

# Experiential Learning – Gandhiji's Nai Talim

*Faculty Development Programme at*  
**Kamla Nehru Institute of Physical & Social Sciences**  
Sultanpur, Uttar Pradesh, January 16-22, 2019

## Faculty Development Centre

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

## 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



Where there is Hand We bring there is Universal Fraternity

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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, Kamla Nehru Institute of Physical and Social Sciences Sultanpur (Affiliated to Dr. R.M.L. Avadh University Faizabad)U.P.
<b>Dates</b>	16 to 22 Jan 2019
<b>Time</b>	10.00 am to 05.00 pm
<b>Venue</b>	K N I Sultanpur
<b>No. of Participants</b>	30
<b>Chief Guest</b>	<b>Prof. Pratap Singh, Chairman Higher Education Commission, prayagraj, UP</b>
<b>MGNCRE Resource Persons</b>	Dr. Anil Kumar Dubey Sr. Faculty MGNCRE

## 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 B Ed Colleges
21. Take part in various rural immersion activities/methodologies to understand the rural community strengths and weakness
22. Share ideas on community engagement by student teachers at B Ed Colleges and school students

## FDP Schedule

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>	Sample Activity Plan – <i>Experiential Learning Input in School Curriculum Sample Document</i> -one for the facilitator Measuring tape, Ribbons, Marker pens, Scissors, Weighing Machine A Note book and a pen per group Dialogic Method – Reading material for the facilitator
4.	Gandhiji Tolstoy Farm and NaiTalim - Gandhiji	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

Session No	Activity	Time	Activity Methodology	Resources Needed
	ideas on education (Content Analysis)		<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>Experiential learning book</p> <p>Chart paper – one per team</p> <p>Computer &amp; Projector or Whiteboard &amp; Marker pens</p>
5.	NaiTalim Patterns in India (Content Analysis)	1430-1545	<ol style="list-style-type: none"> <li>Continue in the same teams</li> <li>Hand over the document to each member of the team</li> <li>Ask each team to discuss and present the case including the benefits accrued to students due to 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.	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 NCFTE 2010</li> </ol>	<p>NCF 2005 : <a href="https://www.youtube.com/watch?v=JdqJUHlqNkw">https://www.youtube.com/watch?v=JdqJUHlqNkw</a></p> <p>RTE 2009 : <a href="https://www.youtube.com/watch?v=s6U-2TTinQQ">https://www.youtube.com/watch?v=s6U-2TTinQQ</a></p> <p>NCFTE 2010 : (hindi) <a href="https://www.youtube.com/watch?v=o5jzamJDKKI">https://www.youtube.com/watch?v=o5jzamJDKKI</a></p> <p><b>Back up</b> : <i>Salient Features of NCF 2005, NCFTE 2010 and RTE 2009</i> – document – two copies per group</p>
<b>Day 2</b>				
1.	Education	0900-	1. Greet and welcome the participants	Format for recording

Session No	Activity	Time	Activity Methodology	Resources Needed
	relating to life – Work Education and its implications	1015	<ol style="list-style-type: none"> <li>2. Recap key learnings from Day 1</li> <li>3. Form 10 new teams</li> <li>4. Allot one typology to each team from Chapter 6 (A to J)</li> <li>5. Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points ) and a presenter (s/he will present the team’s output)</li> <li>6. Participants are to be instructed to choose 2 activities from the assigned typology and indicate the benefits to students in the following domains:               <ol style="list-style-type: none"> <li>a. Head (Cognitive)- Knowledge</li> <li>b. Heart (Affective) - Attitude</li> <li>c. Psychomotor (Hand) - Skill</li> </ol> </li> <li>7. They need to record their ideas, present and hand over the documents to MGNCRE</li> <li>8. Sum up using work education ppt</li> </ol>	<p>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.	NaiTalim for School Curricular areas	1030-1145	<ol style="list-style-type: none"> <li>1. <b>Individual work:</b> Preparing class wise and subject wise Work education activities based on text books and suggested activities from experiential learning hand book Classes VI to X Participants to be assigned a subtopic from B Ed Curriculum Topics by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation</li> </ol>	<p>Sample School Curriculum</p> <p>Experiential Learning Activity – one copy per participant</p> <p>Format – one copy per participant</p> <p>Manipur School Implementation photos can be played in a loop</p>
3.	NaiTalim for School Curriculum	1200-1315	<ol style="list-style-type: none"> <li>1. Presentation of the above work by participants</li> </ol>	
4.	PRA and PLA Methods (Community Research)	1430-1545	<ol style="list-style-type: none"> <li>1. PRA and PLA methods and links to community engagement explained by facilitator through an interactive discussion with support of slides</li> <li>2. Discussion and presentation on village immersion/ community work – PLA activities – 5 to 6 activities – Transect walk, Village Resource Map, Venn Diagram, FGD, Occupational Analysis etc.,)</li> </ol>	<p>PRA/PLA ppt</p> <p>Copies of PRA/PLA techniques from Rural Immersion book</p> <p>One copy of each technique per group Charts, Sketch pens, White papers</p>



Session No	Activity	Time	Activity Methodology	Resources Needed
5.	NaiTalim Express	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>	<p>Copies of PRA/PLA techniques from Rural Immersion book</p> <p>One copy of each technique per group</p> <p>Charts, Sketch pens, White papers.</p> <p>Rural Immersion Hand Book</p>
<b>Day 3</b>				
1.	Rural Engagement through Participatory Learning Approaches – Learning through discovery and exploration	0900-1015	<ol style="list-style-type: none"> <li>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>	<p>Charts, Sketch pens, White papers.</p> <p>Village Immersion Hand Book</p>
2.	Analysis of B.Ed Curriculum and preparing work education activities / practicums which need to be integrated into B.Ed Curriculum	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 participants after they present their work</li> </ol>	<p>Sample B Ed Experiential Learning Activity – one copy per participant</p> <p>Format – one copy per participant</p>

Session No	Activity	Time	Activity Methodology	Resources Needed
	and practices.			
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 teaching-learning material
<b>Day 4</b>				
1.	School Visit – Activities related to Curricular Inclusions and Work Education	0930-1315	<ol style="list-style-type: none"> <li>1. Participants (in teams) will conduct School Curriculum Experiential Learning activities with school students</li> <li>2. Capture learnings, pictures and videos of the activity done</li> </ol>	School Curriculum Experiential Learning Activity Plans created by participants  Camera

Session No	Activity	Time	Activity Methodology	Resources Needed
	(Field Engagement)			Notepad, pen  Teaching Learning Resources need for the activity
2.	Village Engagement /Immersion	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.	Debriefing on School and Village Visits	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</b>				
1.	Visit to B.Ed College (Field Engagement)	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.	Village Engagement /Immersion	1430-1715	<ol style="list-style-type: none"> <li>Participants (in teams) will conduct a different methodology of PRA/PLA Techniques Transect, Social Mapping, Venn, FGD and Resource mapping in the village</li> <li>Capture 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

Session No	Activity	Time	Activity Methodology	Resources Needed
<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 NaiTalim Work Education	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 a. (For the facilitator : suggested A guest faculty may be invited here to moderate the session and give in put	Chart Papers, Sketch Pens/PPT presentation  Guest faculty identified and invited
2.	Strategic Issues in Community Engagement	1115-1245	1. Participants (in teams) will discuss and present the issues and way forward for implementation of Community Engagement in B Ed Curriculum 2. A guest faculty may be invited here to moderate the session and give in put	Chart Papers, Sketch Pens/PPT presentation  Guest faculty identified and invited
3.	Feedback form	1245-1300	1. Participants will fill in the feedback form and hand it over to facilitators	Feedback form – one copy per participant
4.	Valediction & Vote of Thanks	1300-1330	1. Certificate distribution 2. Feedback from a few volunteer (participants) – please take videos of their feedback 3. Vote of Thanks by University representative and MGNCRE representative	Certificates filled in and signed  Mementos for participants (optional)
<b>Lunch and Dispersal</b>				

## FDP Inaugural

A seven day faculty development programme was organised by Mahatma Gandhi National Council of Rural Education in collaboration with Department of Education, Sultanpur. Mahatma Gandhi National Council of Rural Education (MGNCRE) works in the area of education and learning based on Gandhi ji's Nai Talim or basic education in accordance with the departments of the universities, central and state Governments and the state SCERT's.

Gandhi ji's Nai Talim or basic education aims at developing a holistic approach based on use of 3H which means use of Head, Hand and Heart. He aimed at such a system of education that could help an individual to be productive and provide him with some kind of vocation to earn his livelihood.

The programme was inaugurated by Hon'ble Chief Guest Prof. Pratap Singh, *Ex. Head, Department of English Pt. Deen Dayal Upadhyay, University, Gorakhpur and Chairman Uttar Pradesh Higher Service Commission, Prayagraj (U.P.)*, Special Guest was Prof. Yashvant Singh *Ex. Principal, KNIPSS, Sultanpur*. The chief guest Prof. Pratap Singh, lighted the lamp along with garlands on the holy photographs of Maa Saraswati, Mahatma Gandhi & Late Babu K.N. Singh, founder of this Institute. After this pupil teachers presented Saraswati Vandana.

Dr. Anil Kumar Srivastava Principal KNIPSS, Sultanpur welcomed the Chief Guest Prof. Pratap Singh, *Ex. Head, Department of English Pt. Deen Dayal Upadhyay, University, Gorakhpur and Chairman Uttar Pradesh Higher Service Commission, Prayagraj (U.P.)* by garlanding and presenting shawl.

Dr. Vijay Pratap Singh, President, Dr. Rammanohar Lohiya Avadh University College Teacher Association welcomed the special guest Prof. Yashwant Singh *Ex. Dean faculty of Law Dr. Rammanohar Lohiya Avadh University and Ex. Principal KNIPSS, Sultanpur* by garlanding and presenting shawl.

Dr. Bihari Singh Associate Prof. Faculty of Education KNIPSS, Sultanpur welcomed Dr. A.K. Srivastava Principal KNIPSS, Sultanpur. Dr. Rajesh Kumar Singh Welcomed. Dr. Dharam Pal Singh, *Ex. Head, Deptt. of English GSPG College, Sultanpur* Dr. Rajesh Kumar Singh also welcomed Dr. Vijay Pratap Singh, President Dr. Ram Manohar Lohiya Avadh University College Teacher Association.

Dr. S.P. Singh Vats Associate Prof. Faculty of Education KNIPSS, Sultanpur welcomed Dr. Anil Kumar Dubey, Senior Faculty Mahatma Gandhi National Council of Rural Education In the same series Dr. V.P. Singh Principal Kamla Nehru Institute of Management & Technology, Sultanpur welcomed Dr. Neeta Singh Associate Prof., Head Faculty of Education KNIPSS, Sultanpur.

Welcome speech was delivered by Dr. Vijay Pratap Singh President Dr. Rammanohar Lohiya

Avadh University College Teacher Association. In his speech he expressed his gratitude's towards Chief Guest, Special Guest, Experts and participants. Dr. Singh focused on Nai Talim and Gandhi ji's ideas about Education. He further added that in the real sense education should enable an individual to live and survive according to his circumstances. Hence education should be closely related to life.

Prof. Yashwant Singh said in his speech that Mahatma Gandhi was a experimentalist. Gandhi always followed in learning by doing. Gandhi ji advocated a New idea of education in Wardha in 1937, which is known as Basic Education/ Nai Talim. In Nai Talim Gandhi ji focused that education should be related with head, hand and heart. Therefore, Nai Talim should be an integrated part of the curriculum at all levels of Education.

