

Effective strategies of Nai Talim – Education system of Chhattisgarh State

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Abstract - Education is the continuous and life long process. It helps to develop human character, personality, economic efficiency, social adjustment, social unity ... the list is endless. It moulds a child into a complete individual with all virtues. Education in its actual sense must help an individual to lead a peaceful and happy life. Since decades, the youth of India are suffering from unemployment which led to the distress and discontentment. There observed wide gaps between the theoretical knowledge what the children get in educational institutions and practical work that they are expected to undertake in their employment. Government has taken initiation to reshape the structure of education skill oriented. In this regard the principles of Nai Talim of Mahatma Gandhiji proved to be effective to provide practical approach to the theoretical knowledge. Most of our population resides in villages. Hence the system of education must suit to the needs of the village youth. Moreover the resources of the particular place must be given much importance. Present study focused at providing few strategies and changes which can be incorporated in the schools of Chhattisgarh keeping in view its socio economic and demographic pursuits. In addition, suggestions to add few important vocational courses that occupy an important place in the modern society. Definitely, it will lead to integrated performance of three 'H' s concept as propagated by Mahatma Gandhiji.

Key words: Education, Nai Talim, Effective Strategies, Practical Approach, Contextual implementation

I. INTRODUCTION

Education is the fundamental right of every child irrespective of his caste, creed, race, sex or community. It is a powerful weapon for the all-round development of an individual. Educated population contribute themselves in constructing an educated and developed nation. Mahatma Gandhiji's Nai Talim basically propagated for the concept of three 'H's where the hand, heart and head in collaboration contribute for the all-round development of a child. It's a transformation from the concept of three 'R's where education meant for reading, writing and arithmetic. This concept of education explains that the basic objective of education is to provide the knowledge of basic writing, reading refers to ability to read the basic concepts and arithmetic refers to the knowledge of basic calculations. Gradually with the change of time, the objectives of education began to change. Nai Talim propagates for craft, art, health and education should all be integrated into one scheme. It combines all these four elements and covers the whole education of the individual. Instead of regarding craft and industry as different from education the former is regarded as the medium for the later. The basic objective of education according to Nai Talim as propagated by Mahatma Gandhi, its collaborative activity of hand, heart and head. It has become the life long process.

In this regard, few questions arise about the need of education. Education prepares child for his life. It provides

the knowledge to individuals to compare between the good and bad, right and wrong, ignorance and knowledge, dark and light and what not. It's a lifelong process which starts from the womb of the mother to tomb. The objectives of education are determined according to the needs of the society. In other words the development of the society is completely depended on the system of education that is prevailing in the country.

II. ERADICATION OF GAPS IN THE EDUCATION SYSTEM

Education system should be helpful in removing the ignorance, intolerance, poverty, superstitions, untouchability and violence. It should leave permanent marks of values, character, knowledge and non violence. In other words, it should help in developing a democratic nation irrespective of caste, creed, race, and sex. It has been observed that the education system prevailing is unable to fulfill the immediate aims of our youth. Youth who are coming out of schools and colleges with flying colours are unable to fix themselves in the proper occupations. Persons who are able to prove themselves in getting jobs observe that there is no proper relation between what they have learnt and what they are expected to do. No relation between what they learn and they type of work they perform to earn their livelihood. In addition to that by the time they become graduates, they realize that their interests are already buried in ground with the change in time. Here

arises the serious need of filling these gaps. The education system should be moulded in such a way that the knowledge acquired must help them in their living. In this regard the important elements of Nai Talim should be incorporated in its real sense for the ultimate development of an individual.

III. BAISC ELEMENTS OF NAI TALIM

According Mahatma Gandhiji, education is to promote the physical, mental and spiritual development of an individual. One of the important elements of Nai Talim is introduction of some vocation at the school level. This education of vocation should be based upon the interest of the children. A child must be able to earn something for his livelihood after completion of his basic education. If a child prepares himself for higher education he should develop his vocational knowledge to its depth. He believed that such education would train both body and mind of the child. Hence, teaching mother tongue, handicraft, vocations, free and compulsory education, music and the subjects which can be related with the day to day life of the children are few basic elements of Nai Talim that were proposed by Mahatma Gandhi. His main elements of Nai Talim propagate development of personality, character formation, vocational efficiency and above all purification of heart and mind of the child. According to him, work experience or some productive work should become the part of our education system at all levels.

Nai Talim and School Education of Chhattisgarh

India is land of villages. Rural population in India was reported at 66.46% in 2017, according to the World Bank collection of development indicators compiled from officially recognized sources. Chhattisgarh in India is one of most developing state. Majority of its population reside in villages. The main occupation of village people is agriculture. With regard to education also it is experiencing considerable progress. However, the gaps between education and employment are almost same as in other states. There requires considerable change in the pattern of education in the schools. Vocational Education is introduced as one of the subjects at the higher secondary level. Education, which integrates hand, heart and head should be implemented for permanent learning in one hand and implementation of that learning in earning livelihood on the other hand. This will help a child in leading a happy life filled with self confidence. Gandhiji Opined that each child must be educated with some vocational art through which he may start earning. He believed that such an education would educate both the body and mind. Gandhiji wanted to impart education through productive work. Work experience education should be designed according the socio economic and demographic structure of the state. Chhattisgarh is rich in its own culture and it is rich in its resources. Hence the vocational and productive part of education in the schools must be designed in such a way

that it would support in utilization of resources and making the youth strong and confident. It has been observed that students are provided with two or three options of vocational subjects in the schools. It should be increased with trained teachers to face the changing needs of the society. Subjects like hotel management, logistics, jewelry making, tally operations, automobile, beautician courses etc should be added as vocational subjects with practical approach. Keeping in view, few strategies are suggested in the education system.

