

Report

5 Days Faculty Development Programme...

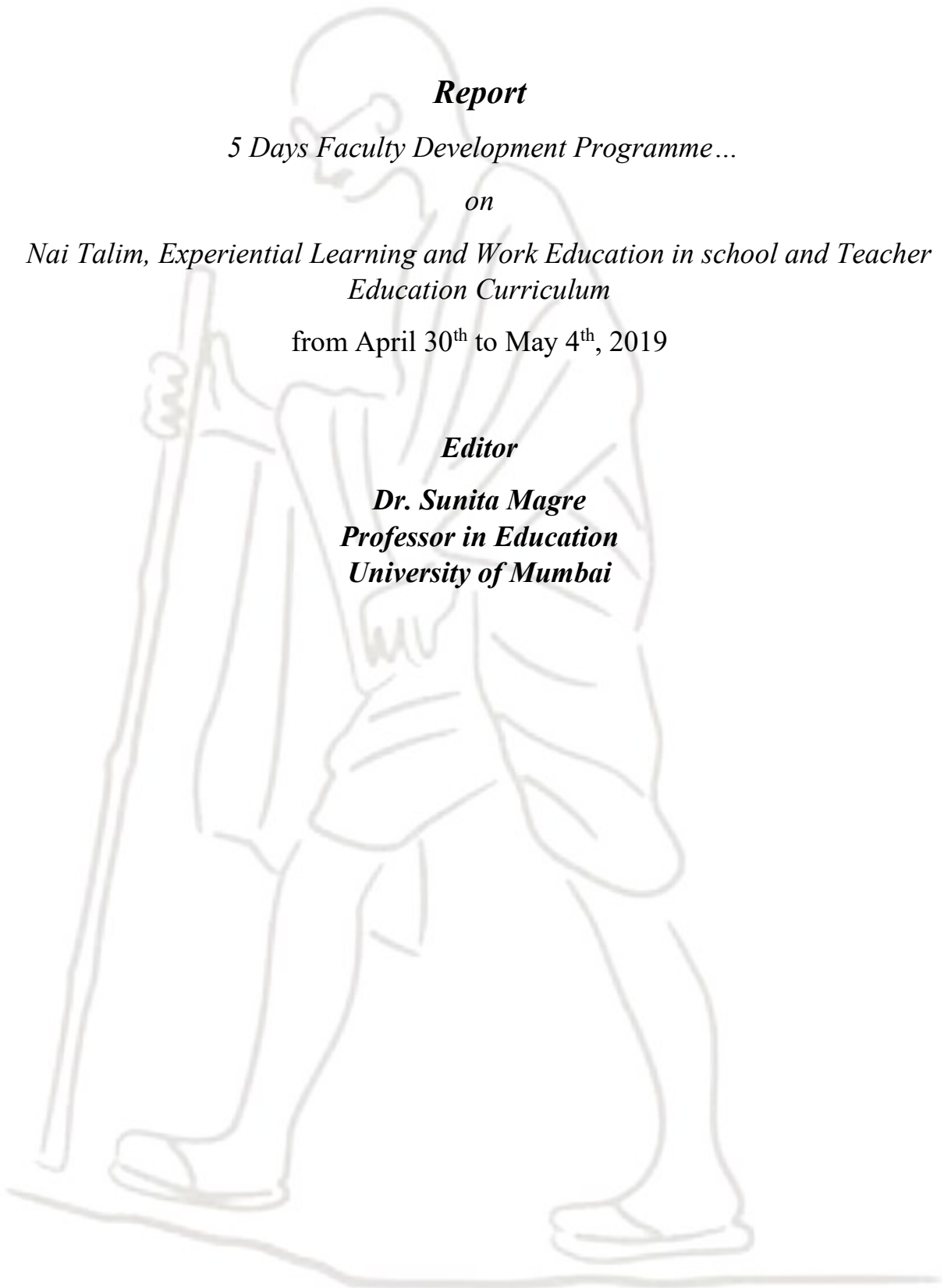
on

*Nai Talim, Experiential Learning and Work Education in school and Teacher
Education Curriculum*

from April 30th to May 4th, 2019

Editor

***Dr. Sunita Magre
Professor in Education
University of Mumbai***





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Developed by Mahatma Gandhi National Council of Rural Education
(Formerly National Council of Rural Institutes)
Ministry of Human Resource Development, Government of India, Hyderabad.

In collaboration with Board of studies, Education, (University of Mumbai)
Venue: Thane Sub Campus, (University of Mumbai)



Dr. Sunita V. Magre
Chairperson (Board of Studies, Education)
I/C Director, Thane Sub-Campus, University of Mumbai.

Acknowledgement:

The Director of Thane Sub-Campus University of Mumbai and the Chairperson of Board of Studies, Education, University of Mumbai takes the honour to express gratitude to the Chairman of MGNCRE Dr. W G Prasanna Kumar to extend us the opportunity to conduct the 5-days Faculty Development Programme.

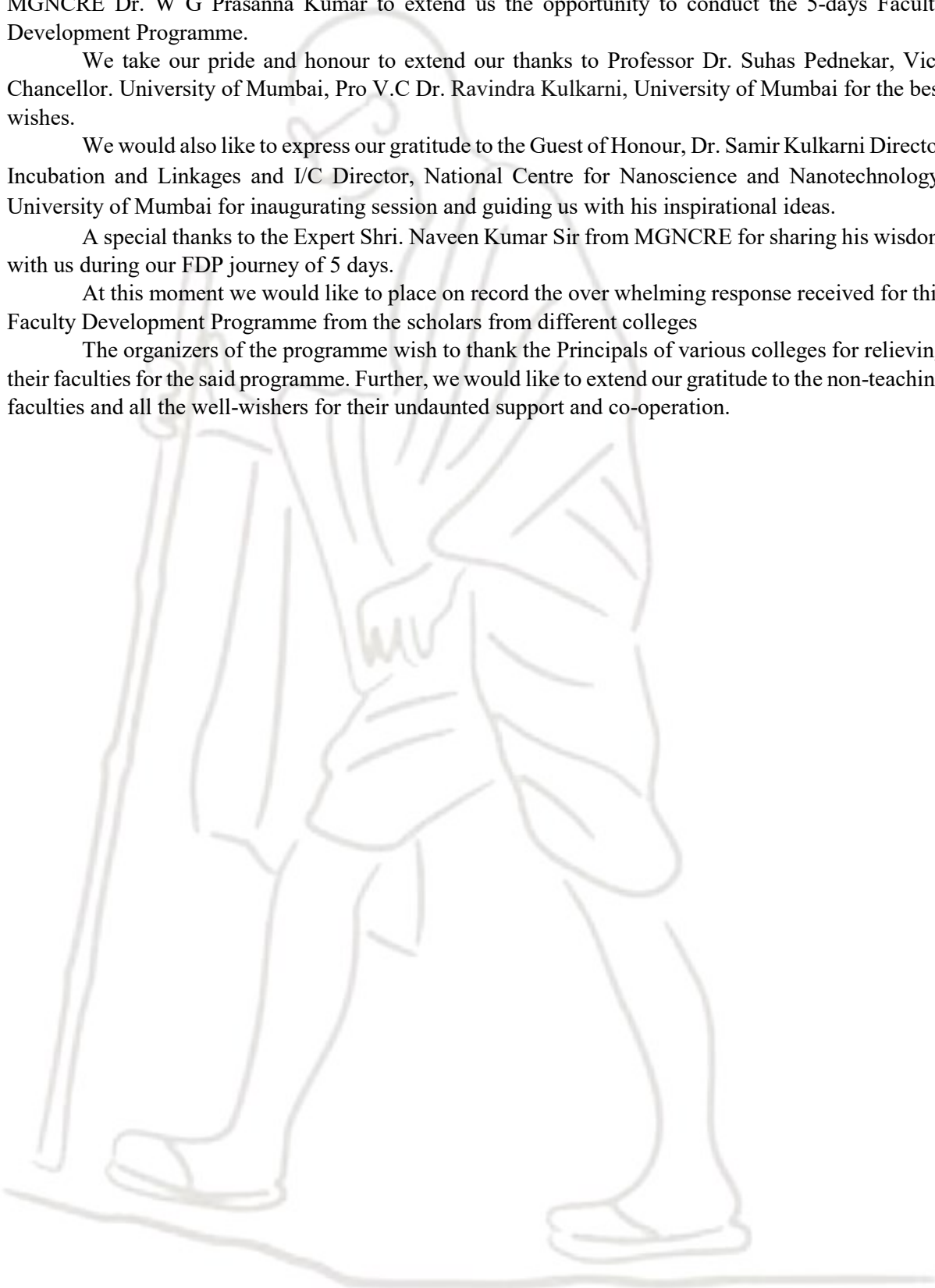
We take our pride and honour to extend our thanks to Professor Dr. Suhas Pednekar, Vice Chancellor, University of Mumbai, Pro V.C Dr. Ravindra Kulkarni, University of Mumbai for the best wishes.

We would also like to express our gratitude to the Guest of Honour, Dr. Samir Kulkarni Director Incubation and Linkages and I/C Director, National Centre for Nanoscience and Nanotechnology, University of Mumbai for inaugurating session and guiding us with his inspirational ideas.

A special thanks to the Expert Shri. Naveen Kumar Sir from MGNCRE for sharing his wisdom with us during our FDP journey of 5 days.

