



WP/2020/07

KKHSOU WORKING PAPER

EXPERIENTIAL LEARNING PEDAGOGIES THROUGH OPEN AND DISTANCE LEARNING IN INDIA

Dr. Ritimoni Bordoloi

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Working Paper / 2020 / 07

Experiential Learning Pedagogies through Open and Distance Learning in India

Dr. Ritimoni Bordoloi



**Krishna Kanta Handiqui State Open University
Guwahati : Assam**

**Department of Education,
Krishna Kanta Handiqui State Open University, Patgaon, Rani Gate, Guwahati-17 (Assam)**

WORKING PAPER SERIES/2020/07

Experiential Learning Pedagogies through Open and Distance Learning in India

Author : Dr. Ritimoni Bordoloi

Assistant Professor, Department of Education, KKHSOU

This working paper series has been published by :

The Registrar

Krishna Kanta Handiqui State Open University

Headquarters-Patgaon, Rani Gate, Guwahati-781017

City Centre-Housefed Complex, Dispur Last Gate,

P.O.: Assam Sachivalaya,

Dispur, Guwahati-781006

Assam, INDIA.

Web: www.kkhsou.in/web

Date of First Publication : January, 2020

© KKHSOU, 2020

Price : Rs. 100.00 (INR), \$ 50. (USD)

Publication Committee :

Chairperson : Dr. Rahul S. Mazumdar, Dean (Academic)

Convenor : Dr. Smritishikha Choudhury

Members : Dr. Bhaskar Bhattacharyya

Dr. Sukmaya Lama

Ms. Devajani Duarah

Ms. Gargi Gayan

Language Editor : Dr. Prasenjit Das

Printed at : ESKEBEE

M.R.D. Road, Chandmari, Guwahati-781003

Preface

The publication of a series of Working Papers at Krishna Kanta Handiqui State Open University is a reflection of the University's sincere efforts towards the promotion of a productive research environment among the faculty members and officers of this university. Through these Working Papers, KKHSOU seeks to broaden the horizon of liberal thoughts and ideas of the faculty members and officers to take up serious academic and intellectual discussions across diverse disciplines of contemporary relevance.

Ideally, Working Papers are papers that are in progress, or under submission, or being published elsewhere. However, one may present a Working Paper to selected readers for comments. The writer may have some hypotheses and research questions, may apply some methods, which would further give an idea about what to expect when the work gets finished. Besides, a Working Paper may provoke further discussions among the targeted readers and the writer may change his/her ideas based on comments or review.

With the philosophy of promoting free flow of ideas and thoughts, the University has done away with the process of Peer Review of the Working Papers. However, each of the papers was subjected to an internal review by the editorial board, and the Committee on Publication of Working Papers took every possible measure to make these papers error-free. These papers reflect many of the theoretical methods, intellectual traditions, cultural aspects as well as current socio-political and economic discourses within and across different disciplines.

We hope that this paper entitled "Experiential Learning Pedagogies through Open and Distance Learning in India" will help the general readers and aspiring researchers belonging to this region and beyond.

Dr. Rahul. S. Mazumdar, Chairperson
Dr. Smritishikha Choudhury, Convenor (cum Editor)

Contents

1.	Introduction	6
2.	Objectives of the Paper:	8
3.	Methodology or Data Source:	8
4.	Pedagogies for Experiential Learning in ODL	8
5.	Challenges of Using Experiential Pedagogy in ODL	16
6.	Conclusion:	17
7.	References	18

