

## EXPERIENTIAL LEARNING: ENGAGE, EXPLORE EXPERIENCE THROUGH NAI TALIM

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### Abstract

*Education envisages all round development of an individual. It facilitates to develop mind, body and soul. Nai Talim focuses on development of head, hand and heart. New Education policy 2020 introduced by government of India focuses on development of strengthen society, self-dependent and self-reliant human being which is the main aim of Nai Talim too. Nai Talim is a live model which will pave path to implement the action plan of NEP 2020. Nai Talim is an unique and indigenous system of education that has potential to fulfill aims of education and lead nation towards sustainable development. Gandhiji view is to train youth through Nai Talim (craft based, learning by doing) to bring revolutionary changes in India. Such generation will be independent and work for welfare of the society. Nai Talim is a craft-based education which focused on practical skills. Knowledge and work were considered as two sides of the same coin, gives fruitful knowledge were happens. Experience based activity is used to improve the academic achievement of prospective teachers (Devaki, N., 2020). Mahatma Gandhi Nai Talim appears to be pertinent and may work well for sustainable development. It places a strong emphasis on indigenous educational practices that take into account children's aptitude for creativity and innovation as well as local requirements. The current paper focus is on how Nai Talim helps aspiring teachers improve their academic performance. Exploratory Sequential mixed method adopted with single group a pre-test, post-test, design is used. The study's findings show that involvement in Nai Talim-based activities fosters prospective students' academic success.*

**Keywords:** *Nai Talim, Experiential Learning, Craft based Pedagogy, Academic Achievement.*

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### INTRODUCTION

Nai Talim was founded on the idea that work and learning are intertwined. Nai Talim is a holistic approach that places the development of the mind, body, and spirit at the centre of creative craft, art, and community participation activities (Dasgupta, P. 2015). Education nowadays must be cutting edge and support students in thriving, participating, and demonstrating ways to enhance the global economy. Success now requires using cutting-edge, environmentally friendly technology to access, synthesise, and collaborate across divides in order to solve problems and generate new knowledge. In terms of education, curriculum, pedagogical and assessment procedures, co-curricular activities, academic

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atmosphere, management, and innovations, the Nai Talim system has the potential to be an important alternative for the development of a sustainable society.



## REVIEW OF RELATED STUDIES

Laura Colucci Gray and Elena Camino (2018) studied on "Transformative education: the opportunities of science teaching and learning for a sustainable global citizenship". In this study, authors examine the applicability of Gandhi's Sarvodaya concept, which advocates interdependence and self-reliance for the advancement of Indian villages, to reconsider the underlying assumptions and methods of science education for sustainability.

Mallika Kalita., (2019) Mallika Kalita researched the "Present Day Relevance of Gandhi's Nai-Talim for Rural Development" in 2019. With the aim of achieving sustainable development that is economically viable, socially equitable, and environmentally sound while still being relevant to contemporary society, the focus of this study is on how technology, people, traditions, skills, and entrepreneurial spirit are combined in Nai-Talim.

## SIGNIFICANCE OF THE STUDY

An strategy known as Nai Talim (Craft and Productive Work-Based Learning Activities) offers the chance to learn through direct experiential activities, reflect on teaching

experiences, and be able to apply information to real-world situations in daily life (Panse Ramesh,2007). The Nai Talim educational approach encourages a variety of activities that allow students to reflect, build knowledge, skills, and attitudes, and then apply to challenging circumstances in daily life. Learning needs to be skill-based. The learning should be transformed into practical outputs and performances that represent acquired skills and knowledge. The experiences we have in daily life lead to learning. To improve educational quality, the learning environment must be suitable for accommodating individual variances (Swami D. N,2010). In order to increase academic achievement and all-round development the investigator made an attempt on “Experiential Learning : Engage, Explore, Experience through NaiTalim”

### **OBJECTIVE OF THE STUDY**

To analyse the effectiveness of Nai Talim in enhancing Academic Achievement on pedagogy of Physical Science among prospective teachers.

### **HYPOTHESIS OF THE STUDY**

There is no significant difference between the mean scores of the pre-test and post-test of physical science Prospective Teachers in their Academic Achievement.

