

# Experiential Learning – Gandhiji’s Nai Talim

*Faculty Development Programme at*

**University of Lucknow (Rama PG College, Chinhath)**

Lucknow, Uttar Pradesh, December 18-24, 2018

**Faculty Development Centre**

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

**Mahatma Gandhi National Council of Rural Education**

Department of Higher Education

Ministry of Human Resource Development, Government of India

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



सत्यमेव जयते

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## FDP Overview

<b>FDP Name</b>	<b><i>Experiential Learning, Nai Talim and Work Education through School &amp; Teacher Education Curriculum</i></b>
<b>Organized by</b>	<b>University of Lucknow, Lucknow</b>
<b>Dates</b>	18th December to 24th December 2018
<b>Time</b>	10.00 to 17.00
<b>Venue</b>	Seminar Hall of Rama PG College, Chinhat
<b>No. of Participants</b>	26
<b>MGNCRE Resource Persons</b>	Dr Vijay Pratap Singh, Faculty of MGNCRE.

## Target Outcomes of the 7-Day FDP

Participants will:

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



19. Share transformed perspectives of how experiential learning will ensure that the text matches with the context and learning is relevant to the student; that it will make them lifelong learners
20. Analyse and share learning from the program that can be applied in the school education and DIET
21. Take part in various rural immersion activities/methodologies to understand the rural community strengths and weakness
22. Share ideas on community engagement by student teachers at B Ed Colleges and school students

## Participant Profile

Participants comprised Faculty from B Ed colleges affiliated to the University. Details of participants are mentioned in **Annexure A**



## FDP Schedule:

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

Session No	Activity	Time	Activity Methodology	Resources Needed
<b>Day 1</b>				
1.	Registration	1000-1030	<ol style="list-style-type: none"> <li>1. Greet and welcome the participants as they arrive</li> <li>2. Ask them to fill in the registration form</li> <li>3. Hand over the folder</li> </ol>	Registration Forms, Folder with Note pad, pen, Experiential Learning Book
2.	Inauguration	1030-1100	<ol style="list-style-type: none"> <li>1. Chief Guest, Guest of Honour, University Officials, other dignitaries and MGNCRE representative light the lamp</li> <li>2. A Prayer may be sung by some participants</li> <li>3. Brief Speeches by dignitaries as planned, vote of thanks</li> <li>4. Have a quick round of facilitator and participant introductions</li> </ol>	Brass Lamp Oil Wicks Match box Candle Bouquets Memento for Chief Guest
3.	School & Community: Community Engagement Process (Dialogic Method)	1100-1145	<ol style="list-style-type: none"> <li>1. Explain the activity to the participants</li> <li>2. Form them into teams of 5-6 members each</li> <li>3. Execute the activity, facilitators also take part with the participants</li> <li>4. Ask them to do also measure height and weight of participants</li> <li>5. Ask each group to share the experience</li> <li>6. Summarise that Experiential Learning is a better method than traditional text book/rote based learning - link to Dialogic method</li> </ol>	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 - Gandhiji ideas on education (Content Analysis)	1200-1315	<ol style="list-style-type: none"> <li>1. Form Teams of 4 members each</li> <li>2. Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team's output)</li> <li>3. Hand over a chart paper sheet to each team</li> <li>4. Assign Chapters 2, 3, 4 and 5 to teams (so if there are 8 teams, 2 teams will get each of the chapters)</li> <li>5. Ask them to read the chapter allotted to them, discuss and present the key points from the chapter</li> <li>6. Facilitator to record key points in a word doc/whiteboard</li> <li>7. Summarise the session reiterating key points recorded on the word doc or whiteboard</li> </ol>	Latest Fad Portions Hind Swaraj Presentation Experiential learning book Chart paper – one per team Computer & Projector or Whiteboard & Marker pens
5.	Nai Talim	1430-	<ol style="list-style-type: none"> <li>1. Continue in the same teams</li> </ol>	Document : Current-



Session No	Activity	Time	Activity Methodology	Resources Needed
	Patterns in India (Content Analysis)	1545	<ol style="list-style-type: none"> <li>Hand over the document to each member of the team</li> <li>Ask each team to discuss and present the case including the benefits accrued to students due to NaiTalim.</li> <li>In which states is NaiTalim already being implemented?</li> <li>What are the NaiTalim/Experiential Learning success stories in your state?</li> </ol>	experiments-in-nai-talim : One copy per participant
6.	NaiTalim and NCF 2005, NCFTE 2010 and RTE 2009	1600-1715	<ol style="list-style-type: none"> <li>Make new teams of 4-5 members each</li> <li>Play the video/audio one after the other</li> <li>Allow each team member to make notes as they listen /watch , then discuss in their team and present key connections between NCF 2005, RTE 2009, NCFTE 2010 and NaiTalim</li> <li><b>Back up Activity</b> : Word document may be distributed to each group and they are asked to present how NaiTalim is linked to NCF 2005, RTE 2009 and NCFTE2010</li> </ol>	NCF 2005: <a href="https://www.youtube.com/watch?v=JdqJUHIqNkw">https://www.youtube.com/watch?v=JdqJUHIqNkw</a> RTE 2009: <a href="https://www.youtube.com/watch?v=s6U-2TTinQQ">https://www.youtube.com/watch?v=s6U-2TTinQQ</a> NCFTE 2010 : (hindi) <a href="https://www.youtube.com/watch?v=o5jzamJDKKI">https://www.youtube.com/watch?v=o5jzamJDKKI</a> <b>Back up</b> : <i>Salient Features of NCF 2005, NCFTE2010 and RTE 2009</i> –document – two copies per group
<b>Day 2</b>				
1.	Education relating to life – Work Education and its implications	0900-1015	<ol style="list-style-type: none"> <li>Greet and welcome the participants</li> <li>Recap key learnings from Day1</li> <li>Form 10 new teams</li> <li>Allot one typology to each team from Chapter 6 (A to J)</li> <li>Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points ) and a presenter (s/he will present the team's output)</li> <li>Participants are to be instructed to choose 2 activities from the assigned typology and indicate the benefits to students in the following domains:               <ol style="list-style-type: none"> <li>Head (Cognitive)-Knowledge</li> <li>Heart (Affective) -Attitude</li> <li>Psychomotor (Hand) -Skill</li> </ol> </li> <li>They need to record their ideas, present and hand over the documents to MGNCRE</li> <li>Sum up using work education ppt</li> </ol>	Format for recording experiential learning typology – two copies per group A sample format for experiential learning typology – two per group Work education ppt
2.	NaiTalim for School Curricular areas	1030-1145	<ol style="list-style-type: none"> <li><b>Individual work</b>: Preparing class wise and subject wise Work education activities based on text books and suggested activities from experiential learning hand book Classes VI to X Participants to be assigned a subtopic from B Ed Curriculum</li> </ol>	Sample School Curriculum Experiential Learning Activity – one copy per participant Format – one copy per participant



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



Session No	Activity	Time	Activity Methodology	Resources Needed
	education activities / practicums which need to be integrated into B.Ed Curriculum and practices.		participants after they present their work	
3.	Presentation on B Ed experiential Learning Activities	1200-1315	1. <b>Individual work:</b> Participants present their work 2. Collect all the documents created by the participants	
4.	Community based engagement activities – projects, case studies and group work	1430-1545	1. Form teams of 5-6 memberseach 2. Ask them to discuss and list the various community(rural) engagement methodologies <b>with examples</b> that they will integrate into B Ed and School Curriculum 3. Ask each group to present theirideas 4. Collect the documents fromthem	Chart papers, marker pens
5.	NaiTalim Film (Case Method for Work Education)	1600-1715	1. Show the Anand Niketan Film. 2. Ask participants to note the ways of handling the curriculum through work education 3. Ask a few participants to present their recordings andlearning. 4. Summarise the day'slearnings	<a href="https://www.youtube.com/watch?v=LM8Lyz1usx8">https://www.youtube.com/watch?v=LM8Lyz1usx8</a> Computer Projector Audio output
6.	Preparation for Fieldwork	1730-1815	1. Participants ready with activities, required material etc ., - visit to schools, B.Ed Colleges and Villages for Community Work on 4th and 5thday	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required teaching-learning material
<b>Day 4</b>				
1.	School Visit – Activities related to Curricular Inclusions and Work Education (Field Engagement)	0930-1315	1. Participants (in teams) will conduct School Curriculum Experiential Learning activities with schoolstudents 2. Capture learnings, pictures and videos of the activitydone	School Curriculum Experiential Learning Activity Plans created by participants Camera Notepad, pen Teaching Learning Resources need for the activity
2.	Village Engagement /Immersion	1430-1645	1. Participants (in teams) will conduct Transect, Social Mapping, Venn, FGD Resource & Occupational mapping in the	Camera Note pads, pens Charts, Sketch pens,



