



**MA EDUCATION
SEMESTER - IV (CBCS)**

WORK EDUCATION

SUBJECT CODE : IDC- 3

© UNIVERSITY OF MUMBAI

Prof. (Dr.) D. T. Shirke
Offg. Vice Chancellor
University of Mumbai, Mumbai.

Prin. Dr. Ajay Bhamare
Offg. Pro Vice-Chancellor,
University of Mumbai.

Prof. Prakash Mahanwar
Director
IDOL, University of Mumbai.

- Programe Co-ordinator** : **Dr. Santosh Rathod**
Professor, Head of Interdisciplinary Courses,
Institute of Distance and Open Learning,
University of Mumbai - 98.
- Course Co-ordinator & Editor** : **Ms. Komal Shivaji Ambhore**
Assistant Professor, Department of Education,
Institute of Distance and Open Learning,
University of Mumbai - 98.
- Course Writers** : **Dr. Sati Shamrao Shinde**
Assistant Professor,
H.B.B.Ed. College, Vashi Navi Mumbai.
- : **Dr. Reni Francis**
Principal,
MES's Pillai College of Education and Research, Chembur.
- : **Dr. Sneha Samant**
Assistant Professor,
Seva Sadan's College of Education, Ulhasnagar.
- : **Mrs. Seema Tanaji Pol**
Assistant Professor,
Mumbai.

January 2023, Print I, ISBN: 978-93-95130-48-6

Published by
Director
Institute of Distance and Open Learning, University of Mumbai, Vidyanagari, Mumbai - 400 098.

DTP COMPOSED AND PRINTED BY
Mumbai University Press,
Vidyanagari, Santacruz (E), Mumbai - 400098.

CONTENTS

Unit No.	Title	Page No
Module - I	Work Education: Commissions, Policies and Approaches	
1.	Work Education	1
2.	Work Education: Commissions and Policies	15
3.	Approach of Work Education	35
Module - II	Theoretical and Practical Aspect of Work Education	
4.	Work Education and Curriculum	55
5.	Work Education in The Social Context	73
6.	Multipurpose School for Work Education and Development	83

SEMESTER IV
INTERDISCIPLINARY COURSE (IDC – 3)
WORK EDUCATION

Theory: 60 Internals: 40

Total Marks 100
Total Credits = 6

Course Objectives:

- To develop an understanding on the Concept of Work Education
- To develop an understanding of the Aims and Objectives of teaching Work Education
- To develop an understanding of the various aspects of Work Education
- To develop an understanding of the curriculum in Work Education
- To develop skills on interdisciplinary approach of Work education
- To develop an understanding of the social context of Work Education.

Module I: Work Education: Commissions, Policies and Approaches (Credits 2)

Unit 1: Work Education

- a) Concept, Meaning, Objectives and Nature of Work education
- b) Work education – Characteristics, Principles, Need and Significance, Areas of Work Education – i) Socially Useful Productive Work, ii) Occupational exploration and innovative practices in work education.
- c) Strategies to promote Work Education: Field trips, field visits, community engagement, reflective journal writing, case studies.

Unit 2: Work Education: Commission and Policies

- a) Recommendations of Commissions for Work Education- Secondary Education Commission, Kothari Commission,
- b) Recommendations of Policies for Work Education- NEP 1986, Programme of Action 1992 and NEP 2020
- c) Role of State Government, Central Government, Universities, NGO's for Work Education

Unit 3: Approach of Work Education

- a) Methods for Teaching Learning activities related to work education –Demonstration Method, Project Method, Excursion Method and Discussion Method
- b) Evaluation in Work Education: Design of Work Education and Work Book, Practical Work and attainment, Developing certain tools, e.g. rating scale, check-list, Teacher's record, Observation schedule
- c) Qualities function and role of teacher in Work Education

Module 2: Theoretical and Practical Aspect of Work Education

(Credits 2)

Unit 4: Work education and Curriculum

- Syllabus of Work education, classification of students, planning of sessions, Planning of Sessions of Work education – Activities related to the better full fulfilment of basic needs. Activities related to environmental awareness, Activities related to social service, Activities related to cultural heritage, and National integration.
- Relationship with other subjects in the school curriculum: Place of Work Education in the school curriculum.
- Difference of Work Education with Work Experience, Basic Education and Vocational Education.

Unit 5: Work Education in the Social Context

- Utility of Social Service Project – Removal of Social distances, importance of literary drive, first-aid, floor relief, etc.
- Utilization of Community Resources for Audio-Visual materials for teaching Work Education.
- Role of community in reference to work education

Unit 6: Multipurpose School for Work Education and Development

- Concept, Meaning, Need, Significance and Role of Multipurpose School.
- Criteria for selection of Work Education in Schools, Teacher Education Institution and Higher Education.
- Work Education and Development: Individual, Social, Political and Economic, National and International.

Module 3: Internal Assessment

(Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/ NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

Suggested Tasks:

- Suggest any four skills related to language which can be acquired through any activity under work education
- Prepare a list of activities related to community service.
- Write any three activities related to environmental awareness.
- Design any topic using any one method of teaching work education.
- Prepare a detailed Report on Work Education in the National Education Policy 2020.

References:

- Aggarwal, J.C. and Aggarwal, S.P.(1987) Vocational Education New Delhi, doaba House Publishers
- Magre S,(2018) NaiTalim: Pedagogical Perspectives, Dnyan Prasarak Publication Private Ltd.Mumbai.
- Magre S,Francis R(2018)Project Based Activities: Insightful Journey ,Dnyan Prasarak Publication Private Ltd. Mumbai
- Magre S, Francis R (2021) Best Practice in VENTAL ,Notion Press ,Chennai.
- Prakash, v, and Biswal (2008) Perspective on Education and Development, Revisting Education Commission, Shipra Publications
- Rashtriya, T. (2005). Vocational Education. New Delhi: APH Publishing Corporation
- Report of Secondary Education Commission (1952-53).
- Report of National Education Policy 1986
- Report of National Education Policy 2020.
- Sharma, A.P. (1984) contemporary Problems of Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Webliography:

- http://cbseacademic.nic.in/web_material/publication/archive/workeducation.pdf
- http://cbseacademic.nic.in/web_material/Curriculum19/Main-Secondary/9_i_WORK_EDUCATION.pdf
- https://www.nios.ac.in/media/documents/dled/Block3_508.pdf
- <https://librarykvs.files.wordpress.com/2018/11/syllabus-for-work-education.pdf>

MODULE - I

1

WORK EDUCATION

Unit Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Nature of Work Education
- 1.3 Characteristics of Work Education
- 1.4 Principles of Work Education
- 1.5 Areas of Work Education
- 1.6 Strategies to promote Work Education
- 1.7 Community Engagement
- 1.8 Reflective Journal Writing
- 1.9 Case Studies
- 1.10 Summary
- 1.11 Unit End Exercises
- 1.12 References

1.0 OBJECTIVES

The students will comprehend:

- the concept and meaning of work education
- the principles, need and significance of work education
- the nature of work education
- the importance of socially useful productive work
- the strategies to promotes work education

1.1 INTRODUCTION

Education in every nation focuses in providing a system of learning that offer students a chance to develop skills and talents that is important in their life and future. Whether education should be connected to physical labour or whether work education should be a fundamental component of education must be decided.

