships, apprenticeships, project-based learning, and other experiential opportunities, students develop practical skills, critical thinking abilities, and a deeper understanding of their field of study. This can lead to improved job readiness and increased employability upon graduation. But still there are some obstacles i.e Lack of Infrastructure and Resources, Problem of Teacher Training, Equity and Access to all students, Insufficient digital resources posed challenges in implementing experiential learning approach in school and colleges.

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EFFECTIVE IMPLEMENTATION STRATEGIES FOR CLOUD-BASED EDUCATION PLATFORMS: ALIGNING WITH THE GOALS OF NEP 2020

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ABSTRACT
The National Education Policy (NEP) 2020 emphasizes the importance of leveraging technology to ensure universal access to quality education and enhance learning outcomes. Cloud computing offers promising solutions to address these goals by providing scalable, flexible, and cost-effective infrastructure for delivering educational content and services. This research paper investigates implementation strategies for integrating cloud computing technologies into educational institutions in alignment with the objectives of NEP 2020. Through a comprehensive review of existing literature, case studies, and expert insights, this paper identifies key considerations, challenges, and best practices for successful adoption of cloud-based education platforms. The findings contribute to the development of guidelines and recommendations to support educational stakeholders in harnessing the potential of cloud computing to advance the goals of NEP 2020.

Keywords: Cloud computing, Education technology, National Education Policy 2020, Implementation strategies, Learning outcomes, Universal access.

I. INTRODUCTION

- **Overview of the National Education Policy 2020**

An extensive framework for the advancement of education in India is provided by the National Education Policy (NEP) 2020. Approved by the Union Cabinet of India in July 2020, it aims to transform the Indian education system to meet the needs of the 21st century. Some of the key features are:

1. Early Childhood Care and Education (ECCE)
2. Curriculum Reforms
3. Assessment Reforms
4. Teacher Training and Professional Development
5. Higher Education
6. Research and Innovation

- Importance of technology integration in education

The integration of technology in education holds significant importance in shaping modern educational practices and fostering student success. Here are several key reasons why technology integration is essential:

1. **Enhanced Learning Experience:** Technology offers interactive and multimedia-rich learning experiences that can engage students more effectively than traditional methods. It caters to various learning styles and preferences, making learning more enjoyable and accessible.
2. **Knowledge Access:** Students may now access a plethora of global resources and knowledge thanks to technology. It enables them to explore diverse perspectives, conduct research, and gain knowledge beyond the confines of textbooks or classrooms.
3. **Collaborative Learning:** Technology facilitates collaborative learning environments where students can interact with peers, share ideas, and work together on projects regardless of physical location. Tools such as video conferencing, online forums, and collaborative documents promote teamwork and communication skills.
4. **Increased Engagement and Motivation:** Interactive educational games, simulations, and multimedia content can captivate students' interest and motivation, making learning more engaging and enjoyable. Technology integration can inspire curiosity and a passion for learning, driving student engagement and participation.
5. **Accessibility and Inclusivity:** Technology can break down barriers to education by providing access to learning resources for students with diverse learning needs and disabilities. Assistive technologies, such as

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screen readers and speech-to-text software, enable students with disabilities to participate fully in educational activities alongside their peers.

6. **Preparation for the Future:** In today's digital age, technology skills are essential for success in higher education and the workforce. Integrating technology in education equips students with the digital literacy and proficiency they need to thrive in an increasingly technology-driven world.

- **Base for adopting cloud-based education platforms**

The adoption of cloud-based education platforms offers several compelling rationales, each contributing to the enhancement of the educational experience for students, educators, and institutions alike:

1. **Accessibility and Flexibility:** Cloud-based education platforms enable access to educational resources anytime, anywhere, and on any device with an internet connection. This accessibility facilitates flexible learning opportunities for students, allowing them to engage with course materials, collaborate with peers, and participate in discussions regardless of their physical location or device availability.
2. **Scalability and Cost-Effectiveness:** Cloud-based platforms can scale resources up or down based on demand, allowing educational institutions to accommodate fluctuating student enrollments and instructional needs efficiently. Moreover, cloud-based solutions often operate on a pay-as-you-go model, eliminating the need for large upfront investments in hardware and infrastructure. This scalability and cost-effectiveness make cloud-based platforms particularly attractive for institutions with varying resource requirements.
3. **Collaboration and Communication:** Cloud-based education platforms facilitate seamless collaboration and communication among students, educators, and administrators. Features such as real-time document sharing, discussion forums, video conferencing, and instant messaging enable effective communication and collaboration, fostering an interactive and engaging learning environment.
4. **Enhanced Data Management and Security:** Cloud-based platforms offer robust data management capabilities, allowing educational institutions to store, organize, and analyze vast amounts of educational data securely. Advanced security measures, including encryption, access controls, and data backup, help safeguard sensitive student and institutional information against unauthorized access, data loss, or breaches.
5. **Continuous Innovation and Updates:** Cloud-based platforms benefit from continuous innovation and updates, with providers frequently releasing new features, enhancements, and improvements based on user feedback and evolving technological trends.
6. **Support for Blended and Online Learning:** Cloud-based education platforms support various instructional modalities, including blended and online learning, by providing tools and resources for delivering engaging and interactive digital content. Educators can create, deliver, and manage online courses, assignments, assessments, and multimedia materials, catering to diverse learning needs and preferences.

II. BACKGROUND AND LITERATURE REVIEW

- **Evolution of cloud computing in education**

The evolution of cloud computing in education has transformed the landscape of teaching, learning, and administration, enabling educational institutions to leverage advanced technology to enhance efficiency, accessibility, and innovation. Here's a brief overview of the key stages in the evolution of cloud computing in education:

1. Early Adoption (2000s):

In the early 2000s, educational institutions began exploring the potential of cloud computing to streamline administrative tasks, such as student record management, registration, and admissions.

Initial cloud-based applications focused on basic productivity tools, such as email, document sharing, and calendar services, offered by providers like Google and Microsoft.

2. Expansion of Learning Management Systems (LMS) (Late 2000s to Early 2010s):

The late 2000s and early 2010s saw the widespread adoption of cloud-based learning management systems (LMS), such as Moodle, Canvas, and Blackboard Learn.

Cloud-based LMS platforms provided educators with tools for course management, content creation, assessment, and communication, facilitating the transition from traditional classroom-based instruction to blended and online learning.

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3. Rise of Educational Software as a Service (SaaS) (Mid-2010s):
In the mid-2010s, the education technology market witnessed the emergence of cloud-based software as a service (SaaS) solutions tailored to specific educational needs.

Educational SaaS offerings encompassed a wide range of applications, including student information systems (SIS), assessment tools, digital textbooks, collaboration platforms, and virtual learning environments.

4. Integration of Cloud-Based Tools and Resources (Late 2010s to Present):
As cloud computing matured, educational institutions increasingly integrated cloud-based tools and resources into teaching and learning practices across disciplines and grade levels.

Cloud-based productivity suites, such as Google Workspace (formerly G Suite) and Microsoft 365 Education, became integral to collaborative and project-based learning initiatives, offering tools for document creation, sharing, and collaboration.

5. Advancements in Artificial Intelligence (AI) and Data Analytics (Present and Future):
In recent years, advancements in artificial intelligence (AI), machine learning (ML), and data analytics have fueled the development of intelligent educational applications and analytics platforms hosted in the cloud.

- **Benefits of Cloud-Based Education Platforms**

Cloud-based education platforms offer a wide range of benefits for students, educators, and educational institutions. Some of the key advantages are:

1. **Accessibility:** Cloud-based education platforms enable access to educational resources from any location with an internet connection, allowing students to learn at their own pace and convenience.
2. **Flexibility:** Cloud-based platforms support flexible learning modalities, including blended learning and online learning, accommodating diverse student needs, schedules, and learning preferences.
3. **Scalability:** Cloud-based platforms can scale resources up or down based on demand, accommodating fluctuating student enrollments, course offerings, and instructional needs efficiently. Educational institutions can easily add new users, courses, and features without the need for significant infrastructure investments or upgrades.
4. **Cost-Effectiveness:** Cloud-based solutions operate on a subscription or pay-as-you-go model, eliminating the need for large upfront investments in hardware, software, and infrastructure.
5. **Integration and Interoperability:** Cloud-based education platforms can integrate with existing educational systems, applications, and learning management systems (LMS), streamlining workflows and enhancing interoperability.
6. **Continuous Innovation and Updates:** Cloud-based platforms benefit from continuous innovation and updates, with providers frequently releasing new features, enhancements, and improvements based on user feedback and evolving technological trends. Disaster
7. **Support for Innovation and Experimentation:** Cloud-based education platforms provide a flexible and agile environment for innovation and experimentation in teaching and learning. Educators can explore emerging technologies, pedagogical approaches, and educational strategies, leveraging cloud-based tools and resources to create engaging, interactive, and immersive learning experiences for students.

- **Challenges and Barriers to Adoption**

While cloud-based education platforms offer numerous benefits, their adoption can also face various challenges and barriers. Here are some common ones:

1. **Digital Divide:** One of the most significant challenges is the existence of a digital divide, where students from disadvantaged socio-economic backgrounds may lack access to the necessary devices (e.g., computers, tablets) and reliable internet connectivity required to effectively utilize cloud-based platforms.
2. **Cost:** While cloud-based solutions can potentially reduce costs in the long run, the initial investment in infrastructure, software licenses, training, and ongoing subscription fees can be prohibitive for some educational institutions, especially those with limited budgets.
3. **Data Security and Privacy Concerns:** Storing sensitive student and institutional data in the cloud raises concerns about data security, privacy, and compliance with regulations. Educational institutions must ensure that cloud service providers implement robust security measures and comply with relevant data protection laws and standards.