Suggested strategies to be implemented in the education system of Chhattisgarh state:

❖ **SUPW must be a part of the curriculum**

Socially useful productive work should be an important part of the school curriculum. Children's involvement in any handicraft preparation will train all his sense. It will make the knowledge permanent. It imbibes the coordinated effort of hand, heart and head. SUPW should occupy its place in the time table. Government should provide assistance to the school for the proper and smooth functioning of this period. Students must be provided with a number of options and they should select the option according to their interest. The work experience will definitely enrich the capacity of the child within the school in the beginning and into the society later on.

❖ **Appointment of trained teachers:**

Adoption of Nai Talim demands for the quality of education. The quality of education depends upon the quality of teachers in the educational institutions. Trained teachers who are equally efficient both in theory and practical should be appointed. Nai Talim demands for the practical aspect of the subject, hence the teachers must also possess the mastery of various skills, so that they can disseminate the same to their students.

❖ **Introduction of various vocational courses:**

Chhattisgarh is a developing state. Vocational Courses are introduced at the level higher levels. But the introduction of vocational courses must be made in the earlier stage only. There should be variety of crafts unlike only carpentry or electricity. In the beginning the basic knowledge can be provided and gradually subjects can be taught in depth. Chhattisgarh is famous for kosa silk, lost wax objects, bamboo articles, objects with soil, stitching and knitting, pottery, carpentry etc.

❖ **Protection of environment:**

Children from the primary stage only should be trained to protect the environment. It has been observed that no doubt this has become one of the subject in later stages but it is lacking the practical approach. Hence different components of environment and the need of

its protection should be the part of curriculum. Children should be trained to imbibe few qualities such as adopting plants, saving the plants, clean and green surroundings, proper disposal of garbage should be taught in the curriculum along with practical. Environment education should be taught as one of the subjects from the primary stage only.

❖ Importance to Agriculture:

Chhattisgarh is popularly known as the rice bowl of India. It is the state which produces major portion of cereals of the nation. Children of Chhattisgarh must be taught the various modern ways of ploughing, sowing, reaping, about the quality of seeds, use of manure and even the preparation of manure with waste vegetable garbage. Students must be provided with few days of vacation during sowing and reaping so that they can observe and support their family members in the agricultural pursuits. This has been already recommended by the Secondary Education Commission in 1952-53.

❖ Promoting rich cultural heritage:

Subjects like history and geography must also be dealt with practical approach. By following excursion method, field trips, observation method, students should be taught about the rich culture of Chhattisgarh. Subjects taught in the schools must be interlinked so that their knowledge must be utilized for the protection of old monuments and old temples.

❖ Preparation of various objects with cow dung:

India is a land of villages. In the same manner, the major portion of Chhattisgarh is covered with villages. In the last decade, it has been observed that few farmers are already utilising the cow dung as bio gas. In the same manner children should be taught to prepare diyas, agarbatti, and other objects with cow dung. So they fulfill both the ends such as they protect the environment as they are eco friendly and it will provide an idea of occupation for growing children.

❖ Floral decorations:

Children should be taught the better utilisation of flowers. In the last few years, floral decoration and floral jewellery occupied the important place during several family functions. Students should be motivated to undertake such craft works according to their interest. Children themselves should be trained to prepare it. As a result the young children who are interested in this venture can adopt it as their occupation.

❖ Promotion of team work:

Living with the community, sharing the experiences with peer groups, working for the development of the

community should become the part of the curriculum. NaiTalim promotes community activities. Children should be given the projects which involve team work and experience the problems related with community. They should experience the function of their village panchayat and how it functions, visiting various small scale industries etc.

❖ Organisation of children clubs:

Every school must organise children clubs in which all the activities are to be planned, conducted and evaluated by the children. This will provide with a opportunity to develop leadership qualities and promotes team work. This will help them in developing self-confidence.

❖ Importance of folk music and dance:

Chhattisgarh is famous for its folk dances. But it has been observed that these folk dance are unable to occupy place in the school curriculum. Dances like Rautnaacha, Panthi, pandwani, RautNaacha, SoowaNaacha and Karma can be introduced as performing art subjects with trained teachers. Students must be taught productive work of preparation of objects for these dances.

IV. CONCLUSION

Gandhiji's Nai Talim aims for social reconstruction. It promotes the individuality of the child by making him independent. His chief aim with regard to education was to fulfill the needs of the society. He laid stress upon the importance of dignity of labour and manual skill. Let us all join our hands to implement to the fullest and create a joyful constructive atmosphere for our children in the schools. Hence theoretical knowledge along with practical approach will definitely help our youth in contextual implementation To conclude with the inspiring words of Mahatma Gandhi " By education, I mean an all round drawing out of the best in child and man – body, mind and spirit. Literacy is not the end of education nor even its beginning. It is only one of the means whereby man and woman can be educated, literacy in itself is no education. I would, therefore, begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training"

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