

# Experiential Learning – Gandhiji's Nai Talim

*Master Trainers' Development Program at*  
**State Council for Education Research and Training**  
Lucknow, Uttar Pradesh, October 30 to November 03 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

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



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FIRST DAY MASTER TRAINERS DEVELOPMENT PROGRAMME  
LUCKNOW, UTTAR PRADESH  
{30<sup>TH</sup> OCTOBER 2018}

INAUGURAL SESSION



Today on 30<sup>th</sup> October 2018, the master trainer's development programme organised at District Institute of Education and Training, in collaboration with State Centre of Education Research and Training, Lucknow, U.P.



Registration forms were filled by the participants.

session started with Deep prajwalan followed by saraswati Vandana, “Itni shakti”. Shri S.N.Tripati sir ( Ex – Dean and Prof Awad University) has graciously accepted our invitation as chief Guest, Dr Pawan sachan sir (Principal ,DIET, LK,) , Ms Deepa Tiwari maam (Joint Director SCERT, UP), Ms Sunita Srivastav maam (Academic faculty SCERT U.P), Donthu Durga Sathya Kranth (programme coordinator), Mr Vijay Pratap Singh (programme coordinator), Mr Ishwar Singh Rautela , Aditya Prakash Panday were present. Brief introduction was done by Mr Vijay Pratap Singh about the chief guest to the participants and brief self-introduction of participants took place on the request of Mr Pawan Sachan. Mostly the inaugural speech was focussed on Gandhiji’s educational philosophy.



Later on in the session deepa maam , pawan sachan sir and tripati sir shared some valuable points related to gandhijis “nai talim”.

Tripati 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.

He also explained 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 intelligence cannot be separated. 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.



Pawan sachan in his speech has instructed the participants to participate in the programme with full enthusiasm and vigour. On telling participants to be serious about the master trainers development programme explained MGNCRE is incurring good amount of fund for arranging this programme. HENCE TRAINING SHOULD BE TAKEN SERIOUSLY & effectively". He also warned the trainees that mobile phone should not be used in the session, they are dangerous and diverting. New education policy is supporting skill development. He emphasised that by using Nai Talim indirectly we are promoting skill development also.



Deepa mam in her speech has recalled that she was present for the all India workshop on NAI TALIM in Delhi. On talking about experiential learning and community engagement she said" it is now more relevant to have practical education rather than theoretical"

Appreciated MGNCRE has revived the Nai Talim and Gandhiji Idea again.

Nai Talim education is about physical work and respect toward fellow citizens. Nai talim Education could be the new way forward.

Sunita mam in her speech has explained about the importance learning by doing. means we can educate the kids by hands-on working (doing) so that one should be able to transform the activities on ground also.

she has explained that every work is important and everyone should be able to work at least in his day to day life. Also explained that dignity of labour by saying that all work carry's important role in our life.

## Session 2

### Ice breaking Session

In the session participants we asked to select partner, then they were given some time to know each other, after that the have to introduce their partners .

the whole session went very interestingly, al the participants participated actively.



After the session feedback given by some participants were as follows

Manju mam – I had so much fun knowing my partner. she has same strong and weak points like me. I feel like I have made a new friendship today. I am definitely going to use this method of introduction in my class.

## SESSION 3

Tripathi sir acknowledged saraswati Vandana and appreciated the participants for their efforts of becoming a diet faculty and also that have come to attend the training from far away places.

Localised academic resource group have to be encouraged.

Gandhi also mentioned that the result of education makes an individual mind complete.

teacher is a decent human being. the following characteristics makes teacher a decent human being

- kind heart – teacher should have a kind attitude
- he who doesn't humiliate. humiliation and inculcating a guilt feeling in kids always has a negative mind set development in children
- he should have very smart talking skills. he should be able to imaginatively express ideas to kids and inspire them.

he also mentioned on the attributes of a teacher that for a teacher student is like a book. he has to read every page of him to understand him. understanding has to be done very carefully.

he also mentioned on the importance of Inservice training for any teacher which makes him more enabled and evolved. he has asked all the faculty to attend as many trainings as possible to become more able.