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



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

# **FIRST DAY OF SEVEN DAY FACULTY DEVELOPMENT PROGRAMME**

**(27/11/2018)**

## **INAUGURAL SESSION**

The seven day faculty development programme on NaiTalim Work Education, Experiential learning and Community engagement was jointly organized by Rama P.G. College, Chinhath, Lucknow. and Mahatma Gandhi National Council of Rural education at the seminar hall of Department of Education, Rama P.G. College . The programme started at 10:00a.m with the registration of all participants and then after having breakfast we got assembled in seminar hall and kit was distributed to every participant. All the participants sat on their respected seats. Inauguration Ceremony was held with the lighting of lamp by our chief guest, Prof. AmitaBajpai Ma'am, Head of Department, Department of Education, Lucknow University. Programme Coordinator Dr. Vijay Pratap Singh, MGNCRE (MHRD), Director of Rama P.G. College. AbhishekYadav, Principal of Rama College, Principal of Rama College, Ram Bali Yadav and Programme Coordinator, HOD (Depart of Education), Rama P.G. College. A beautiful SaraswatiVandana was song by B.Ed Students. After this ceremony a warm welcome was given to all guests by presenting flowers and memento to chief guest Prof. AmitaBajpai Ma'am by Abhishek Sir later Director Sir and Principal Sir were also welcomed by presenting flowers and program coordinator Dr. Vijay Kumar Singh was also welcomed by presenting him memento and flowers. Dr. Vijay Pratap Singh also presented a memento to our chief guest Prof. AmitaBajpai ma'am. After this B.Ed III semester students sang a welcome song and welcomed all the participants beautifully .On request of host, firstly Principal of Rama P.G. College, Ram Bali Yadav Sir gave a speech. In his speech ,he firstly thanked to all guests of the program. In his speech he also told about qualities of teacher and how we can adopt Gandhian philosophy. After him Director of Rama P.G. College, AbhishekYadav Sir welcomed everyone and told us about achievements of Rama P.G College. Then our chief guest, Prof AmitaBajpai Ma'am, Head of Department, Department of Education, LucknowUniveristy presented her point of view regarding the training programme. She explained in brief about the concept of NaiTalim, and told about the need of hour to implement this education in present education system. She also mentioned that MGNCRE is doing a spontaneous effort to reformulate the education system which is really appreciable. After her valuable speech Dr. Vijay Pratap Singh sir, programme coordinator(**MGNCRE**), also briefed us about this programme by explaining the connection between head, heart and hand- 3H and how through experiential learning ,education system is going to change. After his speech Dr. KiranDwivedi Ma'am, HOD, Department of Education, Rama P.G. College presented vote of thanks to every participant and special thanks to all chief guests present over there on behalf of Rama P.G. College then after vote of thanks we had a break of 15 minutes for tea.





### TEA- BREAK

After Tea-Break we again gathered in seminar hall and our session started, which was getting to know each other. Basically in every workshop we introduce ourself, but in this programme we got a twist. In this session we were made a group of two in which we had to interact with each other and know some qualities of them. We got some time to interact and then we introduced each other and their qualities and like this everyone introduced their pair. In this session we enjoyed and had fun and a friendly environment was created in hall. After this task Dr. Vijay Pratap Singh (P.C. (MHRD)) showed a power point presentation on experiential learning which had a more brief view on Gandhian Philosophy. We got to know about objectives of NaiTalim and how it is to be added in B.Ed. Curriculum and what are the action plans of this faculty development programme and barrier which needs to be eradicated. After this PowerPoint presentation we had a lunch break.



### **LUNCH BREAK**

After lunch all the participants gathered in seminar and session 2 started. Firstly, Vijay sir told to form a team of 5 members each and in this way total 5 teams were formed. Team 1 members were Dr. KauserParveen, Dr. KalpanaVerma, Dr. Meenakshi Sharma, Dr. Nidhi, Dr. KiranDwivedi andSonika. Team two members were:-ShwetaAwasthi, Rajni, RashiSrivastava, RoopaliChaudhary andSeemaChaudhary. Group III members were Rahul Srivastava, Chandra Bali Pandey, Dr. PuneetSrivastava, RakeshVerma&Rakesh Singh. Group IV members were Dr. R.P. Yadav, Dr. SudhanshuPandey, Dr, SharadVerma, Dr. BrijeshTripathi and AbulVafa. Group V members were AnkitaRastogi, Anupam, MehwishSiddiqui, ShraddhaPandey, AfsanaKhatoon and Alok Kumar Tripathi. After team formation, our program coordinator Dr. Vijay Pratap Singh sir gave us instruction to read the book, experiential learning and team 1 got chapter 2 to read, team 2 got chapter 5 to read, team 5 got chapter 2 to read, team 2 got chapter 3 to read, team 3 got chapter 2 to read. Then every team gave presentation on their respective chapter. This presentation helped everyone to know about this book and chapters and what is the moral and confusion of chapters in the book. It was very knowledgeable and valuable task as we got to know about NaiTalim and its different aspects.



After this task we were given a new task. The name of activity was NaiTalim Pattern in India in which our program coordinator Dr.VijayPratap Singh sir handed everyone a Photocopy of Document to named current – experiments in NaiTalim and we were asked to go through the document and write a review on current experiments in NaiTalim, every team member were asked to discuss and present the case including the benefits accrued to students due to NaiTalim, and points such as in which states is NaiTalim already being implemented and what are NaiTalim/Experiential learning success stories in our state to be answered and give their views on following topic. Every team gave their presentation in very best way this presentation helped us to know about the experiments which is already working and which is to be worked on NaiTalim. It was very healthy session and very fruitful. Knowing something new and creative give us creative ideas and innovative so that we can implement in our teaching learning experiences. After this session we were assigned next activity given by program coordinator Dr. Vijay Pratap Singh sir and name of activity was measurement. According to team we were allotted different objects to measure, team 1 got table to measure, team 2 got desk to measure, team 3 got door to measure team 4 got window to measure, team 5 got projector screen to measure. We were given blank sheet, measuring tape, and pen according to our group every team measured this object and noted on a blank shut and finally everyone submitted to Dr.Vijay sir.

After this activity our program coordinator distributed a photocopy of NCF 2005, NCFTE 2010, and RTE to every participant and told us to go through the shut and read it at home and ask for a presentation on second day. Meanwhile ,we also had tea and our schedule of day one of Faculty Development Programme ended successfully.