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4. **Reliability and Downtime:** Cloud-based platforms rely on internet connectivity and the availability of cloud service providers' infrastructure. Downtime, service interruptions, or slowdowns can disrupt teaching and learning activities, affecting students' access to educational resources and causing frustration for educators and administrators.
5. **Integration Challenges:** Integrating cloud-based education platforms with existing systems, applications, and workflows can be complex and time-consuming. Compatibility issues, data migration challenges, and the need for customization and interoperability may hinder seamless integration and adoption.
6. **Technical Support and Training:** Educators and staff may require training and support to effectively use cloud-based education platforms and leverage their full potential. Lack of technical expertise, inadequate training resources, and resistance to change can impede adoption and limit the platforms' impact on teaching and learning outcomes.

- **Alignment with the Goals of NEP 2020**

Cloud-based education platforms align closely with several key goals and principles of the NEP 2020, including:

1. **Universal Access and Equity:** NEP 2020 aims to ensure universal access to quality education and reduce disparities based on socio-economic status, gender, and geographical location. Cloud-based education platforms can facilitate access to educational resources and opportunities for students regardless of their physical location or background, promoting equity and inclusivity in education.
2. **Flexibility and Choice:** NEP 2020 emphasizes flexibility and choice in the educational system, allowing students to pursue diverse learning pathways and modalities suited to their interests, aptitudes, and aspirations. Cloud-based education platforms support flexible learning modalities, including blended learning and online learning, providing students with options to learn anytime, anywhere, and at their own pace.
3. **Holistic and Multidisciplinary Education:** NEP 2020 advocates for a holistic and multidisciplinary approach to education, integrating arts, humanities, sciences, vocational subjects, and extracurricular activities into the curriculum. Cloud-based education platforms offer a wide range of educational resources, tools, and content across diverse subject areas, enabling educators to create interdisciplinary learning experiences that foster creativity, critical thinking, and problem-solving skills.
4. **Quality and Innovation:** NEP 2020 emphasizes the importance of quality education and continuous innovation in teaching and learning practices. Cloud-based education platforms support innovative pedagogical approaches, personalized learning experiences, and collaborative learning environments that enhance teaching effectiveness, student engagement, and educational outcomes.
5. **Research and Innovation:** NEP 2020 promotes research and innovation in education to address emerging challenges and opportunities in the field. Cloud-based education platforms can support research initiatives, data analytics, and educational technology innovation hubs, facilitating collaboration among researchers, educators, policymakers, and industry partners to advance knowledge and practices in education.

III. CASE STUDIES AND BEST PRACTICES

- **Successful implementations of cloud-based education platforms**

Several educational institutions and organizations have successfully implemented cloud-based education platforms, demonstrating the effectiveness of these solutions in enhancing teaching and learning. Here are a few examples:

1. Google Workspace for Education (formerly G Suite for Education):

Google Workspace for Education is a suite of cloud-based productivity and collaboration tools designed for educators and students. It includes applications such as Google Classroom, Google Drive, Google Docs, Google Sheets, Google Slides, and Google Meet.

Many schools, colleges, and universities worldwide have adopted Google Workspace for Education to facilitate communication, collaboration, and document sharing among students and educators. The platform supports blended learning, online assignments, real-time feedback, and virtual classroom interactions.

Case Study: The University of Notre Dame in Indiana, USA, implemented Google Workspace for Education to enhance collaboration, productivity, and innovation among faculty, staff, and students. The platform has

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streamlined communication, facilitated project-based learning, and improved access to educational resources across campus.

2. Canvas LMS:
Canvas is a cloud-based learning management system (LMS) used by educational institutions to deliver online courses, manage assignments, facilitate discussions, and track student progress. It offers features such as course customization, multimedia content delivery, gradebook management, and integration with third-party tools.

Many K-12 schools, higher education institutions, and corporate training programs have adopted Canvas LMS to create engaging and interactive learning experiences for students. The platform supports personalized learning pathways, formative assessment, and collaboration among learners and instructors.

Case Study: The University of Auckland in New Zealand implemented Canvas LMS to enhance the quality and flexibility of online learning for its students. The platform has enabled seamless course delivery, improved student engagement, and enhanced support for academic staff in designing and managing online courses.

3. Microsoft 365 Education:
Microsoft 365 Education is a suite of cloud-based productivity and collaboration tools tailored for educational institutions. It includes applications such as Microsoft Teams, OneDrive, Word, Excel, PowerPoint, and OneNote, along with classroom management features and learning analytics.

Many schools, colleges, and universities worldwide have adopted Microsoft 365 Education to facilitate remote learning, teamwork, and creativity among students and educators. The platform supports project-based learning, virtual meetings, digital storytelling, and data-driven decision-making.

Case Study: The University of Massachusetts Amherst in the USA implemented Microsoft 365 Education to enhance collaboration, communication, and productivity across its campus community. The platform has improved access to educational resources, streamlined administrative processes, and empowered faculty to innovate in teaching and research.

4. Zoom for Education:
Zoom is a cloud-based video conferencing and collaboration platform used by educational institutions for virtual classrooms, online meetings, webinars, and remote learning. It offers features such as HD video and audio, screen sharing, breakout rooms, and interactive white board.

Many schools, colleges, and universities worldwide have adopted Zoom for Education to deliver synchronous and asynchronous instruction, facilitate student engagement, and foster virtual community building. The platform supports interactive lectures, group discussions, office hours, and guest lectures.

Case Study: The University of Southern California (USC) in the USA implemented Zoom for Education to provide high-quality remote learning experiences for its students during the COVID-19 pandemic. The platform has enabled seamless transition to online instruction, enhanced collaboration among faculty and students, and increased accessibility to course materials and support services.

IV. CHALLENGES & SOLUTIONS

- **Addressing Technical Challenges (Network Connectivity, Latency)**

Addressing technical challenges is crucial for the successful implementation and operation of cloud-based education platforms. Here are some strategies to overcome technical challenges:

1. **Infrastructure Assessment:** Conduct a thorough assessment of the institution's existing technical infrastructure, including network bandwidth, hardware resources, and IT systems.
2. **Scalability Planning:** Plan for scalability to accommodate fluctuations in user demand, data storage requirements, and application usage. Choose cloud-based solutions that offer scalability features such as auto-scaling, elastic resources, and pay-as-you-go pricing to ensure optimal performance and cost-effectiveness.
3. **Network Reliability:** Ensure reliable internet connectivity and network infrastructure to support access to cloud-based platforms from various locations and devices. Implement redundant network connections, backup systems, and failover mechanisms to minimize downtime and disruptions.
4. **Data Security Measures:** Implement robust data security measures to protect sensitive student and institutional information stored in the cloud. Use encryption, access controls, multi-factor authentication, and data loss prevention (DLP) tools to safeguard data against unauthorized access, breaches, and cyberattacks.

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5. **Compliance with Regulations:** Ensure compliance with data protection regulations, privacy laws, and industry standards when storing, processing, and transmitting data through cloud-based platforms.
6. **Integration with Existing Systems:** Integrate cloud-based education platforms with existing systems, applications, and databases to ensure seamless functionality and interoperability. Use standard protocols, APIs, and middleware solutions to facilitate data exchange, workflow automation, and synchronization between on-premises and cloud-based systems.
7. **User Authentication and Access Control:** Implement robust user authentication and access control mechanisms to verify user identities and enforce granular permissions based on roles, responsibilities, and organizational policies. Use single sign-on (SSO), identity federation, and role-based access control (RBAC) to manage user access securely.
8. **Backup and Disaster Recovery:** Implement regular data backups, disaster recovery plans, and business continuity measures to protect against data loss, corruption, or service outages. Use cloud-based backup solutions, offsite data replication, and automated backup schedules to ensure data integrity and availability.
9. **Training and Technical Support:** Provide comprehensive training and technical support for educators, administrators, and IT staff to build their capacity in using and managing cloud-based education platforms effectively. Offer on-demand assistance, online resources, user forums, and proactive troubleshooting to address technical issues and user queries promptly.

V. CONCLUSION

In summary, the research paper provides valuable insights and recommendations for educational institutions seeking to leverage cloud computing technologies to enhance teaching and learning in alignment with the objectives of NEP 2020. By embracing cloud-based education platforms, educational stakeholders can create more inclusive, flexible, and innovative learning environments that empower students to succeed in the digital age.

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EXPERIENTIAL LEARNING: ENHANCING LEARNING THROUGH ASSIGNMENTS

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ABSTRACT
In education, assignments serve as powerful tools to foster deep learning and skill development among students. This approach moves beyond traditional rote memorization, encouraging active engagement, critical thinking, and creativity. By integrating assignments into the curriculum, educators create dynamic learning environments that cater to diverse learning styles and promote holistic understanding. This research paper explores assignments offer numerous benefits. They provide opportunities for students to apply theoretical knowledge to real-world situations, bridging the gap between classroom learning and practical application. Through hands-on activities, students develop problem-solving skills, communication abilities, and collaboration techniques, essential for success in academia and beyond. Moreover, assignments encourage autonomy and self-directed learning. By allowing students to choose topics, conduct research, and make decisions, educators empower them to take ownership of their learning journey. This fosters intrinsic motivation and a sense of responsibility, driving students to delve deeper into subjects and explore their interests. assignments serve as invaluable tools for enhancing learning by promoting active engagement, critical thinking, and skill development. By integrating these methods into the curriculum, educators can create enriching learning experiences that prepare students for success in academia and beyond. the study aims to identify key factors contributing to the success of experiential assignments and their impact on student engagement, motivation, and academic achievement.

Keywords: active engagement, critical thinking, dynamic learning, adverse learning

INTRODUCTION
Integrating experiential learning into education has become increasingly recognized as a pivotal approach to fostering meaningful engagement and enhancing learning outcomes. The introduction sets the stage by outlining the significance of experiential learning in education.

