

Course Title	Nai Talim for Today and Tomorrow
Programme Title	M.A. Education
Mode, Level, Course Code	M 1, L 7, NTT1730
Course Type	Elective
Credits	4
Academic Year and Semester	2015 -16, IV
Course Development Team	Sujit Sinha, Pallavi Varma Patil
Course Instructors	Sujit Sinha, Pallavi Varma Patil

Rationale

There have been different kinds of educational approaches in the past. In 1937 Gandhi conceptualized and proposed an educational idea which was known as Nai Talim or Basic Education. It was tried out in various states till 1950s before it fizzled out. Nevertheless it influenced policy, education discourses, and educational thought in India. SUPW (Socially Useful Productive Work) emerged in mid 1960s from such a kind of thinking. It has generally been found not to be very useful, and discarded by end 1990s.

However, in 2005 a separate Focus Group of the National curriculum Framework (NCF) headed by Anil Sadgopal argued for a rejuvenation of Gandhi's Nai Talim and detailed the idea of Education through Productive Work in today's context.

Why did it disappear and why this renewal? It appears that worldwide, more and more people are convinced that 20th century industrialism has run its course and in the process endangered the very survival of (human) life. There is renewed interest in Gandhi's critique of Industrialism, his alternative vision, and his educational ideas or Nai Talim which was supposed to play a transformative role towards his vision of society.

This course titled Nai Talim – for today and tomorrow engages with Gandhi's vision of society at the outset to set a framework of education through productive work and is designed with the following objectives in mind :

Objectives of Course

1. To help learners critically appreciate the overarching civilizational perspective -- Industrialism vs Gandhi ---as a framework to understand and analyze Nai Talim, its demise and its future prospects.
2. A critical understanding of Nai Talim in historical and contemporary contexts.
3. A more in-depth understanding of Nai Talim pedagogy and practice for students who have already had some exposure in their core course.
4. To explore the possibility of engaging with Nai Talim in education today.

Syllabus

6 hours	Unit I	Vision of Society
8 hours	Unit II	Historical analysis of Nai Talim
1 hour	Assessment 1	(10%)
7 hours	Unit III	Pedagogy of Nai Talim
4 hours	Unit III	Group work (Assessment 2) (20 %)
5 hours	Unit - IV	Organizational issues
1 hour	Assessment 3	(10 %)
8 hours	Unit -- V	Nai Talim : The Way ahead
8 hours	Assessment 4	Term paper presentations by students (40%)
1 hour	Assessment 5	(10 %)
48 hours		

Unit I: Vision of society

To understand Gandhi's educational ideas one has to explicitly keep Dewey's following quote in mind "We will know what type of education to provide, if we know what type of society we want". The introductory unit will briefly talk about Gandhi's overall socio-economic-political vision --- how in a sense he was basically opposed to the major tendencies of industrialism and its super-ideology of unlimited growth and ever increasing material wealth and concentration of power. In Gandhi's view, connecting education to manual work – the core of Nai Talim was central to the realization of his vision of a self- sufficient, self- organizing, rural society. The unit will also talk about Tagore's vision of a harmonious city-village civilization. And some ideas on what this vision of society and education might mean today.

Readings:

1. Gandhi M. K., 1956. Ruskin: Unto This Last: A Paraphrase, Ahmadabad: Navajivan Publishing House. Excerpts. (2 pages)
2. Gandhi M. K., 2006. India of My Dreams. Compiled by R. K. Prabhu. Ahmedabad: Navajivan Publishing House. Excerpts. (2 pages)
3. Gandhi M. K., 1983. Letter to Jawaharlal Nehru In The collected works of Mahatma Gandhi. Delhi: Publications Division, Ministry of Information and Broadcasting, Government of India, Vol. 88 (Aug 30 - Dec 06 1945) pp 118-120.

4. Gandhi M.K., 1950. Basic Education Edited by B. Kumarappa. Ahmedabad: Navajivan Publishing House. pp iii-vii.
5. Ghosh, S., 1984. The Unstable Foundation, India Seminar, 304, Excerpts. (1 page)
6. Kumar K., 1999. Mohandas Karamchand Gandhi. PROSPECTS: the quarterly review of education, 23 (3/4), Paris: UNESCO: International Bureau of Education. pp 5-7.
7. Lapierre D. and Collins L., 1997. Freedom at Midnight, 7th ed. New Delhi : Vikas Publishing House. Excerpts. (2 pages)
8. Orr D., 1991. What is Education For? The Learning Revolution, IC #27 (Winter), 51.
9. Tagore R., 1996. City and village. In The English Writings of Rabindranath Tagore. New Delhi: Sahitya Akademi , 1996, Excerpts (3pages)

Unit II: Historical analysis of Nai Talim

The unit will touch upon a) Gandhi's experiments with education in South Africa b) National Education 1920-28 c) Gandhi's formulation of Nai Talim and responses in the Wardha conference of 1937, the criticisms and debates surrounding it d) its implementation in India pre and post- independence with support from the state and national governments e) some of the reasons for Nai Talim's disappearance from the 1950s and why Nai Talim didn't impact the overall structure of academic curriculum and organization of knowledge. f) an analysis of education commission's reports g) the recent revival in National Curriculum Framework (NCF), 2005 that formed a focus group named 'Work and Education' to specifically explore the possibilities of reinventing and institutionalizing education through work.

