

Experiential Learning – Gandhiji's Nai Talim

Master Trainers' Development Program at
Directorate of Educational Research & Training
Shillong, Meghalaya, October 22-26, 2018

Faculty Development Centre

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

Mahatma Gandhi National Council of Rural Education

Department of Higher Education

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Hyderabad – 500004 www.mgncre.in



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**5 Day Master Trainers' Development
Programme at DERT, Shillong
October 22, 2018 to October 26, 2018**

Documented by Mousumi Mukherjee

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Programme Coordinator

Mahatma Gandhi National Council of Rural Education

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INTRODUCTION

The 5 Day Master Trainers' Development Programme from October 22, 2018 to October 26, 2018 was organised by MGNCRE in collaboration with DERT, Shillong. Total 15 participants attended the training programme.

The success of this MTDP workshop could not have been possible without the ground work laid by Shri K. Ashwin Kumar, Senior Academic Consultant, MGNCRE, Shri J.P. Sastri ji, Academic Consultant, MGNCRE. Shri J.P. Sastri ji laid the foundation of effective working relationship for smooth conduct of this workshop with DERT Team.

Programme objectives:

- To understand the philosophy of Nai Talim Experiential Learning Work Education through community engagement & it's relevance for all round development of children.
- To explain the concept of Nai Talim in terms of Policy Implications of Govt. of India. Viz:- NCF 2005, 2009, & RTE Act 2010.
- To discuss the pathways & strategies for development of Head, Heart and Hand with community engagement activities.
- To identify the scope for community engagement in School/Teacher Education Institutions.
- To develop Pedagogy practices for the effective implications of proposed curriculum



First Day Master Trainer Development Programme [22/10/28]

Inauguration Session

The Five Day Master Trainers' Development Programme in collaboration with DERT, Shillong started at 10:30 hrs. at the DERT Conference hall with the inaugural speech of Joint Director DERT J.CH.Momin. She addressed her welcome note to all the participants, our key note speaker Shri Pradip Dasgupta, Resource Person Prof. Chakroborty Sir and Programme Coordinator Ms. Mousumi Mukherjee. In simple and specific words she wonderfully described the objective and purpose of this training programme. She also devoted her vote of thanks to our Chairman Sir Dr. W.G.Prasanna Kumar for organising such beautiful training programmes all over India and she presumed that this training programme will surely be the strong catalyst to the change and overall development of all the trainees present in this training programme.



Next, the Deputy Director, Mr. P.B. Larteng, described the purpose and objective of this training programme in his own words adding the essence of this kind of training programme. He ended up with delivering the vote of thanks to our Chairman Sir, Shri Pradip Dasgupta, Prof. Chakroborty Sir, Programme Coordinator Ms. Mousumi Mukherjee and Shastri ji.

Morning Session

Then Prof. Chakroborty sir took the very first session and described the Nai Talim Pedagogy to the participants. He beautifully depicted the long journey of Nai Talim starting from 1937 to the present day scenario. He introduced the basic terminology of Nai Talim describing them the very purpose of

Nai Talim and its essence in the present day education system of India. He described the vision and philosophy of Experiential learning- Gandhiji's Nai Talim Curriculum and the Three H – Head, Heart and Hand in a way that participants got involved and felt connected to the very thought of Nai Talim.



Shri Pradip Dasgupta sir took the next session and he started his session with the basic understanding of the term "Education". He invited the opinions from the participants' side and then he described the terminology as per the Gandhian Pedagogy. He described the basic understanding of Gandhiji's aims of education and philosophy behind Nai Talim to the participants. Profound and motivational thoughts of Nai Talim were beautifully depicted by him through the audio visual clippings. His excellent way of putting the methodology of Nai Talim truly inspired the participants and made them bound to have the steps forward with us with the same thought of course.



Tea Break

The post tea break session was initiated by me and we had the discussions like:

- ☞ Knowledge Sharing
- ☞ Safety Measures
- ☞ Dignity of Labour
- ☞ The 3 H – Head, Heart and Hand Concept
- ☞ Understanding the Nai Talim
- ☞ Four pillars of Nai Talim
- ☞ Sustainable Development Goals
- ☞ Critical Conscious
- ☞ The 3 D's – Discipline, Dedication and Determination
- ☞ Learn to do and do to learn
- ☞ Competency based learning
- ☞ Critical thinking and action learning



Shri Pradip Dasgupta sir put his view regarding those topics and made the session impactful and Spontaneous. Then Prof. Chakraborty sir put all these spheres into the perfect skeleton of Management and described the terms like

- ☞ Leadership
- ☞ Four pillars of management
- ☞ Group formation methods
- ☞ Critical thinking ability in terms of management

We finished this session after forming the four separate groups with the participants. All these discussions that we had in this session participants felt connected to ideas and they were eagerly putting their view into the main flow of our discussion.

