

# Experiential Learning – Gandhiji's Nai Talim

*Faculty Development Programme at*  
**Atal Bihari Vajpayee Vishwavidyalaya & IASE**  
**Bilaspur, Chhattisgarh**  
December 6 - 12, 2018

## Faculty Development Centre

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

## 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)



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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>ATAL BIHARI VAJPAYEE VISHWAVIDYALAYA &amp; IASE BILASPUR CHHATTISGARH</b>
<b>Dates</b>	06th December to 12th December 2018
<b>Time</b>	10.00 to 17.00
<b>Venue</b>	Seminar Hall of ABVV
<b>No. of Participants</b>	38
<b>Chief Guest</b>	<b>Shri Mahavar , Commissioner of Bilaspur</b>
<b>Guest of Honour</b>	<b>Dr G.D. Sharma, VC , ABVV Mrs Indu Annat, Registrar, ABVV</b>
<b>Other Dignitaries</b>	<b>Mrs. Nishi Bhambri - Principal IASE, Bilaspur Dr. Ramana Rao ,Professor , IASE Mrs Sumona Bhattacharya - Program Coordinator of University</b>
<b>MGNCRE Resource Persons</b>	B. Jhansi Rani, 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>Greet and welcome the participants as they arrive</li> <li>Ask them to fill in the registration form</li> <li>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>Chief Guest, Guest of Honour, University Officials, other dignitaries and MGNCRE representative light the lamp</li> <li>A Prayer may be sung by some participants</li> <li>Brief Speeches by dignitaries as planned, vote of thanks</li> <li>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>Explain the activity to the participants</li> <li>Form them into teams of 5-6 members each</li> <li>Execute the activity, facilitators also take part with the participants</li> <li>Ask them to do also measure height and weight of participants</li> <li>Ask each group to share the experience</li> <li>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>Form Teams of 4 members each</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>Hand over a chart paper sheet to each team</li> <li>Assign Chapters 2, 3, 4 and 5 to teams (so if there are 8 teams, 2 teams will get each of the chapters)</li> <li>Ask them to read the chapter allotted to them, discuss and present the key points from the chapter</li> <li>Facilitator to record key points in a word doc /whiteboard</li> <li>Summarise the session reiterating key points recorded on the word doc or white</li> </ol>	Latest Fad Portions Hind Swaraj Presentation Experiential learning book Chart paper – one per team Computer & Projector or Whiteboard & Marker pens



Session No	Activity	Time	Activity Methodology	Resources Needed
			board	
5.	Nai Talim Patterns in India (Content Analysis)	1430-1545	<ol style="list-style-type: none"> <li>1. Continue in the same teams</li> <li>2. Hand over the document to each member of the team</li> <li>3. Ask each team to discuss and present the case including the benefits accrued to students due to Nai Talim.</li> <li>4. In which states is Nai Talim already being implemented?</li> <li>5. What are the Nai Talim/ Experiential Learning success stories in your state?</li> </ol>	Document : Current-experiments-in-nai-talim : One copy per participant
6.	Nai Talim and NCF 2005, NCFTE 2010 and RTE 2009	1600-1715	<ol style="list-style-type: none"> <li>1. Make new teams of 4-5 members each</li> <li>2. Play the video/audio one after the other</li> <li>3. Allow each team member to make notes as they listen /watch , then discuss in their team and present key connections between NCF 2005, RTE 2009, NCFTE 2010 and Nai Talim</li> <li>4. <b>Back up Activity</b> : Word document may be distributed to each group and they are asked to present how Nai Talim is linked to NCF 2005, RTE 2009 and NCFTE 2010</li> </ol>	<p>NCF 2005 : <a href="https://www.youtube.com/watch?v=JdqJUHIqNkw">https://www.youtube.com/watch?v=JdqJUHIqNkw</a></p> <p>RTE 2009 : <a href="https://www.youtube.com/watch?v=s6U-2TTinQQ">https://www.youtube.com/watch?v=s6U-2TTinQQ</a></p> <p>NCFTE 2010 : (hindi) <a href="https://www.youtube.com/watch?v=o5jzamJDKKI">https://www.youtube.com/watch?v=o5jzamJDKKI</a></p> <p><b>Back up</b> : <i>Salient Features of NCF 2005, NCFTE 2010 and RTE 2009</i> – document – two copies per group</p>
<b>Day 2</b>				
1.	Education relating to life – Work Education and its implications	0900-1015	<ol style="list-style-type: none"> <li>1. Greet and welcome the participants</li> <li>2. Recap key learnings from Day 1</li> <li>3. Form 10 new teams</li> <li>4. Allot one typology to each team from Chapter 6 (A to J)</li> <li>5. Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points ) and a presenter (s/he will present the team's output)</li> <li>6. Participants are to be instructed to choose 2 activities from the assigned typology and indicate the benefits to students in the following domains: <ol style="list-style-type: none"> <li>a. Head (Cognitive)- Knowledge</li> <li>b. Heart (Affective) - Attitude</li> <li>c. Psychomotor (Hand) - Skill</li> </ol> </li> <li>7. They need to record their ideas, present and hand over the documents to MGNCRE</li> <li>8. Sum up using work education ppt</li> </ol>	<p>Format for recording experiential learning typology – two copies per group</p> <p>A sample format for experiential learning typology – two per group</p> <p>Work education ppt</p>



Session No	Activity	Time	Activity Methodology	Resources Needed
2.	Nai Talim for School Curricular areas	1030-1145	1. <b>Individual work:</b> Preparing class wise and subject wise Work education activities based on text books and suggested activities from experiential learning hand book Classes VI to X Participants to be assigned a subtopic from B Ed Curriculum Topics by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation	Sample School Curriculum Experiential Learning Activity – one copy per participant Format – one copy per participant Manipur School Implementation photos can be played in a loop
3.	Nai Talim 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.	Nai Talim 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 15 min. 4. Then ask participants to present their output at the location wherever they have drawn/recorded it. 5. Alternatively each team can video record their work and present it in the classroom through the LCD projector. 6. Reinforce that these methods need to be used during the village engagement visits	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





Session No	Activity	Time	Activity Methodology	Resources Needed
2.	Analysis of B.Ed Curriculum and preparing work education activities / practicums which need to be integrated into B.Ed Curriculum and practices.	1030-1145	<ol style="list-style-type: none"> <li><b>Individual work:</b> Participants to be assigned a practicum from B Ed Curriculum by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation</li> <li>Collect all the documents created by the participants after they present their work</li> </ol>	Sample B Ed Experiential Learning Activity – one copy per participant Format – one copy per participant
3.	Presentation on B Ed experiential Learning Activities	1200-1315	<ol style="list-style-type: none"> <li><b>Individual work:</b> Participants present their work</li> <li>Collect all the documents created by the participants</li> </ol>	
4.	Community based engagement activities – projects, case studies and group work	1430-1545	<ol style="list-style-type: none"> <li>Form teams of 5-6 members each</li> <li>Ask them to discuss and list the various community(rural) engagement methodologies <b>with examples</b> that they will integrate into B Ed and School Curriculum</li> <li>Ask each group to present their ideas</li> <li>Collect the documents from them</li> </ol>	Chart papers, marker pens
5.	Nai Talim Film (Case Method for Work Education)	1600-1715	<ol style="list-style-type: none"> <li>Show the Anand Niketan Film.</li> <li>Ask participants to note the ways of handling the curriculum through work education</li> <li>Ask a few participants to present their recordings and learning.</li> <li>Summarise the day's learnings</li> </ol>	<a href="https://www.youtube.com/watch?v=LM8Lyz1usx8">https://www.youtube.com/watch?v=LM8Lyz1usx8</a>  Computer Projector Audio output
6.	Preparation for Fieldwork	1730-1815	<ol style="list-style-type: none"> <li>Participants ready with activities, required material etc ., - visit to schools, B.Ed Colleges and Villages for Community Work on 4th and 5th day</li> </ol>	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required teaching-learning material
<b>Day 4</b>				
1.	School Visit – Activities related to Curricular Inclusions and Work	0930-1315	<ol style="list-style-type: none"> <li>Participants (in teams) will conduct School Curriculum Experiential Learning activities with school students</li> <li>Capture learnings, pictures and videos of the activity done</li> </ol>	School Curriculum Experiential Learning Activity Plans created by participants Camera Notepad, pen