The mentor of the programme **Dr. Anil Kumar Dubey**, *Sr. Faculty M.G.N.C.R.E. (Ministry of Human Resource Development)* addressed all the dignitaries and participants for **7 Day Faculty Development Programme in "NAI TALIM, Experiential Learning, Work Education in school and Teacher Education Curriculum and Community Engagement"** in Faculty of Education, Kamla Nehru Institute of Physical & Social Sciences, Sultanpur (UP).

# 1<sup>st</sup> DAY OF FACULTY DEVELOPMENT PROGRAMME

Date : January 16, 2019

Time : 10:00 to 10:30

## REGISTRATION SESSION

The beginning of the seven days Faculty Development Programme started with the registration of the participants. There were 30 participants who have been registered for the seven days Faculty Development Programme on **NAI TALIM, Experiential Learning, Work Education in school and Teacher Education Curriculum and Community Engagement**. Name of the participants are as follows :

1. Dr. Bihari Singh
2. Dr. Santosh Kumar Singh
3. Dr. Ajay Kumar Singh
4. Smt. Namrata Singh
5. Ms. Ankita Singh
6. Dr. Dinesh Prasad Mishra
7. Dr. Surendra Pratap Singh Vats
8. Mr. Raj Bahadur Pal
9. Dr. Jyoti Singh
10. Mr. Dilip Kumar Singh
11. Dr. Hari Narayan Tripathi
12. Dr. Uma Shankar Singh
13. Dr. Santosh Kumar Singh
14. Dr. Santosh Kumar Singh
15. Mr. Pawan Kumar
16. Dr. Pashupati Nath Mishra
17. Sri Banwari
18. Smt. Pushpawati Devi
19. Smt. Nasreen Fatima
20. Ms. Deeksha Singh
21. Dr. Rajesh Kumar Singh
22. Mr. Santosh Kushwaha
23. Dr. Ritu Singh
24. Smt. Chitra Pandey
25. Ms. Jainab Bano
26. Dr. Neeta Singh
27. Dr. Vijay Pratap Singh
28. Dr. Praveen Kumar Singh
29. Mr. Pradeep Singh
30. Mr. Ram Pratap Sharma

## FDP Report Day 1

Date : January 16, 2019

In this time span all participants have been divided in 6 Groups

1 <sup>st</sup> Group	:	Swami Vivekanand Group
2 <sup>nd</sup> Group	:	Sardar Bhagat Singh Group
3 <sup>rd</sup> Group	:	Mahatma Gandhi Group
4 <sup>th</sup> Group	:	APJ Abdul Kalam Group
5 <sup>th</sup> Group	:	Chandra Shekhar Azad Group
6 <sup>th</sup> Group	:	Vinova Bhave Group

Each group consisted of 5 participants.

All the groups discussed about school and community engagement process. During this span all the groups focused on Gandhi ji's thoughts and ideas on education. In the next technical session Swami Vivekanand Group, Sardar Bhagat Singh Group, Mahatma Gandhi Group, APJ Abdul Kalam Group, Chandra Shekhar Group and Vinoba Bhave Group worked on Nai Talim. In this they tried to write the different aspect, importance and methods of implementation of Nai Talim in the curriculum of teacher education. All members of the each group presented their ideas.



## FDP Report Day 2

Date 17 January 19

In the first session of the second day (17-01-2019) of Faculty Development Programme all participants reported at 9:00 AM. In the beginning of the morning session of second day Faculty Development Program, first of all participants welcomed Dr. Anil Kumar Dubey, Senior Faculty, Mahatma Gandhi National Council of Rural Education, Ministry of Human Resource Development, Department of Higher Education. Dr. Dubey expressed his heartiest gratitude towards participants of seven days Faculty Development Programme.

During this hour of the technical session all the groups were engaged in discussion about National Curriculum frame work on teacher education and right To education 2009. In the last all participants presented their ideas on the above.

In the next step, first day programme key learning points were reviewed. Dr. Anil Kumar Dubey explained the theme "EDUCATION RELATED TO WORK EDUCATION AND ITS IMPLICATIONS". After this he allotted one typology to each team related to Chapter 6. Each team members studied the related literature and noted how it is beneficial to student in reference of-

Head (Cognitive Domain) Knowledge

Heart (Affective Domain) Attitude

Hand (Psychomotor Domain) Skill.

After writing each group presented their ideas and submitted the written documents.

In the second technical session, NAI TALIM FOR SCHOOL CURRICULLUM AREAS was explained by the facilitator and the groups were assigned to prepare class wise and subject wise work education based on key typology.

All participants related with-

- |                             |          |                                   |
|-----------------------------|----------|-----------------------------------|
| <b>1<sup>st</sup> Group</b> | <b>:</b> | <b>Swami Vivekanand Group</b>     |
| <b>2<sup>nd</sup> Group</b> | <b>:</b> | <b>Sardar Bhagat Singh Group</b>  |
| <b>3<sup>rd</sup> Group</b> | <b>:</b> | <b>Mahatma Gandhi Group</b>       |
| <b>4<sup>th</sup> Group</b> | <b>:</b> | <b>APJ Abdul Kalam Group</b>      |
| <b>5<sup>th</sup> Group</b> | <b>:</b> | <b>Chandra Shekhar Azad Group</b> |
| <b>6<sup>th</sup> Group</b> | <b>:</b> | <b>Vinova Bhave Group</b>         |

wrote their activities related with experiential learning for Class VI, VII, VIII, IX, X, XI & XII students. Participants were also assigned a sub topic from B.Ed. curriculum to create an Experiential Learning activities.

In the third session of second day faculty development programme main focus was on NAI TALIM FOR SCHOOL CURRICULLAM.

All the participants efforted to write experiential learning activities and suggested the methods through which it can be included and implemented in school curriculum for respective classes. After writing each participant gave their presentation.

In fourth technical session facilitator, detailed, PRA METHOD AND PLA METHOD for community engagement in detail. He also explained above method by the use of slides and transparencies. It was followed by discussion among Vivekanand, Sardar Bhagat Singh, Chandra Shekhar Azad, APJ Abdul Kalam, Mahatma Gandhi, Vinova Bhave Group Members.

In the Fifth Technical Session, all six groups shared one PRA Technique to each other. After discussion, participants presented their output regarding the above.

In the end of Fifth Session of the second day faculty development programme Dr. Neeta Singh, head, faculty of education, Kamla Nehru Institute of Physical and Social Sciences Sultanpur and Dr. V.P. Singh, Principal, Kamla Nehru Institute of Management and Technology Sultanpur jointly acknowledged all the participants for their sincere participation in this faculty development programme. They also remembered and acknowledged Hon'ble Dr. WG Prasanna Kumar, Chairman, MGNCRE, Ministry of Human Resource Development, Department of Higher Education, Hyderabad for his efforts for organising and conducting this Programme in our Institution.

## FDP Report Day 3

Date 18 January 19

In the first session of the third day (18-01-2019) of faculty development programme all participants reported at 9:00 AM. In the beginning of the morning session of Third day faculty development programme, first of all Prof. Yashwant Singh, Ex-Principal KNIPSS, Sultanpur, Ex-Dean Faculty of Law, Dr. Ram Manohar Lohiya Avadh University Ayodhya, resource person of the day, Dean Faculty of Education KNIPSS, Sultanpur and all the participants welcomed Dr. Anil Kumar Dubey, Senior Faculty, Mahatma Gandhi National Council of Rural Education, Ministry of Human Resource Development, Department of Higher Education. Dr. Dubey Express his heartiest gratitude towards participants of seven days faculty development programme. In the same Series Prof. Yashwant Singh & Dr. Neeta Singh welcomed Dr. V.P. Singh and Dr. Anil Kumar Dubey .

In the beginning of first morning session all participants presented their recap and key learning from Second Day of faculty development programme. All participants of the respective groups presented class wise activities and objectives related with cognitive, psychomotor and affective domain of learning.

First morning session was addressed by Prof. Yashwant Singh, the resource person, on Nai Talim. He said, that Gandhi Ji aimed at connecting knowledge with activity (Labour) and spiritual and emotional aspect of humanbeing. According to Ghandhi Ji, education is the only means by which man can reform their instinct. Today our children have heavy burden of school bag and unnecessary school work. Our present Education System turn man in a machine. All school activities are related with cognitive aspect. This Education could not provide opportunity to develop children's affective and psychomotor abilities. Nai Talim is based on work, activity, craft and other productive activities. If child learn by doing an activity then he gain knowledge through hand. Where head and hand are connected, heart is automatically affected. In real sense, education based on Gandhi's ideas o Second Technical Session was related with NAI TALIM FOR SCHOOL CURRICULLUM. In this session all groups presented their Ideas on Nai Talim with the help of chart and aids.

### **GROUP NO. 1 : VIVEKANAND GROUP**

From Vivekanand Group Ankita Singh presented the topic drawing figure and filling colours. Related activities of this topic are as follows :

- Drawing Figure
- Application of colours
- Filling Colours in Different parts of the plants.

- Filling Colours in Different vegetables.

Related tools are as follows

- Pencil, Scale, Brush, Eraser, Colour, Colour pot, Chart Paper, Hard Board.

Precautions taken are as follows

- Smooth brushing, avoid wastage

#### **GROUP NO. 2 : SARDAR BHAGAT SINGH GROUP**

From Sardar Bhagat Singh group Raj Bahadur Pal Presented their Ideas through Chart. Dr. S.P. Singh Vats Presented a Preparation on mid day meal. Related activities of this topic are as follows

- Selection of School
- Formation of team of Students
- Selection of Material.

Related tools are as follows

- Required Pots, Food Material, Spice, Oil, Vegetable.

Precautions: MDM should be prepare with cleanliness.

#### **GROUP NO. 3 : MAHATMA GANDHI GROUP**

From Mahatma Gandhi Group the topic presented was living with family.

#### **GROUP NO. 4 : APJ ABDUL KALAM GROUP**

From APJ Abdul Kalam group Pushpa Singh Presented topic Kitchen garden. In this topic following step will be taken.

- Selection of Place
- Selection of Plants
- Preparation of Places in which Plant will be Planted

In this following tools are required

- Khurpi, Phawra, Bucket, Mug, Water, Compost Fertiliser, Plant.

In this following Precautions are required

- Plants should be planted in proper way
- Daily care of Plants

#### **GROUP NO. 5 : CHANDRA SHEKHAR AZAD GROUP**

From Chandra Shekhar Azad group Santosh Singh Kushwaha, Chitra Pandey, Ritu Singh & Jainab Presented their topic on Drama & Poetry .

#### **GROUP NO. 6 : VINOVA BHAVE GROUP**

From Vinova Bhave group Dr. V.P. Singh Presented topic, Gardening in school campus.

In this following step will be taken

- Selection of field
- Preparation of field for Plantation
- Selection of Plant

Following tools required

- Khurpi, Phawra, Bucket, Mug, Water, Compost Fertiliser, Plant.

In this following Precautions are required

- Plant should be planted in proper distance and line.
- Daily care

Nai Talim is strongly required.

In this duration all participants presented their ideas on experiential learning activities. Every participant individually explained that how experiential learning activities must be included in teacher education curriculum. In the last all participants submitted their written document.

Each group planted at least one plant and took responsibility of caring that plant, planted by the concerned group throughout the year.

