

Experiential Learning – Gandhiji’s Nai Talim

Faculty Development Programme at

Lucknow University

Bora Institute of Management Sciences, From 23rd to 29th Oct, 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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From 23rd October, 2018 to 29th October, 2018

Venue: Bora Institute of Management Sciences

Ms Sarvani Pandey, Senior Academic Consultant

Documented by Donthu Durga Sathya Kranth, Vijay Pratap Singh

Programme Coordinator

Mahatma Gandhi National Council of Rural Education

Ministry of Human Resource Development

Government of India



FIRST DAY OF FIVE DAY FACULTY DEVELOPMENT PROGRAMME

[23-10-2011]

INAUGURAL SESSION

The Seven Day Faculty Development Programme on Nai Talim, Work Education, Experiential Learning and Community Engagement was jointly organised by Lucknow University, Lucknow and Mahatma Gandhi National Council of Rural Education at the seminar hall of Bora Institute of Management Sciences, Department of Education, Lucknow University.



The programme started at 1030hrs with the lighting of lamp by the Dean, Head of The Department (HOD), Department of Education, Dr. Amita Bajpai, Director Bora Institute Shri Ajay Bora and Senior Academic Consultant, MGNCRE, Shri Sarvani Panady . On request of the volunteer student the HOD addressed her welcome speech to all the participants. In the speech she has appreciated the efforts of Mahatma Gandhi National Council of Rural Education for the efforts to revive Gandhiji Educational Ideas and trying to make education closer to work which in future will create employment. The welcome speech given by Shri Sarvani Panday on the occasion explained all the participants about the activities and step taken by MGNCRE in the state to take forward Gandhiji Nai Talim, Experiential Learning, Work Educatuon and Community Engagement. The team which Represented Mahatma Gandhi National Council Of Rural Education are Shri Sarvani Panday Sr Academic Consultant , Programme Coordinator from Uttar Pradesh Vijay Pratap Singh and me, Donthu Durga Sathya Kranth, Programme Coordinator, Uttar Pradesh.

Then Programme Coordinator from the Department of Education, Dr. Jaya was requested to present her point of view regarding the training programme. She accumulated the notice of all the participants and also of all the dignitaries by beautifully depicting the objective of Nai Talim and Work Education. Then she explained from her point of view about Current Education System Requirements, Rural India and Community Issues. She also mentioned that MGNCRE is delivering a spontaneous effort to reformulate the education system by keeping the 150th Birth Anniversary of M.K.Gandhi as the bird's eye target which is really appreciable and the man who is making this tireless effort is the Chairman of MGNCRE, Dr. W.G.Prasanna Kumar. The effort is initiated by MGNCRE but the responsibility truly lies with the Departments of Education.



Then Shri Sarvani Mam was requested to start his session for the day. She initiated her session by dedicating his full hearted respect to Mahatma Gandhi . First she gave her welcome address to all the participants and the dignitaries; and then unveiled the door of the way for the next seven days by propagating that she and all the state programme coordinators are present for sharing knowledge and not to teach them anything. She explained Nai Talim as “Sabse Purani Talim” and brought to light the three basic components of this “Purani Talim” as Head, Heart and Hand – the three H. She humbly requested all the present teachers to become mentors of their students; to become their friend, guide and philosopher. Then he dedicated his vote of thanks to all the participants and call for a break of fifteen minutes.

Dr Amita Bajpai has appriciated all the participants efforts for attending the workshop on such short invitation. The efforts of M.N.G.C.R.E has been an wonderful to take forward Mahatma Gandhiji's educational values. She said in her term for any events to integrate all the collages Mrs Jaya and Bora Institute had played a cardinal rol.

In her speech she told about the school visit she had undertaken with Mrs Sarvani Panday. During the visit she was stunned to listen that when kids were asked that would you return to your village and contribute at the native place every kid at at he school replied resounding “NO”. By this incident she wanted to showcase the decreasing value for coming back to villages. She elaborated by Saying “Education which takes you away from the roots on which you grew can always be destroying not contributing” so there should be a change in perspective in the approach to basic education and Nai Talim is the way.

