



Gandhiji's Philosophy

Nai Talim

Gandhiji's Philosophy

- Belief in the essential unity of man and of all that lives
- Truth is God and God is Truth
- Truth is the end and Non-Violence is the means
- I have no God to serve but Truth
- Regarded his own life as an Experiment with Truth
- Believed in a universal community without barriers of caste, creed, colour, wealth and power.
- Man's ultimate aim is the realisation of God
- Simple Living and High Thinking
- Ram Rajya - using Truth and Non Violence

Gandhiji's Basic Scheme of Education

- Embodiment of his basic ideal of an ideal society
- Implied a program of social transformation
- Fusion of Naturalism, Idealism and Pragmatism
- Naturalistic in its setting, Idealistic in its aim, Pragmatic in its method
- Total development of the human personality through education
- Education is not literacy alone
- Education is a quest for Truth and Non Violence
- Education is training of the mind and body leading to an awakening of one's soul
- Sarvodaya Samaj - a democratic society with characteristics of peace

Gandhiji's Nai Talim

- Aim 1 : Vocational Efficiency
- Aim 2 : Cultural Development
- Aim 3 : Spiritual Development
- Aim 4 : Character Development
- Work Education through Economic activities and Craft based education
- Students should be inculcated with desirable values of culture
- Emphasised education of the 3 H's : Hand , Head and Heart
- Moral virtues like Righteousness, Integrity, Self Restraint, Purity of Character should be cultivated
- Self realisation should be the ultimate goal of education

Nai Talim Abhiyan

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

Mahatma Gandhi National Council of Rural Education

Department of Higher Education

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Where there is Rural Awakening
There is Universal Prosperity

Nai Talim and Work Education through Community Engagement National Consultative Workshops



Participants from all States and Union Territories

- Policymakers
- Administrators
- Training Consultants
- Research Officers
- Principals/Deans/Heads of Departments/
Senior Lecturers/Faculty Members from
Departments/Schools of Education of
Central, State and State Headquarters'
Universities
- National-level Institutes dealing with
Educational Planning, Training and
Research, including NIEPA, IGNOU, CBSE,
NCERT, SCERTs, DIETs and Coordinators of
Education



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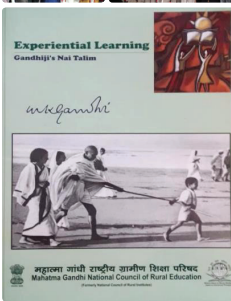
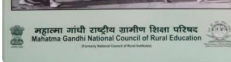
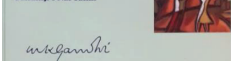
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एक कदम स्वच्छता की ओर

Experiential Learning: Gandhiji's Nai Talim : Book Launch in 13 Languages



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Nai Talim Course Framework

- ✍ Community Engagement Process
- ✍ Gandhiji's Ideas on Education
- ✍ Nai Talim Patterns in India
- ✍ Nai Talim and NCF 2005, RTE 2009, NCFTE 2010 and NEP 2019
- ✍ Education relating to life – Work Education and its implications
- ✍ Nai Talim for School Curriculum
- ✍ PRA and PLA Techniques
- ✍ Rural Community Engagement Processes
- ✍ Experiential Learning Activities for B Ed Curriculum
- ✍ Promoting Swachhta and Dignity of Labour
- ✍ Strategic Issues in Nai Talim and Way Forward
- ✍ Strategic Issues in Community Engagement & Way Forward

Nai Talim Capacity Building Methodology

Dialogic Method: Small Group Exercises	Content Analysis	Video Analysis
Audio Recordings	Case Studies	Field Visits
Rural Immersion	Simulation	Pair Work/Working in Dyads/Triads
Activities related to Work Education and Dignity of Labour	Report Writing	Report Presentation

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Where there is Rural Workings
There is Universal Prosperity