In the fourth technical session all group members discussed with each other and wrote down various community engagement methods. Also they mentioned, how it can be included in school and teacher education curriculum.

Each participant presented their ideas on community engagement and the methods by which it can be included in Teacher Education and School teaching learning Programme.

In the fifth technical session film on Nai Talim and work education was shown. During the show all participants seriously noted key points from the movie . After discussion participants efforted to note down the ways of handling the curriculum through work education. After writing Dr. V.P. Singh, Dr.

Neeta Singh and Dr. Rajesh Singh presented their ideas on work education. These activities were followed by campus visit.

In this session participants and Dr. A.K. Dubey summarise the day learning activities. Dr. Dubey briefed about, visit to school and village, for community work incoming fourth & fifth day of seven day faculty development programme. Participants managed the things that were required and made preparations for the visit. In the closing of this Session Dr. V.P. Singh acknowledged and extended greetings from all the participants to Dr. WG Prasanna Kumar, Chairman, MGNCRE, Ministry of Human resource Development, Department of Higher Education Hyderabad and Dr. Anil Kumar Dubey, Senior Faculty MGNCRE, Ministry of Human resource Development, Department of Higher Education Hyderabad for their efforts to organizing and providing this learning opportunity.

## FDP Report Day 4

Date 19 January 19

In the first session of the fourth day (19-01-2019) of faculty development programme, all participants reported at 9:00 AM. In the beginning of the morning session of fourth day of faculty development programme, first of all participants were welcomed by Dr. Anil Kumar Dubey, Senior Faculty, Mahatma Gandhi National Council of Rural Education, Ministry of Human Resource Development, Department of Higher Education. Dr. Dubey expressed his heartiest gratitude towards participants of seven days Faculty Development Programme.

In the leadership of Dr. V.P. Singh all Participants committed before the guest to be fully dedicated towards their performance, activities, assignments, presentations, rural visit and school visit during faculty development.

After greeting, Dr. Anil Kumar Dubey briefed all the participants about Village and School Visit. Also he suggested that each group member has to take a notepad, pen and other resources needed for the activities. He guided to the participants about activities and behaviour during the village and school visit. Each group was allotted with a given task as follows-

<b>Group No.</b>	<b>Name of Group</b>	<b>Task</b>	<b>Members of the Group</b>	
1	<b>Swami Vivekanand Group</b>	Economical Survey of Village Saifullaganj	1.	Dr. Bihari Singh
			2.	Dr. Santosh Kumar Singh
			3.	Dr. Ajay Kumar Singh
			4.	Ms. Namrata Singh
			5.	Ms. Ankita Singh

<b>Group No.</b>	<b>Name of Group</b>	<b>Task</b>	<b>Members of the Group</b>	
2	<b>Sardar Bhagat Singh Group</b>	Health and Medical Services Survey of Village Saifullaganj	1.	Dr. D.P. Mishra
			2.	Dr. S.P. Singh Vats
			3.	Mr. Raj Bahadur Pal
			4.	Dr. Jyoti Singh
			5.	Dr. Dileep Kumar Singh
3	<b>Mahatma Gandhi Group</b>	Educational Status of Village Saifullaganj	1.	Dr. U.S. Singh
			2.	Dr. Sandhya Srivastava
			3.	Dr. Hari Narayan Tripathi
			4.	Dr. Santosh Kumar Singh
			5.	Mr. Pawan Kumar
4	<b>APJ Abdul Kalam Group</b>	Women Empowerment and Agricultural Status of Village Saifullaganj	1.	Dr. P.N. Mishra
			2.	Dr. Banwari
			3.	Ms. Pushpawati Devi
			4.	Ms. Nasrin Fatima
			5.	Ms. Deeksha Singh
5	<b>Chandra Shekhar Azad Group</b>	Environmental Survey of Village Saifullaganj	1.	Dr. Rajesh Kumar Singh
			2.	Mr. Santosh Singh Kushwaha
			3.	Dr. Ritu Singh
			4.	Mrs. Chitra Pandey
			5.	Ms. Jainab Bano
6	<b>Vinova Bhawe Group</b>	Socio-Economic Status of Village Saifullaganj	1.	Dr. Neeta Singh
			2.	Dr. V.P. Singh
			3.	Mr. Pradeep Singh
			4.	Mr. Vipin Kumar Singh
			5.	Mr. Ram Pratap Sharma

After formation of groups and allotted task all groups have instructed for moving to the Village and School Visit with their necessary stationeries and kits.

All Participants departed from the Institute to the village Saifullaganj. After 20-30 minutes all participants reached to the Panchyat Bhawan of the village saifullaganj where Gram Pradhan



representative, Mr. Mirja Athar Beg received and welcomed all the participants. Gram Pradhan representative Mr. Beg also arranged refreshment in Panchayat Bhawan of the Village.

After refreshment Gram Panchayat representative Mr. Beg provided basic information about the village saifullaganj-

1.	Name of the Village	:	Saifullaganj
2.	Name of the Kshetra Panchayat	:	Kurebhar
3.	Name of the Tehsil	:	Jaisingpur
4.	Name of the Police Station	:	Gosainganj
5.	Name of the District	:	Sultanpur
6.	Name of the State	:	Uttar Pradesh
7.	Name of the Gram Pradhan	:	Mrs. Azra Begum
8.	Total Population of the Village	:	12000
9.	Total Voters Listed in voter list	:	7000
10.	Total Male Literacy	:	75%
11.	Total Female Literacy	:	62%
12.	Govt. Primary School available in the Village	:	01
13.	Total Teachers In the Govt. Primary School	:	09
14.	ANM Centre	:	01
15.	Panchayat Bhawan	:	01
16.	Constricted Home Under PM Gramin Avas Yojna	:	200
17.	ODF Status	:	Open Defecation Free Village
18.	Cow Shelter in the Village	:	01
19.	Distance from District Head Quarter	:	10
20.	Road Connectivity from District Head Quarter	:	Well Connected with Sultanpur – Azamgarh National Haiway

After taking basic information of the village from the Gram Pradhan representative, all the participants moved towards Govt. Primary School, Saifullaganj with Gram Pradhan representative.

Participants Interacted with Head Master and extracted following information about Govt. Primary School Saifullaganj.

1.	Name of the Head Master	:	Antima Pandey
2.	Total No. of Teachers appointed in the School	:	09
3.	Total No. of Male Teacher	:	01
4.	Total No. of Female Teacher	:	08
5.	Total No. of Students Registered in the School	:	168
6.	Total No. of Students Presents on 19.01.2019	:	77
7.	Total No. of Cooks for Mid Day Meal	:	03
8.	Source of drinking water	:	01 (India Marka-II Hand Pump)
9.	Toilet	:	One for Male and One for Female
10.	Cooking Shelter for MDM	:	Available

Swami Vivekanand Group Members interacted with Jaya srivastava who is the class teacher of class one. Jaya srivastava told that 27 students are registered in class first. Three Subject – Hindi Language (Mother Language), Mathematics and Social Environment are taught. All these subjects are taught to the students with the help of hand made simple teaching aids like charts and flashcards.

Sardar Bhagat Singh Group Members interacted with Rani Vaishya who is the class teacher of class two. Rani Vaishya told that 44 students are registered in class two. Three Subject – Hindi Language(Mother Language), Mathematics and Social Environment are taught. All these subjects are taught to students with the help of hand made simple teaching aids like charts and flashcards.

Mahatma Gandhi Group Members interact with Sajida Khatoon who is the class teacher of class three. Sajida Khatoon told that 38 students for registered in class Third. Five Subject – Hindi Language,

(Mother Language), Sanskrit, English, Mathematics and social Environment. All these subjects are taught to students with the help of hand made simple teaching aids like charts and flashcards.

APJ Abdul Kalam group members interacted with Sarita Gupta, who is the class teacher of class Fourth. Sarita Gupta told that 31 students are registered in class Fourth. Five Subject – Hindi Language, (Mother Language), Sanskrit, English, Mathematics and social Environment are there. All these subjects are taught to students with the help of hand made simple teaching aids like charts and flashcards.

Vinova Bhave group members interacted with Geeta Singh, who is the class teacher of class Fifth. Geeta Singh told that 28 students are registered in class Fifth. Five Subject – Hindi Language, (Mother Language), Sanskrit, English, Mathematics and social Environment are there. All these subjects are taught to students with the help of hand made simple teaching aids like charts and flashcards.

Students of the upper class (Fourth & Fifth) are also engaged with same activity, based on experiential learning like gardening and painting in the school. In such activities students come close to nature e.g. in gardening they learn process of gardening, parts of the plants, use of the plants, importance of the plants and also they learn the responsibility of taking care of that plant. Production of their work will motivate and skill them which will make them a good citizen for future.

Group Members interact with students. Students share that they want to learn with the help of teaching aids and also want to participate in work education or experiential learning because this is the interesting method of learning.

School visit was followed by field visit. All participants went to visit the agricultural field of the village Saifullaganj. Agriculture is a basic and main occupation of the village Saifullaganj. Basic crop of this village is wheat, gram, Pea, sugarcane, potato, tomato and other vegetable are also grown.

During village visit Swami Vivekanand group contacted five families of the village and interacted with them about their economical status with the help of self made questionnaire and found that each family has very nominal land. They earn their livelihood through labour in Mahatma Gandhi National Rural Employment Guarantee Act.

Sardar Bhagat Singh group contacted one family of the village and interacted with family members about the health status of the family and health services provided by the government agencies. Interaction was done through the self made questionnaire. After interaction group members concluded that the family required health support.

Mahatma Gandhi group contacted three families of the village and interacted with them about their educational status with the help of self made questionnaire and found that each family has average educational status.

A.P.J. Abdul Kalam group contacted six families of the village and interacted with them with the help of self made questionnaire. Family members were motivated to provide information regarding the agriculture. After interaction, group concluded that all families of their sample have no agricultural land. They earn their living hood by wages in some other prosperous families of the village.

Vinobabhave group contacted two families of the village named Kanhaiya Lal. In Kanhaiya Lal's family there are only two members, Kanhaiya Lal and his wife. Kanhaiya Lal is a retired person from Sugar factory tendhue, Sultanpur. His wife is now serving in fourth class in Kamla Nehru Institute of Technology, Sultanpur (UP). Socio economic status of this family is average. One other family was also contacted by this group. Family head is Ram Das. In the family of Ram Das there are six members. Ram Das, his wife and their four children. Out of four children two male and two female. Means of earning of this family is daily wages. Socio economic status of the family of Ram Das is very poor. Family needed some help from government or NGO's.

Participants visit to ANM Centre of Saifullaganj Village. In ANM Center Miss Anita Tiwari was Posted as ANM. In this Centre the first aid is provided to the needy people. Vaccination facility is also provided to the village children. Serious medical cases are referred to the district hospital Sultanpur. This ANM Centre requires to be furnished with some advance medical facilities.

After village visit participants were tired and hungry. Therefore all participants reached to the Panchayat Bhawan & had lunch.

The lunch was followed by second session of village engagement in which all groups – Swami Vivekanand, Mahatma Gandhi, Chandrashekhar Azad, A.P.J. Abdul Kalam, Sardar Bhagat Singh & Vinobabhave group engaged in drawing a social map in Panchayat Bhawan campus. In social map all participants efforted to show religious place, facilities and resources of the village.