Session No	Activity	Time	Activity Methodology	Resources Needed
	Education (Field Engagement)			Teaching Learning Resources need for the activity
2.	Village Engagement /Immersion	1430-1645	<ol style="list-style-type: none"> <li>Participants (in teams) will conduct Transect, Social Mapping, Venn, FGD Resource &amp; Occupational mapping in the village</li> <li>Capture learning, pictures and videos of their work</li> </ol>	Camera Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
3.	Debriefing on School and Village Visits	1730-1815	<ol style="list-style-type: none"> <li>Each team will share the field experience:               <ol style="list-style-type: none"> <li>Activity conducted</li> <li>Learning experience for students</li> <li>Learning gained by them</li> </ol> </li> </ol>	Project images captured by each team
<b>Day 5</b>				
1.	Visit to B.Ed College (Field Engagement)	0930-1315	<ol style="list-style-type: none"> <li>Implementation of planned activities by all the groups</li> </ol>	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
2.	Village Engagement /Immersion	1430-1715	<ol style="list-style-type: none"> <li>Participants (in teams) will conduct a different methodology of PRA/PLA Techniques Transect, Social Mapping, Venn, FGD and Resource mapping in the village</li> <li>Capture pictures and videos of their work</li> </ol>	Camera Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
<b>Day 6</b>				
1.	Preparation for Debriefing of B Ed college and Village visit	0930-1130	<ol style="list-style-type: none"> <li>Participants will create their presentations of B Ed college and Village visits</li> </ol>	Chart paper, sketch pens/Laptop for PPT pres
2.	Presentation of B Ed College and Village visit	1145-1315	<ol style="list-style-type: none"> <li>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</li> </ol>	
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	<ol style="list-style-type: none"> <li>Participants (in teams) will discuss and present the issues and way forward for implementation of Nai Talim /Work Education in B Ed Curriculum</li> </ol>	Chart Papers, Sketch Pens/PPT presentation Guest faculty identified



Session No	Activity	Time	Activity Methodology	Resources Needed
			2. A guest faculty may be invited here to moderate the session and give in put	and invited
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 Ed Curriculum</li> <li>A guest faculty may be invited here to moderate the session and give in put</li> </ol>	Chart Papers, Sketch Pens/PPT presentation  Guest faculty identified and invited
3.	Feedback form	1245-1300	<ol style="list-style-type: none"> <li>Participants will fill in the feedback form and hand it over to facilitators</li> </ol>	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 and MGNCRE representative</li> </ol>	Certificates filled in and signed Mementos for participants (optional)
Lunch and Dispersal				



## FDP Report: Day 1

### Inaugural Session

The Faculty Development Programme was inaugurated by Chief Guest, Shri Mahavir, Commissioner of Bilaspur Division.

Guest of Honour – Dr G.D, Sharma, VC of ABVV shared an overview of the Faculty Development Programme – Experiential Learning Gandhiji's Nai Talim.

Mrs.Indu Annat, Registrar ABVV and Mrs.Nishi Bhambri, Principal IASE , Bilaspur appreciated the Faculty Development Programme Content and expressed that it was a good activity.

Vote of Thanks was delivered by Ms Sumona Bhattacharya, Program Coordinator of the university.

### Programme Implementation

#### Day 1: Session 1

<b>Session Topic</b>	Ice Breaker & Introductions
<b>Facilitated by</b>	Dr.Ramana Rao , Professor of IASE B.Jhansi Rani , Faculty of MGNCRE
<b>Session Timing</b>	10.00 to 11.45
<b>Transaction Methodology</b>	Pair Work - The participants were formed into pairs and asked to them themselves as famous Educators
<b>Key Learning Points</b>	<ul style="list-style-type: none"><li>• It is important to know people you are working with.</li><li>• It helps build interpersonal skills</li><li>• The group gets to know strengths and weakness</li></ul>
<b>Learners' Response</b>	There were different personalities in the group: artists, writers and a few participants who had published papers. Some could sing and some were unmarried. Participants also felt that it felt better to introduce a partner than self-introduction.
<b>Application of Learning</b>	They will use this pair and share activity with their students at the beginning of the new academic year. It is also important to know the students' family background to offer them more support on a case-to-case basis.
<b>Ideas for similar activities</b>	Participants shared that they would list the strengths of their students and use them appropriately for various events in their college.
<b>Link to Nai Talim</b>	Pair work helped them to empathize and feel for their partner – whether it was a success story or a difficult period.



## Lunch Break

### Day 1: Session 2

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

Mobiles Silent

100% Attendance for certification

Share Ideas

Be Creative

Active Listening

Complete Assignments

Be Punctual

Be Interactive & Participatory

Be Happy!

### Day 1: Session 3

<b>Session Topic</b>	School & Community: Community Engagement Process
<b>Session Sub topics</b>	Measurement of Length, Breadth Calculation of Perimeter and Area Measurement of Height Ascending Order Descending Order Greater than, Less than, Equal to
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	11.45 to 12.30
<b>Transaction Methodology</b>	Short input on calculating the Perimeter and Area of a regular hexagon and a rectangle was shared by the facilitator. Two 2-metre ribbons were given to each group as tools to measure.  Group Activity - The participants were formed into teams of 3-4 each. They had to measure different areas of the training room and calculate perimeter and area of the area that measured. They were also asked to measure their height and identify the tallest and shortest person in their teams.
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Experiential Learning helps in Learning Concepts easily</li> <li>• Working with the hands (measuring length), working cooperatively (heart) engages the participants in learning a concept completely (head) and they develop tolerance, self-reliance, a sense of sharing and caring and ensuring team's success (Sarvodaya)</li> <li>• Learners also retain and recall the concept for a longer period of time, thus helping them perform better in assessments.</li> <li>• Steps in Kolb's cycle of Experiential Learning</li> </ul>
<b>Learners' Response</b>	All teams liked the activity, they shared the various areas and perimeters
<b>Learners' Feedback</b>	Participants valued and understood the role of "hands" in effecting



	learning in the “heart” and “head” They were grateful that they could experience such learning
<b>Application of Learning</b>	The participants will use this model and create a similar experiential learning plan which will be implemented in the school visit during the Faculty Development Programme They will create a similar plan for implementation in B Ed college in the visit to a B Ed College during Faculty Development Programme
<b>Ideas for similar activities</b>	Participants shared that they could apply this learning for many activities in their colleges
<b>Link to Nai Talim</b>	Since hands were used actively, and heart and head were also actively involved, a link to Nai Talim was made. Self-reliance was displayed by one team, cooperation and collaboration, taking everyone forward was also displayed by the teams.

