

# Experiential Learning – Gandhiji’s Nai Talim

*Faculty Development Programme at*  
**Dr.B.R.Ambedkar University**  
Srikakulam, Andhra Pradesh, January 2-8, 2019

## Faculty Development Centre

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

## Mahatma Gandhi National Council of Rural Education

Department of Higher Education

Ministry of Human Resource Development, Government of India

Hyderabad – 500004 [www.mgncre.in](http://www.mgncre.in)



सत्यमेव जयते



Whose Hand is Hand We Welcome  
True is Universal Fraternity

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## FDP Overview

<b>FDP Name</b>	<i>Experiential Learning, Nai Talim and Work Education through School &amp; Teacher Education Curriculum</i>
<b>Dates</b>	02 January to 08 January 2019
<b>Time</b>	10.00 to 17.00
<b>Venue</b>	Seminar Hall of Dr BRAU
<b>No. of Participants</b>	33
<b>MGNCRE Resource Persons</b>	Dr B Divakar, Senior 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



## FDP Schedule:

### 7-Day Faculty Development Program : Schedule and Activities

Session No	Activity	Time	Activity Methodology	Resources Needed
<b>Day 1</b>				
1.	Registration	1000-1030	<ol style="list-style-type: none"> <li>Greet and welcome the participants as they arrive</li> <li>Ask them to fill in the registration form</li> <li>Hand over the folder</li> </ol>	Registration Forms, Folder with Note pad, pen, Experiential Learning Book
2.	Inauguration	1030-1100	<ol style="list-style-type: none"> <li>Chief Guest, Guest of Honour, University Officials, other dignitaries and MGNCRE representative light the lamp</li> <li>A Prayer may be sung by some participants</li> <li>Brief Speeches by dignitaries as planned, vote of thanks</li> <li>Have a quick round of facilitator and participant introductions</li> </ol>	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"> <li>Explain the activity to the participants</li> <li>Form them into teams of 5-6 members each</li> <li>Execute the activity, facilitators also take part with the participants</li> <li>Ask them to do also measure height and weight of participants</li> <li>Ask each group to share the experience</li> <li>Summarise that Experiential Learning is a better method than traditional text book/rote based learning - link to Dialogic method</li> </ol>	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	1200-1315	<ol style="list-style-type: none"> <li>Form Teams of 4 members each</li> <li>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</li> </ol>	Latest Fad Portions Hind Swaraj Presentation Experiential learning book Chart paper – one per



Session No	Activity	Time	Activity Methodology	Resources Needed
	education (Content Analysis)		<p>team's output)</p> <ol style="list-style-type: none"> <li>Hand over a chart paper sheet to each team</li> <li>Assign Chapters 2, 3, 4 and 5 to teams (so if there are 8 teams, 2 teams will get each of the chapters)</li> <li>Ask them to read the chapter allotted to them, discuss and present the key points from the chapter</li> <li>Facilitator to record key points in a word doc /whiteboard</li> <li>Summarise the session reiterating key points recorded on the word doc or white board</li> </ol>	<p>team</p> <p>Computer &amp; Projector or Whiteboard &amp; Marker pens</p>
5.	Nai Talim Patterns in India (Content Analysis)	1430-1545	<ol style="list-style-type: none"> <li>Continue in the same teams</li> <li>Hand over the document to each member of the team</li> <li>Ask each team to discuss and present the case including the benefits accrued to students due to Nai Talim.</li> <li>In which states is Nai Talim already being implemented?</li> <li>What are the Nai Talim/ Experiential Learning success stories in your state?</li> </ol>	<p>Document : Current-experiments-in-nai-talim : One copy per participant</p>
6.	Nai Talim and NCF 2005, NCFTE 2010 and RTE 2009	1600-1715	<ol style="list-style-type: none"> <li>Make new teams of 4-5 members each</li> <li>Play the video/audio one after the other</li> <li>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</li> <li><b>Back up Activity</b> : 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</li> </ol>	<p>NCF 2005 : <a href="https://www.youtube.com/watch?v=JdqJUHIqNkw">https://www.youtube.com/watch?v=JdqJUHIqNkw</a></p> <p>RTE 2009 : <a href="https://www.youtube.com/watch?v=s6U-2TtinQQ">https://www.youtube.com/watch?v=s6U-2TtinQQ</a></p> <p>NCFTE 2010 : (hindi) <a href="https://www.youtube.com/watch?v=o5jzamJDKKI">https://www.youtube.com/watch?v=o5jzamJDKKI</a></p> <p><b>Back up</b> : <i>Salient Features of NCF 2005, NCFTE 2010 and RTE 2009</i> – document – two copies per group</p>
<b>Day 2</b>				
1.	Education relating to life – Work	0900-1015	<ol style="list-style-type: none"> <li>Greet and welcome the participants</li> <li>Recap key learnings from Day 1</li> <li>Form 10 new teams</li> </ol>	<p>Format for recording experiential learning typology – two copies per</p>