In the last session of the fourth day village and school visit of faculty development programme each group shared their field experiences, activities and learning experiences to each other which was followed by closing of the fourth day with favourite bhajan of Gandhi Ji. "Raghupati Raghav Rajaram, Patit Pawan Sitaram, Ishwar Allah Tero Nam, Sabko Sanmati De Bhagwan." Bhajan along with National Anthem was sung by participants, villagers, teachers and other members of the community.

In this session participants and Dr. A.K. Dubey summarised the day learning activities. In Closing of this Session Dr. Neeta Singh acknowledged the Gram Pradhan representative, Head master of the school and other villagers for his kind cooperation. Dr. V.P. Singh extended his sincere thanks and greeting from all participants to Dr. WG Prasanna Kumar, Chairman, MGNCRE, Ministry of Human Resource Development, Department of Higher Education Hyerabad and Dr. Anil Kumar Dubey, Senior Faculty

MGNCRE, Ministry of Human resource Development, Department of Higher Education Hyderabad for their efforts for organizing such project for implementation of NAI TALIM BASED ON WORK EDUCATION AND EXPERIENTIAL LEARNING.

## FDP Report Day 5

Date 20 January 19

In the first session of the fifth day (20-01-2019) of Faculty Development Programme all participants reported at 9:15 AM. Prof. Nabras Mehdi Zaidi, Faculty of Law, Kamla Nehru Vidhi Sasthan, Sultanpur was the Chief Guest of the fifth day faculty development programme.

In the beginning of the morning session of fifth day Faculty Development Programme first of all chief guest, Dr. Neeta Singh, Dean, Faculty of Education and all participants were welcomed by Dr. Anil Kumar Dubey, Senior Faculty, Mahatma Gandhi National Council of Rural Education, Ministry of Human Resource Development, Department of Higher Education. Dr. Dubey expressed his heartiest gratitude towards participants of seven days Faculty Development Programme.

In the first session Prof. Nabras Mehdi Zaidi, delivered her lecture on juvenile and child labour. She explained both of the evils on jurisprudential basis. She said that juvenile and child labour is the result of illiteracy, negligence of parents. Due to negligence of parents, children feel alone and insecure. This feeling develop negativity or negative attitude in children. Due to negative attitude they slowly move towards illegal activities, which results juvenile in future. Although, there is a certain legal provisions against juvenile but real cure of this evil is only to aware the parents towards their children and education by which they can be reformed of their behaviour. Actually our present education system turn our child in a machine and not in human. In real sense child wants more and more engagement. Hence education should provide an opportunity through which children can keep themselves busy in activities. If they keep busy in interesting and creative activities then they will satisfy their curiosities and feel happiness. This is only possible if our education is based on activities, experiential learning and work education which is the part of Gandhian scheme of education named as NAI TALIM, EXPERIENTIAL LEARNING WORK EDUCATION IN SCHOOL CURRICULUM. This should be implemented in schools in the form of activities related to child's surroundings, family environment and social environment.

Prof. Nabras Mehdi Zaidi, further explained child labour and she said that the fundamental reason of the child labour is the economic position of the family. Child labour is promoted in two ways:-

1. Unemployment causes poor economic condition of the parents. In this condition parents motivate their children to go to the work and earn their livelihood. Some time child is self motivated towards such type of works for earning and fulfilling their basic needs. It results in child labour prevalent in the society and the industrialist and other businessman use these type of children in their business.

2. Sometimes it is also seen that children's those who are depressed from their family members especially from their parents, escape away from their family or home. This type of children also engage in child labour. Mostly they can be seen in the hotels, restaurants, brick fields and other business organisations.
3. In both the cases the economic condition of the family seem poor because parents and family members are unemployed. Hence, they cannot earn their livelihood and cannot fulfil the needs of their children.
4. If our society members are skilled in any type of work, crafts and any areas of work then they can use their skill in earning of their livelihood and fulfil the need of their families and their children. It is possible only with reform in the education system, which should be enriched with such type of curriculum which is occupied with activity based learning or experiential learning. In NAI TALIM Gandhi Ji expressed such type of ideas by which children can learn their subject by doing interesting activities and develop a skill in concerned work or areas.
5. After resource persons address, participants were oriented for discussion in relation to NAI TALIM and find out the ways by which it can be implemented in our primary, secondary and especially in teacher education programme. In this series Dr. Singh illustrated the learning methods adopted in Vishwa Bharti Kolkata & Vanasthali Vidyapeeth, Vanasthali. All group members discussed to each other and efforted to find out the ways by which it can be implemented in our curriculum. After intensive discussion and thinking over different aspects of NAI TALIM, Experiential Learning, Work Education in School and Teacher Education curriculum and community engagement, group member developed some aids like charts and model on the theme and presented their views before all the participants. Group-wise presentation is mentioned as below:-
6. Mahatma Gandhi group leader Dr. Bihari Singh says that NAI TALIM could be significant when equality in relation to caste, religion, gender, socio economic status should be maintained otherwise it will not be smoothly merged in the present system of education. Because the present era is a technical and scientific era. One face of the society is fully equipped with advanced scientific and technical devices. There is a dual schooling system one is convent based and other is traditional. Because NAI TALIM is fully based on our surroundings and resources. I think it is necessary for our system that removed anyhow such inequality and maintained equal status of our traditional system of education.
7. In his presentation he also shared his experience during yesterdays village visit. He said that in the village we have to see above inequalities . I feel that rational of NAI TALIM is significant

when our villages are enhanced through such type of work by which they make their self as skilled man.

8. Dr. Bihari Singh further says that in teacher education NAI TALIM can be implemented by which pupil teacher may be trained in such type of activities and experiences. In the practical parts of the teacher education, pupil teacher must visit the society and interact with social members and try to learn their life and problems they have to face in their daily life. Pupil teacher must maintain the records of their social engagement and community participation. Pupil teacher should also suggest their views over the facts he has to experience or learn from society. The way or method he suggest should be applied and conduct a pilot experiment for concluding the problems which is learned by him.
9. Mahatma Gandhi group leader Dr. Uma Shanker Singh expressed his view on NAI TALIM. In our present educational process schools and school teachers are injecting information in the soft mind of child. It results that during a period of 10-12 years our adolescents just become an information keeper or container. They have lot of information but they fully cut off from their originality. They have developed with imbalanced personality. In which their brain worked just like a machine. The other traits of their personality like interest, emotions are left. So after a time such type of persons get depressed and move towards deviant behaviour. Actually it is strong need of today that we must reform our system with our original culture, need, social relations, social thoughts. Our children's are more and more technical and scientific but they are not able to identify the plants growing in their field, they have lot of friends on facebook and other social media but they are not aware about their family members and close relatives. It is only the effects of our present education system. In real sense our present education is not our but it is borrowed from the western countries. So all the things and objectives of our education systems are based on western countries. Because we live in India so our education should be based on our Indian situation and circumstances. The major population of our country lives in the village and depends on agriculture. But in our education system we just ignore our villages, village life and our main occupation i.e. agriculture and other traditional crafts. With NAI TALIM it is required to reform our present education system. In each level of our education experiential learning and work education must be included in the prescribed syllabus.
10. Dr. Uma Shanker Singh shared his experience of the rural visit, that our society is divided in so many classes and sub classes which is not good for society nor our country. Gandhian thought of education motivated us that division on caste and class could not be allowed. All men are equal from the birth. So again NAI TALIM may be useful to society to remove this evil. Because



a NAI TALIM focus is only on activity, if all persons of society engaged in the activity then their feelings of inequality will be removed.

11. Dr. A.P.J. Abdul Kalam Group members presented a social map in which they illustrated the picture of the village. They showed in their social map that the village school have 09 teachers in which 08 teachers are female which indicates that here women are educated. In the village map it was indicated that in a particular village there is a some evil like alcohol addiction because most of the villagers are unemployed, poor and illiterate. Hence they turned toward drinking addiction. In the village there is a one ANM centre on which only vaccination facility is available. Instead of vaccination there is no medical aid provided to the persons required medical help. In ANM centre there is no qualified doctor or pharmacist.
12. Mr. Santosh Singh Kushwaha group leader of Chandra Shekhar Azad group shared his experience to the participants. He said that NAI TALIM is the very best and useful means to remove unemployment and poorness from our society. It also provide an opportunity to the children to learn effectively. Because the child of age 6-14 years are interested in doing something, manipulating and operating the object. In these activities childrens enjoy more. If our curriculum content allow them to engage in such type of activities then he must indulge in these activities and learn naturally. If such type of learning environment provide them up to 5-8 years continuous then they can be turned into skilled adolescents . Learning through doing activity convert into the experience which is more stable in comparison to information given from the book.
13. Mrs. Chitra Pandey member of Chandra Shekhar group presented her ideas on the above. She said that in experiential learning and work education, we must arrange our teaching learning activities from general to specific. In teaching teacher must be involved in hand activities and also invite their students for doing or repeating such activities. In this way we can enhance our teaching learning process and make it activity based and provide students opportunity for experiential learning. For example, if we want to teach the organisation of Panchayat Samiti then teacher can organise a Panchayat Committee among the students. In this way students will easily understand Gram Panchayat and organisation of the Gram Panchayat. This experience learned by student must be stable and useful in their practical life and make their attitude democratic.
14. Dr. Rajesh Kumar Singh member of Chandra Shekhar Azad group expressed his view on Gandhian idea of education which is also known as basic education. In NAI TALIM Gandhi Ji suggested to connect our education with the self employment. It is possible through the skill

- development. Because without skill self employment is not possible. Therefore, in NAI TALIM education process is based on activity and crafts with this assumption that activity based education make the child a skilled man.
15. In this way NAI TALIM is important and significant for our present situation. So in our primary school curriculum it should be included and teachers must teach their students with the activities and real experiences.
  16. Mr. Pradeep Singh member of Acharya Vinobabhave group present his ideas with handmade social map. With the help of this map he tried to show different problems in our remote areas. He further said that these problems can be trace out by action researches. Finding of such type of studies may be helpful to solve the problems in remote areas. About NAI TALIM he says that it can be introduced but before introducing principles of NAI TALIM should be followed honestly. Mr. Pradeep Singh suggested that NAI TALIM is required and it is the best way of education in our Indian context. Therefore, government should take an initiative in this direction and discuss with experts, policymakers, and educationist and put up efforts to find out the ways through which it can be implemented in our entire education system of all Indian schools.
  17. Dr. Neeta Singh member of Acharya Vinobabhave group also expressed her views on the significance of NAI TALIM, experiential learning, work education in school and especially in teacher education curriculum. She said that children must be educated by experiments. Education and practical work must be connected. She also emphasised on question-answer method of teaching. While performing the experiment if the student face some problem then they should ask their teacher for solving the problem.
  18. She further said that Gandhi Ji advocated for children's creativity. It is possible through the original activity. Therefore, our education system must be reformed and include such type of subject material and content that can motivate student for doing the work which they like. In this way they will be habitual to performing activity and developing a particular skilled. Gandhi Ji disclosed his idea on education and said that work – experiment – learn. In teaching learning process experimental method, imitation and project method must be followed by the teacher in performing their teaching. All these methods provide an opportunity to the student for active and experiential learning.
  19. In the second technical session each group shared their fifth day experiences in the activities conducted, learning experiences and made their record. Dr. V.P. Singh day officer of the fifth day of faculty development programme conclude the present findings.

