

Experiential Learning – Gandhiji's Nai Talim

Faculty Development Programme at
**Institute of Advanced Studies of Education,
Andhra University**

Visakhapatnam, AP, November 24- 30, 2018



Faculty Development Centre
Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)
Mahatma Gandhi National Council of Rural Education

Department of Higher Education
Ministry of Human Resource Development, Government of India
Hyderabad – 500004 www.mgncre.in



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सत्यमेव जयते



Where Education Meets Life
There is Educational Prosperity



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FDP Overview

FDP Name	<i>Experiential Learning, Nai Talim and Work Education through School & Teacher Education Curriculum</i>
Organized by	Institute of Advanced Studies, Andhra University
Dates	24th November to 30th November 2018
Time	10.00 to 17.00
Venue	Seminar Hall of IASE, AU
No. of Participants	28
Chief Guest	Prof. G. Nageswara Rao, Vice Chancellor of Andhra University
Other Dignitaries	Prof. K. Siva Prasadh, Principal of IASE
Supported by	Dr. M. Madan Mohan Asst. Prof of IASE
MGNCRE Resource Persons	Dr Divakar, Senior Faculty, MGNCRE Sai Kiran, Faculty MGNCRE Dr A Sri Nagesh, Resource Person, 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 Colleges
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 IASE. 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=LM8Ly1usx8 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: 24th November 2018

Program Inaugural

Prof. G. Nageswara Rao Vice Chancellor of Andhra University was Chief Guest. The other dignitary who shared the dais was Prof. K. Siva Prasadh, Principal of IASE.

The Vice Chancellor spoke about Nai Talim Experiential Learning in the perspective of the present education system and its importance. He expressed that FDP programmes are vital for faculties to enhance their quality of teaching. On this occasion, the V C emphasized upon the need of Basic Work Education and Value based education of Gandhiji's Nai Talim in the current system of education.

After that, Prof. K. Siva Prasadh shared his views on Nai Talim and Gandhian Philosophy of education. Then Dr.Divakar mentioned the purpose and benefit of FDP in a meaningful way.

The Vote of thanks was proposed by Dr. M. Madan Mohan Asst. Prof of IASE.



