

# Experiential Learning – Gandhiji’s Nai Talim

*Faculty Development Programme at*

**Dr. Ram Manohar Lohia Avadh University**

Faizabad, Uttar Pradesh, December 24-30, 2018

**Faculty Development Centre**

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

**Mahatma Gandhi National Council of Rural Education**

Department of Higher Education

Ministry of Human Resource Development, Government of India

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



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(Jhunjhunwala P G College)  
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Where there is a Will there is a Way  
There is Universal Prosperity



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## Table of Contents

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



## FDP Overview

<b>FDP Name</b>	<b><i>Experiential Learning, Nai Talim and Work Education through School &amp; Teacher Education Curriculum</i></b>
<b>Organized by</b>	<b>RM L Avadh University Faizabad</b>
<b>Dates</b>	24th December to 30th December 2018
<b>Time</b>	10.00 to 17.00
<b>Venue</b>	Jhunjhunwala PG College Ayodhya
<b>No. of Participants</b>	30
<b>MGNCRE Resource Persons</b>	Dr Anil Kumar Dubey, Senior Faculty of MGNCRE D D Sathya Kranth, Faculty, MGNCRE

## Target Outcomes of the 7-Day FDP

Participants will:

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



18. Transact experiential learning activities with School students, B Ed College students with the aim of bringing positive changes in themselves, their institutions and their communities
19. Share transformed perspectives of how experiential learning will ensure that the text matches with the context and learning is relevant to the student; that it will make them lifelong learners
20. Analyse and share learning from the program that can be applied in the school education and 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 University. Details of participants are mentioned in **Annexure A**



## FDP Schedule:

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

Session No	Activity	Time	Activity Methodology	Resources Needed
<b>Day 1</b>				
1.	Registration	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.	Inauguration	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.	School & Community: Community Engagement Process (Dialogic Method)	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>	<p>Sample Activity Plan – <i>Experiential Learning Input in School Curriculum Sample Document</i> -one for the facilitator</p> <p>Measuring tape, Ribbons, Marker pens, Scissors, Weighing Machine</p> <p>A Note book and a pen per group</p> <p>Dialogic Method – Reading material for the facilitator</p>
4.	Gandhiji Tolstoy Farm and Nai Talim - Gandhiji ideas on education (Content Analysis)	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) and a presenter (s/he will present the team's output)</li> <li>3. Hand over a chart paper sheet to each team</li> <li>4. 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>5. Ask them to read the chapter allotted to them, discuss and present the key points from the chapter</li> <li>6. Facilitator to record key points in a word doc/whiteboard</li> <li>7. Summarise the session reiterating key points recorded on the word doc or white board</li> </ol>	<p>Latest Fad Portions</p> <p>Hind Swaraj Presentation</p> <p>Experiential learning book</p> <p>Chart paper – one per team</p> <p>Computer &amp; Projector or Whiteboard &amp; Marker pens</p>
5.	Nai Talim	1430-	<ol style="list-style-type: none"> <li>1. Continue in the same teams</li> </ol>	Document : Current-



Session No	Activity	Time	Activity Methodology	Resources Needed
	Patterns in India (Content Analysis)	1545	<ol style="list-style-type: none"> <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>	experiments-in-nai-talim : One copy per participant
6.	NaiTalim and NCF 2005, NCFTE 2010 and RTE 2009	1600-1715	<ol style="list-style-type: none"> <li>Make new teams of 4-5 members each</li> <li>Play the video/audio one after the other</li> <li>Allow each team member to make notes as they listen /watch , then discuss in their team and present key connections between NCF 2005, RTE 2009, NCFTE 2010 and 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 NCFTE2010</li> </ol>	NCF 2005: <a href="https://www.youtube.com/watch?v=JdqJUHIqNkw">https://www.youtube.com/watch?v=JdqJUHIqNkw</a> RTE 2009: <a href="https://www.youtube.com/watch?v=s6U-2TTinQQ">https://www.youtube.com/watch?v=s6U-2TTinQQ</a> NCFTE 2010 : (hindi) <a href="https://www.youtube.com/watch?v=o5jzamJDKKI">https://www.youtube.com/watch?v=o5jzamJDKKI</a> <b>Back up</b> : <i>Salient Features of NCF 2005, NCFTE2010 and RTE 2009</i> –document – two copies per group
<b>Day 2</b>				
1.	Education relating to life – Work Education and its implications	0900-1015	<ol style="list-style-type: none"> <li>Greet and welcome the participants</li> <li>Recap key learnings from Day1</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>	Format for recording experiential learning typology – two copies per group A sample format for experiential learning typology – two per group Work education ppt
2.	NaiTalim for School Curricular areas	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</li> </ol>	Sample School Curriculum Experiential Learning Activity – one copy per participant Format – one copy per participant



Session No	Activity	Time	Activity Methodology	Resources Needed
			Topics by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation	Manipur School Implementation photos can be played in a loop
3.	NaiTalim for School Curriculum	1200-1315	1. Presentation of the above work by participants	
4.	PRA and PLA Methods (Community Research)	1430-1545	1. PRA and PLA methods and links to community engagement explained by facilitator through an interactive discussion with support of slides 2. Discussion and presentation on village immersion/ community work – PLA activities – 5 to 6 activities – Transect walk, Village Resource Map, Venn Diagram, FGD, Occupational Analysis etc.,)	PRA/PLA ppt Copies of PRA/PLA techniques from Rural Immersion book One copy of each technique per group Charts, Sketch pens, White papers.
5.	NaiTalim Express	1600-1800	1. Form teams and share one PRA technique with each team 2. Ask the teams to go out and conduct the activity in the campus as a simulation exercise 3. Give them an hour and 15min. 4. Then ask participants to present their output at the location wherever they have drawn/recorded it. 5. Alternatively each team can video record their work and present it in the classroom through the LCD projector. 6. Reinforce that these methods need to be used during the village engagement visits	Copies of PRA/PLA techniques from Rural Immersion book One copy of each technique per group Charts, Sketch pens, White papers. Rural Immersion Hand Book
<b>Day 3</b>				
1.	Rural Engagement through Participatory Learning Approaches – Learning through discovery and exploration	0900-1015	1. Greet and welcome the participants 2. Recap key learnings from Day 2 3. Continue with the previous day's teams. 4. Let them take up another method of PRA and do it in the campus 5. Video record the experience and present learnings 6. If presentation from previous evening activity was not done, it can instead be completed now  Alternatively a guest lecture can be organised by the Rural Development Department of the University	Charts, Sketch pens, White papers. Village Immersion Hand Book
2.	Analysis of B.Ed Curriculum and preparing work	1030-1145	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 2. Collect all the documents created by the	Sample B Ed Experiential Learning Activity – one copy per participant Format – one copy per participant