Session No	Activity	Time	Activity Methodology	Resources Needed
	Education and its implications		<ol style="list-style-type: none"> <li>4. Allot one typology to each team from Chapter 6 (A to J)</li> <li>5. 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)</li> <li>6. Participants are to be instructed to choose 2 activities from the assigned typology and indicate the benefits to students in the following domains:               <ol style="list-style-type: none"> <li>a. Head (Cognitive)- Knowledge</li> <li>b. Heart (Affective) - Attitude</li> <li>c. Psychomotor (Hand) - Skill</li> </ol> </li> <li>7. They need to record their ideas, present and hand over the documents to MGNCRE</li> <li>8. Sum up using work education ppt</li> </ol>	<p>group</p> <p>A sample format for experiential learning typology – two per group</p> <p>Work education ppt</p>
2.	Nai Talim for School Curricular areas	1030-1145	<ol style="list-style-type: none"> <li>1. <b>Individual work:</b> 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</li> </ol>	<p>Sample School Curriculum</p> <p>Experiential Learning Activity – one copy per participant</p> <p>Format – one copy per participant</p> <p>Manipur School Implementation photos can be played in a loop</p>
3.	Nai Talim for School Curriculum	1200-1315	<ol style="list-style-type: none"> <li>1. Presentation of the above work by participants</li> </ol>	
4.	PRA and PLA Methods (Community Research)	1430-1545	<ol style="list-style-type: none"> <li>1. PRA and PLA methods and links to community engagement explained by facilitator through an interactive discussion with support of slides</li> <li>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.,)</li> </ol>	<p>PRA/PLA ppt</p> <p>Copies of PRA/PLA techniques from Rural Immersion book</p> <p>One copy of each technique per group</p> <p>Charts, Sketch pens, White papers.</p>
5.	Nai Talim	1600-	<ol style="list-style-type: none"> <li>1. Form teams and share one PRA technique</li> </ol>	Copies of PRA/PLA





Session No	Activity	Time	Activity Methodology	Resources Needed
	Express	1800	<p>with each team</p> <ol style="list-style-type: none"> <li>Ask the teams to go out and conduct the activity in the campus as a simulation exercise</li> <li>Give them an hour and 15 min.</li> <li>Then ask participants to present their output at the location wherever they have drawn/recorded it.</li> <li>Alternatively each team can video record their work and present it in the classroom through the LCD projector.</li> <li>Reinforce that these methods need to be used during the village engagement visits</li> </ol>	<p>techniques from Rural Immersion book</p> <p>One copy of each technique per group</p> <p>Charts, Sketch pens, White papers.</p> <p>Rural Immersion Hand Book</p>
<b>Day 3</b>				
1.	Rural Engagement through Participatory Learning Approaches – Learning through discovery and exploration	0900-1015	<ol style="list-style-type: none"> <li>Greet and welcome the participants</li> <li>Recap key learnings from Day 2</li> <li>Continue with the previous day's teams.</li> <li>Let them take up another method of PRA and do it in the campus</li> <li>Video record the experience and present learnings</li> <li>If presentation from previous evening activity was not done, it can instead be completed now</li> </ol> <p>Alternatively a guest lecture can be organised by the Rural Development Department of the University</p>	<p>Charts, Sketch pens, White papers.</p> <p>Village Immersion Hand Book</p>
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	<ol style="list-style-type: none"> <li><b>Individual work:</b> 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</li> <li>Collect all the documents created by the participants after they present their work</li> </ol>	<p>Sample B Ed Experiential Learning Activity – one copy per participant</p> <p>Format – one copy per participant</p>
3.	Presentation on B Ed	1200-	<ol style="list-style-type: none"> <li><b>Individual work:</b> Participants present their work</li> </ol>	