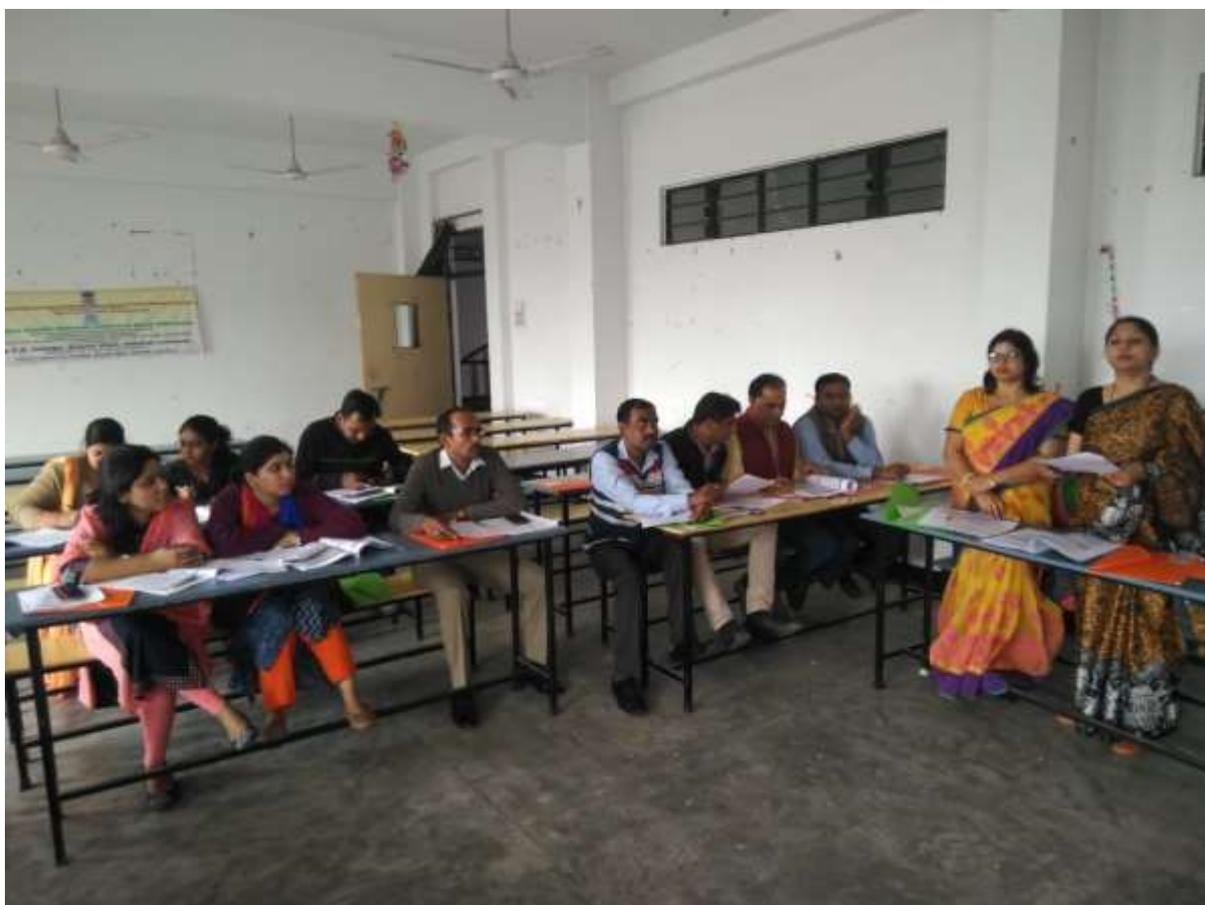


## Faculty Development Programme 28/11/2018

### Day two

#### First session

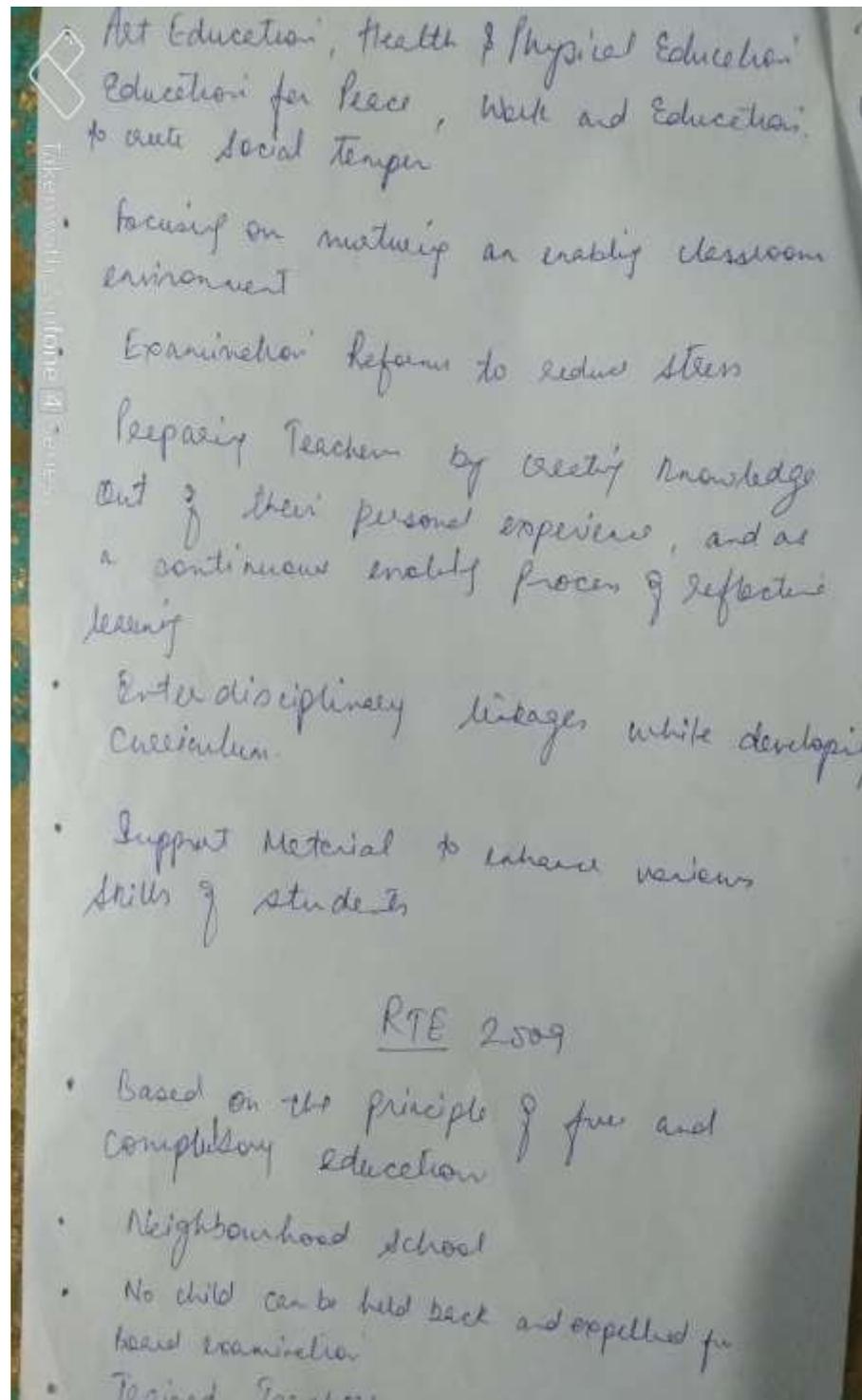
Second day of Faculty Development Programme started 28<sup>th</sup> of November 2018. All the participants submitted the handwritten report of first day then Miss Mehwish Siddiqui presented the point wise report of first day of seven day Faculty Development Programme. After that all the participants provided their feedback and shared their experiences of first day of F.D.P.



All five groups gave their presentation that how concept of NaiTalim is related to N.C.F. 2005, RTE 2009, and NCFTE 2010 which points are common and in what way they differ.



Some sheets of different team related by NaiTalim related to N.C.F. 2005, RTE 2009, and NCFTE 2010. :-





Workshop

28.11.18  
Day-2

Seema Chaudhary  
Group-2

Taken with airtel mobile series

विचार एवं सुझाव :

1. एक धर्म (राष्ट्रीय धर्म) भारतीय हो।
2. एक शिक्षा प्रणाली, एक बोर्ड, एक योजना हो (गैर व गैर सरकारी व्यवस्था में)
3. सही समय पर सही मार्गदर्शन शिक्षकों व छात्रों व अभिभावकों को दिया जाना चाहिए। 10 तीं के बाद कैरियर का चुनाव उसके कौशल के अनुरूप हो ताकि समय व धन का अपव्यय न हो।
4. स्कूली बच्चे का बोझ बहुत कम हो। छात्र गतिविधियों व आधुनिक शिक्षण लाभग्री का प्रयोग अधिक किया जाना चाहिए।
5. शिक्षक जितना जमीनी पृष्ठभूमि से जुड़ा हो उतना ही आधुनिक उपकरणों का ज्ञान भी रखे। उनके लिये ट्रेनिंग प्रोग्राम ज्यादा होने चाहिए।
6. सभी कौशलों से सम्बन्धित व्यावसायिक पदों व सम्मान से सम्बन्धित मार्गदर्शन किया जाना चाहिए।
7. जितना सम्मानित पद डिग्री धारकों को मिलता है उतना ही सम्मानित वातावरण व फोर्टफार्म उपलब्ध करना चाहिए। कौशलों को विकसित करके निम्न लं निम्न स्तर के कार्यों को करने वाले ध्यानित को। सामाजिक स्वीकृति सर्वप्रथम हो।
8. कुशल शिक्षकों का सम्मान किया जाना चाहिए, स्थानीय स्तर पर, तथा शिक्षकों के वेतनवृद्धि पर विचार किया जाना चाहिए।
9. वास्तविक जीवन से सम्बन्धित शिक्षा को जोड़ते हुये, वास्तविक वातावरण उपलब्ध कराते हुये आधुनिक शिक्षण लाभग्री का प्रयोग किया जाना चाहिए।



Group 1 FDP, Nai Taleem Gaudhears view on these plans  
NCF 2005

Taken with Zentone 4 series

The basic points which can be linked to Nai Taleem can be summarized as follows:

- Connecting knowledge to life outside school
- Shifting learning from rote methods
- Enriching curriculum beyond text books
- Making examination non threatening
- Primacy to children's experience
- Considering children as active participants in knowledge construction
- Relating learning to the immediate env<sup>o</sup>.
- Eliminating the ~~env~~ constraints on learning such as gender, class, creed.
- Designing challenging activities
- Making education more meaningful and less stressful.
- 3 language formula
- Mother Tongue
- Focus on Skills
- Teaching of maths to focus on child's resources to ~~the~~ think and reason and solve problems
- Methods of teaching Science, Social Sciences enriching pedagogy to promote thinking process





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विद्यार्थी जाये।

शिक्षा का कर्षण - 'शिक्षण रथ' या आधुनिक होना चाहिये।  
6 से 14 वर्ष तक बच्चों को मुफ्त एवं अनिवार्य शिक्षा प्रदान  
की जाये।

महा-विद्यालयों को साक्षात्कार देने के लिए सज्जित नहीं करना  
चाहिये तथा अनुसूचित की जाती योजनाएं पर लक्ष्य का आकार  
होना चाहिये। महा-विद्यालयों को अग्रणी शिक्षण का प्रदान करना  
है कल्पित स्थान में प्रवेश देने से बचना नहीं चाहिये।

शिक्षण का दायरा मात्र विद्यालय तक अन्य विषयों के विद्यार्थियों  
को देने तक ही सीमित नहीं होना चाहिये।

- छात्रों में नेतृत्व प्रवृत्ति व दूर भ्रमण क्षमता का विकास  
करना चाहिये।

- बच्चों को मानसिक व शारीरिक लक्ष्य नहीं देना चाहिये।

- छात्र-अध्ययन को देना प्रवृत्ति देना चाहिये ताकि वे स्व-अध्ययन,  
आत्मसहायता व नए विचारों की प्रवृत्ति कर सकें।

- 'नव-विदेशीय शिक्षा' की प्रवृत्ति व शोधन की प्रवृत्ति का विकास।

- छात्र-अध्ययन को देना प्रवृत्ति देना चाहिये कि वे बच्चों को सुदृढ़  
करें, इनका प्रवृत्ति कर सकें तथा वे प्रत्यक्ष में संवाद व  
संवेदन प्रवृत्ति कर सकें।

अतः नई तकनीक का प्रमुख उद्देश्य - सभी वर्गों के  
विद्यार्थियों का शैक्षणिक, आर्थिक व सामाजिक विकास प्रवृत्ति  
विकास का समतलीय विकास करना।



The act provides for development of individuals in consonance with the values enshrined in the Constitution. All round development of children.

Education: free from Fear, Anxiety, Fee.

P.F.O



## Tea Break

After tea break ,eight groups were formed for different activities to be held in the session. Mr. VijayPratapSingh assigned typology to each group .According to the assigned typology, every group selected a topic on which the group members have to frame cognitive, psychomotor, and affective objectives.

Group one – In group one , the facilitator was Dr.Kalpna. Dr. Kausarwas recorder and the presenter was Minakshi. Typology given to group was “Essentials of Daily Life” on which they selected the activity “Health and Cleaning.”