Session No	Activity	Time	Activity Methodology	Resources Needed
	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	1. <b>Individual work:</b> Participants present their work 2. Collect all the documents created by the participants	
4.	Community based engagement activities – projects, case studies and group work	1430-1545	1. Form teams of 5-6 memberseach 2. Ask them to discuss and list the various community(rural) engagement methodologies <b>with examples</b> that they will integrate into B Ed and School Curriculum 3. Ask each group to present theirideas 4. Collect the documents fromthem	Chart papers, marker pens
5.	NaiTalim Film (Case Method for Work Education)	1600-1715	1. Show the Anand Niketan Film. 2. Ask participants to note the ways of handling the curriculum through work education 3. Ask a few participants to present their recordings andlearning. 4. Summarise the day'slearnings	<a href="https://www.youtube.com/watch?v=LM8Lyz1usx8">https://www.youtube.com/watch?v=LM8Lyz1usx8</a> Computer Projector Audio output
6.	Preparation for Fieldwork	1730-1815	1. Participants ready with activities, required material etc ., - visit to schools, B.Ed Colleges and Villages for Community Work on 4th and 5thday	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required teaching-learning material
<b>Day 4</b>				
1.	School Visit – Activities related to Curricular Inclusions and Work Education (Field Engagement)	0930-1315	1. Participants (in teams) will conduct School Curriculum Experiential Learning activities with schoolstudents 2. Capture learnings, pictures and videos of the activitydone	School Curriculum Experiential Learning Activity Plans created by participants Camera Notepad, pen Teaching Learning Resources need for the activity
2.	Village Engagement /Immersion	1430-1645	1. Participants (in teams) will conduct Transect, Social Mapping, Venn, FGD Resource & Occupational mapping in the	Camera Note pads, pens Charts, Sketch pens,



Session No	Activity	Time	Activity Methodology	Resources Needed
			village 2. Capture learning, pictures and videos of their work	White papers Activity plans prepared by the participants in group along with required material
3.	Debriefing on School and Village Visits	1730-1815	1. Each team will share the field experience: a. Activity conducted b. Learning experience for students c. Learning gained by them	Project images captured by each team
<b>Day 5</b>				
1.	Visit to B.Ed College (Field Engagement)	0930-1315	1. Implementation of planned activities by all the groups	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
2.	Village Engagement /Immersion	1430-1715	1. Participants (in teams) will conduct a different methodology of PRA/PLA Techniques Transect, Social Mapping, Venn, FGD and Resource mapping in the village 2. Capture pictures and videos of their work	Camera Note pads, pens Charts, Sketch pens, Whitepapers Activity plans prepared by the participants in group along with required material
<b>Day 6</b>				
1.	Preparation for Debriefing of B Ed college and Village visit	0930-1130	1. Participants will create their presentations of B Ed college and Village visits	Chart paper, sketch pens/Laptop for PPTpres
2.	Presentation of B Ed College and Village visit	1145-1315	1. Participants will present their presentations of B Ed college and Village visits - Group Wise followed by discussion, feelings of the participants and what went well - Summing up	
3.	---do---	1430-1715	-----do-----	Project images and videos captured by each team
<b>Day 7</b>				
1.	Strategic Issues in Nai Talim Work Education	0930-1100	1. Participants (in teams) will discuss and present the issues and way forward for implementation of Nai Talim /Work Education in B Ed Curriculum	Chart Papers, Sketch Pens/PPT presentation  Guest faculty identified and invited



Session No	Activity	Time	Activity Methodology	Resources Needed
			2. A guest faculty may be invited here to moderate the session and give in put	
2.	Strategic Issues in Community Engagement	1115-1245	<ol style="list-style-type: none"> <li>Participants (in teams) will discuss and present the issues and way forward for implementation of Community Engagement in B EdCurriculum</li> <li>A guest faculty may be invited here to moderate the session and give input</li> </ol>	Chart Papers, Sketch Pens/PPTpresentation  Guest faculty identified and invited
3.	Feedback form	1245-1300	1. Participants will fill in the feedback form and hand it over to facilitators	Feedback form – one copy per participant
4.	Valediction & Vote of Thanks	1300-1330	<ol style="list-style-type: none"> <li>Certificate distribution</li> <li>Feedback from a few volunteer (participants) – please take videos of their feedback</li> <li>Vote of Thanks by University representative andMGNCRE representative</li> </ol>	Certificates filled in and signed Mementos for participants (optional)
Lunch and Dispersal				

