



## **Inclusion of Experiential Learning Programme for Visually Impaired Students**

Mr. Sanjeev Kumar, Research Scholar, Department of Education, Chaudhary Ranbir Singh University, Jind, Haryana  
[sanjueco8@gmail.com](mailto:sanjueco8@gmail.com)

### **Abstract**

The paper is related with the inclusion of experiential learning in curriculum for special education teacher training courses and discusses that how experiential learning is effective in enhancing academic achievement, self-confidence, mastery over the content, self-management and quality of leadership in children with visual impairment. Experiential learning includes engaging the students in direct experience and is focused in developing knowledge, understanding, skill and co-operation. The approach of teaching in experiential classroom is different than traditional classroom. Experiential learning activities for normal children are helpful in learning through experiences, systematize their work, evaluating their own performance and furnish a suitable direction for long term learning. If we throw light on the chapter IV of RPWD there is a provision that government shall provide formal and non-formal vocational and skill training schemes and programmes of person with disability with sufficient support. As a result if experiential learning is included in teacher training courses for special education, than it may prove a potential tool for enhancing learning experiences of children with visual impairment. This paper proposes that experiential learning should be made a part of teacher training courses for teacher educators at D.Ed., B.Ed. and M.Ed. level. The possible benefits of inclusion of experiential learning would lead to enhance academic achievement of children with visual impairments and help them to retain material relatively for longer period of time. The paper concludes that RCI may modify its teacher education curriculum to incorporate experiential learning a mandatory part in all teacher training courses.

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