TEA BREAK

Morning Session

The session Sarvani Mam started with the Five Days Agenda and informed all the participants about the message from The Chairman sir that participants’ presence in all the session is mandatory. Then she told about the activity-based learning on which the entire workshop is based upon.

The four pillars of Nai Talim and importance of three H in session plan and activity plan was came out to be something new to the participants when Sarvani Maam described it to them. She raised the example of Hima Das and connected that example to Nai Talim to explain the role of a true teacher.

Madam Sarvani Pandey explained the objectives of the Faculty Development Programme.

OBJECTIVES SHE EXPLAINED

- To Study and Understand Poverty, Dynamics & Issues in Rural Distress
- To Study Rural Education & Infrastructure Needs and Align Them with The Educational Programmes
- To Outline the Various Local Employment Programmes & Their Mandate
- To Understand the Historical Perspective of Local Community Engagement, Work Education, Experiential Learning & Nayi Taalim Practice in India
- To Study and Understand the Changing Profile of Local Economy, Polity and Community in Rural India In Terms of Consumption Patterns, Land Use Patterns, Cropping, Lifestyle, Living Standards, Settlement Patterns

The next discussion was on the multidimensional perspectives of Nai Talim, like:

- ⚙ All Round Development
- ⚙ Work and Craft
- ⚙ Values Ethics and Ideal Citizenship
- ⚙ Rural India
- ⚙ Community Engagement

On the points of values, ethics and ideal citizenship few participants found it a bit difficult to explain about the integrity to their students. Later Sarvani Mam explained it through a role play on lost purse and everyone appreciated the explanation through role play.

Few participants expressed query on Community Engagement. On that context Shri Sarvani Mam explained the need to learn from the community rather than only teaching them.

One participant expressed the importance of global issues in Nai Talim, Seventeen Sustainable Development Goals, Value Crisis and presented few words in support of those issues.



Participants raised self-driven question regarding Anti – Bullying, Empathy, Compassion, Trust, Gender Inequality and to explain all those Sarvani Mam drew some live examples which moved our participants. On the topic of accelerated learning, decision making and problem solving she did a role play by asking the participants about purchases of household goods and the minor conflicts that parents and child have regarding purchases of mobile phones, by cycles, and motor bikes. Then immediately she executed the idea of critical thinking leading to problem solving and decision making by saying that let the children do the home work on different kind of products available in the market and which one should they purchase by visiting the stores and to give a presentation by doing a comparative survey analysis.

One of the participants volunteered by explaining how she learned swimming in his childhood and Sarvani Mam presented her experience as trial and error method of learning and connected it to the slide of benefits of Nai Talim. Other participants then explained the same as per their experience of their own life and felt connected to Nai Talim as it became something of their own.

One of the participants said that happiness is a relative and subjective term and can not be equated to Gandhi and his Philosophies. Welcoming his point of view Sarvani Mam equated a terminology as $IQ+EQ+HQ=$ One More HQ and i.e. Happiness Quotient.

Pair and share session



Then the pair and share game activity was started in which each participant had one to one discussion with other participant and introduced the other person as they get to know each other during a short span of time.

One of the participant shared that he got the instant benefit of the workshop as this workshop within a very few time gave him a good friend.

Nai Talim Presentation - by Donthu Durga Sathya Kranth.



Experiential learning presentation – one of the participant while sharing his thought on Gandhiji educational thought has told that engaging work in education is the way youth can be made employable. skill is been missing from the traditional education system (**Macaulay's** educational

philosophy) which make a traditional educated person just a clerk but Nai Talim has the ability to make leaders who can lead India to a brighter future.

LUNCH BREAK



Anand Niketan Film

The post lunch session started at 1430 hrs and in the session the participants were shown the Anand Niketan Film.