On mentioning the importance of students, he said that “we are for students. we should respect them. we are getting paid by them so we should pay respect to them”. on elaborating the importance of



students he said “students are objects of worship. we should never make them guilt conscious, it is a crime”.

On education process he said “education is mind building process”.

On expressing his respect towards children he said “children are the centre of my world, it has always been that way and it is the secret to my success in education field”.



He also said that a teacher should always

- Pray – devotion towards the supreme power is always necessary for spiritual enhancement.
- Have a habit of being up to date with the news.
- He should have a clear thought.
- Analysing power should be high.

He has appreciated MGNCRE that it has revived Gandhiji’s idea of Nai Talim again.

He also elaborated that without doing and feeling education cannot be imparted. we cannot fully learn without feeling it first. Education would be more effective and efficient. He has elaborated the importance and heavy demand of hand made handy crafts. for example a saree which is handmade is costly.

Every locality should become self-sufficient, when you work with and for ideals then no class differences exist. There will be a class merger. Freedom will stay only when individual will become self-dependent. we should always try to aspire to have a sharing and caring attitude, then only we become a complete human being.

After the session Tripati sir was facilitated with MGNCRE memento.



Lunch

session 4

Session started with a slides-based presentation on experiential learning and way forward. In these slides the importance of 3H concept was explained (Head, Heart and Hand).



Sathya has asked the participants about their thoughts on Nai Talim the outcome of the participant on the presentation. the responses were as follows.

- Non-violence
- ethical values
- life oriented education
- education in mother tongue

- Use of Local resources efficiently
- learning by doing
- direction in life
- importance of basic education
- promotion of handicrafts
- self dependency
- agriculture
- trust building
- contributor
- self-sustained
- spiritual development
- all round development
- inequality in any form should be abolished

## session 5

### Ice breaking session

An activity has been done with the participants related to colour and word in which we don't have to read the name of the colour but tell the colour because the word of the colour name is written in different colour.

This activity clears that

“your right brain tries to say the colour but your left brain tries on reading the word”

After this activity we have been provided some documents related to “current experiments in Nai Talim”

## **DAY 2**

### session 1

Day two of the workshop began with the review of the **article “Current Experiments in Nai Talim “(Ritika Chawla). Mr. Vijay Pratap Singh** facilitated as the host of the session and took **feedback from the participants**. As one of the

participants **Mr. Pankaj Singh** summarized it in three words – bright head, kind heart and skilled hand. He pointed that the work has to be productive & inclusive.

Another participant, **Mrs. Shipra Singh**, on asking about her learnings from the article, said that work and knowledge are not separate things and cannot be distinguished from each other. The ultimate focus has to be on making the children financially independent and inculcate the quality of self-respect among themselves. The purpose is to make the student's education child centric rather than teacher centric. One has to receive all the basic learnings in their mother tongue. Team work, self-respect and equality, non-violence should be the main learning of the children.

Another participant shared that weaving, tailoring and craft are the hobbies with which child should expose himself/herself again and again as these hobbies make them self-dependent.





The session was facilitated by **Mr. Vijay Pratap Singh** where, he, on the issue of Mother Tongue, remarked that it will always be challenging in this country as it has such a demography where the language keeps on changing after every sixty kilometers. It makes the situation quite challenging as the most of the times it happens that their mother tongue is not market friendly and focusing on their mother tongue affects their employment opportunities. Hence, **Nai Talim comes to the center stage where providing holistic education help them create their own markets depending on their mother tongue.** One of the participants recalled her village's school condition where comes a time when her problem is not different from that of the child. She told us about the harsh conditions in schools during winter season when they have no stationary and proper clothes to come to the classroom and participate in the activities.