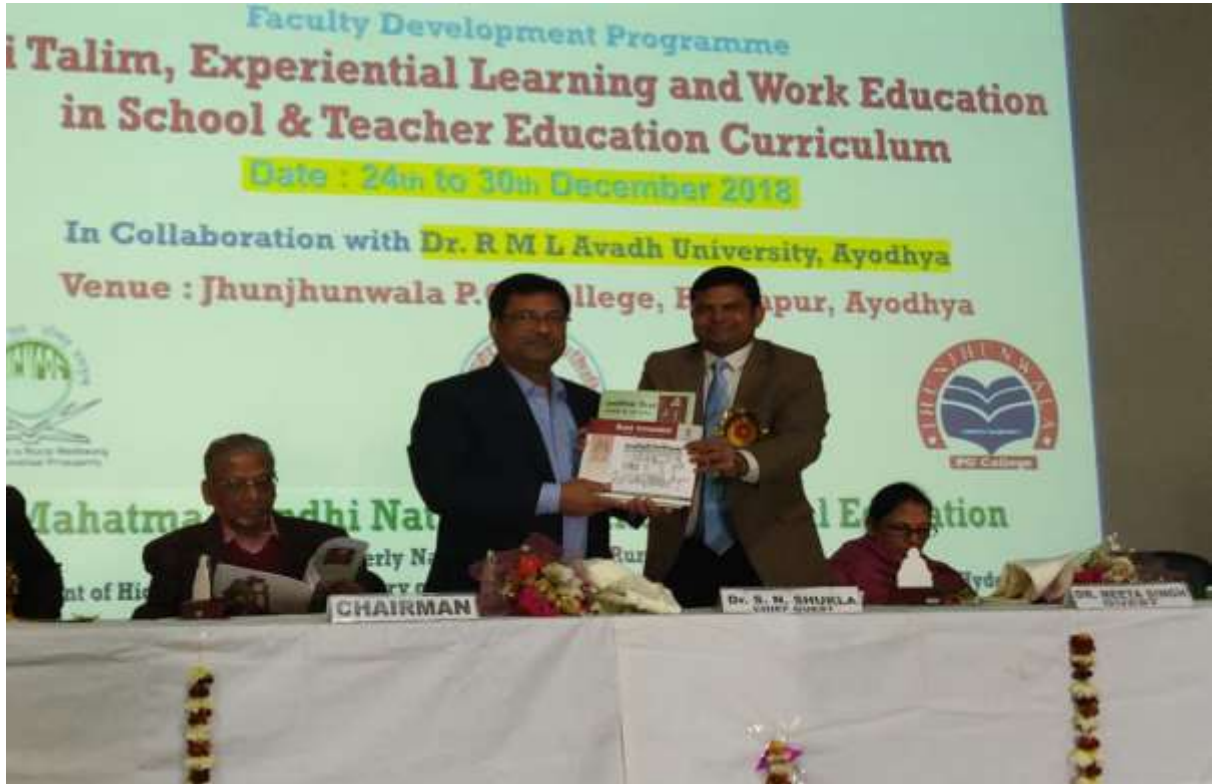


Inauguration of FDP by lighting of the lamp and Saraswati vandana

INAUGURATIONS OF SEVEN DAYS FACULTY DEVELOPMENT PROGRAM (FDP)

Date: December 24, 2018

Time: 10:00 A.M.



Dr. Anil Kumar Dubey presenting Books of Nai Talim to Pro Vice-Chancellor Avadh University, Ayodhya

**Hon'ble Chief Guest Prof. S.N Shukla**  
*Pro Vice-Chancellor*

*Dr. Rammanohar Lohiya Avadh University, Ayodhya (UP)*

**Dr. Anil Kumar Dubey**

*Sr. Faculty, MGNCRE (Ministry of Human Resource Development)*  
*Dept. of Higher Education and Experts Participant*

**Faculty Development Program (FDP)**

on

***Nai Talim, Experiential Learning Work Education in School & Teacher Education Curriculum***

**INAUGURATION OF ONE DAY FDP**  
**Date: December 24, 2018 Time: 10:00 A.M.**

Prof. S.N. Shukla, *Pro Vice-Chancellor*, Dr Rammanohar LOHIYA AVADH University, Ayodhya (UP) 7 Days FDP on "Nai Talim, Experiential Learning and Work Education in School & Teacher Education Curriculum" with lighting the lamp in front of holy photographs of Saraswati and Mahatma Gandhi at the Auditorium Hall, Jhunjhunwala P G College, Ayodhya (UP). Saraswati Vandana performed by B.Ed. & D.El.Ed. student teachers.



**Welcome song by the B.Ed. students of Jhunjhunwala College**

**Inaugural Address**

**Prof. S.N. Shukla**, *Pro Vice-Chancellor*, Dr. Rammanohar Lohiya Avadh University, Ayodhya (UP) inaugurated the seven days FDP. In his inaugural address he stated that after independence, our academic and political thinkers have performed many experiences in education but unfortunately all experiences have failed because all experiments were away from our natural needs and necessities-based education. Further he pointed out that American Universities researched on Newton's theory and found that Newton's theory is based on Indian Vedas. They are interested in studying and investigating scientific facts from Indian Vedas, but we are neglecting our spiritual and cultural heritage.

Mahatma Gandhi had been devising new methods in education for our country. According to him, education based on English culture is not suitable for us and our circumstances. Therefore, he proposed the Basic Education which is also known as Nai Talim. With this educational thought he emphasized that our education should be through basic craft. In this way Prof. Shukla emphasized that Gandhian thought regarding education is very useful in the present



Indian context.



**Dr. Anil Kumar Dubey**, Sr. Faculty, MGNCRE, briefing about the FDP. He said that on the occasion of Gandhi Jayanti, political and academic thinkers feel that qualitative harassment occurs in our education system. So now a very relevant question before us is that how can we connect our learners (students) with experiential and experimental works-based learning?

Sathya Vikrant, Faculty, MGNCRE explained the aims and objectives of THIS FDP ON "**Nai Talim, Experiential Learning and Work Education in School & Teacher Education Curriculum**". There are three important aims in this Nai Talim –

- Experiential learning
- Development of 3 H
- Community Engagement

In experiential learning, learning should be based on activity. In the three 3Hs, Hand, Heart and Head, the performed activity (Hand) creates an experience (Heart) and the experience is ultimately converted in to knowledge (Head). Therefore, to include the above Gandhian thought in our teaching-learning practices, this FDP shall work out that how we can include Nai Talim in our School as well as in Teacher Education Curriculum.

Sri Laxmykant, Jhunjhunwala PG College, Ayodhya (UP), emphasized that Gandhian thought related with Nai Talim is relevant today as in the past and this education will bring social equality. He emphasized that education should be based on a basic craft it plays a two-sided role. On one side the learner will be skilled in a particular craft and on the other side he will be self-employed.



He also explained Nai Talim in the light of Indian constitution and legal provisions. He explained section 21A and RTE Act 2009. Gandhiji sought to connect education to villages and with their ground reality to the learner. Therefore, present FDP provides a stimulus to interaction between the academic experts, and that how Nai Talim could be an integrated part of our school and teacher education curriculum.

Mr. D.P Singh extended his greetings and vote of thanks towards chief guest Prof. S.N. Shukla and his gracious presence in the FDP. He also extended his thanks to Dr. Anil Kumar Dubey, Sr. faculty MGNCRE, Sathya Vikrant, faculty of MGNCRE, Dr. Neeta Singh, Dean, faculty of Education RMLAU, Ayodhya and Dr K K Tiwari, Principal, Jhunjhunwala PG College for their contribution to the successful organization of the present FDP.