Film Review

Sarvani mam initiated a discussion about the film and application of work in education in real life. participants then were asked to write about What they have learned from the movie. all the participants responses were collected. some of examples are as follows

- Development of imagination and liveliness in kids by exposing them to nature through singing, flower making. The confident way in which kids expressed themselves was very natural. They were not breaking in their speech. they had a clear thought process. this is what Nai Talim education gives them. That Confidence is what we need to develop in the present generation kids.
- Nai Talim Teaching method will have no Burden on the children because while playing they are going to learn without any stress.
- Any child learns when there is an inclusion of all the sense organs i.e through experiencing subject.

- Humility is one of the traits which kids as well as adults have to be inculcated. Nai Talim Education which exposes them towards work education helps traits like humility, dignity of labour, respect, love and tolerance develop inside them.

End of day one.

The ultimate message shared to the participants for the session was the message given by **M.K.Gandhi:**

**“Happiness is when what you think,
what you say, and what you do are
in harmony”**

Day 2

Session One

Typology activity Ms. Richa Dubey



Typology activity has been conducted by Ms. Richa Dubey. Participants were given 25 minutes to read chapter 6 of experiential learning book by MGNCRE to take an initial understanding. Basics of typology activity was explained to the participants which involved Cognitive, Affective, Psychomotor aspects (Gandhiji's 3H theory). In the session MS sarvani panday while clearing a doubt to the participants explained the basics of experiential learning & work education and the difference between child labour and work pedagogy to the participants. the work which is being made to do by children for exploitation and healthy exposure of children to work was explained in a detailed manner by him. It was an interactive session where the participants were sitting in the groups of 3-4 and taking feedback from Sathya experience. Participants have put forward their idea's activities with regard to typology.



Tea Break

Session Two

School curriculum Activity

School curriculum:

Mr. Dubey acted as the Resource Person. Gave a brief of the lesson to the participants for the executing the activity taking the help of the nai taalim book. He told that it is an important activity in the school curriculum also. They were given twenty-five minutes each to go through the chapter seven of the Nai Talim book.

The participants selecting the activities keeping in mind the students of 1st std. to 5th standard. Activities like plantation, environment cleanliness, to make the first-aid box, individual cleanliness, story writing on village life, use of water, storytelling and poem recitation. The activity sheets were presented at the end of the session by the participants. Time was given to fill and all the personal responses were collected.



Session Three

Measurement

Activity



Ms sarvani panday explained the next to the participants team wise, running behind tie so every body's focus was on completing the task as fast as they could. Teams have to measure and calculate different items in the room. All the participants were encouraged to involve themselves to learn the importance of teamwork. Windows, white boards, tables, breadth of the rooms were measured. Mr. Sathya took photographs of the session. Ishwar sir was conducting the participants. the

Participants were engaged in noting down the exercises in the activity sheets distributed to them and noting down. They submitted it team wise to the vijay sir.

Lunch

Session Four

Pra and Pla Presentation By Ms Sarvani Panday and Donthu Durga Sathya Kranth



Tea Break

Session Five

Guest lecture by Mr. Shukla (ex-employee of NBRI),

resource person for the FDP at BORA Institute of Management Sciences responding to a query on "At what age should a sapling be planted?". He said, adoption of a 2-3 months old baby would be very optimal but adoption of a 2-3 year old would be in comparison be very much difficult, in the same way planting of any plant would be difficult with the increase of its age."



Session six Plantation activity.



Day three

Session One B. ED CIRRICULUM



He gave the participants fifteen minutes to read Chapter 8 of Nai Talim book. He gave a brief understanding of the Chapter 8 of the Nai Talim book and asked them to execute the activity sheet. The participants involved themselves like they did in the previous activity.

Then **Vijay Sir** took the review of the activity. And gave a brief understanding of the **B.Ed. Curriculum and Activity Learning Curriculum**. Still, some doubt rested with some of the participants. Hence, they were given a brief insight of the exercise. Mr. Vijay explained it with an easy example of plantation which helped the Participant in the completion of the activity. Activity Sheet was collected and presentation was done.



