

Nai Talim: An Experiential and Skill Based Learning

Nai Talim & Value Education

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Gandhiji introduced the concept of Nai Talim in 1937. It aimed to achieve Gram Swaraj. Gram means village and Swaraj means Liberation. In short, Gandhiji dreamed to make all villages independent and self-reliant. It is an approach to the total personality development of body, mind and spirit and was based on four principles (Panse, 2007) namely :

1. Education or learning in mother tongue along with handicraft work,
2. Work should be linked with most useful vocational needs of the locality,
3. Learning should be linked with vocational work, and
4. Work should be socially useful and productive needed for living.

This approach of work centric education with technology accessible locally was basic approach of Nai Talim.

Nai Talim had inherent philosophy of non-violence equality and oppression free society,

Nai-Talim, also known as Buniyadi Shiksha, means basic education. He defined education as, "Education for life and education through life". Gandhiji Initially focused on education of children. He firmly believed that medium of Instruction of education should be in mother tongue. Education in vernacular medium will be beneficial to deprived society. The curriculum should be Integrated with local crafts education should be accessible to all. He rejected bookish education and insisted on practical learning. The main tools of Nai Talim were handicrafts, art and drawing.

In Nai Talim, more focus was on skills. It proved without books

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one can teach all subject.

Any handicraft can give thorough comprehensive knowledge. By involving oneself in craft, one can prepare one's body, and also simultaneously develops intellect.

Gandhiji believed that Nai Talim will result in self-reliance of children as well as the villages. Students will become independent, immediately after completion of their education; they will stand on their own. In Nai Talim, knowledge and work were considered as two sides of the same coin-work gives knowledge and through fruitful develops. Students learn how to get information and actually use it.

Nai Talim is need based education. Only alphabet reading and writing will not achieve intellectual growth. Thus, in Nai Talim hand, eyes and mind is involved simultaneously.

Once Children are clear about concepts, reading and writing is introduced.

The teachers engaged in Nai Talim require true zeal to work hard. They have to think out of box. They should be clear about what is going to be taught. Hence, teachers need to develop their observation and thinking capacity. In other words, the teachers must have to develop innovative teaching methods and practice them.

The Nai Talim was a new approach to basic education. In this approach the curriculum used was different then in regular schools. The curriculum was prepared in such a way that craft is integrated in it. This prepared the children for their life.

Gandhiji considered Nai Talim as a 'Craft based' education. It focused on practical skills.

He believed that this education will lead towards development of people - spiritual, cultural and social. Literacy along with their subjects can be taught through this method. Actually this is interdisciplinary approach of education where all subjects are taught in context. Learners immediately apply the knowledge learnt their day-to-day life.

Nai Talim - Nai means 'New' and Talim, which is an Urdu word, means 'Education'. The Nai Talim concept of Education can be better

explained in the words of Swami Vivekananda, who has given a remarkable definition of education.

He says, 'Education is the manifestation of the perfection already in man'. He stated that all knowledge, spiritual and secular, is stored in the human mind, just as a huge banyan tree lies within a tiny seed. The function of the teacher is only to help that seed sprout and grow by offering suggestions. Gandhiji emphasises the role of the teacher in the learning process. The child's relationship with the teacher is significant. Further, the distinction between teacher and the student gets blurred during the teaching-learning process since both pick up knowledge through practice.

Characteristics

The following are characteristics from the basic framework of the local community based learning model. They are prime factors which are considered while developing the curriculum for community engagement of students of teacher education.

1. Mutual respect for teacher, student and community.
2. Creating a sense of community belongingness in the classroom.
3. Ability of being warm, accessible, enthusiastic and caring.
4. Setting up a higher standard than the usual in community engagement.
5. Perennial love for learning the context.
6. Ability of being skilled leader in engaging with the community.
7. Ability to shift gears as per the community response.
8. Collaboration with the counterparts on a continuous basis.
9. Ability to maintain professional decorum.

Objectives

The following objectives have been framed for the proposed work education, Nai Talim and experiential curriculum through community engagement for teacher education.