### **Technical Session - 1**

Mr. D.P. Singh addressed the first technical session and said that the Gandhian thought had been followed in Panch Sheel Siddhant of National Education Policy 1986. This Panch Sheel Siddhant was based on Nai Talim. Mr. Singh further said that Nai Talim proposed by Gandhiji is not dependent on money and the running expenses should come from the educational process itself. Therefore, Nai Talim must be discussed through FDP and we should find out concrete outlines to implement Nai Talim in our present school and teacher education curriculum.

### **Technical Session - 2**

In the second technical session, all participants were divided in to 6 Groups i.e.,

1. Group One – Saket
2. Group Two – Swami Vivekananda
3. Group Three – Sangam
4. Group Four - Dr. Sarvepalli Radhakrishnan
5. Group Five – Dr.B.R. Ambedkar
6. Group Six – Acharya Ram Chandra Shukla

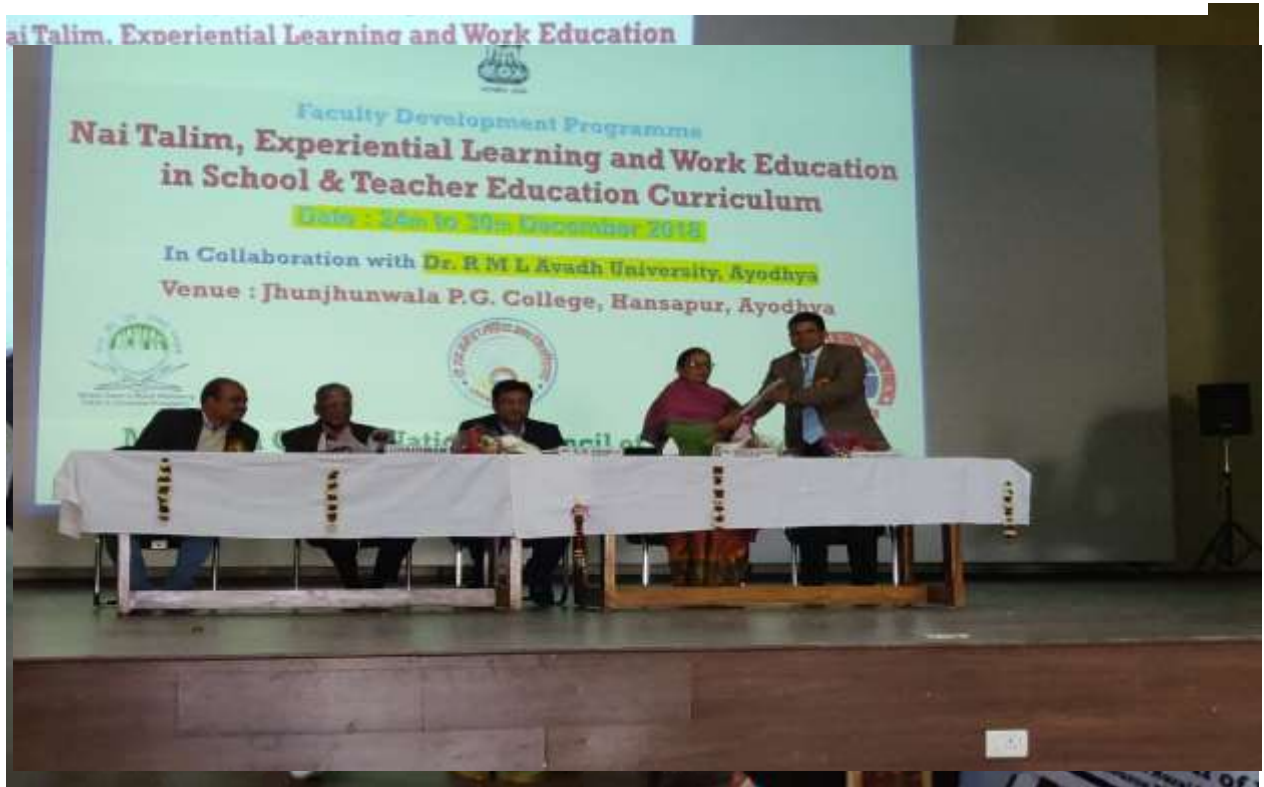
The above group were led by Dr. Ravindra Maurya, Dr Suja Shrivastava, Mrs. Reesha Pandey, Mr. Sujeet Chaturvedi and Mr. Sanjiv Shukla. Different groups discussed on cleanness, Avas, transportation, irrigation and draught management, home security and maintenances in relation to curriculum. This session was guided by Mr. D.P. Singh.

In closing, Mr. D.P. Singh expressed his gratitude to Mahatma Gandhi National Council of Rural Education, Hyderabad and Dept. of Higher Education, Ministry of Human Resource Development, New Delhi for organizing this FDP in this Institute. He also acknowledged Dr. Anil Kumar Dubey, Sr. Faculty, and Mr. Satya Vikrant, faculty, MGNCRE, Hyderabad, for their active and valuable participation for the successful organization of this 7 days FDP.





Lighting of the lamp by Dr. Neeta Singh, Dean of Education, Dr. Ram Manohar Lohia Awadh University, Ayodhya

















Presenting Nai Talim, Experiential Learning Kit to Pro VC, Dr. S.N. Shukla By Dr. Anil Kumar Dubey, Sr. Faculty, MGNCRE



## FDP Report Day 2

Day second Started with prayer (Raghupati Raghav Raja Ram..... Bhagwan) and physical exercise and national anthem. Dr. Anil Kumar Dubey, Sr. faculty of MGNCRE was present. One of the participants, Dr. Sajeev Shukla, gave the thought for the day, “By education I mean an all-round drawing out of the best in child and man—body mind and spirit.”



**Activity One** -Introduction and discussion of case study.

Topic of Case Study - Relevance of Nai Talim in the present education system of India



In this activity every participant participated joyfully and gave their thought on how Nai Talim is relevant in the current situation. The thoughts of some of the participants are given below:

Dr. Karunesh Kumar Tiwari has said that free education should be provided to all students in the age group of 6-14 years.