Ice-breaking session was done where everybody was asked about their favorite teacher and the reason behind them being favorite. So, following the discussion we developed a following list of characteristics which should be there in ideal teacher-

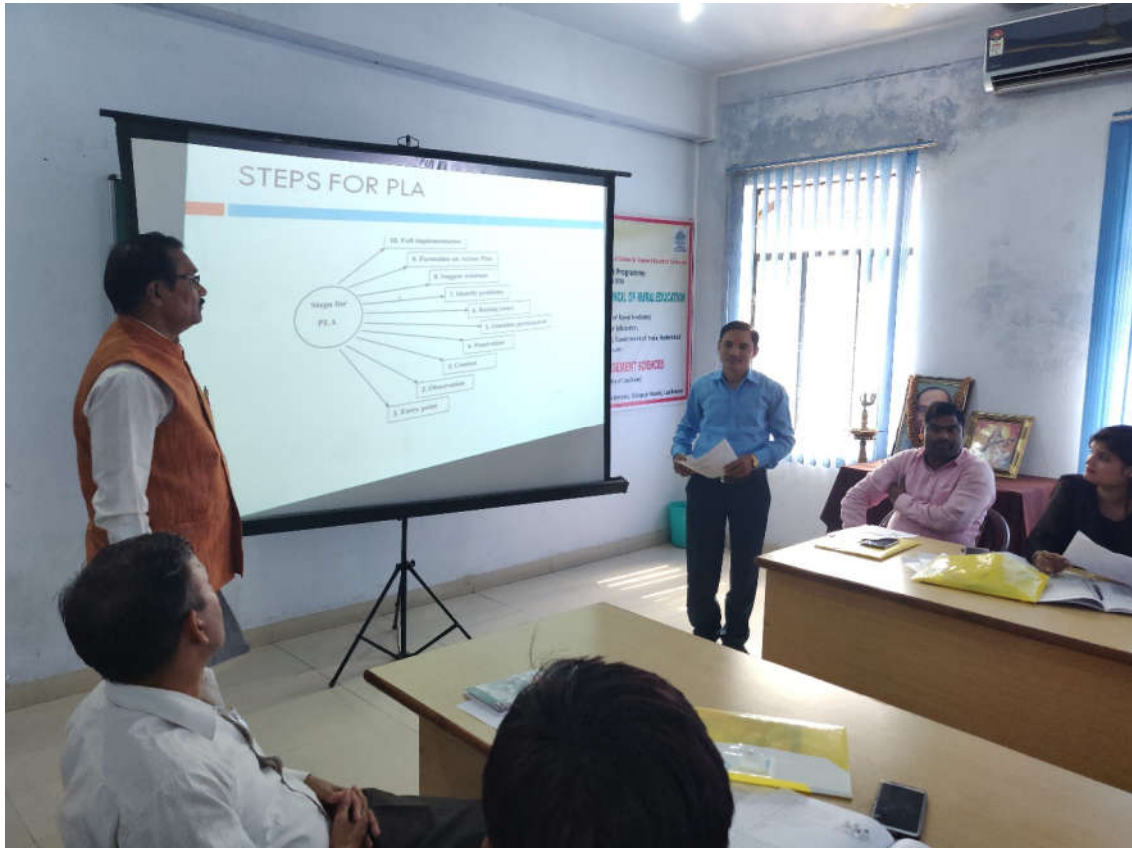
Motivator,

Optimistic,

Good Natured,

Helpful,

Tea Break



After the above activity, PRA/PLA presentation was made by **Mr. Sathya** in **PPT method**. All the participants were given rural immersion manual in the session.