Lunch Break

In the post lunch session the participants were given ten minutes to know about their team members and after that they started giving the groupwise presentation about their team mates introducing each one of them. They enjoyed this presentation a lot and were happy after this kind of interaction.

After they finished their presentation, Programme Coordinator Ms. Mousumi Mukherjee took the next session and the following topics were discussed:

- ☞ Problem solving skills
- ☞ Decision making skills
- ☞ Action Learning
- ☞ Cognitive Competencies
- ☞ Affective competencies

Shri Pradip Dasgupta sir took the next part of the session and his limitless energy was successful to draw the attention of the participants towards the discussion like:

- ☞ Team Learning
- ☞ Community Engagement
- ☞ Work in Cooperation
- ☞ Planning of proper process
- ☞ SWOT analysis



Prof. Chakraborty sir took the next part of the session and wonderfully unboxed the behavioural patterns of management and its close link to the Nai Talim concept. Then after his session was over we started the vetting process of the Nai Talim Experiential Learning Book by the participants asked them to share their view in a collective process.

Tea Break

In the post tea break session we had the group presentation of the participants. They summarised the main thought as they have understood the Nai Talim Experiential Learning Book chapterwise and presented everything they like or dislike in those chapters. The summary of their presentation is as follows:



Group 1:

They have chosen the 2nd Chapter i.e. Experiential Learning – Gandhiji’s Nai Talim. First they summarised Gandhiji’s Philosophies of life and Nai Talim Education. Then they brought their perception on “Education”. They divided the purpose of Education as per economic, social, political and ethical categories. They briefed Gandhiji’s Aims of Education after describing the three H’s i.e. Head, Heart and Hand. They emphasised the self realization of a children as the ultimate goal of education.



Group 2:

They took the chapter 3, i.e. Experience, Work and Education. First they presented a summary on the Historical Perspective, and then they explained the Kothari Commission on point basis, they also described Work Experience, Community Work and Social Action. But they concluded that today’s schools continue to accentuate the difference between work and knowledge; over a period of time and systematically education in schools got disconnected from work education. So, according to Gandhiji our education needs to be revolutionised. The brain needs to be educated through the hands more than the bookish knowledge, because bookish knowledge will not be able to draw out the innate interest and the quality of child. Our curriculum should be fully integrated to the head, heart and hand of the individuals.

Group 3:

Group 3 has taken Chapter 4 i.e. Context, Concerns and Issues. They directly came to the point “The Challenge of Differently-abled”. They shared that we are separating and categorising the differently abled child by making them feel deficient. We see differently abled as medical issues and we try to help them by using medicines, rather than improving the educational/work environment where they

can function. We need to remember that they are not different. So, teachers need to be trained to create and found potential in them by providing them a meaningful education and for that a curriculum should be developed with the purposeful approach right from the preschools.



Then they shared their view on the topic gender by saying that it is a matrilineal society in Shillong, there is no specific reservation for girls in the schools. In Shillong girls schools are more or less the same in number when compare with the boys schools. In co-ed schools enrollment is based on merits and not on gender basis. VET or Work Centered curriculum causes in Shillong consider both the gender in all areas, girls can opt for carpentry and boys can opt for cooking and bakery.

Group 4:

They have chosen Chapter 5 i.e. School Curriculum, Experiential Learning and Walk Education. They point wise uplifted the main theme of work education. They described that work refers to productive works, such as agriculture, fishing, and carpentry. Work plays an important role for the all round development of a child. But our curriculum has little or no scope for work education and school books are basically text book oriented. They supported some of the views of the Experiential Learning Nai Talim, which are like:

- Choice of work should depend upon the age of children
- Choice of work should depend upon the locally available materials and resources
- Work should not be gender or caste based
- Teachers should be actively involved during the production process
- Whenever required, help from the experts may be sought
- Group work needs to be encouraged

Again they disagreed on some points like:

- Choice of work need not depend upon a topic of a curricular area
- Choice of work has no relationship with a vocation that child would choose in his/her secondary or higher secondary classes. For example if a child is not interested for tailoring but he/she is interested for carpentry instead, then learning tailoring has no value for him/her.

They have drawn the conclusion by saying that they as a group agree and appreciate the inclusion of work in the school curriculum.

After their presentation was over, the feed back session for the day was done and after the feedback session the programme for the day was closed.