Experiential learning transcends traditional didactic methods by immersing learners in hands-on, real-world experiences that actively involve them in the learning process. Rooted in the works of theorists like John Dewey, Jean Piaget, and David Kolb, experiential learning emphasizes the idea that learners construct knowledge through direct interaction with their environment, reflection on experiences, and application of newfound insights.

In today's rapidly evolving educational landscape, characterized by complex challenges and diverse learner needs, experiential learning offers a holistic approach that goes beyond rote memorization and passive reception of information. It cultivates critical thinking, problem-solving skills, and adaptability, equipping learners with the tools they need to thrive in an ever-changing world.

OBJECTIVES
1. To Evaluate the effectiveness of experiential learning assignments compared to traditional methods in enhancing student understanding, retention, and application of knowledge.
2. To Identify characteristics and components of experiential learning assignments contributing significantly to student learning outcomes.
3. To Investigate levels of student engagement and motivation associated with experiential learning assignments and their impact on learning outcomes.
4. To Examine the extent to which skills and knowledge gained through experiential learning assignments transfer to other contexts.

RESEARCH METHODOLOGY
I have used secondary data sources, such as books, journals, articles and research paper. After identifying relevant source. the data is evaluated for reliability before undergoing preparation for analysis. Subsequently, the data is analyzed using appropriate statistical or qualitative methods, and the findings are interpreted in relation to the research objectives**.**

LITERATURE REVIEW
A review of literature on experiential learning and its enhancement through assignments reveals a rich tapestry of research and scholarly discourse spanning various disciplines and educational contexts. Researchers have

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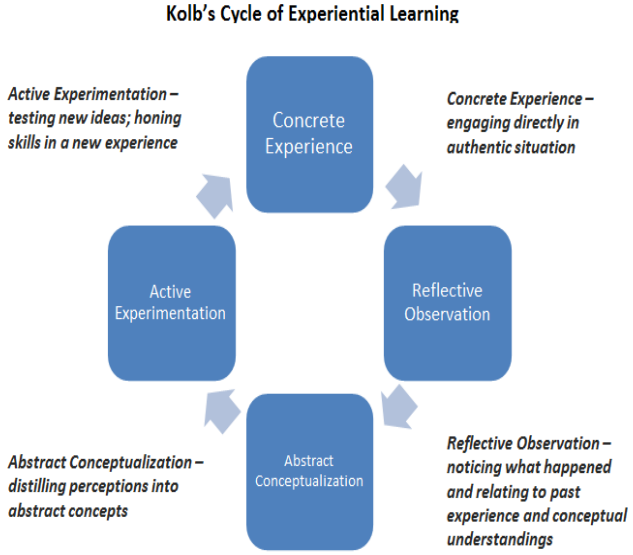
explored the theoretical foundations, pedagogical approaches, and practical implications of experiential learning, shedding light on its effectiveness in fostering deep understanding, critical thinking, and real-world application of knowledge One prominent theme in the literature is the theoretical underpinnings of experiential learning, rooted in the work of scholars such as John Dewey, David Kolb, and Jean Piaget. Studies have examined the cognitive, affective, and social dimensions of learning within this framework, highlighting the importance of active engagement, reflection, and situated learning experiences in the educational process.

Importance of Experiential Learning in Education

The process of experiential learning is illustrated in Kolb's (1984) cycle of learning (see figure below). Integration of knowledge—the ideas, details, and information obtained through formal education and prior experience—and activity—the application of knowledge to a "real world" setting—are all included in this process.

According to Indiana University (2006), n.p., "reflection is the analysis and synthesis of knowledge and activity to create new knowledge."



Experience learning that has been expertly planned and executed has a broad range of effects on the institution, from the micro to the meta level. At a micro level, it enhances motivation to learn because of the challenges of the world of work. It involves students in the learning process as they take interest in performance, learning and seeing the results of their learning effort. On the other hand, it reduces the monotony and boredom of listening and sitting for long hours in the classroom. At a macro level, it enhances the learning to learn skills of the students to further involve them in the learning process in order to think creatively and reflect on the previous learning to form their own concepts. It gradually shifts the responsibility of learning from the teacher to the students. It is, in actuality, a process of giving the students more control over their education. At a mega level, it enhances the culture of the institute to voluntarily come forward to participate in experiential learning events which are drawn from real-life situations. The institute moves its culture closure to an industry culture of confronting, struggling, collaborating, and cooperating, for coming out of the situation. At this level, the institution building takes place from a learning and research point of view. Norms, values and professional ethics get established at this stage. The next batch of students gets socialized in the culture of experiential learning. Nagraj et al (2016) concluded that a hierarchy of projects ranging from mini projects to capstone projects is used as linking theory with practice and exposing students to technological development. The overall project approach resulted in the best paper award, paper publication, participation in conferences, product development and obtaining industry assignments.

Impact of Experiential Assignments on Learning Outcomes

When it comes to the impact of experiential assignments on learning outcomes, several key aspects come to the forefront. Firstly, student engagement and motivation undergo significant enhancement. Experiential learning tasks often involve hands-on activities or real-world applications, which inherently capture students' interest and stimulate their curiosity. By actively participating in these assignments, students feel more invested in the learning process, leading to higher levels of engagement and motivation.

Moreover, experiential assignments contribute to the development of critical thinking skills. Through direct involvement in practical tasks or problem-solving scenarios, students are challenged to analyse, evaluate, and

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synthesize information. They learn to think critically about complex issues, weigh different perspectives, and make informed decisions. This fosters a deeper understanding of the subject matter and cultivates intellectual autonomy, preparing students to tackle real-world challenges with confidence.

Additionally, experiential assignments nurture students' problem-solving abilities. By confronting authentic problems or tasks that simulate real-life situations, students are prompted to apply theoretical knowledge to practical contexts. This process encourages experimentation, creativity, and adaptability as students devise strategies to overcome obstacles and achieve desired outcomes. As a result, they develop resilience and resourcefulness, essential attributes for success in both academic and professional settings.

In essence, experiential learning assignments play a pivotal role in shaping students' educational experiences and facilitating holistic growth. By promoting active engagement, critical thinking, and problem-solving skills, these assignments empower students to become lifelong learners who are adept at navigating the complexities of the world around them

Best Practices and Recommendations for experiential assignments
In optimizing experiential learning through assignments, several best practices and recommendations emerge:

1. Designing Meaningful Experiential Assignments.
Meaningful assignments should align closely with learning objectives and real-world applications. They should be carefully crafted to provide students with opportunities for active engagement, problem-solving, and skill development. Incorporating authentic tasks, such as case studies, simulations, or project-based learning activities, ensures relevance and promotes deeper understanding. Additionally, assignments should be scaffolded to accommodate diverse learning styles and abilities, allowing for gradual progression and mastery.

2. Facilitating Reflection and Metacognition.
Reflection is integral to the experiential learning process as it encourages students to examine their experiences, identify insights, and make connections to prior knowledge. Incorporating structured reflection activities, such as journaling, group discussions, or guided prompts, prompts students to think critically about their learning journey. Metacognitive strategies, such as goal setting, self-assessment, and monitoring progress, empower students to take ownership of their learning and develop essential self-regulation skills.

3. Leveraging Technology for Enhanced Learning Experiences.
Technology offers a multitude of opportunities to enhance experiential learning experiences. Virtual reality (VR), augmented reality (AR), simulations, and online platforms can immerse students in realistic scenarios, expanding learning beyond the confines of the classroom. Collaborative tools facilitate communication and teamwork, enabling students to engage in project-based learning remotely. Furthermore, digital resources provide access to a wealth of information and diverse perspectives, enriching learning experiences and fostering global awareness.

By incorporating these best practices and recommendations, educators can create dynamic and impactful experiential learning assignments that promote student engagement, reflection, and innovation in the digital age.

CONCLUSION

This research report concludes by highlighting the potential for experiential learning assignments to improve student learning outcomes and encourage active participation in the educational process. The study offers insightful information about the efficacy of experiential learning strategies in a range of educational contexts by utilizing secondary data sources and previously published literature. Going forward, further investigation into the advantages and difficulties of experiential learning is required, as well as collaboration to inform evidence-based methods in education. In order to give students a good hands-on experience from basic to higher level, the curriculum is designed in such a way that assignments are part of each semester. This allows students to carry over and integrate the same assignment, despite the complexity and uncertainty of factors that influence such problems in higher semester with up gradation.

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INTEGRATING ARTIFICIAL INTELLIGENCE INTO STEAM EDUCATION: A FRAMEWORK FOR EXPERIENTIAL LEARNING

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ABSTRACT
Artificial Intelligence (AI) is rapidly transforming various industries, leading to a growing demand for AI literacy among students. This abstract presents a framework for integrating AI into STEAM (Science, Technology, Engineering, Arts, and Mathematics) education through experiential learning. The framework emphasizes hands-on experiences, collaborative projects, and real-world applications to enhance students' understanding and engagement with AI concepts.

Keywords: Technology Integration, Education, Artificial Intelligence, SPACE, NEP 2020, Learning Transformation.

INTRODUCTION
The framework comprises four key components:

1. **Curriculum Integration:** Embedding AI topics into existing STEAM curricula to create seamless connections between AI and other disciplines. This integration fosters interdisciplinary learning and helps students recognize the interdisciplinary nature of AI applications.
2. **Experiential Projects:** Designing experiential learning projects where students apply AI concepts to solve real-world problems. These projects encourage creativity, critical thinking, and problem-solving skills, preparing students for the challenges of the AI-driven future.
3. **Collaborative Learning Environments:** Creating collaborative learning environments where students work in teams to develop AI solutions. This fosters communication skills, teamwork, and peer learning, mirroring industry practices where AI projects often require multidisciplinary collaboration.
4. **Ethical and Social Considerations:** Incorporating discussions on ethical, social, and responsible AI use to promote awareness of AI's impact on society. By addressing ethical dilemmas and biases in AI systems, students develop a holistic understanding of AI's implications.