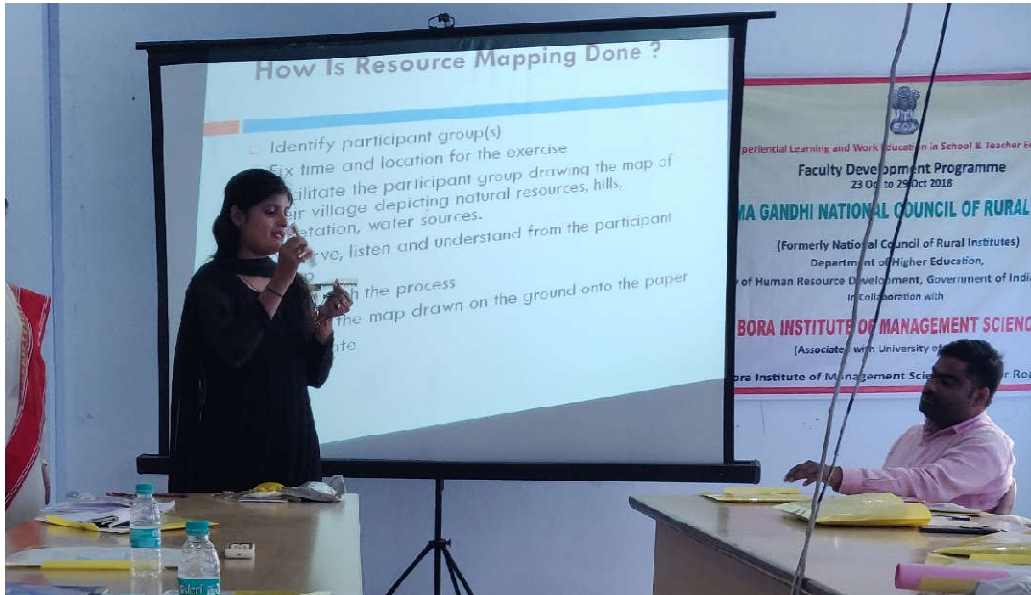
Then I discussed the planning and schedule for the day. I told them after finishing the PRA/PLA session we have to go for the campus visit and practice the PRA/PLA in the campus

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- ☑ PRA Tools
- ☑ PRA Process
- ☑ Observation as crucial part of PRA/PLA
- ☑ Transect Walk
- ☑ Timeline
- ☑ Resource mapping
- ☑ Social mapping
- ☑ Team learning
- ☑ Formulation of Action plan
- ☑ Identification of problems
- ☑ Time management
- ☑ Deriving out the solutions from the community itself and so on

I discussed each and every point after providing live examples from my experiences





MS sweta ohja, expert in ornament making came as a resource person, to give lessons on puppets to the participants. Ishwar Sir took notes from him personally and facilitated him.

The session was coordinated by Mr. Vijay and conducted the session. As ms sweta ohja mentions, "kabaad se jugaad. Exchanging greetings with everybody, he introduced us. Very recently he has retired from the education department and gave emphasis on listening and its importance before initiating the session.

. Small activity to check the listening skills. Many times, audience feel they are listening but actually they are not. Clearing the doubt and knowing the difference between the two is important.



Lunch
Session Four

CAMPUS

SIMULATION





DIRECTOR BORA POLYCLINIC LTD EXPLAINING THEIR SKILL DEVELOPMENT TRAINING CENTER AND LABS

Tea Break

Session Five
Guest lecture by Tripathi sir



Tripathi sir told some important things which are very valuable for participants to disseminate the information of “NAI TALIM”.

while explaining participants about the concept of NAITALIM Tripathi sir quoted “Education is transmission of something worthwhile to those who are committed to it” – by this he meant that the teacher should be committed to make his students a nations contributor.

“To make the local area self-sufficient”- he meant that by education students may able to earn while learning for self-sufficiency.

in elaborating community engagement Tripathi sir has explained that the idea behind Nai Talim is to engage the community for productivity.

sir, on explaining about moral aspect had told that it is very important to make them aware not only by the social aspects of life but natural and moral aspects also. we have to make them self-dependent so that they could achieve whatever they want as well as they could become self-dependent financially and emotionally also.

The guiding principal behind the idea of Nai Talim is that work and intellegence cannot be saperated. Education should be vocation – centric so that it may enable a person to become financially and economically independent. Its aim is to develop self respect and respect on Indian culture.



He also explained the importance use of mother tongue in basic education. quoting example of education system in vardha.