National Nai Talim Week : 26 Sept to 2 Oct

- ⇒ Honor any local worker or craftsman or shopkeeper or farmer
- ⇒ Plan and visit neighborhood work place and participate in the work of any trade or occupation or profession there
- ⇒ Conduct Swachh campus programme with dust bin culture management and toilet upkeep
- ⇒ Initiate seed collection, plant protection and plant growth monitoring in the school
- ⇒ Demonstrate the use and maintenance of any equipment, cycle, cooker, mixie, electric iron etc.
- ⇒ Demonstrate and practice use of screwdriver, lock and key, spanner, cutting pliers and scissors
- ⇒ Demonstrate and practice use of tape to measure the school building and open space
- ⇒ Participate in kitchen related tasks including vegetable cutting, cooking, serving in school and at home
- ⇒ Demonstrate and practice use of First Aid box and Emergency Medicine
- ⇒ Preparation and maintenance of the Accounts- Income and Expenditure for any programme
- ⇒ Participate in local agricultural operations, poultry, dairy farm, fishery and collect information through them



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Where there is Rural Awakening
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Nai Talim Typologies

- ⇒ Rural Engagement
- ⇒ Swachhta
- ⇒ Dignity of Labour
- ⇒ Gender Equity



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Where there is a Will, there is a Way
Where there is a Will, there is a Way
Where there is a Will, there is a Way



National Conference of Nai Talim Educators



Chief Guest :

Shri Venkaiah Naidu

Hon'ble Vice President of India



Participants :

- ⇒ 22 from Central Universities
- ⇒ 97 from State Universities and SCERTs
- ⇒ 19 Action Researchers

“Our country simply cannot realize its full potential if half of the population is not able to contribute meaningfully to economic development and are not given opportunities for personal fulfilment and career growth. Gandhiji’s Nai Talim promotes dignity of labour and social equality and the harmonious combination of the body, mind and soul is practiced. Achieving this harmony is indeed the essence of education: harmonious development of different faculties and the ability to live in harmony with nature.”

Shri Venkaiah Naidu
Honourable Vice-President of India



“Nai Talim is equated to 3Hs and is the same as 4 pillars of UNESCO and the 4Hs of Abraham Lincoln-Head, Heart, Hand, Healthy Lifestyle. The 4-pillars deal with the process of learning (to learn, to do, to be, to live together.”

Dr T Karunakaran
Mentor, MGNCRE

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Nai Talim : Faculty Development Programmes at Universities



Mahatma Gandhi Kashi Vidyapith Varanasi, Uttar Pradesh



University of Burdwan, West Bengal



MGU Nalgonda



Bharatheeya Vidhya Niketan Palakkad Kerala



Bora Institute of Management Sciences, Lucknow, UP



Kurukshetra University, Haryana



Lucknow University, UP



Pt Ravishankar Shukla University Raipur Chhattisgarh



Rajiv Gandhi University, Itanagar, Arunachal Pradesh



RTMNU Nagpur Maharashtra



Savitribai Phule Univ Pune, Maharashtra



Shivaji University Kolhapur Maharashtra



Tripura University Agartala, Tripura



Acharya Nagarjuna University, Guntur, AP



Tamil Nadu Teachers Education University, Chennai

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Nai Talim: Minor Research Projects & Workshops

Minor Research Projects

S No	State	No. of Interns
1.	Andhra Pradesh	6
2.	Arunachal Pradesh	2
3.	Assam	7
4.	Delhi	7
5.	Haryana	7
6.	Jammu & Kashmir	6
7.	Jharkhand	4
8.	Kerala	3
9.	Maharashtra	14
10.	Manipur	3
11.	Odisha	1
12.	Puducherry	1
13.	Sikkim	1
14.	Telangana	14
15.	Uttar Pradesh	7
16.	West Bengal	7
Total		90

Nai Talim Workshops



MGNCRE proposed innovative workshops in all the DIETs on Gandhiji's Nai Talim/Experiential Learning. The DIET level workshop focused on undertaking certain work education activities, relating to

- (i) Community engagement,
- (ii) Productive work,
- (iii) Health - hygiene - nutrition - sanitation,
- (iv) Life skills and
- (v) Character building.

