

Experiential Learning – Gandhiji's Nai Talim

Faculty Development Programme at
Acharya Nagarjuna University
Guntur, Andhra Pradesh, October 23-29, 2018

Faculty Development Centre

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)

Mahatma Gandhi National Council of Rural Education

Department of Higher Education

Ministry of Human Resource Development, Government of India

Hyderabad – 500004 www.mgncre.in



Experiential Learning – Gandhiji’s Nai Talim

Faculty Development Programme at
Acharya Nagarjuna University
Guntur, Andhra Pradesh, October 23-29, 2018

Faculty Development Centre

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)

Mahatma Gandhi National Council of Rural Education

Department of Higher Education

Ministry of Human Resource Development, Government of India

Hyderabad – 500004 www.mgncre.in



Table of Contents

1. FDP Overview
2. Target Outcomes of the 7-Day FDP
3. Participant Profile
4. FDP Schedule
5. FDP Report : Day 1
6. FDP Report : Day 2
7. FDP Report : Day 3
8. FDP Report : Day 4
9. FDP Report : Day 5
10. FDP Report : Day 6
11. FDP Report : Day 7
12. Annexure A (List of Participants)



FDP Overview

FDP Name	<i>Experiential Learning, Nai Talim and Work Education through School & Teacher Education Curriculum</i>
Dates	23 October to 29 October 2018
Time	10.00 to 17.00
Venue	Seminar Hall of ANU
No. of Participants	26
MGNCRE Resource Persons	Dr Divakar, Senior Faculty, MGNCRE Aruna Kumari , Sai Kiran and B. Jhansi Rani, Faculty of MGNCRE.

Target Outcomes of the 7-Day FDP

Participants will:

1. Understand the vision and philosophy of the Experiential Learning – Gandhiji’s Nai Talim Curriculum
2. Experience the skills and knowledge gained and impact on three H’s through participating in experiential learning activities
3. Understand Gandhiji’s aims of education and philosophy behind Nai Talim
4. Explore which states are already implementing Nai Talim
5. Discuss the Nai Talim/ Experiential Learning success stories in their state
6. Discuss and present key connections between NCF 2005, RTE 2009, NCFTE 2010 and Nai Talim
7. Identify aspects relevant to the context of the school student and B Ed Student-Teacher from various backgrounds and occupations
8. Devise contextually suitable engagement activities for the student teacher
9. Identify aspects relevant to local community engagement in teacher education
10. Identify the process of connecting the text with the child/learner with the local context
11. Devise and present contextually suitable engagement activities for the middle and high school students
12. Identify the school education programs and policies which have local community engagement aspects
13. Participate effectively in local community service
14. Explore models of art, craft for entrepreneurship and for self-reliance
15. Practice global citizenship by welcoming people of diverse backgrounds
16. Reflect critically, modify perspectives on how experiential learning/work education will help make students lifelong learners
17. Conclude that work education/experiential learning should be a core and an integral part of the curriculum transaction
18. Transact experiential learning activities with School students, B Ed College students with the aim of bringing positive changes in themselves, their institutions and their communities



19. Share transformed perspectives of how experiential learning will ensure that the text matches with the context and learning is relevant to the student; that it will make them lifelong learners
20. Analyse and share learning from the program that can be applied in the school education and B Ed Curriculum
21. Take part in various rural immersion activities/methodologies to understand the rural community strengths and weakness
22. Share ideas on community engagement by student teachers at B Ed Colleges and school students

Participant Profile

Participants comprised Faculty from B Ed colleges affiliated to the University Details of participants are mentioned in **Annexure A**



FDP Schedule:

