

Experiential Learning – Gandhiji's Nai Talim

Faculty Development Programme at
Guru Gobind Singh Indraprastha University
Dwarka, Delhi, December 13-19, 2018

Faculty Development Centre

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

Mahatma Gandhi National Council of Rural Education

Department of Higher Education

Ministry of Human Resource Development, Government of India

Hyderabad – 500004 www.mgncre.in



सत्यमेव जयते



Whose Truth is Hand Worked,
True is Unswerving Fidelity

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Whose hands it hand to him, his work is his own

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FDP Overview

FDP Name	<i>Experiential Learning, Nai Talim and Work Education through School & Teacher Education Curriculum</i>
Dates	13th December to 19th December 2018
Time	10.00 to 17.00
Venue	Seminar Hall of GGS IPU
No. of Participants	
MGNCRE Resource Persons	Divya Chhabra, 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 B Ed Curriculum
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

FDP Schedule:

7-Day Faculty Development Program Schedule and Activities

Session No	Activity	Time	Activity Methodology	Resources Needed
Day 1				
1.	Registration	1000-1030	<ol style="list-style-type: none"> 1. Greet and welcome the participants as they arrive 2. Ask them to fill in the registration form 3. Hand over the folder 	Registration Forms, Folder with Note pad, pen, Experiential Learning Book
2.	Inauguration	1030-1100	<ol style="list-style-type: none"> 1. Chief Guest, Guest of Honour, University Officials, other dignitaries and MGNCRE representative light the lamp 2. A Prayer may be sung by some participants 3. Brief Speeches by dignitaries as planned, vote of thanks 4. Have a quick round of facilitator and participant introductions 	Brass Lamp Oil Wicks Match box Candle Bouquets Memento for Chief Guest
3.	School & Community: Community Engagement Process (Dialogic Method)	1100-1145	<ol style="list-style-type: none"> 1. Explain the activity to the participants 2. Form them into teams of 5-6 members each 3. Execute the activity, facilitators also take part with the participants 4. Ask them to do also measure height and weight of participants 5. Ask each group to share the experience 6. Summarise that Experiential Learning is a better method than traditional text book/rote based learning - link to Dialogic method 	Sample Activity Plan – <i>Experiential Learning Input in School Curriculum Sample Document</i> -one for the facilitator Measuring tape, Ribbons, Marker pens, Scissors, Weighing Machine A Note book and a pen per group Dialogic Method – Reading material for the facilitator
4.	Gandhiji Tolstoy Farm and Nai Talim - Gandhiji ideas on education (Content Analysis)	1200-1315	<ol style="list-style-type: none"> 1. Form Teams of 4 members each 2. Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team's output) 3. Hand over a chart paper sheet to each team 4. Assign Chapters 2, 3, 4 and 5 to teams (so if there are 8 teams, 2 teams will get each of the chapters) 5. Ask them to read the chapter allotted to them, discuss and present the key points from the chapter 6. Facilitator to record key points in a word doc /whiteboard 7. Summarise the session reiterating key points recorded on the word doc or white 	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"> 1. Continue in the same teams 2. Hand over the document to each member of the team 3. Ask each team to discuss and present the case including the benefits accrued to students due to Nai Talim. 4. In which states is Nai Talim already being implemented? 5. What are the Nai Talim/ Experiential Learning success stories in your state? 	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"> 1. Make new teams of 4-5 members each 2. Play the video/audio one after the other 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 4. Back up Activity : Word document may be distributed to each group and they are asked to present how Nai Talim is linked to NCF 2005, RTE 2009 and NCFTE 2010 	<p>NCF 2005 : https://www.youtube.com/watch?v=JdqJUHIqNkw</p> <p>RTE 2009 : https://www.youtube.com/watch?v=s6U-2TTinQQ</p> <p>NCFTE 2010 : (hindi) https://www.youtube.com/watch?v=o5jzamJDKKI</p> <p>Back up : <i>Salient Features of NCF 2005, NCFTE 2010 and RTE 2009</i> – document – two copies per group</p>
Day 2				
1.	Education relating to life – Work Education and its implications	0900-1015	<ol style="list-style-type: none"> 1. Greet and welcome the participants 2. Recap key learnings from Day 1 3. Form 10 new teams 4. Allot one typology to each team from Chapter 6 (A to J) 5. Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team's output) 6. Participants are to be instructed to choose 2 activities from the assigned typology and indicate the benefits to students in the following domains: <ol style="list-style-type: none"> a. Head (Cognitive)- Knowledge b. Heart (Affective) - Attitude c. Psychomotor (Hand) - Skill 7. They need to record their ideas, present and hand over the documents to MGNCRE 8. Sum up using work education ppt 	<p>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. Individual work: Preparing class wise and subject wise Work education activities based on text books and suggested activities from experiential learning hand book Classes VI to X Participants to be assigned a subtopic from B Ed Curriculum Topics by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation	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