Work education is seen as meaningful and purposeful physical labour and is organised as an integral part of the educational process. It is viewed as the creation of beneficial products and performing work, both of which provide the students a sense of fulfilment and pleasure. Activities that

combine knowledge, cognition, and practical skills are prioritised in work education.

Work education includes activities that focus on personality development and developing the society through variety of needs that are important to human life such as health and hygiene, food, clothes, recreation, and service to the society, in accordance with the state of cognitive and psychomotor skills of children while learning. Work education yields opportunities that benefit the society and self-satisfaction. It focuses on hands on experience and learning by doing. The daily importance of work education can be demonstrated by the students habits and skills. Work education aim to augment students knowledge and understanding to the surrounding and in relation to the learning experience gained from the activity.

Work Education aims at:

1. It promotes consistent behaviour and a positive mindset in order to meet their body's basic demands.
2. To make individuals more conscious of their surroundings and the linkages between people and the environment.
3. Instills a sense of pride in oneself for performing hard labour and educates one to value its importance.
4. It helps to create values that society finds appealing. Being focused, punctual, judicious, dutiful, maintain cleanliness as a habit, self-reliance, hardwork, dedication, perseverance, resilience, social discipline, self-discipline helps in developing effective learning skills that cannot be effectively simply by reading books or listening to lessons, but can be developed when students engage in a variety of activities together. Socially beneficial values and virtues then grow organically.
5. Work education covers hygiene, nutrition, and food rules in great detail. Through work-based learning, they gain awareness and learn how to maintain the neighbourhood clean.
6. To foster the ability to express oneself creatively. Every child is naturally gifted with the ability to express themselves creatively. After planning artistic events, work education offers chances for individual self-expression.
7. It develops the capacity to understand and value the feelings connected to preserving local and national cultural heritage.
8. It helps people develop their sense of leadership skills. Some students are shy and reluctant leaders. Such opportunities are provided through work education so that leadership skills need to be fostered and nurtured through various activities.

9. Preparing students for the real life challenges is the basic aim of education. The acquisition of vital life skills. By assisting students in enhancing their life skills like problem solving, decision making, creative thinking, critical thinking, empathy, and effective communication, work education helps students to be able to deal with the demands and challenges of everyday life.
10. Create a link between work and education: Through work education, students can gain knowledge of and experience in a range of workplaces.

1.2 NATURE OF WORK EDUCATION

Work education aims in achieving goals and objectives that students need to match in accordance with the societal needs and personal preferences. Students are happy to be engaged in a work environment that instils creativity and facilitates a cohesive learning environment.

Work education aims in providing a learning experience that enables every student to use the skills in a divergent manner fostering value based transaction to the welfare of the society. Work education methods focus on conveying a range of socially desirable values such as independence, usefulness, willingness to cooperate, working in teams, being focused and patient with the people thereby ensuring efficient work.

Work education is a kind of knowledge that raises awareness of the well-being of people and society and has equal importance for communities and social services. Craft centered education is closely linked with work education as it emphasizes on learning while working in each field.

1.3 CHARACTERISTICS OF WORK EDUCATION

Work education enables adequate knowledge and skills to the student to be ready to the current societal needs by imparting knowledge, attitudes and skills through hand holding and detailed step wise initiatives. It is often seen as an enacted curriculum or sometimes even hidden curriculum that fosters thorough learning skills. Work education works in hand in hand with the transacted curriculum thus providing situations to be a part of the local, global, economic activities not only restricted in the four walls of the classroom but extending its experience outside the classroom. Skills enhanced highlight on knowledge, comprehension, practical skills and values for all activities that are important in life.

- Establish hand-brain coordination.
- Socially productive manual labour is pertinent in educational activities.
- Is an integral and important part of the learning process.
- It can be seen in the form of beneficial opportunities and productive work for the society.

- Essential for all forms of education
- Focus on learning by doing.
- Enhance thinking skills, solving problems with apt decision making.

1.4 PRINCIPLES OF WORK EDUCATION

As said by Rabindra Nath Tagore, education cannot be taken apart from physical work for socio- cultural reawakening. Each disciple must step out of his particular community realm and participate in the service of humanity. Work should be seen as a way for education because experience is the window to our mind. ”

- Based on student's abilities, interests and needs.
- Fostering the skills of students of various educational levels.
- Contribute to personal development.
- Fostering and improving professional preparation and production efficiency.
- Helps student with opportunities to interact with a variety of tools, methods, materials and objects.
- Provides an opportunity to learn terms related to community service. • Introduce people to work.
- Be open minded
- Work dignity and a positive attitude
- Good and healthy relations between the school and the community;
- Collaborative approach
- Ability for creativity and imagination

Vocational education is a major necessity to achieve this goal. The focus of vocational education can be known from the following perspectives.

- Determine the nutrition, health and hygiene needs of each individual, family and community to know the work environment.
- Be aware of yourself with the productive efforts of fellowships in various fields. Useful for gathering information about various social activities.
- Learn how to select, acquire, place and use tools and materials in a variety of productive work environments. It also helps in consolidating new skills.
- Productive work and service achievement promotes self-esteem and self-confidence.

- Gain a deeper perspective on the environment, as well as the wisdom of societal commitment, responsibility, and membership. It gives people a feeling of belonging.
- Foster respect for manual labour to show the utmost respect to workers in the community.
- Create good work habits, integrity, discipline, efficient work, and good work.
- Productive work and service outcomes in a variety of areas help build confidence and self-esteem.
- Develop a better understanding of the surroundings and a sense of responsibility in order to ensure the well-being of the community.
- Recognizing socio-economic issues in society to inform people about the potential for change.

Education aims in providing equitable learning environment creating in raising all children from different social, economic and cultural backgrounds. There is a huge educational divide if work education and knowledge traverse on different path and will never connect with society, widening the separation of society and academic institutions. As a result of their lack of connections to both job and education, this is likely the biggest factor robbing youngsters of the life skills they require. It means to relevant, rational, and practical in daily life Real-world production tasks not only provide instructional value for involving students in, but also the learning process, but also impart knowledge and naturally develop life skills. In addition to combining education and work, we have achieved the goals of knowledge, life skills and values in job education. Vocational education has a psychological and social foundation. While rote learning creates apathy in children's education, learning by doing rejuvenates them and promotes interactive learning.

