

Experiential Learning – Gandhiji's Nai Talim

Faculty Development Programme at
Mahatma Gandhi Kashi Vidyapith
Varanasi, Uttar Pradesh, November 29 to December 5, 2018

Faculty Development Centre

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

Mahatma Gandhi National Council of Rural Education

Department of Higher Education

Ministry of Human Resource Development, Government of India

Hyderabad – 500004 www.mgncre.in



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FDP Overview

FDP Name	<i>Experiential Learning, Nai Talim and Work Education through School & Teacher Education Curriculum</i>
Organized by	Department of Education, M.G. Kashi Vidyapith, Varanasi
Dates	29 th November to 5 th December 2018
Time	10.00 to 17.00
Venue	Department of Education, M.G. Kashi Vidyapith, Varanasi
No. of Participants	30
Chief Guest	Prof T N Singh, Vice-Chancellor
Other Dignitaries	Prof Arvind Kumar Pandey, Head Dept of Education Prof P C Shukla
MGNCRE Resource Person	Ms Sarvani Pandey, Senior Academic Consultant, MGNCRE

Target Outcomes of the 7-Day FDP

Participants will:

1. Understand the vision and philosophy of the Experiential Learning, Gandhiji's Nai Talim Curriculum
2. Experience the skills and knowledge gained and the impact on three H's through participating in experiential learning activities
3. Understand Gandhiji's aims of education and philosophy behind Nai Talim
4. Explore the states which are already implementing Nai Talim
5. Discuss the Nai Talim/ Experiential Learning success stories in their states
6. Discuss and present key connections between NCF 2005, RTE 2009, NCFTE 2010 and Nai Talim
7. Identify aspects relevant to the context of the school students and B Ed Student-Teachers from various backgrounds and occupations
8. Devise contextually suitable engagement activities for the student teachers
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 and 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. Analyze and share learning from the program that can be applied in the school education and DIET
 21. Take part in various rural immersion activities/methodologies to understand the strengths and weaknesses of rural communities
 22. Share ideas on community engagement by student teachers at B Ed Colleges and school students

Participant Profile

Participants comprised faculty from B Ed colleges affiliated to the University

Details of participants are mentioned in **Annexure A**

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

Session No	Activity	Time	Activity Methodology	Resources Needed
Day 1				
1.	Registration	1000-1030	<ol style="list-style-type: none"> 1. Greet and welcome the participants as they arrive 2. Ask them to fill in the registration form 3. Hand over the folder 	Registration Forms, Folder with Note pad, pen, Experiential Learning Book
2.	Inauguration	1030-1100	<ol style="list-style-type: none"> 1. Chief Guest, Guest of Honour, University Officials, other dignitaries and MGNCRE representative light the lamp 2. A Prayer may be sung by some participants 3. Brief Speeches by dignitaries as planned, vote of thanks 4. Have a quick round of facilitator and participant introductions 	Brass Lamp Oil Wicks Match box Candle Bouquets Memento for Chief Guest
3.	School & Community: Community Engagement Process (Dialogic Method)	1100-1145	<ol style="list-style-type: none"> 1. Explain the activity to the participants 2. Form them into teams of 5-6 members each 3. Execute the activity , facilitators also take part with the participants 4. Ask them to do also measure height and weight of participants 5. Ask each group to share the experience 6. Summarise that Experiential Learning is a better method than traditional text book/rote based learning - link to Dialogic method 	Sample Activity Plan – <i>Experiential Learning Input in School Curriculum Sample Document</i> -one for the facilitator Measuring tape, Ribbons, Marker pens, Scissors, Weighing Machine A Note book and a pen per group Dialogic Method – Reading material for the facilitator
4.	Gandhiji Tolstoy Farm and Nai Talim -	1200-1315	<ol style="list-style-type: none"> 1. Form Teams of 4 members each 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) 	Latest Fad Portions Hind Swaraj Presentation Experiential learning book

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

Session No	Activity	Time	Activity Methodology	Resources Needed
	life – Work Education and its implications		<ol style="list-style-type: none"> 4. Allot one typology to each team from Chapter 6 (A to J) 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) 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"> a. Head (Cognitive)- Knowledge b. Heart (Affective) - Attitude c. Psychomotor (Hand) - Skill 7. They need to record their ideas, present and hand over the documents to MGNCRE 8. Sum up using work education ppt 	<p>typology – two copies per group</p> <p>A sample format for experiential learning typology – two per group</p> <p>Work education ppt</p>
2.	Nai Talim for School Curricular areas	1030-1145	<ol style="list-style-type: none"> 1. Individual work: Preparing class wise and subject wise Work education activities based on text books and suggested activities from experiential learning hand book Classes VI to X Participants to be assigned a subtopic from B Ed Curriculum Topics by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation 	<p>Sample School Curriculum</p> <p>Experiential Learning Activity – one copy per participant</p> <p>Format – one copy per participant</p> <p>Manipur School Implementation photos can be played in a loop</p>
3.	Nai Talim for School Curriculum	1200-1315	<ol style="list-style-type: none"> 1. Presentation of the above work by participants 	
4.	PRA and PLA Methods (Community Research)	1430-1545	<ol style="list-style-type: none"> 1. PRA and PLA methods and links to community engagement explained by facilitator through an interactive discussion with support of slides 2. Discussion and presentation on village immersion/ community work – PLA activities – 5 to 6 activities – Transect walk, Village Resource Map, Venn Diagram, FGD, Occupational Analysis etc.,) 	<p>PRA/PLA ppt</p> <p>Copies of PRA/PLA techniques from Rural Immersion book</p> <p>One copy of each technique per group</p> <p>Charts, Sketch pens, White papers.</p>
5.	Nai Talim	1600-	<ol style="list-style-type: none"> 1. Form teams and share one PRA technique 	Copies of PRA/PLA