## **session 2**

After this there was an **ice breaking session** conducted by the **Mr. Vijay** where he asked each candidate about **the happiest moment life in their life.** Each of the participant shared their stories in succession. Most of the participants shared that getting employment and success in the important examinations (High School, Intermediate and NET) holds an important place and made it one of the happiest days of their life. However, all of them unanimously agreed to the fact that the societal stigma/pressure associated with it is also one of the reasons behind them giving so much importance to the day which made it the happiest day of their

respective lives. The freedom associated with their employment when they vowed to spend huge amount of money which was beyond their imagination when they were unemployed was also another reason.

One of the participants recalled how he was physically and emotionally hurt by his teacher after he was unable to produce a home work copy to him as his teacher believed that he is lying but actually, his notes got stolen. He was so much emotionally hurt that he performed so well in the examination which was beyond expectations of his teacher. His teacher called him and apologized to him, later. It was the happiest day of his life.

Another participant recollected how he forced to inhale some intoxicating substances while travelling and lost all of his documents due to which he was unable to go for an interview which was few days after. Just two days before the interview he got a call from a local police station in Delhi asking him to come over there to collect all his documents.

He developed such an important relationship with the man that he invited him on his marriage. One participant shared about his team winning the tournament when it was the weakest in the tournament. It was the happiest day of their life. Sharing the first salary with his parents was the happiest day of his life.

For few of them who are married highlighted giving birth to their daughter/son was the happiest day of their life. One of them who works in the DIET, Lucknow shared how she struggled for the education living without her parents gave birth to her daughter who topped the examination which was the happiest day of her life. She mentioned her giving birth to her daughter had much celebrations in the locality than when her son was born. Passing the high school among five boys for a lady who was alone in the locality was the happiest day for her. She received thousand rupees which has a value worth lakh which she has accumulated over the years. Building her own house with her own money was the happiest day for a girl. There are funny highlights where many time participants list were not on the list first few lists as there was no internet that time and they have to be dependent on the list generated by the newspaper and their colleges. Later on, they came to know that they have graduated. So it made the day happiest in a different way. Their infatuation with the topper of the area who is treated as a celebrated a superhero diverted the attention from these hobbies like pottery and weaving which they would have preferred but were forced to study as there is no other option according to belief which exists in this age.

As soon as the ice-breaking session got over, Mr. Pawan Sachan, Principal, DIET, Lucknow joined and took knowledge of all the proceedings happening here. He asked the participants to maintain discipline and motivated them to involve them

for the betterment of the society. Through his experiences, he recounted that there are so many funds allotted by the government to spend in the sector but it lacks idea. He took the feedback of the participants and also reminded everyone of all happening the previous day. He stressed on the importance of the interactive sessions where each of the participant recount his/her past experiences for the betterment of Indian education. He noted on the importance of the need for teacher being appreciated.



### session 3

**Typology activity** has been conducted by **Mr. Vijay Pratap Singh**. 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 Ishwar sir 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.



In the activity part of the Typology, some of the participant's idea is being represented here:

**Planning to make Domestic Budget:**

Planning and strategizing of the Domestic Budget with the children; sharing with them the advantages of preparing domestic budget; to chart out the list of the items which can come under the domestic budget. Awareness of the domestic budget would be inculcated among the children.

**Nursery:**

Awareness about the Ecosystem that plants are a living being; providing them with the knowledge of relationship between plants and animals and imparting learning of categorizing different plants according to their uses.

Gaining the experience of sowing of the plants; getting the appropriate price of the produce of different plants.

Understanding the importance of plants and the needs to conserve them.

**Health, Hygiene and Cleanliness:**

Realizing the relationship between the illness and the lack of hygiene; developing the interest with respect to cleanliness and understanding the importance of it & creatively inculcating the habit of health, hygiene and cleanliness through charts.

