

Experiential Learning – Gandhiji’s Nai Talim

Faculty Development Programme at
Jamia Milia Islamia University, New Delhi
November 17 - 23, 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



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FDP Overview

FDP Name	<i>Experiential Learning, Nai Talim and Work Education through School & Teacher Education Curriculum</i>
Organized by	IASE, Jamia Miia Islamia
Dates	17 November 2018 to 23 November 2018
Time	10 am to 5 pm
Venue	Department of Education, Jamia
No. of Participants	28
Chief Guest	Prof. Riar Shakir Sahab, Eminent Member of Jamia
Other Dignitaries	Dr Sara Begum, HoD, IASE, Jamia
MGNCRE Resource Persons	Ms Divya Chhabra, Faculty, 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 Jamia Milia Islamia Delhi 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
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 board 	Latest Fad Portions Hind Swaraj Presentation Experiential learning book Chart paper – one per team Computer & Projector or Whiteboard & Marker pens
5.	Nai Talim	1430-	<ol style="list-style-type: none"> 1. Continue in the same teams 	Document : Current-



Session No	Activity	Time	Activity Methodology	Resources Needed
	Patterns in India (Content Analysis)	1545	<ol style="list-style-type: none"> Hand over the document to each member of the team Ask each team to discuss and present the case including the benefits accrued to students due to Nai Talim. In which states is Nai Talim already being implemented? What are the Nai Talim/ Experiential Learning success stories in your state? 	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"> Make new teams of 4-5 members each Play the video/audio one after the other 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 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 	NCF 2005 : https://www.youtube.com/watch?v=JdqJUHLqNkw RTE 2009 : https://www.youtube.com/watch?v=s6U-2TTinQQ NCFTE 2010 : (hindi) https://www.youtube.com/watch?v=o5jzamJDKKI Back up : <i>Salient Features of NCF 2005, NCFTE 2010 and RTE 2009</i> – document – two copies per group
Day 2				
1.	Education relating to life – Work Education and its implications	0900-1015	<ol style="list-style-type: none"> Greet and welcome the participants Recap key learnings from Day 1 Form 10 new teams Allot one typology to each team from Chapter 6 (A to J) 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) 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"> Head (Cognitive)- Knowledge Heart (Affective) - Attitude Psychomotor (Hand) - Skill They need to record their ideas, present and hand over the documents to MGNCRE Sum up using work education ppt 	Format for recording experiential learning typology – two copies per group A sample format for experiential learning typology – two per group Work education ppt
2.	Nai Talim for School Curricular areas	1030-1145	<ol style="list-style-type: none"> 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 	Sample School Curriculum Experiential Learning Activity – one copy per participant Format – one copy per participant



Session No	Activity	Time	Activity Methodology	Resources Needed
			Topics by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation	Manipur School Implementation photos can be played in a loop
3.	Nai Talim for School Curriculum	1200-1315	1. Presentation of the above work by participants	
4.	PRA and PLA Methods (Community Research)	1430-1545	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 <p>Alternatively a guest lecture can be organised by the Rural Development Department of the University</p>	Charts, Sketch pens, White papers. Village Immersion Hand Book
2.	Analysis of B.Ed Curriculum and preparing work	1030-1145	<ol style="list-style-type: none"> 1. 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 2. Collect all the documents created by the 	Sample B Ed Experiential Learning Activity – one copy per participant Format – one copy per participant



Session No	Activity	Time	Activity Methodology	Resources Needed
	education activities / practicums which need to be integrated into B.Ed Curriculum and practices.		participants after they present their work	
3.	Presentation on B Ed experiential Learning Activities	1200-1315	<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 Education (Field Engagement)	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 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 	Camera Note pads, pens Charts, Sketch pens,



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



Session No	Activity	Time	Activity Methodology	Resources Needed
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				



FDP Report: Day 1: 17th November 2018

First Day of Faculty Development Programme started with “Jamia Ka Tarana” by the students of Jamia Milia Islamia : DAYAR-E-SHAUQ MERA, SHEHR-E-AARZOO MERA...



Welcome note by **Prof Sharda Yaseen, Work Education expert**, Jamia Milia. She shared her views and gave a warm welcome to all the participants and to the dignitaries on dais and off the dais.

Following that, **Dr. Sara Begum, Head of Department, IASE, Jamia**, introduced Nai Talim in an effective manner and provided with a brief history of Jamia too and how the work experience got introduced in Jamia Milia Islamia. Illustrating various examples, Dr. Sara gave a clear picture of Work experience and how to integrate this in school and university level education.