Session No	Activity	Time	Activity Methodology	Resources Needed
	experiential Learning Activities	1315	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 <b>with examples</b> 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. 4. Summarise the day's learnings	<a href="https://www.youtube.com/watch?v=LM8Lyz1usx8">https://www.youtube.com/watch?v=LM8Lyz1usx8</a>  Computer Projector Audio output
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	1430-1645	1. Participants (in teams) will conduct Transect, Social Mapping, Venn, FGD Resource & Occupational mapping in the	Camera



Session No	Activity	Time	Activity Methodology	Resources Needed
	/Immersion		village 2. Capture learning, pictures and videos of their work	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
<b>Day 5</b>				
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 material
<b>Day 6</b>				
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	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	



Session No	Activity	Time	Activity Methodology	Resources Needed
	Village visit		well - Summing up	
3.	---do---	1430-1715	-----do-----	Project images and videos captured by each team
<b>Day 7</b>				
1.	Strategic Issues in Nai Talim Work Education	0930-1100	<ol style="list-style-type: none"> <li>Participants (in teams) will discuss and present the issues and way forward for implementation of Nai Talim /Work Education in B Ed Curriculum</li> <li>A guest faculty may be invited here to moderate the session and give in put</li> </ol>	Chart Papers, Sketch Pens/PPT presentation  Guest faculty identified and invited
2.	Strategic Issues in Community Engagement	1115-1245	<ol style="list-style-type: none"> <li>Participants (in teams) will discuss and present the issues and way forward for implementation of Community Engagement in B Ed Curriculum</li> <li>A guest faculty may be invited here to moderate the session and give in put</li> </ol>	Chart Papers, Sketch Pens/PPT presentation  Guest faculty identified and invited
3.	Feedback form	1245-1300	<ol style="list-style-type: none"> <li>Participants will fill in the feedback form and hand it over to facilitators</li> </ol>	Feedback form – one copy per participant
4.	Valediction & Vote of Thanks	1300-1330	<ol style="list-style-type: none"> <li>Certificate distribution</li> <li>Feedback from a few volunteer (participants) – please take videos of their feedback</li> <li>Vote of Thanks by University representative and MGNCRE representative</li> </ol>	Certificates filled in and signed  Mementos for participants (optional)
Lunch and Dispersal				



## FDP Report: Day 1

The Program is inaugurated by the Chief Guest Prof Dr.G.Tulasi Rao, Principal, College of Arts, Dr.B.R.Ambedkar University-Srikakulam.

### Day -1

#### **02.01.2019: WEDNESDAY:**

Nai Talim, Experiential learning and work Education in School and Teacher Education Curriculum was started at 10.AM on 2-01-2019 In Dr.B.R.Ambedkar University, Etcherla, and Srikakulam

Morning session:

All the participants attended from different B.Ed. Colleges and registered their Names and college addresses. Dr.B.Dhivakar introduced Nai Talim, Experiential learning and work Education. He distinguished the difference among them. Meanwhile Principal Professor G.Tulasi Rao along with Dr.H.Subramanyam attended the program. The principal made a speech on quality Education and he instructed the participants to add new skills to their Teaching and it paves the way to upcoming generation.

All the participants are divided into different groups with the names of Rivers such as Vamsadara, Ganga, Suvarnamukhi, Godavari and Nagavali. Dr.B.Divakar explained and distinguished the difference among Nai Talim Experiential Learning and Work Education. He allotted the topics to the above said groups. There are eleven chapters prescribed in the book Experiential Learning, Gandhiji's Nai Talim.

Different groups of participants presented the topic allotted by Dr.B.Divakar. The participants presented the topics with their own views and experiences. After Tea Break all the participants expressed their views and opinions as their own. They were involved very effectively. They discussed within their groups and came to the conclusion for presenting.

The Participants are divided in to 5 groups. These groups are innovatively named as,

Group – I : Vamsadhara

Group – II : Suvarnamukhi

Group – III : Nagavali

Group – IV : Godavari

Group – V : Ganga

These groups are given the group activity on Experiential learning -“Gandhiji's Nai Talim”

Each group allotted the chapters are,

Group – I: Chapter 2

Group – II: Chapter 3

Group – III: Chapter 4

Group – IV: Chapter 5

Group – V: Chapter 1 and 5.



Each group presented the given chapter wise expressed,



Afternoon Session: After Lunch break all the participants were involved in doing the activity named The Measuring of the Different Objects. The participants measured the different objects and presented numerically. After Tea Break The Topics such as Similarities and Differences among Nai Talim, NCF 2005 and RTE-2009. These Topics were presented as group wise. All the participants were divided as two groups and discussed the topic CASE STUDY.