The framework leverages experiential learning methodologies such as project-based learning, problem-based learning, and inquiry-based learning to provide hands-on experiences with AI technologies. Through this approach, students not only gain technical AI skills but also develop essential soft skills and ethical awareness, preparing them to become responsible contributors in an AI-enabled world.

In recent years, Artificial Intelligence (AI) has emerged as a transformative technology with profound implications across various domains, from healthcare and finance to transportation and education. As AI continues to reshape industries and societies, there is a growing recognition of the importance of AI literacy and skills development, particularly among students. Integrating AI into education, especially within the context of STEAM (Science, Technology, Engineering, Arts, and Mathematics), presents a unique opportunity to prepare the next generation for an AI-driven future.This research paper aims to explore the integration of AI into STEAM education through experiential learning approaches. Experiential learning emphasizes hands-on experiences, active engagement, and real-world applications, providing students with opportunities to develop both technical skills and essential competencies such as critical thinking, collaboration, and ethical reasoning. By immersing students in AI projects within the STEAM framework, educators can foster interdisciplinary learning and empower students to become adept problem solvers and innovators in AI technologies.The paper will delve into the rationale behind integrating AI into STEAM education, highlighting the benefits for students in terms of skill acquisition, career readiness, and societal impact. It will also discuss the challenges and considerations involved in designing and implementing AI-focused experiential learning initiatives, including curriculum development, resource allocation, and ethical considerations.Through a comprehensive review of existing literature, case studies, and best practices, this paper aims to provide insights into effective strategies for integrating AI into STEAM education through experiential learning. It seeks to contribute to the ongoing discourse on AI education and inform educators, policymakers, and stakeholders about the potential of AI-enhanced STEAM education to empower students and prepare them for the complexities of the AI era.

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Integrating Artificial Intelligence (AI) into STEAM (Science, Technology, Engineering, Arts, and Mathematics) applications can be highly beneficial, enhancing learning experiences and fostering innovation. Here's a detailed exploration of how AI can be integrated into each component of STEAM:

1. Science:
- **Data Analysis:** AI can analyze large datasets to discover patterns, trends, and correlations that humans might miss. This is particularly useful in fields like biology, environmental science, and astronomy.
- **Predictive Modeling:** AI algorithms can be used to create predictive models for weather forecasting, disease outbreak prediction, and other scientific applications.
- **Experimental Design:** AI can optimize experimental designs, helping scientists plan experiments more efficiently and effectively.

2. Technology:
- **Automation:** AI-powered automation can streamline processes in software development, network management, and cybersecurity.
- **Chatbots and Virtual Assistants:** Integrating AI chatbots and virtual assistants can enhance customer support services and improve user experience in various tech applications.
- **Computer Vision:** AI-driven computer vision technologies can be used for object recognition, image processing, and augmented reality applications.

3. Engineering:
- **Design Optimization:** AI algorithms can optimize designs in engineering projects, such as structural design, product design, and manufacturing processes.
- **Predictive Maintenance:** AI can predict equipment failures and schedule maintenance proactively, reducing downtime and maintenance costs.
- **Robotics:** AI plays a crucial role in robotics applications, enabling robots to learn, adapt, and perform complex tasks autonomously.

4. Arts:
- **Generative Art:** AI algorithms like generative adversarial networks (GANs) can create unique artworks, music compositions, and literature.
- **Content Creation:** AI tools can assist artists and creators in generating content, editing images and videos, and enhancing creative workflows.
- **Interactive Installations:** AI-powered interactive installations can engage audiences in immersive art experiences, blurring the line between art and technology.

5. Mathematics:
- **Optimization Problems:** AI techniques such as genetic algorithms and neural networks can solve complex optimization problems in mathematics, operations research, and logistics.
- **Data Modeling:** AI can model mathematical relationships in data, making predictions and driving decision-making processes.
- **Educational Tools:** AI-powered educational platforms and tools can personalize learning experiences, provide real-time feedback, and adapt to students' individual needs in mathematics education.

Integrating AI into STEAM applications requires interdisciplinary collaboration, combining domain knowledge from each field with expertise in AI technologies. It also involves addressing ethical considerations, ensuring transparency, fairness, and accountability in AI-driven systems. Overall, AI integration can empower STEAM professionals to tackle complex challenges, drive innovation, and create impactful solutions across various domains.

In conclusion, integrating Artificial Intelligence (AI) into STEAM (Science, Technology, Engineering, Arts, and Mathematics) applications offers a multitude of benefits and opportunities for innovation. By leveraging AI technologies across these disciplines, we can achieve:

1. ****Enhanced Efficiency:**** AI-powered automation streamlines processes, optimizes designs, and predicts outcomes, leading to increased productivity and resource utilization.

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2. ****Improved Decision-Making:**** AI-driven data analysis and modeling provide valuable insights, aiding in informed decision-making across scientific, engineering, and mathematical domains.
3. ****Creative Exploration:**** AI's capabilities in generative art, content creation, and interactive installations expand creative possibilities, pushing the boundaries of artistic expression and technological innovation.
4. ****Personalized Learning:**** AI-powered educational tools personalize learning experiences, adapt to individual student needs, and foster a deeper understanding of complex concepts in mathematics and other subjects.
5. ****Innovative Solutions:**** Integrating AI fosters interdisciplinary collaboration, leading to the development of novel solutions to real-world challenges in areas such as healthcare, sustainability, and digital transformation.

CONCLUSION

This research paper explored the integration of Artificial Intelligence (AI) technology in education, particularly in the context of the National Education Policy (NEP) 2020. However, it's essential to approach AI integration into STEAM applications thoughtfully, addressing ethical considerations, ensuring transparency and fairness, and promoting responsible AI practices. Through collaborative efforts and a focus on ethical AI development, the integration of AI into STEAM applications can drive progress, inspire creativity, and empower individuals and organizations to make a positive impact on society.

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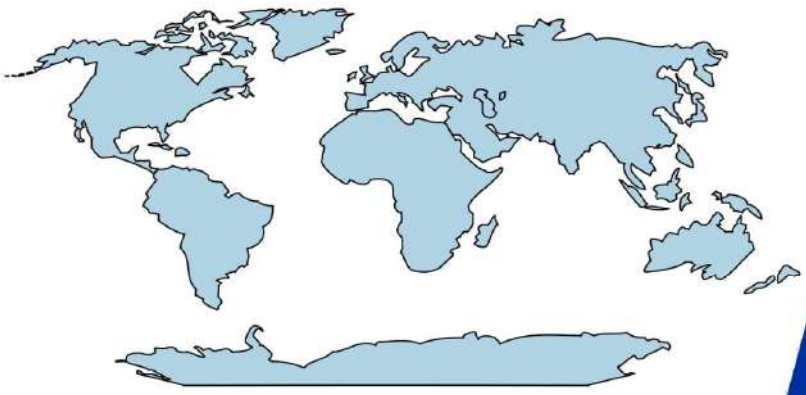

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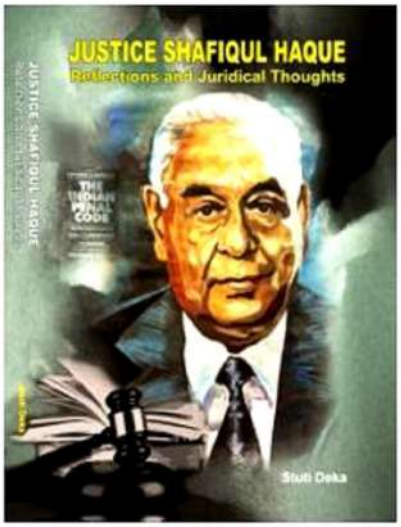

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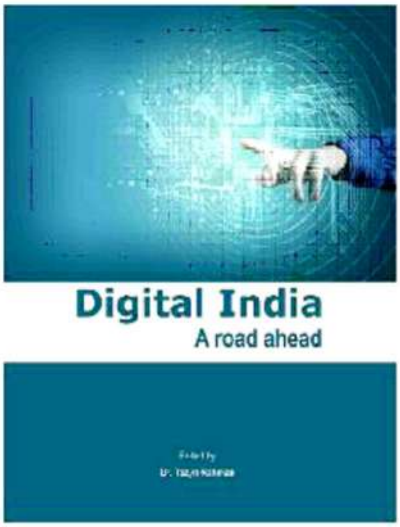

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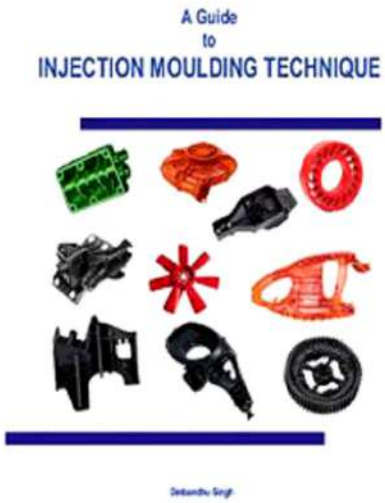

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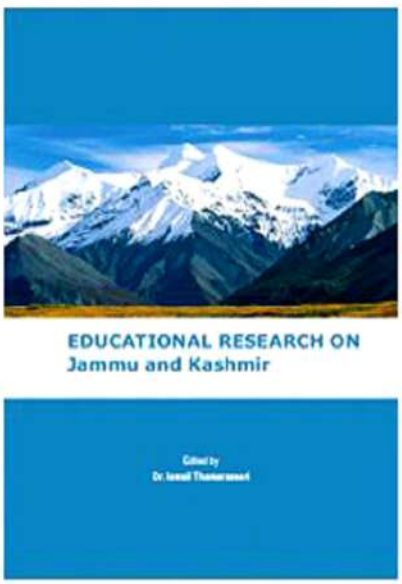