SESSION 1 (10:45AM TO 11:30AM)

Thereafter, she invited the Chief Guest of the day, **Prof. Riar Shakir Sahab** who served Jamia for 35 years of his service, an eminent personality of Jamia.





Prof. Riar depicted the whole scenario of Nai Talim, starting from Wardha Commission 1937, where Gandhiji emphasised on various serious matters such as to rely only on mother tongue, basic and compulsory education starting from 7 years to 14 years, education should be craft centered and community should not be ignored or left behind.

He encouraged the agenda behind 7 days Faculty Development Programme and praised the steps taken to look back the Gandhian Philosophy which has been lost in today's education system.

He quoted the words written in 1910 by Shree Aurobindo: "Nothing can be taught, everything is to be learned"

Learning should be done on Hands on experience, in other words, reviving the concept of "Learning by Doing".

He elaborated the example of Jamia Milia Islamia where work education is been carried on and is a perfect example for Nai Talim experiential learning. He added, In Jamia Milia, Urdu is given more emphasis and first preference than other languages but Hindi and English could be used if needed.

Prof. Rair presented a beautiful picture of Nai Talim to the participants.

TEA BREAK (11:30AM TO 11:45AM)

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

Next session started with the introduction of participants which is also equally important for quick interaction. Participants were from multi discipline such as from Pedagogy, Agriculture and gardening, interior designing, disabilities, social sciences, nursery education, tie and die, languages, mathematics, pedagogy of geography etc.



After the introduction, they were provided with the Nai Talim experiential Learning book and were requested to make groups of 5 to 6 members each. 5 groups were made and each group were given separate chapter to go through it and come up with the points which are to be included in the respective chapter.



LUNCH BREAK (1:30PM TO 2:15PM)

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

Group Activity

Group discussion by every group to make necessary changes in the chapters if needed along with the suggestions of curriculum experts.

They came up with certain various suggestions and their opinion and stated them in the form of presentation.

Key points from each group were as follows.

GROUP 1: Chapter 2 “Experiential Learning- Gandhiji’s Nai Talim”

- As per Nai Talim, there is a connection between matter and spirituality. We need to think ways and need to incorporate examples that are concrete and relevant in this context.
- For Delhi, need to incorporate those work experiences which are upgraded and up to date influence.
- Every model of Nai Talim should be context based. We do not need to learn Singapore model or Finland model. We just need to update our indigenous model of Education on Nai Talim.
- All the activities should be interdisciplinary in nature and there should be an interaction among all teachers and students.





GROUP 2: Chapter 3 “Experience, Work and Education”

- Operationalisation of the key terms ‘Experience’ Work etc needs to be given so as to present a clear picture to the participants/readers.
- The Chapter states SUPW as to have become only a hobby in school curriculum. But what is the present scenario that lead to it being so is not stated and could have been summed up in few lines.
- Environment concerns needs to addressed in this chapter too and should be given equal weightage.
- The objectives given by Kothari Commission regarding basic education could be states in a separate box along with rest of the text for quick review.
- We have to build ownership for the school amongst our society/community, a sense of belongingness has to be there.



GROUP 3: Chapter 4.

- In pre-service teacher training courses, basic education can be incorporated into the methodologies in the pedagogy subjects.
- Assessment and evaluation component needs to be catered to for measuring the outcomes and provide feedback for Work Education.
- Basic Education in the ECCE was found lacking, we can integrate it from these early years to carry it forward in life, learn dignity of labour, etc.
- Basic education should be made an application based learning rather than the theoretical knowledge across all teacher training courses.



GROUP 4: Chapter 5 “Content, Concerns and Issues”

- Firstly there is a need to focus on skill based education and need to properly implement the Nai Talim at school level then further proceed at higher education.
- Alternative school philosophy should be focus in traditional school wherever it is possible.
- There is an urgent need to know the difference between child labour and child work.
- Need to reduce inequalities and poverty.





GROUP 5: Chapter 5

- Typology of work education needs a bit elaboration. It does not include indigenous toys made by the children themselves. This includes the use of waste material which can be given a more innovative idea and can useable.
- Work can emanate from the local-rural life and it can be achieved through ‘Haunt work education’ in rural areas. A separate typology could be added based on local setting.



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

The first session started with inviting **Prof. Shoeb Abdullah** as Chief Guest for second day and also the resource person who is an alumini of Jamia Milia and having a first-hand experience on Nai Talim.

He gave a deep idea on Nai Talim with some examples of his childhood where he used Nai Talim concept very effectively.