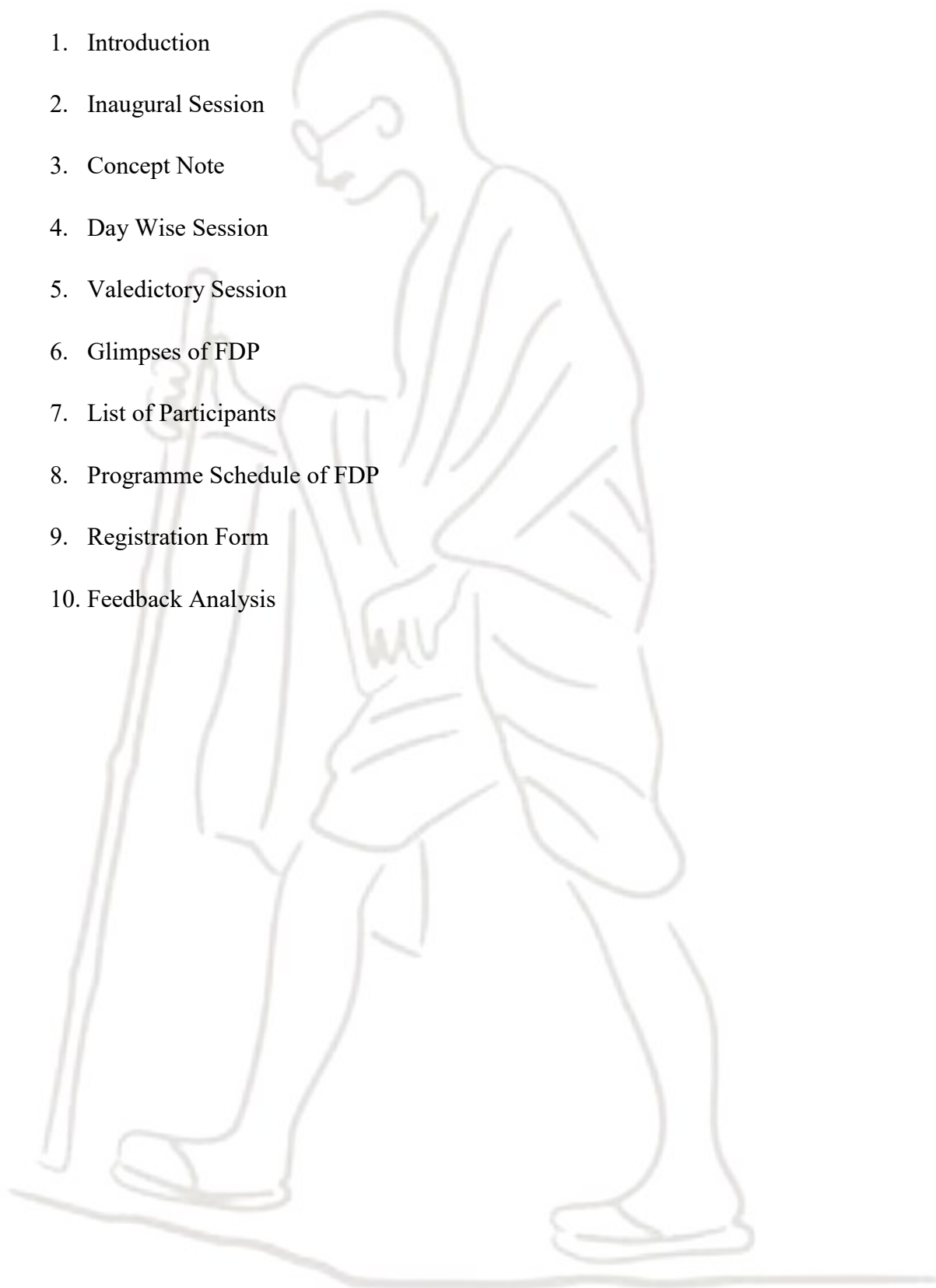
At this moment we would like to place on record the over whelming response received for this Faculty Development Programme from the scholars from different colleges

The organizers of the programme wish to thank the Principals of various colleges for relieving their faculties for the said programme. Further, we would like to extend our gratitude to the non-teaching faculties and all the well-wishers for their undaunted support and co-operation.



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Introduction

Mahatma Gandhi National Council of Rural Education (Formerly known as National Council of Rural Institutes)

Mahatma Gandhi National Council of Rural Education under the aegis Ministry of Human Resource Development, Government of India, strives to promote resilient rural India through Higher Education interventions. The council designs, develops and promotes curriculum inputs for higher education programmes offered by Universities and autonomous Institutions in India.

The higher educational streams of focus for NCRI curriculum inputs include: Rural Studies, Rural Development, Rural Management, Rural Media, Social Work and Education. The focus of the inputs shall be both theoretical and practical field related, relevant to Rural India.

University of Mumbai

University of Mumbai is one of the oldest and premier universities in India. It was established on 18th July 1857. It is one among the first three universities in India, including Kolkata and Chennai. It has been Re- Accredited with 'A' grade by NAAC and possesses the status of University with Potential for Excellence. Potential for Excellence Scheme awarded by UGC University of Mumbai has two campuses having area of 243 acres at Kalina, Santacruz (East) and 14 acres at Fort. It also has a Sub-Campus at Thane which is spread across 6 acres of land. Around 749 affiliated colleges and 55 departments with the enrolment of 8,50,000 students are engaged in teaching-learning process. It has established its name in industrial collaboration and runs professional courses. The university is leading at national and international levels in the different activities.

University of Mumbai Thane Sub-Campus

The Thane Sub Campus of the University of Mumbai which was inaugurated by the hands of former Vice Chancellor Dr Rajan Welukar, became operational from the year 2014 intending to give both the course a discrete approach and nurture students resourcefully, preparing them for the competitive industrial environment. University of Mumbai, Thane Sub Campus of University of Mumbai, is an institute that stands on the foundation of students distinct from the crowd, learning to groom their skills and being trained to their highest potential to meet the requirements of the dynamic corporate world. University of Mumbai, Thane Sub Campus (MUTC) is sub campus of University of Mumbai which undertakes School of Law, University of Mumbai which offers five years Integrated programme in Legal Education BBA-LLB(Hons.) and School of Management Studies which offers five years Integrated Management Programme BMS-MBA. The Campus also houses Institute of Distance & Open Learning at its 2nd floor for various undergraduate and post graduate courses as well as diploma courses.

Department of Education

Department of Education was established in 1974. It offers M.Ed, M.A (Education), M.Phil, Ph.D, PG Diploma in Management of Education, PG Certificate Course in Research Methodology, Certificate Course in Teacher Education for International Schools. It organizes Conferences, Seminars, Workshops, Symposiums, Refresher courses, Faculty development programmes on regular basis. Its

faculty is involved in conducting UGC major and minor research projects and projects under the scheme of University with potential for Excellence Scheme of UGC.

About the Faculty Development Programme

Mahatma Gandhi National Council of Rural Education in collaboration with Board of studies, Education, (University of Mumbai) Venue: Thane Sub Campus, (University of Mumbai) organized a Faculty Development Programme (FDP) for **5-days** duration from 30th April to 4th May 2019 for transacting curriculum on Community Engagement, Nai Talim and Work Education through community engagement in Higher Education Institutions under the flagship program of Mahatma Gandhi Nai Talim Abhiyan. This programme is based on Gandhian Philosophy. This programme aimed at familiarizing academicians towards rural community and enhancing skills related to the rural community engagement. It is in this context faculty development programme has been proposed to include both classroom training and field exposure.

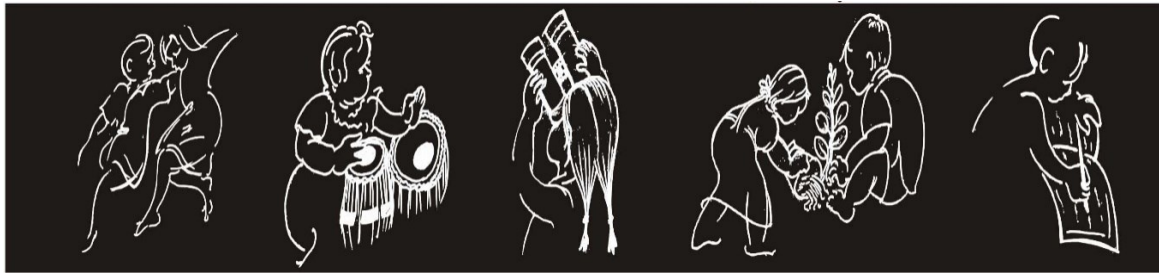
Gandhi's Philosophy of Education "By education, I mean an all-round drawing out of the best in child and man - body, mind and spirit." -Gandhi the above-mentioned statement of Mahatma Gandhi is sufficient enough to comprehend his views on education. Gandhian education has been characterized as encompassing the head, the heart and the hands that means the all-around development of the child. According to him, education is that which "transform village children into model villagers. It is principally designed for them. The inspiration for it has come from the villages. Basic education links the children, whether of the cities or the villages, to all that is best and lasting in India. It develops both the body and the mind, and keeps the child rooted to the soil with a glorious vision of the future in the realization of which he or she begins to take his or her share from the very commencement of his or her career in school."

Concept Note

Gandhiji's statement "India lives in its villages" still holds true with nearly 68.85 percent of the country's population residing in rural areas. Thus, it is imperative to introduce the socio-political and economic realities of rural India to the teacher educators so that they can make a difference in the lives of rural communities of India. With these objectives every university has introduced certain aspects like community work, rural development etc. in the curriculum.

With the same lines Mahatma Gandhi National Council of Rural Education in collaboration with Board of studies, Education, (University of Mumbai) Venue: Thane Sub Campus, (University of Mumbai) organized *FDP* on Nai Talim, Experiential Learning and work education.

‘Nai Talim’

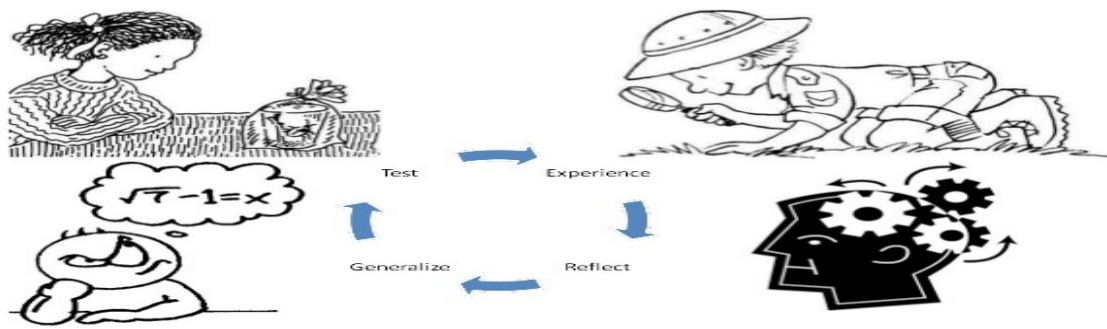


Gandhiji, known to his near ones as Bapu offered India a system of education known as *nai talim* or National Basic Education. This was proposed in 1937 based on his experience of teaching his own children as well as the children of his commune members while he lived at the Tolstoy Farm in South Africa. It also drew on his understanding of the India of that time, its social, political, economic condition, and the two major influences in his life then – Leo Tolstoy and John Ruskin.