*Day 1: Session 4*

<b>Session Topic</b>	<b>Gandhiji’s Tolstoy Farm and Nai Talim - Gandhiji’s Ideas on Education</b>
<b>Session Sub topics</b>	Chapter 2: Experiential Learning - Gandhiji’s Nai Talim Chapter 3: Experience, Work and Education Chapter 4: Context, Concerns and Issues Chapter 5: School Curriculum, Experiential learning and Work Education
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	13.30 to 14.30
<b>Transaction Methodology</b>	Group Work: Continued in the same teams as the previous session. Each team was asked to refer to their Experiential Learning – Gandhiji’s Nai Talim Book <ul style="list-style-type: none"> <li>• Team 1 had to read and present Chapters 1,2,7 and 9</li> <li>• Team 2 had to read and present Chapter 1,3,7 and 9</li> <li>• Team 3 had to read and present Chapter 1, 4,7 and 9</li> <li>• Team 4 had to read and present Chapter 1,5,7,and 9</li> </ul>
<b>Key Learning Points</b>	Chapters 1 and 2: Experiential Learning - Gandhiji’s Nai Talim <ul style="list-style-type: none"> <li>• Need to revisit Gandhiji’s Basic Education and customize it to the current context</li> <li>• Gandhiji’s Philosophy of Life – Nai Talim Education</li> <li>• Main Principles of Basic Education</li> <li>• Social and Ethical Aspects of the Scheme : Purpose &amp; Methods</li> <li>• Gandhiji’s Aims of Education</li> <li>• Self Sufficiency – Education through Craft – Economic Value &amp; Pedagogical value</li> </ul> Chapter 3: Experience, Work and Education <ul style="list-style-type: none"> <li>• Learning &amp; Knowledge Acquisition in Gandhiji’s view</li> <li>• Historical perspective</li> <li>• Reference to Kothari Commission Recommendations</li> <li>• Community Work &amp; Social Action</li> </ul> Chapter 4: Context, Concerns and Issues



	<ul style="list-style-type: none"> <li>• Alienation of children from the knowledge base of family and community</li> <li>• Destruction of pride in the productive labour as well as commitment to related values</li> <li>• De-skilling of the multiple skills acquired before coming to school</li> <li>• Child work Vs Child Labour Education &amp; Alienation</li> <li>• Gender</li> <li>• The challenge of the differently abled</li> </ul> <p>Chapter 5: School Curriculum, Experiential learning and Work Education</p> <ul style="list-style-type: none"> <li>• Why does work need to be made a part of the curriculum?</li> <li>• Cognitive Competencies</li> <li>• Social Competencies</li> <li>• Affective Competencies</li> <li>• Guidelines for making work a part of the School Curriculum</li> </ul>
<b>Learners' Response</b>	<p>Participants expressed their views as per the presentations prepared with respect to:</p> <ul style="list-style-type: none"> <li>• Experiential Learning - Gandhiji's Nai Talim</li> <li>• Experience, Work and Education</li> <li>• Context, Concerns and Issues</li> <li>• School Curriculum, Experiential learning and Work Education</li> </ul> <p>They expressed clarity on Gandhiji's views on aims of education as well as his philosophy and its relevance to the present day context.</p> <p>They also refreshed their knowledge of Cognitive, Affective and Social competencies to be developed in children</p>
<b>Learners' Feedback</b>	Participants unanimously felt that it was time to introduce Experiential Learning - Nai Talim
<b>Application of Learning</b>	Plan and implement experiential learning activities in their B Ed colleges
<b>Ideas for similar activities</b>	Content Analysis/Book review Activities could be integrated into their teaching methodology where students present their understanding of a piece of content they read
<b>Link to Nai Talim</b>	The entire essence of the first five chapters was well understood and the participants linked it to principles like dignity of labour, work and education are not separate, using mother tongue as the medium of understanding (they presented this in their mother tongue) and teacher being a learner all through the session.

*Day 1 : Session 5*

<b>Session Topic</b>	<b>Nai Talim Patterns in India</b>
<b>Session Sub topics</b>	<ul style="list-style-type: none"> <li>• Puvudham Learning Centre, Dharmapuri, Tamil Nadu</li> <li>• Kalkeri Sangeet Vidyalaya, Dharwad, Karnataka</li> <li>• The Students' Educational and Cultural Movement of Ladakh (SECMOL)</li> <li>• Aksharnandan, Pune</li> </ul>
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	14.30 to 15.30