Experiential Learning Pedagogies through Open and Distance Learning in India

Dr. Ritimoni Bordoloi

Abstract

Pedagogy is a technique, an approach, a process or a method that help immensely to make teaching learning effective. Due to the explosion of science and technology in the present technology era, we need to consider the ways of transactional behaviour in pursuing world class education. The behavioural taxonomy suggests that it could guide the teachers or the instructors to use appropriate pedagogical tools and techniques to revive the mission and goals of educational instruction. In fact, in a learner-centred approach, with the help of pedagogy, learners can reap the benefits or internalise the curriculum or the contents in his/ her own way. Besides, today's ODL system is based on techno-pedagogy, where the basic value of education depends on providing the experiential learning to the learners that can transform the entire idea of learning into the self-learning or independent learning. Therefore, the relevance and the use of pedagogy should be linked with the changing environment of the teaching learning process, where various digital technologies are used for transmitting and disseminating the knowledge and information to the learners to a great extent. The fact is that the traditional chalk and talk method is replaced by different new techniques such as collaborative learning, project based or team based learning, personalized and customized learning etc. that would provide plenty of opportunities to the learners for bringing out their innate quality, creativity, innovative ideas and thoughts. In fact, the use of these new techniques in the teaching learning process is essential for the teachers, the academicians and the academic practitioners in order to motivate the learners to explore different applications of knowledge and skills in their practical fields and establish their identity as productive citizens of a country. Through this paper, an attempt has been made to explore the different types of the latest

pedagogies that are useful for an effective learning in the field of ODL, to discuss how the emergence of new pedagogy has finally enabled the learners to be creative while also being a part of a standardised world class education and then to list out the challenges of ensuring the standardised or internationalised education system in a country like India.

Key Words: Pedagogy, ICT, ODL, Experiential Learning.

Introduction:

Education in the present century must combat all types of exclusiveness for which people are deprived of education. Hence, the need of the hour is to devise new ways to extend and impart education to all. It is against this background that the 'pedagogy of the oppressed' holds significance in bringing positive social transformation and making the people empowered in every respect. Experiential learning, which can be linked with the development of life and soft skills of the people, helps to lead a productive life. Hence, skill development in the present context has been seen as the most vibrant area in the current educational policies of a country. In fact, the education system should be designed in such a way that it helps to develop the 4Hs of an individual i.e. hand, head, heart and health. It means that such an education can make an individual capable that will bring positive social transmission in a society. This kind of education would further make the learner excellent and competent in their field of work and eventually they will be able to contribute to the nation building process. Apart from these issues, we all know that India has a rich demographic dividend, the country has 54% of population below the age of 25 and 66% people are under the age of 35. It means that the young age of the population, the number of school-going learners within that age-group and the level of work force in that period, are considered an asset for the entire country. If the proper skill-based education could be given to the members of this group of population, then it could contribute immensely to a positive social transformation through social and economic mobility and through the creation of a knowledge-enabled population in the country.

Education is also accepted as the pre-requisite for the acquisition of knowledge, enhancement skills, development of attitudes and values etc. Actually, in today's society, there is a growing demand for human capital and enhancement of manpower. Education creates the human capital for the benefits of the society or for the country as a whole. In this context, we need functional education that helps us to get sustainable living. Education is the only way through which the four basic objectives can be achieved i.e. learning to know, learning to do, learning to be and learning to live together. But, it is only skill based education that can help the people to achieve these four objectives by developing the competencies in terms of knowledge and critical thinking skills (learning to know), practical skills (learning to do), personal skills (learning to be) and social skills (learning to live together). The practical skills are the manual skills under learning to do and other psycho-social life skills are the skills under learning to know, learning to be and learning to live together. In fact, life skill education acquaints the learners with those skills (including the practical and life skills) which are needed in both particular and specific contexts. Therefore, apart from the conventional system of education, Open and Distance Learning (ODL) and Open and Distance E-Learning (ODEL) system should play the role for promoting the need based education by launching some need based and skill based courses that can fulfil the needs and requirements of the stakeholders in connection with the industrial and vocational recruitment. Thus, it is important to explore how the use of various educational pedagogies has played a crucial role in transmitting and disseminating knowledge and information among the masses. This necessitates an understanding of the notion of Experiential learning which means the development of knowledge, attitude and skills of the person so that the skilled personnel can promote social development. It also means to ensure development of quality of life, economic progress and enlargement of people's choices (expansion of economic and social choices) and so on.

Objectives of the Paper:

In this paper, an attempt has been made to

- to explore the different types of latest pedagogies that are useful for an understanding of experiential learning
- how does the emergence of new pedagogy has finally enabled the learners to be creative while also being a part of a standardised world class education and
- list out the challenges of Using Experiential Pedagogy in ODL

Methodology or Data Source:

While writing the paper, descriptive research methodology has been used. Important sources like research papers and chapters in relevant books, Report of Census 2011, India Human Development Report 2011, Human Development Report 2014, 2015, 2016, Economic Survey 2015-2016, NFHS-I, II, III and IV, Report of 11th Five Years Plan, 12th FYP, Annual Report 2015-16, MHRD, Annual Report 2016 of NSS etc.