Second Day Master Trainer Development Programme [23/10/2018]

Morning Session

The Second day MTDP started at 10:30 hrs with the recapitulation session of the previous day. Participants mentioned the following points regarding the previous day session:

- ☞ Nai Talim is actually the oldest talim of our education system
- ☞ The combination of three H i.e. Head, Heart and Hand is useful for the present day education system
- ☞ Dignity of labour is the way to respect each and every profession
- ☞ Applying the Observation, Learning and Empathy method in the education system makes it more dynamic
- ☞ Gandhi ji's message of bringing harmony in thoughts and action

After the recapitulation session, Programme Coordinator Ms. Mousumi Mukherjee initiated the activity based session. The participants were provided with the task of writing down the steps of activity that they have chosen from the Nai Talim Experiential Learning Book as per the

- ☞ Cognitive Domain
- ☞ Psychomotor Domain
- ☞ Affective Domain

After completing the task they gave the presentation groupwise and they became enthusiastic while preparing this kind of activity as they were engaging the Head, Heart and Hand Skills into the activity. The group wise activities are as follows:

Group 1:

- **Activity:** Stone Painting

Group 2:

- **Activity:** Cleaning Drive in the Campus – Integral to daily living

Group 3:

- **Activity:** Creating and Maintaining libraries, documentation centers and reading rooms

Group 4:

- **Activity:** Printing on various materials, mementoes and locally available materials

After the presentation of each group we invited all of them to include any additional points to the activities undertaken by other groups and give the evaluation on the presentation of other participants. Initially they were a bit hesitant to evaluate the performance of other participants but slowly they get involved in the procedure and they found this evaluation process enjoyable and encouraging.

Tea Break

This session was initiated by Programme Coordinator Ms. Mousumi Mukherjee with the elaborated discussion on PLA/PRA and Shri Pradip Dasgupta sir and Prof. Chakroborty sir mentioned their key notes regarding the topic. The discussion followed with the below mentioned points:

- ☞ Objective and Purpose of PRA/PLA
- ☞ What is Participation and Community Engagement
- ☞ PRA Steps
- ☞ PRA Tools
- ☞ PRA Process
- ☞ Observation as crucial part of PRA/PLA
- ☞ Transect Walk
- ☞ Timeline
- ☞ Resource mapping
- ☞ Social mapping
- ☞ Team learning
- ☞ Formulation of Action plan
- ☞ Identification of problems
- ☞ Time management
- ☞ Deriving out the solutions from the community itself and so on

After an elaborated discussion on the topic questions from the participants' side were invited for the better clarification of the topic. They were answered with all the queries that they had regarding the PRA/PLA method.

Lunch Break

In the post lunch session Programme Coordinator Ms. Mousumi Mukherjee along with all the participants assembled near the main gate of DERT and each group assigned with different tasks started their transect walk from that point and went for the PLA of the DERT campus. They interacted with the people in the hostels, canteen, gatekeepers' residence, and other offices in the same building. Then after one hour all of them again assembled at the conference hall and started preparing reports and mapping on basis of their interaction and observation.



They finished writing the reports and started preparing for their presentation on the group wise reports.

Tea Break

At the evening session the participants started giving the group wise presentation. They shared their information in a collective way and also described the map of the campus. The brief description about their presentation is given below:

Group 1:

Group 1 has interviewed 5 people, three of them were working as peon, one among them was Senior Grade Lecturer and the other person was the Deputy Director of DERT. They found most of them working for DERT for more than 15 years. As per their information most of the interviewed persons face the problem traffic in their day to day life. They also discovered the problem of lack of infrastructure in DERT which needs quick attention. Some of the issues are like lack of proper

lecturing rooms, lack of technological equipments. One of the major problems which they have discovered that the DERT don't have the full fledged Director. They found the work environment of DERT is very much positive.



Group 2:

Group 2 has presented their report with collective data, like the DERT campus have

- Total 37 rooms
- 4 ladies toilet
- 4 gents toilet
- 2 basements
- 1 library
- 2 store rooms
- 1 conference hall
- 2 training hall
- 1 counselling hall
- 2 evaluation cell
- 2 computer rooms with 12 computers

Again they provided data regarding working staff of DERT as follows:

The office has

- 25 academic faculties
- 1 Director
- 1 Joint Director

- 1 Deputy Director
- 25 establishment staff and so on

They also derived the historical perspective of the office, like the office was established in 1976 as SCERT at Bora Bazar Parking lot. It became DERT in 1997. Moreover they also provided the detailed information about the hostel facilities of the office. They found the problem of waste management in the building which they think should be addressed with proper solution.



Group 3:

Group 3 started their presentation with the timeline of the office building. DERT was established in 1976. Earlier it was known as SCERT and was later called DERT. With the location details they even mentioned the latitude and longitude position of the building. The office is located in Nongrimmaw, Laitumkhrach, near Assam Rifles. It lies at the latitude position of 25.5755 and the longitude position is 91.9022 with the total sq. kilometer of 5509.37 and the build up area is 264.21.

They divided their data into

- Administration
- Non-Academics
- Clerical Staff
- Number of units and cells
- Types of programmes
- Infrastructure
- DERT Building
- Non academic posts with detailed information

The major problem that they found in the building was the problem of waste management which needs quick redressal.



