

# Experiential Learning – Gandhiji's Nai Talim

*Faculty Development Programme at*  
**Ch Charan Singh University**  
Meerut, Uttar Pradesh, January 30 –February 5, 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](http://www.mgncre.in)



सत्यमेव जयते



Whose Talim is Hand Work, and Whose is Universal Fraternity

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Where There is a Will There is a Way



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## FDP Overview

<b>FDP Name</b>	<b><i>Experiential Learning, NaiTalim and Work Education through School &amp; Teacher Education Curriculum</i></b>
<b>Organized by</b>	Department of Education, Ch. Charan Singh University, Meerut, Uttar Pradesh
<b>Dates</b>	30/01/2019 to 05/02/2019
<b>Time</b>	10 am to 5 pm
<b>Venue</b>	Department of Education, C C S University, Meerut
<b>No. of Participants</b>	29
<b>Chief Guest</b>	<b>Prof N K Taneja, Vice Chancellor, CCS Univ, Meerut</b>
<b>MGNCRE Resource Persons</b>	Dr Anil Kumar Dubey, Sr Faculty, MGNCRE, Hyderabad

## Target Outcomes of the 7-Day FDP

Participants will:

1. Understand the vision and philosophy of the Experiential Learning – Gandhiji'sNaiTalim 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 NaiTalim
4. Explore which states are already implementing NaiTalim
5. Discuss the NaiTalim/ Experiential Learning success stories in their state
6. Discuss and present key connections between NCF 2005, RTE 2009, NCFTE 2010 and NaiTalim
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 DIET



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 Ch. Charan Singh University, Meerut  
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
<b>Day 1      30/01/2019</b>				
1.	<b>Registration</b>	1000-1030	<ol style="list-style-type: none"> <li>1. Greet and welcome the participants as they arrive</li> <li>2. Ask them to fill in the registration form</li> <li>3. Hand over the folder</li> </ol>	Registration Forms, Folder with Note pad, pen, Experiential Learning Book
2.	<b>Inauguration</b>	1030-1100	<ol style="list-style-type: none"> <li>1. Chief Guest, Guest of Honour, University Officials, other dignitaries and MGNCRE representative light the lamp</li> <li>2. A Prayer may be sung by some participants</li> <li>3. Brief Speeches by dignitaries as planned, vote of thanks</li> <li>4. Have a quick round of facilitator and participant introductions</li> </ol>	Brass Lamp Oil Wicks Match box Candle Bouquets Memento for Chief Guest
3.	<b>School &amp; Community: Community Engagement Process (Dialogic Method)</b>	1100-1145	<ol style="list-style-type: none"> <li>1. Explain the activity to the participants</li> <li>2. Form them into teams of 5-6 members each</li> <li>3. Execute the activity , facilitators also take part with the participants</li> <li>4. Ask them to do also measure height and weight of participants</li> <li>5. Ask each group to share the experience</li> <li>6. 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.	<b>Gandhiji Tolstoy Farm and NaiTalim -</b>	1200-1315	<ol style="list-style-type: none"> <li>1. Form Teams of 4 members each</li> <li>2. 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 )</li> </ol>	Latest Fad Portions Hind Swaraj Presentation Experiential learning book



Session No	Activity	Time	Activity Methodology	Resources Needed
	<b>Gandhiji ideas on education (Content Analysis)</b>		<p>and a presenter (s/he will present the 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>Chart paper – one per team</p> <p>Computer &amp; Projector or Whiteboard &amp; Marker pens</p>
5.	<b>Nai Talim Patterns in India (Content Analysis)</b>	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 NaiTalim.</li> <li>In which states is NaiTalim already being implemented?</li> <li>What are the NaiTalim/ Experiential Learning success stories in your state?</li> </ol>	<p>Document : Current-experiments-in-nai-talim : One copy per participant</p>
6.	<b>Nai Talim and NCF 2005, NCFTE 2010 and RTE 2009</b>	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 NaiTalim</li> <li><b>Back up Activity</b> : Word document may be distributed to each group and they are asked to present how NaiTalim 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>



Session No	Activity	Time	Activity Methodology	Resources Needed
<b>Day 2 31/01/2019</b>				
1.	<b>Education relating to life – Work Education and its implications</b>	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> <li>Allot one typology to each team from Chapter 6 (A to J)</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 team’s output)</li> <li>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>Head (Cognitive)- Knowledge</li> <li>Heart (Affective) - Attitude</li> <li>Psychomotor (Hand) - Skill</li> </ol> </li> <li>They need to record their ideas, present and hand over the documents to MGNCRE</li> <li>Sum up using work education ppt</li> </ol>	<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>
2.	<b>NaiTalim for School Curricular areas</b>	1030-1145	<ol style="list-style-type: none"> <li><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 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.	<b>NaiTalim for School Curriculum</b>	1200-1315	<ol style="list-style-type: none"> <li>Presentation of the above work by participants</li> </ol>	
4.	<b>PRA and PLA Methods (Community Research)</b>	1430-1545	<ol style="list-style-type: none"> <li>PRA and PLA methods and links to community engagement explained by facilitator through an interactive discussion with support of slides</li> <li>Discussion and presentation on village immersion/ community work – PLA</li> </ol>	<p>PRA/PLA ppt</p> <p>Copies of PRA/PLA techniques from Rural Immersion book</p>





Session No	Activity	Time	Activity Methodology	Resources Needed
			activities – 5 to 6 activities – Transect walk, Village Resource Map, Venn Diagram, FGD, Occupational Analysis etc.,)	One copy of each technique per group Charts, Sketch pens, White papers.
5.	<b>NaiTalim Express</b>	1600-1800	<ol style="list-style-type: none"> <li>1. Form teams and share one PRA technique with each team</li> <li>2. Ask the teams to go out and conduct the activity in the campus as a simulation exercise</li> <li>3. Give them an hour and 15 min.</li> <li>4. Then ask participants to present their output at the location wherever they have drawn/recorded it.</li> <li>5. Alternatively each team can video record their work and present it in the classroom through the LCD projector.</li> <li>6. Reinforce that these methods need to be used during the village engagement visits</li> </ol>	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
<b>Day 3 01/02/2019</b>				
1.	<b>Rural Engagement through Participatory Learning Approaches – Learning through discovery and exploration</b>	0900-1015	<ol style="list-style-type: none"> <li>1. Greet and welcome the participants</li> <li>2. Recap key learnings from Day 2</li> <li>3. Continue with the previous day's teams.</li> <li>4. Let them take up another method of PRA and do it in the campus</li> <li>5. Video record the experience and present learnings</li> <li>6. 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>	Charts, Sketch pens, White papers.  Village Immersion Hand Book
2.	<b>Analysis of B.Ed Curriculum and preparing</b>	1030-1145	<ol style="list-style-type: none"> <li>1. <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>2. Collect all the documents created by the</li> </ol>	Sample B Ed Experiential Learning Activity – one copy per participant  Format – one copy per participant



Session No	Activity	Time	Activity Methodology	Resources Needed
	work education activities / practicums which need to be integrated into B.Ed Curriculum and practices.		participants after they present their work	
3.	Presentation on B Ed experiential Learning Activities	1200-1315	<ol style="list-style-type: none"> <li>1. <b>Individual work:</b> Participants present their work</li> <li>2. Collect all the documents created by the participants</li> </ol>	
4.	Community based engagement activities – projects, case studies and group work	1430-1545	<ol style="list-style-type: none"> <li>1. Form teams of 5-6 members each</li> <li>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</li> <li>3. Ask each group to present their ideas</li> <li>4. Collect the documents from them</li> </ol>	Chart papers, marker pens
5.	NaiTalim Film (Case Method for Work Education)	1600-1715	<ol style="list-style-type: none"> <li>1. Show the AnandNiketan Film.</li> <li>2. Ask participants to note the ways of handling the curriculum through work education</li> <li>3. Ask a few participants to present their recordings and learning.</li> <li>4. Summarise the day's learnings</li> </ol>	<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	<ol style="list-style-type: none"> <li>1. Participants ready with activities, required material etc ., - visit to schools, B.Ed Colleges and Villages for Community Work on 4th and 5th day</li> </ol>	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required



Session No	Activity	Time	Activity Methodology	Resources Needed
				teaching-learning material
<b>Day 4 02/02/2019</b>				
1.	<b>School Visit – Activities related to Curricular Inclusions and Work Education (Field Engagement)</b>	0930-1315	<ol style="list-style-type: none"> <li>Participants (in teams) will conduct School Curriculum Experiential Learning activities with school students</li> <li>Capture learnings, pictures and videos of the activity done</li> </ol>	School Curriculum Experiential Learning Activity Plans created by participants Camera Notepad, pen Teaching Learning Resources need for the activity
2.	<b>Village Engagement /Immersion</b>	1430-1645	<ol style="list-style-type: none"> <li>Participants (in teams) will conduct Transect, Social Mapping, Venn, FGD Resource &amp; Occupational mapping in the village</li> <li>Capture learning, pictures and videos of their work</li> </ol>	Camera Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
3.	<b>Debriefing on School and Village Visits</b>	1730-1815	<ol style="list-style-type: none"> <li>Each team will share the field experience:               <ol style="list-style-type: none"> <li>Activity conducted</li> <li>Learning experience for students</li> <li>Learning gained by them</li> </ol> </li> </ol>	Project images captured by each team
<b>Day 5 03/02/2019</b>				
1.	<b>Visit to B.Ed College (Field Engagement)</b>	0930-1315	<ol style="list-style-type: none"> <li>Implementation of planned activities by all the groups</li> </ol>	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
2.	<b>Village</b>	1430-	<ol style="list-style-type: none"> <li>Participants (in teams) will conduct a</li> </ol>	Camera



Session No	Activity	Time	Activity Methodology	Resources Needed
	<b>Engagement /Immersion</b>	1715	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	Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
<b>Day 6 04/02/2019</b>				
1.	<b>Preparation for Debriefing of B Ed college and Village visit</b>	0930-1130	1. Participants will create their presentations of B Ed college and Village visits	Chart paper, sketch pens/Laptop for PPTpres
2.	<b>Presentation of B Ed College and Village visit</b>	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.	<b>---do---</b>	1430-1715	<b>-----do-----</b>	Project images and videos captured by each team
<b>Day 7 05/02/2019</b>				
1.	<b>Strategic Issues in NaiTalim Work Education</b>	0930-1100	1. Participants (in teams) will discuss and present the issues and way forward for implementation of NaiTalim /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.	<b>Strategic Issues in Community Engagement</b>	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.	<b>Feedback</b>	1245-	1. Participants will fill in the feedback form and hand it over to facilitators	Feedback form – one copy



Session No	Activity	Time	Activity Methodology	Resources Needed
	form	1300		per participant
4.	<b>Valediction &amp; Vote of Thanks</b>	1300-1330	<ol style="list-style-type: none"> <li>1. Certificate distribution</li> <li>2. Feedback from a few volunteer (participants) – please take videos of their feedback</li> <li>3. Vote of Thanks by University representative and MGNCRE representative</li> </ol>	Certificates filled in and signed Mementos for participants (optional)
<b>Lunch and Dispersal</b>				



## FDP Report: Day 1

Date: 30<sup>th</sup> January 2019



Day Officer: DR. SANJAY KUMAR, Associate Professor, Department of Education, Meerut College, Meerut

The first day of the faculty development programme was chaired under the guidance of DR.ANIL KUMAR DUBEY, along with the day officer DR SANJAY KUMAR. The session began with inauguration and registration of all the selected delegates. Through registration, database was prepared to explore the knowledge, experience of teacher educators.