Nai Talim is a principle which states that knowledge and work are not separate. Mahatma Gandhi promoted an educational curriculum with the same name based on this pedagogical principle. It can be translated with the phrase 'Basic Education for all'. However, the concept has several layers of meaning. From a pedagogical point of view the *nai talim* system may have much to offer as it is centred around productive work. Children by nature like to do something all the time and if possible, do different things. If this doing results in a product or process that is found useful, they thrive on its positive feedback. We observe this in the home, where the child is all the time wanting to be a part of the adult world, doing and many a times insisting on wanting to do what adults are doing or participate actively in the doing process. It is these doing experiences that concretise learning. Although many schools have adopted or experimented with an activity approach, what these activities have concentrated on may be vastly different from products and processes that would qualify as productive work. Being playful, which is the natural way of learning, is almost always an imitation of things children observe in their immediate adult world, in a way, trying to make sense of the adult world, wanting to fit in. Natural learning is not based on prescribed text books narrowly channelized within subject heads nor based on tested educational theory. It can at best be facilitated by the conscious creation of controlled safe environments for safe exploration. *Nai talim* provides for such learning for e.g. picking up a topic from any immediate situation be it a *dare* one is sitting on, a lizard on the wall or a snack one is enjoying. The relevance of *nai talim*, presently, is not so much educational or philosophical as it is ecological and ethical.

These times demand, building relationships between the learner and the teacher, the community, the living space. There is a need to find associations and connections within these spaces to everyday activities and everyday things. Society is in need of new values, new ways of doing things, a new story which moves from the *I* to the *we*, to be able to see the world as one and see the interconnectedness of everything. In education it begins with building relations to undertake a journey of co-learning between the teacher and the taught within the local context. If one is looking for answers to deal with the present crisis in society at the individual as well as the planetary level one will have to draw deeply from the vision Gandhi presented to the nation (and the world) in the form of *Nai Talim*.

In many ways Gandhiji was an idea that lived in human form to leave behind for the human race many nuggets of wisdom to hold us in good stead for a life of connected completeness. *Nai talim* was one such nugget, a blessing the nation in a hurry failed to see completely.

'Experiential Learning'

The general concept of learning through experience is ancient. Around 350 BCE, Aristotle wrote in the *Nicomachean Ethics* "for the things we have to learn before we can do them, we learn by doing them" But as an articulated educational approach, *experiential learning* is of much more recent vintage. Beginning in the 1970s, David A. Kolb helped to develop the modern theory of *experiential learning*. *Experiential learning* is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of **experiential learning**. *Experiential learning* makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. *Experiential learning* focuses on the learning process for the individual. One example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with knowledge first-hand, instead of hearing or reading about others' experiences. Likewise in Teacher Training Institutes, internship, and shadowing, opportunities in a student's field of interest can provide valuable experiential learning which contributes significantly to the student's overall understanding of the real-world environment.

Experiential learning can exist without a teacher and relates solely to the meaning-making process of the individual's direct experience. However, though the gaining of knowledge is an inherent process that occurs naturally, a genuine learning experience requires certain elements. According to Kolb, knowledge is continuously gained through both personal and environmental experiences. Kolb states that in order to gain genuine knowledge from an experience, the learner must have four abilities:

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and
- The learner must possess decision making and problem-solving skills in order to use the new ideas gained from the experience.

"Experiential learning is an emerging tool to fill skill gaps by upgrading skillsets in a modern workplace."

‘Work Education’



Work education forms an indispensable part of the school curriculum. It refers to meaningful and purposeful manual work organized as integral part of learning process, resulting in either goods or services, useful for community. *Work Education* provides the basis for building up proper attitudes towards work developing favourable work values and habits, imparting necessary knowledge related to work, and developing appropriate work skills, which can help the children to become productive and self-reliant in meeting their day-to-day needs and those of their families and communities. *Work Education* can further enable the children to discover their real interests and aptitudes which would be helpful to them in selecting suitable courses of study and occupations. *Work Education* provides the basis for building up proper attitudes towards work developing favourable work values and habits, imparting necessary knowledge related to work, and developing appropriate work skills, which can help the children to become productive and self-reliant in meeting their day-to-day needs and those of their families and communities. *Work Education* can further enable the children to discover their real interests and aptitudes which would be helpful to them in selecting suitable courses of study and occupations later on. *Work Education* is viewed as purposive and meaningful manual work organized as integral part of the learning process resulting into goods or services useful to the community. The competencies to be developed in this field should include knowledge, understanding skills and values through need-based life activities.

Thus, to integrate these concepts practically, *FDP* is a **catalyst**....

This *FDP* on rural education was one such endeavour to sensitize the faculties towards rural development. The *FDP* marked an important milestone in the roadmap towards training in Gandhiji's Nai Talim, Experiential Learning and work education as a very important stream of discourse. *FDP* was a highly interactive programme with theoretical background, working sessions to implement experiential learning through collaboration, practical rural immersion, training session by eminent resource person and much more....

A brief sketch of day-wise schedule.....

Day 1

- ❖ Inaugural session
- ❖ Lightening of lamp
- ❖ University Song
- ❖ Felicitation of guests
- ❖ Welcome address by Dr. Sunita Magre
- ❖ Address by Guest of Honour Dr. Samir Kulkarni
- ❖ Thank you address by Dr. Reni Francis
- ❖ Introduction to the FDP session by Naveen Kumar Sir (Expert from MGNCRE)
- ❖ FDP session-1
- ❖ Lunch
- ❖ FDP session-2

- ***Inaugural Session***

An inauguration is a ceremony that formally marks the start of something. Dr. Reni Francis Asst. Professor from Pillai College of Education addressed the guests, dignitaries, and the participants and requested us all for lightening of the lamp.

- ***Lightening of lamp***

It is a tradition to light a lamp first before starting any auspicious events or rituals. Light and brightness has always been equated with positivity, motivation and absence of darkness. The dignitaries, guests and all the participants lighted the lamp to spread the positive brightness.

- ***University song***

Edam... Sundaram... Mandiram... Shardaya... Mumbapuri... Vishwavidyalaya....

This divine university song was sung by all which ignited the sense respect for our University of Mumbai

- ***Felicitations of Guests***

The Guest of Honour, Dr. Samir Kulkarni and our resource person Shri Naveen Sir were felicitated by the I/C Director Dr. Sunita Magre of Thane Sub-Campus, University of Mumbai with colourful flowers and shawl.

- ***Welcome address by Dr. Sunita Magre***

Dr. Sunita Magre welcomed the guests, dignitaries and all the participants for the 5-days Faculty Development Programme. She stated the vital objectives of the Faculty Development Programme and also the importance of Nai Talim, Experiential Learning and Work Education.

Then she explained from her point of view about Current Education System Requirements, Rural India and Community Issues. She also mentioned that MGNCRE is delivering a spontaneous effort to reformulate the education system by keeping the 150th Birth Anniversary of M.K. Gandhi as the bird's eye target which is really appreciable and the man who is making this tireless effort is the Chairman of MGNCRE, Dr. W.G. Prasanna Kumar.

Dr. Sunita Magre also thanked the Chairman of MGNCRE Dr. W G Prasanna Kumar to extend us the opportunity to conduct the 5-day Faculty Development Programme. She also thanked

Vice-Chancellor, Dr. Suhas Pednekar, University of Mumbai, Pro Vice-Chancellor Dr. Ravindra Kulkarni, University of Mumbai and Dr. Ajay Bhamare Dean and Member of Management Council for their support. She also thanked our Guest of Honour Dr. Samir Kulkarni Director, Incubation and Linkages and I/C Director, National Centre for Nanoscience and Nanotechnology, University of Mumbai for his valuable and timely presence.

- ***Address by Guest of Honour, Dr. Samir Kulkarni***

Dr. Samir Kulkarni, Director Incubation and Linkages and I/C Director, National Centre for Nanoscience and Nanotechnology, University of Mumbai, appreciated the Department of Education, University of Mumbai for organizing 5-days Faculty Development Programme. He also appreciated Dr. Sunita Magre, Chairperson, Board of Studies and I/C Director of Thane Sub-Campus University of Mumbai for her vision and perseverance for Nai Talim. He spearheaded the uniqueness of this programme by sharing his views about Nai Talim and Experiential Learning. He said in his speech that Nai Talim coincided with Gandhiji's vision of creating small self-reliant groups and communities where education would be holistic and develop an all-round socio-economic development. Nai Talim sought to eradicate the usual teacher-student relation where the student was cut off from the teacher and the teacher would only be imparting a vocation that would make a student solely career dominated. He shared success stories of learning through experience by giving few examples.

- ***Thankyou address by Dr. Reni Francis***

Dr. Reni Francis, Asst. Professor Pillai College of Education, thanked all the guests to grace the occasion by their valuable presence.



***Orient
FDP***

***Towards Common
Vision***



Visionary

- ***Introduction to the FDP session by Naveen Sir***

Mr Naveen Kumar an expert from MGNCRE was requested to start his session for the day. First he gave his welcome address to all the participants and the dignitaries; and then unveiled the door of the way for the next five days by propagating that he and all the state programme coordinators are present for sharing knowledge and not to teach them anything. He explained Nai Talim as “***Sabse Purani Talim***” and brought to light the three basic components of this “Purani Talim” as Head, Heart and Hand – the Three ‘H’

And finally, the training for the day-1 began.

Day-1/ Session-1/

Date:30/04/19

The first and foremost activity was... All participants were said to form a circle. And each one of us introduced ourselves by saying our name in catenation. Soon we were all introduced to each other.

Later a book was given to us, basically it was a resource material for our FDP. The ideas in this book are useful in initiating, enhancing and implementing Experiential learning, Nai Talim, Work Education and community engagement at the Teacher Education level.

The first session started with an ice breaking activity to provide faculty members a chance to get acquainted with one another and to form teams assimilating and synthesizing different perspectives on a common theme.

Steps Taken (Implementation)

6 Groups were formed:

Names of the respective groups

- 1) Jai Maharashtra Group
- 2) Mumbaikar Group
- 3) Homi Bhabha Group
- 4) New India Group
- 5) Jai Bharat Group
- 6) Ahimsa Group

After the formation of groups, each group was assigned same activity.... to read the first chapter titled ‘Introduction’ from the book Experiential Learning... Gandhiji’s Nai Talim.

Each group comprised of 5 or 6 members which was formed for a purpose. Each group member was asked to read the chapter for which time limit was around 20 minutes. Each group member read the chapter 1 and formed the perception from the content. From each group one member was an observer, one was the reporter and others were the speakers or presenters. Observers role was to observe every part of the prescribed activity of his/her and brought multiple perspectives to the forum through their questions and comments. Reporters role was to write every vital aspect presented by his/her unit. And finally, the speaker, from each group was welcomed and made a detailed presentation and discussed the ideas which were discussed unanimously.