Session No	Activity	Time	Activity Methodology	Resources Needed
	Express	1800	<p>with each team</p> <ol style="list-style-type: none"> 2. Ask the teams to go out and conduct the activity in the campus as a simulation exercise 3. Give them an hour and 15 min. 4. Then ask participants to present their output at the location wherever they have drawn/recorded it. 5. Alternatively each team can video record their work and present it in the classroom through the LCD projector. 6. Reinforce that these methods need to be used during the village engagement visits 	<p>techniques from Rural Immersion book</p> <p>One copy of each technique per group</p> <p>Charts, Sketch pens, White papers.</p> <p>Rural Immersion Hand Book</p>
Day 3				
1.	Rural Engagement through Participatory Learning Approaches – Learning through discovery and exploration	0900-1015	<ol style="list-style-type: none"> 1. Greet and welcome the participants 2. Recap key learnings from Day 2 3. Continue with the previous day's teams. 4. Let them take up another method of PRA and do it in the campus 5. Video record the experience and present learnings 6. If presentation from previous evening activity was not done, it can instead be completed now <p>Alternatively a guest lecture can be organised by the Rural Development Department of the University</p>	<p>Charts, Sketch pens, White papers.</p> <p>Village Immersion Hand Book</p>
2.	Analysis of B.Ed Curriculum and preparing work education activities / practicums which need to be integrated into B.Ed Curriculum and practices.	1030-1145	<ol style="list-style-type: none"> 1. Individual work: Participants to be assigned a practicum from B Ed Curriculum by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation 2. Collect all the documents created by the participants after they present their work 	<p>Sample B Ed Experiential Learning Activity – one copy per participant</p> <p>Format – one copy per participant</p>
3.	Presentation on B Ed	1200-	<ol style="list-style-type: none"> 1. Individual work: Participants present their work 	

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

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

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

FDP Report: Day 1

Inaugural Session

The Faculty Development Program was inaugurated by Chief Guest, Prof. T.N. Singh. In his address he said that “Nai Talim is the new teaching method and reiterated the importance of Basic Education. Nai Talim is the dream of Gandhiji for village development. Knowledge is not only acquired through books but also through experience and practical knowledge. It should be dominated by the element of practical knowledge. He also said that core value of education is to prepare students for the upcoming mental and social challenges. Students need 70% of practical and 30% of theoretical knowledge.

Mentoring Faculty & Academic Expert, MGNCRE, Ms Sarvani Pandey, shared an overview of the Faculty Development Program – Experiential Learning – Gandhiji’s Nai Talim.

Head, Department of Education, Prof. Arvind Kumar Pandey delivered the welcome address.

Prof. P.C. Shukla shared some of the reasons behind the need to rethink about the Basic Education. He said that the main objectives behind “Nai-Talim” is to develop an individual’s physical and mental abilities. He also put forth other relevant issues which should be brought to everyone’s attention.

Program Implementation

Day 1: Session 1

Session Topic	Ice Breaker & Introductions
Transaction Methodology	Pair Work - The participants were formed into pairs and asked to name themselves as famous Educators
Key Learning Points	<ul style="list-style-type: none">• It is important to know people you are working with• It helps build interpersonal skills• The group gets to know strengths and weaknesses
Learners’ Response	There were different personalities in the group: artists, writers and a few participants who had published papers. Some could sing and some were unmarried. Participants also felt that it is better to introduce a partner than self-introduction.

Application of Learning	They will use this pair and share activity with their students at the beginning of the new academic year. It is also important to know the students' family background to offer them more support on a case-to-case basis.
Ideas for similar activities	Participants shared that they would list the strengths of their students and use them appropriately for various events in their college.
Link to Nai Talim	Pair work helped them to empathize and feel for their partner – whether it was a success story or a difficult period.

Lunch Break

Day 1: Session 2

Program Agenda was shared in detail with the need and rationale for the same. The participants also collaborated and prepared the session Norms:

Mobiles Silent

100% Attendance for certification

Share Ideas

Be Creative

Active Listening

Complete Assignments

Be Punctual

Be Interactive & Participatory

Be Happy!

Day 1: Session 3

Session Topic	School & Community: Community Engagement Process
Session Sub topics	Measurement of Length, Breadth Calculation of Perimeter and Area Measurement of Height Ascending Order Descending Order Greater than, Less than, Equal to

Transaction Methodology	<p>Short input on calculating the Perimeter and Area of a regular hexagon and a rectangle was shared by the facilitator. Two 2- metre ribbons were given to each group as tools to measure.</p> <p>Group Activity - The participants were formed into teams of 3-4 each</p> <p>They had to measure different sides of the training room and calculate perimeter and area of the room that was measured. They were also asked to measure their height and identify the tallest and shortest person in their teams.</p>
Key Learning Points	<ul style="list-style-type: none"> • Experiential Learning helps in Learning Concepts easily • Working with the hands (measuring length), working cooperatively (heart) engages the participants in learning a concept completely (head) and they develop tolerance, self-reliance, a sense of sharing and caring and ensuring team's success (Sarvodaya) • Learners also retain and recall the concept for a longer period of time, thus helping them perform better in assessments. • Steps in Kolb's cycle of Experiential Learning
Learners' Response	<p>All teams liked the activity, they shared various areas and perimeters</p>
Learners' Feedback	<p>Participants valued and understood the role of "hands" in effecting learning in the "heart" and "head"</p> <p>They were grateful that they could experience such learning</p>
Application of Learning	<p>The participants will use this model and create a similar experiential learning plan which will be implemented in the school visit during the Faculty Development Program</p> <p>They will create a similar plan for implementation in B Ed college in the visit to a B Ed College during Faculty Development Program</p>

Ideas for similar activities	Participants shared that they could apply this learning for many activities in their colleges
Link to Nai Talim	Since hands were used actively, and heart and head were also actively involved, a link to Nai Talim was made. Self-reliance was displayed by one team, cooperation and collaboration, taking everyone forward was also displayed by the teams.