The inauguration was done by lamp lighting along with offering of prayer and flowers to Goddess Saraswati. The main aim of the faculty development programme was to understand the underlying philosophy of Gandhi's Basic Education / Nai Talim. The concept of experiential learning with reference to 3H was to be discussed in the various sessions of the programme that were to be carried out in the next few days.

There were 29 participants in all. Five groups of six members each were formed. Each group was named as:

Group 1: RAVINDRA NATH TAGORE GROUP

GROUP 2: SARDAR BHAGAT SINGH GROUP

GROUP 3: MANIKARNIKA GROUP

GROUP 4: SWAMI VIVEKANAND GROUP

GROUP 5: DR. SARVAPALLI RADHA KRISHNAN GROUP

Out of the six members one group leader was selected. Each group leader prepared a report of brief introduction of his/her members.

### **GROUP 1: RAVINDRA NATH TAGORE**

GROUP LEADER : DR. SHUCHI PRAKASH GOEL, Assistant Professor,



St . Joseph's Girls Degree College, Sardhana

Work Experience : 12 years.

MEMBERS :

DR. Meenakshi Sharma, Associate Professor, Meerut College ,Meerut

Work Experience : 24 years

DR. PRIYANKA RANI, Assistant Professor, N.R.E.C College, Khurja

Work Experience :11 years

DR. PREETI TEOTIA, Assistant Professor, N.R.E.C College, Khurja

Work Experience : 6 years

DR. NIMISHA ELAIS, Assistant Professor, St. Joseph's girls degree college, sardhana

Work Experience :12 years

MRS. NEERU SINGH, Assistant Professor, St. Joseph's girls degree college, sardhana

Work Experience :3 years

### **GROUP 2: SARDAR BHAGAT SINGH**

GROUP LEADER : DR AJAY KUMAR

Head, Department of Education, Meerut College, Meerut

Work Experience : 28 years

Members :

DR . SURENDRA PAL, Associate Professor , D.A.V College, Muzaffarnagar

Work Experience : 15 years

DR. ANOOP KUMAR, Principal, BIMT College, Meerut

Work Experience :18 years

DR. SUDHIR KUMAR PUNDIR, Associate Professor , Meerut College, Meerut

Work Experience : 25 years

DR. AMIT KUMAR, Associate Professor, Pt. D.D.U.M.C Meerut

Work Experience :

DR. SANJAY KUMAR, Associate Professor Meerut College, Meerut

Work Experience : 27 years

### **GROUP 3: MANIKARNIKA GROUP**

GROUP LEADER : DR. REKHA RANA, Assistant Dean Meerut College, Meerut

Work Experience : 22 years

MEMBERS :

DR. ALKA AGARWAL (Mittal) Assistant Professor, Department of Education, Meerut College Meerut



Work Experience : 22 years

DR. ANJU GUPTA, Assistant Professor, Department of Education, INPG College, Meerut

Work Experience : 18 years

DR. ALKA KULSHRESHTHA, Associate Professor Department of Education, INPG College, Meerut

Work Experience : 25 years

DR. RACHNA TYAGI Associate Professor

Work Experience : 16 years

#### **GROUP 4 :SWAMI VIVEKANAND GROUP**

GROUP LEADER : DR VINITA Associate Professor Meerut College, Meerut

Work Experience : 16 years

MEMBERS :

DR. SUVITA KUMARI Associate Professor D.A.V College, Muzaffarnagar

Work Experience : 18 years

DR. VINOD KUMARI

DR. SHALINI TYAGI Associate Professor, Department of Education, Meerut College, Meerut

Work Experience : 18 years

DR. PREETI AGARWAL Associate Professor D.A.V, College, Muzaffarnagar

Work Experience : 18 years

MR. GANGA DASS SINGH Head of the department, R.K. College, Kithore

Work Experience : 16 years

#### **GROUP 5: DR. SARVAPALLI RADHA KRISHNAN GROUP**

GROUP LEADER : DR. MANJU GUPTA Associate Professor Department of Education, Meerut College, Meerut ;

Work Experience :22 Years

MEMBERS :

DR. SEEMA SHARMA Associate Professor, Department of Education, Meerut College, Meerut; Work Experience :25 years

DR. KULJYOTSNA Assistant Professor Ismail National Mahila (P.G.) College, Meerut ; Work Experience : 14 years

MR. LOKESH KUMAR Assistant Professor N.R.E.C College, Khurja

MR. RAJENDER SINGH Assistant Professor St. Joseph's girls degree college, sardhana; Work Experience : 12 years

Dr. Jeetendra Singh Assistant Professor

Work Experience:





After the introductory session and distribution of groups, Dr. Anil Kumar Dubey focussed on Experiential learning: Gandhiji's Nai Talim. Gandhi ji always emphasised on all round development of the child He stressed on the development of the capabilities of HEAD, HEART and HANDS. His philosophy and perception of child education followed that knowledge should be delivered to the children in natural environment through natural means and available natural resources . The environment of the schools should be student friendly. They should not feel fearful, rather it should always be pleasure for them to enter the school campus. Classrooms should not just be closed walls. The rooms should be ventilated with proper light and other arrangements. The learning must be productive so that students feel motivated and for the same some kind of vocational training must be imparted.

The next session was followed by DR P.K. MISHRA'S motivational lecture on teaching and learning. He detailed about the practical approaches being used in imparting education to students. He spoke on NCF 2005. He advocated the use of 3H in teaching and learning. He assigned different topics to each of the groups. The groups were asked to discuss the topic carefully and after the group discussion they were asked to write the conclusions.

**Group 1: RAVINDRA NATH TAGORE was given the topic:**

***' What is the difference between active and passive learning and how to promote active learning in the classroom '***

The group first defined what is active and passive learning. Then the differences were noted down. In active learning, teacher and students participate enthusiastically but in passive learning the teacher is dominant. Active learning is curiosity based. It is democratic. The environment is frank and friendly. It is more interesting. It develops self-confidence, retention, removes hesitation.

Passive method requires sensory input (listening and reading).It is based on autocracy. The environment is disciplined and strict. Students' confidence is not esteemed.

Different approaches can be adopted to promote active learning in the classroom:

- Lessons should be delivered keeping in mind the interest and IQ of the students.
- Activity based teaching learning should be followed.
- Different teaching aids and techniques should be used.
- Field trips and excursions must be organised.
- Cooperative and participative learning must be done.
- Different methods like demonstration, project, heuristic, problem solving, discussion, brain storming should be followed.

**GROUP 2: SARDAR BHAGAT SINGH was given the topic:**



***'What is the main role of a teacher and how curriculum can be helpful to achieve it?'***

The outcome of the members after the discussion was:

Teacher can serve as a mentor, listener, facilitator, manager, guide and policy maker.

In regard to constructing curriculum following aspects need to be followed :

- Activity based curriculum
- Experience based curriculum
- Skill based curriculum
- Examples should relate to life and regional area of the child.

**GROUP 3: MANIKARNIKA was assigned the topic :**

***'What are popular teaching and learning methods and where do they lack?'***

As per findings of the group, the popular teaching methods are:

- Lecture method
- Lecture cum discussion method
- Lecture cum demonstration method
- Explanation method
- Use of ICT
- Project Method

Weakness of lecture method: passive teaching, one way, boring, zero participation of students, one cannot be sure whether students are learning or not.

Weakness of lecture cum discussion method : teacher centered, does not have psychological basis, students do not feel friendly.

Lecture cum discussion method : teacher centered, not useful for large classes, Every student does not participate, each and every topic cannot be covered.

Explanation method: one way teaching, very few subjects can be taught through this method.

Use of ICT: time consuming, no learning by doing, electricity oriented, focus is on technology rather than content, hampers hand writing, deteriorate vocabulary and reading, promotes short cuts like cut, copy, paste. It effects on eyes and back. Reflecting and analytical thinking is hampered.

Project method: time consuming, availability of readymade projects, expensive, students do not put much efforts, lacks hard work.

**GROUP 4: SWAMI VIVEKANAND was given the topic;**



***‘What is curriculum and what type of curriculum you will propose for educating 21<sup>st</sup> century learners?’.***

Their conclusion was: Curriculum is like a platform for the teacher and students. Curriculum should be related to life and need. It must be flexible and prepare for competitions. It should include head, heart, hand and also hang out. It should embrace Indian values, culture and traditions.

**GROUP 5: DR. SARVAPALLI RADHA KRISHNAN GROUP was given the topic:**

***‘What are the causes of students lack of interest in learning and how a teacher can overcome it?’.***

The conclusions were:

- Faulty curriculum. It is lengthy and over burdens.
- More theoretical knowledge rather than experiential learning.
- Teacher taught relationship is more mechanical rather showing belongingness.
- Teachers are confined to their comfort zones.
- Evaluation is just exam based.
- Over all personality development is not done.
- Lack of coordination between the level of aspiration and interest among the learners.
- Unemployment is main cause of lack of interest towards studies.
- Lack of professional ethics.
- Syllabus is not as per market demand.
- The following remedial measures were also prescribed :
- Curriculum needs to be reviewed and reformed keeping in view the present scenario.
- Teacher students relationship should be strengthened.
- Teachers should be encouraged for developing soft skills and hand skills among themselves and to transfer these skills to the learners for preparing them for 21<sup>st</sup> century.
- Continuous and comprehensive evaluation techniques should be used to make students stress free.
- Teaching methods and modules should be developed as per local needs .
- Time table should be prepared taking psychological factors in consideration.
- Proper guidance and counselling sessions should be organised. IQ ,Interest, attitude and aptitude tests should be administered to identify the individual ‘s need and to stream line them for specific subject.

All the groups after an intense discussions on the assigned topics, presented their views one by one. The presentations were very informative as well as fruitful to all the delegates.



In the next session, a common activity for discussion was given to all the participants. 'School and Community : Community Engagement Process (dialogic method )

Activity objectives: Experience the skills and knowledge gained and impact on three H's through participating in an experiential learning activity.

All the groups studied the problem and presented their views and reports on the given topic. The reports of each group are as such:

### **GROUP 1: RABINDRA NATH TAGORE**

The idea of Nai Talim was given by Mahatma Gandhi, that emphasised on the thought that education should be centred around a productive work or vocation. First and foremost thing when connecting a student to community is that, he or she should understand what community is and how one is dependent on it. When a child is related to community he learns and develops many values such as discipline, creativity, aesthetic sense, responsibility, cooperation, effective learning, useful productive work. The child should be engaged with community to learn practical aspects. Interaction with community will help him in achieving perfection as well as finding out some relevant vocation of his interest. Gandhi ji advocated 3H and experience based education to develop body, mind and soul. The overall development of a child depends on the society he lives and brought up. The child also learns planning, organising, time management, creativity is enhanced, and communication skill develops. He values sharing, using of resources efficiently, and respect for others.