Below are the 'Ideas' presented by each group (in a nut-shell)

Nai Talim and Experiential Learning includes

- ❖ Conservation of natural resources
- ❖ Protection of natural resources
- ❖ Dignity of labour
- ❖ Interaction
- ❖ Collaboration
- ❖ Working in team
- ❖ Enhancing value systems
- ❖ Holistic approach
- ❖ Keeping the surrounding clean and green
- ❖ Learning through art and drama
- ❖ Work is worship
- ❖ Source of learning through head, heart and hand.

Thus, FDP *session-1 of Day-1* was dedicated to conceptualize that education is effective when it is transacted through 'experiential learning'. This programme has also provided knowledge of rich history during the reign of Gandhiji and his philosophy of Nai Talim.

After session-1 there was a break for lunch, so as to start the session-2 with new energy.



Everything begins with an Idea



Day-1/ Session-2

The second session started with an ice breaking activity to provide faculty members a chance to get acquainted with one another and to form teams assimilating and synthesizing different perspectives on different themes.

The composition of the team was same... and each team was given a different chapter. Same procedure and same rules were followed as per session-1. But the outcomes were different.

Team 1- 2nd Chapter

Team 2- 3rd Chapter

Team 3- 4th Chapter

Team 4- 5th Chapter

Team 5- 6th Chapter

Team 6- 5th Chapter

Each group member was asked to read the chapter for which time limit was around 20 minutes. Each group member read the chapter assigned and formed the perception from the content. Eventually each group highlighted their ideas and observers brought multiple perspectives to the forum through their questions and comments.

Thus, *session-2 of Day-1* captured the historical developments and contemporary trends related to Experiential Learning and Nai Talim.

Day-1 ended with the discussion on both theoretical and practical aspects of the subject and highlighted through illuminating data and insightful video.



Learning is the process whereby knowledge is created through the transformation of experience.

- David.A.Kolf



***Day-2/ Session-1/
Date:01/05/19***

Day 2 started with an ice breaking activity to provide faculty members a chance to get acquainted with one another through a game of introducing self, and then the one in left, again self, and the one in right and again self.....

Steps Taken (Implementation)

Later, the Expert from MGNCRE Naveen sir delivered a very erudite and detailed lecture about PLA (Participatory Learning and Action). He discussed many facets of PLA and highlighted complexities and opportunities ingrained in rural immersion vis-à-vis socio-economic structures of Indian populace. In a very interactive Q & A session he also deliberated upon the benefits of following the proper flow chart of PLA during rural immersion.

This activity was followed by dividing the scholars into the groups. His emphasis was to engage multiple voices and concerns while discussing the concept of PLA. These groups were given suitable names.

5 Groups were formed:

Names of the respective groups and respective chapters

- 1) Rabindranath Tagore group/ Chapter no. 1&2
- 2) Mahatma Gandhi Group/ Chapter no. 3&4
- 3) Babasaheb Ambedkar Group/ Chapter no. 5&6
- 4) Maharshi Karve Group/ Chapter no. 7&8
- 5) Savitribai Phule Group/ Chapter no. 9&10

His emphasis was to engage multiple voices and concerns while discussing the concept of PLA so that the vital nuances of a principle under discussion could be understood in a better and enriching manner.

Every group discussed in detail the role of the ‘rural penetrator’ in the rural area like....

- Meet
- Mobilize
- Transect walk
- Timeline
- Mapping
- Ranking and Scoring
- Trend Analysis
- Livelihood Analysis
- Chapati/Venn Diagram
- Impact Flow Analysis

.....And thus, provided their own insights accordingly.

Thus, *session-1 of Day-2* captured the outline of principles, approaches, methods and applications to explore and assess villages and their strengths, areas of improvement and potentials. And also highlighted the key aspect that rural immersion is an exploration of human behaviour in its natural zone.

After session-1 there was a break for lunch, so as to start the session-2 with new energy.



**Participatory
Learning and
Action**

Day-2/ Session-2

In the 2 of day-2 the participants were given a detailed walk through of work education and some basic questions to ponder via multiple discussion sessions through multiple groups which were formed. The participants got a visibility into the program curriculum and understood that the notion in work in education emerges from its centrality in all cultures and life situations for people in all age groups.

5 Groups were formed:
Names of the respective groups....

- 1) Rabindranath Tagore group
- 2) Mahatma Gandhi Group
- 3) Babasaheb Ambedkar Group
- 4) Maharshi Karve Group
- 5) Savitribai Phule Group

Program Delivery formats and different resource support that are available to the faculty and students were introduced. Each group with the help of resource material available (lesson plan) prepared a plan, mentioning the Experiential Learning Typology linking it to Cognitive, Psychomotor and Affective (HHH) Domains.



The following sessions were based on the multidimensional perspectives of Nai Talim shared by all 5 groups.... like:

- ❖ All Round Development (Head, Heart and Hand)
- ❖ Work and Craft
- ❖ Values Ethics and Ideal Citizenship
- ❖ Rural India
- ❖ Community Engagement



*Discussion on Rural
Immersion*

RURAL IMMERSION RURAL DEVELOPMENT



Day-3/ Session-1 and 2

Date:02/05/19

This session started with the orientation session by Naveen Kumar where he discussed about the planning, formulation and evaluation part of activities to be taken during B. Ed college visit. Then eight groups comprising of 3 members in each were assigned with the task of selecting the **typology** from the book, 'Experiential Learning.... Gandhiji's Nai Talim' and designing activities as per their own preference and writing down the...

- Steps
- Precautions
- Tools
- Checklist
- Assessment procedure

Below is the list of groups and activity selected by them....

Group No: 1

Group members: Archana, Rupali, Prasad, Ketki

Activity Name:

Group No: 2

Group members: Nitina, Aparna, Umakant

Activity Name:

Group No: 3

Group members: Rekha.J, Rekha.D, Shahaji

Activity Name:

Group No: 4

Group members: Vidyulata, Rachna, Pooja

Activity Name:

Group No: 5

Group members: Falguni, Shahdab, Jayesh

Activity Name:

Group No: 6

Group members: Jayant, Raju, Mangesh

Activity Name:

Group No: 7

Group members: Reni, Frances, Ankush

Activity Name:

Group No: 8

Group members: Kalpana, Sneha, Rajshree

Activity Name:



Thus, Day-3 session encouraged the programme audience to inculcate the highest values of integrity and work education and experiential learning.

Collaborate to know more



**Presentation on
Activity: Reduce,
Reuse and Recycle
of Plastics.**



WHOLE GROUP LESSON IDEAS

(All groups presented their ideas through Experiential Learning Activity Plan as per the 'typology' selected)

Day-4**Date:03/05/19**

Day four was earmarked for field visits. As a part of that we all reached Neral boarded our bus to reach the 'Aasara Orphan Age' first. It was between Neral and Dahivali village. This orphanage home was a residential institute devoted to the care of orphans or other children who were separated from their biological families. The aim of this home is to support the girl child, give her education, and make her vocationally fit. It has been established from 25 years and after 15 years of struggle they got certifies from the government. At present they have 20 girls each one with a distinct dream. We also donated biscuits for the girls as a token of concern. Thus, this visit was filled with emotions and sentiments.

After Aasara, we visited a school. Established in year 2001, Neral Vidyabhavan Dhamote is located in Rural area of Maharashtra state/UT of India. In Dhamote area of Karjat block of Raigarh (Maharashtra) district. School is providing Secondary level education and is being managed by Best Workers Union. Medium of instruction is Marathi language and it is Co-educational. The school had a mini science centre which added a flavour to its quality. The important aspect of the school was that every model in the science centre was a working model. The leaners in the school are receiving education for the development of all three domains... Cognitive, psychomotor, affective.

Next, we went to meet the Sarpanch of Dahivali village Shri Chindu dada Tare. The Panchayat is an indispensable component of an Indian political system. 'Panchayat' literally means assembly (yat) of five (panch) wise and respected elders chosen and accepted by the village community. Traditionally, these assemblies settled disputes between individuals and villages. Modern Indian government has decentralized several administrative functions to the village level, empowering elected gram panchayats. Dr. Sunita Magre the then I/C Director and Chairperson Board of Studies, Education, University of Mumbai spoke about the essentials of Nai Talim, Experiential Learning and Work Education to the respective Sarpanch. She also gave him the book released by the MGNCRE as a token of respect. We also visited Dahivali Z.P school of the village. We also visited the Gram panchayat office.

We then visited the village The most awaited part of the programme

Is the mood for Experiential Learning and Nai Talim? Then find your way to one of the most beautiful villages in India –Dahivali.... Dahiwali T. waredi is a Village in Karjat Taluka in Raigad District of Maharashtra State, India. It belongs to Konkan region. It belongs to Konkan Division. It is located 77 KM towards East from District headquarters Alibag. 8 KM from Karjat. 60 KM from State capital Mumbai. This is a beautiful green village. The place is full of positivity and tranquillity. Participants interacted with the village heads and conducted household survey on issues on education status, awareness of different govt. schemes and so on. We also visited one of the potters. They created intricate and creative pots of different shapes and sizes. Few of us purchased his article like barbeques, pots made of clay. We also met the villagers who are involved in making of cane baskets. These baskets were of different shapes and sizes. Few of us purchased these too.

Later, we visited Saguna Baug which seemed like 'Heaven on Earth'

Saguna Baug is an eco-friendly rural farm located at the foothills of Matheran. Saguna Baug is a fantasy getting to be reality, long for a Gandhian flexibility contender, famously known as Harikaka Bhadsavle, being created by his child. The fantasy conceives in late 60's was to situated up an in number cultivating outfit, which will successfully bolster the group of this social labourer and therefore will set an illustration for the individuals who are fleeing from cultivating calling. The child, Shekhar, returned in 1976 from U.S.A. to catch up the objective.

The river flows pass through it and the farm is surrounded by nature. Guests and students get to experience farm life, and learn about our innovative farming methods that have provided rural employment and opportunities for the youth of our villages. We also provide fun activities and stay facilities. This is the one outing spot for angling offices accessible with 6 wonderful lakes filled in storm and stays loaded with water and fishes amid real parcel of year. Rohu (Also known as 'Labia'), Prawns, Cyprenus and Carla are few noteworthy carps accessible here. Once more, these lakes are among couple of new water lakes close Mumbai having Big Prawns accessible. Thus, this place is worth visiting once in life time.



To add on to one's experiential learning we visited Navjeevan Education Soc. College of Education. The real and true essence of 'experiential learning' was experienced here. participants executed their pre designed activities.