Day 1: Session 4

Session Topic	Gandhiji's Tolstoy Farm and Nai Talim - Gandhiji's Ideas on Education
Session Sub topics	Chapter 2: Experiential Learning - Gandhiji's Nai Talim Chapter 3: Experience, Work and Education Chapter 4: Context, Concerns and Issues Chapter 5: School Curriculum, Experiential learning and Work Education
Transaction Methodology	Group Work: Continued in the same teams as the previous session. Each team was asked to refer to their Experiential Learning – Gandhiji's Nai Talim Book Participants were divided in 6 groups: I – Srijan Group II – Shanti Group III – Pragti Group IV – Manav Group V – Gramin Group VI – Aadhar Group

<p>Key Learning Points</p>	<p>Chapters 1 and 2: Experiential Learning - Gandhii's Nai Talim</p> <ul style="list-style-type: none"> • Need to revisit Gandhiji's Basic Education and customize it to the current context • Gandhiji's Philosophy of Life – Nai Talim Education • Main Principles of Basic Education • Social and Ethical Aspects of the Scheme: Purpose & Methods • Gandhiji's Aims of Education • Self Sufficiency – Education through Craft – Economic Value & Pedagogical value <p>Chapter 3: Experience, Work and Education</p> <ul style="list-style-type: none"> • Learning & Knowledge Acquisition in Gandhiji's view • Historical perspective • Reference to Kothari Commission Recommendations • Community Work & Social Action <p>Chapter 4: Context, Concerns and Issues</p> <ul style="list-style-type: none"> • Alienation of children from the knowledge base of family and community • Destruction of pride in the productive labour as well as commitment to related values • De-skilling of the multiple skills acquired before coming to school • Child work Vs Child Labour, Education & Alienation • Gender • The challenge of the differently abled <p>Chapter 5: School Curriculum, Experiential learning and Work Education</p> <ul style="list-style-type: none"> • Why does work need to be made a part of the curriculum? • Cognitive Competencies • Social Competencies • Affective Competencies • Guidelines for making work a part of the School Curriculum
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Learners' Response	<p>Participants expressed their views as per the presentations prepared with respect to:</p> <ul style="list-style-type: none"> • Experiential Learning - Gandhiji's Nai Talim • Experience, Work and Education • Context, Concerns and Issues • School Curriculum, Experiential learning and Work Education <p>They expressed clarity on Gandhiji's views on aims of education as well as his philosophy and its relevance to the present day context.</p> <p>They also refreshed their knowledge of Cognitive, Affective and Social competencies to be developed in children</p>
Learners' Feedback	<p>Participants unanimously felt that it was time to introduce Experiential Learning - Nai Talim</p>
Application of Learning	<p>Plan and implement experiential learning activities in their B Ed colleges</p>
Ideas for similar activities	<p>Content Analysis/Book review Activities could be integrated into their teaching methodology where students present their understanding of a piece of content they read</p>
Link to Nai Talim	<p>The entire essence of the first five chapters was well understood and the participants linked it to principles like dignity of labour, work and education are not separate, using mother tongue as the medium of understanding (they presented this in their mother tongue) and teacher being a learner all through the session.</p>

Day 1: Session 5

Session Topic	Nai Talim Patterns in India
Session Sub topics	<ul style="list-style-type: none">• Puvidham Learning Centre, Dharmapuri, Tamil Nadu• Kalkeri Sangeet Vidyalaya, Dharwad, Karnataka• The Students' Educational and Cultural Movement of Ladakh (SECMOL)
Transaction Methodology	<p>Group Exercise - The participants were formed into teams and were handed out a three page document on Nai Talim Patterns in India which briefly featured the work being done at</p> <ul style="list-style-type: none">• Puvidham Learning Centre, Dharmapuri, Tamil Nadu• Kalkeri Sangeet Vidyalaya, Dharwad, Karnataka• The Students' Educational and Cultural Movement of Ladakh (SECMOL)• Aksharnandan, Pune. <p>Each participant was asked to read the entire document, but each team had to present activities done in one centre (in detail).</p>

Key Learning Points	<p>Nai Talim methodology:</p> <ul style="list-style-type: none">• Provides a humane and child-centered environment for the students• Ensures that children value the rural environment through community engagement• Includes Fine Arts' Skills that will enable students to find meaningful and well-paid employment, breaking the cycle of persistent poverty and creating a better future for themselves and their communities.• Can help sustain a school through regular income• Is one where learning is based on justice, non-violence, equality, sharing, cooperation, and respect for the environment.• Is not based on competition or exam-oriented rote learning• Believes in the 3H ideology and hence academics are interlinked with activities such as farming, cooking, and craft-work including carpentry
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<p>Learners' Response</p>	<p>Participants discussed the Nai Talim examples in groups and each group presented their understanding of the methodologies being followed at</p> <ul style="list-style-type: none"> • Puvidham Learning Centre, Dharmapuri, Tamil Nadu <ul style="list-style-type: none"> • Developing effective organic farming techniques and providing a humane and child-centered environment for its students • Its vision is to spread organic farming, self-sufficiency in terms of water, energy, food, and learning and ensuring that rural children value their environment. • The students are primarily children of dalit and other farming communities and the staff includes locally educated youth. • With farming being its focus, there is a set curriculum which links farming with various subjects • Children of grade levels 3 to 7 grow vegetables, plant trees alongside the road, manage a tree nursery, set up a vermin-compost pit and prepare herbal repellants. • There are other activities as well on which students are trained including embroidery, knitting, soap-making, basket weaving, cloth weaving, pottery, waste-disposal, etc. • Students also participate in sports such as karate and activities such as dance, drama and singing; and are exposed to the world beyond their village through trips to places such as Pondicherry and Auroville. • They are taught to read and write both Tamil (their mother tongue) and English. • Children are taught through role plays, workshops, walks, open discussions, experiential learning with the focus being more on self-learning. • There is a library accessible to children as well as computers. • The centre ensures that it reaches out to the community, involving them in various ways including getting members to teach various occupations to the students, the students helping them in organic farming and improving the life in the village through awareness campaigns.
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Learners' Feedback	<p>Participants felt confident that with a few changes in their learning methodologies, they could adapt and adopt the Experiential/Nai Talim Methodology in their Colleges and thus expose their student-teachers to the world of Nai Talim.</p> <p>Participants were interested in knowing the success stories of the students who pass out from such Learning Centres.</p>
Application of Learning	Participants can use many of the implementation methodologies in their institutions and classrooms
Ideas for similar activities	B Ed Colleges may initiate vermi composting and kitchen gardening in their campus and also integrate some craft based and infrastructure management related activities for their students.
Link to Nai Talim	All the case studies shared were Nai Talim Schools and hence linked completely to Nai Talim as they provide ideas on what additional activities can be integrated in a school to make learning holistic.