Mr. Chand Babu said that education should be only in mother tongue.

Mr. D.P. Singh stated that education should be provided without any discrimination and we should focus on all round development of students.

Mr. Sanjeev Shukla added that all education should provide technical knowledge along with bookish knowledge.

The outcome of the discussion:

1. Higher education is costlier in India
2. Free education in the age group 6-14 years
3. Education should be in mother tongue, but we should have the knowledge of other foreign languages such as English
4. Improve the quality of education
5. Improve the infrastructure facility in schools and colleges
6. Give more finances to schools & colleges
7. There is scarcity of teachers at school level and college level
8. Technical education is necessary while teaching in schools and colleges for all round development of students.
9. Syllabus should be revised to make teaching relevant for the students

### **Activity Two** – Experiential Learning Typology: Link to Cognitive, Affective and Psychomotor Domain

In this activity, every participant has to select one Typology and activity.

In this activity, mention the following things.

**Cognitive Domain (Head Knowledge):** Participant has to identify the need and importance of the activity. Participant has to understand the process of his /her activity.

**Psychomotor Domain (Hand Skills):** The moto of this activity is to develop the skill in all participants and students.

**Affective Domain (Heart Attitude):** The moto of this activity is to develop a respect for society and community and other workers who do such kind of activity.

Example – Mr. Chand Babu (participant) has selected the following topic in which he selected the following topic and activity:

Typology - Necessity for daily life.

Activity: - Cooking skill, Nutrition and serving





Cognitive Domain (Head Knowledge) - He identifies the roles and the importance and need of cooking food. He also understands the materials required for cooking food.

Psychomotor Domain (Hand Skills) - By learning cooking, Mr. Chand Babu (participant) has developed a new skill.

Affective Domain (Heart Attitude) - By doing this activity every participant has developed a new spirit and respect for the society.

### **Activity Three – School Curriculum - Experiential learning plan**

In this activity, the participants have selected an activity from the book and done this activity with passion, they have written the steps, precautions tools, assessment and checklist.

Examples- one participant has selected cooking skill, nutrition and serving.

First choose the food which is to be cooked. Then collect all the necessary Materials. Start cooking food, check whether it is cooked properly and once complete, serve it to everyone.

Precautions - All the materials should be of good quality, use only clean water and switch off regulator of the stove while not using.

Tools - Food material, Clean water and Gas cylinder.

### **Activity Four - PLA/PRA PPT Presentation**

Mr. D.D Satyakanth has introduced the PLA/PRA program through PPT. PRA means “Participatory rural appraisal” and PLA means “Participatory learning and action”

Principles of PLA/PRA

1. Community participation
2. Interdisciplinary team
3. Flexibility
4. Obtainable ignorance
5. Triangulation

Benefits:

1. Empowerment of local people
2. Securing Activity involvement of the community
3. Setting research priorities



4. Policy review etc.

#### **Activity Five – Campus Visit**

At the end of the day all participants with principal Dr. Karunesh Kumar Tiwari and proctor Dr. D.P Singh visited the whole campus and know about Jhunjhunwala P.g College.

#### **Finding are as follows:-**

- 1- College was founded by Mr. L.K. Jhunjhunwala in 1994.
- 2- College has very tight security
- 3- College has lots of greenery.
- 4- In college there is a very big play ground for students.
- 5- There is much medicinal plant

After visiting the campus all participants create map of the college and present it in front of all.

#### **Finding of day 2 (Conclusion)**

Nai Talim

Particiate teaching

Nai talim &work education

Community education

Importance of human natural resources

Community participation in school.

Problem of schools and college in present sititution.

#### **Review :**

Over all day 2 was very successful.



## FDP Report Day 3

Day three was very informative and joyful. The day started with prayer and physical exercise, all participants were present along with Dr. Anil Kumar Dubey (Senior Faculty MGNCRE, Hyderabad), D.D Sathyakranth (Faculty, MGNCRE), Dr. K.K Tiwari (Principal) and Dr.D.P Singh (Chief Proctor). All participants joined in singing “Raghupati Raghav Raja Ram Patit Pavan Sita Ram.....”





#### Activity One

The first activity was tree plantation. It started by an informative speech given by college gardener Shri Ram Gopal Yadav.

Shri Ram Gopal Yadav shared his experience of 20 years in the gardening field, he provided all the important information regarding tree plantation like types of trees, types of flowers and importance of plantation etc.



Shri Ram Gopal Yadav gardener of Jhunjhunwala P.G. College, Dwarikapuri, Ayodhya  
After getting the information from the gardener, all the participants moved towards the garden and each group planted a tree



- 1.Saket Group led by Dr.Ravindra Kumar Maurya planted *royal palm* .
2. Swami Vivekananda Group led by Dr.Sanjeev Srivastava planted *gudhal* .
- 3.SangamGroup led by Mr. Bal Govind Mishra planted *dafenbeechia* .





4. Dr. Sarvepalli Radhakrishnan group led by Dr.Santosh Mishra planted *rose*.

5. Dr. B.R. Ambedkar group led by Mr. Chand babu planted *carotene*.



6. Acharya Ram Chandra Shukla group led by Shri Arun Kumar Ojha planted *vaspalm*.



Dr A.K. Dubey senior faculty, MGNCRE and D.D Sathyakranth also planted a tree.

After planting the trees, participants moved towards the seminar hall and shared their views.



**Activity Two – Watching an Educational movie**

Name of movie – Nai Talim

In this session every participant watched the movie ***Nai Talim***

Nai Talim concept of learning was initiated by Gandhiji and its focus is on the whole development of students- body, mind and soul.

Anand niketan (2005) is the first school which followed this concept.

Learning is provided in mother tongue. The focus of Nai Talim is physical, technical & mental development of students. It also focuses on stopping gender discrimination. Boys & girls do all the activities together like cooking food, tree plantation etc., through these activities, the motto is to develop a new sense in all students.

In Anand Niketan, teachers taught with full of affection to his /her students.

Nai Talim mainly focus on drawing the best out of students.







Participants are watching the movie

### Activity Three – B.Ed. Curriculum

In this activity, every participant was given a worksheet in which he selected one activity and has to write up all the steps, precautions, tools, checklist and assessment.