1.5 AREAS OF WORK EDUCATION

Socially useful and productive work:

Socially useful and productive jobs should be developed in light of Gandhi's work-centered literacy philosophy. Handicrafts played a central role in basic education advocated by Gandhi. Because he meant by education to bring out the best in children and human beings, body, mind and spirit.

According to him, literacy is not an education, the entire curriculum should be woven around basic skills. The Patel Commission used the term "education in and through work" to clarify Gandhi's philosophy on basic education. Socially useful and productive work is primarily a tool for job education, and job education should be conveyed through the job itself. It is intended to emphasize the principle that education should be work-centred. Socially useful and productive work is aimed at promoting the

harmonious development of the whole person: body, mind, mind and spirit. But socially useful productive labour has social utility. It is a tool for instilling Gandhi's values: truth, non-violence, independence, dignity in work, cooperation, and a classless society. Bridge the gap between life and education, education and work. It makes learning effective and useful. It combines knowledge and craftsmanship, theory and practice. It can contribute to increasing national productivity and self-reliance. It leads to proper articulation between living and teaching. It enriches the personality of the child and helps him / her to develop creative faculties and diverse abilities.

Objectives:

The objectives of this programme will be to:

- To develop a coherent personality of a person
- To make the people aware of the values such as non-violence, speaking truth, cooperation, dignity, labour, tolerance, self-independence.
- It helps us in correlating educational knowledge with socially useful work and craft
- It helps in reducing the stress of people nowadays by connecting life with work and education
- It also increases the self-employment or the creative productivity of the individual
- To develop the skills and intelligence of individuals and make their expertise in their respective fields
- To teach the children about education not only in the classroom but also from the society and the outside environment practically
- To reduce the unemployment rate in the country by making children self-reliant so that they can withstand society and can start their work
- Work exercise will consist of one most important craft or equal provider and as a minimum one subsidiary craft or equal provider.

(A) Main Crafts and Services:

i) Health and hygiene:

Growing medicinal plants, eradication of communicable diseases, paramedical provider.

ii) Food:

Agro-industries, kitchen gardening, pot culture, crop and seed production, repairs of farm implements, soil conservation and desolate tract control,

horticulture, animal husbandry and dairying, bee keeping, chicken farming, fish culture, bakery, confectionery cooking.

iii) Shelter:

Pottery, masonry work, workshop exercise (mechanical), workshop exercise (electrical), workshop exercise (electronics) cane and bamboo work, house-craft, foundry work, carpet weaving.

iv) Clothing:

Production of cotton, wool, silk and different fibres, weaving, get dressed making, knitting, hosiery work, embroidery work, get dressed designing, leather-based work.

v) Culture and Recreation:

Making toys and dolls, making and repairing musical instruments, making playground equipment, printing, binding books, making stationery

(B) Subsidiary Crafts/Services:

(i) Health and hygiene:

Cleanliness of the neighbourhood, well and pond and the disposal of garbage, construction of toilet facilities and compost pits, making tooth picks, tooth powder, soap, detergents, disinfectants, first aid boxes, construction of waste-paper baskets; dust bins, garbage cans, brooms, brushes, cobweb cleaners, dusters, mops, etc., detection of adulteration,

(ii) Food:

Distribution of fertilisers and insecticides, processing and preservation of food, mushroom culture, khandsari gur, candy mak-ing, catering, making jam, jelly, squashes, pickles, bari, papad, pack-ing food and marketing etc.

(iii) Shelter:

Home, village and town planning, lac culture, Renovation and minor repairs in buildings, fitting, furniture and household arti-cles, decorating the home, gardening, surface decoration, interior decoration, construction of decorative pieces, plaster of Paris work, chalk and candle making, making limestone.

(iv) Clothing:

Spinning of different fibres, dyeing and printing, repair of garments, laundry work.

(v) Culture and Recreation:

Stage craft, making costumes, holding exhi-bitions.

1.6 STRATEGIES TO PROMOTE WORK EDUCATION

Field trips are visits outside the regular classroom in which kids can strive new things, have extraordinary experiences and study treasured existence lessons. Field trips can cause a myriad of locations in which college students can see new points of interest and live extraordinary experiences. An excursion may take you to a nearby location, or you may need to take a bus to another city. Anyway, the purpose of excursions is to learn, experience different environments and try new things.

Interactive learning:

Field trips help in bringing to light real life experiences to all students. Field trips allow students to interact with what they are learning. The experience goes beyond reading textbook concepts as children can be physically involved. It helps in building a connect to the world outside as they step out of the classrooms.

Access to different environments:

Field trips gives students an experience to unfamiliar environments that lies outside the four walls of a school. On field trips, students can see historical artifacts, place of commercial and social importance. Each experience enhances learning and supports important academic theories. They begin to realize that what they learn in the classroom helps them solve real-world problems, which moulds them as people.

Social Interaction:

Leaving the classroom for excursions places students in a different social environment. During a field trip, students meet new groups of adults and interact with other children. These new interactions teach them important lessons about how to behave in different environments. Field trips also encourage teamwork and community among students as they experience new environments together.

Socio-Economic growth:

Students who go on field trips become more empathetic and tolerant. Attending a field trip improves critical thinking and gives students the opportunity to think about a topic or topics from another perspective.

Eliminate Boredom in the classroom:

All work makes Jack a dull boy, we have heard this quote many times. The classroom experience often may result in being monotonous and boring. To bring the element of active learning, field trip is a good opportunity. Basically, field trips eliminate the boredom that comes with classroom lectures. Moreover, it stimulates students' interest in learning and new learning information, no matter how boring the subject is in theory.

Academic Impact:

Field trips and hands-on learning make concepts more memorable. Concepts are presented through all different mediums and methodology to help students who struggle with traditional learning become intelligent and confident. Comprehensive learning improves access to content.

Field Visits:

Field visits help develop geographic concepts, elements and processes through direct personal experience. It helps us understand the relationship between humans and the environment. It makes learning geography more interesting and supports the application of knowledge. It will help you develop your understanding and sensitivity to the social, historical, economic and cultural facts of your chosen area.

- (i) Subjects focusing through observation have long-term and multisensory effects among students on their learning process.
- (ii) Fieldwork gives an opportunity to gain first-hand information about places with different locations, climates and topography.
- (iii) Students comprehend about the relationship between physical and cultural factors and the ability of humans to adapt accordingly.
- (iv) Students gain the opportunity to interact with the locals, learn about their culture, food, dress and be aware of their problems;
- (v) Students are aware and develop a sense of belonging to these regions and also improve their observation and reasoning skills.
- (vi) Field visits help us to be aware of various concepts, elements and processes through first hand personal experience.
- (vii) Students understand the interrelationships between humans and the environment;
- (viii) Students are able to increase their understanding and sensitivity to the historical, economic, social and cultural facts of the chosen area;
- (ix) Field visit make geography learning more interesting and support the application of knowledge;

1.7 COMMUNITY ENGAGEMENT

Community engagement is a teaching and learning strategy that integrates meaningful community based learning with instruction and reflection to enrich the learning experience with a greater emphasis on reciprocal learning and reflection.