Day 3				
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"> Individual work: Participants to be assigned a practicum from B Ed Curriculum by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation Collect all the documents created by the participants after they present their work 	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"> Individual work: Participants present their work Collect all the documents created by the participants 	
4.	Community based engagement activities – projects, case studies and group work	1430-1545	<ol style="list-style-type: none"> Form teams of 5-6 members each Ask them to discuss and list the various community(rural) engagement methodologies with examples that they will integrate into B Ed and School Curriculum Ask each group to present their ideas Collect the documents from them 	Chart papers, marker pens
5.	Nai Talim Film (Case Method for Work Education)	1600-1715	<ol style="list-style-type: none"> Show the Anand Niketan Film. Ask participants to note the ways of handling the curriculum through work education Ask a few participants to present their recordings and learning. Summarise the day's learnings 	https://www.youtube.com/watch?v=LM8Lyz1usx8 Computer Projector Audio output
6.	Preparation for Fieldwork	1730-1815	<ol style="list-style-type: none"> Participants ready with activities, required material etc ., - visit to schools, B.Ed Colleges and Villages for Community Work on 4th and 5th day 	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required teaching-learning material
Day 4				
1.	School Visit – Activities related to Curricular Inclusions and Work	0930-1315	<ol style="list-style-type: none"> Participants (in teams) will conduct School Curriculum Experiential Learning activities with school students Capture learnings, pictures and videos of the activity done 	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"> Participants (in teams) will conduct Transect, Social Mapping, Venn, FGD Resource & Occupational mapping in the village Capture learning, pictures and videos of their work 	Camera Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
3.	Debriefing on School and Village Visits	1730-1815	<ol style="list-style-type: none"> Each team will share the field experience: <ol style="list-style-type: none"> Activity conducted Learning experience for students Learning gained by them 	Project images captured by each team
Day 5				
1.	Visit to B.Ed College (Field Engagement)	0930-1315	<ol style="list-style-type: none"> Implementation of planned activities by all the groups 	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
2.	Village Engagement /Immersion	1430-1715	<ol style="list-style-type: none"> Participants (in teams) will conduct a different methodology of PRA/PLA Techniques Transect, Social Mapping, Venn, FGD and Resource mapping in the village Capture pictures and videos of their work 	Camera Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
Day 6				
1.	Preparation for Debriefing of B Ed college and Village visit	0930-1130	<ol style="list-style-type: none"> Participants will create their presentations of B Ed college and Village visits 	Chart paper, sketch pens/Laptop for PPT pres
2.	Presentation of B Ed College and Village visit	1145-1315	<ol style="list-style-type: none"> Participants will present their presentations of B Ed college and Village visits - Group Wise followed by discussion, feelings of the participants and what went well - Summing up 	
3.	---do---	1430-1715	-----do-----	Project images and videos captured by each team
Day 7				
1.	Strategic Issues in Nai Talim Work Education	0930-1100	<ol style="list-style-type: none"> Participants (in teams) will discuss and present the issues and way forward for implementation of Nai Talim /Work Education in B Ed Curriculum 	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"> Participants (in teams) will discuss and present the issues and way forward for implementation of Community Engagement in B Ed Curriculum A guest faculty may be invited here to moderate the session and give in put 	Chart Papers, Sketch Pens/PPT presentation Guest faculty identified and invited
3.	Feedback form	1245-1300	<ol style="list-style-type: none"> Participants will fill in the feedback form and hand it over to facilitators 	Feedback form – one copy per participant
4.	Valediction & Vote of Thanks	1300-1330	<ol style="list-style-type: none"> Certificate distribution Feedback from a few volunteer (participants) – please take videos of their feedback Vote of Thanks by University representative and MGNCRE representative 	Certificates filled in and signed Mementos for participants (optional)
Lunch and Dispersal				



13TH December 2018

**Inaugural Ceremony
(10:00 AM TO 10:40AM)**

“Prayer is not asking. It is a longing of the soul. It is the daily admission of one’s weakness. It is better in prayer to have a heart without words than words without a heart.”

