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 (PMMMNMTT)
Mahatma Gandhi National Council of Rural Education
Department of Higher Education
Ministry of Human Resource Development, Government of India
Hyderabad - 500004
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
Experiential Learning: Gandhiji’s Nai Talim: Book Launch in 13 Languages
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

<table>
<thead>
<tr>
<th>Dialogic Method: Small Group Exercises</th>
<th>Content Analysis</th>
<th>Video Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Recordings</td>
<td>Case Studies</td>
<td>Field Visits</td>
</tr>
<tr>
<td>Rural Immersion</td>
<td>Simulation</td>
<td>Pair Work/Working in Dyads/Triads</td>
</tr>
<tr>
<td>Activities related to Work Education and Dignity of Labour</td>
<td>Report Writing</td>
<td>Report Presentation</td>
</tr>
</tbody>
</table>
National Nai Talim Week: 26 Sept to 2 Oct

- Honor any local worker or craftsman or shopkeeper or farmer
- Plan and visit neighborhood workplace and participate in the work of any trade or occupation or profession there
- Conduct Swachh campus programme with dustbin 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
Nai Talim Typologies

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

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Some Glimpses of Nai Talim in Media

Nai Talim Abhiyan
Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)
Mahatma Gandhi National Council of Rural Education
Department of Higher Education
Ministry of Human Resource Development, Government of India
Hyderabad - 500004
National Conference of Nai Talim Educators

“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 the same as 4 pillars of UNESCO and the 4H idea 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

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

Participants:
- From Central Universities
- From State Universities and SCERTs
- Action Researchers

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Department of Higher Education
Ministry of Human Resource Development, Government of India
Hyderabad - 500004
Nai Talim: Faculty Development Programmes at Universities

Mahatma Gandhi Kashi Vidyapith, Varanasi, Uttar Pradesh
Bharatheeya Vidhyashram, Palakkad, Kerala
Lucknow University, Uttar Pradesh
Pt Ravishankar Shukla University, Raipur, Chhattisgarh
RTMNU Nagpur, Maharashtra
Tripura University, Agartala, Tripura

University of Burdwan, West Bengal
Bera Institute of Management Sciences, Lucknow, UP
Kurukshetra University, Haryana
Pt Ravishankar Shukla University, Raipur, Chhattisgarh
Savitribai Phule University, Pune, Maharashtra
Shivaji University, Kolhapur, Maharashtra

Rajiv Gandhi University, Itanagar, Arunachal Pradesh
Bora Institute of Management Sciences, Lucknow, UP
MG University, Nalgonda

Acharya Nagarjuna University, Guntur, AP
Tamil Nadu Teachers Education University, Chennai

Nai Talim Abhiyan
Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)
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Hyderabad - 500004
## Nai Talim: Minor Research Projects & Workshops

### Minor Research Projects

<table>
<thead>
<tr>
<th>S No</th>
<th>State</th>
<th>No. of Interns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andhra Pradesh</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Arunachal Pradesh</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Assam</td>
<td>7</td>
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<tr>
<td>4</td>
<td>Delhi</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Haryana</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Jammu &amp; Kashmir</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Jharkhand</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Kerala</td>
<td>3</td>
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<td>9</td>
<td>Maharashtra</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>Manipur</td>
<td>3</td>
</tr>
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<td>11</td>
<td>Odisha</td>
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<td>Puducherry</td>
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<td>13</td>
<td>Sikkim</td>
<td>1</td>
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<tr>
<td>14</td>
<td>Telangana</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>Uttar Pradesh</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>West Bengal</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

### 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 across PAN India:
- North East India - 08 Workshops
- South India - 27 Workshops
- North India - 07 Workshops
- Central India - 02 Workshops
- Western India - 09 Workshops
- East India - 06 Workshops

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Nai Talim Abhiyan
Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)
Mahatma Gandhi National Council of Rural Education
Department of Higher Education
Ministry of Human Resource Development, Government of India
Hyderabad - 500004
## Nai Talim : Action Research Projects