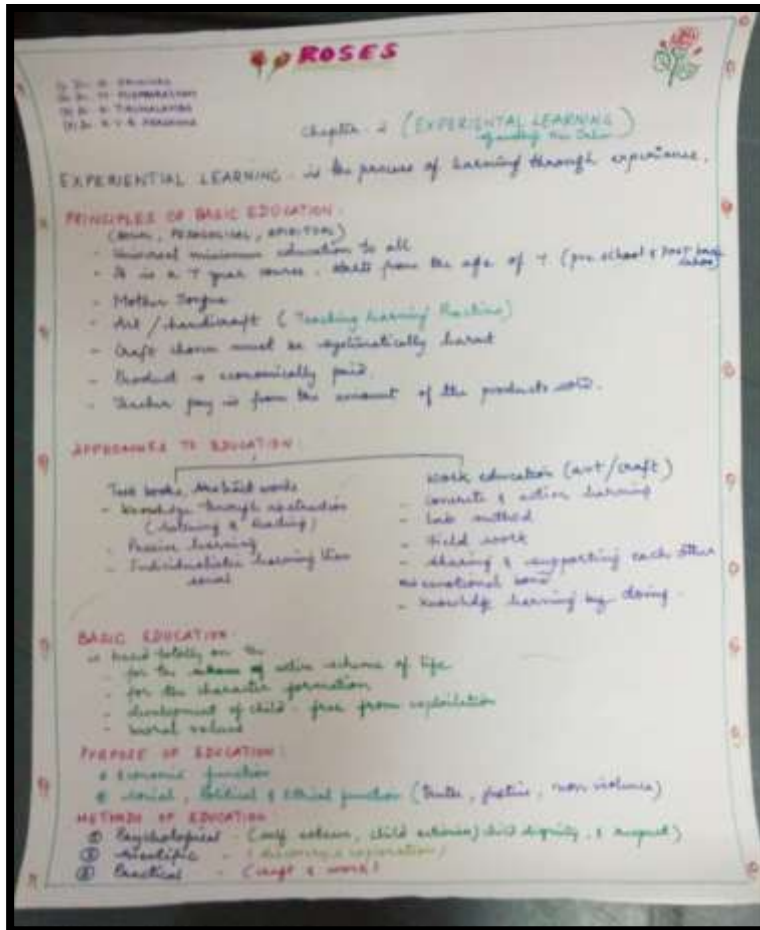


FDP Implementation Day 1

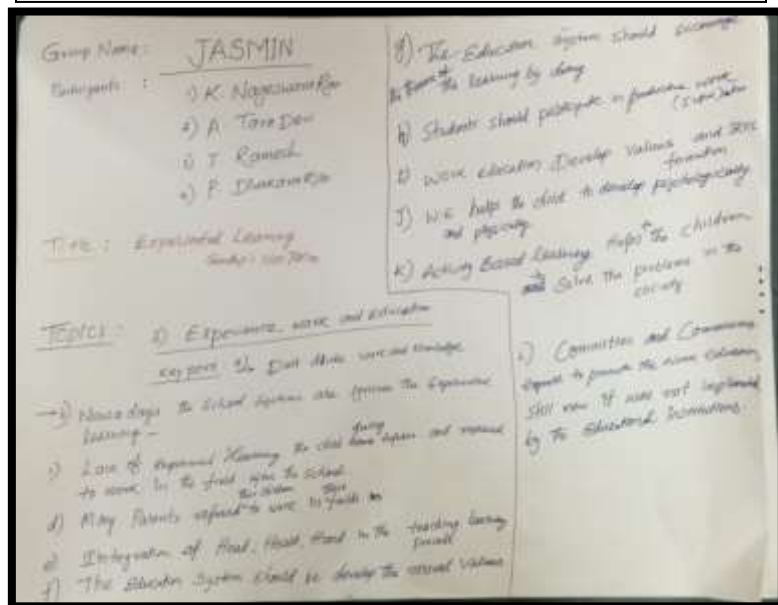
After the inauguration session, the session on introduction of the participants was initiated. Then the program schedule & agenda was shared by Dr. Divakar. Nai Talim kit consisting of Experiential Learning book, Pen and Note book was distributed to all participants. 28 participants are divided into 6 groups with innovative names of Rose , Jasmine Lily, Tulip, Marigold and Lotus. All participants in teams were allotted different chapters of the book "Experiential Learning- Gandhiji's Nai Talim" for collective study. Later on they presented their topics using charts.



Participants making presentations



Presentations by participants





6 Management of Assessment of work Education in the classroom

Team Name: * Mari Gold *

- ① What is work Education?
- ② Why is it needed?
- ③ What is the difference between child work and child labour?
- ④ What are the implications it has on issues of Gender and differently-abled?

- * Productive manual work - Socio-Economic Context
- * Arrange materials & resources
- * Orient the children towards the work
- * Be one of the workers among their children

Team Members:

- ① Dr. KV Ratna Kumari
- ② A. Rafiq - Sultan
- ③ A. Nagamani
- ④ S. Minor Babu
- ⑤ P. Venkita Ramana

- * Combining Psychomotor domain with Cognitive and affective
- * Work as team with Confidence and enthusiasm
- ex: Various artisans - Carpenters, Potters and Tailors
- * Socio culture
- * Psychological Age of the child
- * Sense of cooperation, team work and community spirit

- * Free of all Consideration of class, caste, religion, Gender & Social status of child.
- * Insights, skills, Sensitivities
- * Work lead to future vocation, profession & source of livelihood
- * Developing different skills from pre-primary stage to class - XII
- * Multi-skill character of work in Curriculum

GROUP-TULIP

5. School Curriculum Experimental Learning and Work Edn,

1. In Indian ^{rural} Society work is a part of childhood as cooking, cleaning, gardening etc.
2. Many children such experiences are not available, because ^{there is no scope for work in the school programme}
3. The School Programme & Culture is too book oriented
4. Experimental Learning & work edn, can develop three kinds of Competencies
 - the Cognitive competency, social competency, and affective competency
5. Cognitive Competency helps in planning, organizing of different kinds of work
6. Social Competency can be developed through cooperation, listening, playing direction respective other workers etc.
7. Affective Competencies like self discipline, patience, positive attitude, Curious to learn new ideas, appreciating diversity etc., can be developed

Guidelines for making work part of School Curriculum

- work should be manual which reflects the local studies and traditions
- The choice of work should be based on age interest, resources etc.
- The work should not related to any job or vocation that child choose in future.
- Any child can participate in various classes
- Teacher should act as a facilitator
- The teacher should have clear idea about Competencies of child.
- These Competencies may serve as parameters of assessment.