He stated that only skilled development is not the only education. Equal emphasis was given to teaching and learning methods too. They got overall development by this and lifelong learning which is still present in him till now.



TEA BREAK (11:15AM TO 11:30AM)

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

After tea session, NCF 2005 handouts were given to the participants. This was an individual-cum-group activity. They were asked to read the handout and give their views on how Nai Talim could be integrated into NCF 2005.



LUNCH BREAK (1:30PM TO 2:15PM)
SESSION 3 AND 4 (2:30PM TO 5:00PM)

This session carried the opinion of the participants on NCF 2005 and how they relate NCF2005 with Nai Talim and its integration.

Various groups came up with their own opinions

GROUP 1:

Following strategies could be made for effective community participation:

- Rapport building between teacher and student,
- Fund raising
- Land acquisition for social infrastructure
- Taking on board senior, experienced and qualified people who want to render their services voluntarily.



- An ideal society provides a healthy environment for its individuals. A healthy environment develops body, mind and spirit of an individual.

GROUP 5:

- Prof. Shadma Yasmeen explained about the importance of work education in present curriculum
 - She discussed the following points i.e. Create awareness about the work education among in-service teaching, teacher educator and pre-service teacher educator.
 - Acceptance of work education as an essential part of curriculum
 - Develop positive attitudes among teachers for work education. Attitude modification is essential.
- AND HENCE, the session ends with noting these points.



FDP Report: Day 3: 19th November 2018

SESSION 1 and 2 (10:00 AM TO 1:30PM)

Preparing participants for the field visit. Briefing them about school activities to be carry in different classes. 4 Groups were formed and each group was given each class for implementing the activities which highlights Gandhian 3H phenomenon i.e. Head, Heart and Hand.

These are as follows:

GROUP 1: CLASS 4TH

ACTIVITY 1: Disaster management: Mock drill for earthquake.

ACTIVITY2: Thumb printing



GROUP 2: CLASS 5TH

ACTIVITY1: Domestic Budgeting and Planning

ACTIVITY2: Origami





GROUP 3: CLASS 6TH

ACTIVITY1: Designing and Marketing

ACTIVITY2: Filling shadow pots for making of Bonsai Plants



GROUP 4: CLASS 7TH

ACTIVITY: Paper craft: Best out of Waste



LUNCH BREAK (1:30PM TO 2:15PM)

SESSION 2 (PRESENTATION SESSION)

Each group came up with their activities and presented their ideas in an effective manner. They planned their activities in a very creative manner and these could be integrated with subjects in school curriculum.





FDP Report: Day 4: 20th November 2018

SCHOOL VISIT:

Participants gathered in Jamia Milia School at 10:30AM. Met school principal and he briefed the participants about their teaching methods. At 11:00AM participants were sent to their allotted classes and performed the planned experiential learning activities.

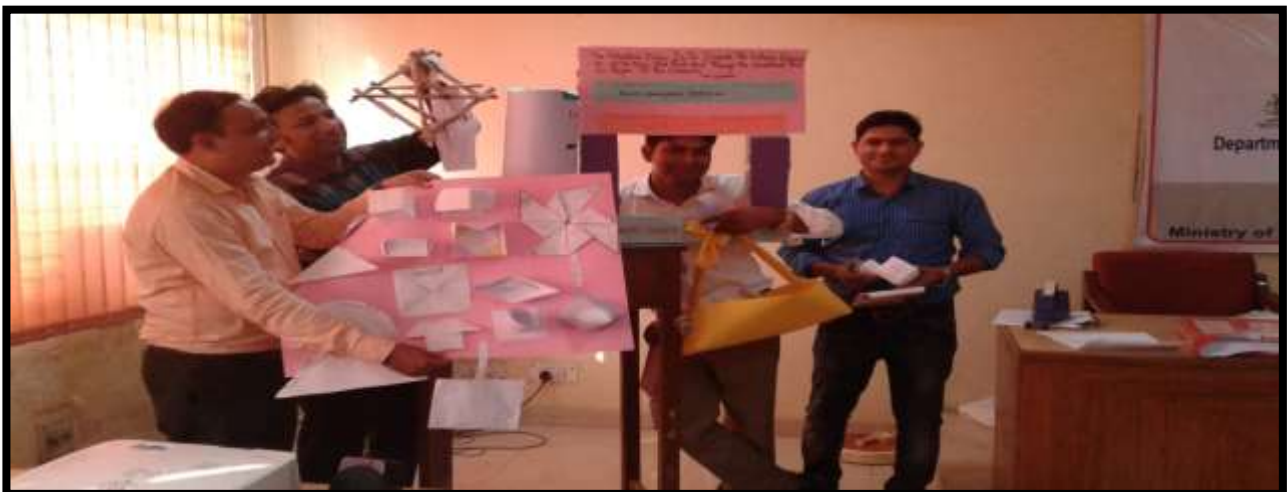


LUNCH BREAK (1:30PM TO 2:15PM)



PRESENTATION SESSION (2:30PM TO 5:00PM)

After finishing their activities, participants gathered at Jamia University for having lunch and post lunch session was the presentation and participants experience after visiting school and performing activities.