PLANNING AND IMPLEMENTATION OF WORK EDUCATION

Group Name : **Aarogya Rakhshak**

Group members : *Rajeshri, Sneha and Kalpana*

Activity Name : Preparation of Herbal Medicine (A 12)

Steps Taken: (Activities Description)

Care for health was looked in different dimensions of Hair, Skin, digestion and healing of cold and cough.

Preparation : The ingredients for preparation of the herbal medicine were arranged and kept ready.

Orientation: Students were oriented about our rich heritage of Ayurveda and herbal medicine.

Inductive-deductive method: Students were asked to write down about the trees and plants around their college and classify them on basis of their benefits. they were asked which plants can be of medicinal use.

Actual activity:

1. **For Cough** :- After stating the precautions and naming the ingredients, the facilitators asked the students what ingredients they will use for curing cough and how would they use. The facilitators added wherever necessary the points missed out by the students and gave explanations to why to boil the water, grate the ginger, add turmeric, tulsi leaves slightly crushed or honey. So, the students not only understood what and how to make the medicine but why these specific medicines are used. Moreover, the students also pointed out that the medicines or cough syrup in the market has side effects and temporary relief but this medicine will be beneficial for curing the cough as well as would have anti-septic effect. The concoction prepared was then put in a bottle and students were asked to prepare it at home. Students were encouraged to **plant the saplings** of tulsi, ginger root, aloe-vera and other plants used for this in their college compound. Moreover, they were asked to study about how **honey is made** and where in their village they can find about a honey- making unit so as to visit it and acquire pure form of honey. Charts can be made and displayed in the classrooms about usefulness of the ingredients like turmeric, tulsi etc. which are a part of our ancient culture.



For skin: Students prepared a paste for skin care adding aloe-vera gel, extracted from the aloe vera leaves, rose water and almond oil. This acts as a **natural sunscreen** as well as gives a cooling effect. Again, students brought out the importance of using natural herbal products

that we find as **local resources** rather than depending on **chemical loaded skin care products**, as natural herbal products do not have side effects plus suit the tropical climate of our environment. Again students were encouraged to grow aloe-vera and rose plants and nurture it.



2. **For Hair:** Preparing natural oil and shampoo using amla, reetha, shikhai. Students were shown the ingredients and their importance was explained to them, steps were demonstrated to students.

- ☐ Soak 5-6 reetha pods, 6-7 pieces of shikakai and a few amla pods in water overnight.
- ☐ Heat the mixture in the morning and turn the heat off just when it begins to boil.
- ☐ Allow the mixture to cool and blend it into the blender.
- ☐ Strain the mixture and discard the residue of the ingredients.
- ☐ Now use the liquid concoction as a shampoo.



Other Herbal medicinal products

Students were then explained importance of cloves, papaya leaves, jamboon, nilgiri leaves, neem leaves etc.

Critical thinking

Questions were asked to students to compare the market brought expensive shampoos with chemicals loaded in it, to easily available local ingredients in our natural environment which can be made into gentle, unpolluted shampoo. These naturally made herbal shampoo has no side effects or temporary shine but in long run even help in hair growth and slows hair greying.

How can we make, use and sale the herbal medicines at regular use was also discussed with students and pros and cons of herbal medicines.

Tools/ resources used: Ingredients: - Tulsi leaves, rose water, almond oil, aloe-vera gel, turmeric, honey, als, ova, dhana dal, amla, reetha, shikakai, papaya leaves and water. Things: utensils, cooking stove for boiling ingredients in the water, spoon, couple of mixing bowls.

Objectives: (Cognitive, Affective and psychomotor)

1. Cognitive Outcomes

- To acquaint with the natural herbal ingredients available as resources.
- To list the biological names, local names and benefits of the herbal plants, flowers and fruits.
- To explain the benefits of the herbal plants and the multiple uses of the natural elements.
- To examine the difference between chemically loaded medicines and health care products.

2. Psycho motor skills

- Preparation of the concoction for cough , for skin product, for hair was demonstrated.
- Observation of the effect of boiling, roasting and cooling of the products was done.
- Hands-on experience and multi-sensory demonstration was acquired.

3. Affective domain

- Value for ancient Indian science of herbal medicines.
- Value of appreciation of long-term benefits of herbal medicines was acquired
- Appreciation of natural environment and nurturing our earth was deduced.
- Sensitisation to own long term benefits of herbal plants as against short term, temporary gains of chemically loaded products was realized.

Precautions Taken: Check water is not too hot or sizzling for drinking, ingredients should be fresh and clean. Apply the paste for skin first on hand, then apply on face.

Observation: it was observed by the group members that students had good knowledge about some herbal medicines, but were eager to learn about proper preparation methods and techniques. It was also noticed that the students could identify some natural products but were noting down new ingredients and their uses. Students liked making the herbal concoction and skin care paste.

Reflection: Although market made shampoo and skin products were easily available and preparing of natural medicines and care products takes time and efforts , students eventually stated that these were our cultural heritage and has long term benefits without side effects

Student Involvement: The facilitators only created interest by getting the products and explained right ways of making the herbal medicines and products. The students were involved in making the concoction and mixture. Moreover, students added their experiences and knowledge about herbal medicines they were aware of

Follow-up activity:

- **Planting medicinal plants** around the lo It was given as a follow-up activity to plant medicinal plants in their compound and take care of it, make labels of their scientific names and uses and medicinal benefits.
- **Health club** should have regular monthly programs on preparing and storing such herbal medicines.

Self-employment skills: When done on a slightly larger scale with marketing skills, these herbal products in form of powder, oil, shampoo, cough concoction can be sold at reasonable price so students learn about self-employment and self-reliance.

Learning Outcomes Achieved: The cognitive, affective and psycho-motor skills were achieved along with additional values of **respect for local resources** and ancient Indian culture. Multi-sensory, hands-on experiences and **sharing of experiences** plus exchanging more ideas was students felt was their take away. **Skill of making the products**, with alertness to colour, smell and texture was very important to students. And **understanding the knowledge of plants** and its by-products, its hidden medicinal values, its biological name and genre it belongs to.

Student Feedback: Students wrote that they acquired new knowledge about Ayurveda and herbal medicines and strengthened their previous experiences on using these local resources. The side effects of chemical ready-made market products can be avoided which gives only temporary benefits. The students learned more with the techniques of hands-on experience and **multi-sensory effects**.

Artifacts and Images: Actual concoction and cough syrup. Skin care paste- natural sunscreen.



Multi-sensory experience and knowledge of making natural sunscreen products



PLANNING AND IMPLEMENTATION OF WORK EDUCATION

Group Name : **Agni Rakhshak**

Group members : Frances Vaidya, Ankush and Reni

Activity Name : Disaster Management – Fire rescue operations (B19)

Steps Taken: (Activities Description)

Importance of safety measures and rescue operations were considered while training on Disaster management – fire safety

Preparation: The materials required for training on fire rescue and immediate action were arranged and kept ready.

Orientation: Students were oriented about the importance of fire safety, rescue operations and first aid in case of fire.

Inductive-deductive method: Students were asked to write down about knowledge on immediate action to be taken during fire, different types of fire and first aid to be done in case of fire.

Actual activity: Causes of Fire:

1. Cooking equipment

Pots and pans can overheat and cause a fire very easily if the person cooking gets distracted and leaves cooking unattended. Always stay in the room, or ask someone to watch your food, when cooking.

2. Heating:

Due to kitchen fire through firewood, furniture, curtains, clothes and even yourself can catch fire.

3. Electrical equipment

An electrical appliance, can start a fire if it is faulty. A power point that is overloaded with double adapter plugs can cause a fire from an overuse of electricity. A power point extension cord can also be a fire hazard if not used appropriately. Double check the appliances and power points in your home.

4. Curious children

Kids can cause a fire out of curiosity, to see what would happen if they set fire to an object. Keep any matches or lighters out of reach of children, to avoid any curiosity turned disaster.

5. Faulty wiring

Homes with inadequate wiring can cause fires from electrical hazards. Some signs to see if you've bad wiring are:

1. Lights dim if you use another appliance;
2. For an appliance to work, you have to disconnect another;

3. Fuses blow or trip the circuit frequently.

6. Flammable liquids

If you have any flammable liquids in the home or garage such as petrol, kerosene or methylated spirits, keep them away from heat sources and check the label before storing. Be careful when pouring these liquids.

7. Lighting/ Fire-Crackers

Lamp shades and light fittings can build up heat if they are very close to light globes. Check around the house to make sure. Check that down lights are insulated from wood panelling or ceiling timbers.

Safety Drill:

1. Immediately inform the nearest fire station or pull the fire alarm.
2. When evacuating be careful of the doors and other things are not excessively heated.
3. If there is smoke in the air, stay low to the ground, especially your head, to reduce inhalation exposure. Keep on hand on the wall to prevent disorientation and crawl to the nearest exit.
4. Once away and clear from danger, call your report contact and inform them of the fire.
5. Go to your refuge area and await further instructions from emergency personnel.

Fire Safety Precautions and Fire Systems Equipment

Do

- Keep doorways, corridors and egress paths clear and unobstructed. Make sure that all electrical appliances and cords are in good condition. Do not overload electrical outlets. Use surge protected multi-outlet power strips and extension cords when necessary.
Never store flammable materials in your room or apartment.
- Do not tamper with any fire system equipment such as smoke detectors, pull stations or fire extinguishers.
- Do treat every fire alarm as an emergency. If the alarm sounds, exit the building immediately.
- Do remain in your room if you are unable to exit the building safely because of smoke or fire. Keep the door closed and await assistance from the fire department. If smoke is entering under or around the door, stuff damp sheets or blankets in the spaces to help keep smoke out. If possible, open a window and waive or hang a brightly colored towel or garment to notify rescue personnel of your location.
- Do become aware of your neighbors and note if they have not evacuated and tell authorities they are missing and may need assistance.

Don't

- Don't assume that a fire alarm is a test or burned microwave popcorn. Any alarm could be the result of a dangerous fire.
- Don't waste time collecting personal items. Take your keys and yourself to safety as soon as possible.
- Don't use the elevators during a fire emergency; always use the stairs.