Group 4:

Group 4 also presented with exact figures and collective data regarding their report. This includes

The exact position of the building with the latitude and longitude

- Edusat hub
- Nodal office
- Staffs of the office as divided by State and Company with the individual names
- Senior grade lecturers
- Non academic staffs
- Academic staffs
- Faculties
- Technical assistants
- Statistical assistants
- Stenographer
- Junior informatics officer
- Asst. librarian
- UDA
- LDA
- Typist
- Driver
- Peon

- Cleaner
- Sweeper
- Day/ Night Hostel Chowkidar
- Cook
- Guest house cleaner
- Details about hostel facilities
- 10 different units of the office
- Different cells of the office
- Time line of the office
- Details about lecturers, Senior grade lecturers, Selection grade lecturers and so on



They mentioned a beautiful point that the office building has enough free spaces in front and behind the office. So beautiful flowers can be planted there which will increase the beauty of the office and make the work environment better.

After the group presentation was over programme coordinator Ms. Mousumi Mukherjee along with Dasgupta sir and Chakroborty sir started the feedback session. The feedback from the participants was as follows:

Group 1:

They mentioned that by performing the PLA activities they have realised that what is learn by do actually is. The PLA tools are actually providing the tools for the good communication skills. They got the opportunity to interact with lot of people and they understood the steps of PLA while they were performing it.

Group 2:

One of the participants shared that he is very shy by nature and hesitate to interact with the people, but by the blessings of PLA method he has overcame all his shortcomings and interacted with the people successfully. Another person from the same group mentioned that he knew a person from this office since six years but interacted with him properly today and he got to know about his exact profesion while having the discussion as a part of PLA. He also mentioned that with the three H there should be added one letter and that is “L”, as there is the intense use of Legs for the PLA session.

Group 3:

Participants from this group were very happy as they got the opportunity to explore the same building they were visiting for several years. For them the ultimate gain from PLA was that they came to know about the step by step process of interacting with a person and dealing with the person with proper communication skills.

Group 4:

One participant from this group revealed that she has came to this office for several time but never knew that there is a hostel behind the administrative building. Sha has practiced what she is going to do in the village during the village visit. So it was a good practice session for her. She was very satisfied for getting the chance of exploring the same office but from different directions. Another person from the group mentioned that whenever he has got any negative reply from any person he didn't realised that it can be due to his lack of communication skill. But from the PLA activity he realised that sometimes it is from his part where the skill has lacked.

The feedback session was finished at 17:00 hrs and the whole session ended up with the great satisfaction from the participants' side.

Third Day Master Trainer Development Programme [24/10/2018]

Morning Session

The morning session started with the debriefing of the activities for the village visit and DIET visit. The journey started to reach the village Mawkdok at 8:00 hrs and the destination was reached at 9:30 hrs. Participants along with the Programme Coordinator Ms. Mousumi Mukherjee, Prof. Chakraborty sir and Shri Pradip Dasgupta sir assembled at the Panchayat Office. There they had a small briefing session on the Purpose and Objective of the village visit and about Nai Talim to the Panchayat Officers and employees. Then each group guided by some of the resource persons from the village and Panchayat officers and employees started their PLA for the village taking Programme Coordinator Ms. Mousumi Mukherjee, Prof. Chakraborty sir and Shri Pradip Dasgupta sir along with them.



Tea Break

After a small tea break they again engaged in the PRA/PLA activity and finished the activity at around 11:30 hrs. Then they again assembled at the Panchayat Office and gave vote of thanks to the Panchayat Officers, Employees and Village Resource Persons and boarded the bus to reach Sohra District DIET. They reached the DIET at 12:00 hrs and first interacted with the Principal and other faculties of the DIET.

Lunch Break

The post lunch session was started with the assembly of all the DIET students, participants, Programme Coordinator Ms. Mousumi Mukherjee, Prof. Chakraborty sir and Shri Pradip Dasgupta sir in a single class room. There they had a small discussion on Nai Talim, Three H – Head, Heart and Hand, Work Education, The Three Pillars of Nai Talim, Participation, Team Work and Cooperation. Then the students were formed into four groups and all the four groups of participants started performing their activities with each separate groups.

All the groups finished their activities at 15:15 hrs and they took the feedback from all the participants and gave them the vote of thanks for their self driven participation. They expressed their joy and hapiness and also mentioned that this kind of activities they need in the regular curriculum of the education system.

Participants expressed that they are overwhelmed to see the creativity of the students and they had an exceptional day in their life. After that all of them took leave from the DIET, and boarded bus to reach the DERT Shillong.





Fourth Day Master Trainer Development Programme [25/10/2018]

Morning Session

The session started at 10:00 hrs with the recapitulation of the previous day activity. Some of the participants mentioned about what they have learned from yesterday's visits. Then Programme Coordinator Ms. Mousumi Mukherjee, Prof. Chakraborty sir and Shri Pradip Dasgupta sir conducted a briefing session for the school visit activity. Some of the participants chose some other activities to perform it in the school and they again prepared the proper planning, executing and evaluation process for those activities as per the categories like:

- Steps
- Precautions
- Tools
- Checklist
- Assessment

They finished their reporting at 12:00 hrs and prepared themselves with all the resources they need to perform those activities in the school.