<b>Transaction Methodology</b>	<p><b>Group Exercise</b> - The participants were formed into teams and were handed out a three page document on Nai Talim Patterns in India which briefly featured the work being done at</p> <ul style="list-style-type: none"> <li>• Puvudham Learning Centre, Dharmapuri, Tamil Nadu</li> <li>• Kalkeri Sangeet Vidyalaya, Dharwad, Karnataka</li> <li>• The Students' Educational and Cultural Movement of Ladakh (SECMOL)</li> <li>• Aksharnandan, Pune.</li> </ul> <p>Each participant was asked to read the entire document but each team had to present activities done in one centre (in detail).</p>
<b>Key Learning Points</b>	<p>Nai Talim methodology:</p> <ul style="list-style-type: none"> <li>• Provides a humane and child-centered environment for the students</li> <li>• Ensures that children value the rural environment through community engagement</li> <li>• Includes Fine Arts' Skills will enable students to find meaningful and well-paid employment, breaking the cycle of persistent poverty and creating a better future for themselves and their communities.</li> <li>• Can help sustain a school through regular income</li> <li>• Is one where learning is based on justice, non-violence, equality, sharing, cooperation, and respect for the environment..</li> <li>• Is not based in competition or exam-oriented rote learning</li> <li>• Believes in the 3H ideology and hence academics are interlinked with activities such as farming, cooking, and craft-work including carpentry</li> </ul>
<b>Learners' Response</b>	<p>Participants discussed the Nai Talim examples in groups and each group presented their understanding of the methodologies being followed at</p> <ul style="list-style-type: none"> <li>• <b>Puvudham Learning Centre, Dharmapuri, Tamil Nadu</b> <ul style="list-style-type: none"> <li>• Developing effective organic farming techniques and providing a humane and child-centered environment for its students</li> <li>• Its vision is to spread organic farming, self-sufficiency in terms of water, energy, food, and learning and ensuring that rural children value their environment.</li> <li>• The students are primarily children of dalit and other farming communities and the staff includes locally educated youth.</li> <li>• With farming being its focus, there is a set curriculum which links farming with various subjects</li> <li>• Children of grade levels 3 to 7 grow vegetables, plant trees alongside the road, manage a tree nursery, set up a vermin-compost pit and prepare herbal repellants.</li> <li>• There are other activities as well on which students are trained including embroidery, knitting, soap-making, basket weaving, cloth weaving, pottery, waste-disposal, etc.</li> <li>• Students also participate in sports such as karate and activities such as dance, drama and singing; and are exposed to the world beyond their village through trips to places such as Pondicherry and Auroville.</li> <li>• They are taught to read and write both Tamil (their mother tongue) and English.</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>• Children are taught through role plays, workshops, walks, open discussions, experiential learning with the focus being more on self-learning.</li> <li>• There is a library accessible to children as well as computers.</li> <li>• The centre ensures that it reaches out to the community, involving them in various ways including getting members to teach various occupations to the students, the students helping them in organic farming and improving the life in the village through awareness campaigns on issues such as migration, deforestation, health, using local herbs, etc.</li> <li>• <b>Kalkeri Sangeet Vidyalaya, Dharwad, Karnataka</b> <ul style="list-style-type: none"> <li>• Founded in 2002 in Dharwad</li> <li>• Provides free education to all</li> <li>• Students are trained in the performing arts that include Hindustani classical music, Kathak dance, and drama.</li> <li>• This is combined with regular schooling teaching of computers.</li> <li>• Students, aged 6-23 years, come from both rural and urban communities as their access to holistic education is limited.</li> <li>• They obtain qualifications in academics and music.</li> <li>• The school is based on the Gurukul tradition of providing education.</li> <li>• Concerts by students at various places in India is promoting the school and attracting donors. This money helps in running the school.</li> <li>• The school has a strong student council which is vocal when it comes to functioning as a community.</li> <li>• The students also carry out activities such as cooking, gardening, etc.</li> <li>• This learning is based on justice, non-violence, equality, sharing, cooperation, and respect for the environment.</li> <li>• There are solar water heaters as well as a bio gas plant.</li> </ul> </li> <li>• <b>The Students' Educational and Cultural Movement of Ladakh (SECMOL)</b> <ul style="list-style-type: none"> <li>• Founded in 1988 by Sonam Wangchuk</li> <li>• Is based on the idea of 3Hs – Bright Head, Skilled Hands, and Kind Heart.</li> <li>• The school building, including three residential houses, runs completely on solar energy.</li> <li>• There are 40 students who live in the school and manage everything from the solar electricity equipment, to milking the cows, to cleaning the campus.</li> <li>• Other activities done by the students are construction work done for the campus, preparation of jams and juices made from apricots, running camps for other Ladakhis also annually on vocational guidance, environment awareness and entrepreneurship along with English, Ladakhi history and geography, solar energy, health, nature,</li> </ul> </li> </ul>
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	<p>Ladakhi language and literacy, painting and educational games;</p> <ul style="list-style-type: none"> <li>• Volunteers visiting SECMOL teach ice skating, dance, drama, art, music, etc.</li> <li>• The academic subjects include English, Math, Urdu, Hindi, and Science.</li> <li>• Importance is given to Ladakh-specific knowledge with emphasis on learning Ladakhi history, language, songs, and music.</li> <li>• Children listen to Ladakhi news every evening on the radio and read Ladakhi publications.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Aksharnandan, Pune</b> <ul style="list-style-type: none"> <li>• Was started in 1992 with the idea of having a curriculum that was linked to the actual lives of the students and is not based in competition or exam-oriented rote learning.</li> <li>• The school runs from kindergarten to grade 10, follows both SSC and NIOS curriculum, depending on the child's comfort with subjects.</li> <li>• Each class has about 40 students with 25 per cent from low-income backgrounds.</li> <li>• Children with special needs are also part of mainstream classrooms.</li> <li>• All students are taught in their mother tongue Marathi, with English and Hindi as second and third languages.</li> <li>• The school believes in the 3H ideology and hence academics are interlinked with activities such as farming, cooking, and craft-work including carpentry.</li> <li>• When learning about certain things such as vegetables, students are actually taken to the market to talk to vendors selling vegetables.</li> <li>• The students manage the small field, sowing wheat, etc. and also have a vermi-compost pit for generating manure.</li> <li>• In January, students prepare craft material for the bazaar including wooden tables, lamps, hangings for decoration, etc., which help in generating income for the school's activities.</li> </ul> </li> </ul>
<b>Learners' Feedback</b>	<p>Participants felt confident that with a few changes in their learning methodologies, they could adapt and adopt the Experiential/Nai Talim Methodology in their Colleges and thus expose their student-teachers to the world of Nai Talim.</p> <p>Participants were interested in knowing the success stories of the students who pass out from such Learning Centres.</p>
<b>Application of Learning</b>	<p>Participants can use many of the implementation methodologies in their institutions and classrooms</p>
<b>Ideas for similar activities</b>	<p>B Ed Colleges may initiate vermi composting and kitchen gardening in their campus and also integrate some craft based and infrastructure management related activities for their students.</p>
<b>Link to Nai Talim</b>	<p>All the case studies shared were Nai Talim Schools and hence linked completely to Nai Talim as they provide ideas on what additional activities can be integrated in a school to make learning holistic</p>



<b>Session Topic</b>	Nai Talim and NCF 2005, NCFTE 2010 and RTE 2009
<b>Session Sub topics</b>	NCF 2005 and its link to Nai Talim RTE 2009 and its link to Nai Talim NCFTE 2010 and its link to Nai Talim
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	16.00 to 17.10
<b>Transaction Methodology</b>	The facilitator briefly explained about NCF 2005, RTE 2009 and NCFTE 2010 and then conducted a group exercise  Group Exercise - The participants were formed into teams and assigned one Policy each. They were given an audio link to listen to, asked to make notes and link them to the material in a handout on NCF 2005/RTE 2009/NCFTE 2010; and connect the main ideas of these policies to Nai Talim philosophy.
<b>Key Learning Points</b>	The link between Experiential Learning – Gandhiji’s Nai Talim and the essence of the directives in NCF 2005, RTE 2009 and NCFTE 2010 are similar.
<b>Learners’ Response</b>	Learners became aware that the three educational policies have experiential learning as a core element with special focus on the child being an active learner in the learning process
<b>Learners’ Feedback</b>	Learners reflected and understood the importance of the three policies. They shared that they will make an effort to implement experiential learning activities in letter and spirit back in their Colleges  They appreciated the group exercise and identified it as active participative activity by the learner in his/her own learning.
<b>Application of Learning</b>	Plan and implement Experiential Learning activities in their Colleges
<b>Ideas for similar activities</b>	Any new policy shared by the Central or State Govt should be implemented using experiential learning activities
<b>Link to Nai Talim</b>	<p><b>NCF 2005:</b></p> <p><b>Guiding Principles</b></p> <ul style="list-style-type: none"> <li>▪ Connecting knowledge to life outside the School</li> <li>▪ Ensuring that learning is shifted away from rote methods</li> <li>▪ Enriching curriculum so that it goes beyond Text Book</li> <li>▪ Making Examination more flexible and non-threatening</li> <li>▪ Discuss the aims of education</li> <li>▪ Building commitment to democratic values of equality, justice, secularism and freedom.</li> </ul> <p><b>Focus on child as an active learner</b></p> <ol style="list-style-type: none"> <li>1. Primacy to children’s experience, their voices and participation</li> <li>2. Needs for adults to change their perception of children as passive receiver of knowledge</li> <li>3. Children can be active participants in the construction of knowledge and every child come to with pre-knowledge</li> <li>4. Children must be encouraged to relate the learning to their immediate environment</li> <li>5. Emphasizes that gender, class, creed should not be constraints for the child</li> </ol>



	<p>6. Highlights the value of Integration</p> <p>7. Designing more challenging activities</p> <p><b>RTE 2009 :</b></p> <ul style="list-style-type: none"><li>▪ The Act provides for development of curriculum in consonance with the values enshrined in the Constitution, for the all- round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.</li></ul> <p><b>NCFTE 2010</b></p> <ul style="list-style-type: none"><li>▪ Reflective practice to be the central aim of teacher education;</li><li>▪ Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;</li><li>▪ Developing capacities for self-directed learning and ability to think, be critical and to work in groups.</li><li>▪ Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.</li></ul>
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## FDP Report - Day 2