### **METHODOLOGY**

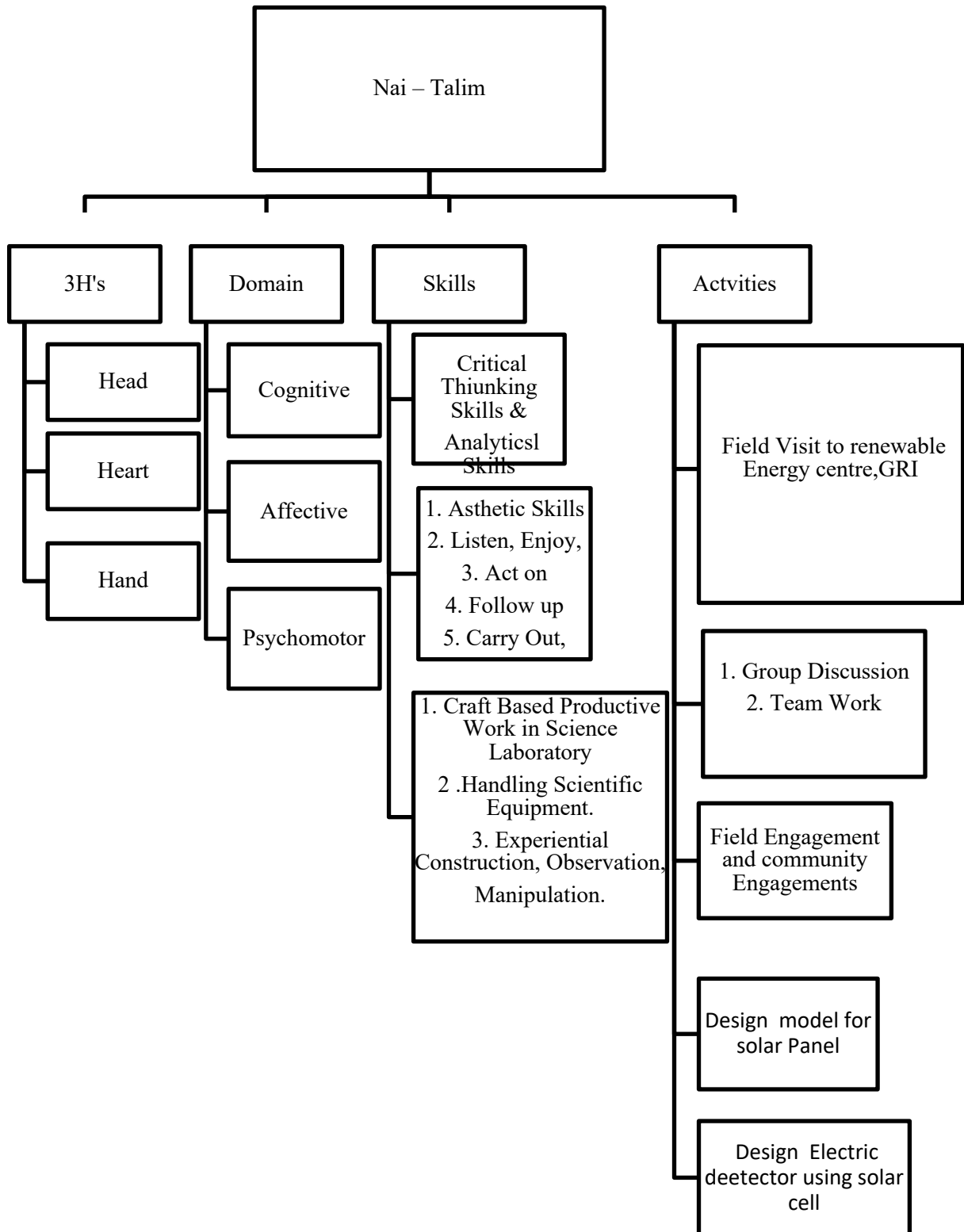
**Method** : Mixed Method.

**Sample Size** : The sample size of sixty-one Physical Science prospective teachers belongs of Department of Teacher Education, Dindigul District.

**Intervention** : Nai Talim based Lab activity.

**Tool** : The Academic Achievement test.

**Nai Talim Framework for Field based Activity:**



Source: SCERT, Chandigarh

**Aim of the application of Experiential Learning Activity:**

1. To study the scientific importance of renewable energy .
2. To exposure on various renewable energy sources.

Nai Talim learning activities is an approach which provides an opportunity to acquire skills and knowledge through hands on activities. Learning must be based on skills. It should transform the learning into useful products and performance that constitutes skills and knowledge. The below steps illustrate the procedure followed in the Nai Talim. Steps for Nai Talim activity is mentioned below figure.

**Nai Talim: An Application of Experiential Learning Activity.**



Through Nai Talim Field based activity Prospective teachers could able to design electric detector using solar cell which is an innovative and creative outcome of the Nai Talim activity . The teachers could able to develop sense of commitment concern and collective effort which in turn develops the 3 H's ie., Cognitive, affective, Psychomotor domain. The outcome of the field based activity “Electric detector” donated to school science lab which develops the

quality of serving humanity, self-reliant, confidence and which endowed with the virtue of Love, Peace and Empowerment. NEP 2020 also focusing more on experiential learning activity towards sustainable development. "Nai-Talim" makes students employable or skilled and sustainable in true sense. Gandhi's emphasis on decentralization, community based economics; self-sufficiency, handicrafts, rural development, and use of low capital intensive appropriate technology indicate his vision for a self-sufficient economy. Nai Talim learning activities is an approach which provides an opportunity to acquire skills and knowledge through hands on activities. Learning must be based on skills. It should transform the learning into useful products and performance that constitutes skills and knowledge.