Day Four

VILLAGE VISIT
KATWARA VILLAGE

Session One



We left for the village in a bus comprising of MGNCRE team members and other participants including MS Jaya (Principle BORA institute) who agreed to be the resource person for today's visit.

The participants were made to sit together in different groups as per the various themes, according to which they were categorized the previous day. There were five groups in total. Leaving one group consisting of four members, all other groups had five members each.

The participants spent some time preparing the questionnaires with the other members which was to be asked with the Gram Pradhan. sarvani maam guided the teams in preparing concrete questionnaires.

After this, sarvani maam introduced the Gram Pradhan son, with the participants. The motive of the visit of the participants was explained in detail to the Gram Pradhan.

INTRODUCTION WITH THE SON OF VILLAGE PRADHAN



Mr. Sathya asked the Gram Pradhan to introduce himself to the audience. Gram Pradhan son has been taking care of the villagers since 2015, the year in which he won the local elections. He, with his patience, answered to all the queries of the participants. The participants were pretty much inspired by his patience and the vividness with which he shared the issues faced by his people. He has been taking the basic needs and demands of the villagers without any discrimination. Sewage cleaning, ssssssbuilding toilets, maintenance of roads, interlocking of tiles are some of the issues he dealt with after holding the responsibility.



TRANSACTION WALK

Through PMAY, he has distributed several homes to the needy. Also, he has passed the names of many people of his locality in the Widow Pension Scheme, Old Age Pension and Physically Challenged Pension. He has been rewarding children for excelling in academics. He keeps his eye on the playground and maintains it from time to time. Farming land is in scarce because of Ansal Real Estate. There is a cow problem as cows are in abundance and there is no proper land for Gaushala. Taking care of the day to day needs of their family members is not allowing them to take care of the cows.

Other than primary school which is situated next to the panchayat bhawan, there is a Model Public School (English Medium), a Primary School and a Middle School in the village. It needs a school for higher education as the nearest school is 10 km far due to which many girls are not able to get the education they deserve.

Kathwara is the main gram panchayat of the area. It has four subsidiary gram panchayats which come under it. Its subsidiary gram panchayats are very developed. He termed it as the turning point in him winning the elections. Though the village needs some improvement but it can be an ideal village, according to a participant feels. Comparing it with Rome about which we all know that it was not built in a single day (an ancient proverb), the village needs continuous efforts of the Gram Pradhan and the villagers.



Most IMPORTANT LIVELIHOOD OF THE VILLAGE (TEMPLE).



The primary school has one head, four assistant teachers. It is the first model school in the area and was established in the year 2015. Singh was the head of the school when it was established. Skill based school, diary and badges are maintained, identity cards, PTM, are there. During conversation, teachers emphasize on the need to compete with the convent school facilities. As a result, two public schools in the nearby regions got closed and the drop out ratio has reduced in the existing schools.

There is a Junior High School consisting of seven teachers (one head and six assistant teachers). ICT system being applied. It was observed during conversing with the children that they possessed substantial knowledge of the subjects which says a lot of the teachers employed by the school administration.



According to a participant who interviewed the girls mentioned that it becomes the responsibility of the girls to educate their daughters and install the confidence which would help in making them independent. The elder women in the village needs to encourage the daughters to study or cultivate some skill or hobbies. Some of which could help them in generating money also.

PICTURE GALLERY

During the Transact walk, there were four temples located in different points in the village which implied that the people are God loving as noticed by a participant. One temple was nearer to the now closed Anganwadi centre. Although the Anganwadi worker was present there



HOSPITAL VISIT all the participants were taken to the local primary health centre and especially the health team was asked to interact with the staff of the primary health centre.



temple visit (MOST IMPORTANT IVELIHOOD FOR THE VILLAGE) SCHOOL VISIT



INTERACTION WITH HOSPITAL EMPLOYEES

INTERACTION WITH VILLAGERS



main occupations of the people of this village is agriculture and rural tourism. all the participants went and saw different section like health, livelihood and education., Krishi kendra, primary school and met the villagers fo to know the scocio economic issues . they have conduted a transact map, and made a resource map on the basis of that. Chandrika temple was visited and saw village tourism

. it was a day were all the participants tried to implement PRA AND PLA in the village. it was a meaningful day.