**Working with Soil/Clay:**

Learning to make different products with the soil/clay to make the children learn the importance; designing to make different products; understanding that it is a zero budget work; arranging for the instrument to keep it or devising the method to prepare the instrument; learning the importance of time and discipline & understanding the cultural importance of it.



## Metal Work:

Understanding the usefulness of metals in building homes and houses; gaining the knowledge of different kind of metals and their physical properties like malleability, ductility, conductivity and metallic luster; making children skillful in designing utensils/vessels; understanding the usefulness/uselessness of different kinds of metals according to needs of different items/metals/vessels.

The previous activity reminded Mr. Sathya about the Pithoragarh episode where he got to know of a metal (bronze) being in abundance but people have no idea about the usefulness and market value of it & the process required to make different items through it. Migration to plains from mountains is of the result of this ignorance.

## Lunch

Another 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,

Friendliness,

Perfectionist,

Inter-Disciplinary Approach and

Communication Skills.



#### Session 4

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 **D.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.



#### session 5

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.

Team was formed for village visit for PRA/PLA tomorrow. Each team was given some specific topics to prepare and come tomorrow which are as follows-

Education – group 1,

Health – group -2 ,

Women Issues – group3 ,

Agriculture – group 4,

Economy & Status & Resource Mapping group - 5 .

End of the day.



## MTDP, UTTAR PRADESH

### DAY 3 – RURAL VISIT

#### SAROJINI NAGAR, HASANPUR KHEWALI

We left for the village in a bus comprising of MGNCRE team members and other participants including Mr. Binod Kumar Jha, Senior Accountant, DIET, Lucknow 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. Ishwar Sir guided the teams in preparing concrete questionnaires.

After this, Ishwar Sir introduced the Gram Pradhan, Mr. Suraj Pratap, with the participants. The motive of the visit of the participants was explained in detail to the Gram Pradhan.



Mr. Sathya asked the Gram Pradhan to introduce himself to the audience. Mr. Suraj 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, Building toilets, maintenance of roads, interlocking of tiles are some of the issues he dealt with after holding the responsibility.



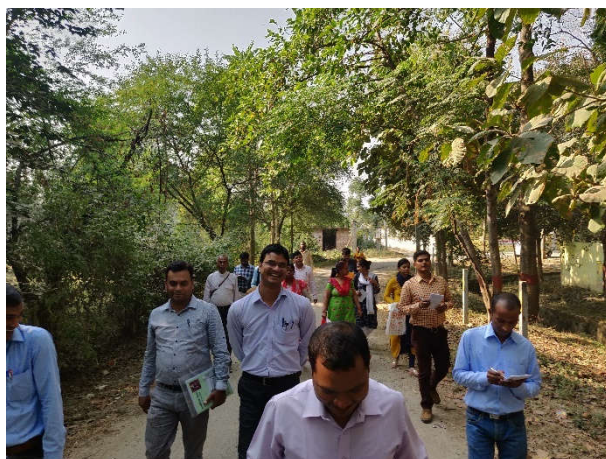
Through PMAY, he has distributed several homes to the needy. Also, he has passed the names of many people of his locality in the Widow Pension Scheme, Old Age Pension and Physically Challenged Pension. On asking about how he decided to be a gram pradhan at such a young age (he is not more than 30-32), he informed that he has been proactively helping the people in their causes long before winning the elections. A continuous process helped him reach this position. He has a high regard in the ability of education for building a self-dependent society. 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 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 Kasturba Gandhi 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 comprising of 3500-4500 persons. 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, dropping out after 8<sup>th</sup> standard.