Thank You



After an understanding of Nai Talim through a group exercise, participants were given NCF 2005 ,RTE 2009 and NCFTE 2010 handouts. Each team discussed the NCF policies and other G.O's related to the education. They linked Nai Talim to the Educational Policies and shared a brief explanation as to why Nai Talim is important in current scenario of education and what are its benefits and also how it can change the society.

Participants also shared their views through presentation of charts on Salient Features of NCF 2005 and Right to Education Act 2009. In a nutshell, the day's coverage was: Why Nai Talim? and its importance; Vetting of the chapters and Presentations on NCF, RTE, NCFTE and their importance in our daily life.



FDP Report Day 2: 25th November 2018

The second day session started with the recapitulation of day 1 key learnings by the participants. Briefing of Nai Talim- Experiential Learning was done by Prof. K.Satyanarayana, JNTU. Sample activity plan of experiential learning in school curriculum was chosen as measuring heights, lengths and widths of various objects present in and around the training hall. Participants in teams performed the activity enthusiastically by recollecting their school days. Later on presented their activity. All participants also presented and submitted an activity on Experiential learning Typology given to each of them and indicated the benefits of cognitive, affective and psycho-motor domains. Each group was given an experiential learning activity on School Curriculum. To enable them to present their chosen topic, ppt of Manipur School was played on screen for stimulation of ideas. The participants enjoyed the photos and with ignited minds presented their school curriculum activity. Subsequently, each group was assigned a PLA activity from Rural Immersion Handbook. Teams were allowed to read the material for some time. Then participants shared their views and presented their PLA activity, elaborating on" what, why and how" the PLA activity is important in developing the community.

Learning by doing concept was shared with the participants, and then an experiential learning activity on measurement of various areas in the campus was done by all the teams. They were involved very actively and also experienced that 3 H concept advantages. All of them shared their views on it.

Measurement activity done by participants







Subsequently, Dr. A. Raja Kishore delivered a lecture on Education relating to life-Work Education and its Implications. All the participants were inspired by his lecture; he also distributed his book to all. After that 3H format was given to everyone and they designed the activity and explained in detail how Head(Cognitive), Heart(Affective) and Hand(Skill) would improve through planning the outcomes and specific experiential learning activity for each domain

After that each typology from Chapter 7 was assigned to each group and then they designed activity for that class and made their presentations carried on.



Recapitulation of day 2 key learnings by participants was the beginning of the day. The simulation exercise of PLA/PRA Activity was conducted in the university campus and presented by the participants.



PLA simulation activity




Participants doing PLA Simulation activity in Sociology Department




In next session, B. Ed Experiential Learning Activity Sample was given to the participants, and according to the given format they also designed the activities.

Tulip



School Curriculum / Experiential Learning Activity Plan

Participant Name	Dr. A. Sridharan, Sarala, P. Jayalaxmi, Sushree
Activity Name	Food and Nutrition (for class)
Steps	<ul style="list-style-type: none"> - Identify nutritive values of food - Explain about different kinds of food. - Form a team of students containing 4-5 members each - Assign a work like to identify junk food, every food healthy food, junk food, traditional food, give the material & they identify the use of iron and their uses - Each team needs to make a note book to record the
Precautions	<ul style="list-style-type: none"> - Teacher needs to guide them to select the food materials under different categories - Let them arrange the materials in different categories - Ask them to identify the food materials of different categories and their uses - Handle the food materials with care
Tools	<ul style="list-style-type: none"> - Chart - 2, Sketch pen - Different vegetables like onion, tomato, carrot, brinjal, capsicum, ladyfinger etc. - Different fruits like apple, grapes, banana, orange, pomegranate etc. - Traditional foods like cereals, millets, pulses - Junk food like samosa, biscuits, chocolate



Checklist (Tick the appropriate option)	<ul style="list-style-type: none"> I. Team formation - successfully done II. Activity instruction - successfully done III. Safety instructions - given IV. student output - V. material safekeeping - successfully done VI. Area/class reorganization - VII. Area/class reorganization - VIII. student assessment -
Assessment	

Participants were assigned different areas of B.Ed. Curriculum and guided to create an experiential activity, with a view to implement the same in the B.Ed. College to be visited.