**Group-V Ganga:**

- Basic Education highly needed to rural areas
- Basic Education depends upon –  
3 Hs:  
    Head,  
    Heart,  
    Hand
- Work for Education, Education for work
- Don't separate work and Education.
- Both needed to intellectual knowledge and experimental knowledge
- Cultrate love. Feel and affection
- Measure height and weight of participants
- Group – Ganga – Help to door to door measure



- They measured by using scale

**Presentation by Nagavali Group:**

- The nature of traditional occupations of boys and girls are socialized on adult
- Division of labor in the class room.
- The Challenge of differently-abled vocationally oriented program benefits life skills.
- Curriculum for the differently abled should facilitate multi-sensory & purposeful approach from the pre-school stage.
- They measured the podium's length, breadth, and using thread present in the Seminar hall.





## Presentation by Godavari Group :



- Children are engaged in so many activities
- It creates work experience SUPW
- They are interested in handy craft work
- Work education leads to cognitive competence.
- They measured table
- They measured table by using paper as an instrument



## Presentation by Suvarnamukhi Group:



3 H : Head Hand Heart

- Literacy or study of languages, humanities, social sciences
- Work experience
- Social services
- They measured floor area

## Presentation by Vamsadhara Group:



- Vocational efficiency
- Spiritual efficiency
- Cultural efficiency
- They measured blackboard

All the participants expressed their opinions and views in a free manner, added their experience in presentation. They identified “The Basic Knowledge is more useful than the Intellectual Knowledge.”

The program of the day 1 was grandiosely successful.

Greeted and Welcomed all the participants. The recapitulation has been done on what they have learnt yesterday. The topics which are prescribed in the Typology are allotted to each group.

1. Vamsadara: A. Integral to daily Living
2. Suvarnamukhi: C. Transport
3. Nagavali: D. Agriculture, Agricultural Processing and Forestry
4. Ganga: E. Textiles, Leather and other Fiber- based Materials
5. Godavari: F. Tools and Machines

**Program:** Introduction about Experiential Learning typology and the different topics which are prescribed in the Experiential learning by Gandhiji's Nai Talim are allotted to the participants. Participants presented the activities related to typology. Cognitive domain (Head)/ Psychomotor (Skills) and Effective domain (Heart). The participants presented different opinions and views related to their topics.

Hon'ble Vice Chancellor prof. K Ramji along with Registrar Prof. K. Raghu Babu, Boar of Studies Chairman Prof.N.Venkata Rao, Dr.B.Divakar and Coordinator Dr.H.Subramanyam attended the meeting.

Dr.B.Divakar made a speech on Faculty Development Program.



Prof. K. Raghu Babu delivered a few things related to mechanism of Human Body to the present Education.



Prof.N.Venkatearao made a speech on Ethical and Moral Values of Education and how the Teacher conducts the activities in the classroom and out of the classroom. 'Learning by doing' is played a dominant role in the educational sector. If the child learns through activity he will be responded in a proper manner, when the situation demands.



Two of the participants named Mr.P.Brahmanadam from Gurajada college of Education and DR.K.Lokeswararao presented the activities which were done in day one and recapitulated.

Honb'le vice chancellor Prof. K. Ramji made a prolonged speech on rural areas and education. The higher





education institutions must be connected with nearby societies. Each and every one has to strive for his institutional development.



Hon'ble vice chancellor along with other dignitaries were felicitated with bouquets, shawls, and idols of M.K.Gandhi. After completion of felicitation all the participants went for having lunch.

Afternoon session

All the participants are involved in doing the different activities and presented with their opinions & views and experiences. Meanwhile Prof. N.Venkatarao attended and observed the presentation of participants and instructed them.

#### **Community Engagers**

1. Vamsdara- Transnet walk
2. Vamsadhara- Chapati or Venn diagram
3. Suvarnamukhi – Focus Groups discussion
4. Ganga – Livelihood analysis
5. Godhavara – Mapping Exercise

## FDP Report: Day 3

**: 04.01.2019 : FRIDAY**

Greet and welcome all the participants

The recapitulation was done by all the participants each and every one was participated very actively.