The main objectives of the workshops were:

- (i) To commemorate Gandhiji's philosophy and ideas on education and community development
- (ii) To re-dedicate for the cause of an inclusive and equitable society.

59 Workshops
PAN India

North East India- 08 Workshops

Western India - 09 Workshops

East India- 06 Workshops

North India- 07 Workshops

Central India - 02 Workshops

South India - 27 Workshops



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सत्यमेव जयते



Where there is Rural Awakening
There is Universal Prosperity



Nai Talim : Action Research Projects



Sl.No.	Name of the Researcher	Title of the Project
1	Sri C. Anbarasan, Lecturer, DIET Salem	Enhancing Reading Ability In Tamil Among The Primary School Children Of Narikoravars Community Through Multi-media Package And Experiential Learning Approaches
2	Dr. Rajyalakshmi, Asst. Professor, Amity University, Noida, U.P	Improving Science Learning Through Implementing Hands-On Experiments, Projects At Primary Level In Gautam Buddha Nagar
3	Dr. B. Sreejith, Research Officer, SCERT, Kerala	Developing Speaking Skills In English Among Tribal Children In Kerala Through Adopting Experiential Learning Approaches
4	Dr. Seema Pusadkar And Urmila Hadekar, State Institute Of Science Education Nagpur	Introducing Waste Management Practices In Zilla Parishad Primary Schools
5	Sri Prabhakar Pusadkar, Co-Ordinator, Nai Talim Samiti, Seva Gram, Wardha	Learning Language Skills, Mathematical Operations And Science Concepts Through Kitchen Gardening In Basic Education
6	Mr. T. Prabhakaran, Sr. Lecturer DIET, Uthamacholapuram Salem	Developing Natural Dye-Painting Skills Among 8th Standard Rural Girls In Sankari Block At Salem District
7	Dr. E. Maanhvizi, Lecturer, DIET Uthamacholapuram Salem	Edification Of Intervening Factors In Mosquito Breeding Among The Rural Students And Eradicating It Through Experiential Student Initiatives
8	Mr. Kulveer Singh Dangi, Asst. Prof. Diet, Rohtak, Haryana	Irregularity In Classroom Attendance At Middle Level In Government Schools - Improving Class Room Attendance Through And Parent Mobilization.
9	Mrs. Mahalakshmi, Lecturer, DIET Uthamacholapuram Salem	Eradicating Anaemia Among Adolescent Females At Veeragoundanur Panchayat In Pethanaickenpalayam Block, Salem District, Tamilnadu
10	Dr. Samapika Mohapatra, Associate Professor And Head, Centre For Development Studies, Central University Of South Bihar, Gaya	Improving Class Room Teaching Through 'Tola Sewaks' In 'Uthaan Kendras' Using Experiential Learning Approaches And Its Impact On Mahadalit Children's Education: A Case Study Of Mushahar Village Children In Banke Bazar Block Of Gaya District Of Bihar.
11	Prof B L Sah, Director, UGC - HRDC - Kumaun University, Nainital, Uttarakhand	Opportunities For Community Partnerships To Enhance Local Resilience To Climate Change In Kumaun Himalayas
12	Dr. S Veena, Asst. Professor, Dept Of Education, Annamailai Univ.	Avoidance Of Plastic Use And Vocabulary Building Through Experiential Learning Among School Students
13	Mohammad Mustafa Bhat, Diets, Pulwama (Pampore), Kashmir (J & K)	Empowering Teachers On Nai Talim /Experiential Learning For Effective Transaction Of School Curriculum Subjects
14	Dr. G. Madhusudhana, Sr. Lecturer, Diet, Ranipet Vellore District	Empowering Rural School Students In Carrying Out Household Electrical Repairs And Maintenance Of Utility Appliances
15	N. Vidhyageetha, Lecturer, Diet, Aduthurai, Thajavur, T N	Using Experiential Learning Methods i.e., Experiments, Projects As A Method To Improve Learning Science
16	Pawan Kumar Ray, Asst. Professor, Harkamaya, College Of Education, Gangtok, Sikkim	Implementing Learning By Doing Method In Elementary Mathematics Class Rooms To Improve Learning Mathematical Concepts - Action Research
17	Dr. N Srinivas, Assistant Professor, Department Of Education, Dr. B R Ambedkar University, Etcherla, Srikakulam	Integration Of Teaching Learning Material In Experiential Learning In Mathematics Teaching For Secondary School Students : A Study
18	Mrs. S K Santhi Murugesan, Lecturer Diet Krishnagiri, Tamilnadu	Improving Drawing And Painting Skills Among Pre-Service DIET Students As A Part Of Art And Cultural Education Curriculum - Action Research
19	B. Lavanya, Asst. Prof, CBIT - Gandipet, Hyderabad	Preparing Rural Girl Students For 21st Century - Improving 21st Century Skills Through Experiential Learning Based Approaches.
20	Ms. Gunda Swathi, Teaching Assistant Department Of Geoscience, Dr B R Ambedkar University, Srikakulam	Scientific Analysis Of The Soils Of The Farm Fields Of Adapaka Village, Laveru Mandal, Srikakulam, Andhra Pradesh - Secondary School Students