20. In the last session of the fifth day of faculty development programme each group shared their experiences, activities and learning experience to each other. In this session participants and Dr. Anil Kumar Dubey summarised the day learning activities. In Closing of this Session Dr. Neeta Singh acknowledge to the chief guest of fifth day of faculty development programme for her kind cooperation and visit to this faculty development programme. Dr. V.P. Singh extended his sincere thanks and greeting from all participants to Dr. WG Prasanna Kumar, Chairman, MGNCRE, Ministry of Human resource Development, Department of Higher Education Hyderabad and Dr. Anil Kumar Dubey, Senior Faculty MGNCRE, Ministry of Human resource Development, Department of Higher Education Hyderabad for their efforts of organizing such project for implementation of Nai Talim, based on experiential learning, work education in school and teacher education curriculum and community engagement.

## FDP Report Day 6

Date 21 January 19

In the first session of the Sixth day (21-01-2019) of Faculty Development Programme, all the participants reported at 9:15 AM. Dr. Triveni Singh, Principal, Rajarshi Rananjay Post Graduate College Amethi was the chief guest and Dr. Sandhya Srivastava, Assit. Prof., Ganpat Sahay Post Graduate College Sultanpur, was the day officer of Seven day faculty Development Programme.

In the beginning of the morning session of Sixth day Faculty Development Programme. First of all chief guest, Dr. Triveni Singh, Principal, Rajarshi Rananjay Post Graduate College Amethi was welcomed with garland by Dr. Bihari Singh, Associate Professor, Faculty of Education KNIPSS, Sultanpur. Dr. Sandhya Srivastava, Assitt. Prof., Ganpat Sahay Post Graduate College Sultanpur, day officer of Seven day faculty Development Programme was welcomed by Dr. Neeta Singh, Dean- Faculty of Education, KNIPSS, Sultanpur.

After Welcome of Resource Person (Chief Guest) Dr. Anil Kumar Dubey presented a brief summary six day programme and activities of Faculty Development Programme. The resource person for addressing the first morning session of the faculty development programme was Dr. Singh.

Dr. Singh detailed:

- Nai Talim
- Experiential Learning
- Work Education
- Implementation of Nai Talim in School Curriculum
- Implementation of Nai Talim in Teacher Education Curriculum

Dr. Singh presented conceptual background of the Nai Talim. He said that during decade of 1930, our education system was fully affected by Macaulay Education Policy which is designed for producing a clerk for East India Company Government. Therefore focus of Education was centred only on the Development of '3 R'.

In '3 R', One 'R' Stands for Reading, Second 'R' Writing and '3 R' Stands for arithmetic's. In Education Process Learners were prepared for Reading English, Writing English and perform basic Mathematical operations. In this Education System Indians were day by day getting cut off from their original culture, values and their traditions. Its aftereffect is that the youth imparted such type of education hate labour or work. This tendency creates a situation of major unemployment. Because if English educated

youth could not get employment in the offices of East India Company, they hesitate to do their traditional work in their home, village and society. In this way major parts of Indian population become unemployed and unproductive, which resulted in poverty and massive hunger. This sector of population again engaged in various anti social behaviour and activities. At the same time Gandhi Ji was fully engaged and active in freedom movement. He believed that our freedom movement will not be success until our society does not become aware about their freedom. So it is a major challenge before Gandhi Ji that how can our society be aware about freedom. After intensive thinking and realisation he found that education is the only way by which people of India and Indian society can be awakened. Therefore, he tried to frame an educational policy which was fully based on Indian social circumstances, social needs, and local resources. He focused in his educational policy on activity, experiential learning and learning through crafts. This scheme of education which is related basically, basic stage of life and basic needs of the society, called basic education. Because this education was also related with entire society of the India so again it is called, Sarvodaya Shiksha. This scheme of education formulated by Gandhi Ji was called NAI TALIM by Zakir Husain committee later on. Gandhi Ji focused in his education scheme on '3 H' against '3 R'. In '3 H' –

- First 'H' stands for head
- Second 'H' stands for hand
- Third 'H' stands for heart

Psychological aspects of above '3 H' are as –

- 'H' Head is related with cognitive domain
- 'H' Hand is related with psychomotor domain
- 'H' Heart is related with affective domain

In Nai Talim, focus was on above 3 'H' training. In other words training of sense organs. Because sense organs are gate way of knowledge. Through the activities these organs will be skilled in deferent ways.

In Nai Talim Gandhi Ji proposed number of activities related to surrounding of child and craft related with local resources and child interest. During the age of childhood, children's are more active. They want to engage in operational activities and creation. Such education provides learner to choose an activity according to interest, needs and local resources.

Students on basic level learn their subject by performing their favourite activities, in this way a coordination develops in his Head, Hand and Heart. He becomes a man of work, knowledge and emotion. In real sense education is drawing out of the best of his innate power, which is called by

Head, Heart and spirit. During his activities he gain various experiences and these experiences become a knowledge and this knowledge will help him fulfill information of emotions in the Human heart. Entire process become ultimately transformed in to learning of facts, phenomenon, laws, principle. Such learning process developed cognitive, affective and psychomotor domain of personality. Person with such personality will not be unemployed, unproductive and depend on others but will be self depend, productive and contribute in social and national Development. This type of educated social population is aware about their Social, Cultural, Political and religious values.

Experiential Learning is a closely associated with work education. In work education student learn different subject of their syllabus. There are many areas of learning activities- gardening ,carpentry, blacksmith, leather work, matting knitting, sewing etc. These areas are closely related to rural areas. In this areas student choose a particular area of activity. During working in the chosen area students works and with work they learn about the particular work. In this way they will be benefited in two ways. In one hand they learn about their subject and other hand they will be experience and skilled in such areas, which make them self dependent in future.

Dr. Singh further said that it is some how difficult to implement Nai Talim in school curriculum. Because our present society has developed education system which is fully based on Western thoughts, culture and values. It is known by convent as well as Montessori pattern of education.

Therefore, mostly people seek to educate their children in such English medium and Western Cultured School. These Schools are mostly conducted in public sector in other words they are fully private body. In such school Nai Talim could not find a place because the environment of such schools are different. In such schools mostly students are admitted, belonging to affluent families of society, bureaucrats, diplomats and political leaders. In these convent schools educational methodology is adopted from European countries. In fact European teaching methods are also based on activities. e.g. in Montessori method, children's are allowed to learn by play way method. During the play they learn number of concepts, facts, objects, laws and principles. In experiential learning all works which provide a learning experience are fully natural and closely related to the surrounding of child but in convent schools from class room to the playground all environment are created artificially. Which can attract the child for sometime but after a period of time child feels suffocation in such surrounding and learning environment. Therefore, the child produced from such type of convent and Montessori school have information in English but not experienced or skilled in their real life.

If our government and authorities honestly wish to implement NAI TALIM in school curriculum, then they have to make a common policy for both types of education system.

Dr. Singh further says that how NAI TALIM can be included in our teacher education curriculum. In real scenario, there is a certain things already included in our existing Teacher Education curriculum that is the part of basic education, work education or in other words NAI TALIM. E.g. in our present existing Teacher Education curriculum of Dr. Ram Manohar Lohia Avadh University, Ayodhya, included community engagement, socially useful productive work, field trip, case study, interaction with student, community awareness and other such activities which are the part of Gandhi ji's NAI TALIM or work education. But we are not sincere to implement these things in our practical teaching practice or teaching behaviour. So the work is only on paper.

In the last Dr. Singh suggested that there are two things that can implement NAI TALIM in our present curriculum. First there should be one policy for one nation and second thing is that it should be related with our present teachers so that they should be honest towards their profession and they serve as real Acharyas.

After the first session Dr. Anil Kumar Dubey briefed and instructed to all the participants to be prepared for a visit to the B.Ed. department of a college, Ram Rati Verma Nanhku Verma Teachers Training College, Chandpur. It was planned that in the college we will interact to the pupil teacher and the faculties of the department regarding the methods that can be included as per NAI TALIM. Also we will talk them about how it can be implemented or include in our Teacher Education curriculum. During interaction with pupil teacher we will try to find out the problems in the way of implementation or inclusion of NAI TALIM in the curriculum of Teacher Education. For this all participants were divided into following groups –

- |                       |   |                            |
|-----------------------|---|----------------------------|
| 1 <sup>st</sup> Group | : | Swami Vivekanand Group     |
| 2 <sup>nd</sup> Group | : | Sardar Bhagat Singh Group  |
| 3 <sup>rd</sup> Group | : | Mahatma Gandhi Group       |
| 4 <sup>th</sup> Group | : | APJ Abdul Kalam Group      |
| 5 <sup>th</sup> Group | : | Chandra Shekhar Azad Group |
| 6 <sup>th</sup> Group | : | Vinova Bhave Group         |

Each group will lead in the leadership of group leader.

After reaching the college, principal along with staff members received us and welcome ceremony was organised in multipurpose hall of the Faculty of Education. In this hall, short welcome ceremony was performed in which first of all Dr. Neeta Singh, Dean, Faculty of Education, KNIPSS, Sultanpur lighted the lamp in front of Goddess Saraswati portrait. All the participants along with the mentor

were also welcomed by the staff members and pupil teachers studying in the department of two year Teachers Training Programme.

After this ceremony , all groups of participants i.e. Swami Vivekanand, Sardar Bhagat Singh, Mahatma Gandhi, A.P.J. Abdul Kalam, Chandra Shekhar Azad and Acharya Vinovabhave were assigned constructive method of teaching, oral method of teaching, imitation method of teaching, heuristic method of teaching, participating method of teaching and projective method of teaching respectively.

All groups went to the classes of pupil teacher studying in two years Teachers Training Programme and interacted with them that how they can implement their particular teaching method in NAI TALIM: work education, experiential learning in teacher education and community engagement. After interaction all the groups will join together in multipurpose hall and will share their learning experiences. With this instruction all six groups dispersed and went to their allotted groups.

From Swami Vivekanand group , Mr. Santosh Singh explained the constructive method of teaching and told that this method of teaching can be implemented in NAI TALIM. During the teaching we must provide an opportunity to the student that he can create some activity related with their subject content. After explaining the constructive method of teaching he motivated the pupil teacher to share their ideas related with this teaching method. From this group of pupil teacher Rachna Baranwal B.Ed. 1<sup>st</sup> year arise a question that for constructive teaching there should be required some resources for constructive work. How we can manage and arrange them?

Mr. Santosh Singh responded against the problem raised by the pupil teacher and said that for constructive work we can use our resources that are easily available in our surrounding. It could be waste and other useless things like cards, paper, cloth and other things which can be use in constructive learning without paying.

Sardar Bhagat Singh group interacted with small group of pupil teacher of B.Ed. 2<sup>nd</sup> year. Mr. Ajay Kumar Singh from this group explained oral method of teaching. He said that oral method can be used in NAI TALIM. Oral method can be used in the learning of language and mathematical tables. We can motive our students that they can make a word from a letter as for example A- Apple, B- Ball like this we can motive our student that they will make mathematical numbers from single figures of mathematics. In this way all students were engaged in activity and while enjoying the activity they can learn their subject and content. This method is also useful in the teaching of social studies. Number of things we can share orally to the student relating with village life, social life and even family life. After



explaining oral method Mr. Singh, motivated the pupil teacher and initiated them for sharing their ideas and queries regarding oral method of teaching.