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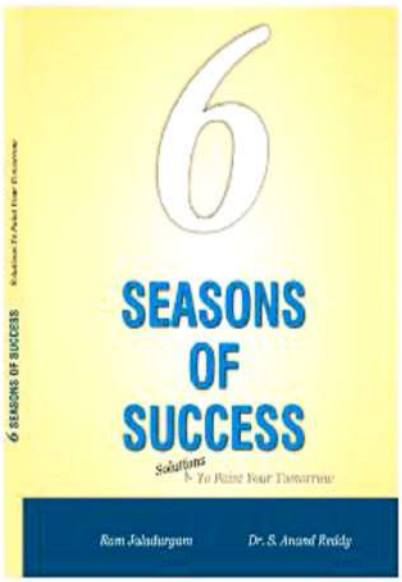

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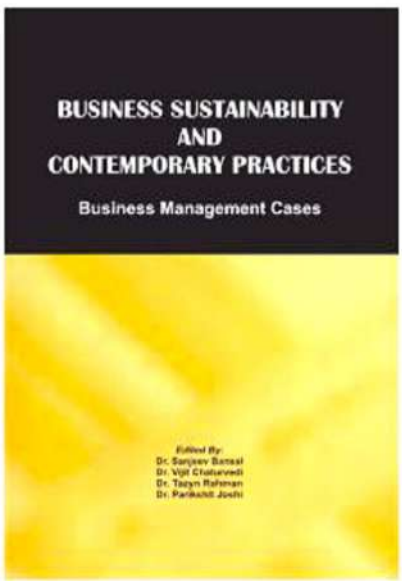

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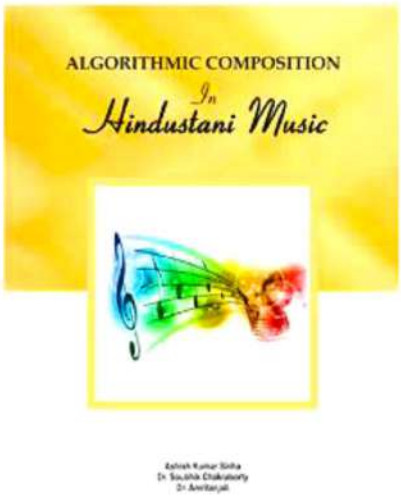

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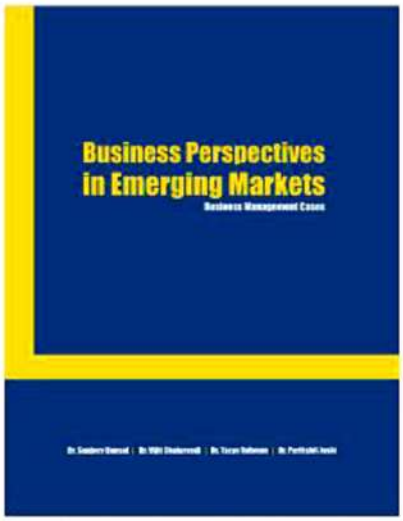

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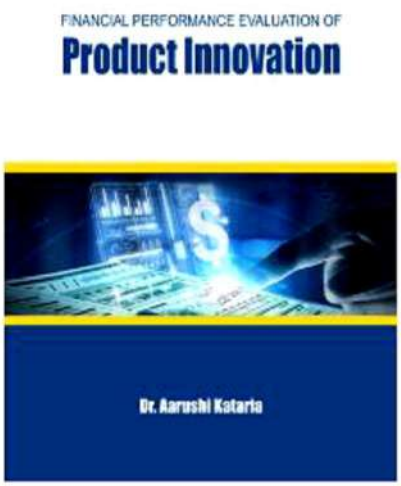

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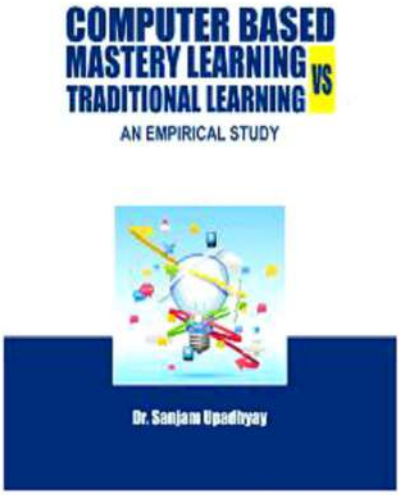

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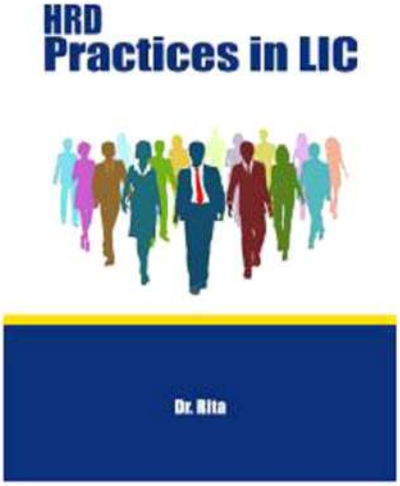

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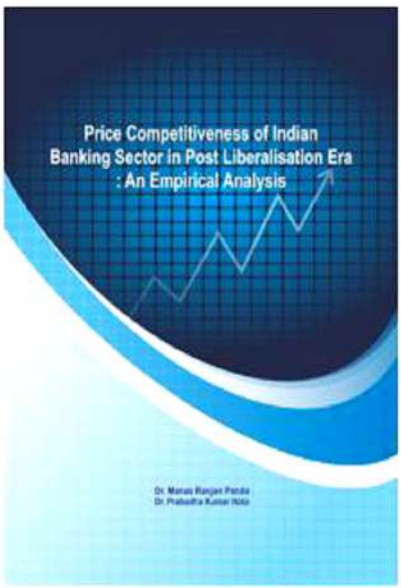

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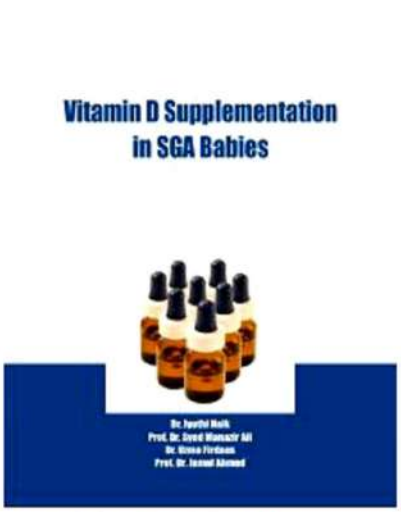

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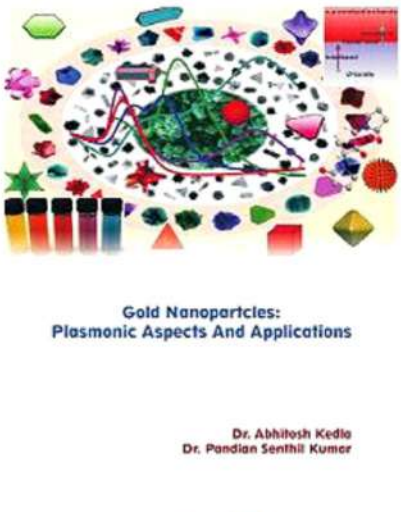

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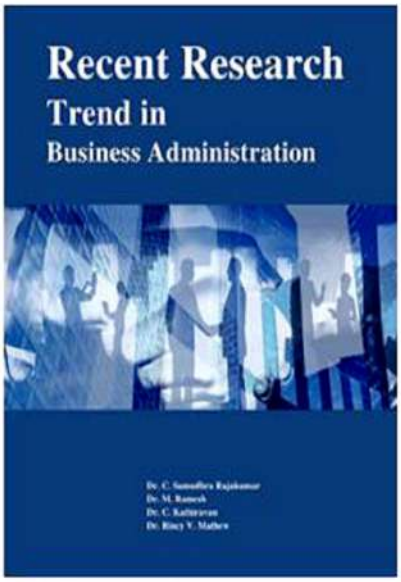

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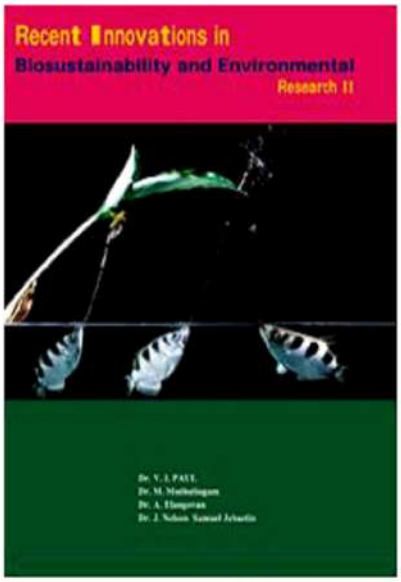

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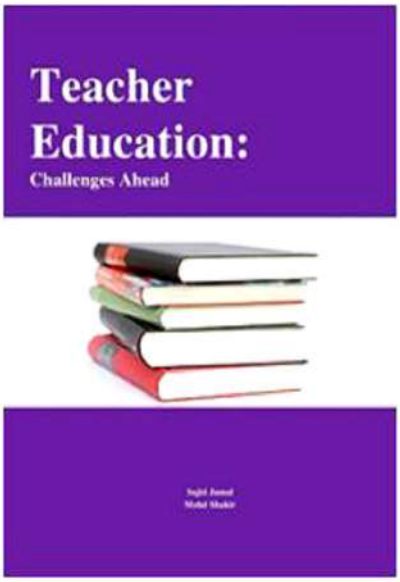