<table>
<thead>
<tr>
<th>SL.No.</th>
<th>Name of the Researcher</th>
<th>Title of the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sri C. Anbarasan, Lecturer, DIET Salem</td>
<td>Enhancing Reading Ability In Tamil Among The Primary School Children Of Narikoravars Community Through Multi-media Package And Experiential Learning Approaches</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Rajyalakshmi, Asst. Professor, Amity University, Noida, U.P</td>
<td>Improving Science Learning Through Implementing Hands-On Experiments, Projects At Primary Level In Gautam Buddha Nagar</td>
</tr>
<tr>
<td>3</td>
<td>Dr. B. Sreejith, Research Officer, SCERT, Kerala</td>
<td>Developing Speaking Skills in English Among Tribal Children In Kerala Through Adopting Experiential Learning Approaches</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Seema Pusadkar And Urmila Hadekar, State Institute Of Science Education Nagpur</td>
<td>Introducing Waste Management Practices In Zilla Parishad Primary Schools</td>
</tr>
<tr>
<td>5</td>
<td>Sri Prabhakar Pusadkar, Co-Ordinator, Nai Talim Samiti, Seva Gram, Wardha</td>
<td>Learning Language Skills, Mathematical Operations And Science Concepts Through Kitchen Gardening In Basic Education</td>
</tr>
<tr>
<td>6</td>
<td>Mr. T. Prabhakaran, Sr. Lecturer DIET, Uthamacholapuram Salem</td>
<td>Developing Natural Dye-Painting Skills Among 8th Standard Rural Girls In Sankari Block At Salem District</td>
</tr>
<tr>
<td>7</td>
<td>Dr. E. Maanhvizhi, Lecturer, DIET Uthamacholapuram Salem</td>
<td>Edification Of Intervening Factors In Mosquito Breeding Among The Rural Students And Eradicating It Through Experiential Student Initiatives</td>
</tr>
<tr>
<td>8</td>
<td>Dr. Samapika Mohapatra, Associate Professor And Head, Centre For Development Studies, Central University Of South Bihar, Gaya</td>
<td>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 Bazaar Block Of Gaya District Of Bihar.</td>
</tr>
<tr>
<td>9</td>
<td>Prof B L Sah, Director, UGC – HRDC – Kumaun University, Nainital, Uttarakhand</td>
<td>Opportunities For Community Partnerships To Enhance Local Resilience To Climate Change In Kumaun Himalayas</td>
</tr>
<tr>
<td>10</td>
<td>Dr. S Veena, Asst. Professor, Dept Of Education, Annamalai University</td>
<td>Avoidance Of Plastic Use And Vocabulary Building Through Experiential Learning Among School Students</td>
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<td>Mohammad Mustafa Bhat, Diets, Pulwama (Pampore), Kashmir (J &amp; K)</td>
<td>Empowering Teachers On Nai Talim /Experiential Learning For Effective Transaction Of School Curriculum Subjects</td>
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<td>Dr. G. Madhusudhana, Sr. Lecturer, Diet, Ranipet Vellore District</td>
<td>Empowering Rural School Students In Carrying Out Household Electrical Repairs And Maintenance Of Utility Appliances</td>
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<td>13</td>
<td>N. Vidhyageetha, Lecturer, Diet, Aduthurai, Thajavur, T N</td>
<td>Using Experiential Learning Methods I.e., Experiments, Projects As A Method To Improve Learning Science</td>
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<td>Dr. N Srinivas, Assistant Professor, Department Of Education, Dr. B R Ambedkar University, Etcherla, Srikakulam</td>
<td>Integrating Teaching Learning Material In Experiential Learning In Mathematics Teaching For Secondary School Students - A Study</td>
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<td>25</td>
<td>Ms. Gunda Swathi, Teaching Assistant Department Of Geoscience, Dr B R Ambedkar University, Srikakulam</td>
<td>Scientific Analysis Of The Soils Of The Farm Fields Of Adapaka Village, Laveru Mandal, Srikakulam, Andhra Pradesh - Secondary School Students</td>
</tr>
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</table>
Nai Talim Abhiyan: Key Activities

- National Consultative Workshops
- Master Trainers’ Development Programmes
- National Conference for Educators
- FDPs at various University Depts of Education
- Innovative Workshops
- Minor Research Projects
- Nai Talim Calendar
- Nai Talim Week
- Nai Talim Abhiyan Team

Nai Talim Abhiyan
Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)
Mahatma Gandhi National Council of Rural Education
Department of Higher Education
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Hyderabad - 500004
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