Mahatma Gandhi group interacted with small group of pupil teacher of B.Ed. 1<sup>st</sup> year. Mr. Pawan Kumar interacted with the pupil teacher about imitation method of learning. First of all he explained and define the imitation method of teaching. He further told to the student that imitation method of teaching will be useful in language teaching and behavioural teaching. In language teaching teacher can implement imitation method of teaching during correct pronunciation of difficult word of poetry and prose. Also it can be used in social science. When we teach our students about the discipline then teacher may apply their own disciplinary behaviour and provide an opportunity before student for imitation. Because all teachers are role model of their students.

Every student imitate and follow their teacher. So in behavioural term imitation teaching method is very useful for teacher and learner. In NAI TALIM it can be smoothly applied in various activity performing and work performance. Teacher can display the performance method of an activity or work and student follow and imitate the particular performance of an activity or work performance. Hence imitation method of teaching will be very useful in NAI TALIM, work education and experiential learning.

Pupil teacher shared their ideas about inclusion and implementation of this teaching method in their teaching practice on the basis of work education and experiential learning.

Dr. A.P.J. Abdul Kalam group interacted with pupil teachers studying in B.Ed. 2<sup>nd</sup> year. Mr. Raj Bahadur Pal explained heuristic method of teaching. First of all he explained the basic concept of heuristic method. He said that in heuristic method, students are guided by the teacher for performing or solving a problem by investigating facts and solutions. In this teaching method teacher always play the role of a guide. Teacher do not directly involve in students performance but he guides from the back of the curtain to solve their problem and learn the fact and lesson. Teacher provides references and other clues to the student to solve their problem and helps in searching the solution of their problem. On the basis of references suggested by his teacher and clues guided by teacher student tried to solve their problem. In heuristic method students are always active and they effort to reach their goal and learn the require fact or lesson of the subject. This method can also be smoothly use in the NAI TALIM, work education and experiential learning because it is also based on activity.

Chandra Shekhar Azad group interacted with pupil teachers studying in B.Ed. 1<sup>st</sup> year. Mr. Santosh Singh Kushwaha explained participatory method of teaching. In participatory method, any activity or task is performed by the students in a group. Group member divide the activity and every member efforts to perform such activity. In this way students are benefitted in two ways. In one way, students

develop sense of cooperation and a manner by which they can work in a team. In other words we can say that participatory method of teaching develop team spirit in students. In this way the sense of responsibility, cooperation and accountability traits develops in the students personality. In learning through participatory method, students enjoy with their peer.

Acharya Vinobahave group interacted with small group of pupil teacher studying in B.Ed. 2<sup>nd</sup> year. Dr. V.P. Singh explained the project method of teaching. The projective method provides an opportunity to the students, to learn in their social situation. In project method following steps are followed.

- Identification of problem
- Definition of the problem
- Analysis of the problem
- Finding conclusion

In project method students perform various activities. Therefore, in this method student keep active through out the project. After completing the project he note down his experiences during the activities and submit them to their teacher. In project method teacher plays a role of guide. All activity and work are performed by students with their own interest and efforts. So he learn the contents deeply. Project method can also be implemented in Nai Talim without any difficulty. Any work like gardening and other craft is like a project work.

Dr. Dubey also interacted with pupil teachers and demonstrated some activity based teaching method. After interaction with pupil teachers all the group members collected together in multipurpose hall of department of education and interacted with each other on allotted task and shared their learning experiences with each other. In this series first of all Mr. Santosh Singh Kushwaha which have been allotted concept of NAI TALIM explained in detail.

NAI TALIM is a educational scheme presented by Gandhi Ji in the decade of 1930. In NAI TALIM focus was centred on activity based learning or experiential learning. During interaction with pupil teacher personally he felt that the pupil teacher are interested in the NAI TALIM and hope that incoming session NAI TALIM must be include in our teacher education curriculum.

Mr. Pawan Kumar present their allotted task "Contribution of NAI TALIM". Mr. Pawan Kumar sayid that NAI TALIM can contribute to our society in many ways. NAI TALIM makes the pupil self dependent and economically prosperous. NAI TALIM can also contribute in reducing unemployment of our country or society. Unemployment is a major problem of our country and our community. Due to unemployment many other problems may be generated like population, destruction and social disorganisation.

Dr. V.P. Singh presenting his allotted task "Project Method". He said that project method is a method in which students learn in his social environment. NAI TALIM focused on active learning and experiential learning. Project method is also based on activity based learning. During entire project, performing student or learner is actively engaged in activity and interact with social situations. In this way he effort to find out the solution of the problem.

In third session all participants went for swachchata karyakram. All participants went to the faculty of agriculture of KNIPSS, Sultanpur. One hour swachhata karyakram was observed in the faculty of agriculture. During this period all unwanted particles, waste materials were be removed by the participants individually and in groups and goal was to make the faculty campus neat and clean.

After tea break participants prepare their presentation with the help of chart and models and present their experience in group-wise.

Swami Vivekanand Group present their experience during the village and B.Ed. College visit. They concluded that NAI TALIM should be implemented in the school and teacher education curriculum. And for this government should take initiative.

NAI TALIM must be fruitful for our community and country development.

Sardar Bhagat Singh Group found out that NAI TALIM is already included in our curriculum but it cannot be implemented honestly by the authorities that are responsible for conducting teaching learning system of our education. So first of all an orientation programme must be organised and with this programme all related human resources should be oriented and trained them to execute the existing content of NAI TALIM already included in our present school and teacher education curriculum.

Mahatma Gandhi group expressed its view that NAI TALIM is very useful for society. With this NAI TALIM, student must be self dependent and will be productive for themselves and the society. Production of individual will help in two ways. In one hand it will be helpful to the individual and other hand it will contribute in community development. So NAI TALIM must be included in our school and teacher education curriculum. For implementation of NAI TALIM in the curriculum government authorities must be take a step.

Chandra Shekhar group found out in his experience that some pupil teacher and teacher educator feel that NAI TALIM could not be smoothly implemented. Because it is a traditional and old way of learning. In this the learning is going on very slow. And the skill developed by this method will not be very suitable to provide individual any employment.

A.P.J. Abdul Kalam Azad group experienced during their B.Ed. college visit that the pupil teacher must be benefitted by the experiential learning and work education in their teaching practice. During their teacher practice there should be some lesson prescribed for the pupil teacher and that must be practiced through the work education, activity based teaching and experiential learning.

Therefore, NAI TALIM: experiential learning, work education in school curriculum and teacher education curriculum must be included.

Acharya Vinobahave group experienced that community engagement must be compulsory for the pupil teacher. Because teachers perform their activity in social surrounding. School is a social organization and teacher must be social and skilled in social behaviour. Social skill and social behaviour cannot be acquire without interaction with society. In teacher education programme pupil teacher must be prescribed that during their internship they must go to the society and interact with society and also participates in various social engagement. In this way pupil teacher can learn the pattern of social behaviour, social values, cultures and social ethics.

In the last session of the sixth day of faculty development programme each group shared their experiences, activities and learning experiences to each other. In this session participants and Dr. Anil Kumar Dubey summarised the day learning activities. In Closing of this Session Dr. V.P. Singh acknowledged the chief guest of sixth day of faculty development programme for his kind cooperation and visit to this faculty development programme. Dr. V.P. Singh extended his sincere thanks and greeting from all participants to Dr. WG Prasanna Kumar, Chairman, MGNCRE, Ministry of Human resource Development, Department of Higher Education Hyderabad and Dr. Anil Kumar Dubey, Senior Faculty MGNCRE, Ministry of Human resource Development, Department of Higher Education Hyderabad for their efforts for organizing such project for implementation of Nai Talim, based on experiential learning, work education in school and teacher education curriculum and community engagement.

## FDP Report Day 7

Date 22 January 19

In the first session of the Seventh day (22-01-2019) of Faculty Development Programme all participants reported at 9:15 AM. Dr. Vijay Pratap Singh, President, Dr. Rammanohar Lohiya Avadh University College teachers association is the guest faculty and Prof. Yashwant Singh, specific guest of Seventh day Faculty Development Programme.

In the beginning of the morning session of Seventh day Faculty Development Programme First of all our guest faculty, Dr. V.P. Singh, was welcomed with garland by Dr. Rajesh Singh, Assistant Professor, Faculty of Education KNIPSS, Sultanpur. Dr. Bihari Singh, Associate Professor, Faculty of Education, KNIPSS, Sultanpur, day officer of Seven day faculty Development Programme was welcomed with garland by Dr. Neeta Singh, Dean, Faculty of Education, KNIPSS, Sultanpur and all other participants were welcomed by Dr. Anil Kumar Dubey, Senior Faculty, Mahatma Gandhi National Council of Rural Education, Ministry of Human Resource Development, Department of Higher Education. Dr. Dubey expressed his heartiest gratitude towards Guest Faculty Dr. V.P. Singh, Dr. Bihari Singh day officer and participants of seven days Faculty Development Programme.

In the first technical session all participants discussed with their groups and tried to find out the issues of NAI TALIM: and work education in B.Ed. curriculum of teachers training programme.

Mahatma Gandhi group pointed out that the issue related with NAI TALIM and work education is relevant and significant to NAI TALIM. Mostly people think that this education will not be useful for our children and it will not be able to make them a competent person. On the basis of activity based education they could not be able to get job in government sectors and other reputed sectors.

During the decade of 1930 when NAI TALIM was introduced then a large group of our political leader, academic thinkers have also expressed this fear regarding NAI TALIM, work education. They argue that the things made by the students, will not be qualitative. Therefore, that production of the student during their activity learning and work experiential learning could not be sold in the market. If any how they can be sold in the market, earning raised from the things made by the children will be very insufficient. Therefore, the NAI TALIM will be proved to be only wastage of time and labour.

In the context of modern scientific and technological era, there are many sophisticated and attractive things, toys, crafts available in the market which can be bought by the people after paying less sum of money.

**Dr. Sandhya Srivastava** from Mahatma Gandhi group expressed the same feeling. She also said that in the age of science and technology when we are talking about nuclear atoms, space and information revolution, such type of education is only a day dream. Now we are looking towards smart classes, smart schools, e-books. In such situation any education system which is looking back of the century will not be significant and useful. This is the major issue regarding NAI TALIM which is a major hindrance in application of NAI TALIM.

**Mr. Pavan Kumar** of Mahatma Gandhi Group said that NAI TALIM is based on activities and work education. In this the working and activities are based on local resources. In present era students are not interested in such type of education and learning process. Now the student seek to study in well furnished and equipped infrastructure with technical devices. Therefore it is very common issue related with NAI TALIM.

**Dr. Hari Narayan Tripathi** said that NAI TALIM, experiential learning of Gandhi Ji faces an issue. Actually in present time every one want to be smart. So the present issue of NAI TALIM is how it will make smart and attractive. Most of our villages today are developed. Now villages have all the facilities of cities like road, electricity and internet connectivity. So most of the people want to educate their children in convent schools and other such schools equipped with all sorts of attractions.

**Dr. Santosh Kumar Singh** pointed out that NAI TALIM has an issue related with job and occupation. Now most of the jobs and occupation demands scientific and technological knowledge in their recruitment. Therefore, if anyhow we can make NAI TALIM scientific them it will be significant for our society. Otherwise it becomes failure scheme of education. On that time also when Gandhi Ji presented this education scheme and also the above issue challenging NAI TALIM. Due to this issue NAI TALIM, which was implemented in number of basic schools failed.