## PICTURE GALLERY



Transect Walk



Visit to govt junior high school



Village chowk



Anganwadi center



Regional Food (teri) for Lunch

Hasanpur ki Khewali is the main gram panchayat of the area. It has four subsidiary gram panchayats which come under it. Yadav Purwa, Vijay Purwa, Musra, Meharwa and Nizampur Mazanwa are the names of its subsidiary gram panchayats. Caste demography in the village – Rawat, Gautam, Kannaujia, Bhanu



and Yadav. There are some cases of forcibly occupying the lands of the villagers by the Ansal Real Estate but he has succeeded in reclaiming some of the lands with the help of local teachers and administration. 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.



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. Mr. Vasudeva 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.



Resource person Mr Basudev showing his toys made out of recycled paper.

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 instill 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.





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 Anganwaadi centre. Although the Aanganwaadi worker was present there. Walking further, there was a Muslim Qabristan which did not have any protection/boundary walls.

Then there was the a big field where the cattles were grazing. Big apartments and signboards surrounded the village from that side which clearly gave a glimpse of the future of that part in the next five to ten years.

Resource mapping/ Nagar Naksha



## Day 4

### Session 1:

Vijay sir facilitated the morning session. Team in different groups preparing their learnings of the last day's visit in the village and were given few minutes.

The groups were to present one by one their experiences of the villages. They came one at a time according to the themes they were allotted.

## **Group 1:**

### **Education:**

The team contemplated on the issues of welfare schemes, community participation, teaching materials during the transact walk where they visited important locations of the village. Apart from the knowledge provided above about schools, there is also a Kasturba Gandhi Girls Schools. There is a lack of higher education school in the village. The children have to go 10 kms away from the village to study after eighth standard. The team was satisfied with the existing institutes in the education system till primary but they have seen the need for education institutions after 8<sup>th</sup> standard. All of the teachers were present in school.



There were in total eight teachers (1 Male Teacher & 7 Female Teachers). 73 boys and 68 girls is the number of boys and girls which made the total list of 141 boys and girls. Seven general students, 48 boys and 56 girls (104 children) from scheduled castes, 13 OBC Boys, 10 OBC Girls (23 children) & one boy and girl each (two minority children). Proper mid-day meal facilities were there in the school looking at the washing facilities, furnitures, boundary walls, active student participation and afforestation in the premises. They were not satisfied with the sewage system. In the Junior high school, ICT system is being used. Some children cannot go to school when it is nearer to capital. Some children were interviewed. People arranged for the basic infrastructure of the school enhancing and motivating the quality of the children. Aanganwaadi is not working in the village.

Nursery is being run in the schools with the support of public. Will power is needed at a community level to reduce the drop outs. When they can send their children outside at a much lower expense they can make their child study in the village also

## **Group2**

### **Health**

Sanitation, toilet, water, illness health were focused

No phc not acceptable

15 km away they have to go for

On inspecting schools, there were first aid boxes in the school in the model primary school



But it was lacking in the junior high school even though both of the schools were situated next to each other

Vaccination was satisfied; asked them about dengue problem steps taken by the local pradhan was also satisfactory.

One cleanliness worker responsible for cleaning the village and schools, which is not enough was one of the major drawback of the village.

No dust bin and garbage bins in the village

Ninty percent toilets but 50 percent are usable, because of Lack of awareness in the villagers.

65 taps but 55 in working conditions: no filter water facility facility to make water clean although the quality was acceptable.

The village has teamwork.

Lacks awareness of resources.

The village participated at a community level to clean the ramabai park and the mala was thrown so they with proper respect in the river.

### **Group 3**

Satisfied the patience of the gram pradhaan

Told him about the village

Satisfied with the girl boy ration in the village.



Most of the girl drop out after class 8<sup>th</sup>.

Financial situation poor of most of the parents

Lack of motivation, family support, early marriage

Interviewed a girl komal, shahi and afsana , two sisters of the same village coming frm a humble background with their farmer father motivated

Interview with kajal who wanted to be a police officer. Who was skilled in

Not able to study at home girls due to involvement in domestic work

Nayi taalim also appreciates and the use and importance of domestic work .