### **GROUP 2: SARDAR BHAGAT SINGH**

In order to engage the community and school each subject should be taught using different methods such as: social studies can be taught best through excursions and tours and science can be taught through real experiments and observations.

There are two main aspects in engaging school and community, one is from school to community and another is from community to school.

The main methods that can be employed are discussion, storytelling, role playing, posters making, open theatre debates, essays, quiz etc.

### **GROUP 3: MANIKARNIKA**

Literacy campaigns should be observed. Students must visit slums, orphanages, special schools for special children etc. Engagement with community will help them identify and relate their problems. They will be more exposed to real life situations. This will help them compare their situation with other children. A feeling of empathy will be developed. Sense of cooperation and harmony will evolve. Different activities can be carried out



to connect community and school, as storytelling, puppet shows, skits, games and sports, quiz, puzzles, poster making, handicrafts etc. Modification of behaviour can be done through interaction. Students can also perform activities as plantation, awareness campaigns for hygiene and cleanliness etc. Communicating with society will help them provide an exposure to new life.

#### **GROUP 4: SWAMI VIVEKANAND**

School and community are interrelated. One is incomplete without the other. School and community should work together so that both of them are benefitted. Different methods that develops cooperative learning, dignity of labour, social utility, activity based, real life experience based, interest, attitude and enhancing of creativity must be adopted.

#### **GROUP 5: DR. SARVAPALLI RADHA KRISHNAN**

- Skill development programmes should be according to the interest of the students.
- Education should be imparted in nature. Writing habit should be stressed. Back to slates must be followed creativity should be enhanced through poetry, dance, drama.
- Construction of blocks, writing on sand, puzzles should be practiced.
- Role playing will prove to be useful.
- Culture and traditions must be observed.
- Skill development should be based on individual differences.
- Outdoor games must be played to strengthen muscles .
- Activities should be time bound so that students learn time management.
- Best out of waste should be followed.



Date: 31<sup>st</sup> January 2019

Under the Faculty Development Programme, the second day of the workshop was assigned for Education training which was relating to life, work education and its implication.

The first session was taken by Prof. R.K. Srivastava Retd. Dean and Head, HNB University, Garhwal Uttarakhand. Dr Meenakshi Sharma, Associated Professor, Meerut College Meerut was the day officer. She welcomed the honorary speaker. Prof. Srivastava. He threw a light on RTE-2009. Right to Education, Act of Article 45 of our Indian Constitution was applied in 2010. He has thrown light on various programmes and policies under which education was mandatory for all. Sarva Shiksha Abhiyan, School Chalo etc are such programmes which aimed for education for all. Prof. Srivastava described about unilateral and bilateral education system. This bilateral education system is paralyzing the whole education system by dividing it in to poor or rich in terms of socio-economic status and knowledge based. **The objectives of RTE-2009 are :**

1. To provide education for all.
2. To enroll 15-25% of students from BPL families of their neighbouring communities.
3. Those primary schools which have poor enrollments, should be merged with full running schools.
4. Child labour, juvenile delinquents, physically challenged and children with special needs should be enrolled with main stream under Inclusive Education Programme.

RTE-2009 had good intention but poor implementation as our other policies and programmes. It invited a lot of criticism.

### **Impact of RTE-2009 on Our Education System**

1. Schools were opened in those areas which lacked schools.
2. Enrollment of students at primary schools and retention was increased.
3. More and more qualified teachers were appointed.
4. Gram Pradhans, Zila Panchayat, NGO,s were invited to adopt the schools for better facilities and administration. Local community participation was improving school culture.
5. Local Administration was giving more emphasis on those primary schools for its better functioning.
6. Uniform distribution, Midday Meal is some of the projects which are attracting students towards schools but on the other hand paralyzing system.

***How can we implement RTE-2009 in better way?***



Principals of government and non-government schools should be invited to discuss various strategies. They should be asked to explore the talents of all children through various programmes. As per their talents, students should be engaged in various curricular and co-curricular activities to harness their talents.

After the lecture of Prof. R.K. Srivastava, various points were discussed in the groups and following conclusions were withdrawn:

1. Why not unilateral education system?
2. Why not universal community schools be promoted?
3. Why not each ward in each area within 1 km have a school for all children residing within the periphery?
4. Why not bind local administrative officers/political leaders/government employee to send their children and grandchildren in the government schools?

Both the positive and negative points were highlighted. The problems and challenges faced by the stake holders were also discussed. The end interactive session was held. Question and answer was put up. Queries of the participants were sorted out.

After the exhaustive but constructive discussion, the session ended with the sincere vote of thanks extended by Dr. Meenakshi Sharma, Associate Professor, Meerut College, Meerut.

After the tea break, second session started with the individual group activity. All participants were advised to choose the typology and the given activities in that particular section On the basis of guidelines provided by the programme in-charge Dr. Anil Kumar Dubey, all participants prepared Experiential Learning Typology linked to cognitive (Head), Psychomotor (Hand) and affective domains (Heart). The reports of each group are as follows.

### **Group 1: Rabindra Nath Tagore**

Ist Session:

The first session of the 2nd day faculty development programme was honoured by Dr. R.K. Shrivastava, Retd. Professor. H.N.B. University, Garhwal, Uttarakhand presented his views on the topic 'Right to Education 2009'. He focused on the article 45 and the basis of R.T.E. different points were discussed.

IInd Session :

In experiential learning concept, different kinds of typologies were chosen by different groups. Our group till : Rabindra Nath Tagore chose the topic essentialities of daily life. The sub-topics chosen by our team members were : How to save water, electricity and fuel, merd and meislair house hold products, health cleanliness and hygiene, cooking nutrition and seeing, using of washrooms and preservation of food products, spices and other edible products. The group tried to envisioned Gandhi ji holistic approach of 3H, Head, Heart and Hard along with



cognitive, affective and psychomotor domain. Two persons from our group leader: Dr. Shuchi Prakash Goel and Dr. Meenakshi presented their views.

### III Session: Transect Walk

In the IIIrd session after the lunch break all the members of the faculty development programme went for a transect walk of the Chaudhary Charan Singh University. Some of the department as Sociology Department, Department of Genetics and Plant Breeding, administrative block and library were visited. Information about these departments and their suggestions in terms of Nai Talim were discussed.

### **Group : Bhagat Singh**

#### Session I :

In the first session Dr. R.K. Srivastava Retd. Prof. H.N.B. University, Garhwal, Uttarakhand gave his talk on 'Right to Education 2009'. In his talk he discussed in detail the Article 45 and the basis of RTE. Discussing the positive and negative aspects of this he said that through the bill was developed with good spirit but its implementation is facing many problems. He also said that if teachers has high spirit and dedication for its implementation their only this will have good result. The session was ended with question-answer session.

#### Session II :

In experiential Learning Typology our group chose the topics: Crop cultivation; maintenance of electric fitting; House hold Responsibility; Health and cleanliness; Save water, electricity and fuel; Home Budget and Planning. The group gave their presentation restarted it with New Talim and Gandhiji 3H formula. Each topic was linked with cognitive (Head) domain, Psychomotor (Hand) Domain and Affective (Heart) Domain.

At last a visit is made to different departments. First of all we visited Dept. of sociology then to the dept. of Genetics and Plant Breeding after that we visited Administrative Block then to the Central Library.

### **Group 3: Manikarnika Group:**

Today members of our group presented typology at different topics. I, Dr. Rekha Rana presented my typology on Organic and Dry Land Farming. This topic was covered with three domain cognitie (Head), (Heart) Affective and psychomotor (Hand). Another member of our group Dr. Alka Agarwal Mittal presented her typology on community work. In which she emphasized on three domains like to identify gender discrimination, to make them able to help their mothers, sister, grandmothers and to develop respect and regard for women. Third member, Dr. Alka Kulshreshtha prepared her typology on the typology of Hygiene and Cleanliness. She also covered her topic into three domains (Head, Heart and Hand) like to acquaint them about the importance of Hygiene and cleanliness, to make a drive or campaigns about cleanliness and to develop the respect for sweepers and workers. Fourth member of the group Dr. Anju Gupta prepared her typology on processing of Medicinal and Aromatic





Plants. In his typology she emphasized n to make them acquaint about different types of medicinal and aromatic plants, to develop the still of seeding and handling equipment and to develop the respect for India's amount methods of curing the diseases and to reduce dependence on allopathic medicine and last member of the group, Dr. Rachna Tyagi made typology on 'caring of elders'. In which she emphasized on different domains like Head Heart and Hand. She prepared her typology and emphasized to identify the health problems of elders, to help the elders to do their house hold work and to develop the feeling of respect, love and care for elders.

#### Session II

In afternoon, after lunch all participants visited different departments of CCS University, Meerut. In this sequence first we visited Dara Singh Kusti Stadium. Then we went to Department of Sociology and Social Welfare. In Department of Sociology M.A., M. Phill. and Ph.D. courses are run and MSW in Social work. The H.O.D. told about 100% placement of students of their department. He focused on need of Spiritual Quotient (SQ) along with IQ to impart education of present time. Then all participants went to Department of Agriculture and visited different laboratories. The department was established in 1969 and is known for vast project work. Prof. P.K. Gupta Eminent personality of department was present in department. They congratulated all participants for workshop. Then we visited Administrations Block and Raja Mahendra Pratap Library. The Head Librarian took all participants inside the library and we went to research section to study Gandhian Literatures. Then we returned back to our classroom.

#### **Group IV: Swami Vivekanand**

The second day started with the declaration of day officer Dr. Meenakshi Sharma about the schedule of 2nd day. The first session started with talk of Prof. R.K. Srivastava; former Head and Dean Deptt. of Education H.N.B. University Garhwal on Right to Education act. 2009. Prof. Srivastava discussed about the various and cons of RTE. He discussed about dual education policy, inclusive education, Buniyadi Shksha, Minimum learning level. Prof. Srivastava also givgavee some examples from state Uttarakhand to clarify the concepts.

The second session started with the work given to the participants on experimental learning Typology: Linked to Cognitive, Psychomotor and affective (3H) Domains. The members of Group IV worked on Biodiversity, Vaccination, Primary Education, Gender inequality, Malnutrition, Role of Primary Health Centers. All the members developed their typology based on 3H. The presentations on Primary Health center and Biodiversity were given by Dr. Vinita and Dr. Preety Agarwal respectively.

#### Session III

After the lunch all the participants went for transect walk in C.C.S. University Campus. We visited Social Welfare Department, Sociology Department. Agriculture Botany Department, Administration Block, Library etc. We also interacted with Head, Sociology Deptt. Dr. Alok Kumar, Prof. Agriculture Deptt. Prof. P.K. Gupta and Libarvan



Zamal Siddiqui. In C.C.S. University Library there are more than 100 books on Gandhian Philosophy. The book on 'Nai Talim' were to be added by the ministry. We enjoyed a lot in this session and shared our old experiences too.