-Mahatma Gandhi

The day started with the prayer followed by Inaugural session by Dr. Shalini Yadav, Faculty of GGS IP University, New Delhi. With warm greetings, she started introducing faculty members and the dignitaries on dais. In the remembrance of Gandhiji’s 150TH Birth Anniversary, she talked about Nai Talim , giving a brief introduction and idea about Nai Talim. She talked about Wardha Commission and gave some thoughts on Gandhian Philosophy too. Illustrating with day to day examples, clarity to bridge gap between Parents-Children and teacher’s relation is equally important which could be done through the concept on Nai Talim.



Session 1:
(10:40AM TO 11:30AM)

Chief Guest, Prof. Sangeeta Chauhan, Dean of Education Department, GGS IP University, inaugurated the 7 Days Faculty Development Programme. She emphasised the whole idea behind introducing Nai Talim. Thereafter, she enlightened the participants with her motivating story with respect to Gandhian Ideas and to bring change in ourselves first. She elaborated few examples on hands on activities and emphasised on practical aspects of FDP, which will help in introducing this Nai Talim in curriculum of school education system. She highlighted the importance of Experiential Learning and work experience. Also, she shared her experience about workshops held at Hyderabad related to Experiential Learning.



Tea Break (11:30AM TO 11:45AM)
Session 2: (11:45AM TO 1:30PM)

The session started with the introduction of participants. Participants were from all 20 affiliated colleges of GGS IP University.

After introducing themselves, Ms. Divya Chhabra, Programme Coordinator, MGNCRE, Hyderabad gave a brief idea and schedule about 7 Days of Faculty Development programme. She mentioned the agenda of FDP and the purpose of conducting the FDP. Giving an idea about intergration of Nai Talim in school and B.Ed curriculum.

After briefing on FDP, handouts on NCF 2005, RTE 2009 and NCFTE 2010 were given to participants. They were requested to read the handouts and get the briefing on certain aspects and how to integrate NAI TALIM into NCF 2005.





Lunch Break (1:30PM TO 2:15PM)

Session 3: (2:30PM TO 3:45PM)

Group Activity: Participants were divided into a group of 5 having 6 members each. They were given with few questions about integration of Nai Talim and similarities in Nai Talim and NCF 2005. They came up with the following ideas and thoughts.

Group 1:

The main ideas of Gandhiji's Nai Talim:

- Compulsory education from 7years to 14 years irrespective of gender and caste. Education should be in mother tongue, regional language.
- Craft integrated school activities through crafts and learning every subject,
- To be self-reliant while learning the craft,
- Aims towards Holistic approach which includes 3H framework, Head, heart and hand.
- Aim of education is idealistic, whereas, implication is pragmatic and realistic.
- Education should help to connect the cultural heritage and awareness for national integration.
- To imbibe self-discipline.

Strategies to implement Gandhiji's ideas of Nai Talim in schools and colleges.

- Schools and colleges to put more emphasis on practical knowledge instead of rote and theoretical aspects,



- Schools to focus more on cooperative learning, rather than individual learning,
- Making community a resource for learning. Inviting community or local experts to share the knowledge in order to preserve pure rich culture heritage.
- To enhance creativity, alternative idea of learner.



Group 2:

NCF 2005 and RTE 2009 related to Gandhiji's Nai Talim Experiential Learning

- Connecting knowledge to the life outside the classroom
- Ensuring learning shift from rote learning methods and more away from text books.
- Child is a creator of knowledge and every child holds this ability and hidden talents. Keeping this structure in mind, building more knowledge material.
- More focus on skill based learning rather than skill less learning,
- Integration of work related activities in every subject,
- To help child think critically and in a more flexible manner.

List out the characteristics of an ideal society and the activities and programmes that a school can plan and implement to prepare an ideal citizen.

- An ideal society is described as a society where there is a complete harmony between the individuals of the community in religious, social, economic and political terms.



- A culture where people respect each other, where justice, equality, and fraternity inculcate in its real sense.

Activities and programmes that a school can plan and implement are:

1. Hold a discussion on what a citizenship means including rights and responsibilities of a citizen,
2. Define a good citizen and have the students share their personal stories about when they exhibited citizenship,
3. Have them read, analyse and debate newspaper articles of various topics concerning civic life.