Family Fire Drills

- Know the emergency number for your fire department; 9-1-1 is in place in most communities, but not all. Remember to get out first if there is a fire, then call for help once safely outside.
- Teach children who are old enough to understand to stop, drop, and roll if their clothing catches on fire so they can help put out the flames and avoid serious burns.
- Let children help plan a fire escape route. Choose a meeting place outside the home where everyone will gather, and be sure they know never to go back inside a burning building.
- Teach children to always keep stairways and exits clear of furniture, toys, and other obstructions that could slow your escape.
- Practice using your escape route in family fire drills at least twice a year. Make sure others know the route, too.
- Practice what it would be like to escape through smoke by getting down on hands and knees and crawling below the smoke to the nearest exit. Cooler air will be near the floor.
- Once kids have mastered the plan, hold a drill while everyone is sleeping. This will let you know if they will wake up or sleep through the smoke alarm. Even those who wake up may move slowly.

Fire extinguishers

- **Water and Foam**

The Water and Foam extinguisher eliminates a fire by allowing water to take away the heat component of a fire while foam separates oxygen from the fire. A water extinguisher should only be used on Class A fires (Combustibles such as wood, paper, cloth, trash, and plastics). If used on a Class B fire (flammable liquid of gas or paint, flammable gases, such as propane or butane) the discharge could help spread the flammable liquid or gas. If used on a Class C fire (electrical equipment such as motors or kitchen appliances), it could create a shock hazard.

- **Carbon Dioxide**

This type of fire extinguisher takes away the oxygen from a fire and removes the heat with a cold discharge. The Carbon Dioxide fire extinguisher should be used on Class B and C fires. It is not effective on Class A fires.

- **Dry Chemical**

The Dry Chemical Extinguisher removes the chemical reaction of a fire. This is an excellent fire extinguisher because it creates a barrier between the oxygen and fuel elements on Class A fires.

- **Wet Chemical**

The Wet Chemical Extinguisher extinguishes a fire by removing heat and preventing barriers between oxygen and fuel so a fire cannot be re-ignited.

Wet Chemicals are Class K (examples: cooking oils, greases, animal fat, vegetable fat) Extinguishers. This extinguisher is a must-have if you are in the commercial cooking industry. Some Wet Chemical extinguishers can be used on Class A Fires as well.

- **Dry Powder**

Similar to the dry chemical extinguisher, dry powder separates fuel from oxygen or removes the heat element of a fire. Dry powder extinguishers are used on Class D (combustible metal fires) only. They will not be effective on any other type of fire class.

- **Water Mist**

The water mist extinguisher extinguishes a fire by taking away the heat element of a fire. You should mainly use this extinguisher for Class A fires but it is safe to use the water mist extinguisher for Class C fires as well.

Critical thinking

Questions were asked to students about various Do's and Dont's during fire and the immediate action to be taken during fire. It was necessary to orient them to help others too during a fire and take up the first aid so as to remain safe till the rescue operations are done.

Tools/ resources used:

Ingredients: - Sand, Water pipes – water supply, fire extinguishers, slippers, blanket, wet towels.

Objectives: (Cognitive, Affective and psychomotor)

1. **Cognitive Outcomes**

- To acquaint with the natural and manmade disasters such as fire.
- To list the available natural and household fire extinguishers
- To understand the importance of safety measures to avoid fire and the various precautions for the same.

2. **Psycho motor skills**

- Mock drill practice for fire.
- Hands-on experience of various fire safety equipment.

3. **Affective domain**

- Sensitizing the students of the natural hazards.
- Feeling for others during disasters and helping and safeguarding them.

Precautions Taken: Check if the fire extinguishers have the validity and license renewed on a regular basis. The fire extinguishers and other items are kept in places that are easily accessible. Conduct a regular safety audit of the electrical and other appliances.

Observation: It can be observed that the students build in a sense of responsibility and are careful of their actions which may otherwise lead to disaster. Students will be aware of the safety measures and steps to be taken during a fire outbreak.

Reflection: Students can reflect on the various actions, use, misuse and over use of electronic gadgets that lead to fire outbreak. They also understand the misuse of certain kitchen items that may lead to fire.

Student Involvement: The facilitators can create of situations that can help in the smooth conduct of the mock drill

Follow-up activity:

- The students can be oriented of the use of fire extinguishers and other commonly used fire extinguishers
- The students can be also oriented of other disasters which affect them in the society

Self-employment skills: The student can take up mock drill practices at various homes in the rural areas to create awareness.

Learning Outcomes Achieved: The cognitive, affective and psycho-motor skills were achieved along with importance of work education and habitat and shelter. Multi-sensory, hands-on experiences and sharing of few concerns and problems were discussed.

Student Feedback: Students can write their feedback about the experience and various suggestive measures for improvising the same.

Images:



PLANNING AND IMPLEMENTATION OF WORK EDUCATION

Group Name: Guardians of Environment

Group members: Ketki Satpute, Rupali Sadare, Archana Bhopale and Prasad Gurav

Activity Name: Working with Used Bottles and Used Glassware (B.8)

Steps Taken: (Activities Description)

Acquainted the students with the various ways of reusing the used bottles and glassware.

1. Students were told to bring cleaned empty used plastic bottles and glassware.
2. Planning and discussion done for making different articles from used resources.
3. Guidance given to students on how to prepare various articles from used plastic bottles and glassware.
4. Active Participation of students.
5. Activity done under teacher guidance.
6. Activity performed by students as per checklist provided by the teachers.

Preparation: The materials needed for making use of bottles and glassware were arranged and kept ready.

Orientation: Students were oriented about innovative ways of reusing the used bottles and glassware at home and school.

Inductive-deductive method: Students were asked to write down about the different ways that they are aware of using the used bottles and glassware at their home. They were also asked whether they have made any articles of used bottles before and its usefulness.

Actual activity: The used bottles of different shapes and glassware, which the group members and students had already collected, were shown to the students and were made aware of how these can be reused with innovative ways. Reuse is great, but safety always comes first! After stating the precautions, the discussion was held in the group regarding the importance of recycling and why it is needed. In our day to day life we use many pet bottles, glass jars for juice, pickles, soda, water etc. If we simply throw them away, the environment would suffer greatly. Hence the culture of recycling should be kept alive.

The following items were demonstrated by the group members and were actually prepared along with the students.

1. Hanging Planter: A hanging planter was prepared from the used plastic bottle. It was demonstrated how to make a rectangular cut on one side of the bottle with the help of the cutter. Proper holes were made to bottles so that the bottle can be hanged properly. To make it attractive, students were asked to colour it, which they did enthusiastically. After which the mud was filled in the bottle by the students themselves, it was watered and then a small money plant was planted in it. A colourful hanging planter was ready to hang! Suggestions were also given by the students to decorate it in different ways.



2. Bottle Planter: Used Bisleri bottle was cut into 2 parts. The hole was made on the cap of the bottle, a thick Jute thread was passed through it, keeping thread on both sides and the bottle was capped again. The lower portion of the bottle was filled with water. The upper portion of the bottle with cap on it was reversed and filled with mud and kept on top of the lower portion so that the Jute thread hanging should be immersed totally in the water. Little water was sprinkled on the mud to plant a small sapling. The students conducted this entire activity with guidance of the teachers. Initially, students were skeptical about storing the water in the lower portion and were asking questions about how to use it for watering the plant. The students were then explained the mechanism behind it and how there is no need to water the plant till there is water in the lower portion of the bottle. Students were very inquisitive while conducting this activity and were happy to know the innovative way of using the bottle as planter. Students were encouraged to make such planters in their homes, school and colleges and to plant the saplings of medicinal use.

3. Pen Stand: It was demonstrated how a thick based used glass jar or a half-cut plastic bottle can be used as a pen stand. A thin Jute thread, which is a local resource, is used for decorating it. Glue was applied on the outer side of the bottle, step by step, and the Jute thread was rounded tightly around it so that it sticks firmly. Care should be taken that there is no gap between the threads. Students were encouraged to do it on their own, on different shaped bottles and were asked to give suggestions for making it more attractive.

4. Decorative Vase: A small pot with a stand was prepared with the remaining pieces of plastic bottles. Students decorated it with used beads etc. It is multi-purpose vase and can be used for keeping fragrant flowers in it or keeping coins etc. at home.



Other products: Discussions were held on how glass bottles can be used as Bird Feeders, Lanterns, decorative vase, storges etc.

Critical thinking : Questions were asked to students regarding how they can segregate the used bottles, glassware and the different ways in which they can be used again. It was also discussed with the students how the items prepared with used bottles and glassware can be sold through Exhibition-cum-sale. The items can be displayed during festival seasons in exhibitions in local areas, school, colleges etc. Thus, it can become the source of self-employment too, if done systematically.

Tools/ resources used: Used plastic and glass bottles, Jute Thread, Mud, small plants, fabric paints, brushes, sketch pen, glue, scissor, cutter, colour paper.

Objectives: (Cognitive, Affective and psychomotor)

1. Cognitive Domain:

- a) Acquaint him/her with ways of reusing used bottles & used glassware.
- b) Analyse the importance of reusing used bottles and glassware at home & school.
- c) Understand the importance of protecting the environment by reducing the garbage of used bottles.
- d) Enlist the various products which can be prepared through used bottles and glassware.
- e) Formulate different ways of involving the community members in reusing the used bottles and glassware.

2. Psychomotor Domain:

- a) Skill of segregating the used bottles and glassware for reuse and recycling.
- b) Developing persuasive skills to involve the community members in reuse drive.
- c) Use of Creative thinking by making innovative use of bottles and glassware.
- d) Developing artistic skills for decorating the used bottles.
- e) Developing organising skills to involve the community members in 'Reuse Drive'.

3. Affective Domain:

- a) Develop the respect towards Mother nature and environmental protection.
- b) Inculcate social values like team-work, co-operation, tolerance, care for planet.
- c) Develop values like self-esteem, self-reliance and self-confidence through activities undertaken for reuse of bottles and glassware.
- d) Develop a sense of belongingness, responsibility and commitment to the society by respecting available resources and making optimum utilisation of it.
- e) Appreciate the utility of used bottles & glassware to the community and society at large.

Precautions Taken:

1. Glass bottles, Sharp objects etc. must be handled carefully.
2. Hands should be thoroughly washed after handling soil, glue, paints etc.
3. First Aid box must always be kept ready.

Observation: It was observed that students were aware of some of the ways of using used plastic bottles, but not much aware about the use of glass bottles, jars etc. They were eager to know more innovative ideas of reusing glass and plastic bottles. They themselves experimented with new ideas and took part in hands-on-experiences. They enjoyed making the planters and pen stands. They also

interacted well with the group member, gave their own ideas and demonstrated few, thus showed team-spirit well.

