



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2019; 5(8): 318-320  
www.allresearchjournal.com  
Received: 10-06-2019  
Accepted: 11-07-2019

**Monika Bhardwaj**  
Guru Nanak College of  
Education, Punjabi Bagh, New  
Delhi, India

## Finding similarities among ICT in education and NaiTalim

**Monika Bhardwaj**

### **Abstract**

We live in a very competitive world. Everyone is running behind one or the other goal. This has led to the world of competition. To cater the needs of this competitive world, our education system need to be able to cope up the changes everyone is experiencing in their lives. To deal every change effectively, our education system has to be competent enough to face the challenges. This becomes easier when we adopt various techniques and strategies as well as methods which help one to be competent and effective. Considering all these, it has been tried to find some similarities among ICT in education and NaiTalim, so that no method is thought to be inferior or old one to adopt. By adopting any method as per the need of the situation, we could enhance the learning of the students and make the teaching learning process relevant as well as interesting.

**Keywords:** Information, Communication, Technology, NaiTalim

### **Introduction**

ICT is the Information, Communication and Technology. Information is the data which is provided. It defines the facts which are accurate. Something which is not accurate will not be regarded as the 'information'. Another feature of information is that it is presented within a context. Any data which is out of context has no relevance and with the context it gets the meaning. Information is specific to that particular situation/context/understanding. A piece of information leads to increase in knowledge as well as understanding which results in the change and development.

Communication is the process of exchange of information. When there is an exchange of information among people, it becomes the two ways process called the communication. The exchange could be of information, feelings or ideas. The fundamental reason for this exchange is to develop the understanding and knowledge.

Technology refers to the application phase. When the skills or techniques are used for the accomplishment of certain aspects or we can say technology is the medium through which we gain knowledge and improve understanding. Technology is the collection of processes or techniques through which we work on something to improve our understanding and develop. When this ICT (Information, Communication and Technology) is used in our education system, it has the same aim to improve knowledge and understanding in the context of scenario through exchange of ideas. ICT in education is the platform through which the knowledge and understanding are developed through the relevant and accurate piece of information by exchanging views or ideas through different mediums.

ICT in education relates to the inculcation of information, communication with the technology in our education system. It is the emergence of loads of information through different medium of technology by inculcating the different views and perspectives. ICT in education relates to the integration of ICT in every aspect of education system like previous knowledge testing, teaching learning process, evaluation, assignments, homework, etc. Among all these every aspect has its own importance but for the point of view of the teachers as well as students, teaching learning process becomes the most important due to the transaction and receiving of the knowledge and also due to its dynamic nature. It is a dynamic process which involves the various aspects/models/ techniques/ methods used in teaching. It is the medium on which the understanding of the students depends.

**Correspondence**  
**Monika Bhardwaj**  
Guru Nanak College of  
Education, Punjabi Bagh, New  
Delhi, India

Is interactive, student centered, relevant or joyful, it leads to better understandings among the students and best transmission of the knowledge from the teacher's perspectives also.

Another approach, which is yet very old, has relevance in every point of time. It is the NaiTalim. It is the principle which explains the relation between knowledge and work. It is the principle which integrates the theoretical aspect of the knowledge with the practical aspect of the work.

For Gandhiji, education is the moral development of the person, a process that is by definition, lifelong. Thus, according to the Gandhiji, education is the life long process. The principle idea is to impart the whole education of the body, mind and soul through the handicraft that is taught to the children (Mahatma Gandhi). From this, we take two phrases first being, body, mind and soul; which means education not only increases information or knowledge and effects mind but also deals with the body as well as soul, which relates to the spiritual development and character formation among the students. Second phrase which is to be highlighted here is the through the handicraft. The medium of transaction of knowledge is the handicraft i.e. craftwork or we could say the practical experience given to the students.

"I hold that true education of the intellect can only come through a proper exercise and training of the bodily organs, e.g. hands, feet, eyes, ears, nose, etc. In other words an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. But unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lop-sided affair. By spiritual training I mean education of the heart. A proper and all-round development of the mind, therefore, can take place only when it precedes paripassu with the education of the physical and spiritual faculties of the child. They constitute an indivisible whole."(M.K. Gandhi).