Makes it a debatable issue

Boy and girl both need to learn it. Small debate in the e classroom with the. Work is necessary. but focusing on being financial independence and gaining knowledge should not lag behind. It should be balanced/co-operation is necessary and it is important. Nia talim also. Balancing of acts important. And



excelling all acts. not ignoring any act. At least excelling in all the activities which make us self-dependent.

Vijay sir coordinated. Prioritizing important. The reality being money.

Women not being financial independent were happier and more focused on taking care of home. Road not maintained. Girls excelling in many crafts. They need to specialize in one skill if they are not in tested in education to make them help being defendant which has to be attained

Education of both sexes important simultaneously to to cure the problem of education, malnutrition, women crime /

Polythene bags from waste. Many such activities could be learnt to them after class eighth if they are Not. No women being the government employee

Interview with Satyendra Singh Yadav who had two sisters. One teacher. Poor families also focusing on education girls. There mohallas education were focused. Many girls teach the girls in the village. Women safety was not such a satisfied.

Vijay sir praised the detailed eye of the participants.

## **Group 5**

### **Agriculture:**

Group answered satisfactorily.

Model primary school visited the knowledge shared with the teachers. Seventy agricultural land was bought by ANSAL GROUP. Affected agriculture. No cash crops. Rice wheat MAIN crops. No canal nearby. Many farmers no practice=sing agriculture by themselves and have sold the land and practicing somewhere else. Motivating needs to be done to the farmer about various schemes. PEPPERMINT is not being used right now BUT it Used before.



Ansal has provided those daily wages without any risk. Stable option than agriculture. Cows destroying the fields which is also an issue their no such money with them. Not a money-making option. No agricultural land in the nearby.

Infertile land and unused land is lying without any cultivation or meaningful purpose. GROUP cannot hand it over to anybody for some proper use as soon after they would sell the land. Skill development is necessary no vocational centers nearby.

Over dependence on agriculture is also harming. Suggested some special parks could have been cultivate but no knowledge

Three people on government services.

No cold storage. Chinhat nearby where they keep. A farmer told he is willing to practice agriculture but the geography is important hence they had to go to some other place after selling the land and practice agriculture here.

Real estate and the proper planning affecting the agriculture. Awas vikas and private companies both responsible.

Hanging farming or kitchen garden is necessary. They look INTERESTED but geography is GETTING affected. A proper planning necessary with the sudden explosion of population. Proper respect lacking for farmer. Children has to be given the basic education.

Government schemes over the past regardless of any ideology has been neglecting from the reality and not to look at the problem-solving approach at the long-term solution.

Food is the reality.

Vijay sir ended the session with few work=ds. Nature should be focusses. Green plant. Afforestation. With land, water is also an important issue in a country where there are so many rivers

Recycling of water is necessary at the same time. New mechanisms should be initiated and people friendly approach and the proper awareness. Should be. Each of the scheme has h=some disadvantages but conserving nature for the future generations and. Focus on farmer's economy is necessary. Investment on agriculture should be made cheaper.

## **Group 5:**

Social economic status:

Social status neharpoorwa,usrii and bhuihpoorwa and yadavpoorwa. Rawat caste in majority. Yadav superior in social status. Practicing agriculture and cattle keeping, rawat practicing labour mostly. 98 A% had pucca houses, seventy percent have sold their land to build pucca houses. 45 % literate: 70 percent male and 35 percent women: sewage problem

Economic status: market, employment opportunities. Only one factory nearby for making envelopes, only one market I Arjun ganj to sell vegetables, 2009 a scheme closed for selling of products;70 percent dependent on labor, very few of the land being practiced agriculture,

Satisfied with the agriculture but it will be problematic in f=next few years, most of them are daily wage laborers. Though they have pucca homes and they look happy from a glance. No short scale industry where Gandhiji focused. It should be purposeful. They have no land now. Rope gardening, greenhouse, terrace gardening, agriculture initiative s makes them dependent. They need alternate earning options. Otherwise they will never be self-dependent. Mushroom culture sericulture, all such activities could be focused.