“Community engagement is a pedagogical approach that is based on the premise that the most profound learning often comes from experience that is supported by guidance, context-providing, foundational knowledge, and intellectual analysis. The opportunity for students to bring thoughtful

knowledge and ideas based on personal observation and social interaction to a course's themes and scholarly arguments brings depth to the learning experience for individuals and to the content of the course. The communities of which we are a part can benefit from the resources of our faculty and students, while the courses can be educationally transformative in powerful ways.”

Importance of Community Engagement:

Academic:

- Positive effect on students' instructional studying
- Improves students' capacity to use what they've found out in “the actual world”
- Positive effect on instructional consequences which includes validated complexity of understanding, hassle analysis, hassle-solving, important thinking, and cognitive development
- Improved capacity to apprehend complexity and ambiguity

Personal:

- Greater experience of private efficacy, private identity, non secular growth, and ethical development
- Greater interpersonal development, mainly the capacity to paintings nicely with others, and construct management and verbal exchange abilities

Social:

- Reduced stereotypes and more inter-cultural understanding
- Improved social obligation and citizenship abilities
- Greater involvement in network carrier after commencement

Career:

- Connections with experts and network participants for studying and profession opportunities
- Greater instructional studying, management abilities, and private efficacy can result in more opportunity

1.8 REFLECTIVE JOURNAL WRITING

A reflective journal is also about reading back over the past entries and writing about the newly acquired knowledge. It is a powerful tool for advancing learning and deepening the learning experience. Reflective journaling is therefore a way of thinking critically and analytically about work in progress. It shows how different aspects of your work are connected.

Reflective journal content takes the form of studies notes, non-public remarks on my work, notes and pics from gallery visits, quotes, excerpts from lectures, tutorials, books, magazine photos, and even sketches.

For student teachers, a reflection journal is a magazine is a private file of a student's learning experience. It is an area wherein a learner can file and replicate upon their observations and responses to situations, that can then be used to discover and examine methods of thinking. Reflective Journal writing is not just describing what happened or discussing the scene or situation, but reflecting upon and that is more important. It is nothing but a piece of flexible, personal and informal writing.

The Journal can record:

Wherein your notion comes from the way you employ your thoughts to increase your paintings your cognizance of the cultural context (setting) in that you paintings This context includes: different artists' paintings and their thoughts; the thoughts of critics and theorists; social, political, aesthetic and ideological contexts.

Reflective Journal helps a student teacher to:

Get clean evaluation of your studying enjoy in faculties all through internship; assist you to apprehend your strengths and weaknesses as a learner and to recognize studying techniques which match your private needs; make you able to overcoming studying problems via self-assessment and enhancing yourself as a teacher.

We need a reflective journal as memories of experiences become imprecise over time. If student- teachers record and write the experiences they will be able to refer it in the near future. Reflective journal focuses on documentation of the task done, observations made with respect to the environment or a colleague or any teaching learning practices. It also helps to enhance personal goal. The reflective journal helps you to share with your tutor the work done and the tutor can go through the reports. It also provides a feedback, a checklist to find out the area for improvement. It also informs you whether you are able to accept new ideas.

Reflective journal can either be unstructured or structured. In a structured one, some guiding questions are already given in which one need to answer as per the pre- decided questions.

The following questions can be asked for e.g.

- My role in this activity
- My learning from these activities
- Most successful points in this activity
- The success points
- Obstacles faced in the lesson

- Ways to overcome it
- If faced with a news situation my action plan

In an unstructured reflective journal, there is no question to be answered. The criteria of assessment must be done by oneself. However, the following point can be in mind while writing the reflective journal

1.9 CASE STUDIES

Case Studies:

Case research may be used for coaching as a coaching tool. Many college students research better with real- existence examples. Case research are an powerful manner to research with inside the classroom.

Case studies come in many forms, but enter a basic "What would you do?" question. Some questions are very detailed and require data analysis. This type of research assignment and homework usually requires answering open-ended questions about possible solutions to the problem. These projects are usually done by groups of students, as group learning is often more effective. A case is essentially a story. Cases tell events and troubles in a manner that allows students to analyze from their complexity and ambiguity. Students can analyze from the original stakeholders of the case, such as businessmen, doctors, and other professionals.

Students can work on cases and analyze key information to find solutions to problems. This allows students to:

1. Identify applicable records
2. Identify the hassle and its parameters
3. Identify viable answers
4. Develop techniques and thoughts for movement
5. Make decisions to solve

Case study method:

Case look at technique The case look at technique has two parts. One element is the case itself and another element is the dialogue of the case. Case research are selected for coaching primarily based totally on the richness of the story and whether or not the people under look at need to make decisions or solve problems. When the use of case research, the point of interest isn't always on statistics or analysis. Students analyze cases, discover ways, discover solutions, and strive to resolve problems. This technique is most commonly utilized in groups, with an emphasis on classroom discussions. Whenever students receive research from teachers, they should be approached using the following checklist.

1. Read the case carefully and form your own opinion earlier than sharing the idea with the organization or class. You should be capable

of become aware of problems and offer solutions and alternatives. You should be able to formulate your own outline and approach before discussing your research in groups.

2. Once you have a clear understanding of your case, you can share your ideas with the rest of the group.
3. Open a case discussion and listen to posts from other members of your group or class.
4. Reflect on how your original idea changed as a result of the group discussion.

1.10 SUMMARY

We can conclude that Work education aims in providing a rich and engaging experience to the students. It provides an opportunity to evolve from the traditional approach of learning to a more student centric approach that enables students to derive a learning experience that aims in fostering their knowledge, attitude and skills. Work education has always gained prominence in providing a holistic and experiential learning to the students. Learning should make a positive impact in all the three domain of learning – cognitive, affective and psychomotor. Work education is a vehicle to reach the destination of enriched learning experience.

