

‘Nai Talim’-A Tool For Sustainable Development of The Society

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ABSTRACT - Education for sustainable Development is an emerging field of study that is being addressed from various perspectives, shaping links between academic and non-academic institutions. Sustainable development as a process embraces environmental issues, poverty, health, security, democracy, gender and human rights. This provides multiple perspectives regarding the possibility of creating sustainable education practices that are integrated and related to the needs and practices on a massive scale. Sustainability associated to development calls for some sort of action and hence, change. Sustainable development aims to secure a sustainable, peaceful and equitable life for survival of humanity, it addresses a range of social needs while safeguarding the environment. The concern in the present era is whether our education system is capable of imbibing required knowledge and skills in the children for making them an asset for the society to ensure sustainable development. In this frame of reference Mahatma Gandhi's 'Nai talim' could be an effective alternative as it lays stress on experience and experiment a "true system of education". The present paper describes how Nai Talim could be requisite for development of a sustainable society, it also focuses on possibilities of reassessing education in the light of doctrines of Nai Talim.

Keywords-Nai Talim, Sustainable Development.

I. INTRODUCTION

Sustainable development is the doctrine for meeting human development goals for strengthening their ability. A self reliant and poverty free society could be created only when education system would be able to develop the entrepreneurship skills in the children. In other words a society with productive manpower who can be assets for development is of vital importance. It will not only sort their vocational problems but will acquaint them with the possibilities of growing further. Sustainable development highly relies on purposive and meaningful work useful to the community. Over past few years India has appreciated the need of including vocation as a vital part of school education, to form a society where people will be self dependent and would be able to meet their daily need. Increasing productivity through the development of proper work skills will accelerate the economic development as well.

In context with the vitality of vocational education for all round development of the child and wellbeing of the country, due importance is given to Gandhi's Nai Talim. It has come to be viewed as an important link between sustainable development and education. It is an important instrument for preparation of child as a self supporting and productive citizen and a capable means of reconstruction and sustainable development.

Nai Talim is a principle which states that knowledge and work are not separate, Gandhi's Nai Talim is, therefore, a manifestation of his perception of a society consisting of self-reliant communities with ideal citizen being an industrious, self-respecting and generous individual living in a small cooperative community. By Education Gandhi meant overall development of child by drawing out his inner capabilities. He gave the concept of 3H, He emphasized on Hand (psychomotor domain), Heart (spiritual domain) and head (cognitive domain), Nai Talim is based on these

3Hs, development of Hand by imbibing skills for selection, acquisition and use of tools and materials for different forms of productive work, development of Heart through development of self esteem and confidence through achievements in various productive work and development of Head by helping the pupils to identify their individual, family and community needs and to acquaint them with productive activities accordingly, Hence resulting in the overall development of the child.

II. NAI TALIM AND ITS RELEVANCE FOR SUSTAINABLE DEVELOPMENT

The system of education in India has been subject to criticism due to its unrealistic and unproductive nature. Traditional Education emphasizes on literacy, abstract and text-based knowledge which fails to develop skills in the pupils whereas Gandhi's Nai talim proposes to make central emphasis on the role of handcrafts such as weaving, metal work, pottery, spinning, etc. to symbolize self sufficiency. According to Gandhi's view literacy alone is not education therefore child must be educated by teaching him useful handcrafts, so that he could survive in the society and develop a sense of dignity for labour he valued practical knowledge much more than learning from books.

Through Nai Talim the father of the nation wanted to make villages self reliant. In short he dreamed to make rural areas independent, it is an approach towards the total personality development and is based on four principles -:

- Education in mother tongue along with handcrafts.
- Useful Vocational Education according to the societal needs.
- Learning must be linked with vocation.
- Work should be productive and socially useful in nature.

Nai Talim also known as ‘buniyadi Shikshan’ is an important tool for sustainable development as the above principles justify that application of Nai Talim will be helpful in imbibing skills in the child and will help in long term economic development by eradicating poverty and making pupils self reliant immediately after completion of their education .To understand this more clearly some principles of sustainable development could be considered, some principles of Sustainable development outlined in the 2030 Agenda for Sustainable Development are as under :-

- People should have a healthy and productive life
- Eradication of poverty and reduction of disparities in living standards.
- To achieve the target of providing a higher quality of life for all people.
- To achieve gender equality.
- Promotion of a culture of non-violence, justice and peace.

It can be clearly observed that sustainable development can be achieved through implementation of Nai talim in the education system as the principles of Nai Talim meet the requirement of sustainable development, and education is the best pathway to empower the pupils ,who are the future of the nation and upon whose shoulder lies the development of the society and nation as whole.

III. RESTORATION OF NAI TALIM IN THE PRESENT EDUCATION SYSTEM FOR SUSTAINABLE DEVELOPMENT OF THE SOCIETY

Implementation of Nai Talim is of crucial importance, cleaning the school campus and gardening seems to be a routine feature in most of the educational institutions. Though productive but the time has come to move forward and take concrete steps to develop skills in the students for making them understand the real world of work and undertake other activities to prepare and nurture them with skills for lifelong engagement in productive work.

Nai talim was initially envisioned for rural people, but there is a need of strong effort to develop Nai Talim for urban and semi urban people whose interrelation with the spiritual world, body and a sense of community belongingness has highly severed. Vinobha Bhawe has opined that people who earn for their livelihood can live rightly or else they will be a burden for the society creating an obstacle in sustainable development

Now the question arises how to implement Nai Talim in education system. Socially useful work can be taught to the students only if the objectives and purpose of the same is well defined and understood by both students and teachers. Lack of understanding its relevance by either of them will create hurdle in imbibing skills in the pupils resulting in monotony of the same. The teachers must be trained appropriately to attain the predetermined objectives of Nai Talim to ensure development of the society.

Following points must be considered for successful implementation of Nai Talim in the education system to ensure sustainable development.

- Proper training of teachers must be given due importance, as they are the facilitators of education. Hence, teacher’s expertise is vital.
- Inculcation of positive attitudes towards work in the pupils.

- Financial aids must be provided by the school to meet the requirement of materials.
- It should suit the maturity of the students.
- It should generate adequate interest in the students .
- It should be well organized and systematic so as to cater the objectives.
- Teacher must give proper demonstration of the productive work.
- The resources to be used for teaching the skills should be available to the students in low cost.
- Productive work should be chosen so that the pupils could become self reliant.
- Pupil Teachers training program should include activities based on Nai Talim.
- While implementing Nai Talim in educational institutions, skill development programs should be organized to enhance the skills of the students and to develop interest in the productive work.

Careful implementation of Nai Talim will definitely result in achievement of sustainable development by strengthening the education system, making it practical and productive and making children ready for life. It will not only make them literate but at the same time socially useful for the society for their own and society’s upgradation. Recently Union HRD Minister Shri Prakash Javadekar has released the curriculum on experiential learning – Gandhi’s Nai Talim in 13 languages on 5th September, 2018, it focuses on educational institutions of the country through education departments of universities of central and state levels and SCERTs but the appropriate implementation of the program will remain the responsibility of the educational institutions to ensure the sustainability of Nai Talim and that of the society as well.

IV. CONCLUSION

Nai Talim is not a fixed or rigid system, it is not restricted to any vocation. It is a flexible approach, which can be modeled as per local needs it focuses on holistic development of an individual by development of hand, heart and head and it aims to create a just, peaceful and sustainable society. Hence inclusion of Nai Talim is highly beneficial in the present school system as to empower the curriculum and enhance the student’s skills and to develop knowledge, attitude, attributes and values necessary to shape a sustainable future

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