Readings:

1. Gandhi M. K., 1953. B. Kumarappa (ed.) Towards New Education. Ahmedabad: Navajivan Publishing House.
2. Patel N., 2002. Gandhiji's Experiments on Education in India. In Social Transformations Through Nai Talim: Nai Talim in Gujarat: Philosophy and Development. Ahmedabad: Gujarat Nai Talim Sangh. Ch. 7 Excerpts.
3. Prakasha V., 1985. Gandhian Basic Education as a Programme of Interdisciplinary Instruction at the Elementary Stage: Some Lessons of Experience', Special UPEL issue no. 2, Paris: UNESCO, (ED.85/WS/28). 41-50.
4. Sykes, M., 1988. The Story of Nai Talim: Fifty Years of Education at Sevagram (1937-1987). Sevagram (Wardha): Nai Talim Samiti.
5. Kumar K., 1999. Mohandas Karamchand Gandhi. PROSPECTS: the quarterly review of education, 23 (3/4), Paris: UNESCO: International Bureau of Education.

6. Kumar K., 2005. Listening to Gandhi. in R. Kumar, A. Sethi and S. Sikka (eds.), School, Society, Nation: Popular Essays in Education, New Delhi: Orient Longman Private Limited.
7. NCERT. 2005. National Curriculum Framework. Position Paper. National Focus Group on Work and Education. New Delhi: NCERT.
8. Sadgopal A., 2005. Discussion Paper. National Focus Group on Work and Education. New Delhi: NCERT.

Unit III: Productive work as pedagogy

NCF 2005 focus group on work and education has advocated to “reconstruct the entire school curriculum from the pre-primary to senior secondary stage with a view to making productive work (and other forms of work as well, including social engagement) a pedagogic medium for knowledge acquisition, developing values and multiple skill formation.” In other words Language, Maths, Social Studies, Science, and Arts ---all of this should be taught through productive work. In Nai Talim literature this was called “Correlated Teaching” .What does this mean in practice? Why do it at all? What are its limitations? The unit will provide space to critically reflect on the practical issues and challenges that such a pedagogy entails—i.e. choosing educationally suitable ‘work’ for school curriculum, activity and lesson planning , nature of assessments, preparing an integrated syllabus . In this unit, the students will be encouraged to design theme based learning modules as a practice of correlated teaching.

Readings:

1. Prakasha V., 1985. Gandhian Basic Education as a Programme of Interdisciplinary Instruction at the Elementary Stage: Some Lessons of Experience. Special UPEL Issue no. 2. Paris: UNESCO, (ED.85/WS/28).9-40. (Excerpts.)
2. Hindustani Talimi Sangh, 1950. Basic National Education Syllabus for a complete basic school grades I to VIII. Sevagram (Wardha): Hindustani Talimi Sangh.11-13.
3. Bandyopadhyay S., 2007. Sriniketan, Kolkata: Earthcare Books, Kolkata.
4. Kumar K., 2005. Listening to Gandhi. In R. Kumar, A. Sethi and S. Sikka (eds.), School, Society, Nation: Popular Essays in Education. New Delhi: Orient Longman Private Limited.

Unit IV: Organisational issues of Nai Talim

Correlated teaching centering on a activity - a key element of a Nai Talim pedagogy requires working on various organizational aspects--- school structures and routines; types of teachers (subject vs work specialist); teachers’ capacity building; budget & resources; school leadership; school autonomy; community connect; quick action

research and follow-up; developing text books and other materials for children and teachers; piloting and scaling up issues etc. In this unit the students will learn how all these issues were handled or mis-handled historically by studying past Nai Talim schools. They will also learn how certain current experiments are grappling with these issues. They will be encouraged to think how the various pitfalls can be avoided in future when attempting to build on the key elements of this kind of education.

Readings:

1. Prakasha V., 1985. Gandhian Basic Education as a Programme of Interdisciplinary Instruction at the Elementary Stage: Some Lessons of Experience. Special UPEL Issue no. 2. Paris: UNESCO, (ED.85/WS/28). 51-60.
2. Kumar K., 2005. Listening to Gandhi. In R. Kumar, A. Sethi and S. Sikka (eds.), School, Society, Nation: Popular Essays in Education. New Delhi: Orient Longman Private Limited.
3. Dewan H.K., 2010. Shaping the curriculum of Basic Education In S. V. Prabhath (ed.), Perspectives of Nai Talim. New Delhi: National Council Rural Institutes. 334-342
(Guest lectures planned)

Unit V: Nai Talim: The Way Ahead

The objective of this unit is to introduce various national and international efforts in this broad direction by community organizations, alternate and even mainstream schools. These examples have been chosen from various domains such as Natural Resource Management & Biodiversity, Crafts, Water & Sanitation, Waste, Health & Nutrition, Construction, Energy, and Local (socio-economic) survey–studies. Students will be encouraged to think what other kinds of themes and specific activities would be applicable today and in the future.

Readings:

1. Azim Premji Foundation, 2014. Learning Curve: Productive Work as Pedagogy, Bangalore: Azim Premji Foundation, Vol. XXIV.
2. Chatterjee A. S., 2013. Learning and Sustainability: Communities Problems are Our Context of Learning and Communication. In International Symposium and Forum on Place Based Education, 27 January 2013, Rikkyo University, Tokyo: ECOPLUS.
3. Ramdas B., 2012. Nai Talim is Dead... Long live Nai Talim. In Nai Talim Amrit Mahotsava, Rashtriya Sammelan, 17-18 November 2012. Sewagram (Wardha): Nai Talim Samiti.

Assessment Plan

Assessment 1	After Module 2	1-2 page Paper a	10 %
Assessment 2	During Module 3	Group work and Presentation	20 %
Assessment 3	After Module 4	1-2 page Paper b	10 %
Assessment 4	After Module 5	Individual Term Paper & Presentation	40 %
Assessment 5	Last week	1-2 page Paper c	10 %
Assessment 6		Class participation	10 %