Pedagogies for Experiential Learning in ODL

Pedagogy is a technique, an approach, a process or a method that help immensely to make teaching learning effective. Due to the explosion of science and technology in the present technology era, we need to look at the up-to-date way of transactional behaviour in pursuing the world class education. The behavioural taxonomy which is designed so systematically suggests that it could guide the teachers or the instructors for using the appropriate pedagogical tools and techniques to receive the mission and goal of educational instruction. In fact, in a learner-centred approach, with the help of pedagogy, learners can reap the benefits or internalise the curriculum or the content in his or her own way of learning. Therefore, the relevance and the use of pedagogy should be linked with the changing environment of the teaching learning process, where various digital technologies are used for transmitting and disseminating the knowledge and information to the learners to a great extent.

The traditional chalk and talk methodology is being continuously replaced by different new devices or techniques like collaborative learning, project based or team work activity, personalized and customized learning that would provide plenty of opportunities to the learners for bringing out their quality of creativity and innovative ideas and thoughts. In fact, the use of these types of techniques in the teaching learning process is essential for the teachers, the academicians and the academic practitioners in order to motivate the learners so that they can be able to explore different applications of knowledge and skills in their practical fields and also able to leave as productive citizen in the real sense. In the industrial era, particularly, the use of ICT in the ODL system has made many changes in the entire educational transaction of teaching and learning. As part of the learner-centred approach, there is a need of learner centric pedagogy that also provides the scope to the learners for reaping the benefits of experiential learning as well as skill based learning. In fact, it is ODL where by using the various forms of pedagogy, the lifelong educational opportunities as well as world class education could be provided to the learners irrespective of age, sex, geographical barriers and economic classifications as well as discriminations. Besides, in order to bring up the peace, prosperity among the people and the planet as a whole, there is a need of sustainable education where ODL is one of the most potential factors due to its preference for independent form of learning.

The following are some points that could be considered for providing skill based pedagogy in the Indian context as follows:

- By acknowledging this fact of sustainable development through sustainable education, on 25th September 2015, the Heads of States, Governments and High Representatives, in their meeting at United Nations Headquarters in New York, adopted the document titled *Transforming Our World: the 2030 Agenda for Sustainable Development*. The idea was to adopt a new set of global Sustainable Development Goals which will transform the world in the next 15 years. There are a total of 17 goals to be achieved by 2030 for sustainable development. With regard to education, there is a specific

goal (Goal 4), where there is a target to achieve the inclusive and equitable quality education and to promote life-long learning opportunities for all. One of the objectives of the goal is to focus on the acquisition of foundational and higher order skills, greater and more equitable access to technical and vocational education, training and higher education, training throughout life; and the acquisition of the knowledge, skills and values needed to be functional so that it would contribute to society. Thus, the basic focus of SDG4 is 'lifelong learning opportunities for all'. Lifelong learning comprises all learning activities undertaken throughout life with the aim of improving knowledge, skills and competencies, within personal, civic, social and employment-related perspectives. Besides, the entire educational transactions of the world have become techno-based where there is the demand of equipping the adults with necessary digital skills, which are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information. These contexts have facilitated myriad opportunities to the people to create and share digital contents, communicate and collaborate and solve problems for effective and creative self-fulfilment in life, learning, work and social activities at large.

- Everyone should be well-equipped with digital skills which are the pre-requisite for getting jobs and livelihood in the digital economy. The utilization of ODL and on-line learning has made learning truly global. Along with this, the whole pedagogy of education is to make people functionally literate or digitally skilled. It is because; people want such education that ensures better sustenance of living. Therefore, the entire educational system is converted from traditional education system to independent ICT based learning system. This kind of education system, thus, helps the learners to possess the relevant digital skills that help to promote inclusive and equitable education and lifelong learning opportunity for all. Again, the idea of sustainable education should be designed in such a way that it helps