Some of the topics allotted from Experiential learning by M.K.Gandhiji's Nai Talim prescribed to different Groups such as the activity of Godavari group is Social Mapping, Suvarna Mukhi group- Focus on group discussion, Ganga group- Livelihood , Nagavali group Transect Walk and Vamsadhara group Venn diagram or chapatti.

Dr.B.Divakar explained Health and the association between Mind and Body, how we are able to heal the diseases ourselves without the help of doctor.





Afternoon session.

After having lunch, all the participants have been involved in drawing maps and Venn diagrams. Each group has presented what they experienced and draw different maps and diagrams.













Day-3 program has been successfully completed.



## FDP Report: Day 4

All the Participants assembled at Ramakrishna Junction in Srikakulam.

The Bus started at 9 O' Clock. It reached Salihundam and all the participants entered the Village to interact with the villages to get the information about their Project Works of PLA.



### **Group Name and allotted PLA Nagavali Group - Transect Walk**

Nagavali Group involved in a systematic walk across the Countryside and discussed with local people.



## Vamsadhra Group – Venn diagram

Vamsadhara Group visited and interacted the villagers and find out all the institutions in the Salihundam village.





### **Ganga Group – Lively Hood Analysis**

Ganga Group gathered the information from the villagers by conducting individual interviews and observing their activities of livelihood.



### **Suvarnamukhi Group – Focus Group Discussion.**

Suvarnamukhi Group has taken detailed information about the health, poverty and literacy of salihundam village people.



## **Godavari – Mapping Exercise**

Group of Godavari did social mapping and Resource mapping of Salihundam Village.



Then all the participants visited “Buddha Aramas” and Sculpture Gallery at Salihundam. Afternoon- Session.

After having lunch all the Participants reached the School at Gara to conduct School Curriculum different activities.

### **Experiential Learning, Nai Talim, Work Education and Community Engagement in schools.**

Nagavali Group: School Curriculum project on Pollution of water bodies in the local area of village.

Vamsadara Group: Experiential learning on First aid, cleaning the wounds and bandaging and thermometer use.

Suvarnamukhi Group: School Curriculum on sensitizing community on alcohol and tobacco abuse.

Ganga Group: Experiential Learning on kitchen gardening, growing vegetables and fruits, procedures to grow plants & protective measures.

Godavari Group: Experiential Learning on drawing and coloring.













All the participants are involved in doing the activities related to different groups. They are very interested in experiential based learning. It is the most effective and the simplest way to learn the new skill. When students are engaged in learning experiences, they are motivated of themselves to learn more. It paves the way to reach their goal. Participants have keen desire to implement in their day to day life of teaching because Experimental Learning gives students the opportunity to practice and develop self-direction, and curiosity to learn.

All participants are experienced the real fruits of learning through the Experiential Learning of Gandhiji's Nai Talim.

The program of the Day 4 is completed as per schedule.



The participants are involved in drawing the maps, Venn diagrams and pie charts.

The participants cooperated with one another and shared their views then they proposed and drew different maps, charts and diagrams. All the participants expressed their opinions, views towards experiential learning and work Education. All the participants supported that Nai Talim and Community Engagement should be incorporated in the B.Ed. curriculum and they mentioned the grades and periods as per their opinions.

1. Godavari group: Mapping Exercise
2. Vamsadhara group: Venn diagram village institutes.
3. Nagavali group: Resource Map & Transect walk
4. Ganga group: Lively Hood –Analysis
5. Suvarnamukhi Group: Focus Group Discussion.

All the participants have exhibited their diagrams charts, maps they expressed their views along with their experiences.

### **Afternoon session:**

Dr.B.Divakar explained the mind and body. There is difference between needs and necessities.





















## FDP Report: Day 6

All the participants went to visit Venkateswara college of Education nearby Dr.B.R.Ambedkar University - Srikakulam.Etcherla.

The activities have been conducted as part and parcel of Nai Talim Experiential Learning work Education. All the Participants understood the infrastructure of the college and classes. All the participants incorporate their theoretical experience along with the practical work. After completion of doing activities, the participants explain the views related to the practical work.

Nagavali group: Sanitation, Water, Soil fertility management, bio mass energy and means of producing solar energy.





**Vamsadar group:** waste audit and compost making.

The participants identified waste materials, separating the waste material, measuring waste material. Compost preparation using organic material, kitchen waste, cow dung, water, preparing compost in a plastic can.







**Suvarnamukhi group:** First Aid

Cleaning small injuries, precautions of dog bites. Dressing wounds.