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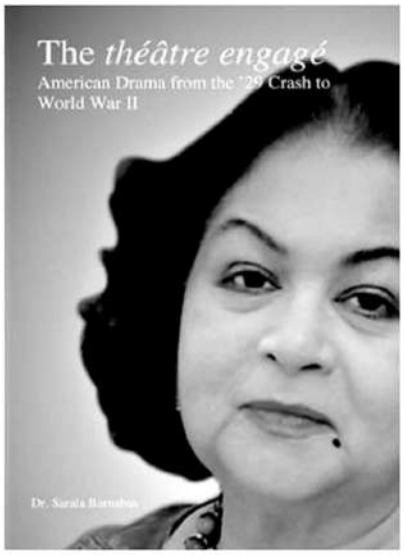

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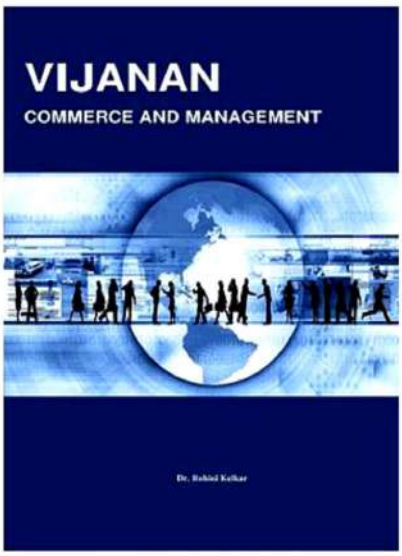

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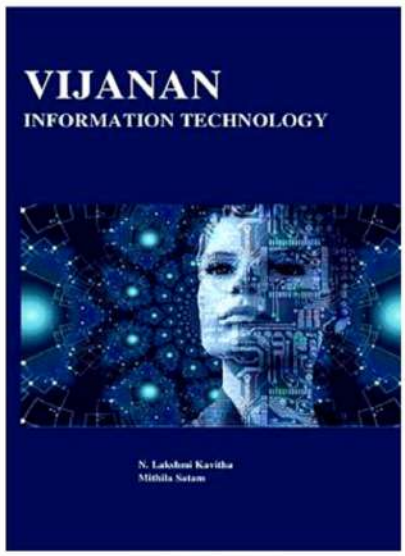

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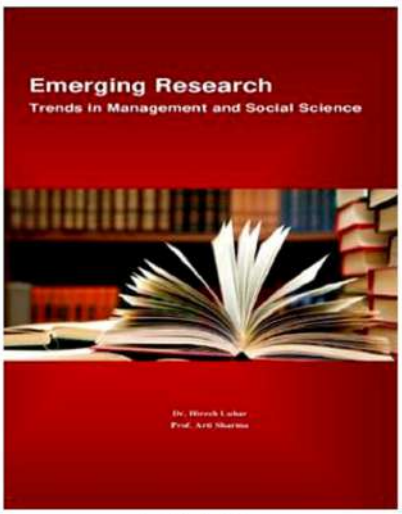

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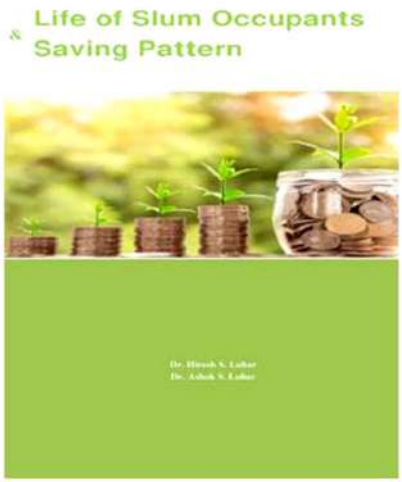

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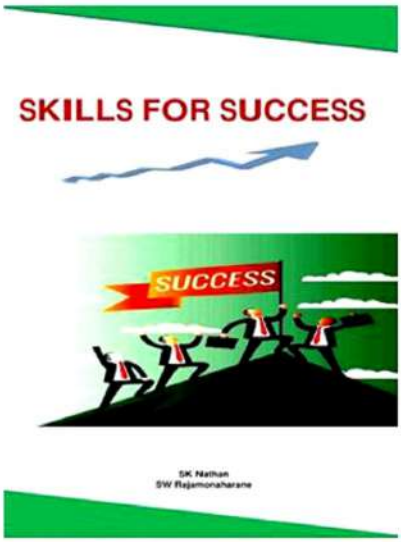

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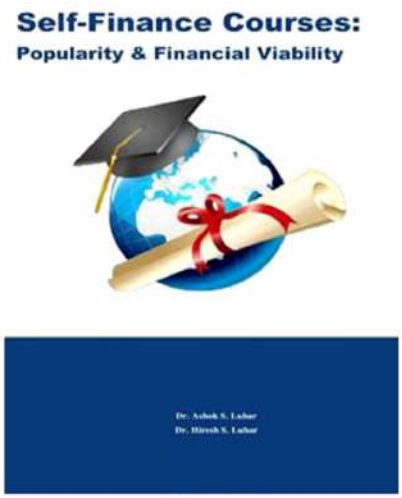

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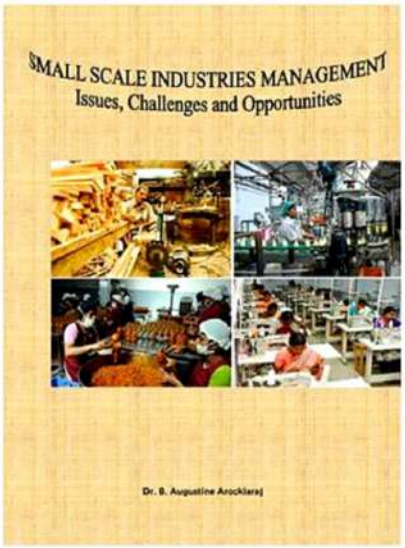

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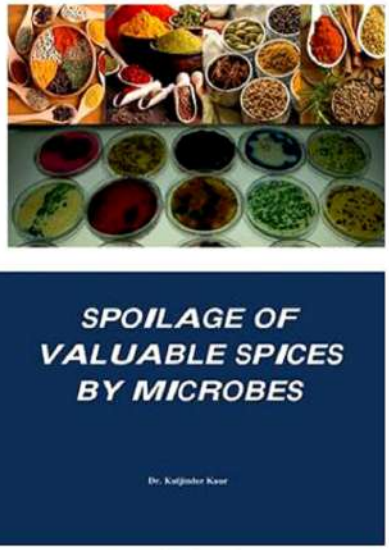

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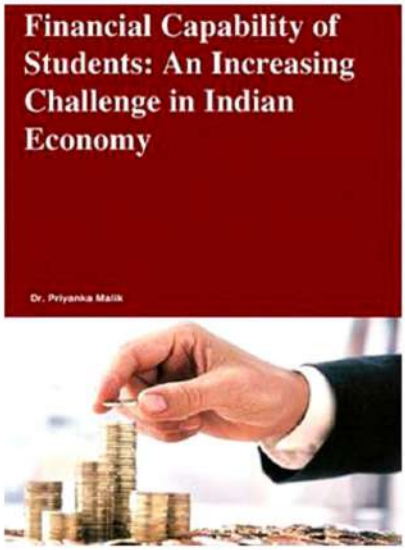

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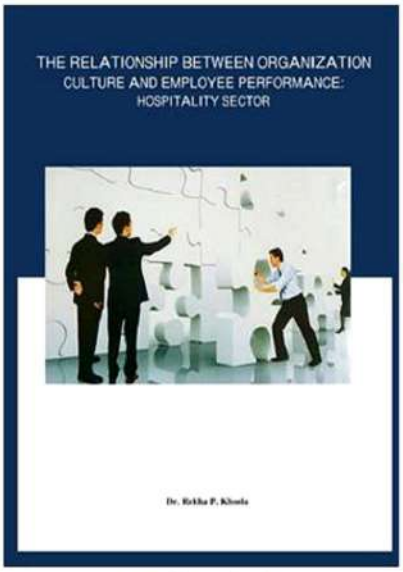

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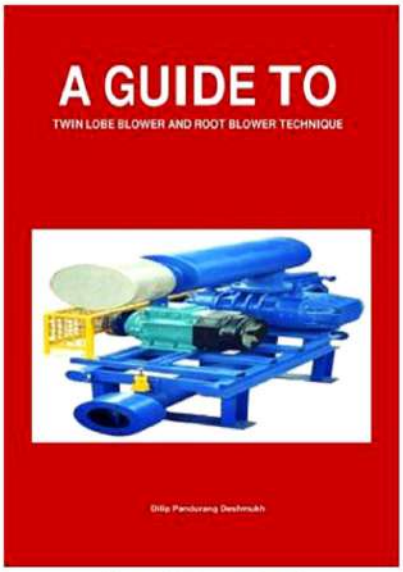

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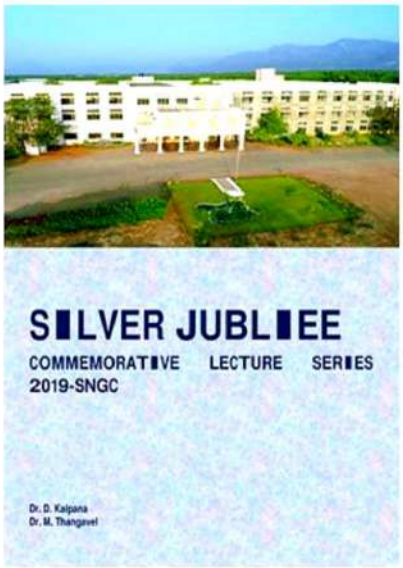