to reduce the inequalities between haves and have nots and gender divides; and also it should map and anticipate the changing needs of skills in order to make the learners up-to-date and educationally competent from their learnt skills. Even, in the context of India, the Ministry of Human Resource Development, GOI has been putting more and more emphasis on developing skills among the learners as they need to be polished throughout their working life. These skills are necessary not only for securing a job, but also for ensuring personal development in various ways. In fact, the appropriate application of knowledge in some vibrant areas such as Agriculture and other manufacturing areas can play major role in providing a competitive edge to the Indian economy in the global market. The Commonwealth of Learning (COL) also has demonstrated that by using Information and Communication Technology (ICT) and flexible-blended learning approaches, access to quality technical and vocational skill development can be increased which can further help to overcome the urban-rural and gender divides that exclude learners from training, and create a skilled workforce of life-long learners for the growth of informal and formal economies. Thus, sustainable education is the only way as it has the potential to create a knowledge-movement in every aspect of human life in the 21st century society.

- Besides, for promoting and facilitating the sustainable education or lifelong learning opportunities various educational pedagogical techniques or methods are evolving in a massive way that anyone can access the world class education at his or her own place and pace. In this context in the modern industrial era, the modern interventions like Open Educational Resources (OERs) and MOOCs have provided the platform for opening up the minds of the people hungry of knowledge. The higher educational institutions mostly the open and distance learning institutions has the flexibility to equip mostly the young people with relevant that prepares all the people of

the nation to become responsible citizens who value a democratic and pluralistic society. But in reality it seems that still in India, only 5% of the population within the age group of 19-24 required some sort of skills through vocational education while the corresponding figure for the country like Korea is as high as 96%. (World Development Report 2018). Therefore, it is an urgent need to redefine the policies and giving the stress on implementing the skill-based schemes in a proper and justified way. Therefore, it is the need of the hour to see at what extent and what are the ways the various online courses as MOOC and Open Educational Resources are designed and implemented for creating the knowledge movement particularly in open and distance learning in India.

- The Human Resource Development Ministry, Government of India has introduced SWAYAM or Study Webs of Active Learning for Young Aspiring Minds, where teachers from institutions like the IITs, IIMs, and central universities have been offering online courses to the citizens of India. In order to ensure the quality of the contents produced and delivered through SWAYAM, Nine National Coordinators have been appointed. They are NPTEL for engineering, UGC for post-graduation education, CEC (Consortium for Educational Communication) for under-graduate education, NCERT & NIOS for school education, IGNOU for out of the school students, and IIMB for management studies etc. In the first phase, courses in areas of engineering education, social science, energy, management, basic sciences are being offered. Besides, it has been stated that at least 20% materials from the total number of courses by an Indian University should be released in the form of MOOCs (University Grant Commission in India 2016, June) for the fast mobilisation and dissemination of knowledge and information among the masses. Another recommendation is that all universities should develop the learning management system and release their OER materials as MOOCs in the SWAYAM platform as soon as possible for making

education more vibrant and sustainable. For launching a course in SWAYAM platform there is a need of pedagogies of the courses in the format of e-content, videos related to contents, web-links, discussion forum and self-assessment questions etc. (Bordoloi 2018)

- For making skilled enabled people, in December 2013, the Department of Economic Affairs, Ministry of Finance, Govt. of India, notified National Skill Qualification Framework (NSQF), which is being facilitated by the National Skill Development Agency (NSDA). Apart from the conventional mode, this policy can be easily adopted by the ODL mode universities and institutions for its wider flexible nature. The NSQF provides the outcome based approach which is very much essential for assessing the acquired knowledge of the people in immediate way. Again, it is also helpful to each institution, student and employer to get themselves a self-assessment regarding the progression pathways in terms of their competency level i.e. what they can do and cannot do after taking the course under NSQF. Besides these, this course is the only course through which uniformity in terms of course duration, curriculum, entry requirements as well as title or degree across the country can be established. The most interesting benefit of this course is that it facilitates the **Recognition of Prior Learning** (RPL) through which people irrespective of their age, sex, and geographical distance can get formal recognition of their traditional skills so that they can use these kinds of informal skills into a productive form. The NSQF also helps alignment of the Indian qualifications to international qualifications in accordance with relevant bilateral and multilateral agreement. Therefore, it is the duty of the educational providers to launch some need based courses so that people may get the scope for further education for upgrading their knowledge and skills in their own preferential areas that would also help them to get their proper form of employment and earnings.
- Choice based credit system is an innovative strategy to make a standardised and internationalised system of education which is