**Mr. Raj Bahadur Pal** from Bhagat Singh Group presented his ideas on issues related with NAI TALIM, work education. He says that the major issue of the NAI TALIM is dual policy of education. There are

types of school in our society. One school exist in private sector which are well furnished and attractive but there are also school in the society managed by government, are very poor. Such government primary school have no suitable and appropriate resources required in teaching learning process. When we talk about Gandhi ji's NAI TALIM then the picture and image of government primary schools is formed. In other words many people think that NAI TALIM is made for the school those are very poor. So before talking about implementation and significance, it is important to remove this issue.

**Dr. Jyoti Singh** of Mahatma Gandhi Group drew attention of the participants on the issue related with NAI TALIM. Mostly people seek to educate their children in such english medium and western cultured schools. These schools are mostly conducted in public sector in other words they are fully private body. In such school Nai Talim could not find a place because the environment of such schools are different. In such schools mostly students are admitted, belonging to rich families of the society.

**Dr. Surendra Pratap Singh** addressed the participants and said that the major issue of NAI TALIM is negligence of our state and central government. Why government could not take any initiative and hard step when Gandhi Ji presented the scheme of NAI TALIM in 1937. In number of school those that are governed by the government NAI TALIM have been introduced. Curriculum of these school is specifically designed for such schools. Specially trained teachers are appointed in such schools. There is a specific time table of school for conducting teaching learning process on the basis of NAI TALIM and work education. But after some time the scheme failed. In this incident fact come out that it is only due to the government negligence. Why government authority have not take an action against the person who was responsible for failure of NAI TALIM.

**Dr. Dilip Kumar Singh** presented his ideas on issue related with NAI TALIM. He said that major issue of NAI TALIM is difference between saying and doing. In one hand our policy maker make a policy of education and talking about the significance of NAI TALIM but on the other hand they don't want to admit their child in such school in which NAI TALIM, work education is implemented. Teaching learning process of the school is going on with activity, experience. Therefore, it is the major issue related with NAI TALIM.

**Dr. Dinesh Prasad Mishra** also focussed on the issue of NAI TALIM. He pointed out that major issue related with NAI TALIM is its utility and productivity. In real sense NAI TALIM will not be relevant and significant until it will not be enhance with scientific approach. If NAI TALIM adopted scientific method and devices for its activities, experience and skill, then only it will become relevant and significant.

**Dr. Bihari Singh** presented his ideas on issue of NAI TALIM. He said that main issue of the NAI TALIM is related with our attitude. First of all we should be very clear that basic education or NAI TALIM is not for poor. NAI TALIM or basic education is also not for only village and village school. Therefore, it is highly required that before doing any thing regarding NAI TALIM, we must form our positive attitude toward NAI TALIM, work education and experiential learning. If we make our positive attitude towards NAI TALIM then it will be possible to implement NAI TALIM in our academic curriculum.

**Ms. Namrata Singh** shared her experience and said about issues related with NAT TALIM. In her view major issue of NAI TALIM is that there is no opportunity to women. In Basic education or NAI TALIM, contents and activities are designed only for male students. There is short content and only few activities are for female students. So in her view major issue of NAI TALIM is gender inequality.

**Ms. Ankita Singh** presented her idea on issue of NAI TALIM. She said that the major issue related with NAI TALIM is resources. In resources there are human resources as well as physical resources required for NAI TALIM. In physical resources, there should be a specially trained teachers are required for teaching in NAI TALIM. Teacher must be skilled in a specific craft and work. In physical resource there should be proper places, equipment, tools devices and land required for work education in NAI TALIM. On the time when it was failed there was major issue of NAI TALIM were human and physical resources lacked.

**Mr. Ajay Kumar Singh** found out that the issue of NAI TALIM is lack of awareness. In real sense we are not well aware about the different aspects of NAI TALIM. Therefore, with such type of workshops, faculty development programme and short terms courses or training programme we should be



updated and clear our concepts regarding NAI TALIM. After updating and clear concept of NAI TALIM we will prepare our selves to accept and work in setup of NAI TALIM teaching learning processes.

**Dr. V.P. Singh**, Head -Department of English, KNIPSS, Sultanpur and President- Dr. Rammanohar Lohiya Avadh University Ayodhya in his lecture said that Gandhi Ji was a man of realistic approach. During his political struggle he saw the Indian society very closely. He found that our society is facing some crucial situations. Many people can not afford their required food, some were without clothes, some were facing hunger. In the root of the above problems the cause was illiteracy and unemployment. And at that time the education was for only the people of apex of the society. In that education , the student were prepared only for the employment of British company. After deep thinking he made an educational frame work in which student must go to interact with and activity of his choice. Thinking of Gandhi Ji behind this was , if the student learn with an activity of his choice then he must be skilled in a particular work or craft. In this way our students will make themselves skilled . On behalf of that skill they will be able to earn their livelihood and will also become productive for society. This production may part and partially remove the above problems of society.

In the present Indian scenario again unemployment and youth unproductiveness is increasing day by day in large scale. In the present time a lot of youth have no work in other words they are not skilled. In the present age of science and technology the demand of skilled persons is increasing day by day. If our youth become skilled then they can get a job or work on behalf of their skill. It can only be possible through activity based education or work based education or NAI TALIM. Therefore NAI TALIM, experiential learning and work education is significant. It must be included in our school as well as higher education curriculum.

In second technical session, participants engaged in group discussion with each other and efforted to find out issues related to community engagement. After deep interaction participants expressed their ideas regarding the issue of community engagement.

**Dr. Pashupati Nath Mishra** presented his views on the issue related with community engagement in B.Ed. curriculum. He said that the major issue of community engagement in B.Ed. curriculum is that pupil teacher do not give importance to community engagement. Pupil teacher think that community engagement is meaningless work in relation to B.Ed. Curriculum. Again he says that there is no additional weightage of such type of engagement performance by the pupil teacher. Therefore, the

people teacher think that there is no meaning of community engagement during their teacher education programme.

**Mr. Banwari** pointed out that awareness could be relevant issue of community engagement. In our community there are number of problems related with awareness. If the pupil teacher go in the community and spread awareness in society against such types of problems then people can be made more aware. In such type of community engagement two benefits comes. On one hand pupil teacher comes to know about community and community problems, he gets familiar with community culture and develop community relationship. On the other hand community members become aware and protect themselves from some problems.

**Ms. Nasreen Fatima** presented her idea regarding issues related with community engagement. She thinks that women empowerment is a relevant issues of community engagement. In our community the present status of women are very poor. Near about half of the population of the women is living without education or illiterate. Illiteracy of the women is a chief factor of their backwardness or weakness. Cause of illiteracy in women is her unawareness, poor socio economic status, extra burden of family responsibility. If pupil teacher go to the society and engage in women awareness then women will become empowered. Also the pupil teacher will become sensitive towards women and women upliftment. In this way we can see that the women empowerment is strong issue regarding social engagement of the pupil teachers.

**Ms. Deeksha Singh** explained issues related with community engagement. In her view gender in equality is a issue of community engagement. In our community gender in equality can be seen anywhere. In a family there is a clear distinguish between male and female child. Parents provide maximum facility to their male child but they provide minimum facility to their female child. This inequality may be seen in education, health, freedom and other aspects of life. Parents provides all above facility to their male child but not to their female child. Therefore, it is an issue of social engagement. With social engagement pupil teacher may conduct a campaign against gender inequality. By campaigning community member may be aware about such gender inequality. They may be told by the pupil teacher that male and female child of the family are equal in all respects. With this campaigning of the pupil teacher community become aware about gender inequality.

**Mrs. Pushpawati Singh**, expressed her thought about issues related with community engagement. She says that Swachhta is a issue of community engagement. Swachchata is directly or indirectly related with our health and environment. Number of health problems are related to dirty environment and habits. It provides an opportunity to the pupil teacher to go and serve the community. If our community member becomes healthy and make their environment swachcha then our community become healthy and swachcha surrounding or environment. In healthy and swachcha community people become healthy, happy and prosperous. Therefore, our pupil teacher must be engaged in community with such issue and effort to aware the community member about swachchata.

**Mrs. Chitra Pandey** told that illiteracy is major issue of community engagement. Illiteracy generates number of problems in our community i.e. illiteracy increases unemployment. Illiteracy increase poorness, illiteracy increase population of our community. All these sub issues are directly or indirectly related with illiteracy. Therefore, we can understand that the illiteracy is a cause of major community problem.

**Mr. Santosh Singh Kushwaha** addressed the participants. He focussed the issues related with community engagement. He shared his experience and said that political awareness is also an issue of community engagement. He further said that in every election we have to see that our polling percentage is hardly upto 50-60%. It means 40-50% pupil unaware about political polling. In general people think that their this behaviour has no effect on society and nation. But indirectly this strongly affect the community as well as nation. Because of their ignorance, only small cluster of people choose in competent leader. Therefore, political awareness is also an issue of community engagement. Its provide an opportunity to our pupil teacher to interact and engage in community. During their community engagement they make their efforts for political awareness among the community members.

**Prof. Anurag Pandey**, Associate Professor, Deptt. Of Political Sciences, Kamla Nehru Institute of Physical & Social Sciences, Sultanpur (U.P.) was the guest faculty of second technical session of seventh day of faculty development programme. After listening carefully to the participants Prof.

Pandey explained the issues of community engagement. First of all he explained the political background of NAI TALIM presented by Gandhi Ji in 1937. He said that Mahatma Gandhi was leading the Indian politics before independence. During the national movements against britishers, Mahatma Gandhi felt that the movement cannot be successful without the awareness of Indian population living in our villages. So Gandhi Ji always efforted to connect their movement to the village and motivate villagers to stand against the britishers. In this movements and political activity Gandhi ji become very much familiar of Indian villages. Gandhi ji saw the villages and condition of the villagers. His heart was filled with sorrows after seeing the poor condition of the villagers. He thought that what is the reason behind this. He founded that the unemployment and unprdocutiveness is the main cause of their poorness. So he started working on such scheme of education which can empowered our villages. NAI TALIM, work education is the result of that Gandhian effort or Gandhian thought. NAI TALIM is activity based education. NAI TALIM was designed in keeping view of villages and their conditions, their needs and their resources. Ideology behind this is that the students produced from this education will be skilled and productive.

In the present session there are number of issues discussed by the participants. All these issues are closely related to community engagement. Such type of community engagement is fruitful for both. It will be beneficial to the community to improve and reform. It is also beneficial to the pupil teacher in such way that they may be closely related to the community and know community very well. In future they will go to serve as a teacher in the community. If they well familiar to the community before coming in the community as a teacher then they become able to feel the problems of the community and also contribute to solve the problem of community.

During faculty development programme conducted from 16/01/2019 to 22/01/2019 from the discussion of participants and guest faculties' addressed find out following findings –

1. NAI TALIM: Experiential Learning, Work Education is significant.
2. NAI TALIM provides active learning environment to the students in which they learn effectively.
3. NAI TALIM work education will contribute skill development in the student.
4. NAI TALIM experiential learning and work education will contribute to develop Cognitive, Affective and Psychomotor development in the student.
5. NAI TALIM, work education and experiential learning will be better method of learning in comparison to our traditional method of learning.
6. NAI TALIM should be connected with ICT.

7. Gardening, activities based on basic craft, should be introduced in school curriculum.
8. Social and community engagement should must be learners at school and upper level of education.
9. Field trip should must be included in the curriculum of school, secondary as well as higher education.
10. NAI TALIM should be included and implemented in the teacher education curriculum in the form of social work, socially useful productive work and activities based on basic crafts.
11. Teaching method in NAI TALIM must be based on activity, experiment and project.
12. In NAI TALIM student must be go a certain period of work and work experience according to his interest and choice.
13. Content of the books must be related to the surrounding of the learner specially in school level of education.