Day 1 Session 6

Session Topic	Nai Talim and NCF 2005, NCFTE 2010 and RTE 2009
Session Sub topics	NCF 2005 and its link to Nai Talim RTE 2009 and its link to Nai Talim NCFTE 2010 and its link to Nai Talim

Transaction Methodology	<p>The facilitator briefly explained about NCF 2005, RTE 2009 and NCFTE 2010 and then conducted a group exercise</p> <p>Group Exercise - The participants were formed into teams and assigned one Policy each. They were given an audio link to listen to, asked to make notes and link them to the material in a handout on NCF 2005/RTE 2009/NCFTE 2010; and connect the main ideas of these policies to Nai Talim philosophy.</p>
Key Learning Points	<p>The link between Experiential Learning – Gandhiji’s Nai Talim and the essence of the directives in NCF 2005, RTE 2009 and NCFTE 2010 are similar.</p>
Learners’ Response	<p>Learners became aware that the three educational policies have experiential learning as a core element with special focus on the child being an active learner in the learning process</p>
Learners’ Feedback	<p>Learners reflected and understood the importance of the three policies. They shared that they will make an effort to implement experiential learning activities in letter and spirit back in their Colleges</p> <p>They appreciated the group exercise and identified it as active participative activity by the learner in his/her own learning.</p>
Application of Learning	<p>Plan and implement Experiential Learning activities in their Colleges</p>
Ideas for similar activities	<p>Any new policy shared by the Central or State Govt should be implemented using experiential learning activities</p>

<p>Link to Nai Talim</p>	<p>NCF 2005: Guiding Principles</p> <ul style="list-style-type: none"> ▪ Connecting knowledge to life outside the School ▪ Ensuring that learning is shifted away from rote methods ▪ Enriching curriculum so that it goes beyond Text Book ▪ Making Examination more flexible and non-threatening ▪ Discuss the aims of education ▪ Building commitment to democratic values of equality, justice, secularism and freedom. <p>Focus on child as an active learner</p> <ol style="list-style-type: none"> 1. Primacy to children’s experience, their voices and participation 2. Needs for adults to change their perception of children as passive receiver of knowledge 3. Children can be active participants in the construction of knowledge and every child come with pre-knowledge 4. Children must be encouraged to relate the learning to their immediate environment 5. Emphasizes that gender, class, creed should not be constraints for the child 6. Highlights the value of Integration 7. Designing more challenging activities <p>RTE 2009</p> <ul style="list-style-type: none"> ▪ The Act provides for development of curriculum in consonance with the values enshrined in the Constitution, for the all- round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning. <p>NCFTE 2010</p> <ul style="list-style-type: none"> ▪ Reflective practice to be the central aim of teacher education ▪ Student-teachers should be provided opportunities for self- learning, reflection, assimilation and articulation of new ideas
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Developing capacities for self-directed learning and ability to think, be critical and to work in groups.

Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

Day 1 ended with a summary of the day's learnings as well as a reminder of the session start time on Day 2.

Recap

The day started with a recap of the previous day's learning.

Participants shared that they understood Gandhiji's vision for Basic Education, also learnt Kolb's Cycle through an experiential learning activity on measurement and an innovative way of introductions. Participants shared that they became aware of some of the Nai Talim schools in India, understood that NCF 2005, RTE 2009 and NCFTE 2010 spoke the language of Nai Talim.

Day 2: Session 1

Session Topic	Education relating to life – Work Education and its implications
Session Sub topics	Cognitive Domain (Head- Knowledge) Affective Domain (Heart - Emotions/Values) Psychomotor Domain (Hand – Skills)
Transaction Methodology	<p>Group Activity & Presentation</p> <p>The participants were formed into teams and were asked to work on Experiential learning Typology : Link to Cognitive, Psychomotor and Affective(HHH) Domains</p> <p>The themes were selected by the teams from the Experiential Learning Hand book (Chapter 6)</p>
Key Learning Points	<p>Focus when built on psycho motor domain (hand) helps build learning in affective domain (heart) and cognitive domain (head).</p> <p>Outcomes must be identified for the psychomotor domain and affective domain as well.</p>
Learners' Response	They took the activity very seriously and each group was engaged in animated discussions, thoughtfully working out the outcomes in the three domains for the typology/ activity chosen by them

Learners' Feedback	A few team members shared the outcomes of the three domains for the assigned work education typology. Only cognitive domain outcomes are written as a matter of routine and psychomotor and affective domains outcomes are never considered. They realized that the outcomes of these two domains will automatically ensure that the outcomes of the cognitive domain are met
Application of Learning	Outcomes for all three domains will be incorporated into their lesson plans.

Ideas for similar activities	All learning activities need to be linked to the three domains through specific outcomes for each
Link to Nai Talim	Since the activity was based on work education aspects, the outcomes of "hand" "heart" and "head" domains are linked completely to Nai Talim

Day 2 : Session 2

Session Topic	Experiential Learning Inclusions in School Curriculum
Session Sub topics	Experiential Learning Activity Identification Writing the Steps for conducting the same Writing the precautions for conducting the same Identifying the tools required for the activity Creating checklists for effective implementation Creating Assessment parameters for the activity
Transaction Methodology	Participants were asked to relook at the Day 1 Session 1 activity and write a similar activity plan choosing a curricular area from Grades 6 to 10. They were asked to work out the activity plans for that particular class as an assignment.
Key Learning Points	Nai Talim as an Experiential Learning Methodology was understood as they experienced it in the "Measurement' Activity on Day 1 The Experiential Learning Activity Plan created by them would be implemented on Day 5 during the visit to a School

Learners' Response	Learners' liked the model activity shared with them. They would work out the experiential learning activities for School Curricular areas, keeping in mind resources that would be easily available for conduct of the activity at the school.
Learners' Feedback	Learners felt it would be easy to integrate and execute the experiential learning activities that they had prepared. They also promised to organize the resources needed for the session
Application of Learning	Experiential Learning Activity Plans may be introduced and implemented in the Colleges of Education affiliated to the University
Link to Nai Talim	All the Experiential Learning Activities focus on Hand, Heart and Head (in that order) and hence are linked to Nai Talim.