applicable across the world. It brings the interdisciplinary approach to learning as well as encourages the learners for divergent thinking in due course of time. Credit transfer through the courses launched in the SWAYAM platform also provides the opportunities to the learners to enhance their skills and reap the benefits of experiential based learning for their professional and academic development. Thus, the system of CBCS brings equity, quality and excellence in the education system and brings the changes and innovation in terms of curriculum, teaching learning process, evaluation system, management and administration of CBCS in higher education institutions of the country. Besides it also helps the learners to grasp the holistic approach of learning in terms of the mandatory core courses, generic and discipline wise elective courses, as well as the skill-based courses. Such type of reformation automatically formulates a standardised international education system that helps the learners to enjoy world class opportunities. This would better prepare the learners to take up important decisions for their future academic life based on their own choice of subjects and areas at an early stage.

- In the ODL system, for transacting or delivering the course content, there is a rapid need of utilisation of techno-pedagogy in various formats. Some of these are as the following.
 1. The ***Connected Educator*** which support and promote network approaches to learning system. Through this pedagogy, the teacher educators or academic practitioners can share their knowledge, innovation and experience. It gives the educators a unique platform where they can find like-minded educators.
 2. In this era of knowledge movement, ***TedEd*** offers spreading ideas, usually in the form of short, powerful talks, often-animated clips of subjects such as science, technology, social studies, literature, language, art, health, psychology, and business and economics. The site also provides opportunities to collaboration for better sharing.

3. **Edmodo** is one of the most used learning applications, which has the largest learning community. This application helps the teacher to prepare lesson plan. As an educational application, it also helps the teachers and students to share information, update assignments, form groups and communicate. Parents can also use Edmodo to keep track of their child's progress. Learners can easily use this platform, which is free, safe and very flexible in nature.
4. **Various Social Media** such as Facebook, Twitter, Instagram through which the most useful applications are used for social interaction. In *Facebook*, the teacher or academic practitioner can post their educational information and assignment to the learners. Through *Twitter*, reminders can be posted to the learners for the submission of the assignment. *Instagram* is a very famous app for social chit-chat. Teachers can create assignments that tap into the need to Instagram such as image essays where students take photos, upload, and add captions or students can even create campaigns for certain organizations or just for a lesson.
5. **Google+** could be used for managing virtual communication with great graphics and themes. This is the common platform where the teacher and student come along together to work with the help of right tool.
6. **Vimeo** is a useful site to convert the content into video form, as a story or make a special tutorial. It helps teachers to make their subject more innovative and creative. Learner can find a video in his or her own subject; if it is not available he or she may create his or her own video and upload it in Vimeo site. In fact, Vimeo facilitates to create video, upload stories, lessons and tutorials. It makes content more innovative. This helps learners to develop skills and creativity in learning.
7. **Blogger** may be used as pedagogy for transacting educational transformation by posting educational links, lessons, assignments,

tests etc. In fact, a learner becomes more successful and comfortable with the teacher when learning takes place online.

8. Use of **Skype** helps the people connect with anyone, anywhere, at any time. Skype has that facility to teach various lessons with innovation and effective strategy. It gives facility to one to one and one to many communicating in both the modes: AUDIO and VIDEO.
9. **YouTube** is a most popular platform to share and search educational material. Here, user can share or search different kind of topic related to education, politics, business, science etc. The entire teaching community can gain knowledge from the YouTube related to educational videos, exam preparation related video, competitive exam page related videos, video on particular topic etc. This tool provides to share links, download videos, save videos so learner can learn at their own time.
10. **TeacherTube** is a perfect tool to provide pedagogical expertise guidance to teacher. YouTube has some limitations, so a teacher can't use YouTube live in the classroom but Teacher Tube overcomes the limitation of YouTube.