### Recap

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

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

### Day 2: Session 1

Session Topic	Education relating to life – Work Education and its implications
<b>Session Sub topics</b>	Cognitive Domain (Head- Knowledge) Affective Domain (Heart - Emotions/Values) Psychomotor Domain (Hand – Skills)
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	09.45 TO 11.00
<b>Transaction Methodology</b>	<b>Group Activity &amp; Presentation</b>  The participants were formed into teams and were asked to work on Experiential learning Typology : Link to Cognitive, Psychomotor and Affective(HHH) Domains  The themes were selected by the teams from the Experiential Learning Hand book (Chapter 6)  They used the model and wrote the outcomes of the above activities for the Head, Hand and Heart Domains
<b>Key Learning Points</b>	Focus when built on psycho motor domain (hand) helps build learning in affective domain (heart) and cognitive domain (head). Outcomes must be identified for the psychomotor domain and affective domain as well.
<b>Learners' Response</b>	They took the activity very seriously and each group was engaged in animated discussions, thoughtfully working out the outcomes in the three domains for the typology/ activity chosen by them
<b>Learners' Feedback</b>	A few team members shared the outcomes of the three domains for the assigned work education typology. Only cognitive domain outcomes are written as a matter of routine and psychomotor and affective domains outcomes are never considered. They realized that the outcomes of these two domains will automatically ensure that the outcomes of the cognitive domain are met
<b>Application of Learning</b>	Outcomes for all three domains will be incorporated into their lesson plans.
<b>Ideas for similar activities</b>	All learning activities need to be linked to the three domains through specific outcomes for each
<b>Link to Nai Talim</b>	Since the activity was based on work education aspects, the outcomes of "hand" "heart" and "head" domains are linked completely to Nai Talim



Day 2 : Session 2

Session Topic	Experiential Learning Inclusions in School Curriculum
<b>Session Sub topics</b>	Experiential Learning Activity Identification Writing the Steps for conducting the same Writing the precautions for conducting the same Identifying the tools required for the activity Creating checklists for effective implementation Creating Assessment parameters for the activity
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	11.10 to 12.00
<b>Transaction Methodology</b>	Participants were asked to relook at the Day 1 Session 1 activity and write a similar activity plan choosing a curricular area from Grades 6 to 10 . They were asked to work out the activity plans for that particular class as an assignment.
<b>Key Learning Points</b>	Nai Talim as an Experiential Learning Methodology was understood as they experienced it in the "Measurement' Activity on Day 1 The Experiential Learning Activity Plan created by them would be implemented on Day 5 during the visit to a School
<b>Learners' Response</b>	Learners' liked the model activity shared with them. They would work out the experiential learning activities for School Curricular areas, keeping in mind resources that would be easily available for conduct of the activity at the school.
<b>Learners' Feedback</b>	Learners felt it would be easy to integrate and execute the experiential learning activities that they had prepared. They also promised to organize the resources needed for the session
<b>Application of Learning</b>	Experiential Learning Activity Plans may be introduced and implemented in the Colleges of Education affiliated to the University
<b>Link to Nai Talim</b>	All the Experiential Learning Activities focus on Hand, Heart and Head (in that order) and hence are linked to Nai Talim.

Day 2: Session 3

Session Topic	PRA and PLA Methods
<b>Session Sub topics</b>	<ul style="list-style-type: none"> <li>• Meeting and Mobilising</li> <li>• Transect Walk</li> <li>• Timeline</li> <li>• Resource Mapping</li> <li>• Venn Diagram</li> <li>• Focus Group Discussion</li> <li>• Interview</li> <li>• Seasonal Calendar</li> </ul>
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	12.00 to 12.45
<b>Transaction</b>	Rationale for the session was explained



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

*Day 2 : Session 4*

<b>Session Topic</b>	<b>Nai Talim Express (Simulation of PRA and PLA Methods)</b>
<b>Session Sub topics</b>	<ul style="list-style-type: none"> <li>• Transect Walk in the University &amp; University Department of Education</li> </ul>
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	14.00 to 14.35
<b>Transaction Methodology</b>	Transect Walk was done by all the participants in the Dept of Education /University campus. They formed themselves into teams and explored the different sections. They came back to the training room and put together what they saw as they went around the areas assigned to them on a chart paper.
<b>Key Learning Points</b>	The participants understood how a transect walk can help them find out information about a particular place.



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

### Day's Summary

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





## FDP Report - Day 3

### Recap:

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

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

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

### Day 3: Sessions 1 & 2

Session Topic	Nai Talim for B Ed Curricular Areas : Preparation of an Experiential Learning Plan and Presentation
<b>Session Sub topics</b>	Experiential Learning Activity Identification & Presentation Writing the Steps for conducting the same Writing the precautions for conducting the same Identifying the tools required for the activity Creating checklists for effective implementation Creating Assessment parameters for the activity Presentation
<b>Facilitated by</b>	Dr Rudra Pratp Singh Rana , P/S -Sakda ,Block -Khadgawan
<b>Session Timing</b>	09.45 to 11.30
<b>Transaction Methodology</b>	A brief lecture on the B Ed curriculum areas followed by Individual Activity of writing an experiential learning activity for B Ed Curricular areas
<b>Key Learning Points</b>	Nai Talim as a Community Engagement Learning Methodology and its Relevance Gram/Local/Sthanik Swaraj and Sarvodaya Nai Talim: Traditional vs Constructivist Approaches Community Engagement Education for Life Importance of field work
<b>Learners' Response</b>	Learners' liked the model activity shared with them and worked out activities for B Ed Curricular areas Some of the Activity plans that were made were on the following areas: <ul style="list-style-type: none"> <li>• Health Awareness</li> <li>• Adult Education &amp; Government Policies</li> <li>• Community Awareness</li> </ul>



	<ul style="list-style-type: none"> <li>• School education Committee Members’ Orientation</li> <li>• Climate Change</li> <li>• Tree Plantation</li> <li>• Classification of Waste</li> <li>• Resource mapping of the B Ed College</li> <li>• Water Conservation</li> <li>• Sanitation</li> <li>• Connecting with Community Leaders for creation and maintenance of School facilities and Programmes</li> </ul> <p>The activities implemented in the B Ed College Field visit were presented and were related to :</p> <ul style="list-style-type: none"> <li>• Sanitation in the School</li> <li>• Health Awareness</li> <li>• School Education Committee Members’ Orientation</li> <li>• Classification of Waste</li> <li>• Resource mapping of the College</li> </ul>
<b>Learners’ Feedback</b>	Learners felt it would be easy to integrate and execute the experiential learning activities that they had prepared. They prepared and presented innovative experiential learning plans
<b>Application of Learning</b>	Participants promised to immediately integrate Experiential Learning Activities into their curriculum wherever possible.
<b>Link to Nai Talim</b>	Community Engagement is an integral part of Gandhiji’s Nai Talim. This was planned by the groups by writing out an experiential learning activity plan from the B Ed proposed curriculum areas

*Day 3 : Session 3*

<b>Session Topic</b>	<b>Nai Talim Film</b>
<b>Session Sub topics</b>	---
<b>Facilitated by</b>	Dr Rudra Pratp Singh Rana , P/S -Sakda ,Block - Khadgawan
<b>Session Timing</b>	11.15 to 13.00
<b>Transaction Methodology</b>	<p><b>Whole Class Activity</b></p> <p>A 20-minute film on Anand Niketan, a Nai Talim School at Sevagram, Wardha was shown to the participants.</p> <p>A ten minute interactive discussion followed by a question-answer session on what they learnt and felt after watching the film</p>
<b>Key Learning Points</b>	<p>Agriculture, Spinning, Food &amp; Health (Cooking food) and Cleanliness were the key activities that students at Anand Niketan did as part of “hand” activity.</p> <p>Practical Skills, Gender Equality and Dignity of Labour were inculcated in the school.</p> <p>Knowledge is gained at an application level, so it is retained better.</p> <p>Practical application with personal experience will make students thoughtful</p>