7-Day Faculty Development Program : Schedule and Activities

Session No	Activity	Time	Activity Methodology	Resources Needed
Day 1				
1.	Registration	1000-1030	<ol style="list-style-type: none"> Greet and welcome the participants as they arrive Ask them to fill in the registration form Hand over the folder 	Registration Forms, Folder with Note pad, pen, Experiential Learning Book
2.	Inauguration	1030-1100	<ol style="list-style-type: none"> Chief Guest, Guest of Honour, University Officials, other dignitaries and MGNCRE representative light the lamp A Prayer may be sung by some participants Brief Speeches by dignitaries as planned, vote of thanks Have a quick round of facilitator and participant introductions 	Brass Lamp Oil Wicks Match box Candle Bouquets Memento for Chief Guest
3.	School & Community: Community Engagement Process (Dialogic Method)	1100-1145	<ol style="list-style-type: none"> Explain the activity to the participants Form them into teams of 5-6 members each Execute the activity, facilitators also take part with the participants Ask them to do also measure height and weight of participants Ask each group to share the experience Summarise that Experiential Learning is a better method than traditional text book/rote based learning - link to Dialogic method 	Sample Activity Plan – <i>Experiential Learning Input in School Curriculum Sample Document</i> -one for the facilitator Measuring tape, Ribbons, Marker pens, Scissors, Weighing Machine A Note book and a pen per group Dialogic Method – Reading material for the facilitator
4.	Gandhiji Tolstoy Farm and Nai Talim - Gandhiji ideas on education (Content Analysis)	1200-1315	<ol style="list-style-type: none"> Form Teams of 4 members each Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team's output) Hand over a chart paper sheet to each team Assign Chapters 2, 3, 4 and 5 to teams (so if there are 8 teams, 2 teams will get each of the chapters) Ask them to read the chapter allotted to them, discuss and present the key points 	Latest Fad Portions Hind Swaraj Presentation Experiential learning book Chart paper – one per team Computer & Projector or Whiteboard & Marker pens



Session No	Activity	Time	Activity Methodology	Resources Needed
			<p>from the chapter</p> <ol style="list-style-type: none"> Facilitator to record key points in a word doc /whiteboard Summarise the session reiterating key points recorded on the word doc or white board 	
5.	Nai Talim Patterns in India (Content Analysis)	1430-1545	<ol style="list-style-type: none"> Continue in the same teams Hand over the document to each member of the team Ask each team to discuss and present the case including the benefits accrued to students due to Nai Talim. In which states is Nai Talim already being implemented? What are the Nai Talim/ Experiential Learning success stories in your state? 	Document : Current-experiments-in-nai-talim : One copy per participant
6.	Nai Talim and NCF 2005, NCFTE 2010 and RTE 2009	1600-1715	<ol style="list-style-type: none"> Make new teams of 4-5 members each Play the video/audio one after the other Allow each team member to make notes as they listen /watch , then discuss in their team and present key connections between NCF 2005, RTE 2009, NCFTE 2010 and Nai Talim Back up Activity : Word document may be distributed to each group and they are asked to present how Nai Talim is linked to NCF 2005, RTE 2009 and NCFTE 2010 	<p>NCF 2005 : https://www.youtube.com/watch?v=JdqJUHIqNkw</p> <p>RTE 2009 : https://www.youtube.com/watch?v=s6U-2TTinQQ</p> <p>NCFTE 2010 : (hindi) https://www.youtube.com/watch?v=o5jzamJDKKI</p> <p>Back up : <i>Salient Features of NCF 2005, NCFTE 2010 and RTE 2009</i> – document – two copies per group</p>
Day 2				
1.	Education relating to life – Work Education and its implications	0900-1015	<ol style="list-style-type: none"> Greet and welcome the participants Recap key learnings from Day 1 Form 10 new teams Allot one typology to each team from Chapter 6 (A to J) Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team’s output) Participants are to be instructed to choose 2 activities from the assigned typology and indicate the benefits to students in the 	<p>Format for recording experiential learning typology – two copies per group</p> <p>A sample format for experiential learning typology – two per group</p> <p>Work education ppt</p>