Tea Break

In the post tea break session Shri Pradip Dasgupta sir narrated the Sevagram to Sodhgram real experiences of Dr. Abhay Bang by showing a power point presentation to the participants. Participants became really influenced by the presentation done by Shri Pradip Dasgupta sir.

Finishing that session all of them along with Programme Coordinator Ms. Mousumi Mukherjee, Prof. Chakraborty sir and Shri Pradip Dasgupta sir reached the Shillong Public School at 13:00 hrs and after a small interaction with the school incharge there, all the four group of participants gone to four different classes at 13:30 hrs and started their activity there with the full participation of the students.

Participants finished their activities there at 15:00 hrs and took the feedback in a way that the students understood the use of Head, Heart and Hand during their activity. Then all of them took leave from the school and reached the DIET at 15:30 Hrs.

Lunch Break

In the post lunch session participants started preparing the reports and presentation on the basis of

- Village visit
- DIET visit and
- School visit

Then at 17:00 hrs they started giving the group wise presentation. They used flow charts, diagrams, figures, pictures while giving the presentation. Along with it they shared their experiences that they had in the school with the students and how they had a great time with them. The summary of their presentation was as follows:

Group 1

Village visit

Topic: Education

- a. They visited Mawkdok village and during their PLA they were guided by the Executive Member of the Durbubar Mr. Ambrose.
- b. The first people came to reside in the village was in 1940's
- c. The population of the village is 1070 and there are 210 households
- d. Mawkdok village has two schools, among which one is run by the Presbyterian Church and the other by the Village Durbar.
- e. The first school is Lower Primary School, Mawkdok Presbian V. P. School which was established in 1933 with classes from nursery to class five.
 - i. It is the Khasi medium school and it has the enrollment of 78 students, but there are only three teachers.
 - ii. The school is Government aided where they receive various schemes.
 - iii. The school has the proper infrastructure with each room for every class with the kitchen facility for mid day meal programme.
 - iv. One important aspect of the school is that it has the health department for regular health checkup of the students.
- f. The next school they visited was Tirod Singh Memorial Upper School Mawkdok which was established in 1962.

- i. Presently the school has the enrolment of 111 students with 12 teachers and the salary of those teachers is ad-hoc pay based.
- ii. Recently the school has completed the construction of a new building with financial help from ADB (Asian Development Bank).
- g. They met the BRC office of Laitkroh Block, and had a discussion on the education system of the village. He expressed his opinion on the problem of lack of teachers and the language barrier between the teacher and the students.
- h. He also expressed that they need more schemes and funds
- i. Later they went for a house visit and there they met Mr. Blowell who has nine children among whom two are boys and seven are girls. Most of them are already working.

DIET Visit

Activity: Stone Painting

They visited the Sohra District DIET and there they performed the activity of stone painting with the students. They got the first year group and they send all the students outside the class room to collect stones of whatever figure and shape they like. After fifteen minutes the students came back and then participants taught them how to do the stone painting. Participants got fully involved with the students and they finished the activity within one hour. After they finished their activity participants organised a small exhibition of their artistic works and displayed the changed face of the stone to all the students. The stones which were deaf and dumb a few minutes ago, were literally speaking after the activity finished. Students were overwhelmed to see what they have done and the day became memorable for them. Participants took their feedback and they expressed it as:

- a. Interesting
- b. Engaging
- c. Now they can paint their house too
- d. Enjoyable
- e. Relaxing
- f. They got involved in critical thinking
- g. They made stones as decorative objects
- h. Above all they want to share and teach others too especially they shared that they actually completed their D.El.Ed Programme

School Visit

Activity: Stone Painting

They visited the Shillong Public School and there they performed the same activity but this time the target audience was different and especially they were class seven school children. Before they started their activity there they thought they are going to repeat just what they did in the DIET, but by the time of implementing the activity they realised that it is not going to happen in the same way as they were facing class seven school students; those students were found to be uncontrollable and beyond the imagination energetic. Immediately participants started involving with the students to their fullest potential and channelised their energy to productive usage. Within a very short period of time students made beautiful some paintings and here also they conducted a small exhibition of the artistic products and displayed it to the other students. After that they took their feedback and students expressed it as:

- a. They found beauty in ordinary objects
- b. They had a great fun
- c. They got surprised by their own work
- d. They got appreciation from their friends
- e. They learned about the three H's
- f. It was something new for them
- g. They will share their experience to their siblings and friends