Through ppt model the GP is planning to start some short scale industries with the awareness. The situation is responsible in them selling the lands. Agriculture is self-dependent and short-term industries related to agriculture should be encouraged. Organic farming. Sewing, tailoring the in women.

Vijay sir closed the session with each participant submitting the previous day's learning notes to him.

### **Session 3:**

#### **School curriculum:**

Mr. Akash 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 D.Ed. 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 1<sup>st</sup> std. to 5<sup>th</sup> 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.

#### ***Lunchbreak***

## SESSION 4:



Mr. Vasudev, expert in puppets 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 Mr. Vasudev 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.

He termed himself as an “elder brother”. 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.

It requires waste paper, fenugreek seeds. explained the methodology. Ratio (1:10). It started in USA and has different forms. Meth has ayurvedic uses and is known remedy for curing dysentery .it is a known lubricant.it can be grown anywhere. And develop sprouts quickly. alsiaand bel ka gooda. Many such agricultural products have vanished from our daily use. Over dependence on markets in one such reason.

Also, to make agarbatti. Which requires eighty percent gobar. The only problem is arranging for the sticks, baans for. Used thrown away flowers and mix it with gobar. Scent and color and dhoop/ chandan ka buraada. Dhoop from deodar and eucalyptus. Two times chhaan lo. Googul. Neem skin powder mix it with kills common flies. dhoob consists of sixty % wood coal and ingredient same as like agarbatti. Candle making methodology was also shared by him.

Small token of appreciation was given to Mr. Vasudev and as he was about to leave, a participant, Mr. shyam singhDIET BAHARAICH introduced the newly selected candidate in DIET, LKNW., Mr. awadhesh Srivastava he has been in the post of teacher in DIET lucknow.

Ice breaking session, Neha jaiswal ( Rameshwaram) just shared her stories and its interpretations. By the participants. Mr. Vijay was facilitating the session.



## Session 5:

seva gram case study session. The whole discussion of the class happened in the ppt presentation. During the presentation people were really engaged. during the session. many of the participants have associated the seva gram story to their personal life. in the presentation Ms shipra shared that her parents when they visited the hospital they were also hesitant to stay at the hospital due to the alien language their doctors and nurses spoke. She told that the doctors did not allow their family members to stay also. she told that the causes which were mentioned in the article are absolutely associated with the real life.

After this, Mr. Sathya coordinated the session. ppt (sevagram) on a story on a couple spend their lives for the rural upliftment. On the issue of child mortality.

All the participants shared their personal story during the presentation.

KGMC combined cooking while patients and with families. No cost. Before independence, religions with nationalism to make people easily understand.



# Master Trainers Development Programme

## Day 5:

### Session 1:



It began with the analysis of Day 4. All the participants were given 15 minutes to pen down their experiences and analysis of previous day's happenings. The participants were engaged in conversation among themselves before noting down their observations and learnings. Vijay Sir coordinated the session.

in the session Anandikethan film was shown to the participants. and all the participants have discussed about the film during the film as some parts of the film is in marati.

the film had great scenes of children doing the manual labour with their hands which inspired the participants to carry forward this method of learning ahead in their DIETs when they get back.

method of the session is film review

feedback – some participants have expressed their happiness on seeing this film as there are so many ways by which a kids can be made to learn the subject in a fun and interactive way and Nai Talim is one of the effective way forward.



## Session 2:



Measurement activity was executed by the participants

Vijay sir 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.



### **session 3**

#### **DIET VISIT**

All the participants were taken to the Diet lucknow class of B.ed first year. All the participants of MTDP have creatively interacted with the students. during the diet visit the participants have introduced themselves and gave a brief about the Gandhiji idea of education. The importance of imparting education to kids through work always can be more interesting and it can always be remunerative. some of the participants have also spoken about the importance of engagement of community with education.