Now, when both the mediums, ICT in education and NaiTalim are visualized conceptually as well as theoretically, it seems that these are at different poles and have many dissimilarities or differences. These are the mediums which are very much different in transaction.

In the present paper it is being tried to find out certain points of similarities among the two. These similarities would lead to the better understanding of both the concepts.

#### The main points of similarities are

- **Pace of learning:** In both the approaches, the pace of learning depends on the learners. When dealing with ICT in education, teachers use the technology as per the pace of learning of the learners. They can review, recapitulate, revise and could move further according to their own pace. There are certain models which highlight different pace of learning as per the needs of the learners. In the NaiTalim also, individual differences in learning is considered. Each task is given as per the level, requirement and pace of learning of students. Next step is discussed only when earlier step is being understood by the child.
- **Better understanding:** Both the methods develop better understanding. Involving ICT in education leads to knowledge explosion and gaining knowledge about various aspects through different techniques of technology. Gaining knowledge leads to better

understanding. In the NaiTalim, when the child actually performs the task, it gives better understanding.

I hear I forget,

I see I remember,

I do I understand. These lines go with this point of better understanding.

- **Interesting:** Both the methods of transaction of knowledge are interesting. Using ICT in education leads to the integration of latest technology in the teaching learning process which leads to excitement among the students. Using different kinds of animations, videos, and audios creates excitement among the students. The excitement leads to better understanding. Actually performing the task in NaiTalim also creates the excitement among the students and students actually find these interesting when they themselves perform the task or activity.
- **Learning by doing:** Both the methods are based on the 'learning by doing' concept. In both the methods, students learn the things by doing the task themselves. In ICT in education, students search, organize and relate with the knowledge where students learn by actually performing or acting on the knowledge. In NaiTalim also, students perform the activities by themselves. It is the essence of the NaiTalim to perform the task or activity by the students.
- **Economic reconstruction:** ICT in education leads to economic reconstruction as use of technology leads to better options and these options leads to the development which results in economic reconstruction. NaiTalim focuses on the self-sustaining perspective of the development wherein students learn to be self-sustaining through various craft or other vocational techniques and learning. Students gain the habit of working and earning and share the responsibilities in livelihood. All these reconstruct the economic structure.

#### Conclusion

From all these points it could be observed that both methods are similar in one or the other terms. Both the methods lead to better understanding, make the learning interesting and results in economic reconstruction. So, it is required to inculcate both the methods in the teaching learning process so as to transact better understanding of the concepts which leads to the lifelong learning which the real meaning of the education is.

So, let's provide our children with the ocean of knowledge, to boost up their abilities and capabilities, to utilize their potentials and motivating them to create, enhance and utilize knowledge.

#### References

1. Blurton C. New Directions of ICT-Use in Education, 1999.
2. <http://www.unesco.org/education/educprog/lwf/dl/edict.pdf>; UNESCO World Communication and Information Report, 1999.
3. Educause. Seven Things you should know about flipped classrooms. Retrieved from, 2012. <http://net.educause.edu/ir/library/pdf/ELI7081.pdf>
4. Jain M., Shikshantar Andolan and Swaraj University. Retrieved from manish@swaraj.org, <http://shikshantar.org/articles/thoughts-resurrecting-nai-talim>

5. The story of NaiTalim, Fifty years of education at Sewagram, India, (1937-1987) Retrieved from
6. [http://home.iitk.ac.in/~amman/soc748/sykes\\_story\\_of\\_nai\\_talim.html](http://home.iitk.ac.in/~amman/soc748/sykes_story_of_nai_talim.html)
7. Retrieved from [www.businessdictionary.com/definition/information.html](http://www.businessdictionary.com/definition/information.html)
8. Retrieved from <http://www.gandhiashramsevagram.org/village-swaraj/nai-talim.php#>