Group 3

Education is a training of Head, Heart and Hand. Activities and programmes to train and develop the Head, Heart and Hands:

It covers health and physical aspects. An individual should focus on himself first which is a spirit of Nai Talim. To make others learn, we must focus on ourselves first. Teacher-student involvement should be there for each activity and there should be two way communication instead of one way. Physical educators must be appointed in organisations. Activities and programmes must be linked with policies.

Education for peace should be inculcated. We can share our experiences in a peaceful environment. Old age homes have started coming up in the society because of which there are no role models in terms of grandparents. Value of Grandparents is getting degraded. For this, there should be one visit at old age homes for every student.

Valuable talks must be organised in schools in which they must share their experiences and impart values. Extended steps should be there to organise all the activities and programmes.





Group 4

There is a need to bring work education. Reasons:

- Development of moral values
- Emphasis on skill and training based education
- Self-reliance and self-employment
- Respect for work and labour
- Channelization of new energy
- Social and leadership skills, empathy will be improved
- Joyful and stressful learning
- Self-realisation and activity based learning.



Group 5

Education is for life and through life. In this context, role of schools and colleges to promote this are:

- Individual improvement of a child as a unit. Emphasis on social aims of education. Understanding social responsibility and sensitivity towards underprivileged section of a society. Focusing towards National integration too.
- Enabling the child to develop maximum in the following aspects of development cognitive, social, institutional, moral and spiritual context.
- Enhancing the child's potential as to make him a good individual for the society and understands the sense of responsibility for society.



Tea Break (3:45PM TO 4:00PM)

Session 4 (4:00PM TO 5:30PM)

After discussing the various aspects on NCF 2005 and other handouts, participants were allowed to present their views group wise and suggestions were noted.



FDP Report: Day 2

14TH December 2018

Session 1 (10:00 AM TO 11:30AM)

The day started with a morning prayer. Participants were distributed Experiential Learning Nai Talim books and were requested to sit in their following groups and to read chapter 6 and 7 and select 2 activities each group and design accordingly in order to incorporate these activities in school curriculum class wise.

Tea Break (11:30AM TO 11:45AM)

Session 2 (11:45AM TO 1:30PM)

The participants were given handouts for school curriculum development and they were requested to note down the activities selected with their steps, precautions, tools, checklist, assessment etc. After noting down the activities, they were requested to present group wise what activities they have designed and how they will implement further.



Lunch Break (1:30PM TO 2:15PM)

Session 3 (2:30PM TO 4:00PM)

After the lunch, participants were briefed about village visit. PLA AND PRA techniques were discussed. After discussion, they were allowed to select one technique each group and discuss and prepare questionnaire for the same.



Tea Break (4:00PM TO 4:15PM)

Session 4 (4:15PM TO 5:30PM)

After discussion, participants were requested to present their opinions and how they will implement along with their selected techniques.



FDP Report: Day 3

15TH December 2018

Field Visit

The participants gathered with all their required material for performing the activities during school and village visit.

School Visit (11:00AM TO 1:30PM)

Participants started for school which was 20 minutes away from the University named as Government SarvodhyaVidhalaya, Dwarka. Met with Principal and she allotted the participants different classes from class 6th to class 8th.

Activities were as follows:

Group 1: Class 6A

1. Gardening i.e., developing Herbal garden in the school premises.
2. Story telling/ understanding various concepts in different subjects through puppet making.



Group 2: Class 7A

1. Good touch – Bad touch. Bringing awareness amongst students about the societal misbehave or teasing.
2. Domestic Budgeting



Group 3: Class 8B

1. Degradable and Bio degradable waste: Understanding the concept through collecting the waste material from school premises.
2. Testing PH level through Litmus paper.



Group 4: Class 6B

1. Soil Conservation and utilising the unused land in school premises.
2. Benefits of trees and plants around us in school premises.



After completing the activities, participants came back to university for lunch.

Lunch Break (1:30PM TO 2:15PM)

Village Visit (2:30PM TO 4:30PM)

Participants were taken to KAKROLA village which is 30 minutes away from university. Participants with their different PLA techniques entered the village.

It was as follows:

Group 1: Mapping



Group 2: Focused group discussion.



Group 3: Transact walk and Timeline



Group 4: Venn Diagram.

Tea Break (4:30PM TO 4:45PM)

After the visit, participants were allowed to take tea and discussion took place about the visits.

FDP Report: Day 4

16TH December 2018

Session 1: (10AM TO 11:15AM)

The session started with designing the B.Ed. curriculum. Participants in their respected groups framed the activities to be performed during visit. They discussed the activities and designed them as per the curriculum of B.Ed.

