

Report on Two-Day Orientation cum Workshop on Experiential Learning & Project-Based Learning

Organized by: DIET KarbiAnglong, Diphu

Venue: Forest IB, Dongkamokam

District: West KarbiAnglong

Dates: 17th & 18th March, 2026

Total Participants: 40

Resource Persons:

1. PranjalChetia, Lecturer, DIET KarbiAnglong;
2. DabbuBaglary, Lecturer, DIET KarbiAnglong
3. LakhyajyotiSaikia, Lecturer, DIET KarbiAnglong.

Introduction

A Two-Day Orientation cum Workshop on Experiential Learning and Project-Based Learning (PBL) was successfully organized in West Karbi Anglong district with the objective of strengthening teachers' pedagogical practices in line with contemporary educational reforms. The workshop emphasized learner-centered approaches, integration of subjects, and competency-based learning, focusing on developing skills, understanding, and application rather than rote memorization. The programme highlighted the importance of connecting classroom teaching with real-life contexts and encouraged teachers to adopt interdisciplinary strategies involving Mathematics, Science, Social Science, EVS, and Languages.

Objectives of the Workshop

The workshop was designed to build participants' understanding of experiential learning, project-based learning, and competency-based education within the framework of current national policies. It aimed to enable teachers to design learning experiences that integrate multiple subjects while aligning with curricular goals and learning competencies. The programme also focused on familiarizing participants with the principles of the National Curriculum Framework (NCF), the role of clearly defined competencies in teaching-learning processes, and the significance of large-

scale assessments such as PARAKH Rashtriya Sarvekshan 2024. It sought to equip teachers with practical strategies to design meaningful classroom activities using local resources and real-life situations, thereby promoting critical thinking, collaboration, and reflective learning.

Programme Overview

The two-day programme was conducted from 9:30 AM to 4:00 PM each day and consisted of interactive sessions, hands-on activities, group work, discussions, and presentations. The workshop maintained a balance between theoretical understanding and practical application, with a strong emphasis on competency-based and interdisciplinary learning. Participants were actively involved throughout the sessions, ensuring a participatory and engaging learning environment.

Day 1 (17th March 2026)

The first day of the workshop began with the registration of participants followed by the inaugural session, where the objectives and structure of the programme were clearly explained. The importance of shifting towards competency-based and learner-centered education was emphasized, highlighting the need for active participation of learners in the teaching-learning process.

Immediately after the inaugural session, participants were engaged in hands-on activities using locally available materials such as leaves, sticks, and other natural resources. Through these activities, participants explored how concepts from Mathematics, Science, Language, and Social Science can be integrated. For instance, participants measured and classified leaves to apply mathematical concepts, observed their characteristics to understand scientific principles, described their observations to develop language skills, and discussed their environmental importance to relate with social science concepts. This session provided practical insight into how experiential learning can be effectively implemented in classrooms.

Following the activity, a detailed session was conducted on the importance and concepts of experiential learning and project-based learning. The resource persons explained the experiential learning cycle and elaborated on how project-based learning encourages inquiry, problem-solving, and collaboration. The discussion also included how these approaches differ from traditional

teaching methods and how they can be effectively implemented in classrooms to improve student engagement and learning outcomes.

The session further included an in-depth discussion on the National Curriculum Framework (NCF), focusing on its vision of competency-based education. The concepts of curricular goals and competencies were explained in detail, emphasizing how learning outcomes should be aligned with clearly defined competencies. The resource persons also discussed the role of teachers in designing learning experiences that help students achieve these competencies through integrated and experiential approaches.

In addition, participants were oriented about PARAKH Rashtriya Sarvekshan 2024, highlighting its purpose, structure, and significance in assessing student learning levels at a national scale. The discussion focused on how competency-based assessment is linked with classroom practices and how teachers can align their teaching strategies to improve student performance in such assessments.

The day concluded with group-based discussions where participants reflected on the sessions and shared their understanding of competency-based learning and its integration with experiential and project-based teaching.

Day 2 (18th March 2026)

The second day began with a recap and reflection session, during which participants revisited key concepts from the previous day and clarified their doubts. This was followed by an intensive workshop session focusing on the design of experiential learning activities and project-based learning plans with an emphasis on subject integration.

Participants worked collaboratively in groups to develop interdisciplinary activities and projects based on real-life contexts. They were guided to identify relevant topics, map competencies and curricular goals, and integrate concepts from different subjects such as Mathematics, Science, Social Science, and Languages. The resource persons provided continuous support in designing

activities that were practical, context-based, and aligned with competency-based learning principles.

The participants also worked on designing project-based learning plans by identifying real-world problems, setting clear objectives, planning step-by-step activities, and developing appropriate assessment strategies. Emphasis was placed on ensuring that the projects addressed multiple competencies and encouraged students to apply their knowledge in meaningful ways.

In the post-lunch session, each group presented their designed activities and project plans. The presentations facilitated peer learning and encouraged constructive feedback. The resource persons provided detailed suggestions to improve the feasibility, integration, and effectiveness of the proposed activities.

The workshop concluded with a valedictory session, where participants shared their feedback and reflections. They expressed that the workshop enhanced their understanding of competency-based education and provided practical strategies for implementing experiential and project-based learning in their classrooms.

Outcomes of the Workshop

The workshop significantly enhanced participants' understanding of experiential learning, project-based learning, and competency-based education. It enabled teachers to align their teaching practices with curricular goals and competencies while integrating multiple subjects into meaningful learning experiences. Participants developed practical skills in designing classroom activities and projects using local resources and real-life contexts. The workshop also increased awareness about national frameworks such as NCF and PARAKH Rashtriya Sarvekshan, thereby strengthening teachers' capacity to link classroom teaching with assessment practices. Overall, the programme fostered reflective teaching, collaboration, and innovation among participants.

Conclusion

The Two-Day Orientation cum Workshop on Experiential Learning and Project-Based Learning was highly effective in building teachers' capacity to implement competency-based and interdisciplinary teaching practices. The inclusion of discussions on NCF, curricular goals, competencies, and national assessment frameworks made the workshop comprehensive and relevant. The hands-on activities and collaborative sessions ensured that participants gained both conceptual clarity and practical skills. The workshop is expected to contribute positively to improving classroom practices and student learning outcomes in West Karbi Anglong district.

Photo Gallery