Session No	Activity	Time	Activity Methodology	Resources Needed
			following domains: a. Head (Cognitive)- Knowledge b. Heart (Affective) - Attitude c. Psychomotor (Hand) - Skill 7. They need to record their ideas, present and hand over the documents to MGNCRE 8. Sum up using work education ppt	
2.	Nai Talim for School Curricular areas	1030-1145	1. Individual work: Preparing class wise and subject wise Work education activities based on text books and suggested activities from experiential learning hand book Classes VI to X Participants to be assigned a subtopic from B Ed Curriculum Topics by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation	Sample School Curriculum Experiential Learning Activity – one copy per participant Format – one copy per participant Manipur School Implementation photos can be played in a loop
3.	Nai Talim for School Curriculum	1200-1315	1. Presentation of the above work by participants	
4.	PRA and PLA Methods (Community Research)	1430-1545	1. PRA and PLA methods and links to community engagement explained by facilitator through an interactive discussion with support of slides 2. Discussion and presentation on village immersion/ community work – PLA activities – 5 to 6 activities – Transect walk, Village Resource Map, Venn Diagram, FGD, Occupational Analysis etc.,)	PRA/PLA ppt Copies of PRA/PLA techniques from Rural Immersion book One copy of each technique per group Charts, Sketch pens, White papers.
5.	Nai Talim Express	1600-1800	1. Form teams and share one PRA technique with each team 2. Ask the teams to go out and conduct the activity in the campus as a simulation exercise 3. Give them an hour and 15 min. 4. Then ask participants to present their output at the location wherever they have drawn/recorded it. 5. Alternatively each team can video record their work and present it in the classroom through the LCD projector. 6. Reinforce that these methods need to be used during the village engagement visits	Copies of PRA/PLA techniques from Rural Immersion book One copy of each technique per group Charts, Sketch pens, White papers. Rural Immersion Hand Book
Day 3				
1.	Rural Engagement	0900-1015	1. Greet and welcome the participants 2. Recap key learnings from Day 2	Charts, Sketch pens, White papers.



Session No	Activity	Time	Activity Methodology	Resources Needed
	through Participatory Learning Approaches – Learning through discovery and exploration		3. Continue with the previous day's teams. 4. Let them take up another method of PRA and do it in the campus 5. Video record the experience and present learnings 6. If presentation from previous evening activity was not done, it can instead be completed now Alternatively a guest lecture can be organised by the Rural Development Department of the University	Village Immersion Hand Book
2.	Analysis of B.Ed Curriculum and preparing work education activities / practicums which need to be integrated into B.Ed Curriculum and practices.	1030-1145	1. Individual work: Participants to be assigned a practicum from B Ed Curriculum by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation 2. Collect all the documents created by the participants after they present their work	Sample B Ed Experiential Learning Activity – one copy per participant Format – one copy per participant
3.	Presentation on B Ed experiential Learning Activities	1200-1315	1. Individual work: Participants present their work 2. Collect all the documents created by the participants	
4.	Community based engagement activities – projects, case studies and group work	1430-1545	1. Form teams of 5-6 members each 2. Ask them to discuss and list the various community(rural) engagement methodologies with examples that they will integrate into B Ed and School Curriculum 3. Ask each group to present their ideas 4. Collect the documents from them	Chart papers, marker pens
5.	Nai Talim Film (Case Method for Work Education)	1600-1715	1. Show the Anand Niketan Film. 2. Ask participants to note the ways of handling the curriculum through work education 3. Ask a few participants to present their recordings and learning.	https://www.youtube.com/watch?v=LM8Lyz1usx8 Computer Projector Audio output



Session No	Activity	Time	Activity Methodology	Resources Needed
			4. Summarise the day's learnings	
6.	Preparation for Fieldwork	1730-1815	1. Participants ready with activities, required material etc., - visit to schools, B.Ed Colleges and Villages for Community Work on 4th and 5th day	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required teaching-learning material
Day 4				
1.	School Visit – Activities related to Curricular Inclusions and Work Education (Field Engagement)	0930-1315	1. Participants (in teams) will conduct School Curriculum Experiential Learning activities with school students 2. Capture learnings, pictures and videos of the activity done	School Curriculum Experiential Learning Activity Plans created by participants Camera Notepad, pen Teaching Learning Resources need for the activity
2.	Village Engagement /Immersion	1430-1645	1. Participants (in teams) will conduct Transect, Social Mapping, Venn, FGD Resource & Occupational mapping in the village 2. Capture learning, pictures and videos of their work	Camera Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
3.	Debriefing on School and Village Visits	1730-1815	1. Each team will share the field experience: a. Activity conducted b. Learning experience for students c. Learning gained by them	Project images captured by each team
Day 5				
1.	Visit to B.Ed College (Field Engagement)	0930-1315	1. Implementation of planned activities by all the groups	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
2.	Village Engagement /Immersion	1430-1715	1. Participants (in teams) will conduct a different methodology of PRA/PLA Techniques Transect, Social Mapping, Venn, FGD and Resource mapping in the village 2. Capture pictures and videos of their work	Camera Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required