After discussing and selecting the activities, they were given with the handouts for designing the activities providing its steps, precautions, tools, checklist, evaluation etc.,



Tea Break (11:15AM TO 11:30AM)

Session 2: (11:30AM TO 1:15PM)

After tea break, the activities were discussed and were presented by the participants as per their groups.



Lunch Break (1:15PM TO 2:00PM)

Session 3: (2:15PM TO 4:15PM)

After the lunch break, Dr.Sarvat Ali, Faculty at Jamia Milia Islamia, was invited as a resource person. She is an expert in work experience at Jamia Milia Islamia. She talked about Kothari commission 1967. She gave a clear picture of Nai Talim starting from the beginning during 1937 Wardha Commission. She illustrated the contribution of ZakhirHussain and Gandhiji's efforts in bringing and designing the concept of Nai Talim. She talked about Life Centric education system and to learn and live together. She talked about current scenario explaining the difference between Work experience and vocational education.

It was a meaningful session giving a broader terms and concepts for work experience experiential learning.





Tea Break (4:15PM TO 4:30PM)

Session 4:(4:30PM TO 5:15PM)

A short documentary film on NAI TALIM was shown to the participants which gave them the visual clarity about Nai Talim and its working. Anand Niketan was a role model for participants on working and integrating Nai Talim into its school curriculum.

Thereafter, the participants were allowed to discuss and what they learnt from the documentary briefly putting forward few points.



FDP Report: Day 5

17th December 2018

Session 1:

(10:30AM TO 1:00PM)

The session began with welcoming Dr. Dinesh Chahal , Faculty at Central University of Haryana, Mahendragarh. He addressed about involving the community in education system. The agenda behind community evolvment as the society is equally important. He gave a meaningful thought about why this FDP is for teacher educators and what role they need to play for children, for parents and also for society as well.

Tea Break (11:30AM TO 11:45AM)

After the tea break he continued the session by organising group activity for the participants in order to understand the Holistic approach of Nai Talim.

There was a healthy discussion on community engagement and participants came up with their own innovative ideas about integrating community engagement activities in the curriculum.



Lunch Break (1:00PM TO 2:00PM)

B.Ed. College Visit (2:30PM TO 5:00PM)

Participants visited Maharaja Surajmal Institute of Education, Janakpuri. Participants implemented the activities with B.Ed. students and faculty members of the College. Activities were as follows:



Group 1: Seed plantation and their benefits



Group 2: Resource Mapping of the campus area



Group 3: Creating and Maintaining libraries



Group 4:Unity and Diversity



FDP Report: Day 6

18TH December 2018

Session 1 (10:30AM TO 12:00 NOON)

The session was taken over by Dr. Neerja Shukla, former Head Department of Education for Children of Special Needs, NCERT. She started with the Gandhian philosophy, telling the importance of Charkha, talked about various government schemes, illustrated the example related to Nai Talim with Head, Heart and Hand. She further introduced the concept of Character development and value education and also explained Yoga as an important part of the curriculum. She emphasised on the basic education/ Buniyadi Sikhsha which should be in mother tongue.

She also talked about pathyakaram and pathyacharya. Hence, she shared her field experiences which were related to Gandhiji's Nai Talim and Buniyadi Sikhsha and was very motivating for the participants and gave them the light towards implementation of Nai Talim, Experiential learning, and hands on Experiences.



Tea Break (12:00 NOON TO 12:20PM)

Session 2: (12:20PM TO 1:30PM)

The participants came up with certain queries and discussed upon those queries giving the suggestions and opinions regarding the integration of Hand, Heart and Head into the curriculum, coming up with their innovative ideas and creative skills. During the discussion, they gave more emphasis to hands on activities and idea about integration of Nai Talim approach to the curriculum.

Lunch (1:30PM TO 2:15PM)



Session 3: (2:30PM TO 3:30PM)

Participants were given with the Chart papers and were requested to prepare themselves for the overall presentation of the group. The agenda of presentation was their learning till the present day and giving chance to everyone to discuss and present their thoughts on Nai Talim.



Tea Break (3:30PM TO 3:45PM)

Session 4: (3:45PM TO 5:00PM)

Participants were prepared with their Ideas and ready for the presentations. They started with the presentations group wise and their innovative ideas and suggestions were very beautifully presented on charts which gave them the hands on experience with the combination of Heart and Hand.