FDP Report: Day 5: 21st November 2018

SESSION1 (10:00AM TO 11:15AM)

Participants were briefed about College visit for B.Ed students where they will choose 2 activities and implement with B.Ed students. They were requested to go through chapter number 6 and 9.

TEA BREAK (11:15AM TO 11:30AM)

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

They were requested to present their activities chosen for College visit groupwise.

These were as follows:

GROUP 1:

- Let nature speak
- Let's all talk



GROUP 2:

- Recycling of paper
- Making of figure puppets from waste material





GROUP 3:

- Preparing of Herbarium
- Spatial mapping of IASE Campus



GROUP 4:

- Preparation of wooden pen holder
- Plant propagation by air layering





GROUP 5:

- Exclusive Method: Environment Awareness.



LUNCH BREAK (1:30PM TO 2:15PM)

SESSION 3 (2:30PM TO 5:00PM)

The session started with briefing the participants about Village visit. Handouts were given to participants on Rural Immersion which carried Participatory Learning and Action and gave an idea about techniques to be follow during village visit.





PLA TECHNIQUES:

GROUP 1: Chapati/ Venn Diagram

GROUP2: Livelihood Analysis

GROUP 3: Timeline

GROUP 4: Mapping

GROUP 5: Focused Group Discussion (FGD)



COLLEGE AND VILLAGE VISIT

Village Visit (10:00AM TO 12:00noon)

At 10:00AM, Participants were gathered near Jamia gate and after briefing about village visit they were requested to move towards **OKHLA Village** which was near to Jamia Milia itself.

After visiting, Participants were requested to enter village in their respective groups and follow the techniques for rural immersion.



PRESENTATION SESSION (12:00NOON TO 1:30PM)



After interacting with the people in Okhla village, participants came back to Jamia University and shared their experience of village visit and how they can integrate community engagement to the education system.



LUNCH BREAK (1:30PM TO 2:15PM)

COLLEGE VISIT (2:30PM TO 5:00PM)



Participants visited university classes having B.Ed and M.Ed students.

They gave activities to B.Ed students as decided group wise. Students performed the activities keeping Gandhian 3H framework in mind. With this activity, the day's sessions were completed.





FDP Report: Day 7: 23rd November 2018

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

One of the eminent personalities from Jamia Milia, **Prof. Talat Azeez** was invited to share her views on Nai Talim and she narrated a story of Nai Talim starting from 1912 till date. Participants got their concept of Nai Talim more clearly.



TEA BREAK (11:15AM TO 11:30AM)

FEEDBACK SESSION

After having clarity about Nai Talim experiential Learning framework, participants gave their ideas and feedback about 7 days Faculty Development Programme. Most of them found the sessions very interactive and effective. They have learned to identify the potentiality in students. At last, all have experienced 3H framework which is introduced by Gandhiji (Head, Heart and Hand)

Thereafter, there was a certificate distribution ceremony.





List of Participants

S No	Name of Participant
1.	Nida Shahab
2.	Deeba Qureshi
3.	Nazneen Fatima
4.	Dr Mohammed Ansari
5.	Ashraf Nawaz
6.	Sumayya Khan
7.	Tabassum Khan
8.	Dr Farida Shahin
9.	Zeesia Zamir Ahmed
10.	Mohammed Tanvir
11.	Sarfaraz Equbal
12.	Mayank Trupathi
13.	Ansar Ahmad
14.	Eram Nasir
15.	Shadma Yasmeen
16.	Roshi Fatima
17.	Mohd Siddiqui
18.	Shahla Naaz
19.	Zuha Aisha
20.	Md Ilyas Hussain
21.	Sohrab Ali
22.	Dr Andleeb
23.	Gurjeet Kaur
24.	Mehnaz Ansari
25.	Samrat Ali
26.	Shabbir Ahmed
27.	Md Yousuf Raza
28.	Mohd Irshad