Group 2

Village visit

Topic: Government Schemes

- a. They visited the village Mawkdok and first they collected the Timeline of the village from the Head-Man of the Panchayat. The village came into existence in 1952 and now there are 220 households. Population of the village is 1023. There are two schools, one run by the missionary and the other run by the Village/Raid.
- b. They enquired about the schemes of the village. These are as follows:
 1. Government Schemes
 - RIDF
 - ICDS
 - MGNREGS
 - IAY (PMAY)
 - MHIS
 - DDRS
 2. SARBASIKHSA ABHIYAN
 - Uniform Grant
 - Free Text Book
 - School Grant
 - Maintenance Grant
 - Teachers' Grant
 - One Time Grant TLM
 - Building of BRC
 3. MP, MLA's, MDC
 - MPLADS (Member Of Parliament Local Area Development Scheme)
 - MDC – Speical Assistance Scheme
- c. During their village visit they noticed that there is a well maintained football ground which is not a common scenario in Shillong. The participant who observed this was really moved by the fact.

DIET Visit

Activity: Cleaning Drive in Campus

They visited Sohra District DIET and there they performed the cleaning drive in campus with the students. First they formed six groups from the students and assigned them to different part of the campus to clean it, but they just didn't given instructions and observed, instead they engaged themselves in the work with the students. During their work they covered:

- a. Backyard Cleaning
- b. Frontyard Cleaning
- c. Outside Campus Cleaning
- d. Hostel Cleaning
- e. Administrative Building Cleaning
- f. Lawn cutting

After finishing the activity all of them assembled at a common point in the campus and ahared their experience regarding the activity. The students said they enjoyed the activity as they were working as a group and helping each other while one of them was having problem. At the same time they also expressed that they realised how difficult is the job for the person who regularly does it as their profession. In this process they realised the meaning of Dignity of Labour.

School Visit

Activity: Art Work Collage Activity

They visited the Shillong public School and there they performed the art work collage activity with the students. They distributed old calenders and one art paper to the students and asked them to imagine something like any bird, orchard, hills, village or anything they like. Then as per the imagination they will assemble the piece of colourful papers on the art paper. The piece of different colourful papers they will get from the calender. All of the students did a master work and they made:

- a. A senery view
- b. Picture of a bird
- c. Fruit arrangement
- d. Flowe arrangement

After they finished their art work participants asked the students what they have used while doing their activity. All of the students replied that they have only used their hands. Then participants made those students realised that they have also used their heart and head. By the process participants also felt that they have learned a lot from those students. The students taught them the power of imagination and team work. After finishing all those activities participants along with the students cleaned the class room and put all the unnecessary materials into the dustbin.



Group 3

Village visit

Topic: Health

They visited the Mawkdok village guided by the ICDS worker of the village Anganwadi. First they visited two households, where they found:

- a. Good toilets
- b. But no well maintained drainage system
- c. Scarcity of water
- d. Villagers need to go to far place to fetch water
- e. There was no system of reservation of water by submersible pump as it is opposed to the Government law there
- f. The cost of water in the village was rs.180/litre
- g. Villagers have health cards and they visit PHCs, Sub Centres and Hospitals when needed

Then they visited one subcentre, where they found:

- a. Proper vaccination process
- b. Awareness programme
- c. Referral to PHC when needed
- d. Presence of one ANM
- e. Good Infrastructure
- f. Quarter facilities for ANM and Chawkider
- g. Well maintained data by the ANM
- h. Proper postering of the Health programmes

Then they interviewed the ICDS worker of the Anganwadi and she shared that she has to visit door to door to bring children to the Anganwadi and there is least awareness among the villagers regarding the Anganwadi facilities. But the ICDS worker keeps the record of the village and maintains it properly. There is also a system for the distribution of suji and atta from the Anganwadi.

DIET Visit

Activity: Documentation or Collecting Resources for The Library

They performed the activity of documentation or collecting resources for the library with the DIET students of Sohra Districts. The activity started by forming groups of students belonging to the first year. Each group were given one type of documentation like:

- a. **Braille:** Sign, symbols and alphabets
- b. **Drawing worksheet:** a compilation of different kind of birds, fruits, animals, parts of a body
- c. **Phawar:** this consists of self composed poem and also poem composed by some other people.

All the students did a beautiful job and it was totally different kind of experience for the students. They shared that they were never engaged with this kind of activity and while they were creating all those materials they realised that it increased their critical thinking power. After finishing the activity all the students noted down their reflections and handed over it to the participants.

School Visit

Activity: Making Travel Brochure

They were introduced to the class X students of the Shillong Public School and the activity they took was to make travel brochure. Students started doing the activity with full fun and enjoyment. They got this enjoyment because they got the chance to think about their favourite places and noting down the catchiest points of those beautiful places. Some of them drawn beautiful, colourful and correct mapping of those places and proved their potentiality at this point of their age. After finishing the activity the students themselves shared that they have used their head, heart and hand while doing this activity and this activity is very much helpful to them for increasing their critical thinking. They noted down their reflections and handed over it to the participants.