Group -> ① Kalpana  
② Kausar  
③ Minakshi

Experiential Learning Typology: Link to Cognitive, Psychomotor and Affective(HHH) Domains	
Typology	
Activity	A3 सफाई साफ सफाई, स्वच्छता
Cognitive Domain (Head) (Knowledge)	Identify the need and importance for cleanliness, good health  Identify correlation b/w cleanliness and good health  Learn about various diseases that are caused due to unhygienic condition.
Psychomotor Domain (Hand) (Skills)	→ Collection of garbage → arrange things in a tidy manner → Clean the environment and surroundings → Perform different activities dusting, broom, washing → Disinfect use of disinfectant
Affective Domain (Heart) (Attitudes)	→ develop values such as cleanliness is next to Godliness → develop deeper concern for a healthy society and healthy individuals →



Group two –In group two, facilitator was SEEMA, SONIKA was recorder and NIDHI VERMA. Typology given to group was “Habitat and Shelter”. The activity selected was “ Making soft toy and teaching aid

Group - ② 28/11/18 Day ②

• Seema Chaudhary  
• Sonika  
• Nidhi Verma.

Experiential Learning Typology: Link to Cognitive, Psychomotor and Affective(HHH) Domains	
Typology	आवास और आश्रय
Activity	खिलौने, विज्ञान किट और शिक्षण सामान बनाना।
Cognitive Domain (Head) (Knowledge)	<ol style="list-style-type: none"> <li>1. खिलौना, विज्ञान किट तथा शिक्षण सामान को पहचानना, पहचान करना तथा उसके विषय में जानकारी देना।</li> <li>2. खिलौनों की उपयोगिता व महत्व के विषय में छताना। खेलने पर बल देना।</li> <li>3. शिक्षण सामान का अर्थ स्पष्ट करना</li> <li>4. खिलौने, विज्ञान किट, व शिक्षण सामान का वैज्ञानिक दृष्टिकोण स्पष्ट करना।</li> </ol>
Psychomotor Domain (Hand) (Skills)	<ol style="list-style-type: none"> <li>1. खिलौने बनाने के कौशल का विकास करना।</li> <li>2. शिक्षण सामान के निर्माण के लिये अनुपयोगी वस्तुओं से उपयोगी वस्तु या प्रकरण तैयार करना।</li> <li>3. अनुपयोगी वस्तुओं से खेलने लायक सामग्री का निर्माण करना।</li> <li>4. खिलौने, शिक्षण सामान व विज्ञान किट के कौशल को सीख कर लक्ष्यों को पहचानना व विचार-विमर्श करना।</li> </ol>
Affective Domain (Heart) (Attitudes)	<ol style="list-style-type: none"> <li>1. शिक्षण सामान, विज्ञान किट व शिक्षण सामग्री के निर्माण द्वारा आत्मविश्वास जाग्रत करना।</li> <li>2. कौशल के व्यवहारमयिक व वैज्ञानिक दृष्टिकोण को अपनाना।</li> <li>3. सामाजिक मूल्यों, संस्कृतियों, पहचाना स्तान्त्र्य, सहयोग और मानवीय मूल्यों को व्यवहार में अयनाना।</li> </ol>

Group three- In group three, Rajni was the facilitator, Shwetha was recorder, presentation Roopaliwas given by both the groupmates. Typology given was “Transporter”. The activity selected was “designing, creation and innovation”



Group four – Chandranbaliwas the facilitator, Rahul was recorder, and they presented the activity “processing and cultivation of aromatic and medicinal plants” under the typology “Agriculture, Agricultural processing, and Forestry”

Group - 3

Rajni, Roopali, Shweta

Experiential Learning Typology: Link to Cognitive, Psychomotor and Affective(HHH) Domains	
Typology	परिवहन (साइकिल)
Activity	जोड़ना, रखरखाव, मरम्मत
Cognitive Domain (Head) (Knowledge)	<p>साइकिल को जान सकेंगे, साइकिल चलाने की समस्याओं से निपटारा कर सकेंगे।</p> <p>साइकिल के विभिन्न भागों की जानकारी प्राप्त कर सकेंगे।</p> <p>साइकिल के दैनिक जीवन में होने वाले लाभों को समझ सकेंगे।</p> <p>साइकिल के विभिन्न भागों के नामों की व्याख्या छिपित रूप से कर सकेंगे।</p> <p>साइकिल से चलाने का तरीका समझ सकेंगे।</p>
Psychomotor Domain (Hand) (Skills)	<p>साइकिल चलाने का कौशल सीख सकेंगे।</p> <p>परिवहन के विभिन्न समस्याओं को दैनिक जीवन में होने वाले लाभों को समझकर समय के सदुपयोग कर सकेंगे।</p> <p>साइकिल के विभिन्न भागों को पहचानने का कौशल प्राप्त कर सकेंगे।</p> <p>साइकिल के रखरखाव से सम्बंधित कौशलों को जान सकेंगे।</p>
Affective Domain (Heart) (Attitudes)	<p>साइकिल से चलाने से होने वाले (आयदो) और सुखी व सुस्थिति की समस्याओं को निराकरण कर सकेंगे।</p> <p>साइकिल से होने वाले सेहत से सम्बंधित फायदों का विस्तार कर सकेंगे।</p> <p>साइकिल चलाने से सम्बंधित विभिन्न परिवहन के नियमों का विस्तार कर सकेंगे।</p>



Group 4.  
Chandrabali Pandey.

Experiential Learning Typology: Link to Cognitive, Psychomotor and Affective(HHH) Domains	
Typology	बागवानी खेती, कृषि प्रदर्शन और बागवानी
Activity	बागवानी
Cognitive Domain (Head) (Knowledge)	<ul style="list-style-type: none"> <li>→ बागवानी सम्पूर्ण शास्त्रों के लिए अनिवार्य आवश्यकता है।</li> <li>→ बागवानी के माध्यम से प्रकृति का कार्य करना है।</li> <li>→ बागवानी विद्यालय के माध्यम से विद्यार्थियों के लिए आवश्यक विद्या में सहायता प्रदान की जायेगी।</li> <li>→ बागवानी के लिए समय-समय पर शिक्षक-छात्र-प्राणी आदि की आवश्यकताओं को पूरा किया जायेगा।</li> <li>→ बागवानी पर्यावरण संतुलन के लिए आवश्यक है। इसे बढ़ाने में मदद मिलेगी।</li> </ul>
Psychomotor Domain (Hand) (Skills)	<ul style="list-style-type: none"> <li>→ छात्र बागवानी के माध्यम से प्रकृति का व्यवहार कर सकेंगे।</li> <li>→ छात्र बागवानी का पर्यावरण संतुलन में योगदान कर सकेंगे।</li> <li>→ छात्र बागवानी के माध्यम से मदद करेंगे।</li> <li>→ छात्र बागवानी पर नई-नई तकनीकों को अपनाकर काम कर सकेंगे।</li> </ul>
Affective Domain (Heart) (Attitudes)	<ul style="list-style-type: none"> <li>→ छात्र बागवानी की उपयोगिता को अपने माध्यम में समझ विकसित करेंगे।</li> <li>→ छात्र विभिन्न प्रकार के पौधों की उपयोगिता एवं महत्ता को अपने परिचय व समझ के माध्यम से समझ सकेंगे।</li> <li>→ छात्र अपने बागवानी सम्बन्धी काम को अपनी जिम्मेदारी के रूप में देखेंगे।</li> </ul>

Taken with Zenfone 4 series

C.B. Pandey

Group five-Brijesh was facilitator, and Sharad was presenter. Typology was “Clothes, Leather and Fiber” under which the activity chosen was “soft toys”.



BIHAR-5



Experiential Learning Typology: Link to Cognitive, Psychomotor and Affective(HHH) Domains

Typology	करक, -यमस और अन्य ककर कककक कककक
Activity	SOFT TOY
Cognitive Domain (Head) (Knowledge)	Develop a positive self concept Establish the thinking about new ideas Analyse the important of fiber and Material Understand the different types of Parts of The toys in different colour
Psychomotor Domain (Hand) (Skills)	Skill of making parts of the soft toy The waste material how useful for us Use creative thinking for <del>new</del> innovative materials with other useful material.
Affective Domain (Heart) (Attitudes)	Develop the shape of Toys in such image Develop the appropriate colour of different type parts of the bodies Develop the appropriate <del>category</del> use of waste material and other material as social uses.



Taken with Zenfone 4 series

Group six – In group six, Rakesh Kumar Verma was the facilitator, Abdul was recorder and Sudhanshu presented her activity “Domestic and industrial security instruments”. Typology assigned to the group was “Tools and Machines”.