FDP Report: Day 7

19TH December 2018

Session 1: (10:00AM TO 11:15AM)

The session started with the key note summing up the 7 Days experiences by all the participants and filling the feedback forms. Dr. Neerja Shukhla was the chief guest for the valedictory session. She motivated and encouraged the participants for bring a better change in the society and before changing the society, one should change themselves first.



Tea Break (11:15AM TO 11:30AM)

Session 2: (11:30AM TO 1:30PM)

After the session, participants individually came forward to give an idea about their learning from 7 Days of Faculty Development Programme.

Last but not the least, final vote of thanks by Ms. Divya Chhabra, Programme coordinator, MGNCRE Hyderabad, to the participants for their contribution towards a good cause and to Indraprastha University for providing their support in conduction 7 Days Faculty Development programme.



Lunch (1:30PM TO 2:15PM)

With this the Faculty Development programme at Guru Gobind Singh Indraprastha University ended.





List of Participants

S.NO	NAMES	UNIVERSITY/COLLEGE	CONTACT NUMBER
1.	Ms. SEEMA GALHAL	SANT HARIDAS COLLEGE OF HIGHER EDUCATION	9971618268
2.	Dr. MANJUSHA YADAV	SANT HARIDAS COLLEGE OF HIGHER EDUCATION	9968458944
3.	SONIKA VIJ	PMC COLLEGE OF EDUCATION	7814402106
4.	HANSRAJ	DIRD, NANGLOI	9212474527
5.	Dr. INDU DAHIYA	LMCE	9899329816
6.	SOMA	SANT HARIDAS COLLEGE OF HIGHER EDUCATION	9989996358
7.	Dr. PROMILA DABAS	MAHARAJA SURAJMAL INSTITUTE	9910012984
8.	PRIYANKA SHARMA	DELHI TEACHERS TRAINING COLLEGE NASAFGARH	9811964407
9.	Dr. PUNAM GUPTA	DELHI TEACHERS TRAINING COLLEGE	9871597334
10.	KRIKKA ARORA	GURU NANAK COLLEGE OF EDUCATION	9999896535
11.	ANKITA MASIH	GURU NANAK COLLEGE OF EDUCATION	8447108729
12.	ANKIA KHANNA	GURU NANAK COLLEGE OF EDUCATION	9911778774
13.	AMRITA SODHI	DELHI TEACHERS TRAINING COLLEGE, NEW DELHI	8800093713
14.	ANSHU GAUTAM	SHRI RAM INSTITUTE	9911863171
15.	KOMAL	SRITE	9582203410
16.	Dr. GEETA PATHAK	GURU RAMDAS COLLEGE OF EDUCATION	8587082767
17.	Dr. ARTI BHATNAGAR	GURU RAMDAS COLLEGE OF EDUCATION	9868732856
18.	MANVINDER KAUR	GURU RAM DAS COLLEGE OF EDUCATION	9811407652
19.	SHIVANI JAIN	GURU RAM DAS COLLEGE OF EDUCATION	9205016631
20.	ANITA SHARMA	GURU RAM DAS COLLEGE OF EDUCATION	9311119881
21.	NEHA MADAN	GURU RAM DAS COLLEGE OF EDUCATION	7503479159
22.	SANGAM	GURU RAM DAS COLLEGE OF EDUCATION	9540224163
23.	Ms. HEENA CHAUDHARY	BHAVANI LEELAWATI MUNSHI COLLEGE OF EDUCATION	9953437002
24.	Dr. VIVEK SOLANKI	MAHARAJA SURAJMAL INSTITUTE	8447374127
25.	Dr. RAMESH CHANDER	SANT HARIDAS COLLEGE OF HIGHER EDUCATION	9278500378



S.NO	NAMES	UNIVERSITY/COLLEGE	CONTACT NUMBER
26.	Dr. INDU BHARADWAJ	GURU RAMDAS COLLEGE OF EDUCATION	8527208280
27.	ASHISH KUMAR	SANT HARIDAS COLLEGE OF HIGHER EDUCATION	8860450288
28.	Ms. KIRAN KUMARI	INSTITUTE OF VOCATIONAL STUDIES	9871063863
29.	Prof. DHANANJAY JOSHI	USE, GGSIPU	9810724662
30.	Dr. ANJALI SHOKEEN	USE, GGSIPU	9868016343
31.	Dr. SHALINI YADAV	USE, GGSIPU	9873511122
32.	Mrs. MEENU CHIKARA	KAMAL INSTITUTE OF HIGHER EDUCATION AND ADV. TECH.	8053231856