A Class 4 employee (sweeper) by name Mrs. Paidi Ratnam was selected by the staff of IASE, as the eligible and deserving employee for felicitation on the basis of her sincerity, honesty and punctuality in her duty. She was honoured with presentation of a shawl and a memento along with applause by staff and an appreciation speech by the Principal of IASE and by all the people of department people who shared appreciation of her devotion and dedication towards the work. She felt very happy by the recognition she received and seeing her being felicitated, inspired her colleagues a lot.



To promote dignity of labour honoring the class 4 employee



After this, the participants cleaned the campus as a part of Swachhata initiative, which is integral to Nai Talim and very close to Gandhiji's heart.





Participants cleaning the IASE campus

This concluded Day 3 activities.



FDP Report Day 4: 27th November 2018

The day started with the recapitulation of Day 3 key learnings by participants.

Participants discussed **how Nai Talim & Community Engagement can be implemented** in the current education system.

The minutes of their presentations on Nai Talim are:

1. Nai Talim should be introduced as a separate paper in B.Ed./M.Ed. 2 year curriculum as Theory and Practical for 100 marks.
2. The majority of the participants recommended the combination of Theory paper for 70 marks and Practical for 30 marks.
3. To conduct Activity for each class, a supporting material or a workbook should be given as a model for classes 6th to 10th.
4. Two activities are to be done for 50 marks/ 2 credits.

Participants discussed and **presented their views for implementation of Community Engagement in B.Ed. Curriculum** as follows:

1. Community Engagement as a separate paper with 50 marks theory and 50 marks practical.
2. Community Engagement should be included under practical work but no need of theoretical paper.
3. Practical work is to be given more importance. They also recommended visits orphanages in order to know the social conditions in the community.
4. It is compulsory to involve each and every student in the community engagement and social activities.

Measures are to be taken to implement these in the syllabus and curriculum of B.Ed. and M.Ed.

1. Community Engagement should be strictly implemented under the supervision of a professor.
2. The participants strongly recommended for the implementation of Nai Talim/ Experiential Learning and Community Engagement in the B.Ed. / M.Ed. Syllabus.





Participants discussing the strategic issues of Nai Talim

Dr. K. P. Singh
Chairman, QPP

Including Rural Education (Rural Engagement)

Point 1: Connect and community engage - role of teacher - ability doing various other things in individual or group form -

Point 2: Visit to individual villages

Point 3: Connect with five children and build rapport - about their activities

Point 4: Community teacher for sustainable learning

Point 5: Organize an event on each day / Government Day

Point 6: Education and Social Mobility

Point 7: Identify a student from each village as learning leader

Point 8: Reciprocal activities

Point 9: About the functioning of any kind of activity

Point 10: Conduct a survey to find out important activities in the village

Point 11: Promoting status of women in the village - involve with and promote the participation of poor people

