

Experiential and Play-Based Learning through Bharatiya Toys and Indigenous Games in the Light of NEP 2020

Gunja Barai¹ and Prof. (Dr.) Preeti J. Maiyani²

Senior Research Fellow, Department of Education, Gujarat University, Ahmedabad,¹

Professor, UGC-MMTTC Department, Gujarat University, Ahmedabad, India²

Abstract: *The NEP 2020 highlights the importance of experiential learning, play-based pedagogy, and incorporating Indian Knowledge Systems into education. In early and school education, play and hands-on activities are vital for fostering creativity, problem-solving skills, and conceptual understanding. Traditional Indian toys and indigenous games have long contributed to children's cognitive, physical, and social development. However, many of these traditional resources have been gradually phased out from classrooms due to the rise of digital entertainment and standardized teaching methods. This paper explores the potential of Bharatiya toys and indigenous games as effective tools for experiential and play-based learning in schools. It emphasises how these culturally rooted resources can support holistic development, increase classroom engagement, and align with NEP 2020's pedagogical vision. Using a qualitative, conceptual approach, the study examines policy documents, educational literature, and examples of traditional games and toys used for learning. The findings indicate that incorporating Bharatiya toys and indigenous games can foster meaningful learning, CULTURAL awareness, and active student participation. It also discusses implications for teachers, curriculum designers, and policymakers in advancing experiential learning through indigenous knowledge systems.*

Keywords: Experiential Learning, Play-Based Learning, Bharatiya Toys, Indigenous Games, Indian Knowledge Systems