1. Understand the concept of local community engagement for teacher education.

2. Understand the context of the child from various backgrounds & occupation.
3. Know the school education programs and policies which have local community engagement aspects.
4. Learn the process of connecting the text the Child/Learner within the local context.
5. Distinguish traditional from constructivist approaches of local community engagement.
6. Train in usage of dialogic method of community engagement.
7. Train in usage of organic intellectual approach for local community engagement.
8. Experiential learning of best practices in community engagement.
9. Participate effectively in the local community service.
10. Develop insights and field realities on indignity and indigenous models.
11. Understand and practice models of Tagore, Gandhi, Shyama Prasad Mukherji for rural reconstruction.
12. Explore models of art, craft for entrepreneurship for self reliance.
13. Understand various real, community stories of children, families.
14. Discover latent talents in the traditional occupation to promote them.
15. Devise contextually suitable engagement activities.
16. Promote local occupations with literacy, technology integration and research to develop entrepreneurs.

Values Education an essential element of whole-person education which aims at fostering students' positive values and attitudes through the learning and teaching of various key Learning Areas/subjects and the provision of relevant learning experiences. On this ground, it is to develop students' ability to identify the values embedded, analyse objectively and make reasonable judgement in different issues they may encounter at different developmental stages so that they could take proper action to deal with the challenges in their future life.

How Value Based Education Helps In Attaining Life Goals

Content

It gives a positive direction to the students to shape their future and even helps them to know the purpose of their life.

It teaches them the best way to live that can be beneficial to individuals as well as the people around them.

Value education also helps the students to become more responsible and sensible.

It helps them to understand the perspective of life in a better way and lead a successful life as a responsible citizen.

It also helps students to develop a strong relationship with family and friends.

It develops the character and personality the students.

The function of education is to create ideal citizens. Ideal means an individual is overwhelming with virtues are the pre-requisite for coherent and comprehensive development. The education to produce the best citizens means the education of the hearts of people. This expects education to changes the hearts of individuals.

Explaining the meaning of genuine education Mahatma Gandhiji says, "Genuine education does not consist of cramming a lot of information and numbers in mind. Nor it lies in passing the examination by reading a number of books, but it lies in developing character. It is a real education which inculcates internal virtues (values) in Human beings. if you can develop such virtues it will be the Best Education"

Aims of Value Education

Education is not merely acquisition of Knowledge but to see the significance of life as a whole and work towards self-improvement throughout the life.

It is an experience in itself which will enable student to live safe, healthy and fruitful life and become responsible citizens who make positive contributions to the society.

It aims at promoting broader capabilities, attitudes and skills that

matter not just in schools but also life beyond schools, making the world a better place not just for themselves but also for their family, friends, colleagues and others.

- It also prepares student for the world of work. The attitudes and values of hard work, discipline, cooperation, communication skills etc. enable them to develop healthy interpersonal relationships at home and in school which in turn facilitate their better adjustment on the job.

- At the individual level, fostering values in school students therefore needs to be seen as an investment in building the foundation for lifelong learning and promoting human excellence. In this sense education for values humanizes education.

Importance of Education in Life

Need and Importance of Value Education

Value education should not be seen as a separate discipline but as something that should be inherent in the education system. Merely solving problems must not be the aim, the clear reason and motive behind must also be thought of. There are multiple facets to understanding the importance of value education.

Here is why there is an inherent Need and importance of value Education In the present world:

- It helps in taking the right decisions in difficult situations thus improving decision-making abilities.
- It inculcates students with essential values like kindness, compassion and empathy.
- It awakens curiosity in children developing their values and interests. This further helps in skill development in students.
- It also fosters a sense of brotherhood and patriotism thus helping students become more open-minded and welcoming towards all cultures as well as religions.
- It provides a positive direction to a student's life as they are taught about the right values and ethics.

- It helps students find their true purpose

Here are the key purposes of value education:

- To ensure a holistic approach to a child's personality development in terms of physical, mental, emotional and spiritual aspects
 - Inculcation of patriotic spirit as well as the values of a good citizen
 - Helping students understand the importance of Brotherly love, social national and international levels.
 - Developing good manners and responsibility
 - Promoting the spirit of curiosity and inquisitiveness towards orthodox norms.
 - Teaching students about how to make sound decisions on the basis of moral principles.
 - Promoting a democratic way of thinking and living.
 - Imparting students with the significance of tolerance and respect towards different cultures and faiths
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