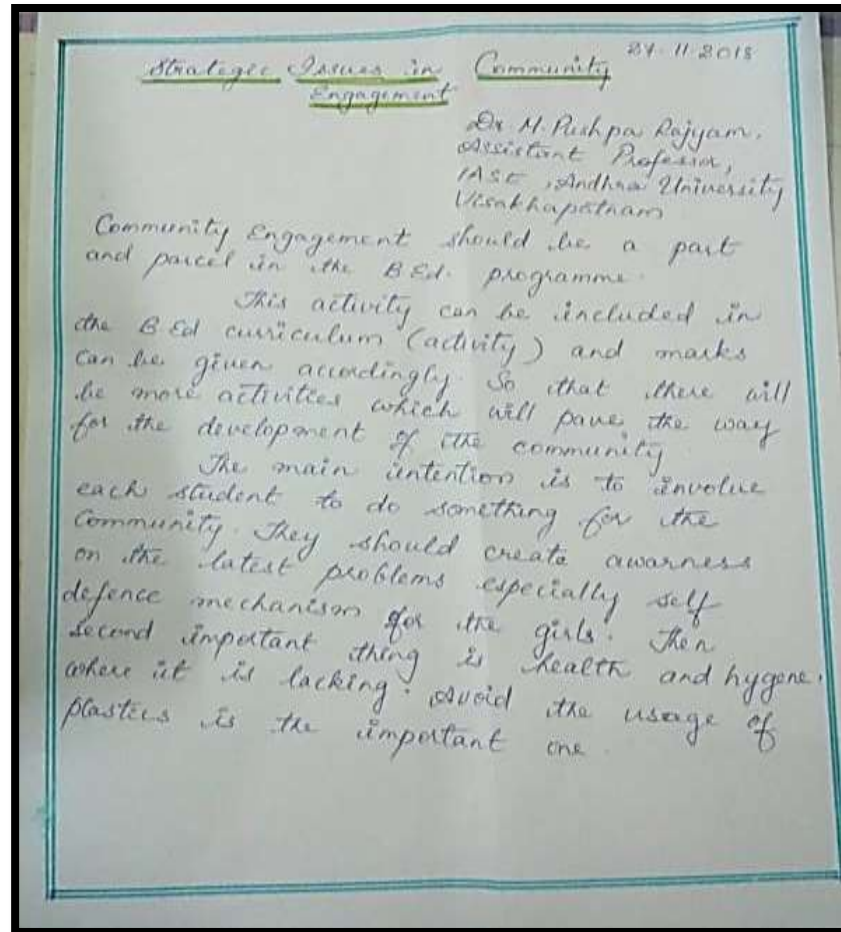
Almost all the papers are with some community engage in material is supported in the present District Program - it is better if it is made compulsory that all activities. District Education will be directly to be carried

27-11-18 :
Date

Synopsis - Community Engagement / Mission

- ① Instead of introducing Nai Talim as a new pedagogy it can be introduced along with already existing pedagogy as the activities to them are nearly related to traditional Community engagement
- ② Request for community engagement as a separate paper with 50 marks theory & 50 marks practical
- ③ Not only university but also other B.Ed colleges should follow community engagement in curriculum.
- ④ Community engagement included under practical with but no need of theoretical. Practical are given wide importance - has to visit either home to learn social activities in (like Chhau) the community, etc.
- ⑤ It is compulsory to involve each and every child in the community and social activities. So should be marked in assessment.
- ⑥ Implementation should be strict and activities should be done in the supervision of teacher. Awareness on social problems like leprosy, AIDS etc. Waste usage reduction.
- ⑦ Awareness on health & hygiene. Awareness on usage of water, antibiotic medication, plantation of trees. Education of plastic.
- ⑧ compulsory inclusion of community engagement paper for 100 marks





Participants then prepared themselves and the resources required for visits to B.Ed. college , School & Village on Days 5 and 6.



FDP Report Day 5: 28th November 2018

As part of B.Ed College visit the faculty visited AMG B.Ed College. Initially the participants explained about Nai Talim



Students doing in Nai Talim activities





FDP Report Day 6: 29th November 2018

Participants conducted PLA Activities at Kappuluppada village as was assigned to their team and planned by them







FDP Report Day 7: 30th November 2018

For valedictory session Prof. K. Niranjan Registrar of A.U was invites as the Chief Guest. All the participants shared the new things what they had learned from “Nai Talim Basic Education” and how it would be useful for the well-being of the society. The Registrar said that Nai Talim is very good method of learning and it leads to all round development of the child. Registrar distributed the certificates to all the participants.