Reflection: Students reflected by saying that each of us should take the responsibility of protecting the Mother Earth and work in team in collaboration with community to reuse the available resources. Reuse of used bottles and glassware is one of the strategies for waste management of plastic products. Reuse and recycling of waste and used plastics and glassware is an effective way to improve the environmental degradation and a means to self-employment too.

Student Involvement: The activities were student-centered, making teachers only the facilitators. The facilitators created interest by getting involved in the group activity, giving students hands-on-experiences, interacting by sharing each-others ideas and opinions and making it a successful team-work. It helped students in cultivating values like co-operation, mutual support, self-discipline among them.

Follow-up activity:

- **Making hanging planters and bottle planters** in the college and plant the medicinal plants which will be useful, was given as a follow-up activity.
- **Environmental Club** can be formed by the students through which they can spread awareness in the local community regarding disadvantages of throwing used bottles and glassware in the garbage, its impact on the environment and how they can reuse the used bottles and glassware, thus reducing its adverse impact and becoming the guardians of environment.
- **Exhibition-cum-sale** can be arranged in the local community area where students can sale the items prepared with used bottles and glassware at reasonable price.

Self-employment skills: Students can make various decorative, useful items by reusing used Plastic bottles and Glassware. These hand-made products can be sold in exhibitions at reasonable prices with marketing skills. It's a good source of self-employment.

Learning Outcomes Achieved: The cognitive, affective and psycho-motor skills were achieved along with additional values of **respect for environment and available resources**. The students appreciated the hands-on experiences and innovative ways of reusing the resources.

Exchanging of ideas, able to work as a team, engaging enthusiastically in a productive work were some of their take-aways. Practically making the products with artistic sense, its usability with appreciation of nature was liked the most by the students.

Student Feedback: It strengthened student's previous knowledge and helped them acquire new knowledge and awareness of reusing used bottles and glassware in a very efficient way. It gave them an opportunity to experiment with their new ideas and see the end-results.

Images:



PLANNING AND IMPLEMENTATION OF WORK EDUCATION

Group Name: Sustainable Development

Group members: Dr. Jayesh Jadhav, Mrs. Falguni Shah, Dr. Shadab Palojji

Activity Name: (B-8) Working with used bottles and used glassware

Steps Taken: (Activities Description)

1. Basic Objectives Building:

- i) awareness of alternative use of plastic and glassware
- ii) skill of creating new articles with the use of plastic and glassware
- iii) develop a sense of belongingness, regard for garbage pickers, power of right words to build right attitude

- Orientation Phase:** A documentary, was shown to the students, which was on the hazards of garbage (plastic/ glass related)

3. **Execution Phase:** here the students were made to work with used plasticware and glassware

Actual activity:

- I) The bigger group was divided into smaller team of 2's
- II) Students were asked to collect used plastic and glass items from there surrounding
- III) They were also supplied with some of the articles and many decorative items
- IV) Students classified the used articles in various categories according to their usability
- V) Cleaning of the waste products was done for which gloves were used

The tools used for the activity were the following:

- Plastic and Glassware
- Video (documentary)
- Decorative items
- Satin ribbons
- Glue
- Dori
- Newspaper
- Chart papers
- Colours (any that were readily available)
- Scissors
- Glove



Objectives: (Cognitive, Affective and psychomotor)

1. Cognitive Outcomes:

- Predict the danger that our planet and future generations will encounter due to indiscriminate use of plastic and glass
- Identify the alternative use of plastic and glass products
- Understand his/ her role in reusing and reducing plastic and glass products
- Analyze the importance of segregating the waste products

2. Psycho motor skills

- Skill of classifying the waste product
- Use creative thinking for devising innovative materials with used plastic and glass thing
- Using organizing skills to make people aware and initiate the reduce of plastics

3. Affective domain

- Develop a sense of belongingness,
- Regard for garbage pickers,
- Power of right words to build right attitude
- Appreciate the utility of the recycled and reused products
- Inculcate teamwork and collaborative spirit

Precautions Taken:

- Cleaning of the used articles
- Safety measures (use of scissors, paints, gloves etc.) before making articles
- Needs to check the economic capacity(time, energy , money being spent)
- Washing of hands after the work is done

Observation: students were very excited and eager to learn and know about the reuse of waste materials. They themselves were quite creative and knowledgeable and added to the ideas presented. It was in true sense experiential as we progressed with the activity. A mutual teaching learning process was seen happening and very constructive in nature.

Reflection: there are so many such articles which we find around us at home and in work environment which can be reused and recycled but we often ignore. We also realized that young generation is not less aware and are keen on working towards saving environment

Student Involvement: students were already very proactive in the activity that was taken up. The teachers worked as collaborators with the students and made the work easier for them, providing expected guidance. Students did bring in new ideas and were using HEAD, HEART & HAND very well.

Follow-up activity:

- An anthem for environment was given to the students for creating sensitivity and awareness among their fellow mates
- They were also provided with chart paper to display their work and learning as a reminder for all to reuse, recycle and reduce

Self-employment skills: if the articles are cleaned well and done with more finishing, they are saleable. They can be marketed for in cheaper price than the expensive items that we find in malls and gift shops. It will also bring in the authenticity of designs and useable items. The idea of entrepreneurship is a possibility with such things

Learning Outcomes Achieved: The cognitive, affective and psycho-motor skills were achieved along with additional values of respect for recycled and reused products. Multi-sensory, hands-on experiences and sharing of experiences plus exchanging more ideas was students felt was their take away. Skill of making the products, with the available resources was of extreme importance. Understanding the knowledge of hazards caused by the plastic and glass waste and taking control of it made the students feel more responsible



Principles of “*Reuse and Reduce*”



Student Feedback: Students wrote that they acquired new knowledge about various hazards of the plastics and glass and also how it could be reused and reduced. The students learned more with the techniques of hands-on experience and **multi-sensory effects**.



PLANNING AND IMPLEMENTATION OF WORK EDUCATION

Group Name: Jeevansangini

Group members: Dr.Vidyullata Kolhe, Dr.Rachana Patil, Prof.Pooja Khadye

Activity name: Health, Sports and Physical Education FIRST AID AND NURSING

Steps taken: (Activities description) Before administering care to an ill or injured person, check the scene and the person. Size up the scene and form an initial impression.

Preparation: The materials required for training on first aid and nursing an immediate action were arranged and kept ready.

Orientation: Students were oriented about the importance of first aid and nursing. Inductive-deductive method: Students were asked to write down about the knowledge on immediate action to be taken during first aid, different types of first aid to be done in case of different accidents.

ACTUAL ACTIVITY: (Through Role Play)

- 1) SNAKE BITE IN THE SCHOOL COMPOUND.
- 2) WHILE DOING SOME WORK AT HOME IF YOU FALL FROM A TABLE AND YOU HAVE A FRACTURE.
- 3) ELECTRIC SHOCK
- 4) IF ANYONE HAS HIGH FEVER IN THE MIDNIGHT.

IMPORTANCE OF FIRST AID BOX:

The various gauzes, dressings and bandages found in a first aid kit have different uses. Some of these include: Adhesive strip dressings – small strips of gauze attached to a sticky backing. These dressings are used for minor cuts and skin injuries.

• First aid box

A first aid kit is a box or bag that contains the necessary items for providing emergency care. It is important to have first aid kits, because they allow someone who is injured, to be rapidly treated with basic first aid, before they can be properly treated at the local hospital.



- **Reasons to keep a first aid kit:** Prevent infection, Prevent excessive blood loss, Prevent scarring, Prevent an acute injury from becoming a chronic problem and Prevent death.

DO'S

- Reassure victim that help is on the way
- Check victim's status regularly
- Use direct pressure to stop bleeding
- Check to see if victim's airways are clear
- If no pulse or respiration, start CPR
- To prevent transmission of disease, use latex gloves
- Keep victims in shock warm (use blanket, etc.)
- Assume spinal injury when blunt force trauma is present
- Raise head if bleeding in upper torso area
- Raise feet if bleeding in lower torso areas • Flush all burns and chemical injuries with clean water

DON'TS

- Don't move the victim unless absolutely necessary
- Always suspect "spinal injury" (and don't move the victim)
- Don't set fractures and breaks (simply immobilize the victim)
- Don't apply a tourniquet (use "direct" pressure to stop bleeding)
- Don't remove items imbedded in the eye (cover with a Dixie cup)
- Don't use burn ointments.

CRITICAL THINKING:

Questions were asked to students about various Do's and Don'ts during first aid and the immediate action to be taken during the same. It was necessary to orient them to help others too during an accident and taken up First aid so as to remain safe till the ambulance/Doctor arrives.

TOOLS/RESOURCES USED:

All the material required for the first aid box is: -

- 1) Cotton Bandage
- 2) Dettol/Savlon

- 3) Iodex
- 4) Sopramycin (Antiseptic cream)
- 5) Band aid
- 6) Scrap bandage
- 7) scissors (Should not be rusted)
- 8) Blade (Should not be rusted)
- 9) Burnol
- 10) Cotton

OBJECTIVES: (Cognitive, Affective and psychomotor)

1. Cognitive Outcomes

- To acquaint with information related to First Aid and Nursing.
- To understand the importance of First Aid and Nursing.
- To list the items to be kept in updated and well equipped First Aid box.
- To make students aware about Do's and Don'ts of First Aid and Nursing.
- To explain the benefits of First Aid given to victim prior actual medical help.
- To understand the importance of safety measures to avoid accidental incidents and various precautions for the same.

2. Psycho motor skills

- Preparation of updated, well equipped First Aid box for various accidental situations.
- Mock drill practice/ Actual use or implementation of first aid box at accidental spots.
- Role play/ Dramatization/ Enactment skills were acquired through small skits on different situations.
- Hands-on experience of various first aid equipment.

3. Affective domain

- Sensitizing the students of the accidental incidents.
- Social skills like co-operation, mutual understanding, sympathy, empathy, affection were developed as First Aid demonstrations were shown through skits.
- Feeling for others during accidental incidents and helping and safeguarding them.
- Humanitarian and moral values were inculcated through different role plays.

PRECAUTIONS TAKEN:

It is important to always check the scene and ensure your safety first.

1. Your safety is first, so leave the scene if you are at risk.
2. While helping the victim, protect yourself from transmission of possible diseases.
 - Use preventive breathing barriers / personal protective equipment (PPE) when available.
 - Try to cover your own cuts, sores, wounds, and any skin conditions with a bandage before responding.
3. Use disposable gloves to avoid direct contact with blood / bodily fluids
4. Washing your hands properly is extremely important. Always use soap and water after removing your gloves.
5. If you suspect that a victim has suffered a spinal or neck injury, do not move or shake the victim.