Day Two: Session 3

Session Topic	PRA and PLA Methods
Session Sub topics	<ul style="list-style-type: none"> • Meeting and Mobilising • Transect Walk • Timeline • Resource Mapping • Venn Diagram • Focus Group Discussion • Interview

<p>Key Learning Points</p>	<p>The What, Why and How (with relevant examples) of</p> <ul style="list-style-type: none"> • Timeline • Resource Mapping • Seasonal Calendar • Chapati Diagram • Livelihood Analysis <p>Precautions to be taken while conducting a focus group discussion</p> <p>Importance of meeting and mobilizing and conducting a transect walk.</p>
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<p>Transaction Methodology</p>	<p>Rationale for the session was explained</p> <p>Brief introduction about PRA and PLA methods was done – what they are, why are they done</p> <p>Group work: The same teams were assigned the following: Group 1 - Time Line</p> <p>Group 2 - Resource Map Group 3 – Seasonal Calendar Group 4 – Chapati Diagram Group 5 – Livelihood Analysis</p> <p>Meeting & Mobilizing, Transect Walk and Focus Group Discussion were briefly explained by the facilitator/assigned to more groups</p>
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Learners' Response	Since this was a new concept for them, participants were appreciative of the new learning. They became sensitive to the fact that working with the community needs special techniques and it has to be done with care and genuineness. They related certain sub topics like Time line to their own villages while presenting
Learners' Feedback	Participants liked the session as they were introduced to the terms PRA and PLA for the first time.
Application of Learning	Participants are keen to carry out community engagement activities with their students
Ideas for similar activities	Participants wanted to visit artisans in the city and study their skill sets and their socio-economic conditions.
Link to Nai Talim	Community engagement was close to Gandhiji's heart and working with the community for their upliftment is a direct link to Nai Talim

Day 2: Session 4

Session Topic	Nai Talim Express (Simulation of PRA and PLA Methods)
Session Sub topics	<ul style="list-style-type: none"> • Transect Walk in the University & University Department of Education
Transaction Methodology	Transect Walk was done by all the participants in the Dept of Education /University campus. They formed themselves into teams and explored the different sections. They came back to the training room and put together what they saw as they went around the areas assigned to them on a chart paper.
Key Learning Points	The participants understood how a transect walk can help them find out information about a particular place. Meeting and Interview technique was practiced, and its importance understood.

Learners' Response	The participants understood the layout and department location of the university. Most said that this was the first time that they were going around the University /Department as during their previous official visits, they always came on specific work and left. They felt it was important to know their university in and out.
Learners' Feedback	Participants understood their role and responsibilities during the field visit to a village after the simulation.
Application of Learning	Participants were even more keen and excited about the field visit to the village as they will carry out the PRA/PLA exercises in a rural area
Ideas for similar activities	Colleges of Education Students' may undertake a similar exercise in their institutions to know all the departments and resources who work there. This will help build a relationship and rapport with all the staff of the institution.

Link to Nai Talim	Community engagement was close to Gandhiji's heart and working with the community for their upliftment is certainly linked to Nai Talim
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Day's Summary

Key learning was recapitulated at the end of the day. Participants recalled that all activities were fun as they were experiential, they did not know how the day passed by. Also, the creative streak in participants as well as working collaboratively, division of labour were observed as they changed teams and worked on various activities through the day. Written output in the form of charts was creative and consistently of high quality.

FDP Report - Day 3

Recap:

The day started with a recap of the previous day's learning.

They also refreshed their skills on writing learning outcomes for the three domains - Head, Heart and Hand with the main focus on Hand (Psychomotor). Participants shared that they understood the Steps of writing an Experiential Learning Plan with Steps, Precautions, Tools, Checklist and Assessment. They also shared that they were confident of executing it in the school visit and that they were focused on procuring the necessary resources for the execution.

They also expressed that PRA/PLA was new to them and that they were excited with the new learning and integration of the community engagement component. They understood the importance of using PLA techniques while engaging with the community. They team shared how they worked on making a resource map/other PLA techniques for their department which was indeed enlightening and that it was the first time they were doing an activity like this.

Day 3: Sessions 1 & 2

Session Topic	Nai Talim for B Ed Curricular Areas: Preparation of an Experiential Learning Plan and Presentation
Session Sub topics	Experiential Learning Activity Identification & Presentation Writing the Steps for conducting the same Writing the precautions for conducting the same Identifying the tools required for the activity Creating checklists for effective implementation Creating Assessment parameters for the activity Presentation
Transaction Methodology	A brief lecture on the B Ed curriculum areas followed by Individual Activity of writing an experiential learning activity for B Ed Curricular areas

Key Learning Points	<p>Nai Talim as a Community Engagement Learning Methodology and its Relevance</p> <p>Gram/Local/Sthanik Swaraj and Sarvodaya</p> <p>Nai Talim: Traditional vs Constructivist Approaches</p> <p>Community Engagement</p> <p>Education for Life Importance</p>
Learners' Response	<p>Learners liked the model activity shared with them and worked out activities for B Ed Curricular areas</p> <p>Some of the Activity plans that were made were on the following areas:</p> <ul style="list-style-type: none"> • Health Awareness • Adult Education & Government Policies • Community Awareness • School education Committee Members Orientation • Climate Change • Tree Plantation • Classification of Waste • Resource mapping of the B Ed College • Water Conservation • Sanitation • Connecting with Community Leaders for creation and maintenance of School facilities and Programmes <p>The activities implemented in the B Ed College Field visit were presented and were related to :</p> <ul style="list-style-type: none"> • Sanitation in the School • Health Awareness
Learners' Feedback	<p>Learners felt it would be easy to integrate and execute the experiential learning activities that they had prepared.</p> <p>They prepared and presented innovative experiential learning plans</p>

Application of Learning	Participants promised to immediately integrate Experiential Learning Activities into their curriculum wherever possible.
Link to Nai Talim	Community Engagement is an integral part of Gandhiji's Nai Talim. This was planned by the groups by writing out an experiential learning activity plan from the B Ed proposed curriculum areas