#### **Group 5 Dr. Sarvpalli Radha Krishnan**

Group 5 was given Typology: Essentialities in daily life. All six members discussed on various activities and chose the topic as per their interests..

Dr. Manju Gupta (Group leader) prepared a lesson plan related to health, hygiene and cleanliness. She emphasized on organizing awareness programmes and campaigns to provide comprehensive knowledge about health, hygiene and cleanliness. She emphasized on hand washing, clean toilets, safe drinking water facilities, proper drainage and waste management, clean environment, clean Ganga campaign. Cleanliness awards, Healthy student awards should be given to the winners to motivate other students and to appreciate the winners.

Dr. Seema Sharma presented lesson plan on Disabled, Handicapped and diseased students. She explained on various factors which should be taken care of while identifying their problems, strengths and provided them the support and all possible facilities to make them comfortable and confident.

Dr. Kuljyotsna prepared lesson plan on Save Water, Electricity and Energy resources. She wrote on various techniques and practices to save water, electricity and energy resources. She mentioned that the importance of natural resources should be explained and they should be sensitized far doing it in their day to day life.

Dr. Lokesh Kumar also presented the lesson plan on water electricity and fuel. The emphasized on saving natural resources, practices used far in their day to day life.

Dr. Rajendra Kumar prepared a lesson plan based on experiential learning on the topic: Family Budget Planning and Preparation. This will help students to think wisely on using the money and resources and will develop a habit of using money wisely.

Transect Walk Report:

From the venue of the workshop on Faculty Development Program, team members of Dr. Sarvepalli Radha Krishnan Group visited Department of Sociology and Department of MSW, CCS University, Meerut. After post lunch session all the participants met Prof. Alok Kumar (Head). Dr. Anil Kumar Dubey, the programme co-ordinator told him about the Nai Talim and various society related programmes, vocation oriented education. Today's education is isolating people from one another, from community to community. Prof. Alok Kumar explained Social Engagement Programme. He emphasized that besides content knowledge, value based curriculum should be there. Gandhiji's concept of education can be achieved by mental physical and spiritual all round development.

From there, the group visited Department of Genetics and Plant Breeding. We were blessed to meet Prof. P.K. Gupta (82 years old) and got acquainted with his scholarly attitude and knowledge. Dr. Shailendra took us to



different labs. Walking through administrative block, NSS, we reached to Raja Mahindra Pratap Library. We took a tour to library with the able guidance of Mr. Jamal Ahemad Siddiqui. We searched the library and saw the special section of Gandhi Philosophy and views.



## FDP Report: Day 3

Date: 1<sup>st</sup> February 2019

Day Chair: Dr. Manju Gupta (Associate Professor) Department of Education, Meerut College, Meerut

With the morning assembly and Maa Sharde Prayer and Ramdhun, the third day Workshop for Faculty Development Programme started. The holy lamp was lit to show us the path of wisdom.

The first session was to present the Transect Walk report presentation by Group 2 Bhagat Singh Group with Dr. Ajai Chaudhary (Group Leader), Dr. Sudhir Pundir, Dr. Sanjay Tyagi, Dr. Surendra Pal, Dr. Amit Sharma and Dr. Anoop Kumar presented their comprehensive report.

Group 1 Ravindra Nath Tagore group with Dr. Meenakshi Sharma (Group leader), Dr. Shuchi, Dr. Preeti Teotia, Dr. Priyanka Rani, Dr. Nimisha Elais, Mrs. Neeru Singh presented their report on transect walk in a very comprehensive manner.

Group 3 Manikarnika Group with Dr. Rekha Rana (Group leader), Dr. Alka Agarwal Mittal, Dr. Alka Kulshreshtha, Dr. Anju Gupta, Dr. Rachna presented their report on transect walk.

Group 4 Vivekanand Group with Dr Vinita (Group leader), Dr Shalini Tyagi, Dr Preeti Agarwal, Dr Suvita Kumari and Dr Ganga Das Singh presented their report on transect walk

Group 5 Sarvpalli Dr. Radhakrishnan Group with Dr. Manju Gupta (Group leader), Dr. Seema Sharma, Dr. Lokesh Kumar, Dr. Rajendra Singh, Dr. Kuljyotsna, Dr. Jeetendra Singh presented their report on transect Walk.

In the nutshell, Transect walk started from the venue of the workshop. Department of Education, C.C.S. University, Meerut. All the thirty participants walked towards the Department of Sociology and MSW, we had interaction with Prof. Alok Kumar Dubey (The programme co-ordinator) asked him to reflect on Relevance of Nai Talim in the present. Science Prof. Alok Kumar emphasised on spiritual development through education. Education should be for the community. Community participation will prepare learners for life.

From Sociology Department, participants reached to Department of Plant Breeding and Horticulture and met the eminent scholar Prof. P.K. Gupta who was 82 years of age but fully devoted for his work. The group visited various laboratories.

Walking through the corridors of Administrative Block, we reached to National Service Scheme office and learnt about their aims and objectives. Then, we visited the rich Mahendra Pratap Library of the university campus.



“Today’s Reader is Tomorrow’s Leader” : a quote was painted on the entry wall. This illustrates that reading the literature broadens your horizon and develops intellect, capacities and capabilities to lead the way.

Librarian Dr. Zamal Hussain Siddiqui showed us the Automation Division of the library. We were directed towards the Research Division where a cell for “Books and Researches on Gandhian Philosophy” was established. After visiting the library, all the participants came back to the venue of FDP. After having the refreshing tea, a group photo session was held with the information about next day schedule.

### ***Session-I***

**Rural engagement through participatory learning approaches:** In the first session of FDP, the programme co-ordinator Dr. Anil Kumar Dubey gave us the idea about various participatory learning approaches. He basically emphasized how the rural community can be engaged in experiential learning programme and relevant content of local needs be utilized by working with community. We should do some participatory researches, ethnographic researches to discover and explore the need based content for learning need based craft or work or vocation which has utilitarian value and relevance in present day scenario. This will help in bridging the gap between education and vocation, learning and earning. This will help to meet out the Gandhi’s aims of education and also help to meet the national goals of our Government of India: Digital India, Skill India, Progressive India, Educated India.

All participants were asked to identify the process of connecting the course and content with the need of the learner in the local context.

### ***Session-II***

Analysis of B.Ed. curriculum and preparing work education activities which need to be integrated into B.Ed. curriculum and practices.

Dr. Anil Kumar Dubey (the programme co-ordinator) distributed the proforma to all the participants to prepare experiential learning activity plan based on B.Ed. curriculum.

All groups presented their plan sheets. On the basis of collected proforma, the brief report of the activities is given below group-wise :

#### **Group 1 : Rabindra Nath Tagore Group**

<b>S.N.</b>	<b>Name of the Participants</b>	<b>Activity Name</b>
1.	Dr. Suchi Prakash Goel	Tree Plantation
2.	Dr. Meenakshi Sharma	Kitchen Gardening.
3.	Dr. Preeti Teotia	Cleanliness



4.	Dr. Priyanka Rani	Water and Sanitation
5.	Dr. Nimisha Elais	School Garden
6.	Dr. Neeru Singh	Nursary

**Group 2 : Bhagat Singh Group**

S.N.	Name of the Participants	Activity Name
1.	Dr. Sanjay Kumar	Problems of village, schools regarding health issues, drainage system.
2.	Dr. Amit Kumar	Organization of community, school workshops and health check-up camps and to provide facilities.
3.	Dr. Ajai Kumar	To evaluate projects with schools and community.
4.	Dr. Surendra Pal	Adult Literacy
5.	Dr. Anoop Kumar	Environmental changes with the help of children in villages.
6.	Dr. Sudhir Kumar Pundir	Organize workshops in school and communities and organization of health check-up camps.

**Group 3 : Manikarnika Group**

S.N.	Name of the Participants	Activity Name
1.	Dr. Rekha Rana	Adult education
2.	Dr. Alka Agarwal (Mittal)	Adult literacy and awareness towards government programmes.
3.	Dr. Anju Gupta	Organize health check-up camps in schools.
4.	Dra. Alka Kulshrestha	Kitchen Gardening
5.	Dr. Rachna	Adult Literacy

**Group 4 : Swami Vivekanand Group**

S.N.	Name of the Participants	Activity Name
1.	Dr. Vinita	Tree Plantation Drive
2.	Dr. Shalini Tyagi	Nursery and Kitchen Gardening
3.	Dr. Ganga Das Singh	Kitchen Gardening
4.	Dr. Preety Agarwal	Adult Education
5.	Vinod Kumari	Environmental Changes and Awareness Programmes
6.	Dr. Suvita Kumari	School programmes with community leaders



### Group 5 Dr. Sarvpalli Radha Krishnan Group

S.N.	Name of the Participant	Activity Name
1.	Dr. Jeetendra Singh	Develop Nursery through Plantation.
2.	Dr. Alka Agarwal (Mittal)	Organization of Health check-up camps.
3.	Dr. Seema Sharma	Adult Literacy
4.	Dr. Lokesh Kumar	Management of soil fertility and water resources, Biomass energy and Solar Energy.
5.	Dr. Rajendra Singh	To participate and manage the School Education Society with the help of village level officers.
6.	Dr. Kuljyotsna	Nai Talim for character building, happiness, creativity, peace establishment.

All the participants analysed the B.Ed. curriculum and prepared the Experiential Learning activity plans on various activities given in the book : **Experiential Learning : Gandhiji's Nai Talim** The curriculum was analysed under various heads :

1. Steps for planning activity
2. Precautions
3. Tools required
4. Check list (Which was already provided in the proforma). The participants had to tick the appropriate option.
5. Assessment on the basis of team output and grade given (A or B or C).

Session III:

After the B. Ed. Curriculum analysis, the day leader Dr. Manju Gupta welcomed the speaker of third session- Prof. Vijay Jaiswal, Department of Education, CCS University, Meerut. Prof. threw the light on the **Topic : NCFTE : 2009 (National Curriculum Framework for Teacher Educations : 2009)**.

Prof. V.K. Sabharwal, Prof. L.C. Singh, Prof. C.L. Anand, Prof. S.V.S. chaudhary, Prof. R.S. Khan, Prof. Raja Ganeshan, Prof. C. Seshadri were the members to draft this curriculum. Prof. Jaiswal threw light on chapters of this draft.

There are 6 chapters in NCFTE 2009-2010:

1. Concept, concern and vision of Teacher Education.
2. Curricular Areas of Initial Teacher Education Programme.
3. Transacting the curriculum through Diplomas and Degrees in Teacher Education.



4. Continuing Professional Development and Support for In service Teachers at BRCs and TRCs.
5. Preparing Teacher educators.
6. Implementation strategies.

***Challenges of Teacher Education:***

There is explosion of technology everywhere except in classrooms. Unfortunately the process of updating the curricula has been very slow in Teacher Education. Prof. Jaiswal emphasised that Teacher Education programme must have :

- Theoretical knowledge.
- Empirical knowledge, and
- Experiential knowledge through school activities and work Experience.