Session No	Activity	Time	Activity Methodology	Resources Needed
				material
Day 6				
1.	Preparation for Debriefing of B Ed college and Village visit	0930-1130	1. Participants will create their presentations of B Ed college and Village visits	Chart paper, sketch pens/Laptop for PPT pres
2.	Presentation of B Ed College and Village visit	1145-1315	1. Participants will present their presentations of B Ed college and Village visits - Group Wise followed by discussion, feelings of the participants and what went well - Summing up	
3.	---do---	1430-1715	-----do-----	Project images and videos captured by each team
Day 7				
1.	Strategic Issues in Nai Talim Work Education	0930-1100	1. Participants (in teams) will discuss and present the issues and way forward for implementation of Nai Talim /Work Education in B Ed Curriculum 2. A guest faculty may be invited here to moderate the session and give in put	Chart Papers, Sketch Pens/PPT presentation Guest faculty identified and invited
2.	Strategic Issues in Community Engagement	1115-1245	1. Participants (in teams) will discuss and present the issues and way forward for implementation of Community Engagement in B Ed Curriculum 2. A guest faculty may be invited here to moderate the session and give in put	Chart Papers, Sketch Pens/PPT presentation Guest faculty identified and invited
3.	Feedback form	1245-1300	1. Participants will fill in the feedback form and hand it over to facilitators	Feedback form – one copy per participant
4.	Valediction & Vote of Thanks	1300-1330	1. Certificate distribution 2. Feedback from a few volunteer (participants) – please take videos of their feedback 3. Vote of Thanks by University representative and MGNCRE representative	Certificates filled in and signed Mementos for participants (optional)
Lunch and Dispersal				



FDP Report: Day 1

Introduction:

The 7days FDP programme from October 23, 2018 to October 29, 2018 was organized by MGNCRE in collaboration with Acharya Nagarjuna University. Total 26 participants from B.Ed colleges,Sociology & Education department of Nagarjuna University.

Registration started at 10 am after that Inauguration started.

Vice Chancellor Prof .A. Rajendra Prasad was Chief Guest the other dignitaries shared the dais. Dr.Swarupa Rani Dean Faculty of Education ,Dr. ChennaReddy Guest of Honor,Dr.Saraswati Raju Iyer Coordinator . Vice Chancellor spoke about Nai Talim Experiential Learning in perspective of present education system and its importance. He expressed that FDP programmes are vital for faculties to enhance their quality of teaching. Next Dr. Swarupa Rani delivered her views on Nai Talim and Gandhian Philosophy of education. Then Dr.Chenna Reddy mentioned the purpose and benefit of FDP in attractive way.Dr.Saraswati Raju Iyer gave her prudential address .Dr.Ashok nurtured about FDP and conveyed vote of thanks.



Inauguration photo

Program Schedule

Prayer Song : Students

Welcome :Dr.Venkateshwarulu

President's opening remarks :Dr. Sarswathi Raju Iyer

Briefing about the program :Dr.Trimurthi

Chief Guest :Prof.A.Rajendra Prasad Vice Chancellor

Guest of Honor:Prof.T.Swarupa Rani & Dr. G.Chenna Reddy

Program Coordinator :Miss.M.ArunaKumari&Mr.M.Sai Kiran

Vote of Thanks :Dr.Y.Ashok Kumar

Felicitation :Dr.Dhanlakshmi



Effective presence of participants.

Session started with introduction of participants. Then Dr. Divakar briefed the chapters in book and made into teams then allotted each chapter to each team and gave questions to teams. Then participants shared their views group wise. After lunch measuring activity was conducted. Each group presented their activity and summarized that traditional way of learning is not importing all around development of the



children. By doing this activity the head, heart and hand are involved in this activity. The participants involved in the activity and remembered their childhood days.