Group - 6

- 1 - Rakesh Kumar Verma
- 2 - Sudhansu Kumar Pandey
- 3 - Akul Vajra



Experiential Learning Typology: Link to Cognitive, Psychomotor and Affective (HHH) Domains	
Typology	F. Instruments and machines.
Activity	F.10 Domestic and Industrial security instruments
Cognitive Domain (Head) (Knowledge)	<ul style="list-style-type: none"> <li>① Identify the Domestic and Industrial security instruments</li> <li>② Will be able to Indicate the use of domestic and industrial security instruments.</li> <li>③ Will be able to Name the domestic and industrial security instruments.</li> <li>④ Will be able to describe about various domestic and industrial security instruments</li> <li>⑤ Tell others about proper use.</li> </ul>
Psychomotor Domain (Hand) (Skills)	<ul style="list-style-type: none"> <li>① Skill to select appropriate instruments for their home and school.</li> <li>② Skill of planning the incorporation of security measures in their own home/industry</li> <li>③ Skill of Role Play of being a leader in educating others about securing the community about from domestic and industrial security hazards</li> </ul>
Affective Domain (Heart) (Attitudes)	<ul style="list-style-type: none"> <li>① Develop a sense of responsibility about security of self and others</li> <li>② Develop a confidence to cascade others about security measures</li> <li>③ Develop the courage to support the drive for domestic and industrial security</li> <li>④ Develop a response mechanism at the time of hazards caused by the misuse of domestic and industrial instruments</li> </ul>



Taken with Zenfone 4 series



Group seven—In group seven Afsanawas was the recorder, Dr. Rakesh Singh was facilitator, and presenter was Rashi. Typology assigned to the group was “Services” and activity chosen was “Budget

Group-7

- ① Rashi
- ② Rakesh Singh
- ③ Afsanawas

Experiential Learning Typology: Link to Cognitive, Psychomotor and Affective(HHH) Domains	
Typology	व्यक्तिगत शिक्षा - सांकेतिक कार्यपालनी
Activity	बजट लेखनी और समझने का प्रयोग
Cognitive Domain (Head) (Knowledge)	<ul style="list-style-type: none"> <li>- will be able to understand the meaning and importance of budgeting</li> <li>- will be able to identify the needs of budgeting in the family</li> <li>- Analyse various ways of budgeting</li> <li>- understand the process of budgeting</li> <li>- On the basis of knowledge of budgeting, we will be able to formulate best ways of accumulating optimum assets</li> </ul>
Psychomotor Domain (Hand) (Skills)	<ul style="list-style-type: none"> <li>- will develop skill of budgeting and managing all fronts appropriately</li> <li>- Develop influencing skills to eliminate the misuse of income</li> <li>- develop the skill of managing all basic, needs &amp; also have place for desires &amp; luxuries</li> <li>- select way suitable in their house budget</li> <li>- use creative ways of budgeting and maintaining budget sheets</li> <li>- will be able to develop saving habits</li> </ul>
Affective Domain (Heart) (Attitudes)	<ul style="list-style-type: none"> <li>- Will be able to develop a habit of budgeting and appropriate evaluation of our assets will lead to optimum use of our resources</li> <li>- We will also be able to influence others for optimum use of resources</li> </ul> <p>through innovate methods of budgeting that can go a long way in appropriate use of our</p>

will be able to develop influence and motivate inculcate feeling



Group eight– In group eight Ankita Rastogi was facilitator, recorder was Anupam and presenter was sradha. Typology assigned to the group, “Art Music and Theater”. Activity chosen was “Construction of Ornament”

( TEAM-8 )

ANKITA RASTOGI  
Anupam  
Mishra - Sradha

Experiential Learning Typology: Link to Cognitive, Psychomotor and Affective(HHH) Domains	
Typology	कला, संगीत, रंगमंच
Activity	H.5 आभूषण बनाना, पत्थर पॉलिशिंग
Cognitive Domain (Head) (Knowledge)	<ol style="list-style-type: none"> <li>1. हमारे जीवन में आभूषण व पत्थर के महत्व व उपयोगिता को समझेंगे।</li> <li>2. आभूषण के निर्माण में प्रयोग होने वाले रत्न, पत्थर, सिक्के या अन्य कीमती वस्तुओं को पहचान सकेंगे।</li> <li>3. आभूषण व पत्थर सम्बन्धी जानकारियों को शैक्षिक काल से वर्तमान तक सम्बन्ध स्थापित करने में सक्षम होंगे।</li> </ol>
Psychomotor Domain (Hand) (Skills)	<ol style="list-style-type: none"> <li>1. आभूषण बनाने व पत्थर पॉलिशिंग करने का कौशल को विकसित करेंगे।</li> <li>2. विभिन्न प्रकार के आभूषण बनाने की सृष्टिसामर्थ्य (Creativity) को विकसित करेंगे।</li> <li>3. आभूषण बनाने वाले रत्न, पत्थरों व बहुमूल्य कीमती वस्तुओं को पहचान सकेंगे।</li> </ol>
Affective Domain (Heart) (Attitudes)	<ol style="list-style-type: none"> <li>1. आभूषण व पत्थर पॉलिशिंग करने वाले लोगों के लिए आत्म-सम्मान, ईमानदारी व विकास की भावना को विकसित करेंगे।</li> <li>2. आभूषण बनाने वाले के प्रति अन्य व्यक्तियों में आस्था व प्रशंसा करने की भावना को भी विकसित करेंगे। क्योंकि कोई भी कार्य झोटा नहीं होता।</li> </ol>

All the eight groups defined the objectives related to the activity assigned to them in three categories that is cognitive, conative and affective. Group members developed a feeling of co-operation during this session.





The next activity was the preparation of experiential learning plan. All the participants were asked to prepare and submit the experience based learning plan in which they have to mention the steps, precautions, and tools to conduct an activity. They also have to prepare checklist and mention the procedure for assessment. Written learning plan was submitted to Mr. Vijay. The candidates were instructed to give a presentation on the learning plan next day.

### **Lunch break**

After lunch break our new activity started Mr. Vijay Pratap Singh along with resource person Dr. KausraParveen assigned every participant an activity name “School Curriculum ” there are total eight groups. Every team selected to school curriculum activity and after 30 mins. They present their activity. Some activity sheets are here-

Group-② Day-2 28-11-18

Seema Chaudhary



School Curriculum - Experiential Learning Activity Plan	
Participant Name:	Seema Chaudhary Group-② Day-② 28/11/18
Activity Name	व्यक्तिगत और आम पक्ष के स्तर पर स्वच्छता कैसे सुनिश्चित करना है, इसकी जानकारी
Steps	<ol style="list-style-type: none"> <li>1. व्यक्तिगत एवं आम-पक्ष के क्षेत्र को चिह्नित करके स्वच्छता की जानकारी की तैयारी करना, तथा एकत्रित करना। वास्तुशिल्प नोट्स की तैयारी करना</li> <li>2. व्यक्तिगत और वातावरण को कैसे व कितना विधियों द्वारा किया जाये यह सुनिश्चित करना। स्टाइल के गृह एवं गंधर्व लेखने वाली लिमारियों का ज्ञान देना</li> <li>3. समूह व टोली का निर्माण करना</li> <li>4. समूह के कार्य व व्यवहार को वर्णित करते हुए प्रत्येक को अवसर देना। प्रत्येक टोली को स्वच्छता से सम्बन्धित नाम देना, नेता बनाना, रिकार्ड बनाना, पम्पलेट, पोस्टर, चार्ट बनाना</li> <li>5. निर्देशन, मार्गदर्शन देना, प्रत्येक टोली को व्याख्यान व क्षेत्र बोलना।</li> </ol>
Precautions	<ol style="list-style-type: none"> <li>1. जानकारी सरल शब्दों व व्यवहारिक आचरण में प्रयोग होने वाली हो।</li> <li>2. धूल, गंदगी से बचाव के लिये मास्क, रोपी व सूती कपड़े का प्रयोग हो।</li> <li>3. समूह को इस प्रकार से निर्देशित करना कि प्रत्येक समूह का सदस्य अपनी आश्रयस्थिति स्वतंत्रता से का सचेत</li> <li>4. स्टाइल में प्रयोग की जाने वाली सामग्री का सुविधाजनक होना।</li> <li>5. प्रत्येक सदस्य की व्यक्तिगत टिप्पणी ले बचना।</li> <li>6. समूह को क्षेत्र में जानकारी देते समय (सुनिश्चित) का साथ।</li> </ol>
Tools	<ol style="list-style-type: none"> <li>1. यानी की बाल्टी व जल</li> <li>2. दांते का ब्रश, कंघी, स्पाबुन, झाड़ान, शौचालय का चित्र या मॉडल,</li> <li>3. स्टाइल का ब्रश, स्टाइल की सामग्री (क्लाइ, डेल्स)</li> <li>4. बैकार पेपर,</li> <li>5. पेपर, पेन, क्लिप, कैंची, रंग</li> <li>6. चार्ट, पोस्टर</li> </ol>



Taken with Zenfone 4 series





Group B



School Curriculum : Experiential Learning Activity Plan	
Participant Name:	Shruddha Pardey
Activity Name	बर्तन होना और बनाना बनाना।
Steps	<p>इसमें जो साफ-सफाई के बारे में जानकारी देना।                      सही का प्रयोग करने से पहले उसकी साफ-सफाई करना।                      स्वच्छता के बारे में जानकारी देना                      बैटन चार्ट के विषय में इसको बताना।                      भ्रमण के अनुपात के विषय में इसको जो जानकारी देना।                      सुदृढता सहजियों, ही सही जगहों का अपने दमक जीवन में प्रयोग करना।</p>
Precautions	<p>बर्तनों का प्रयोग करते समय उसकी स्वच्छता पर ध्यान देना।                      ऐसा गतिविधि का निर्माण किया जाये जिसमें बर्तन प्रयोग शामिल नहो।                      गतिविधि के दौरान इसको जो विशेष ध्यानपूर्वक प्रयोग करवाना, उसको साईज करते रहना।                      बड़े बड़े Group या बड़े बड़े Group में बनाना।                      ऐसी गतिविधि करना जिसको सत्र बिना बंद लगाए के जा सके।</p>
Tools	<p>1) सही, बर्तन, चार्ट चार्ट।</p>



Taken with Zillifone 4 scanner

(TEAM-8)