***Core areas of Teacher Education Programme:***

- Foundation of Education.
- Curriculum and Pedagogy.
- School Internship for developing professional skills, professional ethics , professional attitudes, professional competency to make them ready for classroom teaching as professional teacher.

***Need of the hour for Reforming Teacher Education Programme :***

- Prepare reflective teachers/reflective practitioners.
- Preparation of multigrade classrooms.
- Build networks amongst institutes, schools and resource institutes.
- Prepare enabler of positive learning environment and not only knowledge builders.
- NCFTE-2009 promised to translate the vision into reality and prepare humanistic and reflective teachers. Teachers should be prepared keeping in view multisensory, multi-level students.
- Quality can be enhanced and maintained not in one go. It needs continuous assessment and comprehensive process to grow. NCFTE-2009 is fulfilling the concept of Nai Talim to involve Head/heart and hand in teaching and learning.

***Suggestions of NCFTE-2009:***

- Systematic admission procedure
- Teacher Aptitude Test should be there.
- Teacher Education Curriculum should be upgraded.
- B.Ed. Programme has been weak in theory and practice, so its duration should be increased into two years.
- School internship should be increased to six months.





### ***Suggestions and Remedial Measures:***

- Schools and TEIs should be linked together as a policy matter within two kilometers periphery.
- Each TEI must have a model practicing school.
- Internship should be supervised by the Teacher Educators, mentors in the schools and the principal of the practicing school.
- Internship should be incentive based. It should be done by mentor. Mentor and principal should be given incentive for observation and guidance.
- Subject teachers and mentors should observe, supervise and evaluate the students in groups of five or ten students.

### ***Session-IV***

After the scholarly lecture given by Prof. Vijay Jaiswal and exhaustive discussion on the NCFTE-2009, Dr. Manju Gupta extended the vote of thanks to Prof. Jaiswal. The participants were asked to present their view points on B.Ed. curriculum framework, Right to Education, National Curriculum Framework 2005, Nai Talim etc. through power point presentation. All the groups came one by one and debriefed their views on the B.Ed. curriculum, its strengths and weakness, its practicality and implementation in Teacher Training institutes.

Group 1 : Rabindra Nath Tagore Group presented on NCFTE 2009.

**Group 2 : Bhagat Singh Group** presented on the topic :**NCF 2005 (National Curriculum Framework-2005)**. The presentation was done by Dr. Surendra Kumar. He presented the comparison between New Policy on Education and Gandhiji's Nai Talim. Comparison was made on the basis of pedagogy, role of learners and teachers. Learners should construct the knowledge.

NCF-2005 is divided into 5 chapters.

**1. Introduction** : Vision and mission of education connecting knowledge to life outside the school. Learning shifted, away from rote methods to experiential methods.

**2. Learning and Knowledge:** Textbook culture should be removed. Children should be linked with the community, local needs and culture. Recreate knowledge through alternative methods.

**3. Curricular Areas, School Stages and Assessment:** Education, physical education, Health and Hygiene, Art and Aesthetic, Language, Science, Social Science, Maths. Comprehensive and continuous evaluation.

**4. School and Classroom Environment** : Physical environment, Social environment leading to equality, justice. Participate from all students should be encouraged.

**5. Systematic Reforms** : Curriculum and examination should be renewed and reformed. Work experience, vocational education, New partnerships should be developed with NGOs, Civil Society groups, teacher organizations.



The presentation was concluded with shift from traditional to Nai Talim Scenerio into more social community context.

### **Group 3 : Manikarnika Group**

Dr. Rekha Rana presented the paper on NCF-2005, NCFTE-2009 and RTE.

Child as an active learner. Learning should be related to real life. Constructive learning should be the part of teaching learning. Children should be encouraged for reflective thinking. Three languages formula should be adopted. Nurture the curiosity and make them active learners. RTE promotes children friendly schools. Language proficiency of the teacher should be enhanced.

### **Group 4 : Vivekanand Group**

Dr. Preeti Agarwal read the paper through power point presentation on NCFTE-2009. Reforms in elementary and secondary teacher education are implemented. NCFTE-2009 fulfils the criteria of experiential learning through developing Head, heart and hand skills.

### **Group 5 : Dr. Sarvpalli Radha Krishnan Group**

Dr. Manju Gupta read the paper through power point presentation on Gandhian Philosophy and Education. She explained about the development of 3Rs (reading, Writing and Arithmetic) through development of Head, hand and heart. Gandhiji emphasized more on spiritual development besides mental and physical development. According to Gandhi, education should be for vocation, preparation for life. Learners should be peace loving, believing in truth and non-violence. Teachers should be knowledgeable, committed for their profession, skilled, proficient. Learning should be experience based, work oriented, through discussions, experiments, project method, demonstrations, role playing or working with community which promotes experiential learning.

## **Session V**

The Fifth session of the faculty development programme was addressed by the eminent speaker Prof. Pawan Kumar Sharma from Political Science Department of CCS University, Meerut. He focussed on the system of education before 1772. On his way to South Africa from London Gandhi ji wrote Hind Swaraj. In his writings he quoted that the system and society decides the syllabus and the curriculum. He also highlighted the need and problems of education in Hind Swaraj and in many other Indian and Western newspapers. Prof. Pawan Kumar Sharma expressed Gandhiji's views and pain for the education system of India. He stressed on the use of mother tongue as it enhances the understanding and creativity. For him, other languages affect the critical thinking of a person. Gandhi ji wrote his articles in Young India, Harijan etc. in English. Mahatma Gandhi was very much influenced by his mother. According to him, education should be vocation based. As the child completes his education he should have a proper source of earning. All the faculties of the child: Head, Heart and Hand should be developed in co-ordination to develop him as a lifelong learner.



## Session VI

In the last session, a film on Nai Talim was shown to all the participants. This was produced by Akhil Bhartiya Samiti.

*Film Title: "Anand Niketan: Nai Talim School"*

*Place: Punya Dham Sewa Gram, Wardha*

*Script, Direction, Editing: Sumeru Raut*

*Guide: Shilpa Das*

*On Location Sound: Aditya Ranade*

*Cinematography: Shashank Talgote*

The film reflected on learning through experiences, work education. This film showed that how to reflect critically and modify perspectives, how experiential learning would help to make students active learners. The films showed that how experiential learning should be a core and an integral part of the curriculum transaction. Each teacher should know how to make our curriculum activity based and student centred pedagogies should be adopted. Anand Niketan was re-established in 2005 in Sewa Gram. This school was based on the philosophy of Mahatma Gandhi on education – Nai Talim. The role of the teachers was as guides, guardians or facilitators. They were not supposed to be dictators rather students' friendly and supportive. Students were not passive. They were active all the time.

Anand Niketan is run by a committee: Akhil Bhartiya Samiti of 75 people. Mr. Pradeep Das Gupta is the president. Dr. Zakir Hussain, Dr. Jamuna Lal Bajaj, Mahatma Gandhi were the founder members of this Samiti.

In July 2005, a Nai Talim School at Anand Niketan, Sewa Gram was restarted with a firm belief on Gandhiji's thoughts of basic education of children. The school focused on Gandhiji's idea of education in present scenario is to develop body, mind and character in a balanced manner. The aim of Anand Niketan at Sewa Gram was to develop a holistic approach of child covering 3H i.e., Head, Heart and Hand. The Nai Talim as experience based learning/ work education follows simple methods to strike a balance between freedom and discipline.

Gandhiji in his philosophy of Nai Talim has referred that whole world is a classroom and a child should not be confined to a single room for learning but he should be exposed to his environment and should gain learning by his own experiences. The child is not balanced with this idea of learning and education. Gandhiji was experimenting and designing on educational process to make masters and not servants, masters of Head, Heart and Hand. i.e. an education that could lead to some kind of vocation to teach for the livelihood, which could enhance creativity and develop aesthetic sense and feeling of contentment among the learner. The film focused on examining and observing things Deep coordination and focus helped to develop understanding of concepts.



In Anand Niketan, there is no gender discrimination. Boys and girls both work and learn together in a friendly environment. The girls perform all the tasks such as digging and lifting of heavy objects and at the same time boys do indulge in cooking as well as other house hold chores. Cleanliness is deeply observed and dignity of labour is advanced. The concept of self-reliance is valued.

The Nai Talim film by Sumeru Raut emphasized on a view that present education should be according to the environment of the child and needs of the community. The film concludes with a message that present education should be independent, contribute to the society, help others and help in building of the nation.

To summarise, we can say that Nai Talim helps to develop:

1. Self-respect, Self-confidence and Self reliance
2. Practical skills
3. Respect for physical work.
4. Gender Equality
5. Intellectual education
6. Productive work

At the end of the short film, every group presented the observation how Nai Talim is useful and relevant in present scenario.

At the end of the day, Programme co-ordinator Dr. Anil Kumar Dubey gave some guidelines regarding preparation for village visit for the next day to Machhra village.

With the group photograph and Rashtriya Gaan, the day third of FDP ended.



## FDP Report: Day 4

Date: 2<sup>nd</sup> February, 2019

The fourth day of Faculty Development Programme started with the lighting of the lamp and worship of goddess. The guided activities were initiated by the programme officer Dr. Anil Kumar Dubey (Representative of MHRD and MGNCRE).

The fourth day officer Dr. Rekha Rana (Associate Professor, Department of Education, Meerut College, Meerut) welcomed all the guests and participants. After having breakfast, all the participants and the programme officer proceeded to the village Machhra which was 20 kilometers away from the venue.

First, we were received by the Gram Pradhan Mr. Rakesh Kumar Tyagi at Panchayat Ghar. We all gathered there, introduced the purpose of the visiting team and welcomed the Gram Pradhan with the bouquet.

As our first activity, we visited the primary school of the village. We interacted the Head Master and teachers and explored the available resources. Students of the primary school were happy and rejoicing the school activities. Surrounding and classrooms were found clean. Students were also aware about their personal cleanliness and social cleanliness. School walls were painted with all the government information status of the school and with motivational quotes.

From the primary school, we reached the junior and secondary school. The second group: Bhagat Singh Group interacted with the principals of the schools. They explored the resources available, strength in terms of students and teachers, teaching learning methodologies and their achievements. Girls and boys were happy and healthy, well informed about the content and culture.

The village had the degree college also with rich faculty and rich strength of students. All the groups visited the veterinary hospital which had the artificial insemination centre also. The team interacted with the doctor Dr Subhash Sharma and other employees. The participants then, proceeded towards the community Health Centre and interacted with the centre in charge Dr. Alok Kumar Naik (a dental surgeon) and a homoepathic and one Ayurvedic doctor. Resources were explored. Health status of the village people was observed.

From the CHC to Panchayat Ghar, we had a walk and witnessed the lush green fields. We explored the agricultural resources and cultivation of cash crops.