Then afternoon participants presented their activities what they have measured.



Post lunch session was started on NCF 2005,RTE 2009,NCFTE 2010.Handouts related to this were given to participants.They did exercises and discussed how experiential learning and NCF are connected.

FDP Report: Day 2

Welcomed the participants and recapped the previous day sessions. We gave activity from Nai Talim book chapter from typology and they were asked to write the steps wise in a given Profroma.

They observed how head,heart and hand were involved in certain activities and how they were leads to holistic development of child. Participants expressed their ideas on 3H can be integrated in way of learning.



Participants presenting their group activities

After lunch, class wise curriculum activities are planned by the participants and were written in worksheet and then shared their views.

In between the sessions warming up activities were conducted to make the participants to participate actively. At the end of the day participants shared their views about session.

FDP Report: Day 3

Before starting for school visit we recapped the previous day sessions and briefed the purpose and importance of school visit and what they need to do in school. The participants carried their necessary tools required for the activities.



Initially participants Introduced about Nai Talim Experiential Learning and Gandhiji Education Ideas and how they were lead to sustainable development of child.

One group explained manufacturing of bio-fertilizers and they also planted two medicinal plants they are Neem and Tulasi. One tree was planted by students.



Students planted medicinal plants Tulasi in the school

Another group conducted Family Budget planning & how they can effectively balance monthly plan in family.



Family budget preparation by students

After lunch they visited Aravinda School and met Miss.Anuradha School HM of primary section then she arranged interaction with their faculty they said the differences between their and another other school.They said they would follow SCERT syllabus.They mainly focus on LSRW and encourage students to bring out their creativity & innovation art in them. They follow corner activities and children involve in learning.They have 'Balandanam' in that every student of all classes participate in assembly.They have games, art, theatre and they follow international Microsoft education Virtual world exposure. The participants visited the classrooms and have seen their teaching methodology.They banned the usage of plastic in school. At the end of the day they distributed cloth bag and seeds to every participant.By this activity, participants became more active and more enthusiastic about the rest of sessions.



Arvinda school management distributed cloth bags, and seeds which can be grown in kitchen garden.



As a part of FDP work education and community engagement Sri. Krishna principal of AbhyasaVidhyala came as a resource person. He interacted with the participants and mentioned the purpose of work education and how children can involve. Participants involved in block printing activity.

Block printing activity was given to participants, required material such as small wooden pieces ,colours,sheet etc., were distributed. The teacher explained the process and procedure to do block

printing. Participants created their own designs they are much enthusiastic to show case their ideas and felt very happy. We observed that in the group everyone involved and were sharing their opinion. They created different colours from the primary colours and enjoyed the activity.

FEEDBACK

All groups participated actively and presented their activity. Some groups presented excellently.

Prof Krishna spoke about the different patterns and they also have different names to the patterns



like noise, village scenery, kalankary etc. He also expressed the rigidity of expressing the creativity. Learning is a continues process but at a certain age it creates a blockage for learning but in case of children this does not happen as they have energy and enthusiasm to participate. He introduced about the school which is following the basic education. He showed clippings about the school and he discussed about the art education and sports which are very important for the holistic development.

After Noon Session:

Participants were asked to discuss about NCF – 2005 and RTE and How it was connected to Naitalim. Handouts were given to the groups and they selected from the school curriculum. One activity by each group was selected and they planned accordingly. Participants presented and dispersed

FDP Report: Day 5

Morning session





Visit to B.Ed college: St. Joseph college of Education for women at Guntur was selected. Participants visited the college and B.Ramesh the Joint Secretary of Intermediate Education came as chief guest addressed the session. All the students of the college were present for the session, participants carried out their activities as per their interest what they planned as per B.Ed. curriculum. One of the group prepared NAITALIM bands. They used flag tri colours and prepared the bands. They also explained about the integrity and unity among every one. Other groups also prepared different activities like stitching and art activities etc.