Fourth session was especially for feedback, certificate distribution and closing ceremony. In closing ceremony Dr. Ram Chandra Awasthi, Registrar, Dr. Rammanohar Lohia Avadh University, Ayodhya (U.P.) was the chief guest, Dr. Anil Kumar Srivastva, Principal, Kamla Nehru Institute of Physical & Social Sciences, Sultanpur (U.P.) was the president of the closing ceremony. And Dr. Sushil Kumar Singh, Vice-Principal, KNIPSS, Sultanpur was the specially invited guest of closing ceremony.

In closing ceremony first of all Dr. Ram Chandra Awasthi, Registrar, Dr. Rammanohar Lohia Avadh University, Ayodhya chief guest, was welcomed with garland by Dr. Vijay Pratap Singh.

In closing ceremony Dr. Sushil Kumar Singh delivered his validictory speech

**Dr. Sushil Kumar Singh** first of all acknowledged the chief guest for their humble presence in this faculty development programme. Dr. Singh further said that NAI TALIM experiential learning, work education is very useful for our student as well as our society. This education connects our student with their motherland and their culture. Therefore, it is an appreciable step taken by Mahatma Gandhi National Council Rural Education 'Deptt. Of Higher Education" Ministry of Human Resource Development. He conveyed special thanks to Dr. W.G. Prasanna Kumar, Chairman, MGNCRE for his efforts in this direction.

**Chief Guest Dr. Ram Chandar Awasthi, Registrar, Dr. Rammanohar Lohia Avadh University, Ayodhya (UP)** addressed the closing ceremony of seven day faculty development programme organized by MGNCRE, Hyderabad. In his address first of all he acknowledged MGNCRE for organizing faculty development programme in the jurisdiction of Dr. Rammanohar Lohia Avadh University, Ayodhya. Further he said that NAI TALIM is always significant because this education is based on skilled and crafts, which makes our students self dependent and self employed. Therefore, definitely it is appreciable. Dr. Awasthi specially acknowledged Dr. W.G. Prasanna Kumar, MGNCRE, Hyderabad for conducting faculty development programme for searching a way by which NAI TALIM experiential learning work education can be effectively connected with curriculum of various level of education.

In Seven Day Faculty Development programme on : NAI TALIM, Exeperiential Learning, Work Education in School and Teacher Education Curriculum and Community Engagement , following were the findings and conclusion :

1. Learning is an active and social activity. Therefore, student must be engage in social activity and group participation.
2. All schools must be insured to provide free education in their social or community surrounding.
3. Primary School Teachers arrange local resources for students learning through work education.
4. Primary school teachers should motivate their student to interact with local environmental surrounding.
5. Primary school teachers must lead their students in social interaction and community engagement programme.
6. Right to Education act 2009 is effected in India since April 2009, which provide a provision of free and compulsory Education for 6 to 14 Years age of child.
7. NAI TALIM should be included in school curriculum.
8. Teaching Learning process in basic school must be based on activity, experiential learning and work education.
9. Practical part of teacher education curriculum should must be included social services, community engagement and socially useful productive work.
10. Community engagement must be a compulsory part of internship of teacher education curriculum.
11. Pupil teacher of teacher training programme must go in local community once in a week.

12. Pupil teacher should maintain records of social, interaction, community engagement, work, education and performing socially useful productive works.

**Dr. Anil Kumar Dubey** expressed his gratitude towards the chief guest Dr. Awasthi, Dr. A.K. Srivastava, Principal, KNIPSS Sultanpur, Dr. S.K. Singh, Vice-Principal, KNIPSS, Sultanpur, Prof. Yashwant Singh, Dr. Vijay Pratap Singh, President, Dr. Rammanohar Lohia Avadh University College Teacher Association, Dr. Radhey Shyam Singh, Dr. Neeta Singh, Dean, Faculty of Education, Dr. Rammanohar Lohia Avadh University and acknowledged all the participants for participating sincerely in the faculty development programme.

Dr. Neeta Singh, Head, Department of Education, KNIPSS, Sultanpur expressed her thanks to the chief guest Dr. Ram Chandra Awasthi, Registrar, Dr. R M L Avadh University, Ayodhya, Dr. A.K. Srivastava, Principal, KNIPSS Sultanpur, Dr. S.K. Singh, Vice-Principal, KNIPSS, Sultanpur, Prof. Yashwant Singh, Dr. Vijay Pratap Singh, President, Dr. Rammanohar Lohia Avadh University College Teacher Association, Dr. Radhey Shyam Singh, Dr. Anil Kumar Dubey, Senior Faculty, MGNCRE, Dept. of Higher Education, Ministry of Human Resource Development, Hyderabad for their humble presence and their kind cooperation, in conduction of seven day faculty development programme on NAI TALIM: experiential learning, work education in school and teacher education curriculum and community engagement. She acknowledged all the participants for participating sincerely in the faculty development programme.

#### **CERTIFICATE DISTRIBUTION**

**Dr. Ram Krishna Awasthi**, *Registar, Dr. RML Avadh University, Ayodhya* presented certificate to **Dr. Vijai Pratap Singh** for successful participation in 7 day faculty development programme on NAI TALIM experiential learning, work education in school and teacher education curriculum and community engagement conducted from 16/01/2019 to 22/01/2019.

**Dr. Anil Kumar Srivastava**, *Principal, Kamla Nehru Institute of Physical & Social Sciences, Sultanpur* presented a momento to Dr. Ram Chandra Awasthi, Registrar, Dr. R M L Avadh University, Ayodhya on the closing ceremony of faculty development programme on NAI TALIM: experiential learning, work

education in school and teacher education curriculum and community engagement conducted from 16/01/2019 to 22/01/2019.

**Dr. Sushil Kumar Singh**, *Vice-Principal, Kamla Nehru Institute of Physical & Social Sciences, Sultanpur* presented a memento to Prof. Yashwant Singh, Ex. Principal, KNIPSS, Sultanpur and Ex. Dean, Faculty of Law, Dr. R.M.L. Avadh University on the closing ceremony of faculty development programme on NAI TALIM: experiential learning, work education in school and teacher education curriculum and community engagement conducted from 16/01/2019 to 22/01/2019.

**Dr. Neeta Singh**, *Head, Department of Education, Kamla Nehru Institute of Physical & Social Sciences, Sultanpur* presented a memento to Dr. Anil Kumar Srivastava, Principal, KNIPSS, Sultanpur, on closing ceremony of faculty development programme on NAI TALIM: experiential learning, work education in school and teacher education curriculum and community engagement conducted from 16/01/2019 to 22/01/2019.

#### **Vote of thanks**

Dr. A.K. Srivastava, Principal, KNIPSS, Sultanpur acknowledged and thanked the chief guest Dr. Ram Chandra Awasthi, Registrar, Dr. R.M.L. Avadh University, Ayodhya, prof. Yashwant Singh, Ex. Principal, KNIPSS, Sultanpur, Dr. Sushil Kumar Singh, Vice-Principal, Dr. Vijay Pratap Singh, President Dr. Rammanohar Lohia Avadh University College Teacher Association, Dr. Anil Kumar Dubey, Senior Faculty, MGNCRE, Hyderabad, Dr. Radhey Shyam Singh, Head, Deptt. Of Hindi, KNIPSS, Sultanpur, Dr. Neeta Singh, Head, Deptt. Of Education, KNIPSS, Sultanpur for their humble presence in the closing ceremony of seven day faculty development programme on NAI TALIM: experiential learning, work education in school and teacher education curriculum and community engagement conducted from 16/01/2019 to 22/01/2019.

Dr. Srivastava expressed his benign thanks to Dr. W.G. Prasanna Kumar, Chairman, MGNCRE, Dept. of Higher Education, Ministry of Human Resource Development, Hyderabad for organizing this faculty development programme in Kamla Nehru Institute of Physical & Social Sciences, Sultanpur U.P. Dr. Srivastava highly appreciated Dr. W.G. Prasanna Kumar for his humble efforts and initiative in the direction of valuable education.



## List of Participants

S.N o.	Name of Participants	Designation	College Name	Mobile No.
1	Dr. Bihari Singh	Associate Prof.	KNIPSS, Sultanpur	9452051205
2	Dr. Uma Shankar Singh	Associate Prof.	KNIPSS, Sultanpur	9451232288
3	Dr. Dinesh Prasad Mishra	Associate Prof.	KNIPSS, Sultanpur	9415968300
4	Dr. Praveen Kumar Singh	Associate Prof.	KNIPSS, Sultanpur	9415968434
5	Dr. Surendra Pratap Singh	Associate Prof.	KNIPSS, Sultanpur	9451255333
6	Mr. Dileep Kumar Singh	Assitt. Prof.	KNIPSS, Sultanpur	9565139526
7	Mr. Santosh Singh Kushwaha	Assitt. Prof.	KNIPSS, Sultanpur	9415446650
8	Mr. Banwari	Assitt. Prof.	KNIPSS, Sultanpur	9452189857
9	Mr. Santosh Kumar Singh	Assitt. Prof.	KNIPSS, Sultanpur	9554679891
10	Mr. Pradeep Singh	Assitt. Prof.	KNIPSS, Sultanpur	9454691005
11	Ms. Nasreen Fatima	Assitt. Prof.	KNIPSS, Sultanpur	9140747574
12	Dr. Rajesh Kumar Singh	Assitt. Prof.	KNIPSS, Sultanpur	9451056783
13	Dr. V P Singh	Principal	KNIMT, Sultanpur	9450712651
14	Ms. Ankita Singh	Assitt. Prof.	KNIMT, Sultanpur	9455588462
15	Ms. Namrata Singh	Assitt. Prof.	KNIMT, Sultanpur	9451136380
16	Dr. Hari Narayan Tripathi	Assitt. Prof.	KNIMT, Sultanpur	8115680333
17	Ms. Deeksha Singh	Assitt. Prof.	KNIMT, Sultanpur	9451735647
18	Mr. Ram Pratap	Assitt. Prof.	KNIMT, Sultanpur	9450212370
19	Ms. Zainab Bano	Assitt. Prof.	KNIMT, Sultanpur	9565715949
20	Mrs. Pushpawati Devi	Assitt. Prof.	KNIMT, Sultanpur	9532214711
21	Mr. Pavan Kumar	Assitt. Prof.	KNIMT, Sultanpur	7388596475
22	Mr. Raj Bahadur Pal	Assitt. Prof.	KNSMTITT, Sultanpur	8009590239
23	Mr. Vipin Kumar Singh	Assitt. Prof.	KNSMTITT, Sultanpur	9532485882
24	Mrs. Chitra Pandey	Assitt. Prof.	KNSMTITT, Sultanpur	7398682727
25	Dr. Ritu Singh	Assitt. Prof.	KNSMTITT, Sultanpur	7388101276
26	Dr. Pashupati Nath Mishra	Assitt. Prof.	KNSMTITT, Sultanpur	7054107700
27	Dr. Santosh Kumar Singh	Assitt. Prof.	RRPG College, Amethi	9415521077
28	Dr. Ajay Kumar Singh	Assitt. Prof.	RRPG College, Amethi	9452191705
29	Dr. Jyoti Singh	Assitt. Prof.	RRPG College, Amethi	9565628438
30	Dr. Sandhya Srivastava	Assitt. Prof.	GSPG College Sultanpur	9889393339



FDP Snapshots