Challenges of Using Experiential Pedagogy in ODL

There are many challenges which cannot be denied while accessing the latest ICT based or techno-based pedagogy in an equal and justified way in the Indian context. The following are some of the challenges :

- a. In a diverse country like India, the education system is so heterogeneous that the introduction of a common framework of the learning system throughout the country is practically too difficult.
- b. Designing the curriculum based on experiential learning pedagogy for the learners in the ODL mode is not so easy because quantification of units and counselling hours in the curriculum transaction is not viable for all the time.

- c. Lack of proper knowledge and training on the part of the teachers and the administrators in using the ICT based technologies in educational purposes in the school as well higher educational level is also a challenge to overcome.
- d. Imposition of online courses and internet based courses at an early stage may also hinder the development of the learner's creativity, innovativeness and free flow of thoughts.
- e. Lack of motivation of the teachers in altering their teaching methods from chalk-talk to techno-pedagogy, is also a big hurdle in the Indian context. Besides, there is a lack of awareness of the existing techno-pedagogical skill on the part of the educational providers or the academic institutions.
- f. Proper form of infrastructure is the pre-requisite for providing experiential learning opportunity to the learners. Therefore, there is a need of material and human resources as well as media culture in an effective way. For transmitting the information in digital way, we need suitable rooms, building, hardware and software, internet connectivity, sound, video conferencing etc. In addition, there must be the provision of using www at any moment. Enriched infrastructure will provoke the teachers to make their lesson much better and students will learn more effectively. But, in the Indian context, there is a division between haves and have nots (which is also known as digital division) in terms of accessing internet connectivity and other required facilities for running a programme in a smooth way.

Conclusion:

From the above discussion, we may assume that for making education accessible to all, there is a need of using non-discriminatory and inclusive pedagogy for transacting the curriculum in the teaching-learning process. ODL being a learner-centred approach, there is a need of implementation of techniques such as inquiry based learning, problem solving technique,

customized learning and collaborative learning which are today considered ways towards higher order skill learning and which are essential for making the 21st century learning more comprehensive and competitive. The open educational resources in blended as well as online format have tremendously influenced the teaching learning transactions in the 21st century digital era following which the traditional class room has been replaced by increasing use of internet and social media. Thus, a new type of social constructivism has been formed where a learner can directly interact with the people in the community, share their own ideas and thoughts and collectively undertake the new researches. So, we may assume that experiential learning can genuinely transform the society as a whole.

References :

- Annual Report 2014-15, Ministry of Human Resource Development, Govt. of India.
- Bordoloi, R. & Das, P. (2012). Effectiveness of Open and Distance Education and the Relevance of ICT: A North East Indian Perspective. *International Journal of Information and Knowledge Management*, 2 (1).
- Bordoloi, R. (2018). Transforming and Empowering Higher Education through Open and Distance Learning in India. *AAOUJ*, 13,1. Retrieved from: <https://www.emeraldinsight.com/doi/full/10.1108/AAOUJ-11-2017-0037?fullSc=1>
- Census of India, 2011, Govt. of India.
- Davis, G. (ed.). (2008): *Quality Education, Prospects and Challenges*. New Delhi, A.P.H. Publishing Corporation.
- Dhanarajan, G. & Porter, D. (ed). (2013). *Open Educational Resources: An Asian Perspective*. Canada: COL and OER Asia.
- Kawachi, Paul. (2013). *Quality Assurance Guidelines for Open Educational Resources: TIPS Framework Version 1.0*. New Delhi: CEMCA.

Open Access Curricula for Researchers and Library Schools. (2015).UNESCO.
Report of the Twelfth Five Year Plan (2012-2017) on Social Sectors, Vol. 3,
Planning Commission, New Delhi.

Srivastava, M. et.al. (2007).Reaching out to the Un-reached through ODL:
Role of IGNOU in the North East Region. *Indian Journal of Open Learning*,
Vol.16, No.2.

Sukhadeo, T. (2006).*Higher Education in India, Emerging Issues Related to
Access, Inclusiveness and Quality*.New
Delhi: Nehru Memorial Lecture. November 24.

UNESCO, (2002).Open and Distance Learning Trends, Policy and Strategy
Considerations. Paris: UNESCO.

UNDP, (2018). *Human Development Report*.

United Nations, New York. (2016). *The Sustainable Development Goals Report*.