AFTERNOON SESSION

In the afternoon session of day five we visited Abhayasavidayalya, Gunadala at Gangiredduladibba. They have separate environments for all subjects, Science, Maths and language environments. They have lot of resource material for children. Children enjoy art and craft, sports drama, music, creative writing poetry, field visits. Learning by doing was the main moto. When children were interacted, they were very happy to come to school and enjoy the activities. All participants were interacting with Prof. Krishnaand cleared their doubts and said that some schools are following this type of Education. They were briefed about PRA and PRL techniques and the groups were given activities and participants presented and dispersed.



FDP Report: Day 6

MORNING SESSION

The village selected was KASIPADU near AMARVATHI AND mandal was PEDDAKURAPADU IN A.P

All participants were briefed about the PRA and PIA at seminar hall and the groups were given tasks like: Time line, livelihood analysis, resource mapping, structural mapping, ven diagram, transect walk and focused group discussion.

Participants interacted with villagers and gathered information. It's a remote village. The villagers don't have even basic facilities. There was no drinking water, street lights, no proper transport and primary health center. They felt these are basic amenities required to live a normal life. They have one primary school and two anganwadis. One anganwadi is locked in ST colony and is at OC area.





There is no village Panchayat Office. All participants came back at 3:30 and gathered at post office and held Focused group discussion. During the focused group discussion, farmers also interacted and they discussed about the problems they were facing. Participants also visited Amravathi and came to know about history, Buddha stupa and museum. The participants gave feedback and dispersed at 7:30.

FDP Report: Day 7

Participants came to the conclusion of the programme. They had the valedictory ceremony. Chief guest was Dr. Koteswar Rao Dean College Development Cell, Dr. Diwakar, Dr. Sarawasthi Raju Iyer Dr. Venkateshwar, Dr .Trimurthy, Dr. Ashok Kumar. Certificates were distributed to the participants by Koteswar Rao CDC.



After lunch participants presented their reports on seven days and gave their feedback .Dr.G.Kondal Rao from All India Radio took the Interview about the programme and spoke about the Gandhiji Philosophy Education and its importance. Participants individually shared what they learned from this FDP and how they will implement further.



Annexure A**List of Participants**

S.No	Name Of The Participant	Address	Phone Number
1	K.Prathap, Lecturer	Sri Venkateswara College of Education ,Ponnur	9949428911
2	Mahesh, Lecturer	Sri Venkateswara College of Education ,Ponnur	9010053453
3	K.Avani , Lecturer	Sri Venkateswara College of Education ,Ponnur	9441827692
4	M.Srinivas	Education Department,Acharya University	9416614924
5	Pothraj	Education Department,Acharya University	8885906761
6	Dr.Aravind Kumar, Vice Principal	Rce College Of Education, Guntur	9346508886
7	Hari Krishna Prasad	Guntur	9492946860
8	Saidaval, Lecturer	Hindu College Of Education, Guntur	9848858907
9	Jayalakshmi, Lecturer	Hindu College Of Education, Guntur	9866534218
10	Dr.Priyadarshini, Lecturer	St.Joseph's College of Education, Guntur	9290236814
11	Dr.Grace Indra	St.Joseph's College of Education, Guntur	9440351452
12	Dr.Vijaya Kumar,Lecturer	St.Joseph's College of Education, Guntur	9490848624
13	Subashini	SJCE, Guntur	
14	Dr.Srilatha	Sjce, Guntur	9246739290
15	Dr.Aktharunisa Begum	Sjce, Guntur	9490398074
16	Sucharitha	Guntur	9989871150
17	Sucharitha	Guntur	98766725317
18	David Raju, Lecturer	Acharya Nagarjuna University, Guntur	9440427797
19	Rama Sheshu, Principal	Bhashyam College of Education, Guntur	9440137660
20	Asia, Lecturer	Bhashyam College of Education, Guntur	9553162599
21	Ratnakar Babu	Sanviya College of Education, Guntur	9640098934
22	Dr.Elizabeth, Lecturer	Education Department, Acharya Nagarjuna University	9000460135
23	Dr.Prem Kumar, Principal	AM College of Education	9440214685
24	Sekhar Babu, Lecturer	A L College of Education	9441692942
25	Dr.Arthare	Guntur	9490398074