Day 3 : Session 3

Session Topic	Nai Talim Film
Session Sub topics	---
Transaction Methodology	<p>Whole Class Activity</p> <p>A 20-minute film on Anand Niketan, a Nai Talim School at Sevagram, Wardha was shown to the participants.</p> <p>A ten minute interactive discussion followed by a question- answer session on what they learnt and felt after watching the film</p>
Key Learning Points	<p>Agriculture, Spinning, Food & Health (Cooking food) and Cleanliness were the key activities that students at Anand Niketan did as part of "hand" activity.</p> <p>Practical Skills, Gender Equality and Dignity of Labour were inculcated in the school.</p> <p>Knowledge is gained at an application level, so it is retained better.</p> <p>Practical application with personal experience will make students thoughtful citizens</p> <p>Students want to contribute to the society and country and also help the poor and needy</p> <p>The biggest challenge for Nai Talim is acceptance by Society and Government</p> <p>Education impacts lives: A person becomes what he is by what he is exposed to in school.</p>
Learners' Response	They were moved by the film. It made them even more determined to implement experiential learning activities back in their institution

Learners' Feedback	Participants appreciated the activities being done at Anand Niketan
Application of Learning	Kitchen Garden, Cooking, Sewing, etc. can be implemented in the Colleges of Education

Ideas for similar activities	All the participants were moved by the students' feedback and felt emotionally connected to the Nai Talim activities; this helped them to know the real value of conducting experiential learning activities in their own institution
Link to Nai Talim	Anand Niketan is a Nai Talim School, the entire film is related to the activities that can be integrated and how they can be integrated

Day 3 : Session 4

Session Topic	Planning for the Field Visit the Following Day
Session Sub topics	Steps Precautions Tools
Transaction Methodology	<p>Interactive Discussion</p> <p>Discussed the instructions related to logistics and timings – transport arrangements (two-wheelers and four wheelers), departure time, food arrangements, time to be spent in school, activities to be done in school, time to be spent for rural immersion activities.</p> <p>Recapitulated the resources to be carried, the decorum to be maintained, the roles and responsibility allocation (Facilitator of the activity, co-facilitator of the lesson, one photo/video recorder, and one activity recorder). Reminded them to carry medicines, some snacks and water.</p> <p>The resources to be carried for the field visit for the activities to be conducted were also discussed. The PRA tools assigned to each group were recapitulated: what were the steps, precautions and tools they needed to follow for their activity. Asked them to share their roles and responsibility allocation (Facilitator of the activity, co-facilitator of the activity, a photo/video recorder, an activity recorder).</p>

Key Learning Points	<p>Planning is key for seamless execution of an experiential learning activity plan and rural immersion activity</p> <p>Personal safety and care</p> <p>Peer safety and care</p> <p>Steps, Precautions, Tools, Checklist and Assessment of the field visit</p>
Learners' Response	<p>Each team handed over their role allocation list</p> <p>All teams accepted all the suggestions made by the facilitators</p>
Learners' Feedback	<p>Participants appreciated that the minutest detail was thought of and discussed and they were clear about what they are expected to do and the decorum to be followed.</p>
Application of Learning	<p>Participants would apply all the instructions and precautions shared during the field visit over the next 4 days</p>
Ideas for similar activities	<p>Participants can work out similar plans with their students when they go out on field visits</p>
Link to Nai Talim	<p>The decorum to be followed would link to Gandhian Values of Truth, Punctuality, Self-Restraint, Self-Reliance etc. and these values get reinforced/inculcated during the field visit</p>

Day's Summary

Participants recalled all the concepts learnt through the day.

FDP Report: Day 4

Recap:

The day started with a recap where participants shared that they understood the Steps of writing a B Ed Experiential Learning Plan with Steps, Precautions, Tools, Checklist and Assessment. They also shared that they were confident of executing it in the college and that they are focused on procuring the necessary resources for the execution.

They liked the film on Anand Niketan and the quiz thereafter. Immediately after that the entire team left for the school.

Day 4: Session 1

Session Topic	Field Visit: School Visit Activities related to curricular inclusions and work education.
Session Sub topics	---
Preparatory Work	The participants rechecked the resources before leaving the Dept As soon as they reached the school, they met the principal who was grateful that their school had been chosen for the activity. He allotted the grades to enable participants to conduct the experiential learning activities that were planned
Transaction Methodology	Group Work The teams selected and prepared for different activities to implement at the school. The groups were assigned their corresponding grade from the school. Each team was ready with their materials and with the help of effectively built rapport with students they made the students enthusiastic to take part in the experiential learning.

<p>Key Learning Points</p>	<p>Community Service builds team spirit</p> <p>It helps to understand and inculcate dignity of labour</p> <p>Self Esteem improves as one feels proud to have contributed to societal work</p> <p>Even though the participants routinely work with students, they have rarely transacted experiential learning activities in their classrooms. So, it was a great experience for them to apply the learning from the training program. The</p>
	<p>session evidently depicted that the children are more interested in activity based, experiential learning.</p>
<p>Learners' Response</p>	<p>Each and every participant participated actively and was further motivated with the response from the students, who participated happily, actively and enthusiastically and did not want the activity to stop.</p> <p>The students requested the participants to stay back. The power of team work was demonstrated.</p> <p>Participants liked the way they did their activities and they started thinking of how to do this in their own colleges to make learning more interesting.</p>
<p>Learners' Feedback</p>	<p>Participants felt they had contributed in a small way to the community's development</p> <p>Participants found that it was easy to build rapport with the children and they were confident enough of implementing Nai Talim.</p> <p>There was pride in all of them when they finished the task</p>
<p>Application of Learning</p>	<p>Experiential Learning plan to be implemented in Colleges of Education and student teachers should also be encouraged to plan and implement experiential learning activities during their practice teaching</p>
<p>Examples/ Stories shared</p>	<p>All of the above activities and other activities like Cooking, Sewing, Construction, etc. could be implemented in the Colleges of Education</p>
<p>Ideas for similar activities</p>	<p>Participants get student-teachers to volunteer for community service back in their institutions</p> <p>Participants shared that they could apply this learning for many activities in their colleges</p>

Link to Nai Talim

Swachhta was also close to Gandhiji (he cleaned his own toilet)

and is a core component of Nai Talim. Dignity of labour is inculcated.