**Null Hypothesis 1:**

There is no significant difference between the mean scores of the pre-test and post-test of physical science Prospective Teachers in their Academic Achievement.

Group	N	Mean	SD	df	t – value	p – value
Pre test	50	55.74	6.444	60	16.058	0.000
Post test	50	74.23	8.391			

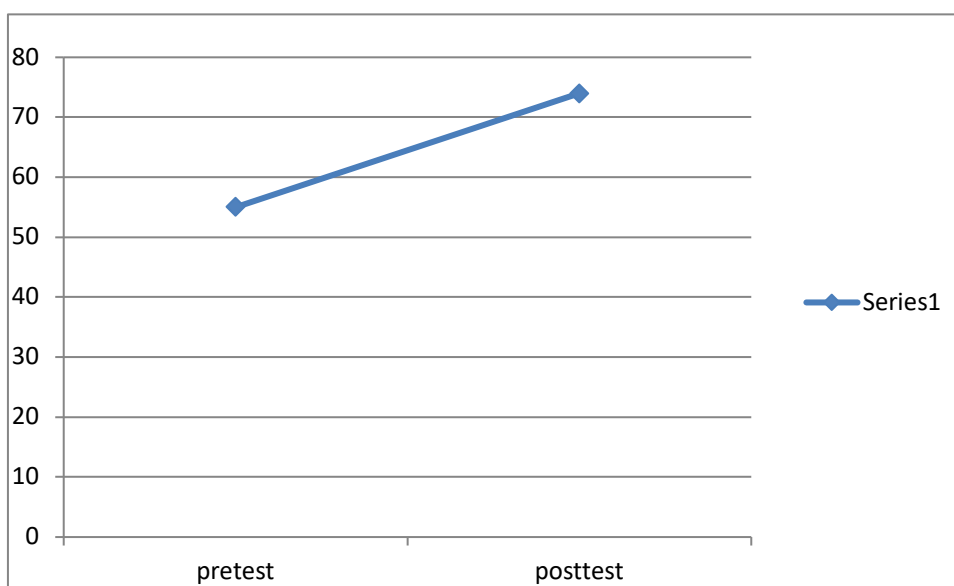


Figure. Pre-test and post test scores of Academic Achievement of Prospective Teachers.

## RESULT AND DISCUSSION

The above table and figure show that, pre and post test mean scores of academic achievements 55.74 and 74.23 respectively with a standard deviation of 6.444 and 8.391 respectively. The post test mean scores are higher than the pre test scores of academic achievement. The calculated t value ( $t=16.058$ ) is greater than the table value at 0.05 level with  $df=60$ . Hence, the null hypothesis “there is no significant difference between mean score of pre and post test academic achievement” is rejected. Therefore, it may be concluded that, the prospective teachers post test academic achievement score is higher than the pre test.

Nai Talim field-based activity enhances the prospective teacher academic achievement in pedagogy of physical science. The prospective teacher interest toward science is influenced by experiential learning. Result of the study reveals that prospective teacher academic achievement in pedagogy of physical science is enhanced by the Nai Talim activity.

### Case Analysis:

A case analysis helps the individual conducting the analysis to focus on all the aspects of making decisions. It will encourage to think more about outcomes. It gives the opportunity to given a greater understanding of the subject. Case analysis examine the alternative solutions and propose the most effective solution. It is used to generate an indepth, multi faced understanding of a complex issue in its real life context.

In the se analysis, the respondents reported that the field activity based on Nai Talim was useful and improve through Lecture cum demonstration method. They stated that the activity arouses the sprit of engagement. It was stated by the participants that they develop a healthy attitude towards life. Nai Talim activity provides opportunity

For professional growth, bring innovation develop self-reliant, team work, division of labour thus the core aspect of Nai Talim, Where knowledge cannot be separated from work. Thus, transforming all the participants in to skilled man power. Which is one of the aspects emphasized in NEP 2020.

## CONCLUSION

It is possible to apply Nai Talim learning effectively in the pedagogy of physical science curriculum. Science teaching techniques developed by Nai Talim are useful. Organizing Nai Talim activities helps aspiring teachers gain experience and develop an interest in physical science pedagogy. We looked at Gandhiji's Nai Talim mode to determine what

experiential learning activities are. It serves as the foundation for choosing and planning the kinds of experiential activities that allow aspiring teachers to have engaging experiences and adopt a positive teaching philosophy. Education experts, particularly science educators, are reexamining Nai Talim in an effort to find a solution for sustainable development. The findings of two study explains that gandhian approaches to education include learning for life, learning from life and learning throughout life.

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