List of Participants

S.No	Name of the Participant, Designation	College Name	Phone Number
1	Dr.Duvada Eswara Rao, Principal	S.S.V. college of Education,Vizag	9493083618
2	Y. Sarala, Lecturer	Catheria college of education, Bhemili	9490041344
3	G.Uma Maheswara Rao, Lecturer	JES college of Education,Vizag	9701976185
4	Dr.M.Pushpa Rajyam, Asst. Professor	IASE,Vizag	8639960931
5	Dr.K.Tirumalamba, Asst.Professor	IASE,Vizag	9493881298
6	Dr.K.V.R. Prasanna Kumari, Asst.Professor	IASE,Vizag	7702346136
7	Dr.G.Srinivasa Rao, Principal	St.Mary's College of Education, vizag	9440123669
8	A.Rafia Sultana, Lecturer	Vinayaka Venkateswara College of Education	9440614786
9	S.Minor Babu, Lecturer	AMG college of Education, Bheemili	7382466772
10	G.Vidhyavati, Asst.Professor	IASE,Vizag	9492246847
11	Panapana Diwakar	S.S. Rao College of Education	85400268846
12	Dr.Y.Sridevi, Asst.professor	IASE, Vizag	9492245949
13	B.A.Ananda Rao	S.S.Rao college of education	8374115860
14	Dr.N.Sony, Asst.Professor	IASE, Vizag	9052339357
15	Dr.K.V. Ratna Kumari, Principal	Sri Venkata Satya college of Education	9966311780
16	P.Rajya Lakshmi	Catherine college of education, Bheemili	9948026367
17	B.Neelveni	Malripalem,Vizag	9912245671
18	P.S.Murthy	Ramnagar,Vizag	7729632760
19	Venkata hari Prasad	Pendurthy,Vizag	9573795754
20	Dr.J.Ramesh	Vivekananda College of Education,Viziangaram	9440002248
21	P.V.Ramama	Chaitanaya college of Education,Vizag	9885455488
22	R.Sridhar	Srikakulam	9703011781
23	Nagamani	JES college of Education	9440002461
24	Mary Kamala	vizag	7036742636
25	Dr.K.Koteswara Rao	St.Mary college of Education	9989950008
26	Suvarna Jyothi	Amg college of Education	7337001858
27	Dr.Nageswara Rao	Prem college of education	7337001858
28	Dr.Tara Devi	Prem college of Education	9704877632
29	Dr.Praveena Devi, Asst.professor	A U	9963000334
30	Dr.Radhika, Asst.Professor	A U	9866377033



Media Clippings

EXPRESS READ

7-day workshop for faculty development inaugurated

Seven-day Faculty Development Programme on "Nai Talim Experiential Learning and Work Education" was inaugurated by AU vice-chancellor G Nageswara Rao on Saturday. The programme, organised by Mahatma Gandhi National Council of Rural Education (MGNCRE), MHRD, Govt. of India, in collaboration with Institute of Advanced Studies in Education (IASE), the AU, is based on Gandhian Philosophy of Education. In his address, the VC stressed the need of basic work education and value-based education of Gandhiji's Nai Talim in the current system of education.

మెరుగైన నైపుణ్యాలతో బోధన అవసరం

ఎం.వి.పి.కాలనీ, న్యూస్ టుడే : విస్తృత అవగాహన మెరుగైన నైపుణ్యాలతో బోధన జరపాలని ఏయూ వీసీ ఆచార్య నాగేశ్వరరావు సూచించారు. శనివారం ఉదయం ఏయూ ఐఎఎస్ ఈలో మహాత్మా గాంధీ నేషనల్ కౌన్సిల్ ఆఫ్ రూరల్ ఎడ్యుకేషన్ ఏయూ అడ్వాన్స్డ్ స్టడీస్ ఇన్ ఎడ్యుకేషన్ లో నిర్వహిస్తున్న ఏడురోజుల ప్యాకల్జీ డెవలప్ మెంట్ కార్యక్రమాన్ని ఆయన ప్రారంభించారు. అధ్యాపకులు సైతం నిరంతరం తమ సామర్థ్యాలను మెరుగుపరచుకోవాలని సూచించారు. కార్యక్రమంలో ఐఎఎస్ ఈ ప్రిన్సిపల్ ఆచార్య శివప్రసాద్, ఎం. జి. ఎన్. సి. ఆర్. ఈ. ఆకడమిక్ కన్ఫెలెంట్ డాక్టర్ బి. దివాకర్, డాక్టర్ షారోన్ రాజు, డాక్టర్ ఎం. మదన్ మోహన్ తదితరులు పాల్గొన్నారు. ఐఎఎస్ ఈ అధ్యాపకులు, దీక్షిణి కళాశాల అధ్యాపకులు శిక్షణకు హాజరయ్యారు.



విశాఖ తూర్పు

నియోజకవర్గం

ఎంపీడి కాంగ్రీ ఆరిలోన ఎయూ ఆఫీలమెట్టు దీవేలదే పెడవాలైరు ముద్దింపాలెం విశాలాక్షణగర్ మెంకోతపాలెం రామ్మగర్ సిరిపురం

పెరేడ్కు ఏయూ విద్యార్థులు

సిరిపురం, నవంబరు 24 : జాతీయ పతకం ఏయూ విశాలాక్షణం నుండి కి. వి. ఎస్.ఎస్.ఎస్. వంటిర్లు నాగేశ్వరరావు సిరిపురం ప్రీ రివ్యూజ్ దే శివరానిశి ఎంపీడియారు. ఎం. పీ. జి.నాగేశ్వరరావు వారిని అభినందించారు.