OBSERVATION:

It can be observed that the students build in a sense of responsibility and are careful of their actions which may otherwise lead to disaster. Students will be aware of the safety measures and steps to be taken during an accident.

REFLECTION:

Students can reflect on the various actions like now they can help any victim and provide them first aid treatment which has met with an accident.

STUDENT INVOLVEMENT:

The facilitators can create of situations that can help in the smooth conduct of first aid.

FOLLOW –UP ACTIVITY:

The students can be oriented of the use of first aid and other community used first aid box. The students can also be oriented of the accidents and how to react to it which affect them in a society.

SELF-EMPLOYMENT SKILLS:

The student can take up first aid drill practices at various homes in the rural areas to create awareness.

LEARNING OUTCOMES ACHIEVED:

The cognitive, affective and psycho-motor skills were achieved along with importance of work education and habitat and shelter. Multi-sensory, hands-on experiences and sharing of few concerns and problems were discussed.

STUDENT FEEDBACK:

Students can write their feedback about the experience and various suggestive for improving the same

IMAGES:-



Planning and implementation of the work Education

Group Name -New India

Group Member-Dr.Rekha Jagadale, Rekha ,Shahaji Nikalaje

Activity Name- Plumbing and plannatation

Steps Taken:(Activities Description)

- 1) Plannatation and water supplies.
- 2) To provide drinking water to birds and tress.
- 3) Best out of waste- Making paper bag

Preparation: planatation Dr. Rekha Adsul and Shahaji Nikalaje collected students and went on ground. Rekha madam has bought some flowering plants for plantation. For planatation we don't have any equipment we look for stick to dig the ground for planatation. We planted tress and for water supply to that plants we had applied a trick . We took big besleri water bottle, made a hole in cap through which a thread(sutli) has been passed and water bottle was placed at certain height . With the help of thread water supply to plants was taken place.

2) To provide drinking water for birds and tress. We took bisleri water bottle and cut it from the top. We hanged the bottle up and placed proper sticks so that birds can sir and drink water also we made a hole in a cap of bottle through which a thread has been passed and one end of thread in in the bottle and the other end is been placed at the bottom near plant so that even they can receive water from the same bottle.

3) Best out of waste: News paper bag
We took news paper and cut it in the shape of bag and stick it with fevicol and properly made a bag.

Objectives:

1) Cognitive Domain:

- a) to develop knowledge and importance of trees in human life.
- b) to develop knowledge about planatation.
- c) to develop knowledge about how to provide water for trees and birds in hot and humid climate.
- d) to develop knowledge about how to make paper bags.

2) psychomotor:

- a) to develop skills for the planatation
- b) to develop skills and techniques to provide water for trees and birds

3) affective domain:

- a) to develop positive attitude about the environment
- b) to develop positive and kind attitude towards birds and trees.
- c) to develop different skills for best out of waste

Precautions taken:

While planting trees we informed study to take care about soil so that they should not affect their eyes and also while cutting papers we informed students to cut the papers consciously so that they should not get gutted.

Observation:

After showing how plant trees the students performed this activity with proper enthusiasm and promised us to take care of all the plants.

Reflection:

They took an oath that in future they will provide water for birds and also, they will plant more and more trees. That also assured that they will try use waste materials to make the best out of it.



Day-5/ Session-1

Date:04/05/19

Day five started with the field report presentation by different groups. Every group presented their report with great zeal and enthusiasm as every group could sense that the objectives of Faculty Development Programme were achieved.

Few objectives of faculty development programmes are listed below...

- 1) To understand the historical perspective of local community engagement, work education, experiential learning and Nai Talim practice in India.
- 2) To study and understand the changing profile of local economy, polity and community in Rural India.
- 3) To study rural education and infrastructure needs and align them with the education programmes.
- 4) To understand the new village technology interface in terms of information, participatory processes, mainstream and alternative technologies in agriculture, rural livelihoods and industries and communication for promoting student-community participative learning.
- 5) To provide practical opportunities for students for participation in community mobilization, service engagement and empowerment activities along with trained resident community volunteers.
- 6) To promote preparation and implementation of community engagement and work education plan for identified, mutually agreed and prioritized aspects.

After their presentation, participants of the FDP also shared their views about how the objectives of the workshop were attained and desired that such type of programmes should be conducted to orient the faculty with latest developments in the field of teacher education.

After the presentation, the session moved with the valedictory address by Dr. Sunita Magre, I/C Director, Thane Sub-Campus, University of Mumbai and Chairperson, Board of Studies, Education, University of Mumbai, who reiterated that rural concern is the first step, defining clear, high standards which will be achieved by all students while they study for Rural India. Dr. Sunita Magre also spoke about our roles as the ever-widening contours for 'Experiential Learning.' She also added a flavour to the programme by addressing that such programs would help the teachers to bring in changes in the existing teaching learning process as per the demand of the 21st century.



**Valedictory Session:
Nai Talim – “the
spearhead of a silent
social revolution”**

After the valuable session, finally the day-5 ended with the certificate distribution,,, certifying that we have successfully completed the 5 Days FDP with a great take away.

Achievement



Thus, *Nai Talim* is ultimately directed at changing *qualitative and/or quantitative* factors of learning outcomes:

- Qualitative: better knowledge, more effective skills, important competencies, character development, values, dispositions, effective job placement, and job performance.
- Quantitative: improved learning parameters such as test results, volume of information learned, amount of skills or competencies developed, college enrolment numbers, measured student performance, retention, attrition, graduation rate, number of students in class, cost, and time efficiency.



Glimpses of Faculty Development Programme



Faculty Development Programme



Field visits to villages promoting continuous rural engagement are essential for building rural resilience.



Mahatma Gandhi National Council of Rural Education
(Formerly National Council of Rural Institutes)
Department of Higher Education, Ministry of Human
Resource Development, Government of India,
#5-10-174, Shakar Bhavan, Ground Floor, Fateh Maidan
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5-Day Faculty Development Programme (FDP) on Nai Talim, Experiential Learning and Work Education in School and Teacher Education Curriculum in collaboration with University of Mumbai held from April 30th to May 4th 2019 t Thane Sub Campus, University of Mumbai.

List of Participants

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Programme Schedule

5-Day Faculty Development Programme (FDP) on Nai Talim, Experiential Learning and Work Education in School and Teacher Education Curriculum in collaboration with University of Mumbai held from April 30th to May 4th 2019 at Thane Sub Campus, University of Mumbai.

FACULTY DEVELOPMENT PROGRAMME

Day I: 30/4/2019

1. Registration and Inauguration: 10-11.30am
2. Introduction and expectation sharing: 11.45-12.15pm
3. School and Community Engagement process: 12.15-1.30pm
4. Break: 1.30-2.30pm
5. Gandhiji Tolstoy Farm and Nai Talim: 2.30-4.00pm
6. Nai Talim patterns in India: 16.15-17.30pm

Day II: 1/5/2019

1. Sharing of video presentations : 10-10.45am
2. Education relating to life- work education and its implications: 10.45-12.00noon
3. Nai Talim for school curricular areas: 12.00-1.15pm
4. Break: 1.15-2.00pm
5. Nai Talim for school curriculum: 2.30-3.30pm
6. PRA and PLA methods: 3.45-5.30pm

Day III: 02/5/2019

1. Analysis of B.Ed Curriculum and preparing word education activities: 10-12 noon
2. Presentation on B.Ed experiential learning activities 12noon- 1.00pm
3. Break: 1.30-2.30pm
4. Sample B.Ed experiential learning activities : 2.00-4.00pm

Day IV: 3/5/2019

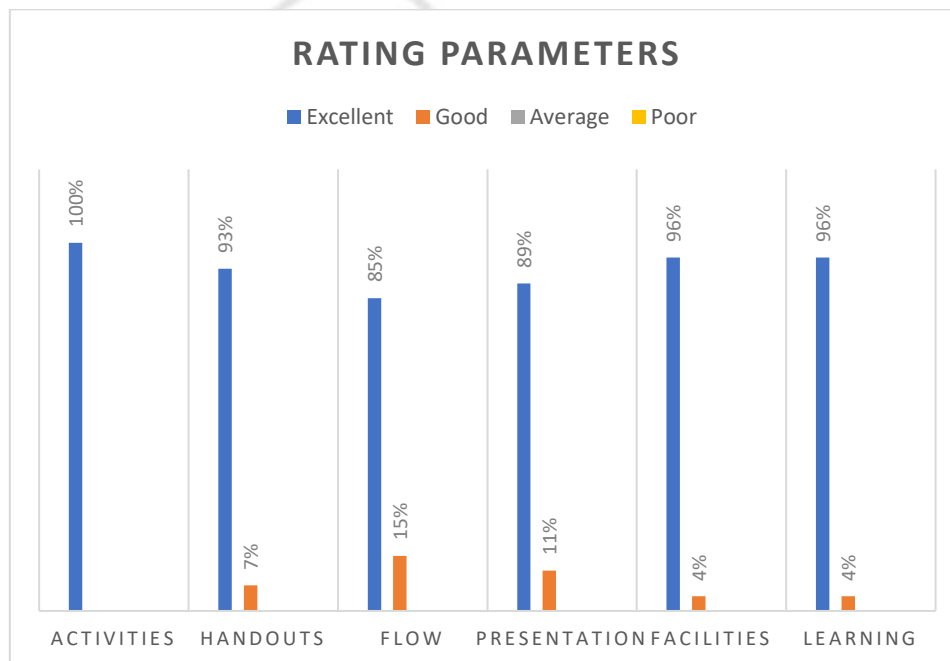
1. School and College visit (field visit)

Day V: 4/5/2019

1. Report writing and Presentation: 10am-12.00noon
2. Valedictory and certificate distribution: 12noon- 1.00pm
3. Lunch 1.00-2.00pm

Feedback from Participants

Feedback form had parameters like activities, handouts, flow, presentation, facilities, learning. And they were rated on 4-point rating scale.



Tentative Scheme of feedback parameters

Feedback from the participants	Excellent	Good	Average	Poor
1. The activities conducted in the work Were:	100%	0%	0%	0%
2. The handouts distributed in the work shop were:	93%	7%	0%	0%
3. The flow of the programme was:	85%	15%	0%	0%
4. The presentations in the programme were:	89%	11%	0%	0%
5. The facilities provided in the programme were:	96%	4%	0%	0%
6. The learning process in the Programme was:	96%	4%	0%	0%

Majority all the participants gave the feedback saying that many such Faculty Development Programmes should be organized