In telling about the importance of community engagement in education Mr Anand said “agriculture is been vanishing from India were more than 50% of workforce of India is in agriculture. agriculture is our culture, from agriculture we can learn many subject’s. it requires our creativity and intelligence to make it available to our students.”

On explaining that ground level teaching to the students of diet faculty has explained that some basic concepts like zero and number systems creatively. Those activities can be done students with the help of daily everyday items and activities.



In the Diet visit some of the participants have conducted activities and students also involved in the activity very actively.

## **LUNCH**

### **Session 4**

Feedback forms were given to the participants and their feedback was collected about the 5 day Master Trainer Development Programme.

Not able to cook food before being teacher. The movie heled him look back at his life. Though not bein kushal but kaamchalau ,swawalambi



- 1) Dignity of labour. Nice to look at children
- 2) learning at such a small age, equality, importance. And will learn best doing it themselves
- 3) Practical education practicing all the activities; jack of all trade and master of none;
- 4) hand mind and soul, learn to concentrate, quite unquote some scene of the films
- 5) science also encourage not only basic schools, impressive,
- 6) education with market connecting is the nai talim

Sathya facilitated. Informed about the next activity to the participants. how to interact with the children. Article review, movie review. Vijay sir asked cooking, stitching button, plantation, watering amount required specific plants. Sathya shared his experience first of washing and ironing.

Another participant ncc experience where started cooking poori. How he was unsuccessful in it. Quit the process. The film also about the teaching methodology and create funds for the school. Playing with muds, like the freedom to children.

As a feedback:

Technology needed in district level like laptops, they were impressed and satisfied with the quality of the training they were conducted. Training methodologies have changed a lot over past few years as observed by experienced teacher. Helped in conceptualizing to help reach basic and practical education to the rural area to the places where they needed the most: the participants felt the need to be self-dependent to with the teaching methods to teach the children; work ethics; meeting source with the ends; get to know and share knowledge sharing with the diet professionals of the other districts; coming together to learn and implement; helped in comparing the diet of their districts and analysis of it and took suggestions to improve the same and provided base for experimentation and implementation; learn to need for community engagement; make it more responsibility; the team were appreciated especially Vijay sir and Sathya sir was praised for their efforts; hook is going to help in implementing : different modes of conducting training the contents, child will not lost the way; more such workshops ; spend more time and need to keep aside self-ego; also stressing the need to think out of the box by keeping aside theoretical knowledge; helped in seeing that things could actually be applied on the field in the real life not only theory which makes the learning boring; learning with earning.

**session 5**

## Certificate Distribution



Principal Sir, Mr. Pawan along with the senior accountant, Mr. Binod, joined for the certificate distribution to mark the final day of the workshop. He addressed the participants and distributed certificates. He has appreciated all the participants for performing well in the master trainers development programme.

While giving the feedback about the master trainers development Programme one of the participant said "the craft session which took place by the vasudeve sir was very interesting. all the theory we have learnt we have got a blue print of how to make it practical and more useful. the most useful characteristic about the workshop is to have a practical experience which is fulfilled.

in the general education system there is a montesary system in which skill development education is emphasized but the Nai Talim there learning with earning.

in a response given by the participant his experience on case study SEVA gram to shod gram about Mr Abhay Bang has enlightened me about the power and potential of Gandhijis nai talim. Nai Tamil concept of head heart and hand has many application part. the way Nai Talim was used to bring equality in society was thrilling.



Dr Pankaj said “Nai Talim for the society, our country, my diet and me is an god sent gift”

om Prakash Yadav has said “the world is going on a unsustainable path and Nai Talim education is the only way out”

chandramani Mishra on saying about the workshop “MGNCRE is taking the people and joining them with community from where every aspect starts.”



At the end of session a small prayer was offered to ma Saraswati and workshop was completed.