1.11 UNIT END EXERCISES

1. Explain the concept and meaning of work education
2. Elaborate with example the characteristics of work education.
3. Elucidate the principles of work education
4. Elaborate any two strategies to promote work education.
5. Explain Socially Useful Productive Work
6. Elaborate the importance of Field trips as a strategy in work education

1.12 REFERENCES

- <https://casestudyhelp.com/blog/what-is-the-importance-of-case-study-in-education/>
- <https://www.universalclass.com/articles/special-education/developing-educational-case-studies.htm>
- <https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>
- <https://students.morris.umn.edu/community-engagement/types-community-engagement>

- <https://www.marshall.edu/ctl/community-engagement/what-is-service-learning>
- <https://classroom.synonym.com/importance-field-trips-education-5438673.html>
- <https://brainiak.in/608/5-outline-importance-field-visit>
- <https://www.explorableplaces.com/blog/the-benefits-of-field-trips>
- <https://www.sarthaks.com/1420681/outline-importance-field-visit-explain-examples-visits-increase-geographical-knowledge>
- <https://kitabcd.org/10th/notes-class-10-geography-chapter-1-field-visit-maharashtra-board/>
- <https://bharatmahan.in/positive-news/curriculum-experiential-learning-gandhijis-nai-talim>
- http://cbseacademic.nic.in/web_material/publication/archive/workeducation.pdf
- <https://www.pupilstutor.com/2021/11/characteristics-of-work-education.html>
- <https://www.getmyuni.com/articles/work-education>
- https://www.nios.ac.in/media/documents/dled/Block3_508.pdf
- <https://www.yourarticlelibrary.com/india-2/education-india-2/socially-useful-productive-work-supw-educational-system/89649>
- <https://stvincentpallotticollege.org/image/SUPW.pdf>

WORK EDUCATION: COMMISSIONS AND POLICIES

Unit Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Education Commissions: An Overview
 - 2.2.1 Recommendations of Commissions for Work Education- Secondary Education commission
 - 2.2.2 Recommendations of Commissions for Work Education- Kothari Commission
- 2.3 Education Policies
 - 2.3.1 Recommendations of NEP 1986 for Work Education-
 - 2.3.2 Recommendations of Programme of Action 1992 for Work Education
 - 2.3.3 Recommendations of NEP 2020 for Work Education
- 2.4 Role of State Government for Work Education
- 2.5 Role of Central Government for Work Education
- 2.6 Role of Universities for Work Education
- 2.7 Role of NGO's for Work Education
- 2.8 Let Us Sum Up
- 2.9 Unit End Exercise
- 2.10 References

2.0 OBJECTIVES

After going through this Unit, you will be able to:

- Understand the recommendations for work education in various commissions of India;
- Correlate the recommendations and role of government for work education;
- Analyse the recommendations of various policies and programmes for work education;
- Elaborate the national policies in achieving the goals of work education for all;
- Evaluate the role of NGO's and universities in achieving the goals of quality education and implementation of work education

2.1 INTRODUCTION

Work education fosters positive work values, nurtures habits develop, positive work attitudes, imparts the necessary knowledge of the world of work, and assists children in becoming productive and self-sufficient in meeting their basic needs. It offers a foundation for creating the necessary job skills to support your Community and family. Children can learn about their true interests and skills through vocational education, which helps them later choose the right majors and careers.

2.2 EDUCATION COMMISSIONS – AN OVERVIEW

On the verge of independence, the educational situation was rather dire. Despite all that was accomplished while we were under British rule, we had relatively low levels of attainments in education in almost all respect. There were 17 universities and 636 colleges (with a total enrolment of 2,38,000 students), 5,297 secondary schools with 8,70,000 pupils (which implied that not even one youth in every twenty in the age-group 14-17 was in school), 12,843 middle schools with two million pupils (which meant that only one child out of every eleven in the age-group 11-14 was enrolled) and 1,72,661 primary schools with fourteen million pupils (which implied that only one child out of every three in the age-group 6-11 was in school). At both the high school and university levels, vocational and technical education was underdeveloped, and there was a dearth of highly qualified scientific workers. Particularly obvious distinctions might be found between regions, urban and rural areas, males and women, upper and middle class, superior and lower caste on one side, while schedule castes, and tribes on other hand. The quality of education was generally poor, particularly at the school level where arithmetic, science, and the Indian language were undervalued in favour of English. Less than 0.5 percent of the country's income, or roughly Rs. 570 crore, was spent overall education. When the nation made its first attempt at fate in 1947, this difficult situation served as the impetus for reform (Naik, 1947). Following independence, several committees and commissions were established with the aforementioned context in mind to examine the problem and make recommendations for how to proceed. University involvement in the development process was thought to be significant. It was suggested that universities' tasks and responsibilities are substantial and crucial from the point of leadership expected in the field of politics, administration, vocation, industry, and commerce. Through the advancement of scientific and technological knowledge, they should make it possible for the country to free itself of adversity, disease, and ignorance.

2.2.1 Recommendations of Commissions for Work Education-Secondary Education commission:

Vice Chancellor of the University of Madras Dr. A. Lakshmanaswami Mudaliar, was the Chairman of the Secondary Education Commission (1952–1953). The National Commissions -Secondary Education (1952–

1953) and Education Commission (1964–1966) examined the educational concerns raised during the liberation struggle. Both commissions focused on national development, discussed issues related to Mahatma Gandhi's educational philosophy, and operated in a newly altered socio-political environment. In order to address issues related to education, a separate Education Commission was established in 1952 under the leadership of Dr. Lakshmanaswami Mudaliyar. The commission report stressed on the significant role of Schools in the formation of democratic citizenship.

The Secondary Commission on Work Education made the following recommendations:

Counselling and Guidance in Secondary Schools:

Students will have a greater understanding of the scope, nature, and importance of diverse professions by learning about the nature of work in many sectors. Videos that illustrate the nature of the work in various industries should be prepared and this should be supported by the actual field visits.

Provision for the productive work and craft:

They anticipate that the school will give manual and productive work considerable emphasis in order to re-establish the long-diminished balance between theory and practise. The essential reality that "mind education is fundamentally a process of reawakening the latent value contained in cultural property" will be crystal evident too.

Work that is productive on an intellectual, practical, and educational level is crucial in this. In actuality, it is the most superior and efficient form of education. As a result, it is depicted in both the curriculum and its teaching strategies. As a result, on the one hand, a number of practical topics and hands-on exercises will find a place in the curriculum on par with ostensibly "liberal" studies. On the other hand, instructional techniques support independent work and participate in the nature of the activity. Schools with a history and sufficient money often feature workshops and craft spaces where students can practise using tools and moulding different materials. They frequently "flirt" with ostensibly manual labour, trying it in ways that don't match their true skills, but they also come across actual work that puts significant pressure on their skills. These craft rooms, workshops, and farms are made especially for students who study subjects that require hands-on work, like agriculture, engineering, home economics, as well as science, the humanities, or the arts. Similar to this, school laboratories don't consist of a bunch of simple, thoroughly designed experiments that are done by students while being closely supervised by teachers and adhering to set procedures. We will work hard to make sure you have an educational experience where you can learn from mistakes and the excitement and joy of time. It is incorrect to believe that secondary schools are unable to conduct this type of practical work. It is used by numerous progressive schools across the globe.