Teacher as a learner by doing the activity with the learners

Students used their Hand, Heart and Head while learning. Experiential learning was practiced

Day 4 : Session 2

Session Topic	Field Visit: Rural Immersion: PRA/PLA Techniques’ Practice during Village Visit
Session Sub topics	Participatory Rural Appraisal (PRA)/ Participatory Learning & Action (PLA) Tools
Transaction Methodology	<p>Group Work</p> <p>As per the prior planning done, the participants were ready with the materials using the PRA tools.</p> <p>All Groups – Transect Walk</p> <p>Group 1 - Time Line</p> <p>Group 2 - Resource Mapping</p> <p>Group 3 - Seasonal Calendar</p> <p>Group 4 - Chapati Diagram</p> <p>Group 5 - Livelihood Analysis</p>

Key Learning Points	<p>The participants learned many things about the village.</p> <p>The team first visited village panchayat office. The Sarpanch expressed his happiness for selecting the village for study. He briefly explained few details of the village:</p> <p>The year the Village was established, Total population and Area of the village. They also found out the main crops.</p> <ul style="list-style-type: none">• After the brief introduction, the entire team went on a transect walk.• After the transect walk, participants worked on completing the PLA technique assigned to their group with the help of the village residents.• Kids, youth, men, women, senior citizens were all part of it.• They guided and corrected the participants. They also expressed their happiness.
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Learners' Response	<p>The inhabitants of the village were respectable people and hard- working.</p> <p>They took up innovative experiments in their farms.</p> <p>The participants noticed equality, leadership, commitment towards the community and commitment towards animals as well. The school visit experience was very good.</p>
Learners' Feedback	<p>The villagers have a lot of affection.</p> <p>Everyone welcomed the participants affectionately and shared information about the village.</p> <p>The participants learnt the principle of integration and how to build relations with the help of affection.</p> <p>They also learnt how villagers support each other to help overcome</p>
Application of Learning & Link to Nai Talim	<p>Community engagement is an integral part of Nai Talim and PRA/PLA techniques can be used by the participants with their student teachers in a focused manner on a regular basis.</p>
Ideas for similar activities	<p>Community Engagement could be made a mandatory part of the B Ed Curriculum through field work in Village School and Anganwadis.</p>

Day's Summary:

Participants recalled all the concepts learnt through the day. They also reviewed the arrangements as well as resource readiness for the village visit over the next two days.

FDP Report - Day 5

Day 5: Session 1

Session Topic	Field Visit: Experiential Learning Activity conducted with B Ed Students
Session Sub topics	-
Transaction Methodology	<p>Group Work</p> <p>As per the prior planning, the participants were prepared for the Experiential Learning Activities</p> <p>The students were oriented about the activity that is to be conducted there.</p> <p>Students were divided into teams and the activities listed above were conducted with them.</p>
Key Learning Points	The importance of planning experiential learning through use of Hand, Head and Heart was reinforced.
Learners' Response	Student-teachers were happy with all the activities that were conducted. They shared that what they learned was inspiring and motivating.
Learners' Feedback	Participants established good rapport with the student-teachers and even they learnt from them and enjoyed the activities and yoga session.
Application of Learning & Link to Nai Talim	It was clear to the participants that experiential learning activities need to be implemented in the Colleges of Education. The activity linked cognitive, affective and psychomotor domains.
Ideas for similar activities	Participants get students to volunteer for community service back in their institutions

Day 5: Session 2

Session Topic	Field Visit: Rural Immersion: Intensive Discussion with Various Groups in the Village
Session Sub topics	Focus Group Discussion Interview
Transaction Methodology	Group Work
Key Learning Points	<p>The participants learned many things about the group that they were assigned through FGD/Interview technique as detailed below:</p> <ul style="list-style-type: none">• Communication Skills• Time Management• Persuasion Technique• Patience• Objective Oriented Keen Observation Skill• Commitment towards Work• Cooperation• Tolerance• Adjustment• Confidence levels of participants have increased through this activity.• This activity informed the participants about village livelihoods and also initiated their thinking process about problems of the village youth and some solutions for them.• This activity changed their vision positively to look at all village youth occupations to instill dignity of labor for them.• With the help of the Gram Panchayat it is easy to interact with the villagers.

Learners' Response	<ul style="list-style-type: none"> • Learners understood how the SHG women contribute to their family's income and how women in villages are now becoming confident. • They communicated with all stakeholders in the school and came to know the relationship between schools and society. • The Health Centre's effort towards improving villagers' health is really appreciable. • Counselling regarding dealing with health issues is benefitting the villagers. • Found out the main occupations of the youth in the village • Also got to know the problems faced by farmers.
Learners' Feedback	<ul style="list-style-type: none"> • Participant enjoyed the experience as they interacted with the youth and found out about their education levels, aims and aspirations. • They learnt a lot of things in a very short period. • They shared that they learnt about the village systems through interactions
Application of Learning & Link to Nai Talim	<p>Community engagement is an integral part of Nai Talim and FGD and Interview techniques can be used by the participants and their student-teachers to understand the success stories and needs of the rural community.</p>

FDP Report - Day 6

Recap:

The day started with a recap of the Field visit to B Ed College and Village interactions.