While we were walking, we found the pucca roads. Women were more active and working as labourers. Men were indulged in abuses like consuming alcohol, bidis and tobacco. They were causing domestic violence. Counselling sessions were organized by Dr. Manju Gupta – a very senior participant to make them lead alcohol free- tobacco free life. They were made aware of mouth cancer, intestinal cancer, tuberculosis etc caused due to the consumption of such things.

Under the rural engagement activity, all the five groups were given different tasks to explore the status of the village. The chosen village “Machhra” was studied through various Participatory learning approaches. Mainly discovery method, exploratory methods were used to collect the information and observe its weaknesses and strengths.

#### ***Group-I : Rabindra Nath Tagore Group***

This group was given the task to explore the **Health** status of the village people and facilities available related to **Health**. All the team members provided the health related information.

Different awareness campaigns related to health like cleanliness, sanitation, hygiene, safe drinking water, family planning, vaccination etc. were organized time to time for sensitization and awareness. Even the wall paintings are made to disseminate information about various government policies.

There is one Veterinary Hospital and Artificial Insemination centre. The Veterinary doctor Dr. Subhash Sharma told us about the facilities available and medicines and vaccination for the animals. There were two compounders to take care of the animals.

Our group members counsel the teen age girls of a school about sanitation, hygiene, use of sanitary napkins during menstruation period and they were also told the means to dispose them off. Besides, the team members talked on female health issues. Girls were found anaemic and they suffered from scurvy disease. Girls were asked to educate their family members as well about health and hygiene.

After that the team proceeded towards the Community Health centre (CHC) of the village. Dr. Alok Kumar Naik was the medical officer in charge who was a dental surgeon. There were five male and two female doctors. Out of them, one homeopathic doctor and one Ayurvedic doctor from Ayush were there along with two pharmacists. It was open 24x7 hours with labour facilities available all the time. It had fully equipped pathology lab and all necessary vaccines were available. There were two ASHA workers who were well trained and well informed to promote deliveries in the hospitals and to inform about health, hygiene and vaccination of mother and child. As far as the family planning issues were talked about, it was found that mostly females use the contraceptives while men generally avoid it. In general, health issues like scabies, anaemia, fungal infection, cold and cough were commonly found among the residents. For the serious issues, they generally prefer the doctors in Meerut on go



to the medical college.

### **Group-III : Manikarnika Group**

On 02.02.2019 all participant of faculty development programme went to visit village Machhara by bus. The day officer was Rekha Rana. Different task were assigned to all 5 groups for survey. Different task that were assign are education, health, agriculture, environment and resources. Manikarnika group had to survey on agriculture. A questionnaire of 20 questions covering all the area of agriculture was prepared for survey. Administrative and general information were gathered from village pradhan Mr. Rakesh Tyagi. He welcomed all the faculty members with great enthusiasm. We visited primary, upper primary school, community health centre, Kishan Seva Kendra and Panchayat Bhawan of Machhra. Mr. Rakesh Tyagi provided the information about agriculture. Information given on agriculture are as follows :

1. Total agriculture land is 550 acres.
2. Total area for permanent agriculture land is 530 acres.
3. Tractor, Trolley, Buggi, Mini trucks are used to carry product to market.
4. 90% families are engaged in agriculture.
5. Market accessibility is good. Markets/ Mandis of Hasanpur, Garh Mukteshwar, Meerut and Hapur are 5 to 24 Kilometre away from Machhra.
6. Participation in local networking activity is 100%.
7. About 30% farmers are engaged in organic farming for their personal use.
8. Corojal pesticide is used for sugarcane and reagent pesticide is used for wheat crops.
9. Farmers are aware of Government Schemes such as Krishi Anudan, Beej (seed) Anudan, Fasal Beema Policy, Krishi card etc.
10. Farmers are using credit card for agriculture.
11. Farmers are getting seeds from Sardar Vallab Bhai Patel University, Meerut. Problems related to seeds do not exist.
12. Mustard oil and wheat flour small industries are common as small scale industries.

Problem faced by the farmers are as follows:

1. Payment of sugarcane is not timely.
2. Labour problem exists.
3. Problem of Twelve year report to get from Sahkari society is a matter of great concern.
4. Farmers are not getting proper value for their crops and products.



5. Timely purchase of crop and product is not done by the government which delays the whole process of farming.
6. Mediator problem also exists.

In the evening all the groups got engaged in drawing social map. All the place visited during the day by the participants were marked in the social map . The social map was drawn on the floor in a rectangular shape in the area of 11' X 8'. Chalk, colours, chuna etc. were used to draw a comprehensive colourful map.

After having a group photograph and Rastriya Gaan, we all departed back to C.C.S. University, Meerut by bus.





## FDP Report: Day 5

Date: 3<sup>rd</sup> February 2019

The fifth day of the Faculty Development Programme started with lighting of the lamp, offering of flowers to Ma Saraswati and Saraswati vandana.

The day leader was Dr. Vinita, Associate Professor, Department of Education, Meerut College, Meerut. Ramdhun was recited.

Dr. Vinita along with programme Co-ordinator Dr. Anil Kumar Dubey briefed all the delegates about the day activities and tasks.

In the first session, the **reports of village tour** were presented by each group. The **reports on reviews of the short film: Anand Niketan**: New Talim School were presented by each group.

In the second session, **plantation activity** was done by all the groups along with the Dean and Head, Department of Education Dr. Jagbir Singh and Dr. Rakesh Kumar Sharma.

Group 1: Rabindra Nath Tagore group selected the Ficus plant to be planted in the university campus due to its economical and medicinal importance.

Group 2: Bhagat Singh group planted Kaneir plant- Nerium oleander. It has its economical, medicinal value. Besides, it is a plant which releases oxygen 24 X 7 hours. It is called nature's air purifier.

Group 3: Manikarnika group planted Jamun tree. It has its economic and medicinal value.

Group 4: Swami Vivekanad group planted Ficus tree which has economic, environmental and medicinal value.

Group 5: Dr. Sarvpalli Radhkrishnan Group planted environmentally friendly fig plant; weeping fig. It is from Moraceae family. It releases oxygen 24X7 hours as natural air purifier.

This was an experiential learning activity. All the groups prepared the report under the given headings:

- Steps of preparation and plantation
- Precautions
- Tools used
- Assessment and Plant's Economic importance

All groups prepared their report separately and presented one by one.

In the Session III, An audio lecture was played. The lecture was in the voice of Dr. Patanjali Mishra, Banaras Hindu University, Banaras. He had reflected his views on NCFTE- 2009. It aimed that teacher should be creative and interactive. More emphasis should be given on language proficiency of the teacher. The content should be well



interlinked with art and culture of the local area. It should be purposeful, must have utilitarian value and must have some potential to develop values. There should be community involvement and participation in managing the different co curricular and extracurricular activities. Community leaders should be asked to motivate the people to send their children regularly to the schools. Teacher must update his knowledge and blend logically and rationally the old traditions and cultures with modernization and technology. Than only it can have utility and usability. Teachers should be able to guide and council the students for their personal, social or educational problems. Teacher should be able to promote logical reasoning and critical thinking among the learners.

All groups listened the audio carefully and attentively. They discussed in the group and prepared the individual reports. Two or three members from each group came and presented their reports.

It was the end of the fifth day of the faculty development programme. Group photograph was taken. Programme Co-ordinator, Dr. Anil Kumar Dubey directed us for the next day schedule about the visit to B.Ed. Colleges of Meerut district.

We all dispersed after the Rastriya Gaan.



## FDP Report: Day 6

Date: 4<sup>th</sup> February 2019

Day Officer : Dr. Shalini Tyagi (Asso. Professor), Meerut College, Meerut

The Sixth Day of the Faculty Development Programme started with the lighting of the lamp and Saraswati Vandana and recitation of Ramdhun . The program co-ordinator Dr. Anil Kumar Dubey reminded the participants of the objectives of this non-residential Faculty Development programme. It is basically to promote the value aided education through Gandhiji's philosophical concept of Nai Talim. He emphasised that the education in schools should be given through experiential learning. The education must help in maintaining discipline, character building, peace establishment, developing moral, cultural, social values and lastly to prepare students for life.

All the thirty participants with the programme co-ordinator, Dr. Anil Kumar Dubey proceeded to one of the prestigious B Ed colleges, NAS college, Meerut. It was two Kilometres away from the venue.

We gathered there in the lush green lawn of the Department of Education, NAS College Meerut. Dr. Anil Kumar Dubey met the principal Dr. B.P. Rakesh, Head, Department of Education Dr. Shikha Chaturvedi and all the staff members mainly Dr. Rachna Pathak, Dr. Anu Kumari, Dr. Suchitra Kumari, Dr. Rajiv, Dr. Sant Ram Rawat, Dr. Vandana. After the exchange of greetings, Dr. Anil Kumar Dubey informed them about the purpose of the visit to the B.Ed. Colleges. Principal Dr. B.P. Rakesh threw light on Gandhian Philosophy and its relevance in present scenario. Dr. Shikha Chaturvedi expressed her gratitude to the programme co-ordinator Dr. Anil Kumar Dubey and all the participants to have a small classroom workshop on developing new, innovative pedagogies for teaching different subjects.

She thanked the MHRD representative Dr. Anil Kumar Dubey, all the participants and invited for the refreshing tea. Dr. Anil Kumar Dubey gave them a book as a souvenir.

After this short introductory programme, all the five groups were sent to five different classes of B.Ed. to train the students for preparing lesson plans keeping in view the learning through experiences activity based, performance based learning. All groups were given 45 minutes to train the B.Ed. students for preparing the model lesson plans based on 3H (activities involving Head, Heart and Hand) on any topic of their choices and teach it in the class through simulation.



### **Group 1 (Rabindra Nath Tagore Group)**

Trained the B.Ed. students how to teach through Project Method. The topic was the parts of flower. They took the students in the lawn to show the flower Hibiscus, popularly known as Gurhal.

**Group 2 (Bhagat Singh Group)** trained the B.Ed. students how to teach Maths through Inductive Deductive Method.

**Group 3 (Manikarnika Group)** trained the B.Ed. students how to teach through Group Discussion. The topic was the “Revised form of Bloom’s Taxonomy.”

**Group 4 (Swami Vivekanant Group)** trained the B.Ed. students how to teach through Project Method. **Group 5 (Dr. Sarvpalli Radha krishnan Group)** trained the B.Ed. students how to teach through Role Playing. The topic was on the main principles of Gandhian philosophy .. It was also emphasised that today is the need of Fourth Monkey depicting- Never do wrong.

All the groups transacted the experiential learning activities with the M.Ed. and B.Ed. students with the aim of bringing positive changes in them. The main emphasis was on how to integrate art and socio-cultural resources in teaching, learning process to develop social, moral, cultural, spiritual political, national values among the 21st century learners. The groups also emphasised on well planned co-curricular, extracurricular activities in the schools so that students may develop team spirit, co-operation, feeling of belongingness, brotherhood, equity and equality, love among themselves.

All the groups translated that the learning should be need based. The community involvement and working with community will certainly help students to be true civilians. They will develop empathy towards poor and needy, diseased and downtrodden. All the groups emphasized on vocation oriented education to prepare the learners for livelihood.