All the participants shared their experiences about Nai Talim and how it is relevant in current scenario. In this modern age everyone feels that they are away from the main stream and they need community engagement with people, with neighborhood and with nature. Everyone felt that Nai Talim should be part of teacher education and human life.

At the end, Dr. Karunesh Kumar Tiwari, Principal of Jhunjhunwala P.G College told that he will implement the **Nai Talim**, experimental learning in the college.



Meeting with gram pradhan of Makkhapur

## FDP Report Day 4

On the fourth day all participants along with Dr. Anil Kumar Dubey (Sr. Faculty MGNCRE), D.D. Sathyakarantha (faculty of MGNCRE) and Dr. Karunesh Tiwari (Principal of Jhunjhunwala P.G. College) visited the Makkhapur village in the district of Ayodhya.



### Talking to villagers

All the participants met  
gram Pradhan (Smt.

Usha Verma) and gram panchayat Adhikari (Mr. Sushil Kumar). They provided important information and unique features of the village. The team had taken permission for village visit from the gram pradhan.

Brief introduction of village:

Name of village: Makkhapur Village

Name of Pradhan: Smt. Usha Verma

Name of Lokpal: Mr. Sushil Kumar

Gram Panchayat Adhikari: Mr. Sushil Kumar

Constituency: Pura

District: Ayodhya

Total population of the village is 1967 in which there are 1000 males and 967 (approx) females. Literacy rate is 75% in the village. There are many science spots like bhartkund, Kabirmath and mandir (founded in 1910) etc.



Taking the review  
of old villagers

**Population diversification:**

General population – 5%

OBC population – 90%

SC population – 5 %

ST population – Nil



### **Meeting with villagers in the panchayat bhawan**

This village is open defecation free (odf)

#### **Village visit:**

After taking all relevant information and permission from the gram Pradhan, Dr. Anil Kumar Dubey (Sr. Faculty MGNCRE), D.D. Sathya Kanth, Dr. Karunesh Kumar Tiwari (Principal) and Dr. D.P. Singh (Chief Proctor) and all the participants moved to the village under the guidance of Smt Manju Tiwari.

All the participants observed various places very carefully and talked to the villagers and had taken their input like what is villagers' problem, how many toilets are there etc.

#### **Education sector in the village**

Saket group which is led by Dr. Ravindra Kr. Maurya was given the task to analyze the education sector of village.

#### **Visit of primary school**

Name of school primary school - Makkhapur, Dist. Ayodhya

Name of principal- Geeta Mishra (M.A., B.Ed.)



## List of Teachers

1. Suman Sinha (B.A., B.Ed)
2. Sushila Pandey (M.A., B.Ed)
3. Mamta Mishra (M.A., B.Ed.)



The team interacting with the principal and teachers

Total no. of students - 122

No. of boys- 50

No. of girls -72

Problems found in the school: There is no playground.

### **Junior school:**

Name of the school: Purv Madhyamik Makkhapur School, Ayodhya.

Name of the principal – Sakila Begum

Date of joining – 15 Sept. 2005



Teacher- Smt. Punam Devi

Anuchar- Smt. Menika Devi

In this school the student withdrawal rate is 20%.



Meeting with the junior school principal Miss. Sakila Begum

Problems of junior school: No scholarship is provided to students for many years according to the principal.



**Dr. Karunesh Tiwari, (Principal of Jhujhunwala P.G. College) and Sakila begum (principal of junior school) with children**

**Health sector in village:**

Swami Vivekananda Group led by Dr. Sujay Srivastava and his team analyzed the health sector.

In the health sector the village is very backward, there is no primary health centre, but this village is very close to the city and the villagers goes to the city for their treatment and ANM is available in the village.

**Economic sector of village:**

Sangam group led by Bal Govind Mishra analyzed the economic sector.

In Makkhapur village, people largely depend upon agriculture for their live hood, some people are self-employed, and they do activities like cycle repairing, general store etc. and others are engaged in daily wage activity. There is no industry in the village and lots of people are engaged in animal husbandry.







**Agriculture sector in village**

**Environmental condition of the village**

Dr. Sarvepalli Radha Krishnan Group led by Dr. Santosh Mishra and his team analyzed the environmental condition of the village.

Makkhapur Village is very eco-friendly. There are lots of plants and now-a-days people are using gas for cooking which is also environmentally friendly.



**Cultivation of potato**

**Socio-economic condition of the village:**

Dr. B.R. Ambedkar Group which is led by Mr. Chand Babu and his team analyzed the socio-economic condition of the village.



Dr. Karunesh Tiwari, D.P. Singh with Sr. Faculty Dr. Anil Kumar Dubey

It is a socially strong village, all community help each other and live with integrity, economically lots of people depend upon agriculture sector and there is

a need to set up small scale industry.

**Women development:**

This topic has been given to Acharya Ram Chandra Shukla which is led by Arun kumar Ojha and his team. Their findings: Women are the key agents for development, they do all the house activity and agricultural activity and the literary rate of women is 65% and large number of girls goes to school (80% approx).



Women creating gober fuel

At the end the team met at the panchayat bhawan of Makkhapur village and drawn the map of village and all group leaders shared their whole experiences of this visit.

**Village map photo with pradhan and faculty members**





Gram Pradhan of Makkhapur told that there are some problems in the village. One of them is the late arrival and early departure of teachers in the primary and junior high school. He also said that there is a big market named mohabara bazaar but there is no revenue from the bazaar.

Sr. Faculty MGNCRE, Dr. Anil Kumar Dubey stated that every problem has a solution and there are different forums for the villagers from the government and the centre.



**Sr. Faculty Dr. Anil Kumar Dubey expresses his views to the villagers**  
At the end, the whole team sung the prayer (Raghupati Raghav raja ram.....) and national anthem.



Doing prayer and national anthem

## FDP Report Day 5

Day 5 started with bajan in the presence of Dr. Anil Kumar Dubey ( Sr.Faculty MGNCRE ), D.D Sathyakranth ( Faculty MGNCRE) , Dr. Karunesh Kumar Tiwari ( Principal of Jhunjhunwala P.G College, Ayodhya ) and D.P Singh ( Chief Proctor ).