Recommendations for the curriculum:

1. Language, social studies, general science, mathematics, arts and music, crafts, and physical education should all be included in the intermediate level curriculum.
2. At higher secondary stage or high school diversified courses of instruction should be made available to the pupil.
3. No matter what kind of courses are taken, all students should have a certain number of core subjects in common. "Language, general science, social studies, and crafts should be included in these subjects."
4. The seven groups listed below should be part of the varied course.
 - (i) Humanities,
 - (ii) Science,
 - (iii) Technical Subjects,
 - (iv) Business Subjects,
 - (v) Agriculture Subjects,
 - (vi) Fine Arts, and
 - (vii) Home Sciences, with additional diversified courses as necessary. can be included
5. Diverse curriculum must start at higher secondary stage or high school.

Recommendations for Teaching Methods:

1. School-based instruction should focus on instilling in student positive values, appropriate attitudes, and productive work habits in addition to effectively transmitting knowledge.
2. Should put forth additional effort to inculcate in your students a sincere devotion to their job, and do your best to accomplish this in an efficient, truthful, and complete manner.
3. The emphasis in education must shift from verbalization and memorization to learning through specific, purposeful, and real-world events in order to accomplish this. In running a school, the "activity method" and "project method" should be used in school practices.
4. Students should have the chance to actively learn and put what they have learned in the classroom into practice during instruction. Therefore, various forms of expressive work ought to be included in the curriculum for every subject.

5. Establish "experimental" and "demonstration" schools, offer special incentives where they exist, and make the method available for trial without prior knowledge to encourage and facilitate the introduction of progressive teaching methods. Departmental limitations are blocked to try new methods freely.

2.2.2 Recommendations of Commissions For Work Education-Kothari Commission:

The Kothari Commission was appointed by the Indian government to reform the educational system in the country. The Education Commission was founded by a Resolution dated July 14, 1964, to advise the government on the overall principles and policies for the promotion of education at all levels and in all regions, as well as the national pattern of education.

In Indian society, education has always been given honorable respect. The great leaders of the Indian freedom movement recognised the critical role that education plays, and they underlined its unique significance for the advancement of the nation throughout the country's war for independence. Gandhiji intended to balance intellectual and physical labour when he created the Basic Education programme. This was a significant improvement in connecting education to the lives of the people. Before independence, a great number of other national leaders also made significant contributions to national education.

As a result, the Government of India decides to support the growth of education in the nation in accordance with a number of principles. The Kothari Commission's principle on work-related education and experience is as follows.

- **Talent Identification:** In order to cultivate excellence, it is essential that talent in a variety of fields be recognized as early as possible and that all necessary encouragement and opportunities be provided to ensure its full development.
- **Work-Experience and National Service:** Appropriate mutual service and support programs should be implemented to strengthen ties between the school and the community. Work experience and national service, such as taking part in important and challenging community service and national rehabilitation initiatives, should therefore be made a mandatory part of education. These programmes ought to concentrate a lot of emphasis on social awareness, self-help, and character development.
- The transformation of education is the most crucial and urgent reform that is required. This will make education a powerful tool for the social, economic, and cultural transformation that is required for the achievement of the country's objectives. To achieve these goals, education should be improved in a way that will boost productivity, achieve social and national integration, hasten modernization, and foster moral, spiritual, and social values.

- Work experience needs to be incorporated into all educational programs.
- It should always be attempted to match job experience with technology, industrialisation, and the application of science to productive processes, like agriculture.

Work-experience recommendation from the commission:

The commission suggests that work-experience be made a mandatory component of all education, general or vocational, as another initiative to link education to life and productivity. Work-experience, according to their definition, is engaging in productive work in a productive setting, such as a factory, farm, workshop, home, or school. They hold that all worthwhile education ought to include at least these four fundamental components:

- "literacy" or studying languages, the humanities, and the social sciences;
- "numeracy," which is the study of math and the natural sciences; work experience; and
- social work.

Even in this small sphere, the first takes up the majority of time in the current educational system, but the accomplishments are still insignificant. The second, as mentioned above, needs to be heavily emphasized because it is still quite weak. The third and fourth, however, have been mostly lacking until lately and need to be recognised; the first focuses on tying education to productivity and the latter, on fostering social and national integration.

Thus, combining education and work is accomplished through work experience. In contemporary societies that use technology based on science, this is not only feasible but also necessary. In all traditional societies, there is typically a postulated opposition between education and work. This is partially due to the fact that production methods are archaic and do not always call for formal education, specialized training, or high levels of intellectual ability, and partially due to the fact that work is typically manual, low-paying, and tedious, and is largely reserved for the uneducated "lower" classes. In contrast, education is often a privilege reserved for those in higher social groups who are more concerned with pursuing interests that would help them enjoy life than they are with finding a job. Thus, the educated elite develops a largely parasitic nature, and the real productive workers—usually at a low level of efficiency—are the uneducated peasants and artisans. On the other hand, the advanced general or technical education and comparatively higher level of intellectual ability required by the complex production techniques (including those in agriculture) adopted in modern societies. Technology research requires a high level of talent, and even at the lowest levels of employment, mental aptitude takes precedence over physical prowess. The

use of new technology tends to eliminate the traditional reluctance of educated people to engage in productive work, making employment in industry or on farms more productive, lucrative, and less socially despised. Therefore, an educated person becomes a big producer, whereas an illiterate person becomes a drain on society. This process, which has already begun in our nation, needs to be sped up, making it urgently important to integrate work experience into all forms of education.

There is a clear need to offer some sort of corrective to the excessively academic nature of formal education. In most contemporary educational systems, particularly in the communist nations of Europe, there is room in the curricula for what is variously referred to as "manual labour" or "job experience." Mahatma Gandhi introduced the idea of fundamental education as a revolutionary experiment in our nation. Work experience is essentially the same idea. It could be said that he redefined his educational philosophy in light of an industrializing society.

We believe that work experience can serve some other crucial purposes in addition to being a useful educational tool. It can aid in reducing the stark contrast between intellectual and manual labor, as well as the social stratification that is based on it. By allowing them to adapt, it might facilitate young people's entry into the world of work and employment. It might help students gain understanding of how to use science and productive processes, as well as instill in them the habit of doing hard and responsible work, which could increase national productivity. Additionally, it might support social and national integration by fostering understanding between the educated and the uninitiated as well as the bonds between the person and the community.

Every effort should be made to link programs realistically to technology, industrialization, and the application of science to productive processes, including agriculture, when providing work experience. This "forward look" in work experience is crucial for a nation that has started an industrialization program.

Recommendation of Work Education For Scheduled Tribe Education:

A well designed programme should provide some kind of earning either in the form of cash or kind at least at the higher primary stage. This would partially cover the costs that students must pay for their education or for living expenses while they are in school. The quantity of this earning will logically rise as students advance up the educational ladder and it becomes viable to set up work-experience in a fashion that would allow them to "earn and learn."