All the participants suggested that the Gandhi’s Nai Talim should explore need based vocations, identified from within the community. The required skills for each vocation should be traced and teachers should be trained formally or informally through in service training programmes.

This will help to meet our national goals like : Skill India, Digital India, Progressive India, Literate India.

There was a suggestion that we should not teach text as it is prescribed in the syllabus. We should make the content meaningful and purposeful through experiential learning.

In the second session of the Sixth Day Workshop, the programme co-ordinator. Dr. Anil Kumar Dubey and all the participants visited to see the cultural Heritage of Meerut College especially the Banyan Tree. This historical Banyan tree was planted by Shri Narayan Swami ji to commemorate Mahatma Gandhi’s Historic Fast of 21 days



which ended on March 3, 1943. Akhand Havana was also performed for 194 hours on this place.

As we reached Meerut College, Meerut, we interacted with the principal Dr. Abha Chandra. Dr. Anil Kumar Dubey gave a brief information about the objectives of the Faculty Development Programme and about all activities and programmes of this workshop. He told about this project of **Nai Talim Abhiyan** which was initiated on 2nd October, 2018 on the 150th Anniversary of Mahatma Gandhi.

Dr. Abha Chandra, the principal of Meerut College, Meerut expressed her gratitude towards all the participants. She was very happy to see the interdisciplinary efforts to prepare future teacher. She appreciated that how beautifully history and philosophy are interlinked with other disciplines and mainly with Teacher Education. She explained the importance of Gandhiji and his philosophy through a very popular quote. Now, in present scenario, it is the strength underlying truth and non-violence. After the refreshment, all the participants along with the principal and Dr. Anil Kumar Dubey moved to witness the historical Banyan tree. After the photo sessions and vote of thanks given by the day leader Dr. Shalini Tyagi, we came back to the venue of the workshop: Department of Education, Ch. Charan Singh University, Meerut.

After having the delicious lunch, all participants were asked to prepare their reports debriefing the visit to B.Ed. department of NAS College and Meerut College, Meerut. They were asked to list out transformed perspectives of how experiential learning help to prepare lifelong learners. They were asked to share transformed perspectives of how experiential learning make content of the syllabus relevant to learners for making them true civilians and lifelong learners.



## FDP Report: Day 7

Date: 5<sup>th</sup> February, 2019

The last day of the Faculty Development Programme started with lighting of the lamp and Maa Saraswati Vandana. Dr. Anil Kumar Dubey (Technical Expert and Representative of MHRD and MGNCRE) initiated the last day of workshop activity. In the first session, strategic issues in 'Nai Talim' were discussed in each group. Every group came forward with different issues and challenges related to Nai Talim and provided suggestive measures on Nai Talim. It was further suggested how the concepts of Nai Talim be included in B.Ed. curriculum.

In the session II, Nai Talim had the concepts of work experience and community engagement. Return to nature, work with community and pay dignity of labour, earning while learning were various issues related to community development and community involvement. These issues were discussed among the groups. Various issues and challenges working with community were identified and remedial measures were suggested for better education. The course and content should be taught involving community people, community resources and working with community.

The programme co-ordinator Dr. Anil Kumar Dubey asked the participant to give their feedback about the seven days non-residential workshop. The feedback forms were distributed to record their feedback on the basis of activities undertaken during the workshop. Every participant shared their experiences about the B.Ed. curriculum, school education in TEIs, schools at all levels and in DIET.

The last session ended with valediction and vote of thanks. The programme came to an end with the valedictory notes and presidential addresses.

In the valedictory function, the programme was chaired by Prof. Y. Vimala (Pro. Vice Chancellor, Ch. Charan Singh University, Meerut). Prof. Manorama Trikha (Retd. Head, Department of Education, Ch. Charan Singh University, Meerut) graced the occasion as the chief guest. Prof. Jagvir Singh, Dean and Head, Department of Education and Prof. P.K. Mishra, Prof. Vijay Jaiswal and Dr. Rakesh Kumar Sharma were present in the valedictory function. All the guests present on the dais were felicitated with floral welcome by the participants.

Dr. Surendra Pal (Associate Professor, DAV College, Muzaffarnagar presented the comprehensive seven days' report of all the lectures, workshop activities, visits and community based activities.

Dr. Anil Kumar Dubey was very happy and delighted with the successful completion of the workshop. He owed his gratitude for the grace and honour added by the learned scholars of various B.Ed colleges and institutions.



The guest of honour Dr. Manorama Trikha was invited to deliver her lecture on Gandhian philosophy and Education. Prof. Manorama Trikha spoke about the gap between New Policy on Education and Nai Talim of Gandhiji. When we talk about novelty and innovation, we need a soil to grow and develop. Mohandas Karam Chand Gandhi became Mahatma Gandhi through his learning experiences, thoughts and actions. Mahatma Gandhi became a political hermit due to his connection with community, serving the community. He was a practical idealist.

For Gandhiji, education means:

1. Individual growth
2. Social growth
3. Spiritual growth

'Self' should be connected with totality of mankind. He emphasized on self-reliance. Human dedication is the key essence of his philosophy of life. A moral concept is imbibed into it. He advocated that growth of child should be in:

- Complete connection with soil;
- Complete connection with soul
- Collective responsibility
- Complete connection with rural background and community.
- Need for simplicity
- Need for minimization of desire
- Non-possession; and
- Dignity of labour

#### **Presidential Address of Prof. Y. Vimala (Pro. Vice Chancellor, C.C.S. University, Meerut)**

Faculty Development Programme to train the teacher educators for experiential learning or work education is necessary. As per my view point, Education in itself is an experiment. Nai Talim is an idea for educating children in their mother tongue, as per their need and as per their surroundings to prepare them for life. Our Vedas, Shruti, Upnishads advocated the similar education. Our education is just vocation oriented. We are just viewing the things from different angles. Faculty Development Programme should be able to enlighten our soul, our mind. It should draw out what capacities, capabilities, abilities lie within you and train you how to use it in best possible ways. The need is to use these them with conviction, commitment and sincerity. Prof. Y Vimala showered the blessings and extended the gratitude for the organizers.



Certificates were distributed for the participants. Dr. Rakesh Kumar Sharma facilitated the certificate distribution. On behalf of the participants, Dr. Manju Gupta, Associate Professor, Department of Education, Meerut College Meerut extended heartfelt thanks to Dr. W G Prasanna Kumar, Chairman, MGNCRE, Hyderabad for providing us the opportunities and learning environment to unfold our talents, to harness our capacities and to enlighten our minds and souls. She further expressed her gratitude for Dr. Anil Kumar Dubey who geared the whole workshop with all humility and generosity leaving no stone unturned. She thanked the Vice Chancellor for providing the best possible facilities of Department of Education, Ch. Charan Singh University, Meerut. She extended thanks to Prof. P.K.Mishra and Prof. Vijay Jaiswal for their scholarly deliberations.

Vote of thanks was given by the Dean and Head, Dr. Jagvir Singh to the chief guest and special guest of the valedictory session. He thanked Dr. Anil Kumar Dubey for his tireless support and training the participants. He thanked all the participants for their valuable presence and participation.





List of the Participants from C C S University Meerut (7 Day FDP from 30/01/2019 to 05/02/2019)

1. Dr. Sanjay Kumar
2. Dr. Meenakshi Sharma
3. Dr. Manju Gupta
4. Dr. Rekha Rana
5. Dr. Vinita
6. Dr. Shalini Tyagi
7. Dr. Sudhir Kumar Pundir
8. Dr. Ajai Kumar
9. Dr. Alka Kulshreshtha
10. Dr. Seema Sharma
11. Dr. Surendra Pal
12. Dr. Suvita Kumari
13. Dr. Preety Agarwal
14. Dr. Priyanka Rani
15. Preeti Teotia
16. Lokesh Kumar
17. Neeru Singh
18. Dr. Nimisha Elias
19. Dr. Suchi Prakash Goel
20. Rajendra Singh
21. Dr. Anju Gupta
22. Dr. Kuljyotsna
23. Dr. Alka Kulshreshthaa
24. Dr. Anoop Kumar
25. Vinod Kumari
26. Dr. Amit Kumar
27. Dr. Rachna Tyagi
28. Dr. Ganga das Singh
29. Dr. Jitendra Singh



























































## Feed Back Forms of the participants at FDP, CCSU, Meerut


 महाराजा गांधी राष्ट्रीय छात्रीय शिक्षा परिषद  
 MAHARAJA GANDHI NATIONAL GIRLS' EDUCATION SOCIETY  
 (Autonomous Institute of Education of Uttar Pradesh)  
 Department of Higher Education, Ministry of Education, Government of India  


How can Nai Tamim be more relevant in present scenario? (In 250 words)

नई तामीम न केवल वर्तमान अर्थात् भविष्य के लिए भी प्रासंगिक है। जैसा कि महात्मा गांधी ने कहा था - "शिक्षा से मेरा अभिप्राय बालक तथा मनुष्य के शरीर, मस्तिष्क और प्रवृत्ता के सर्वांगीण विकास से है।" स्वपूर्ण जीवन के लिए तामीम का कोशल, मानसिक तथा आध्यात्मिक विकास आवश्यक है। नई तामीम इस प्रकार के विकास के लिए पूर्णतया उपयुक्त है। जिसे गांधीजी ने उ.म पर बल दिया जिसका अर्थ है HEAD (ज्ञान), HEART (भावनात्मक मन) (HAND (कौशल) का विकास। मानव के तीन अक्षर की "व्यक्ति भी इसी पर आधारित है तथा Intelligence Quotient, Emotional Quotient तथा Spiritual Quotient। गांधी जी की नई तामीम इन तथा कार्य के महान समन्वय दर्शाती है क्योंकि कौशल ज्ञान किसी काम का नहीं है।

किन्तु, एकाग्र यह उल्लेख है कि वर्तमान में नई तामीम 1937 के इनोवेटिव के परिणाम परिवर्तित परिवेश में किस प्रकार प्रासंगिक है। आज देश में बहुत दूर जहाँ जहाँ विजेतापन चुका नहीं गी संख्या बेरोजगारी का सन्देश दे प्रेषित है क्योंकि केवल डिग्री प्राप्त करना रोजगार की गारंटी नहीं ले सकती। आज में एक शक्ति प्राप्त होने जहाँ शिक्षा से मात्र सेवा क्षेत्र में व्यवसाय उपलब्ध है। अर्थात्, शिक्षा से बहुत जहाँ जहाँ के लिए व्यवसाय के अवसर बढ़ते के लिए शिक्षा में कोशल विकास तथा मुल्यों की शिक्षा पर भी बल देना आवश्यक है। वर्तमान सरकार के कार्यक्रम जैसे कोशल-विकास तथा स्टार्ट-अप अभियान एक सरासरी कदम है। किन्तु भौतिक, पेटिविज्ञ तथा नैदान आवश्यकताओं को देखते हुए प्रारंभिक एवं प्राथमिक शिक्षा में व्यवसाय परक कौशल लाने जेने-गारिमे है जो आधुनिक तथा परम्परागत जीवन शैली के लिए उपयुक्त है। नई तामीम के अनुवाद शिक्षा में से स्तम्भ पढ़ाई तथा वैज्ञानिक शिक्षा को कम करके इसे रोबक, इम्पैक्ट, सामुदायिक तथा मुल्यों से सम्बन्धित किया जाना चाहिए।

Rana  
 Signature  
 Dr. Rekha Rana  
 9456203587  
 rekharana.mcmk@gmail.com





Feedback Form : Experiential Learning - Gandhiji's Nai Talim

Date: 5.2.19 Name: Dr. Seema Sharma, Associate Professor  
 Department Education Meerut College, Meerut  
 State: UP Email: sssharma.ccs@gmail.com  
 Contact No.: 9897233050

😊 New Learning from the Program

It's a skilled based learning in effective & interesting manner. Teachers should keep their students with the help of new technology & skills based on Gandhian views.