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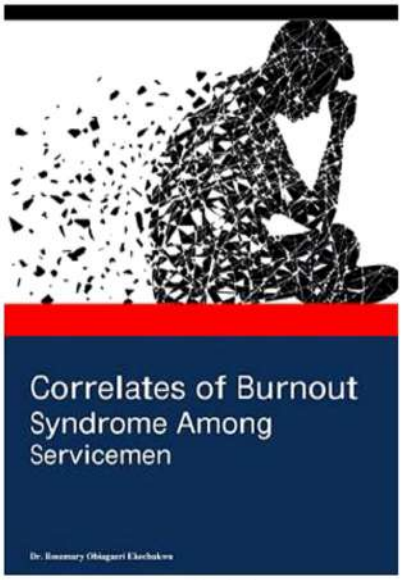

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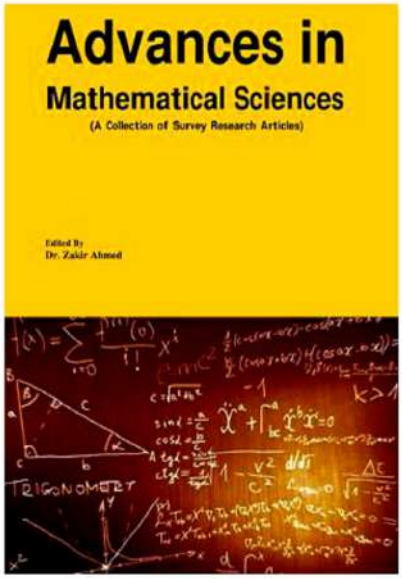

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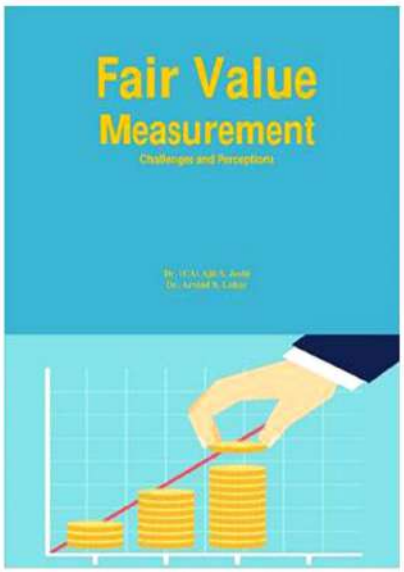

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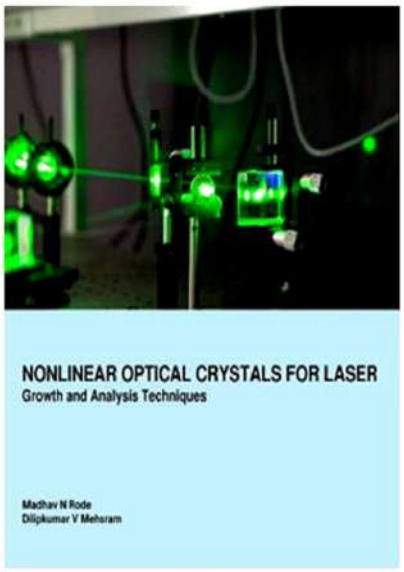

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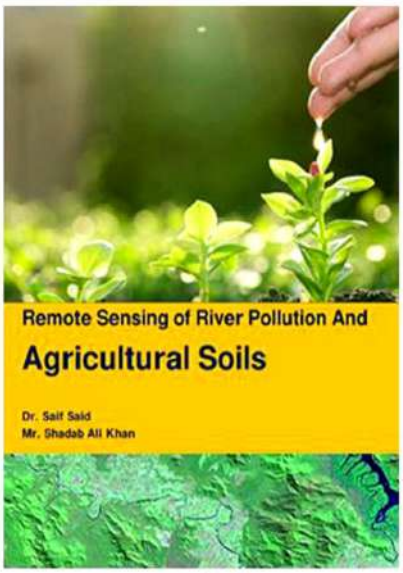

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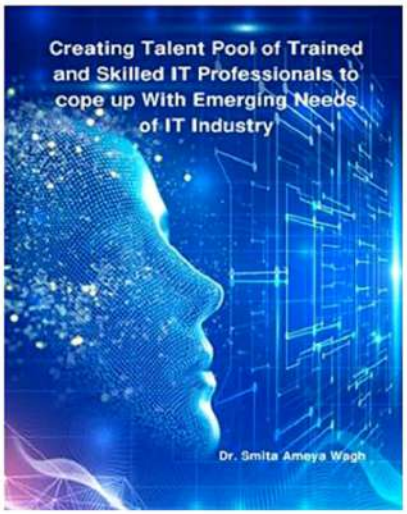

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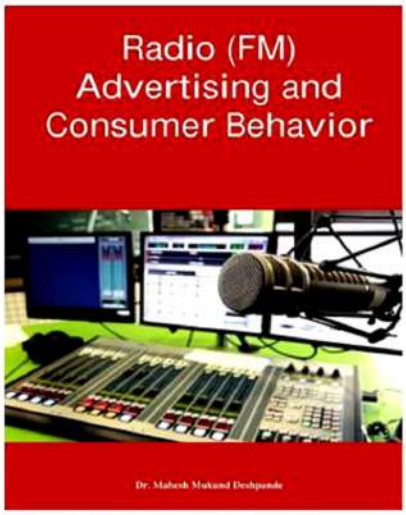

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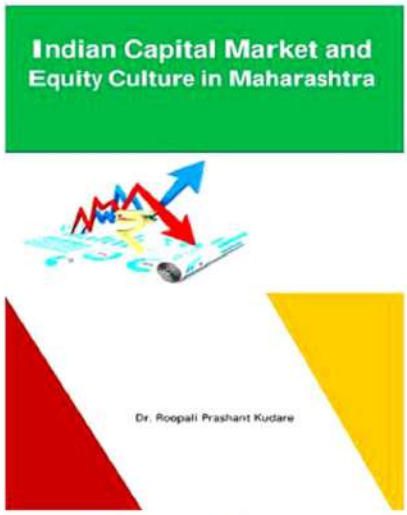

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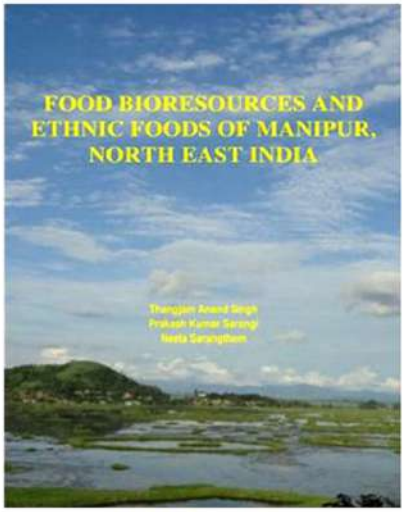

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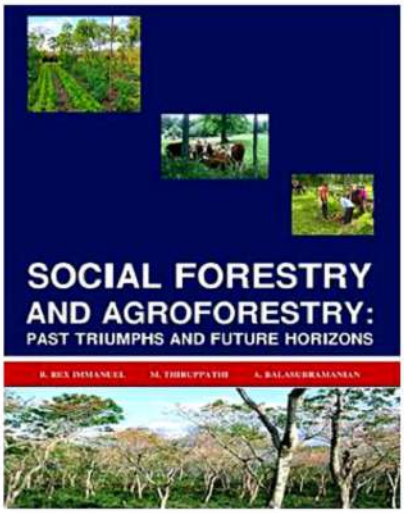

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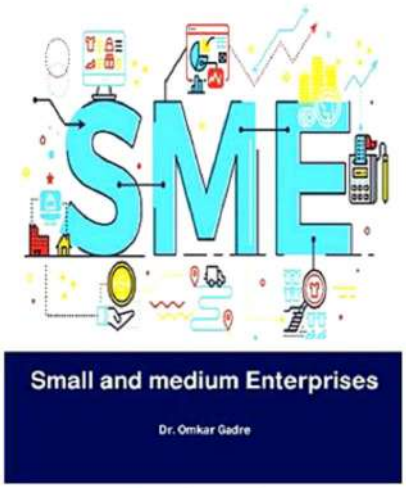

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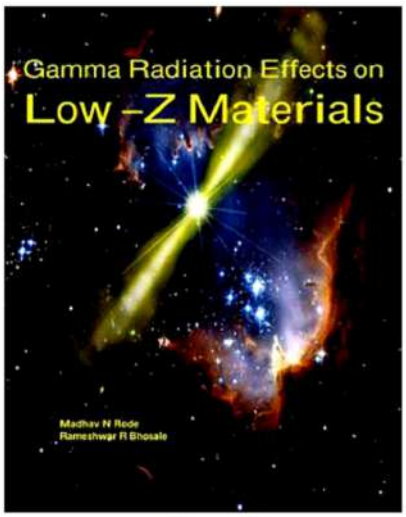

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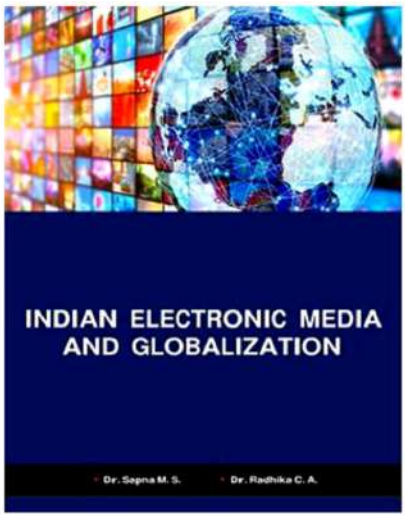

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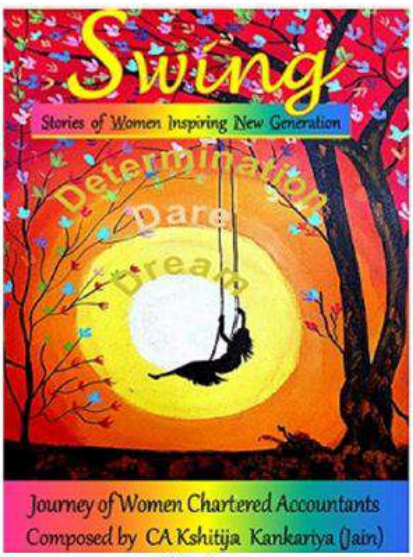