Group 4

Village visit

Topic: Livelihood of The People Of The Mawkdok Village

They visited the village Mawkdok and they felt that they got very warmth welcome by the villagers. They were guided by the members of the village council and they first got the timeline of the village. The substance of the time was as follows:

- a. The village initially falls under the jurisdiction Swer Sordarship, a village close to Mawkdok. In the 1940's the Mawndok Sordarship attained its own jurisdiction.
- b. Earlier the village area was a thick forest and no habitation was traced due to various reasons.
- c. The first Sordar or the village Headman was Shri (L) Noli Swer. The present Headman is Shri Wahlam Bor Nongrum.

One important feature of the village was that at every weekend the villagers carry out a cleaning drive. There is a football stadium for the sports enthusiastic people in the village. The local football team held the championship for the three conservative years in a local tournament of the village.

They did a livelihood analysis of the village and presented it as follows:

The villagers of Mawkdok village are engaged in agriculture, animal husbandry, daily labour, and few other occupations as their livelihood.

Agriculture: The villagers cultivate potatoes, peas and other vegetables that are suitable in the area. Potato is cultivated during two seasons, i.e.s summer and winter. The cultivated crops are mostly used for their own consumption and if there is any surplus, they sell it in the market.

Animal Husbandry: Some of the villagers also rear cattle, pigs and poultry. But this occupation does not provide them sufficient income. Sometimes Government helps them by providing piglets.

Daily Labour: Both men and women are engaged in daily labour for an additional sources of income.

Teaching: Few people in the village have chosen teaching as their profession.

Some families also run tea stalls, retail shops, and grocery shops. Some villagers also travel to other towns for various jobs and labour works for a week and come back home during weekends with their weekly earnings.

Difficulties of the villagers:

- a. Water scarcity is the biggest problem in the village especially during the winter season. To tackle this issue, the villagers have constructed a small dam for water storage, from a small stream running through the village.
- b. During the monsoon the other problem is the weather condition, where sometimes they experience degraded climate condition which affects their farming

DIET Visit

Activity: Printing on various materials, mementoes and locally available materials

They visited Sohra District DIET and there they performed the activity of printing on various materials, mementoes and locally available materials with the DIET students. They chose to make paper bags and print with locally available unused materials from the surroundings. So they asked the students to go out and collect whatever they like from the Mother Nature. This increases the interaction of the students with the environment and makes them have respect for it. The students soon came back with the materials and engaged in making the paper bags and printing colors on the bags by using those materials.

After finishing the activity, their works were displayed to everyone. Then they shared their experiences and the students responded with valuable and insightful feedbacks regarding the whole activity relating to the ideas of Nai Talim – Head, Geart and Hand. One student said that he made a mistake while printing the color from a leaf to the paper bag, but they did an excellent team work and turned the mistake into beautiful artwork. That was the learning for him for the day.

School Visit

Activity: Printing on various materials, mementoes and locally available materials

They visited the Shillong Public School and interacted with students of class IX with the same activity. They formed several teams and took one member from each group to the school campus and asked them to collect whatever they want to print and decorate a paper bag. While they returned with those materials their team members already finished making the paper bags. Then all of them

engaged in decorating the paper bags. Soon they finished the activity and gave feedback about what they learned during the whole process. They shared that they had a great fun and enjoyed the whole activity. Some had preplanned the images while some just randomly arranged and printed the images.

The group wise presentation finished at 18:00 hrs and the feedback session started. The programme for the day closed at 18:30 hrs.



Fifth Day Master Trainer Development Programme [26/10/2018]

The morning session started at 10:00 hrs with the feedback session by the participants. The feedback from the participants was as follows:

Group 1

One participant expressed that they used to be sitting during all the training programmes, but during this training programme he got the chance to get outside the programme venue and interacted with lot of people. So this training was truly exceptional to him.

Another participant from the same group said that she mostly enjoyed the activity part of the programme.

Supporting her view another participant said that the activity part was the most learning part among all the sessions and their group had to change the strategy from the DIET to the school while performing the same activity.



Group 2

One of the participant mentioned that the topics like “OLE”, “3H”, “Concept of Passion” has really touched her heart and these are the real process of teaching.

According to another participant from the group Nai Talim is providing with such a kind of education which we can apply to our day to day life.

One lady from the group expressed that she was not much aware of the Government Schemes, but her group topic by fortune was decided as the Government Schemes of the village. She was little

worried before reaching the village, but the PLA process truly moved her and she started involving in her topic. She realised that PLA really broke all the difficulties for her to interact with the villagers. Then again she mentioned that she heard about one inspirational sentence that “Opposite of Success is Delayed Success not the Failure”. She was overwhelmed when she heard from Dasgupta sir that we should go to tribal people and learn about their life styles.