😊 What I liked about the Program

Pr. based and skills, 24 based programs field visit, village visit, Aish Deptt Visit all programs are runned by Dr. A.K. Dubey in effective & interesting manner.

My Rating for the Program:

S No	Parameter	Rating (Tick the appropriate column)			
		Excellent	Good	Average	Poor
1.	Activities	✓			
2.	Handouts	✓			
3.	Flow	✓			
4.	Presentation	✓			
5.	Facilitation	✓			
6.	Learning	✓			

Any other feedback This programme & workshop should be organised time to time in different teacher educators Deptt. Dr. A.K. Dubey organised

😊 This programme with effective manner & systematic manner & appreciate him for his work with thanks and all the best for future  
Seema Sharma

Signature

Thank you for your valuable feedback, interest, time and effort. Your response is greatly appreciated and will help maintain and enhance the quality of our programs.





⑦

### Feedback Form : Experiential Learning - Gandhiji's Nai Talim

Date : 25.08.19 Name : DR. S.K. Pundir  
 Department : Department of Education, Meerut College, Meerut  
 State : U.P. Email : Pundir\_Sudhis@yahoo.com  
 Contact No. : 9411259926



**New Learning from the Program**

I have learned more regarding 3H Basic Education of Mahatma Gandhi as how we can correlate with knowledge, values and skills for daily life use.



**What I liked about the Program**

Programme really was very fruitful for us. All participants were taking interest about experiential learning of Nai Talim. It's depends on <sup>practical</sup> knowledge.

**My Rating for the Program:**

S No	Parameter	Rating (Tick the appropriate column)			
		Excellent	Good	Average	Poor
1	Activities	✓			
2	Handouts		✓		
3	Flow	✓			
4	Presentation	✓			
5	Facilitation	✓			
6	Learning	✓			

Any other feedback In Programme more and more experts / Resource persons should be added



or invited. Learning Labs on practical / experiential work related daily life uses should be established.

Signature

Thank you for your valuable feedback, interest, time and effort. Your response is greatly appreciated and will help maintain and enhance the quality of our programs.



Feedback Form : Experiential Learning - Gandhiji's Nai Talim

Date: 5/2/19 Name: DR. MANJU GUPTA  
 Department: EDUCATION  
 State: Uttar Pradesh Email: manju\_mcecollege@yahoo.com  
 Contact No.: 9358407369

😊 New Learning from the Program

Return to Nature. Connect the education with the community life. Connect the education with livelihood. Learning through experiences. Learning through work.

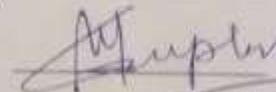
😊 What I liked about the Program

It was conducted in a very conducive environment. The appropriate literature, speakers and activities were in co-ordination and conducted in a very interesting and harmonious manner.

My Rating for the Program:

S.No	Parameter	Rating(Tick the appropriate column)			
		Excellent	Good	Average	Poor
1	Activities	✓			
2	Handouts	✓			
3	Flow	✓			
4	Presentation	✓	✓		
5	Facilitation	✓			
6	Learning	✓			

Any other feedback: Gandhiji's Nai Talim ~~also~~ faces many challenges in present day scenarios. We have to mould the objectives of Nai Talim into present context to meet out the national goals i.e. to make Skill India, Digital India, Progressive India and Educated India.

  
Signature

Thank you for your valuable feedback, interest, time and effort. Your response is greatly appreciated and will help maintain and enhance the quality of our programs.







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**Feedback Form : Experiential Learning - Gandhiji's Nai Talim**

Date : 30.01.19 to 05.02.19 Name : डॉ० सुविता कुमारी  
Department शिक्षक शिक्षा विभाग, डीएनए वी कॉलेज, मुजफ्फरनगर  
State : उत्तर प्रदेश Email : Suvita.singh @ gndiff mail . Com  
Contact No. : 9412461258



**New Learning from the Program**

कार्यक्रम को व्यवस्थित ढंग में करना, रसूद में कार्य करना, उम्र का प्रयोग करना, कक्षा में विद्यार्थियों को



क्रिया प्रधान शिक्षण विधियों के माध्यम से प्रयोग करके सीखना ।

**What I liked about the Program**

नई तालीम के अनुसार क्रिया प्रधान शिक्षण विधियों का प्रयोग करना, विद्यार्थी को क्रियाओं को जीवन से सम्बन्धित करके पढ़ाना, समूह में कार्य करना तथा उनका प्रोत्साहन करना, स्वयं करके अनुभव द्वारा सीखना आदि ।

**My Rating for the Program:**

S No	Parameter	Rating (Tick the appropriate column)			
		Excellent	Good	Average	Poor
1.	Activities	✓			
2.	Handouts	✓			
3.	Flow	✓			
4.	Presentation	✓			
5.	Facilitation	✓			
6.	Learning	✓			

Any other feedback कार्यक्रम के संयोजक डॉ० अनिल कुमार दुबे द्वारा

कार्यक्रम को छोड़ ही व्यवस्थित तरीके से कराया गया तथा उनका



व्यवहार व्यवस्थित ढंग ही सराहनीय रहा ।

Suvita

Signature

Thank you for your valuable feedback, interest, time and effort. Your response is greatly appreciated and will help maintain and enhance the quality of our programs.



**Feedback Form : Experiential Learning - Gandhiji's Nai Talim**

Date: 5.2.19 Name: Dr Ajay Kumar  
 Department: Education  
 State: U.P. Email: Ajay Kumar @gmail.com  
 Contact No.: 9839100546

**New Learning from the Program**

Workshop and F.D.P is useful to all Teachers  
Educators, Learning about Nai Talim in School  
will give lot to the nation and students

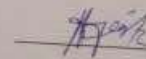
**What I liked about the Program**

Practical knowledge is basic and natural  
rural area visit is very fruitful and  
Nai Talim is very valuable in village and society

**My Rating for the Program:**

S No	Parameter	Rating (Tick the appropriate column)			
		Excellent	Good	Average	Poor
1.	Activities				
2.	Handouts	✓			
3.	Flow		✓		
4.	Presentation	✓	✓		
5.	Facilitation				
6.	Learning		✓		

Any other feedback In present scenario Education  
at all the level (Primary, Secondary  
and Higher :) is - uniform.

  
 Signature

Thank you for your valuable feedback, interest, time and effort. Your response is greatly appreciated and will help maintain and enhance the quality of our programs.







**Feedback Form : Experiential Learning - Gandhiji's Nai Talim**

Date: 05-02-2019 Name: Dr. SURENDRA PAL

Department: Dept of Teacher Education, D.A.V. College, Muzaffarnagar

State: U.P. Email: spsingh2405@gmail.com

Contact No.: 9457033863

**😊 New Learning from the Program**

The all-round development of the children can be ensure through experiences is obtained through work and craft instead of bookish knowledge.

**😊 What I liked about the Program**

The best part about the programme was that it ensure active participation of each and every participants. The programme was well organized and fulfil the main objectives of workshop & faculty development.

**My Rating for the Program:**

S No	Parameter	Rating (Tick the appropriate column)			
		Excellent	Good	Average	Poor
1	Activities		✓		
2	Handouts		✓		
3	Flow		✓		
4	Presentation		✓		
5	Facilitation		✓		
6	Learning		✓		

Any other feedback : As the programme is very effective in achieving its aim so it should also be

😊 organized for other faculty members which are teaching Basic subjects i.e Science & Humanities.

*Surendra Pal*

Signature

Thank you for your valuable feedback, interest, time and effort. Your response is greatly appreciated and will help maintain and enhance the quality of our programs.



## कैंपस कॉर्नर

### कनेर और फाइकस के पौधे लगाए



**भेरठ।** मानव संसाधन मंत्रालय एवं महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद के सहयोग से विश्वविद्यालय के शिक्षा विभाग में सात दिवसीय संकाय संवर्धन कार्यशाला के अंतर्गत वृहद वृक्षारोपण कार्यक्रम किया गया। कार्यक्रम प्रभारी डॉ. संजय कुमार, दूबे ने प्रायोगिक शिक्षा के अंतर्गत विभिन्न कार्यकलापों को बताया। सभी समूह ने सम्मिलित रूप से कनेर व फाइकस के पौधे लगाए। शिक्षा संकाय डीन प्रो. जगवीर, डॉ. राकेश, डॉ. अजय, डॉ. मंजु गुप्ता, डॉ. मीनाक्षी, डॉ. सीमा, डॉ. रेखा राणा, डॉ. अलका, डॉ. विनीता, डॉ. शालिनी, डॉ. सुविता, डॉ. प्रीति, डॉ. प्रियंका, डॉ. लोकेश, डॉ. शुचि, डॉ. कुल ज्योत्सना आदि ने अपने विचार प्रस्तुत किए।



सोमवार को एनएस कॉलेज में आयोजित कार्यक्रम को संबोधित करते अतिथि।

## वर्कशॉप में नई तालीम पर रखी बात



**मेरठ।** चौ.चरण सिंह यूनिवर्सिटी के एजुकेशन विभाग में 'नई तालीम प्रायोगिक शिक्षा, कार्य अनुभव, शिक्षा और अध्यापक शिक्षा' पर जारी वर्कशॉप में विभिन्न बिंदुओं पर मंथन हुआ। संयोजक डॉ.अजय कुमार दुबे और डॉ.राकेश कुमार शर्मा ने दीप प्रज्ज्वलित करते हुए कार्यक्रम का शुभारंभ किया। तृतीय दिवस की कार्यक्रम संयोजिका डॉ.मंजु गुप्ता ने सभी समूहों को ट्रांजिट वॉक रिपोर्ट एवं रोड मैप प्रस्तुत करने को कहा। इस दौरान एनसीएफ-2005, अध्यापक शिक्षा की राष्ट्रीय पाठ्यक्रम रूपरेखा 2009 और गांधी शिक्षा दर्शन पर विचार रखे गए। वर्कशॉप में डॉ.मीनाक्षी शर्मा, डॉ.अजय कुमार, भगत सिंह, डॉ.रेखा राणा, डॉ.विनीता और डॉ.एसके पुंडीर सहित विभिन्न कॉलेजों के शिक्षक मौजूद रहे।