Mr. Rajiv Gaur (Sr. Biochemist, University of Faizabad) addressed the participants. He said “ Even today, there are around 65% of people live in villages. It is hence very important to provide them higher education. It is possible only when urban educated and highly qualified people visit the village and educate the villagers. Visit to village not only help the villagers but also the visitors because villagers will also share their views. Visitors will also gain knowledge because in most of the educational institutes student get only bookish knowledge.



After that Dr. Prakash Chandra Tiwari (HOD of EVS KNIT, Sultanpur, Representative of NASA and ISRO in India) emphasizes that “Teacher is a connecting link between dream and its execution and education should be taught practically”.

#### *Village Visit Report & Representation*

After that the group under the leadership of group leaders presented their report on village visit .

#### **Presentation by Saket group**

In the village visit, Saket group has allotted education sector in which they observed the following things:

- 1- There are two primary schools and one junior school in the village
- 2- Primary school has total 5 teachers
- 3- Primary school has 122 students
- 4- Junior school has two teachers including principal Problems in education sector of village
- 5- There is no play ground in primary school as well as junior school for students
6. Students are not getting any kind of monetary scholarship
7. Over all literacy rate is 75%



Swami Vivekanand Group

Swami Vivekanand Group led by Dr. Sujay Srivastava and his team gave the presentation on Health sector in village:

#### **Analysis**

Health sector in village is very poor. There is no primary health centre. Since the village is very close to city, villagers go to the city for their treatment and the ANM is there in village.

#### **Sangam Group**

Led by Bal Govind Mishra. The group analysed regarding **economy of village**

In Makkhapur village, majority of the people depended upon the agriculture sector for their live hood, some people are self employed. They do activity like cycle repairing, general store etc. and other people do daily wage activity. There is no industry in the village. Lots of people engage in animal husbandry.

## Dr. Sarvpalli Radha Krishnan Group



Which is led by Dr. Santosh Mishra and his team analysed on the environmental condition of village Makkhapur Village is very eco-friendly village. There are lot of plants and now-a-days people are using gas for cooking which is also environmental friendly.

**Dr. B.R. Ambedkar Group**, led by Mr. Chand Babu and his team analysed on the socio- economic condition in which he and his team analysis the following point.-Socially very strong village. The community help each other and live with integrity. Lots of people depend upon agriculture sector. There is a need for smallscale industry.





### Acharya Ram Chandra Shukla Group

Led by Arun Kumar Ojha and his team analysed on **Women development** on the following points. They found that women are the key agents for development. They do all the household activity and Agriculture activity also. They play a key role. Women literary rate is 65%. Large numbers of girls go to school (80% approx).

### **National Curriculum Framework For Teacher Education ( 2009-2010 )**

National council for education met under the leadership of Mohammad Akhtar Siddiqui. It focused on philosophical and principle knowledge. It emphasises that teachers should not only solve the classroom problems of student but also guide and motivate them so that they can achieve success in their life.

### **National curriculum framework**

It is a Govt of India draft created for proposing changes and updates required to the National Council of Teacher Education

### Objectives of NCF

The NCF was framed considering the articulated ideas in the past such as

- 1- To shift learning from rote method of teaching .
- 2- Connecting knowledge to life outside the school .
- 3- To integrate examination into classroom learning and make it more flexible.
- 4- To enrich the curriculum so that it goes beyond textbooks. NCF focused on Learning without burden. Make learning a joyful experience and move away from textbook and remove the stress from students.
- 5- To develop self reliance and dignity.
- 6- To develop a child centric approach of teacher teaching.

The teacher not only teach student but also should also guide and help to solve all the problems.



## Faculty development Program



## FDP Report Day 6

In FDP on day six all participant gathered in the play-ground for prayer, bhajan by singing Raghupati Raghav raja ram.... and national anthem was sung. They did it in the presence of Dr. Anil Kumar Dubey (Sr. faculty MGNCR, Dr. Karunesh Tiwari Principal of Jhunjhunwala P.G. college, Ayodhya and D.P. Singh chief proctor, Jhunjhunwala P. G. College, Ayodhya . At the end all the participants moved towards the seminar hall for further activity.

Session begins by the integral speech given by Dr. Vijay pratap Singh Sr. faculty MGNCRE said in the modern era there is a need to include nai talim in the curriculum of B.Ed. and



education should be based activity -based. After that every participant shared his/her happiest movement. Which are as follows.



### **B.Ed. College Visit:**

In this activity every participant along with Dr. Anil Kumar Dubey (Sr. faculty MGNCRE), Dr. Vijay Pratap Singh (Sr. faculty MGNCRE), Dr. Karunesh Tiwari (Principal, Jhunjhunwala P.G. College Ayodhya) and D.P. Singh (Chief Proctor) visited the B.Ed. campus of jhunjhunwala P.G. College Ayodhya. Which is affiliated by Dr. Rammanohar Lohia Avadh University, Ayodhya.

In this activity all participants asked certain questions about student problems and asked them to think for solutions. some students shared their views with all faculty member and all participants which are as fallows.

### **Archna Verma :**

She said that their classes run regularly.

- Notes are completed on time.
- They went for tree plantation activity on 14<sup>th</sup> Aug. 2018.
- They did a debate on Hindi Vs English.



- Her happiest movement was tree plantation.





**Salu Dubey :**

She told that after taking admission in B.Ed. she understood the relationship between student and teacher and how to teach better to the student. She told that teaching she is learning.

**Harsh Singh :**He told that he learnt various thought and ways to teach and ways to the teacher



and how to develop personality. He learnt how to express his views.

**Surbhi Khanna :**

Surbhi khanna told that B.Ed. student should also be provide internship and stay fund.



After taking the precious views from the students Dr. Vijay Pratap Singh (Sr. faculty MGNCRE) done an activity.



With All students and participant after B.Ed. visit everyone feels there is a need to implement NAI TALIM in the B.Ed. Curriculum.





### Swachhta Abhiyan :

Along with swachhatta is the major part of the health and Gandhi ji also



focus on cleanliness so that all participants with principal and Sr. faculty of MGNCRE clean the campus of B.Ed. college and hope that all citizens of India will follow this motto of Gandhi Ji





Every participant share his/her happiest movement of life.