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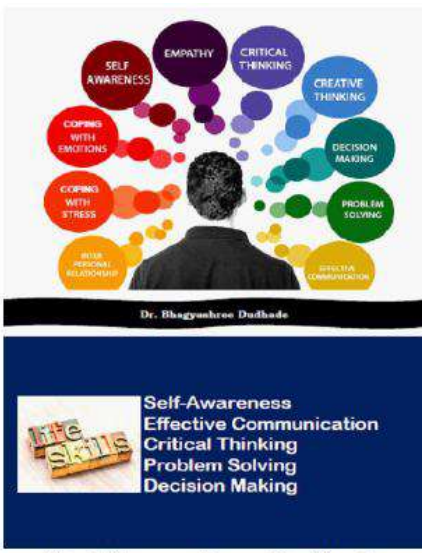

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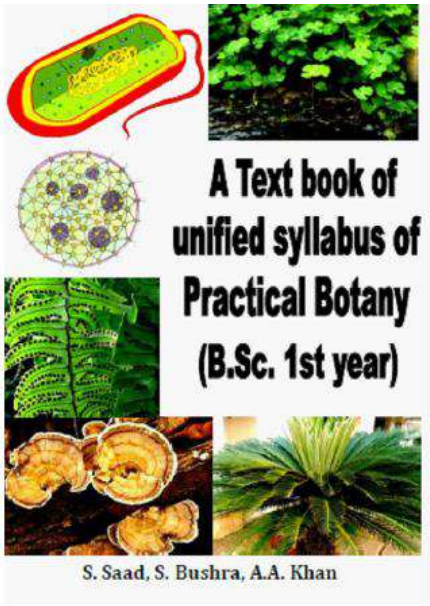

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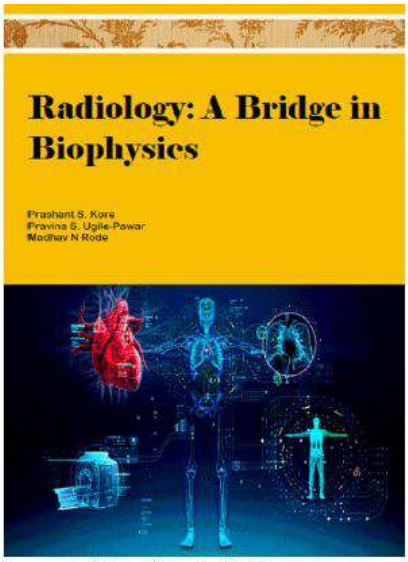

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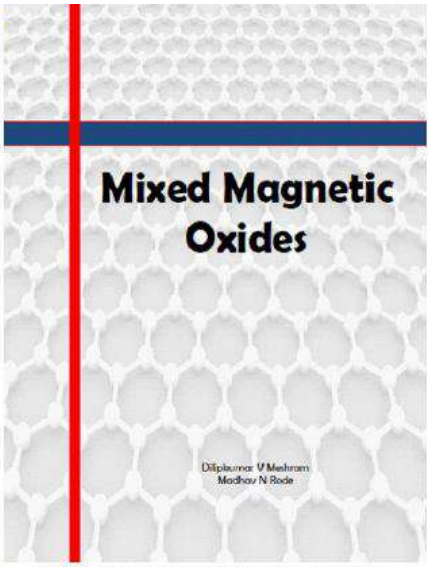

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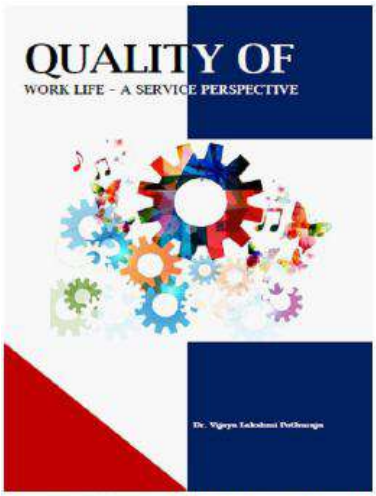

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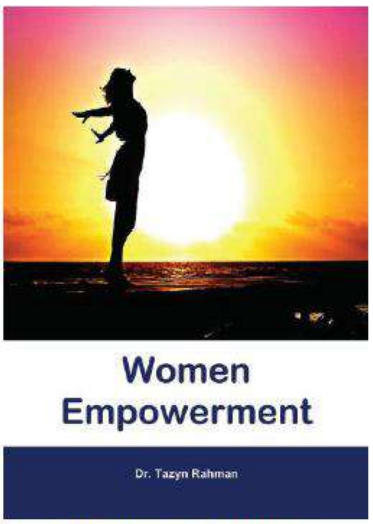

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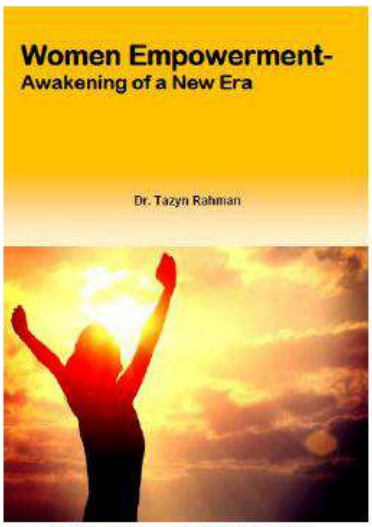

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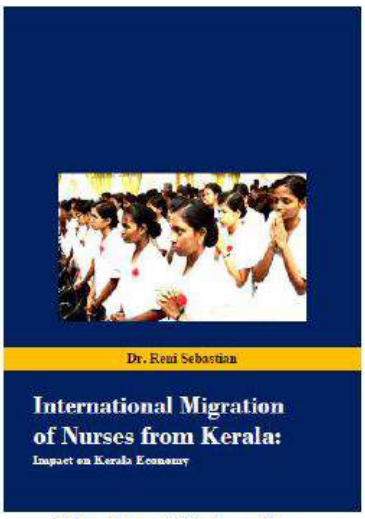

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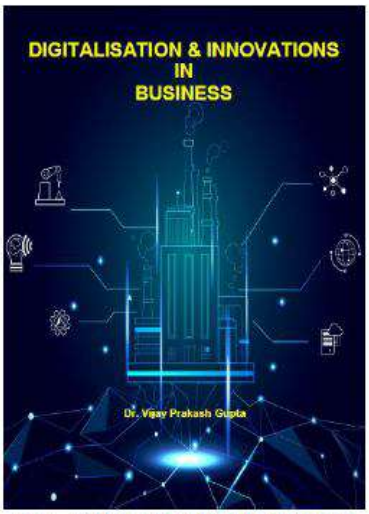

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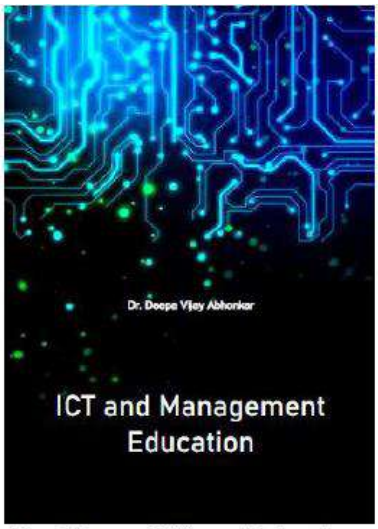

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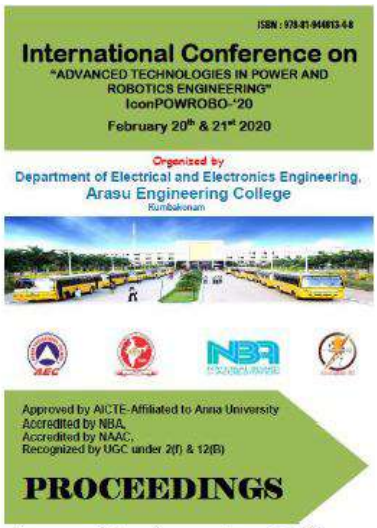

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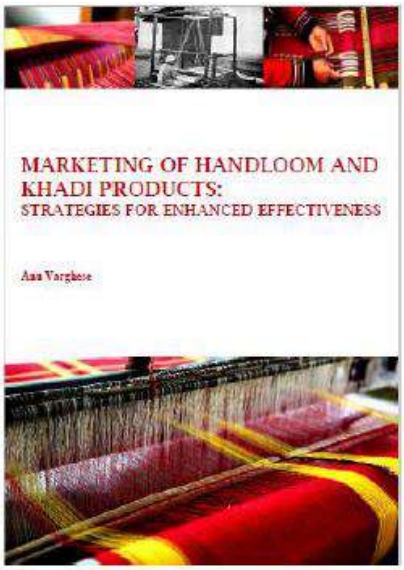

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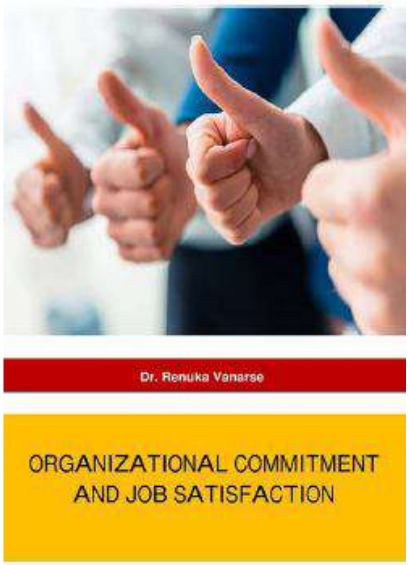

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