The ultimate goal should be to arrive at a situation where education is the norm. Unless a student engages in some kind of real-world work experience and earns money, even a small amount, for his own maintenance, his education cannot be considered to be complete. Additionally, this will aid in instilling in him the virtues that foster economic growth, such as understanding the value of manual labor and

productive work, willingness and capacity for adversity, and thrift. We are cognizant of how challenging this is. But in the long run, it will produce sufficient returns.

India's educational system requires a radical, almost revolutionary, reconstruction. We must work to eliminate illiteracy, strengthen advanced study facilities, integrate work experience into general education, vocationalize secondary education, improve the quality of teachers at all levels, and provide teachers with adequate resources. We must also strive to meet higher international standards, at least in some of our universities. We also need to place a lot of emphasis on early childhood development. All of this necessitates determined and extensive action.

Check Your Progress:

1. What are the highlights of the recommendations of Kothari Commission for work Education?
2. What are the recommendations of Secondary Education Commission for teaching methods and curriculum in accordance with Work Education?

2.3 EDUCATION POLICIES

So, conceptually, SUPW and work education in the NPE are the same. However, it places a strong emphasis on well-structured, graded curricula for all levels of schooling, including middle school curricula that would give students the psychomotor skills and self-assurance they need to enter the workforce either directly or through specific occupational courses. Pre-vocational programs are also envisioned for the lower secondary level as a means of preparing students for either a direct entry into the workforce or a choice of vocational programs for the higher secondary level. According to the NPE, prevocational programmes are specifically designed to develop skills in a variety of work areas through well-designed courses at the secondary and higher secondary (academic stream only) stages so that those who stop studying after the high/higher secondary stages are able to enter the workforce either directly or with a little more preparation. The emphasis in these courses is on performing actual work to address needs of the students, school, and community as well as to identify difficulties and discover solutions. To make students aware of the production of high-quality goods, pre-vocational courses should emphasize the saleability and commercial acceptability of the produced goods or services. For those who drop out after class X and for those who choose to enrol in them at the plus two stage, pre-vocational courses in Work Education should be seen as groundwork for vocational courses. The National Curriculum Framework for School Education (2000) also highlighted the idea and philosophy of work education and stressed that the activities related to work education should be organised in order to realise the objectives of work education, such as instilling in students a respect for manual labour, values for self-reliance, cooperativeness, perseverance, helpfulness, tolerance, and work ethics, in addition to developing attitudes and values

related to pro-worker behaviour. The theory and practise must be organised in a way that enables students to comprehend the facts, terms, concepts, and scientific principles involved in various types of work situations, be aware of the sources of raw materials, understand how tools and equipment are used in production and service processes, develop the skills required to live in a technologically advanced society, and conceptualise their role in productive situations. In order to increase productive efficiency, the curriculum should teach students how to identify, choose, organise, and develop creative ways as well as observe, control, and take part in work processes.

2.3.1 Recommendations of NEP 1986 for Work Education:

A) Vocational Training and Work Experience:

A separate stream of education called vocational education will be created with the goal of preparing students for certain occupations in a variety of fields of endeavor. Normally, these courses are offered after the secondary stage, but to keep the program flexible, they could also be offered after Class VIII. Neo literates, youth who have completed primary school, school dropouts, people in the workforce, and the unemployed or partially employed will all have access to informal, flexible, and need-based vocational programs. Women in this regard will receive particular attention. In light of this, an analysis of the educational system as it stands today reveals that the entire curriculum essentially serves as a preparatory course for tertiary education. A very small percentage of students successfully complete school curricula at various stages, including Class X/Class XII, and even a similar percentage go on to higher education because all students are expected to follow the same curriculum in a very rigid pattern. 80 to 90 percent of students drop out of school at some point during their education. This average shows that in rural areas, a high percentage of school-age children drop out at an early age. Here, the question of why all students should be required to follow the same rigid curricula when more than 80% of them won't be going to higher education. It is projected that only 10% to 20% of students will enroll in higher education by the year 2015. This raises the question of why school curricula aren't created in a way that meets the needs of the 80 percent of students, allowing them to enter the workforce without carrying a stigma of failure, without being seen as underachievers, without losing their self-confidence, without losing their self-respect, and without feeling like second-graders for the rest of their lives. In light of this, it is important to consider the Vocational Education and Training Program, which teaches students practical skills in any area of their interest while they learn it, allowing them to confidently join the workforce after completing the program. Feeling what he can do and what he cannot do will help him gain some self-confidence and be able to make more money. Unfortunately, there are a number of obstacles that prevent students from enrolling in a program of vocational education. There are few institutions and schools that offers vocational education. The institutes offering vocational courses have limited seats that prohibits the students to enter into the vocational education. Finally, there is social stigma associated with the low status of

manual labor, which prevents students from taking advantage of the offered vocational education programs due to entry requirements or age restrictions. Another concern is equity in education and programs for vocational education, which entails providing suitable courses for young people who are unemployed or underemployed as well as girls, members of minority groups, people with disabilities, and children from low-income families. Lack of guidance and counseling has a negative impact on children's ability to choose an appropriate educational path. In regard to vocational education programmes, issues including relevance, quality, flexibility, and examination and evaluation demand for in-depth discussion and clarity. The examination and assessment method, which unhappily has at the moment warped the entire education problem at the school level as well as the college level, can eventually undergo a big shift when considering vocational education.

B) Work Education in General Education:

Primary Stage:

Socially Useful Productive Work (SUPW)/Work Experience (WE) is a required component of the curriculum in many states for students in grades 1 through 5 in the primary stage of education. Despite having the best of intentions, the implementation falls short in terms of both coverage and quality.

SUPW/WE programs are designed to help students in middle school gain the self-assurance and psychomotor proficiency necessary to either enter the workforce directly or through specific occupational training programs.

Middle School (Classes 9–10):

The SUPW/WE programs for secondary school are thought of as a linear extension of those for middle school. Students should be able to choose vocational programs at level 2 with greater understanding and commitment thanks to these activities during secondary school. Additionally, it should be noted that many students leave school after this point. Therefore, it is expected that the SUPW/WE programs will provide students with some preparation before they leave school so they can select a profession. Teachers with the necessary training and expertise must manage these pre-vocational courses. In-school resources are also necessary for these programs.

Secondary Stage Higher:

The higher secondary vocational programs should be seen as a time to prepare a growing number of students for a variety of careers in life, rather than as college preparation. Everyone agrees that higher secondary education needs to be more vocationally oriented, but only a small portion of the student population has been affected over the past nine years (1976–1985), which may give some insight into the difficulties in actually implementing this change. An estimated 25 lakh students applied for admission to +2 in 1985. In contrast to the current intake of 0.72 lakhs,

even if 10% of this population were to be diverted for vocational training, the number should have been over 2.50 lakhs. If the Kothari Commission's recommendation which anticipates a 50 percent student diversion to vocational education is compared to the data, the issue can be seen even more clearly.