ANKITA RASTOGI

ANUPAM



School Curriculum : Experiential Learning Activity Plan	
Participant Name :	ANKITA RASTOGI
Activity Name	Grade-VI प्रवास - प्रवास के प्रकार - परिवार, संस्कृति, क्लबों की रीखा और आठ असमानता पर उसका प्रभाव
Steps	<ul style="list-style-type: none"> <li>• प्रवास सम्बन्धी क्षेत्र का चुनाव करेंगे।</li> <li>• प्रवास का अद्ययम करने वाली विधियों जैसे- प्रश्नावली, अनुसूची, साक्षात्कार, विद्य-विश्लेषण आदि की जानकारी देंगे।</li> <li>• 4-5 बच्चों की टीम बनाएंगे।</li> <li>• इनके मदद कार्यों का बँटवारा कर देंगे।</li> <li>• टीम के सदस्यों को प्रवास सम्बन्धी जानकारी व उरेणा प्रदान करेगा, ताकि वे उन्हे कार्य कर सके।</li> </ul>
Precautions	<ul style="list-style-type: none"> <li>• ऐसे ही स्थान का चुनाव करे, जहाँ पर प्रवास अधिक सरलता में हो सके हो।</li> <li>• शिक्षक द्वारा सौंपे गए कार्य शक्यतःपूर्वक ही होने चाहिए। क्लबों की सुरक्षा का पूरा रखाव रखा जाना चाहिए।</li> <li>• टीम-निर्माण करते हुए बच्चों का वीर्यिक परीक्षण के आधार पर चुनाव करें।</li> <li>• क्लबों या अन्य व्यक्तियों के प्रमुख नुकसान का भी रखाव रखे।</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• सर्वे कार्य करने के लिए उचित प्रश्नावली, अनुसूची व उससे सम्बन्धित चरनुओं का प्रयोग।</li> <li>• चार्ट व प्रोजेक्टर सम्बन्धी उपकरण।</li> </ul>



### **Third Day of Seven Day Faculty Development Programme (29/11/2018)**

On 29/11/2018, our third day of programme began with zeal and enthusiasm. After having our breakfast we gathered in seminar hall. Firstly, we had a recap of day two learning experiences. Everyone shared their previous day experiences and how they are enjoying and learning with the help of different tasks and activities. After revision of previous day our new session activity started. In this activity, a total of eight team was formed. Each team has 3-4 members in each. After team formation, Dr. Vijay Pratap Singh (Program Coordinator) MGNRCE along with resource person Dr. Kiran Dwivedi assigned every participant an activity named – B.Ed. curriculum ideas to be inculcated. Every participant got photo copy of sheet which had 2 papers. First paper, example was given for general idea and second paper was blank in which we have to mention our ideas. After we got shut, we got Instruction to read chapter 6 of experiential learning book in which we read about different types of work Education – Typology. In this chapter there were several topics related to different areas which can be Agriculture, Transport, Machines, Services, Health & Sports, Art, Music, Theatre, Community work & Social Work.



Every one after reading the chapter, filled B.Ed. Curriculum shut. The shut contained following heads – Name of Participant, Activity name, Steps, Precautions, Tools, Checklist, Assessment. We got some time to fill the shut. Then we had presentation on ideas to be inculcated in B.Ed. curriculum. Every team gave some views about topics which should be added in B.Ed. curriculum. Team 1 gave idea of organic farming and its advantages and how it should be added in B.Ed. curriculum. Other participant gave an idea of value Education which is possible through different visits in orphanage, old age home and religious places. One participant gave an idea of

individual presentation and presented his/her ideas before everyone. After presentation of activity, SukhramJi, Gardener of Rama P.G. College, gave us lecture on different kinds of plants, its importance, process of plantation, how to take care of plants and he also told about various seasoning flower plants and which plant is best for which seasons. He also told us about different fertilizers, manures and after his lecture, there was a very healthy & friendly questions in which participants asked their doubts and queries regarding plants and its uses. After his lecture, everyone had a huge sound of applause for SukhramJi and thanked him for such valuable and important knowledge for plants. After this we went for lunch.

### **LUNCH – BREAK**

After having lunch we all went to field and there our program coordinator Dr. Vijay Pratap Singh told that we will have plantation activity. There were different beautiful plants kept to be planted in field. A khurpi was also there and SukhramJi gave us instructions before plantation. We all took our plants and with the help of khurpi we dug a hole in the soil and planted our allotted plants in a team. As plantation is a type of such activity which brings very close to nature, develop love and care feeling for plants, we also clicked photographs during our plantation. After planting plants, we all also gave water to them and in this way our plantation activity and this session activity was completed in a very joyous way as we all enjoyed and got to learn many things and why planting trees is more important and above all this the most important thing is to take care of plants after planting it. After plantation we again went to seminar hall where Dr. Vijay Pratap Singh, Program Coordinator (MGNCRE) gave a PowerPoint presentation on Participatory learning and action. The purpose of this action is to give a general reference for use while carrying out a rural immersion programme in villages, right from start to finish. This plan in turn will provide valuable information for policy makers to act upon and take developmental decisions. Participatory learning and action mainly emphasizes on local knowledge for learning from them, understanding them, interacting with them, and organizing participation of local communities and groups.

### **Steps for PLA are:-**

1. Entry point
2. Observation
3. Contact
4. Penetration
5. Stimulate Participation
6. Raising Issues
7. Identify Problems
8. Suggest Solutions
9. Formulate an Action Plan
10. Full Implementation

There were many more important points in the presentation which were important to keep in mind while going for a village visit – Dr. Vijay Pratap Singh sir explained each and every aspect and objectives very clearly and briefed in a very excellent way.





After his presentation, we all done a general mapping and planning for our village visit. A team of 4 members in each was formed to observe in the village visit. Dr. Vijay Pratap Singh sir gave respected areas to every team and the areas were as – Education, Health, Women Issues, Agriculture and Economical Issues. He also briefed us about the main components of PLA, list of persons who represents formal power structure of rural society and they were – the Village Pradhan, School Teachers, AnganwadiSevikas, Shopkeepers, office bearer of panchayat. He also told everyone to treat villages in a very polite way and establish a friendly rapport and interact with them in an easygoing way. After planning ,our third day of programme ended and every participant was curious and excited for our next day village visit.



A short film based on NaiTalim was shown to us , the video was of AnandNiketan School where totally NaiTalim was implemented. Every studentis studying with experiential learning. We saw students who were doing organic farming, weaving clothes by charkha, and cooking food by boys as well as girls. It was a very good example of NaiTalim and we learned many things.

#### **Fourth Day of Seven Day Faculty Development Programme (30-11-2018)**

On fourth day of Faculty Development Programme, we gathered in seminar Hall. Dr. Vijay Pratap Singh gave instructions on programme to be held. He first told that we will have B.Ed. College Visit (Rama P.G. College) and after visit of college we will have to move towards Village vist.



In order to have college visit, we first assembled in the field all of us together. Then from the entry point of college building we started our college visit. College building was very well built. In the college campus, there is garden, field, parking, Canteen, and offices, Library (one is central and other are departmental), Auditorium, washrooms. Greenery is beautiful in college. In College there is beautiful garden which was covered by ornamental and flowering plants. At side there was a reception desk and auditorium, In front of desk there was office and behind office there was Academic block. In front of the office there is a big Central Library. In Library there is a huge and vast collection. Then we went upstairs Rama P.G. College is built in four floors. One Ground floor and three upper floors. There is camera also one on every floor. Biometric attendance is there for students as well as teachers. A Multipurpose Hall was also there for organizing various functions. Every floor runs different department of Education, Third floor is commerce department. We also interacted with students, teachers and works. Classes of M.Ed are very elite and highly equipped with technology. After having visit in college, we moved forward to our next activity that was village visit. As all instructions and guideline were preciously given by our programme coordinator Dr. Vijay PratapSingh, so every team know their specific area to be observed. We sat in the bus and bus departed for Saraai Sheikh. As Saraai Sheikh is very near to Lucknow city so we reached there in 10 minutes. First we went to PanchayatBhawan, there we met with Gram Pradhan and got important information regarding visit to village beside PanchayatBhawan there is Aanganwaadi, and beside Aanganwadi there is SamudayikKendra also. SBI Bank and petroleum pump is also there in front of PanchayatBhawan. In Sarai Sheikh we first went to a PradthmikVidyalaya. When we reached in school, students were having mid-day meal. Campus of school is well maintained and there was every facility in school. Some D.El.Ed. students were also there in school .