	<p>citizens</p> <p>Students want to contribute to the society and country and also help the poor and needy</p> <p>The biggest challenge for Nai Talim is acceptance by Society and Government</p> <p>Education impacts lives: A person becomes what he is by what he is exposed to in school.</p>
<b>Learners' Response</b>	They were moved by the film. It made them even more determined to implement experiential learning activities back in their institution
<b>Learners' Feedback</b>	Participants appreciated the activities being done at Anand Niketan
<b>Application of Learning</b>	Kitchen Garden, Cooking, Sewing, etc. can be implemented in the Colleges of Education
<b>Ideas for similar activities</b>	All the participants were moved by the students' feedback and felt emotionally connected to the Nai Talim activities; this helped them to know the real value of conducting experiential learning activities in their own institution
<b>Link to Nai Talim</b>	Anand Niketan is a Nai Talim School, the entire film is related to what activities can be integrated and how they can be integrated

*Day 3 : Session 4*

<b>Session Topic</b>	<b>Planning for the Field Visit the Following Day</b>
<b>Session Sub topics</b>	<p>Steps</p> <p>Precautions</p> <p>Tools</p>
<b>Facilitated by</b>	<p>Dr. Ramana Rao, Professor of IASE</p> <p>B. Jhansi Rani, Faculty of MGNCRE</p>
<b>Session Timing</b>	14.15 TO 17.00
<b>Transaction Methodology</b>	<p><b>Interactive Discussion</b></p> <p>Discussed the instructions related to logistics and timings – transport arrangements (two-wheelers and four wheelers), departure time, food arrangements, time to be spent in school, activities to be done in school, time to be spent for rural immersion activities.</p> <p>Recapitulated the resources to be carried, the decorum to be maintained, the roles and responsibility allocation (Facilitator of the activity, co-facilitator of the lesson, one photo/video recorders, and one activity recorder). Reminded them to carry medicines, some snacks and water.</p> <p>The resources to be carried for the field visit for the activities to be conducted were also discussed. The PRA tools assigned to each group were recapitulated: what were the steps, precautions and tools they needed to follow for their activity. Asked them to share their roles and responsibility allocation (Facilitator of the activity, co-facilitator of the activity, a photo/video recorder, an activity recorder).</p>
<b>Key Learning Points</b>	Planning is key for seamless execution of an experiential learning activity plan



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

#### School Visit Check List

Pre	During	Post
<b>School</b> 1. Material Readiness & Allocation to team members  2. Duties & Responsibilities of the members 3. Personal needs (Water, medicines, pen notebook, shoes, caps, camera, )	<b>Travelling Vehicles-</b> 1. Permissions 2. Introduction & Programme activities 3. Thanking them 4. Implementing your experiential Plan 5. One lead facilitator 6. One Photo/Video Recorder 7. Session reporter 8. Support facilitator 9. Collect your all paper related outputs 10. Take pictures for stages 10. Group Photos	<b>Lunch</b> 1. Session report preparation 2. Session report presentation

#### B.Ed. College Visit Check List

Pre	During
<b>B.Ed. College</b> 1. Material Readiness & Allocation to team members  2. Duties & Responsibilities of the members 3. Personal needs (Water, medicines, pen notebook, shoes, caps, camera, Rangoli, Threads, Scales, Colour Chalks )	<b>Travelling Vehicles-</b> 1. Permissions 2. Introduction & Programme activities 3. Thanking them 4. Implementing your experiential Plan 5. One lead facilitator 6. One Photo/Video Recorder 7. Session reporter 8. Support facilitator 9. Collect your all paper related outputs 10. Take pictures for stages 10. Group Photos

#### Village Visit Check List

Pre	During
<b>Village</b> 1. Material Readiness & Allocation to team members  2. Duties & Responsibilities of the members 3. Personal needs (Water, medicines, pen notebook, shoes, caps, camera, ) 4. Rangoli Powder, Chart papers, marker pens, pencil, scissors, sketch pens, cello tapes, plastic bags for waste collection.	<b>Travelling Vehicles-</b> 1. Permissions - (Patil Maam) 2. Introduction & Programme activities 3. Thanking them for allowing 4. Transect walk 5. Implementing your PLA technique (Day-1) 6. TGD Focus Group Discussion with your group (Day-2)  5. One lead facilitator 6. One Photo/Video Recorder 7. Session reporter 8. Support facilitator 9. Collect your all paper related outputs 10. Take pictures for stages 10. Group Photos (lunch-during)

#### Day's Summary

Participants recalled all the concepts learnt through the day.



## FDP Report : Day 4

### Recap :

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

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

### Day 4: Session 1

<b>Session Topic</b>	<b>Field Visit: School Visit</b> <b>Activities related to curricular inclusions and work education.</b>
<b>Session Sub topics</b>	---
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	10.15 to 11.45
<b>Preparatory Work</b>	The participants rechecked the resources before leaving the Dept As soon as they reached the school, they met the principal who was grateful that their school had been chosen for the activity. He allotted the grades to enable participants to conduct the experiential learning activities that were planned
<b>Transaction Methodology</b>	<b>Group Work</b> The teams selected and prepared for different activities to implement at the school. The groups were assigned their corresponding grade from the school. Each team was ready with their materials and with the help of effectively built rapport with students; they made the students enthusiastic to take part in the experiential learning.
<b>Key Learning Points</b>	Community Service builds team spirit It helps understand and inculcate dignity of labour Self Esteem improves as one feels proud to have contributed to societal work Even though the participants routinely work with students, they have rarely transacted experiential learning activities in their classrooms. So, it was a great experience for them to apply the learning from the training program. The session evidently depicted that the children are more interested in activity based, experiential learning.
<b>Learners' Response</b>	Each and every participant participated actively and was further motivated with the response from the students, who participated happily, actively and enthusiastically and did not want the activity to stop. The students requested the participants to stay back. The power of team work was demonstrated. Participants liked the way they did their activities and they started thinking of how to do this in their own colleges to make learning more interesting.
<b>Learners' Feedback</b>	Participants felt they had contributed in a small way to the community's development



	Participants found that it was easy to build rapport with the children and they were confident enough for implementing Nai Talim. There was pride in all of them when they finished the task
<b>Application of Learning</b>	Experiential Learning plan to be implemented in Colleges of Education and student teachers should also be encouraged to plan and implement experiential learning activities during their practice teaching
<b>Examples/ Stories shared</b>	All of the above activities and other activities like Cooking, Sewing, Construction, etc. could be implemented in the Colleges of Education
<b>Ideas for similar activities</b>	Participants get student-teachers to volunteer for community service back in their institutions Participants shared that they could apply this learning for many activities in their colleges
<b>Link to Nai Talim</b>	Swachhta was also close to Gandhiji's (he cleaned his own toilet) and is a core component of Nai Talim. Dignity of labour is inculcated. Teacher as a learner by doing the activity with the learners Students used their Hand, Heart and Head while learning. Experiential learning was practiced

*Day 4 : Session 2*

<b>Session Topic</b>	<b>Field Visit: Rural Immersion: PRA/PLA Techniques' Practice during Village Visit</b>
<b>Session Sub topics</b>	Participatory Rural Appraisal (PRA)/ Participatory Learning & Action (PLA) Tools
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	14.00 to 17.00
<b>Transaction Methodology</b>	<b>Group Work</b> As per the prior planning done, the participants were ready with the materials using the PRA tools. All Groups – Transect Walk Group 1 – Time Line Group 2 – Resource Mapping Group 3 – Seasonal Calendar Group 4 – Chapati Diagram Group 5 – Livelihood Analysis
<b>Key Learning Points</b>	The participants learned many things about the village. The team first visited village panchayat office. The Sarpanch expressed his happiness for selecting the village for study. He briefly explained a few details of the village. Village establishment year, Total population and Area of the village. They also found out the main crops. <ul style="list-style-type: none"> <li>• After the brief introduction, the entire team went on a transect walk.</li> <li>• After the transect walk, participants worked on completing the PLA technique assigned to their group with the help of the village residents.</li> <li>• Kids, youth, men, women, senior citizens were all a part of it.</li> </ul>