Dr. Karunesh Tiwari – “when his student taking interview in kanpur university.”



Dr. D.P. Singh- “By helping the poor people.”



Dr. V.P. Singh- when he became the topper of Kanpur university in M.ed.”

Mr. Chand Babu- “when his students become the topper of west zone in class 12<sup>th</sup> .



At the end feedback was taken from the participants and all of them has given good feedback on implementing NAI TALIM





Today is 30<sup>th</sup> December last day of the F.D.P. Which has begun on 24<sup>th</sup> December 2018. Started at 9.30 AM with prayer and exercises Sr. Faculty Dr. Anil Kumar Dubey and Faculty Dr. Vijay Pratap Singh was present in this program. National anthem was sung and 'today's' thought is also presented on that day.



On the day of closing ceremony, all the 30 participants were present. Chief guest was dean education Dr. RMLAU Ayodhya. Dr. Neeta Singh, the Associate Professor of KNI Sultanpur. Special guest is Mr. Trifulla, Principal Dr. Karunesh Tiwari is also present on the stage. Sr. faculty Dr. Anil Kumar Dubey MGNCRE and faculty Dr. Vijay Pratap Singh was also on the stage.





Program began with anchor's Dr. Amit Mishra who has been anchoring magnificently. The program began with lightning the lamp, Malarpan Goddess saraswati after the sarswati Vandana has started by B. Ed girls/student Jhunjhunwala P.G.

College. After this welcome song was sung by our college girls. Sr. Faculty Dr. Anil Kumar Dubey as given bouquet to Chief Guest Dr. Neeta Singh (associate Pro. KNI Sultanpur) after this principal Jhunjhunwala Dr. Karunesh Tiwari has given bouquet to Dr. Anil Kumar Dubey Sr. Faculty MGNCRE. After this faculty MGNCRE has given bouquet to the special guest, the poet Trifala was given Memento of Goddess Devi Saraswati.



Crtificates were distributed to the participants individually in FDP by the chief guest Dr. Neeta Singh. Then MGNCRE Dr. Anil Kumar Dubey said that education should be based on Experimental



Learning ‘Nai Taleem’ Gandhi Ji’s system of education. It consists of Three H policy. He said work culture and work education should be adopted in life.



Chief guest Dr. Neeta Singh said Nai Talim related syllabus is in their curriculum. Principal Jhunjhunwala, P.G. College Ayodhya Dr. Karunesh Tiwari has proposed vote of thanks to chief guest Dr. Neeta Singh special guest Triphla Sr. Faculty Dr. Anil Kumar Dubey Faculty Vijay Pratap Singh and all the participants and further he said SUPW and seasonal work is already in syllabus and Nai Taleem should be added in Dr. RMLAU Ayodhya in B.Ed. Syllabus and also requested dean of B.Ed. to include this Syllabus in semester system. Thus the program ended successfully.



Certificate distribution





Group photo



Findings of Nai Talim at Jhunjhunwala P.G. College in 7 day FDP held 24<sup>th</sup> to 31<sup>st</sup> Dec, 2018. At first day of the program started with great enthusiasm really it is great experience with new feelings, Knowledge should be based on cognitive development affective and psychomotor education is not based on the money but it depends on the work. Implementation of Nai Talim in education colleges is going to be magnificent. Education Colleges shape the teachers So for if we want to correct the education as a whole the teacher should be based on experimental learning and experience. For this our educational colleges are need to correct the education. Education is necessary for our society due to develop them globally. All the participants take interest in this program. Everyone feel good with new experiences when the child working with heart and lead the education is going to be stable. Father of nation Gandhi ji's vision was every child of this country should be independent. His thinking is every person should be independent without depending on any one. Gandhi ji's quote about the educations "By education I mean all round development of drawing of man and children body mind and spirit.

On the second day case study was started with relevance to Nai Talim in present education system of India. Some thoughts have come out from the participants.' They said Education should be provided free of cost to all students. Teaching should be in mother tongue then it will be easy for the students to learn. Stable learning Typology is the second day's second activity. It says that learning is necessary for all.

Third day All the participants shared their new experiences about Nai Talim and how it is relevant in current scenario in modern age. Everyone feels that they are away from the main stream and they need community engagement with people and with neighborhood and with nature. All agreed that Nai Talim should be a part of teacher education and in human life.

At the fourth day all the participants in gain a good experience from society and see the village closely. Seeing unique adjustment in life by villagers all participants feels good. On the fifth day they discussed about national curriculum framework for teacher education curriculum and RTE 2009.

On the sixth day all participants visited B.Ed. College and participated in Swachchhta Abhiyan and felt satisfied.

On the 7<sup>th</sup> and last day all participants discussed whole program's activity and felt for stable learning, in child and man must have 'Experiential and experimental learning' from "Nai Talim" and thanked to MGNCRE and MHRD.







**Annexure A**

## List of Participants

S No	Name of the Participant
1.	Dr Karunesh Kuamr Tiwari
2.	Mr Dharmendra Pratap Singh
3.	Mr Sanjeev Kumar Shukla
4.	Dr Deepak Kumar
5.	Mr Santosh Kumar Shrivastava
6.	Mrs Reesha Pandey
7.	Mr Pankaj Kumar Srivastava
8.	Dr Arun Kumar Ojha
9.	Mr Muhammed Asif
10.	Dr Pankaj Kumar Yadav
11.	Dr Sarita Mishra
12.	Dr Prem Nath Pandey
13.	Mr Chand Babu
14.	Mr Ajay Kumar Rai
15.	Mr Amit Kumar Mishra
16.	Dr Ravindra Kumar Maurya
17.	Dr Anil Kumar Yadav
18.	Mr Mevalal
19.	Dr Sujay Shrivastav
20.	Mr Ved Prakash
21.	Mr Parshuram Mishra



S No	Name of the Participant
22.	Mr Bal Govind Mishra
23.	Dr Pradeep Kumar Sharma
24.	Dr Santosh Kumar Mishra
25.	Mr Virendra Yadav
26.	Mr Sujeet Kumar Chaturvedi
27.	Mr Arun Kumar Maurya
28.	Mr Arvind Kumar Yadav
29.	Dr Pramod Kumar Upadhyay
30.	Mr Avaneesh Kumar Shukla