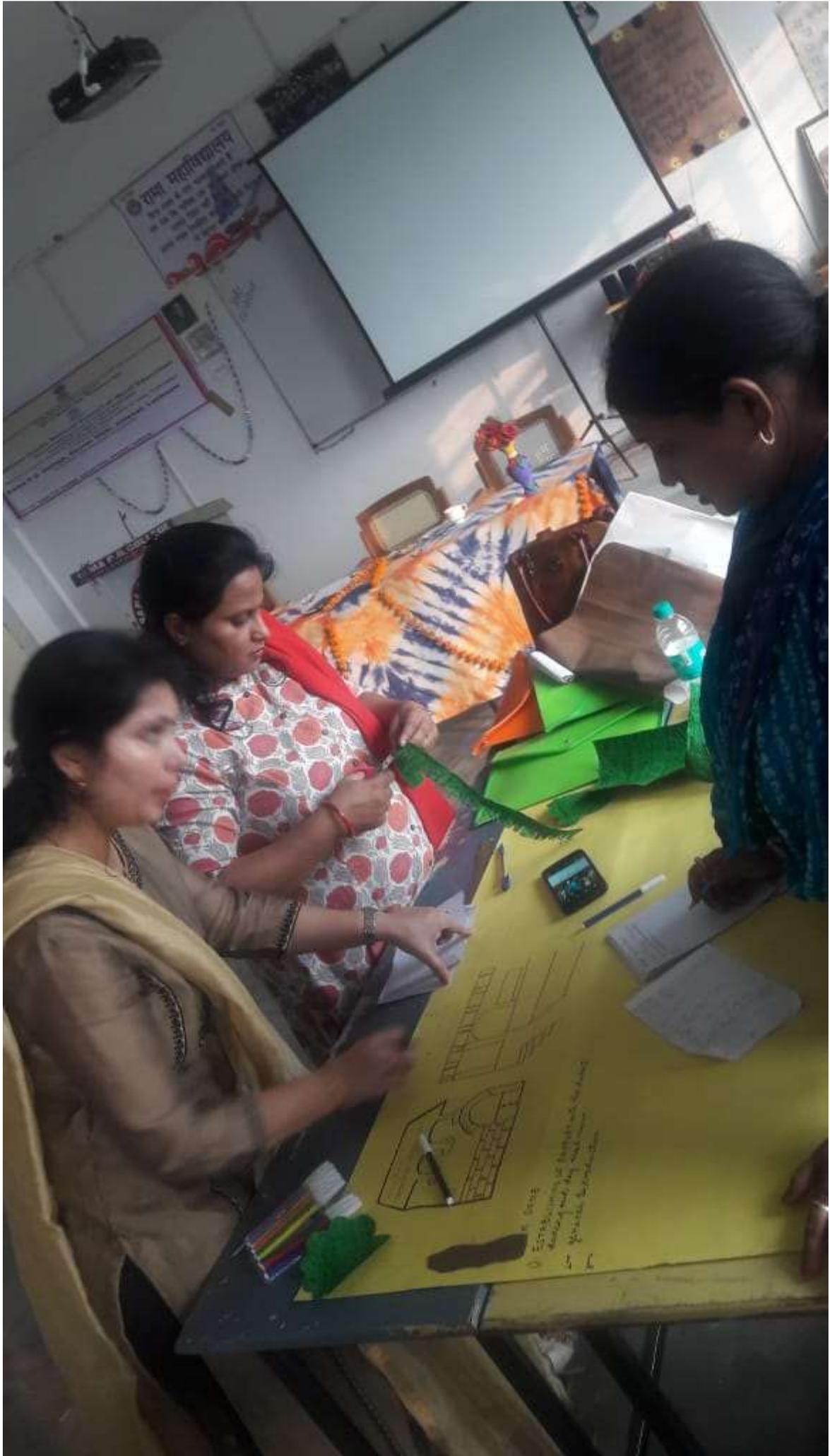
In the Internship programme we talked and Interacted with students. They recited poems, doha, bhajan and stories to us. Education given was excellent as it got reflected in students behavior.

After this, one participant of our team taught some T.L.M. to students as well as teachers so that it can help in tracing as well as students can learn very easily and in a interesting way.



Students took interest and learned to make learning ball with full excitement and enthusiasm. Then we distributed every student a piece of paper to make their own ideas. Some students made bookmarks, some made birds, airplanes, boat, rose, flowers and many more things. We were really feeling so satisfied by seeing happy faces of students. Then from school we went for a village visit and had a transect walk in village .While having a walk we saw that village is quite developed. People were aware about health, cleanliness and variousprogrammes run by Government, we also saw that farming was also done in fields .We talked to women of some families where they told us issues they face in their life and what steps they are taking to earn and live their livelihood. Then after, we all again gathered in PanchayatBhawan, there arrangement of lunch was done. We had our lunch and it was really a wonderful experience. After having lunch we all sat in the bus and got departed for Rama College. We collected lot of information from the village related to our respectedarea and every team noted in down and discussed with each other. Although, we were tired but our head and heart was feeling very happy and good as we all did something new which was slightly different form our daily Routine. This type of visit helped us to interact with peoples who live in a different area and a healthy rapport got established.





After Reaching Rama we again gathered in seminar hall. As we entered in hall, we saw there were chart papers and sketch pen kept on the table. Then our Programme Coordinator, Dr. Vijay Pratap Singh told us to make a map of college as well as village. According to their team and allotted area and a presentation is to be given by every team. We all took chart paper and drew map of college that is Rama P.G. college, and Sarai Sheikh village and we highlighted main issues of our areas given to be observed.



After drawing of map, every team gave its presentation with the help of chart and group photos was also clicked. Then after having a hot cup of tea we got relaxed and in this way the fourth day session ended in a very successful & happy ways.

## Faculty Development Programme 1/12/2018

### Day five

Fifth day of this Faculty Development Programme was contrasting from all the previous days, as it was not confined in the four walls of institute. Participants visited a village “Saraysekh”. All the partakers congregated at campus and left for the village under supervision of Mr. Vijaypratapsingh.



The journey was very joyful, enthusiastic and energetic ,participants played anthyakshari in the bus. Participants reached at their destination at 11: 00am. All the participants were divided in five groups in advance. Each group had to prepare a report on the issue assigned to the group.



After tea, a meeting was held with the V.D.O . He provided detailed demographic and other important information about the village SARAY SEKH. After that we strolled in the village with V.D.O.

The entire five group member interacted with the villagers and collected important information related to the issue on which they were asked to prepare a detailed report.

After village walk, all participants again gathered at the venue .That was a school premise and everyone enjoyed the fresh food made by the villagers in revitalizing surroundings.



A social map of village was drawn on the ground by participants with the help of villagers. Mr.VijayPratap Singh inspected the map.



This was the last activity of the day. The day was tiring even though we enjoyed it and came back to our institute after 5:00 P.M. holding lots of experiences and memories to keep in our personal treasure.



## Sixth Day of Seven Day Faculty Development Programme (02/12/2018)

On Sixth day of faculty development we gathered in seminar hall. All the participants after having breakfast go seated in the hall. As it was Sunday, everyone first talked about our previous visit. On fifty day of Faculty Development Programme we went to a village visit and the name of village was Juggaur.



So, on Sunday the sixth day, a briefing and presentation was to be held on what we have observed in the village according to allotted topic and area in groups. Dr. Vijay Pratap Singh our program coordinator told every team to present their ideas and view which they have observed.

- \* Group 1 subtopic to be observed was women improvement. In their presentation, they told that the objective of the visit was to discuss few points under the topics of Family Planning, Save Girl Child, Health Hygiene, Self Awareness, Economic Independence.
- \* Methods of data collection used were qualitative methods such as semi structured interviews, discussion etc.
- \* The conclusion of their study was that the village is developing, education level is improving but women empowerment is not satisfactory despite the caliber and aspiration of women.
- \* After Group 1, Group 2 gave presentation, their subtopic was economic issues. In their presentation they first briefed their report presentation, they also told their interaction with different family members in the village. By establishing a good rapport with them they got to understand the villagers economic conditions. They concluded their report by saying that although we were informed before that village economic condition is very good but when they actually interacted with people they got a different scenario. Bank was there in village but most of the people do not have much knowledge about Bank and their plan & benefits.
- \* Then after, Group 3 came forward for their presentation and their subtopic was Agriculture. They interacted with farmers of the village and collected knowledge about Agriculture. Main problem faced in Agriculture field was as follows.

- Farmers got distracted from Agriculture



- Lack of Awareness for Agriculture.
- Urbanization of villages.
- Use of Agricultural field in other Works.
- Lack of sufficient Capital for crops.



\* Group III also gave some suggestions regarding Agriculture which were as follows –

- Government crop plan should be reformulated in every two years.
- Those people who are migrating to the city should be discouraged and give job and career options should be provided in the village.
- In all we can conclude that although there is a possibility of development in Juggaur, so facilities should be provided in such a way that they should equal chance to develop and enhance themselves.

\* After Group III presentation, Group IV came forward for their presentation, and subtopic of group four was Health & Hygiene. A main objective of their visit was

- Visit of Juggaur village.
- To collect information regarding Health and Hygiene in Juggaur.
- To analyze cleanliness condition of Juggaur village.
- To make people of Juggaur aware towards Health and Hygiene.
- To help people of Juggaur to know about plans and actions regarding issues of cleanliness.



Method of data collection was, they prepared a questionnaire observation of physical conditions and results of their report was that the condition of health is very satisfactory. They also made them aware about World Aids Day as it was 1 December, so group members gave knowledge on world aids day. Suggestions given by people to group members were as follows.

- \* Facilities of big checkup should be done.
- \* A machine should be built-up in the village for the production of sanitary napkin and be given for every female.
- \* A gobar gas plant should be implanted so that faecus of animals be utilized.
- \* Number of workers appointed for cleanliness should be increased.
- \* Provision of more dustbins should be done.
- \* After Group IV presentation, Group V members came forward to present their report. Group V was given Education.



In the area of education, village has 22 educational institutions in which total 9 schools were running. Among them two were Primary, one Madhyamik, one Higher Education College and rest are Inter colleges.

Main objectives framed were

- \* To see the working system of education in the village.
- \* To see enrolment ratio of boys and girls in schools.
- \* To see facilities and programme provided by government in schools.
- \* To develop skills among students.
- \* To develop feeling of co-operation and team work.
- \* To awaken students for learning by doing.



➤ Main findings of study was –

1. Primary schools were running both in English and Hindi Medium.
2. Teachers were teaching by Activity Method.
3. Village consists of good quality of education and they ran education in both Hindi and English Medium.
4. Boys and girls got education in equal ratio.
5. Mostly people in village were educated.

Drawbacks

- \* Proper library was not there.
- \* Toilets were not clean.
- \* In any classroom there was no bulb.