	<ul style="list-style-type: none"> <li>• They guided and corrected the participants. They also expressed their happiness.</li> </ul>
<b>Learners' Response</b>	<p>The inhabitants of the village were respectable people and hard- working. They took up innovative experiments in their farms.</p> <p>The participants noticed equality, leadership, commitment towards the community and commitment towards animals as well.</p> <p>The school visit experience was very nice.</p>
<b>Learners' Feedback</b>	<p>The villagers have a lot of affection.</p> <p>Everyone welcomed the participants affectionately and shared information about the village.</p> <p>The participants learnt the principle of integration and how to build relations with the help of affection.</p> <p>They also learnt how villagers support each other to help overcome their problems.</p>
<b>Application of Learning &amp; Link to Nai Talim</b>	<p>Community engagement is an integral part of Nai Talim and PRA/PLA techniques can be used by the participants with their student teachers in a focused manner on a regular basis.</p>
<b>Ideas for similar activities</b>	<p>Community Engagement could be made a mandatory part of the B Ed Curriculum through field work in Village School and Anganwadis.</p>

**Day's Summary:**

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



## FDP Report - Day 5

### Day 5: Session 1

<b>Session Topic</b>	Field Visit: Experiential Learning Activity conducted with B Ed Students.
<b>Session Sub topics</b>	-
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	10.15 to 13.00
<b>Transaction Methodology</b>	<p><b>Group Work</b></p> <p>As per the prior planning, the participants were prepared for the Experiential Learning Activities:</p> <p>Group 1 - Electrical Fitting Repairs</p> <p>Group 2 - Making TLM With Natural Resources for B.Ed Trainees .</p> <p>Group 3 - Recycling of plastic Bottles</p> <p>Group 4 - Forest Nursery and Tree Plantation.</p> <p>Group 5 - Clay Art -Making of Toys ,Science Kits and Teaching Aids.</p> <p>The students were oriented about the activity that is to be conducted there. Students were divided into teams and the activities listed above were conducted with them.</p> <p>A few student groups presented their experiences in oral and written form.</p>
<b>Key Learning Points</b>	The importance of planning experiential learning through use of Hand, Head and Heart was reinforced.
<b>Learners' Response</b>	Student-teachers were happy with all the activities that were conducted. They shared that what they learned was inspiring and motivating.
<b>Learners' Feedback</b>	Participants established good rapport with the student-teachers and even they learnt from and enjoyed the activities and yoga session.
<b>Application of Learning &amp; Link to Nai Talim</b>	It was clear to the participants that experiential learning activities need to be implemented in the Colleges of Education. The activity linked cognitive, affective and psychomotor domains.
<b>Ideas for similar activities</b>	Participants get students to volunteer for community service back in their institutions

### Day 5: Session 2

<b>Session Topic</b>	<b>Field Visit: Rural Immersion: Intensive Discussion with Various Groups Village</b>
<b>Session Sub topics</b>	Focus Group Discussion Interview
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	14.00 to 17.00
<b>Transaction Methodology</b>	<p><b>Group Work</b></p> <p>As per the prior planning, the participants were prepared for the FGD/Interview:</p> <p>Group 1 - Farmers</p> <p>Group 2 - Health Centre</p> <p>Group 3 - occupations</p> <p>Group 4 - SHG</p> <p>Group 5 - sanitation</p>





<b>Key Learning Points</b>	<p>The participants learned many things about the group that they were assigned through FGD/Interview technique as detailed below:</p> <ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Time Management</li> <li>• Persuasion Technique</li> <li>• Patience</li> <li>• Objective Oriented Keen Observation Skill</li> <li>• Commitment towards Work</li> <li>• Cooperation</li> <li>• Tolerance</li> <li>• Adjustment</li> <li>• Confidence levels of participants have increased through this activity.</li> <li>• This activity informed the participants about village livelihoods and also initiated their thinking process about problems of the village youth and some solutions for them.</li> <li>• This activity changed their vision positively to look at all village youth occupations to instill dignity of labor for them.</li> <li>• With the help of the Gram Panchayat it is easy to interact with the villagers.</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• Learners understood how the SHG women contribute to their family's income and how women in village are now becoming confident.</li> <li>• They communicated with all stakeholders in the school and came to know the relationship between schools and society.</li> <li>• The Health Centre's effort towards improving villagers' health is really appreciable.</li> <li>• Counselling regarding dealing with health issues is benefitting the villagers.</li> <li>• Found out the main occupations of the youth in the village</li> <li>• Also got to know the problems faced by farmers.</li> </ul>
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• Participant enjoyed the experience as they interacted with the youth and found out about their education levels, aims and aspirations.</li> <li>• They learnt a lot of things in a very short period.</li> <li>• They shared that they learnt about the village systems through interactions with villagers.</li> </ul>
<b>Application of Learning &amp; Link to Nai Talim</b>	<p>Community engagement is an integral part of Nai Talim and FGD and Interview techniques can be used by the participants and their student-teachers to understand the success stories and needs of the rural community.</p>



## FDP Report - Day 6

### Recap:

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

### Day 6: Session 1

<b>Session Topic</b>	<b>Report Writing: Field Visit to School, Village, and B Ed</b>
<b>Session Sub topics</b>	Group presentations along with charts
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	10.00 to 12.30
<b>Transaction Methodology</b>	<b>Group Work</b> The teams worked on reports that were created on PowerPoint as per the field visit work that they took up in the school, village, and B Ed College
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Experiential Learning Activity Name</li> <li>• Grade</li> <li>• Roles taken up by Team Members</li> <li>• Activity implementation Steps</li> <li>• What Learners Said</li> <li>• What Learners Liked</li> <li>• What Went Well</li> <li>• Areas of Improvement</li> </ul>
<b>Learners' Response</b>	All groups worked dedicatedly on preparing their presentations. They put together slides: School, Village and B Ed College. They divided the work amongst themselves and ensured delivery of desired output in the given time
<b>Learners' Feedback</b>	Learners were excited to work together on reporting their findings
<b>Application of Learning &amp; Link to Nai Talim</b>	Use of Technology in this Global village is a necessary evil and is contextual in today's day and age. Technical skills in documentation and presentation as well as report writing are important skills that participants learnt/practiced through this session. Team work is also an important skill that improves productivity and exchange of ideas, peer review and support , thereby improving the final output. These skills are directly related to Nai Talim as they are being practiced in the context of "Work" done in the field visit over the last 4 days in the FDP
<b>Ideas for similar activities</b>	Participants may encourage teams of student-teachers to create Word and PowerPoint presentations as a part of report writing for projects related to community engagement, work education and experiential learning