అవగాహన, మెరుగైన నైపుణ్యాలతో బోధన చేపట్టాలి

సిరిపురం, నవంబరు 24 : విస్తృత అవగాహన, మెరుగైన నైపుణ్యాలతో బోధన చేపట్టాలని ఏయూ పీసీ జి.నాగేశ్వరరావు అన్నారు. శనివారం ఏయూ ఎంపీడిలో మహాత్మాగాంధీ నేషనల్ కౌన్సిల్ ఆఫ్ రూరల్ ఎడ్యుకేషన్ ఏయూ అడ్వాన్స్డ్ స్టడీస్ ఐన్ ఎడ్యుకేషన్లో నిర్వహిస్తున్న ఏడు రోజుల ప్యాకెట్ కెంపేషన్లో కార్యక్రమాన్ని ఆయన ప్రారంభించారు. అనంతరం పీసీ మాట్లాడుతూ అధ్యాపకులు సైతం నిరంతరం తమ సామర్థ్యాలను మెరుగుపరుకోవాలన్నారు. శిక్షణలో భాగంగా నేర్చుకున్న మోతన విరాచాలను నిత్యం బోధనలో అన్వయించాలన్నారు. విద్యార్థులు మెరుగైన బోధన జరపడం లక్ష్యంగా పని చేయాలన్నారు. ఎంపీడికి అధ్యాపకులు, పీసీ కళాశాల అధ్యాపకులు శిక్షణకు హాజరయ్యారు. ఈ కార్యక్రమంలో ఎంపీడికి ప్రీన్సిపాల్ ఆర్.శివ ప్రసాద్, ఎంపీడికి అధికారి అకడమిక్ కన్సల్టెంట్ డాక్టర్ బి.దివాళి, డాక్టర్ టి.పాలోనోజు, డాక్టర్ ఎం.మధుసూదన్ పాల్గొన్నారు.

ఏయూ పీసీ నాగేశ్వరరావు



సమావేశంలో మాట్లాడుతున్న పీసీ నాగేశ్వరరావు

మెరుగైన నైపుణ్యాలతో బోధన అవసరం

- ఏయూ పీసీ నాగేశ్వరరావు
- ఎంపీడికి కార్యక్రమం ప్రారంభం

ఏయూకాంపెస్(విశాఖ తూర్పు): విస్తృత అవగాహన, మెరుగైన నైపుణ్యాలతో బోధన జరపాలని ఏయూ పీసీ అధ్యక్షుడు జి.నాగేశ్వరరావు సూచించారు. శనివారం ఉదయం ఏయూ ఎంపీడిలో మహాత్మాగాంధీ నేషనల్ కౌన్సిల్ ఆఫ్ రూరల్ ఎడ్యుకేషన్ ఏయూ అడ్వాన్స్డ్ స్టడీస్ ఐన్ ఎడ్యుకేషన్లో నిర్వహిస్తున్న ఏడు రోజుల ప్యాకెట్ కెంపేషన్లో కార్యక్రమాన్ని ఆయన ప్రారంభించారు. అనంతరం మాట్లాడుతూ అధ్యాపకులు సైతం నిరంతరం తమ సామర్థ్యాలను మెరుగు పరుకోవాలన్నారు. శిక్షణలో భాగంగా నేర్చుకున్న మోతన విరాచాలను నిత్యం బోధనలో అన్వయించాలన్నారు. విద్యార్థులకు మెరుగైన బోధన జరపడం లక్ష్యంగా పనిచేయాలన్నారు. కార్యక్రమంలో ఎంపీడికి ప్రీన్సిపాల్ అధ్యక్షుడు ఆర్.శివ ప్రసాద్, ఎంపీడికి అధికారి అకడమిక్



కన్సల్టెంట్ డాక్టర్ బి.దివాళి, డాక్టర్ టి.పాలోనోజు, డాక్టర్ ఎం.మధుసూదన్ తదితరులు పాల్గొన్నారు. ఎంపీడికి అధ్యాపకులు, పీసీ కళాశాల అధ్యాపకులు శిక్షణకు హాజరయ్యారు.