Group 3

Participants from group three mentioned that they have learned few things from the training which are as follows:

- i. Three pillars of Nai Talim
- j. Being in any kind of activity has a purpose
- k. We always learn from our experiences that is learning by doing
- l. Transferring their teachers’ qualities to their students

One of the participants expressed that the learnings from the training programme has broaden her heart and while doing the PLA she realised that those villagers has done a remarkable job with that limited resources which is truly inspirational.

Another participant shared that she got a wonderful feedback from the students of Shillong Public School. One of the students from that school told her that assignments can also be interesting she never thought.



Group 4

One of the participants in group four expressed that the training programme given him a platform to discover himself from a different point view.

The other participant from the same group said that all the students understood the Nai Talim and team activity during the school and DIET visit. But they wanted to spend more time with the villagers, DIET students and mostly School Students. Due to time constraint they felt some incompleteness in their interaction.

One beautiful comment drwan by one of the participants was that Nai Talim is simple but profound; it has the potentiality to create productive citizens for our future India.



After the feedback session was over the validictory session starts and participants themselves took the pledge to draw the conclusion part of the programme. They finished the programme with their own genre of song.

CONCLUSION

There is a high chance that these participants will be important stakeholders of MGNCRE as they are full of potential and serve the purpose of Nai Talim to the fullest extent.

The success of this MTDP workshop could not have been possible without the ground work laid by Shri K. Ashwin Kumar, Senior Academic Consultant, MGNCRE, Shri J.P. Sastri ji, Academic Consultant, MGNCRE. Shri J.P. Sastri ji laid the foundation of effective working relationship for smooth conduct of this workshop with DERT Team.

GOVERNMENT OF MEGHALAYA
DIRECTORATE OF EDUCATIONAL RESEARCH & TRAINING
NONGRIMMAW : SHILLONG – 793011

No. DERT/MGNCRE/1/2018/29

Dated Shillong, the 25th October, 2018

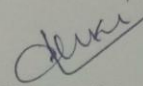
To : The Chairman,
Mahatma Gandhi National Council of Rural Education,
Shankar Bhavan, Ground Floor, Fateh Maidan Road,
Basheerbagh, Hyderabad – 500004.

Sub : Statement of Expenditure incurred during the MTDP programme.

Sir,

Please find enclosed the Utilization Certificate, the Statement of Expenditure incurred along with the original vouchers during the conduct of the MTDP w.e.f 22nd to 26th October, 2018 at DERT Shillong. The total expenditure incurred is Rs 98,723.00 (Ninety Eight Thousand Seven Hundred and Twenty Three) only. The balance of Rs 11,277.00 (Rupees Eleven thousand Two Hundred and Seventy Seven) only will be refunded to MGNCRE Account.

Yours faithfully



(V. Kharmalki)
Dy. Director,
Educational Research & Training
Meghalaya, Shillong

UTILIZATION CERTIFICATE

This is to certify that an amount of Rs. 1,40,000/- (Rupees One lakh forty thousand) was released by Mahatma Gandhi National Council of Rural Education (MGNCRE), Hyderabad for conducting 5 Days Master Trainer's Development Programme (MTDP) on 12th October 2018 (Title of the programme) in favour of Director, DEKT, Shillong (Name of the SCERT / University / Institute).

An amount of 98,723/- (Rupees Ninety eight thousand seven hundred twenty three) has been utilized for the purpose of approved programme conducted on / from 22nd to 26th October 2018 (Date(s) of the Programme)* for which it was released and that the balance of Rs. 41,277 (Rupees Four one thousand two hundred seventy seven) is left unspent.

Place: Shillong
Date: 26th Oct 2018

Signature of the Authorized Person with seal
(Director / Registrar / Finance Officer / Accounts Officer)*

Shanki
Deputy Director
Directorate of Educational
Research & Training
Shillong, Meghalaya

*Delete whichever is not applicable

Statement of Expenditure Incurred during the MTDP w.e.f 22nd To 26th October, 2018 at DERT,
Shillong

Sl No	Particulars	Amount in Rs	Voucher No.
1.	TA for participants from different DIETs	Rs 29,000.00	1 - 15
2.	Honorarium to the Typist, Helper, Technician and Driver.	Rs 6900.00	16 - 20
3.	Stationeries	Rs 15,193.00	21 - 26
4.	Refreshment	Rs 34,830.00	27 - 34
5.	Hiring of vehicle @ RS 2000/- per day for 4 days	Rs 12,800.00	35 - 39
TOTAL		Rs 98,723.00	

Rupees Ninety Eight Thousand, Seven Hundred and Thirty Only.

Amount Received for the programme - Rs 1,10,000.00

Amount spent for the programme - Rs 98,723.00

Balance amount - Rs 11,277.00

[Signature]
Deputy Director
Directorate of Educational
Research & Training
Shillong Meghalaya