Day 6: Session 2

<b>Session Topic</b>	<b>Presentation of Reports: Field Visit to School, Village, B Ed College</b>
<b>Session Sub topics</b>	---
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	14.00 to 16.30
<b>Transaction Methodology</b>	<b>Group Work</b> The teams presented the reports that were created on PowerPoint/Charts as per the field visit work that they took up in the school, village and B Ed College
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Presentation skills are required in every field and academicians need them too.</li> <li>• Faculty honed their presentation skills by presenting their learning and feedback on the field visit work that they took up in the school, village and B Ed College</li> <li>• Team work helps build synergy and the output is much more than what is expected</li> <li>• Sharing of the workload is a part of group presentations</li> <li>• Findings triangulated through report presentations as each group presents</li> <li>• The slideshow/chart also is an evidence of the work done</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• All groups worked dedicatedly on presenting their reports.</li> <li>• They divided the work amongst themselves and each team member presented a few slides assigned to him/her in the allotted time</li> <li>• They structured the presentations well</li> </ul>
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• The participants were excited to put together the presentations.</li> <li>• They worked well as a team, sharing ideas and improving their slideshows with each review.</li> </ul>
<b>Application of Learning &amp; Link to Nai Talim</b>	<ul style="list-style-type: none"> <li>• Presentation skills are important skills that participants learnt/practiced through this session.</li> <li>• Team work is also an important skill that improves productivity and exchange of ideas, peer review and support, thereby improving the final output.</li> <li>• These skills are directly related to Nai Talim as they are being practiced in the context of "Work" done in the field visit in the FDP</li> </ul>
<b>Ideas for similar activities</b>	<ul style="list-style-type: none"> <li>• Participants may encourage teams of student-teachers to create Word and PowerPoint presentations as a part of report writing for projects related to community engagement, work education and experiential learning and train them to present them to an audience to overcome stage fear.</li> </ul>



## FDP Report - Day 7

### Day 7: Session 1

<b>Session Topic</b>	<b>Strategies for Integration of Nai Talim/Experiential Learning/Work Education and Community Engagement in B Ed Curriculum</b>
<b>Session Sub topics</b>	----
<b>Facilitated by</b>	Dr. Ramana Rao, Professor of IASE B. Jhansi Rani, Faculty of MGNCRE
<b>Session Timing</b>	09.30 to 13.00
<b>Transaction Methodology</b>	<b>Group Exercise:</b> Participants continued working in the same groups and discussed how they can integrate Nai Talim/Experiential Learning/Work Education and Community Engagement in B Ed Curriculum
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Experiential Learning Activity Plans can be prepared by students for Practice Teaching and when they learn methodologies like Activity Based Learning and Constructivism</li> <li>• They may choose a village school for their practice teaching and spend time after practice teaching in the village to work with the school /health centre/anganwadis to understand their problems and find solutions together.</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• Participants were keen to start Nai Talim implementation.</li> <li>• The FDP was based on experiential learning activities, which they were fully involved in and realized the importance of transferring this methodology to their own teaching–learning process.</li> <li>• Formal approval from the Board of Studies will make Experiential Learning and Community Engagement a mandatory part of the curriculum</li> </ul>
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• Participants felt they learnt a lot of new teaching concepts and Gandhiji's vision of education.</li> <li>• They were motivated to go back and try new techniques.</li> <li>• They were convinced that Nai Talim was the only way forward and that rural community engagement should be an essential part of Teacher Education Curriculum</li> </ul>
<b>Application of Learning &amp; Link to Nai Talim</b>	<ul style="list-style-type: none"> <li>• Students- teachers should mandatorily plan Experiential Learning Activities for practice teaching</li> <li>• They must be involved in physical activities once a month, to inculcate respect workers and dignity of labour.</li> <li>• They should plan and organize Swachhta campaigns in villages which are a core component of Nai Talim.</li> <li>• Student teachers must also engage with the community at least once every month for 2-3 days and work with them to empower them.</li> </ul>



*Day 7 : Session 2*

Honouring a Department Worker

The Department Sweeper, Shri rupakanth, who cleans the Department every day, was honoured by the participants. They voluntarily contributed and presented him /herwith a memento and a gift. They also spoke a few words appreciating the work done by him. The staff was overwhelmed with the honour and thanked the participants profusely for the honour bestowed on him.

*Day 7 : Session 3*

**Valedictory Session, Feedback Forms & Group Photo**

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

**Acknowledgement** : MGNCRE would like to thank the University Department of Education for supporting in the organization of the FDP

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**Annexure A****List of Participants**

<b>S.N O</b>	<b>FROM</b>	<b>NAME OF THE COLLEGE</b>	<b>PARTICIPANT MR/MRS/DR</b>
1.	Bilaspur	IASE ,Bilaspur	Preeti Tiwari
2.	Bilaspur	C.M.D College	Neelu Kashyap
3.	Bilaspur	Shri Sidhpith Mahamaya of Education	Manjusha Kashyap
4.	Bilaspur	Sant Guru Ghasidas College of Education ,Pachpedi	Shayamata Sahu
5.	Bilaspur	G.T.B.College of Education, Farhada	Anju Dhirhe
6.	Bilaspur	Pt.Madan Mohan Malviya Education College	Klicharan Yadav
7.	Bilaspur	Ayush College of Education , Marwahi	Rakesh Jaiswal
8.	Bilaspur	J.E.S College ,Farhada	Abdul Kayum Khan
9.	Bilaspur	S.S.College of Education .Sarbahara.	Mahendra Kumar Tripathi
10.	Janjgir-Champa	Sonkar college , Mungeli	Sunita Yadaw
11.	Bilaspur	Sandipani Acedmic Masturi	Puja Shrivastav
12.	Janjgir-Champa	Lal Bahadur Shastri Education , Balauda	Manju Bhatt
13.	Janjgir-Champa	Gyandip College of Education , Janjgir	Devendra Pandey
14.	Janjgir-Champa	Gyandip College of Education , Janjgir	Amit Upadhyaya
15.	Janjgir-Champa	Konark College of Education ,Janjgir	Amit Chandra
16.	Janjgir-Champa	Pt.Harishankar Education college , Janjgir	Usha Dewangan
17.	Janjgir-Champa	Rahod Education Society , Rahod	Anand Kumar Kashyap
18.	Raigarh	Maa Education ,Pamgarh	Kamleshwar Prasad Yadaw
19.	Janjgir-Champa	Utkarsh Education College, Nailaroad,Sarkho	Shsheela Tiwari
20.	Janjgir-Champa	Jagrani Devi Education college , Baradwar	Vikram Jangde
21.	Bilaspur	Hasdeo Education College , Amapali	Uttam kumar Garhewd.
22.	Janjgir-Champa	Keshari College of Education , Khokhara	Jitendra Tiwari



<b>S.N O</b>	<b>FROM</b>	<b>NAME OF THE COLLEGE</b>	<b>PARTICIPANT MR/MRS/DR</b>
23.	Janjgir-Champa	Shri Sandeepni College of Education , Rahaod	Dhaneshwari Kurrey
24.	Raigarh	Arieent college of Education , Raigarh	Amrita Tiwari
25.	Janjgir-Champa	Shiv Shakti college of Education , Khodsi	Dinesh kumar Kashyap
26.	Janjgir-Champa	Radhakrishna Siksha Samiti , Navagarh	Savita Kurrey
27.	Bilaspur	Ayush College of Education Medhuka.	Sumit Tripathi
28.	Bilaspur	Subham Shikshan Mhavidyalaya	Sushma Dahariya
29	Raigarh	Janki College of Education , Dhanudhar	Tej Ram Naik
30	Raigarh	Raigarh College of Education	Ranju Rathore
31	Raigarh	J.V.G. College of Education Kotrapali Raigarh .	Brajesh Gupta
32.	Janjgir-Champa	Utkars Education college, Janjgir	Naini Bandhaley
33	Janjgir-Champa	Shyam College of Education ,Risabh Tirth, (Gunji) Sakti.	Avnish Pratap Singh
34	Bilaspur	Maulana Azad College of Education	Anamika Dubey
35	Korba	K.N. College , Korba	Anitha Yadaw
36	Janjgir-Champa	Shri Mahant Laldas Education , Shivarinarayan	Manjula Sharma
37.	Bilaspur	Mahamaya Excellency college , Bilaspur	Dr.Anju pandey
38.	Janjgir-Champa	Gyan Roshani Lok Kalyan Sanstha , Khoksa	Pyare lal Pali