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सत्यमेव जयते



Where there is Rural Awakening there is Universal Prosperity

Nai Talm Abhiyan : Key Activities

Guiding Light



National Consultative Workshops

Roundtables

Master Trainers' Development Programmes

National Conference for Educators

FDPs at various University Depts of Education

Minor Research Projects

Curriculum Development Workshops at Universities/ SCERTs

Action Research Projects

Nai Talm Calendar

Innovative Workshops

Nai Talm Week

Nai Talm Abhiyan Team



Nai Talm Abhiyan

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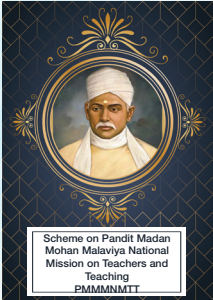
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Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)

Faculty Development Centre

Mahatma Gandhi National Council of Rural Education (MGNCRE)



Scheme on Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching
PMMMNMTT

The Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) is a Central Govt Scheme with All- India coverage.

The objective of PMMMNMTT is to improve the quality and ensure excellence in education. Faculty Development Programmes are essential and desirable to create a pool of talented teachers in higher education. Amongst the 30 centres under PMMMNMTT to host this initiative, the Faculty Development Centre of Mahatma Gandhi National Council of Rural Education, MHRD, Government of India at Hyderabad organised Faculty Development Programmes in Universities/Colleges and Higher Educational Institutions.



Modules

- » Roles and Responsibilities of a Faculty/ Academics in Higher Education
- » University Structure and Functioning
- » Curriculum Design and Content Development
- » Pedagogic Techniques and Teaching and Learning Methods
- » Assessment and Evaluation
- » Research in Higher Education
- » Personal-Emotional Development and Counselling
- » ICT: Effective Use of Technology for Teaching, Learning and Evaluation
- » E-Content Development & MOOCs
- » University Governance and Administration
- » Academic Leadership
- » Strategic Planning and Management



Nai Talim Abhiyan Master Trainers' Development Programmes State Councils of Educational Research and Training (SCERTs)

Master Trainers' Development Programmes at SCERTs

1. Agartala, Tripura
2. Aizawl, Mizoram
3. Bengaluru, Karnataka
4. Defence Colony, New Delhi
5. Dehradun, Uttarakhand
6. Gangtok, East Sikkim
7. Gurugram, Haryana
8. Guwahati, Assam
9. Imphal, Manipur
10. Itanagar, Arunachal Pradesh
11. Kohima, Nagaland
12. Lucknow, Uttar Pradesh
13. Mohali, Punjab
14. Nungambakkam, Chennai, Tamil Nadu
15. Puducherry
16. Pune, Maharashtra
17. Raipur, Chhattisgarh
18. Ratu, Ranchi, Jharkhand
19. Shillong, Meghalaya
20. Srinagar, Jammu and Kashmir
21. Thiruvananthapuram, Kerala



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