

Work Education, Gandhijis Nai Talim And Community Engagement

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Abstract:

The Kothari Commission on Education (1964-66) considers the concept of Work Experience (now renamed as Socially Useful Productive Work) to be 'essentially similar' to the concept of Basic Education of Mahatma Gandhi and a "redefinition of his educational thinking in terms of the society on the road to industrialization. To Gandhiji, teaching of craft was "a means of drawing out the best in the child and man-body, mind and spirit" and a spear-head of silent social revolution, aimed at bridging the gulf between the 'haves' and 'have nots' the villages and cities and manual work and mental work, and thus bring social equality and social justice. Kothari Commission too, like Gandhiji, considers Work Experience and social service SUPW as a means of all round development of the child and the society, and also a means of eradication of poverty by increasing productive capacities of Indian masses. Because, nearly 90% of our workers are their livelihood through some kind of productive manual labour. Hence, they need an education that can impart such knowledge and skills and inculcate positive attitudes towards manual work and work ethics. Hence, Work Experience or SUPW should not be treated merely as one more subject added to the school curriculum, but as a medium of education in the real sense.

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I. Introduction:

The New Policy on Education recognizes work experience as an integral part of general education, with different emphasis at different stages of education from the Primary to the Secondary. This recognition of the importance of work experience in the NPE is in line with the importance accorded to it by the Education Commission (1964-66), In the Curriculum Frame Work for the 10 year school developed by the NCERT in 1976, and by the Ishwar Bhai Patel Committee (1977), which recommended Socially Useful Productive Work (SUPW) as a distinct curricular area for providing children with opportunities for participation in social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. The productive manual work situations were to be drawn from the areas of health and hygiene, food, shelter, clothing, recreation and community service.

The National Policy on Education (1986) has reiterated the concept of Socially Useful Productive Work and renamed it as work experience. It has laid emphasis on the provision of well structured and graded programmes of work experience in accordance with the interests, abilities and needs of students at all Stages of school education, which would help them on their entry into the world of work. Prevocational programmes at the Lower Secondary stage have also been recommended to facilitate direct entry of students into the world of work or choice of vocational courses at the Higher Secondary stage.

Work Experience aims at restoring dignity and respect to all types of manual work, promoting self reliance in meeting one's daily needs and those of one's family and community, creating productivity through the development of proper work skills and values, and promoting commitment to the welfare of the society through suitable programmes of social work or community service.

Ghandhi "Practice of doing work with Education"

Gandhiji's Aims of Education

- ✓ Aim1: Vocational Efficiency
- ✓ Aim2: Cultural Development
- ✓ Aim3: Spiritual Development
- ✓ Aim4: Character Development
- ✓ Work Education through Economic activities and Craft based education

- ✓ Students should be inculcated with desirable values and culture
- ✓ Emphasised education and the 3 H's: Hand, Head and Heart
- ✓ Moral virtues like Righteousness, integrity, Self Restraint, Purity of character should be cultivated
- ✓ Self realization should be the ultimate goal education

Gandhiji's Basic Scheme of Education

- ✓ Education is not literacy alone
- ✓ Education is a quest for Truth and Non-Violence
- ✓ Education is training of the mind and body teaching to an awakening of one's soul
- ✓ Embodiment of his basic ideal of an ideal society
- ✓ Implied a program of social transformation
- ✓ Fusion of Naturalism Idealism and Pragmatism
- ✓ Naturalistic in its setting, idealistic in its aim, Pragmatic in its method
- ✓ Total development of the human personality through education
- ✓ Sarvodaya Samah-a democratic society with characteristics of peace

Gandhiji's Philosophy of Life

- ✓ Simple Living and High Thinking
- ✓ Man's Ultimate aim is the realization of God
- ✓ Belief in the essential unity of man and of all that lives
- ✓ Truth is God and God is Truth
- ✓ Truth is the end and Non-Violence is the means
- ✓ I have no God to serve but truth
- ✓ Regarded his own life as an Experiment with Truth
- ✓ Believed in a universal community without barriers of caste, creed color, wealth and power.
- ✓ Ram Rajya using Truth and Non-Violence

The general Objectives of the Work Education Programme are as follows:

Knowledge & understanding:

To help the child:

- Identify his needs & those of his family & Community in respect of food, health, and hygiene, Clothing, Shelter, recreation & social service.
- Acquaint himself with productive activities in the Community.
- Understand Facts & Scientific Principles involved in various forms of work.
- Know the Sources of Raw materials & understand the use of tools & equipments in the Production of goods & services.
- Understand the utility of productive work & Services to the Community.
- Understand the needs of a technologically advancing Society in terms of Productive Processes & Skills.
- Understand the Process of Planning & organizing Productive work.
- Conceptualize his role in productive situations.
- Develop awareness of Socio problems.
- Develop his abilities for self-evaluation of his performance.

Skills:

To help the child:

- Develop skills for the Selection, procurement, arrangement & use of tools & materials for different forms of Productive work.
- Develop his skills to observe, manipulate & participate in work practice.
- Develop skills for the application of problem solving methods in productive work & Social Service situation.
- Develop his skills for greater productive efficiency.
- Enhance his working competence sufficiently so as earn while learns to enable him to earn while learns.
- Use his creative faculties for developing innovative methods & materials.

Importance of work Education:

1. It establishes Co-ordination in hand and brain.
2. It is an essential and significant factor in learning process.
3. It develops skill like problem solving.

4. Critical thinking and decision making.
5. It is based on needs, interest and capabilities of students.
6. It develops abilities of students according to different Stages of Educations.
7. Provides opportunity for interaction with different, tools, techniques, methods material and objects.
8. It develops Understanding and feeling of pride towards in importance of physical work and Labour.

Different Names:

1. Craft Education- 1937 (before Independent)
2. Work Experience 1967
3. SUPW (1977) - (Ishwar Bhai Patel)
4. Work Experience (1986-NPE), School Education
5. NCE-2000 (NCERT)
6. NCF-2005 Work Experience compulsory in School Education
7. NEP (2020)(Work Education)

The Following activities to be selected for the students of primary, secondary and intermediate.

(i) Health and Hygiene

Making of:

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|------------------------|------------------------------------|
| 1. Tooth powder | 7.Dustors |
| 2. Soap | 8.Compost manure |
| 3. Detergent powder | 9.First aid boxes. |
| 4. Hair oil | 10.Health records |
| 5. Waste paper baskets | 11 keeping the neighborhood clean. |
| 6. Brooms | 12.Working at health centers |

(ii) Food

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| 1. Agriculture | 7. Fruit preservation | |
| 2. Horticulture | 8. Preparation of Jam | |
| : | 3. Poultry forming | 9. Preparation of Juice |
| 4. Bee-keeping | 10. Working on the forms | |
| 5. Confectionary | 11.Running the school canteen | |
| 6. Bakery | 12.Soil Conservation | |

(iii) Shelter

1. Elementary wood craft
2. White washing
3. Polishing doors, windows & furniture
4. Repairs of furniture in the school
5. Electrical wiring
6. Wood work

(iv) Clothing

1. Spinning
2. Weaving
3. Garment making (making school bags / School uniforms / Hand Kerchiefs/ Table cloths / Pillow cases etc).
4. Embroidery
5. Laundry work
6. Hosiery
7. Mending the clothes
8. Dyeing and printing

(v) Cultural and Recreational Activities

Visual Art

Drawing (Painting / Designing)



Performing Art

Dancing, Music and Singing.



Literary Art



Drama, Poetry & Speeches.



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