**Godavari group:** promoting vanamahotsavam

Planting the saplings, fencing the plants, pouring water to different





**Ganga group:** kitchen garden, plantation of vegetable plants.





Afternoon session:

After having Lunch all the participants shared their experiences of experiential learning- Nai Talim, they are involved very effectively, and understood Nai Talimi's a "craft-based" education in which practical skill serves as the center and foundation of an individual's spiritual, cultural, and social development.

### Satyamjnanamanantam brahma

Dr.B. Divakar explained the universal existence of Brahman, and how Upanishads highlighted various ways and means of attaining this Supreme Brahman.

Everything has to exist, in some form or the other, Brahman experience is not an object of contact; it is an identity. The object is the experiencing consciousness itself.

Brahman: *Satyam jnanamanantam*: This is the name of the Supreme Being. It is Pure Existence, *satyam*, Ultimate Truth. It is Omniscience, All- Knowledge, so it is called *jnanam*. It is everywhere, infinite; therefore, it is called *anantam*.



## FDP Report: Day 7

Participants discussed and presented the issues and the ways for implementation of Nai –Talim/ work education in B.Ed. curriculum.

The feedback has been taken by three of the participants named Mr.P.Brahmanandam from Gurajada College of Education, Dr.K.Lokeswara Rao from Amar College and P.Narasimha Murthy from SSR College. They briefly explained what they had experienced during 7 Days program.





On the occasion of valedictory function the Chief Guest Prof.T.Kamaraju has been invited and then RJD Bhatlugaru, Patina Papparao, Surangi Mohanarao, P.Govindarao, Trinadha Naidu and Naidu.

Prof.T.Kamaraju gave a speech on previous educational system and present educational system. He instructed the Teacher educators to provide an opportunity to the students through different questions related to content and society.





Surangi Mohan Rao delivered a speech on the moral and ethical values of teacher. If the Teachers follow the discipline automatically, the students will follow, therefore the Teacher should be a role model to his students.



Pathina Papa Rao focused on different views related to the English language. If you are full-fledged in English, you can understand each and every thing in the world.

RJD Bhatlu has been felicitated with a bouquet, a shawl and an idol of M.K.Gandhi by the Chief Guest Prof.T.Kamaraju and Dr.B.Divakar. RJD Bhatlu expresses his views related to the Teacher education. If the teacher is adapted with the moral and ethical values, he can instills them among his students.





Certificates were given away by Chief Guest Prof.T.Kamaraju and Dr.B.Divakar.

After completion of this program Vote of thanks was proposed by B.V.Ramana Murthy. He delivered a few things related to the dignitaries.

All the participants have come over to having lunch and dispersed.

Day 7 program has been successful.

## Nai Talim, Experiential Learning and Work Education in School &

### Teacher Education Curriculum

Faculty Development Programme 02-01-2019 to 08-01-2019

Dr.B.R. Ambedkar University- Srikakulam.

#### LIST OF PARTICIPANTS

S. No	Name
1.	Dr. B. Satyananda Rao
2.	Mr. P. Srinivasa Rao
3.	Dr. N. V. Swami Naidu
4.	Mr. T. Ramesh
5.	Mr. K. Narasimha Murty
6.	Mr. K. Satya Sairam
7.	Dr. R. Tarakeswara Rao
8.	Mr. P. Brahmanandam
9.	Mr. G. Ramakrishna
10.	Mr. J.V.A.N. Murty
11.	Mrs. A. Suryakala
12.	Mr. R. Sridhar
13.	Dr. K. Lokeswara Rao
14.	Mr. V. Laxmana Rao
15.	Mr. A. Rambabu
16.	Mr. D. Joga Rao
17.	Mr. K. Murali
18.	Mr. P.D. Maheswara Rao





19.	Mr. G. Vishnu
20.	Mr. A. Prasada Rao
21.	Dr. N. Srinivas
22.	Mr. K. Kurma Rao
23.	Mr. S. Ananda Rao
24.	Mr. K. Appa Rao
25.	Mr. S. Suryanarayana
26.	Mr. P. V. Kurmi Naidu
27.	Mrs. D. Padmavathi
28.	Mr. Ch. Rajarao
29.	Dr. H. Subhramanyam
30.	Mr. R. B. Srinivas
31.	Mr. P. Mutyala Rao
32.	Dr. T. Santosha Pavani
33.	Dr. N. Govinda Raju