Day 6: Session 1

Session Topic	Report Writing: Field Visit to School, Village, and B Ed College
Transaction Methodology	<p>Group Work</p> <p>The teams worked on reports that were created on PowerPoint as per the field visit work that they took up in the school, village , and B Ed College</p>
Key Learning Points	<ul style="list-style-type: none"> • Experiential Learning Activity Name • Grade • Roles taken up by Team Members • Activity implementation Steps • What Learners Said • What Learners Liked • What Went Well
Learners' Response	All groups worked dedicatedly on preparing their presentations. They put together slides: School, Village and B Ed College. They divided the work amongst themselves and ensured delivery of desired output in the given time
Learners' Feedback	Learners were excited to work together on reporting their findings
Application of Learning & Link to Nai Talim	Use of Technology in this Global village is a necessary evil and is contextual today. Technical skills in documentation and presentation as well as report writing are important skills that participants learnt/practiced through this session. Team work is also an important skill that improves productivity and exchange of ideas, peer review and support , thereby improving the final output. These skills are directly related to Nai Talim as they are being practiced in the context of "Work" done in the field visit over the last 4 days in the FDP

Ideas for similar activities	Participants may encourage teams of student-teachers to create Word and PowerPoint presentations as a part of report writing for projects related to community engagement, work education and experiential learning
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Day 6: Session 2

Session Topic	Presentation of Reports: Field Visit to School, Village, B Ed College
Transaction Methodology	<p>Group Work</p> <p>The teams presented the reports that were created on PowerPoint/Charts as per the field visit work that they took up in the school, village and B Ed College</p>
Key Learning Points	<ul style="list-style-type: none"> • Presentation skills are required in every field and academicians need them too. • Faculty honed their presentation skills by presenting their learning and feedback on the field visit work that they took up in the school, village and B Ed College • Team work helps build synergy and the output is much more than what is expected • Sharing of the workload is a part of group presentations • Findings triangulated through report presentations as each group presents • The slideshow/chart is also an evidence of the work done
Learners' Response	<ul style="list-style-type: none"> • All groups worked dedicatedly on presenting their reports. • They divided the work amongst themselves and each team member then presented a few slides assigned to him/her in the allotted time • They structured the presentations well
Learners' Feedback	<ul style="list-style-type: none"> • The participants were excited to put together the presentations. • They worked well as a team, sharing ideas and improving their

<p>Application of Learning & Link to Nai Talim</p>	<ul style="list-style-type: none"> • Presentation skills are important skills that participants learnt/practiced through this session. • Team work is also an important skill that improves productivity and exchange of ideas, peer review and support, thereby improving the final output. • These skills are directly related to Nai Talim as they are being
<p>Ideas for similar activities</p>	<ul style="list-style-type: none"> • Participants may encourage teams of student-teachers to create Word and PowerPoint presentations as a part of report writing for projects related to community engagement, work education and experiential learning and train them to present them to an audience to overcome stage fear.

FDP Report - Day 7

Day 7: Session 1

Session Topic	Strategies for Integration of Nai Talim/Experiential Learning/Work Education and Community Engagement in B Ed Curriculum
Session Sub topics	----
Facilitated by	
Session Timing	
Transaction Methodology	Group Exercise: Participants continued working in the same groups and discussed how they can integrate Nai Talim/Experiential Learning/Work Education and Community Engagement in B Ed Curriculum
Key Learning Points	<ul style="list-style-type: none"> • Experiential Learning Activity Plans can be prepared by students for Practice Teaching when they learn methodologies like Activity Based Learning and Constructivism • They may choose a village school for their practice teaching and spend time after practice teaching in the village to work with the school /health centre/anganwadis to understand their problems and find solutions together.
Learners' Response	<ul style="list-style-type: none"> • Participants were keen to start Nai Talim implementation. • The FDP was based on experiential learning activities, which they were fully involved in and realized the importance of transferring this methodology to their own teaching–learning process. • Formal approval from the Board of Studies will make Experiential Learning and Community Engagement a mandatory part of the curriculum

Learners' Feedback	<ul style="list-style-type: none"> • Participants felt they learnt a lot of new teaching concepts and Gandhiji's vision of education. • They were motivated to go back and try new techniques. • They were convinced that Nai Talim was the only way forward and that rural community engagement should be an essential part of Teacher Education Curriculum
Application of Learning & Link to Nai Talim	<ul style="list-style-type: none"> • Student- teachers should mandatorily plan Experiential Learning Activities for practice teaching • They must be involved in physical activities once a month, to inculcate respect for workers and dignity of labour. • They should plan and organize Swachhta campaigns in villages which are a core component of Nai Talim. • Student teachers must also engage with the community at least once every month for 2-3 days and work with them to empower them.

Day 7 : Session 2

'Strategic Issues in the Community Engagement'

Mr. Dhyanendra Kumar Mishra in his address expressed that experiential learning, employment eligibility, economical sufficiency, society, community and individual's recognition have been added in these FDP and ought to be included in the future scheme of education. Group 6 expressed innovative and effective thoughts on the subject of Nai Talim and interesting examples of educated citizens living in the border area, doing away with religious hatred were put forth.

Day 7: Session 3

Valedictory Session, Feedback Forms & Group Photo

Certificates of Participation were presented to the participants.

They filled in feedback forms and few participants shared their reflections on the FDP. They thanked the Dept of Education of their University and MGNCRE for conducting the FDP that enhanced their skills and knowledge. A group photo marked the closure to the 7-day FDP.

LIST OF PARTICIPANTS

S.No	NAME
1.	JYOTSANA RAI
2.	ABHILASHA JAISWAL
3.	RAKHI DEV
4.	VANI VADINI
5.	VINAY KUMAR SINGH
6.	JAI PRAKASH SHARMA
7.	SUDHIR KUMAR RAJAN
8.	LOKPATI TRIPATHI
9.	DINESH KUMAR
10.	Dr. VEENA PANDEY
11.	Mrs. RACHNA PANDEY
12.	MS. MANISHA DIXIT
13.	Dr. ARCHANA
14.	Ms. MEHZABI
15.	Ms. RANJU PANDEY
16.	Dr. TULIKA
17.	Ms. RANJHNA SHRIVASTAVA
18.	Mr. MK TYAGI
19.	Mr. RAJENDRA YADAV
20.	Mr. VIKAS SINGH
21.	Mr. NANDA DWIVEDI
22.	Ms. SONAM SINGH
23.	Ms. VANDANA SINGH
24.	Ms. KALPANA CHATURVEDI
25.	Mr. PAPPU KUMAR
26.	Mr. JINENDER KUMAR
27.	Mr. DHARMENDRA KUMAR
28.	Mr. DHYANENDER KUMAR
29.	Mr. JAYDEEP SINGH
30.	Mr. RAMESH PRAJAPATI