Day five

Session One

DISCUSSION ON CURRENT EXPERIEMNTS IN NAI TALIM.

The session for the day started at 10:00 hrs. The very beginning of the day started with summarising, analysing and excluding the case studies from the “Current Experiments in Nai Talim” the participants. They prepared a report on it and gave a very short group presentation. The points raised were as follows:



Talim: It was based on the thought that education should be centred on productive work or vocation such as farming or agriculture, weaving, shoe-making, hand tools, printing, designing, etc. This type

of work was required to be chosen keeping the child and their local environment in mind. It is grounded on 3 H's Head, Heart and Hand and also with health. This education should be taught through the mother tongue of the child because it is the foundation on sound moral principles. In this education a teacher plays the role only facilitator, the model Nai Talim is child centric.



Tea Break

Session Two

BY RESOURCE PERSON MS Tripti, news paper cutting was shown tools being used by her was shown hand on functioning was displayed and made to do by the participants



Session Three
CRAFT SESSION BY MS YOGI



Lunch

Session Four

B.ED collage visit



INTERACTION WITH THE COLLAGE KIDS



Tea Break

Session Five

Presentation of collage visit

expaltion on hoslistic learning was given by members individually, all the participants did discussion on blooms taxonomy. Tripti Mishra had given some practical knowledge like how to cut the cloth measurement and its important.

it was a creative day.

Day six

Session One

Presentation of village visit by GROUP ONE
richa dubey and akansha group agriculture



Tea Break

Session Two - village visit Presentation by GROUP TWO
chanchala panday , Anjani panday



Session Three
village visit Presentation by GROUP THREE
anuj, ranjana, Nisha ,Dr jaya



Lunch

Session Four
village visit Presentation by GROUP 4



honest box case study was discussed and personal responses were collected, writing of the story was collected.

this story was a case study to show the relation between truth and Nai Talim. the work done by the head master was a path breaking one for exposing kids to an ideal and making sure they follow it.

Tea Break

Session Five

village visit Presentation by GROUP FIVE

ashoke Yadav, Shailaja kumar verma



employment with low investment is required, new areas in handi crafts like pebble painting which can be used as art collection and also as a paperweight, resources using waste material for rural areas.

overview of the 6th day training was done.

Initial discussion of how to include Nai Talim in B.Ed curriculum was discussed of lucknow university was discussed.

Day seven

Session One

FEEDBACK FORMS WERE FILLED BY THE PARTICIPANTS

Feedback forms were given to the participants and their feedback was collected



Tea Break

Session Two
Certificate Distribution



Lunch

Session Four
Respected Chairman Sir Dr.W.G.Prasanna Kumar, MGNCRE Team and to all The Respected Faculties.
Then the validictory session started and the certificate distribution was done. We finished the whole programme at 15:00 hrs.



FDP at Bora Institute of Management, Lucknow, Uttar Pradesh List of Participants 23-10-2018

1. Akanksha P 7619928903
2. Rishi Dubey 8004216052
3. Preeti J 7054202637
4. Nilharika T 7355537295
5. Nisha Gupta 9140701965
6. Raina T 8273313043
7. Shweta O 9651979034
8. Aparajita J 8953162474
9. Anju Singh 8318094649
10. Dr. Mayush A 9415197727
11. Dr. Virendra S 9453283276
12. Dr. Anil Kumar 9305508838
13. Anjani K P 8009217904
14. Dr. Chanchala 7376494061
15. Shailaja VV 9451313939
16. Neha J 8299132926
17. Jaya Singh 9335106662
18. Sachchidanand 9455470284
19. Pankaj K A 7060363135
20. Anand Singh 9336524660
21. Anuj Prakash 7607399950
22. Dr. Ranjana S 7742218257
23. Prem Prakash 9207560152
24. Shashi Kant M 9161666896
25. Ashok S Y 9936865984
26. Dr. Rakesh G 9838384091