## **Faculty Development Programme 3/12/2018**

### **Day seven**

On the seventh day which was the last day the Faculty Development Programme all the participants assembled in the committee hall of the department of B.Ed. / M.Ed. As usual all the group members provided feedback on the last day activities

### **Tea break**

After tea break, a feedback form was distributed. Participants provided their written feedback to the coordinator Mr. Vijay Pratap Singh interacted with the participants and explored the experiences of them. Dr. Kausar Parveen, Dr. Kiran, Dr. Kalpana, Maiwesh and some other participants presented his emotional verse showing gratitude to the coordinator of programme and expressed his wish that this programme would be a little longer. Some feedback sheets there





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

Date: 3/12/2018 Name: MEHWISH SIDDIQUI  
 Department: BASUDEV DEGREE COLLEGE (EDUCATION)  
 State: Uttar Pradesh Email: mehwishsiddiqui.2509@gmail.com  
 Contact No.: 7510076782

☹️ **New Learning from the Program**

As Nai Talim is totally based on learning by doing, in this program we got to learn many such activities with the help of which I can apply this in my teaching.

😊 **What I liked about the Program**

There were many things that I liked from this programme was  
 ① Plantation, ② Working in a team with full spirit & cooperation,  
 ③ Visit to Village and school and got new learning and ideas from them and most important is we developed ourselves

**My Rating for the Program:**

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

Any other feedback: Our Program Coordinator Dr. Vijay Pratap Singh presented the program in a very excellent way. He managed all day activities with a very good spirit and leadership. We got to learn many new things, got new ideas to inculcate in my teaching. This programme helped me to develop my Creativity, my talents and overall it's nothing more than life experience. Thank You!

Mehwish Siddiqui

Signature

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

Taken with Zenfone 4 series





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

Date : 3.12.2018 Name : DR. KALPANA VERMA  
 Department : Asso. Professor, Dept. of Education, Ramabai College, Chhatrapati, Lko  
 State : Uttar Pradesh Email : Kalpna.verma22@gmail.com  
 Contact No. : 9919341058



**New Learning from the Program**

Constructivist approach in very small things and to find out 3H in our basic routine work. No work is inferior, really I felt it.



**What I liked about the Program**

Each & every activity of programme, I liked and enjoyed a lot, and a big thank you to MHRD National Council of Education & MHRD for this great job. It is very close to humanity.

**My Rating for the Program**

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

Any other feedback : I think, we teachers should be involved in all the work, which is implemented by us, success will be double.



Preparabanshi  
 Signature

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

Taken with Zenfone 4 series



भारत सरकार  
 GOVERNMENT OF INDIA  
 Ministry of Human Resource Development  
 Department of Technical Education, State of Odisha  
 Government of Odisha

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

Date: 03/12/18 Name: AJOK KUMAR TRIPATHI  
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**New Learning from the Program**  
मोहोला संस्थान में जो एडु एक्सपेरिअल लर्निंग का प्रयोग किया जा रहा है उससे हमें पता चला है कि लोगों को जो शिक्षण का माध्यम प्रयोग करने में मदद है, वह मोहोला के द्वारा प्रयोग किया जा रहा है। इससे हमें पता चला है कि जो शिक्षण का माध्यम प्रयोग करने में मदद है, वह मोहोला के द्वारा प्रयोग किया जा रहा है।

**What I liked about the Program** इस प्रोग्राम में हमें बहुत कुछ पसंद है। हमें पता चला है कि जो शिक्षण का माध्यम प्रयोग करने में मदद है, वह मोहोला के द्वारा प्रयोग किया जा रहा है। इससे हमें पता चला है कि जो शिक्षण का माध्यम प्रयोग करने में मदद है, वह मोहोला के द्वारा प्रयोग किया जा रहा है।

**My Rating for the Program:**

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

**Any other feedback:** इस प्रोग्राम में हमें बहुत कुछ पसंद है। हमें पता चला है कि जो शिक्षण का माध्यम प्रयोग करने में मदद है, वह मोहोला के द्वारा प्रयोग किया जा रहा है। इससे हमें पता चला है कि जो शिक्षण का माध्यम प्रयोग करने में मदद है, वह मोहोला के द्वारा प्रयोग किया जा रहा है।

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

Taken with Zentfone 4 series

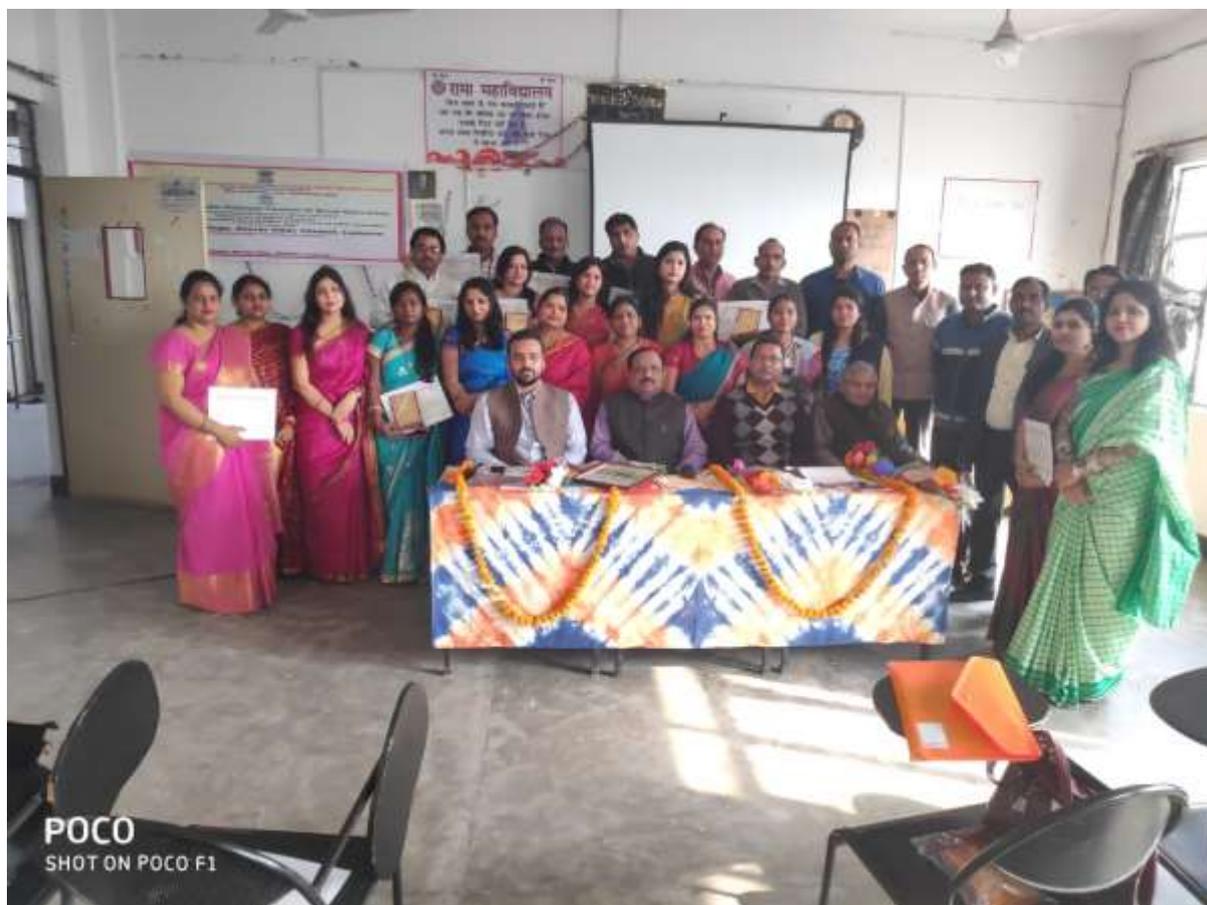
### Lunch break

After lunch break, valedictory session started. In the session, programme coordinator and H.O.D Dr. Kiran Diwedi expressed gratitude to Mr. Vijay and all participants came from different teacher trainee institutes. Dr. Kausar Parveen expressed that the programme was very useful and important for



teachers. Many more such programs should be organized and it would definitely give positive results to the session.

A memento and a shawl were presented to Mr. Vijay Pratap Singh on behalf of the department of B.Ed.\ M.Ed. and after that certificate of participation was distributed among participants.



This way the workshop came to a brilliant end. All the seven days were different from each other providing varied experiences to the participants. Day one introduced the participants with the concept of 'NaiTalim'. They linked the main similarities and differences of 'NaiTalim', N.C.F.2005, R.T.E. 2009 and N.C.F.T.E. 2010. In short it can be said that the whole workshop was very motivating, it stimulated mind of all the faculties. It was quite successful in delivering the message of Gandhi ji that education must be linked with the development of three 'Hs' - head , heart and hand by giving a real experience of this philosophy.



## List of Participants

S.No	Name of the Participant	Mobile No.
1	Abul Vafa	9335250428
2	Afsana Khatoon	9151759537
3	Dr. Kauser Perveen	9415919986
4	Rahul Srivastava	9565112504
5	Dr.Kalpna Verma	9919341058
6	Sonika	8858630966
7	Nidhi Verma	8115108000
8	Shweta awasthi	9651366289
9	Rajni Singh	9125700655
10	Rashi Srivastava	9044447799
11	Roopali Chandra	9936290817
12	Seema Chaudhary	8187964880
13	Dr Rakesh kumar Verma	9455484633
14	Anupam	8765347570
15	Ankita Rastogi	7379691166
16	Chandra Bali Pandey	9335412734
17	Alok Kumar Tripathi	8736988392
18	Rakesh Singh	9696667987
19	Ram Prakash Yadav	9170191704
20	Shared Chandra Verma	9457284013
21	Dr. Brajesh Chandra Tripathi	9450566665
22	Sudhansu Kumar Pandey	9453730262
23	Shraddha Pandey	8922000623
24	Mehwish Siddiqui	7510076782
25	Punit Kumar Srivastava	9919279858
26	Dr. Meenakshi Sharma	9621515102