2.3.2 Recommendation of Programme of for Work Education:

Secondary Level:

In 1988, the National Curriculum for Elementary and Secondary Education - A Framework was released in various iterations by the NCERT in response to the main recommendations and thrusts of the NPE, including the core subject areas. It covered a variety of topics related to the reorientation of the educational process and content across all subject areas up to the secondary level. The NCERT published textbooks and other instructional materials in a variety of subjects using this Framework as the foundation. The Framework specifies that the following curricular areas will form the foundation of secondary education which is the final phase of general education:

- Languages (mother tongue, Hindi, English).
- Mathematics.
- Science, History, geography, civics, and economics are examples of social sciences.
- Work experience.
- Art instruction.
- Physical and health education.

Work Experience:

The Framework envisioned Work Experience as a crucial element at all levels of education. It is defined as "purposeful and meaningful manual work, organized as an integral part of the learning process and resulting in either goods or services useful to the community." It was advised that it be introduced through well-structured, graded programs that included activities tailored to learners' interests, skills, and needs. The Framework also placed emphasis on teaching the learner respect for manual labor, values of self-reliance, cooperation, persistence, helpfulness, and inquisitiveness, work ethics, attitudes and values related to productive work, and concern for the community. It was recommended to give pre vocational orientation at the secondary stage, to facilitate the choice of vocational courses at higher secondary stage.

Elementary Level:

Socially Useful Productive Work (SUPW)/Work Experience (WE) is a required component of the curriculum at the elementary and middle school levels in many States, but there are significant gaps in its actual coverage

and effectiveness. It has been noted in actual practice that WE in schools has become trivialized, and in many states the time allotted rarely exceeds 10%.

The State Governments/UTs should make sure that WE is truly included as an essential component of the curriculum, that teachers are properly trained to deliver the instruction, and that the necessary financial support is provided. The goal of WE programs is to give students the self-assurance and psycho-motor proficiency needed to ease their entry into the workforce in the future. These courses need to be improved in schools where WE is already a part of the curriculum in order to reflect the NPE's perceptions. For a systematic implementation of the program, at least 12.5 percent to 20 percent of the school day should be set aside.

2.3.3 Recommendations of NEP for Work Education:

NEP 2020 states that by 2025, at least half of all learners must have had exposure to the world of work through formal education. Every child needs to learn about at least one profession and be exposed to many more. The vocational and academic streams will not be "hardly separated," according to the NEP 2020. Ten bag-free school days per year will be given to the students, during that period they will be exposed to their desired vocation. From Grades 6 to 8, practical job training will be added to this. Every student will enroll in a enjoyable course from Grades 6 to 8 that provides an overview and hands-on practice of vocational crafts. Additionally, skill labs will be established in the schools using a Hub and Spoke model, enabling other schools to use the facility.

Under the National Skills Qualifications Framework, the vocational education program in schools will be reintegrated in order to train dropouts. Bachelor of Arts (B. Voc. A credit-based framework will make it easier for students to move between general and vocational education, and higher education institutions will be expanding the (program they offer). At the Secondary stage, every student in Grades IX to XII, or those between the ages of 15 and 18, will receive training in at least one profession, and more if they are interested. The four years of secondary school, from Grades IX to XII, can be used to help pupils gradually acquire a high degree of knowledge as well as introduce them to a variety of occupations (number of courses that a particular student take should be left entirely to them). The NEP 2020 has prioritised hiring local eminent people or experts to serve as master instructors in various subjects, such as traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists to benefit students and support the preservation and promotion of local knowledge.

Highlights:

- There are no clear distinctions between the arts and sciences, curricular activities and extracurricular activities, academic and vocational streams, etc.

- The Secondary Stage will consist of four years of multidisciplinary study, building on subject-oriented pedagogy, and students will have the option of leaving after Grade 10 and returning in the following phase to pursue any available vocational or other courses in Grades 11–12.
- In order to allow students to create their own course of study and life plans, there will be more flexibility and choice in the subjects they can choose to study, especially in secondary school. These subjects will include subjects in physical education, the arts and crafts, and vocational skills.
- Phased integration of programs for vocational education into primary and secondary education, starting with early exposure to the field of vocational education.
- The vocational knowledge will be available to the students through the integration of essential vocational knowledge into courses.
- Over the course of the next ten years, vocational education will gradually be incorporated into all institutions of higher learning and education.
- In order to help expand the reach of vocational education, early adopter institutions must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE.
- Higher education institutions will also test out various models of apprenticeship programs.
- In collaboration with businesses, incubator centers will be established in higher education institutions.
- For each discipline, occupation, and profession, the National Skills Qualifications Framework will be covered in more detail.
- The credit-based Framework will additionally make it easier for students to move between "general" and vocational education.

Check your Progress:

1. Explain SUPW according to Programme of Action 1992.
2. Explain the correlation between work experience and vocational education.

Role of Central and State Governments in Work Education:

The development of skills is a necessary component of any educational system, along with theoretical knowledge. Considering that India has the second-highest population in the world, skill development is an essential component of developing human resources. The value of work-related education and experience was discussed by the various commissions and

committees. There is an urgent need to redefine the crucial components of imparting work education and training in order to make them flexible, contemporary, relevant, inclusive, and creative. Only then will work education be able to effectively contribute to the changing national context and allow India to reap the benefits of the technical fields. The government has already undertaken a number of significant initiatives in this area because it is well aware of the crucial role that work education plays. The central government has added significant initiatives to the curriculum through the subject of work education in order to encourage and support reforms in skill development. Conclusion Work education improves a nation's economy and employment prospects. India, a developing nation, has made significant progress in improving and implementing skill education through work education.

Goals of the Central and State Governments for work education:

- To make sure that the industry receives a regular supply of skilled workers in various occupations.
- To improve worker quality and industrial output through organized employee training.
- To decrease youth unemployment by preparing them for useful industrial work.
- Construction of new training facilities or use of current infrastructure.
- For the purpose of including different industries that utilize their infrastructure under the State's Candidate Training Act.
- Industry associations, retail associations, associations for the manufacturing industry, associations for the construction industry, etc. Involving businesses in group vocational training at various levels of school.
- Among them are secondary schools, ashram schools, non-profit organizations will be engaged in work education and vocational training.
- Involving reputable educational institutions for better sharing in the field of work experience viz,
 - Colleges in the arts, sciences, and commerce.
 - Technology and engineering colleges.
 - Agribusiness colleges
 - Colleges of Medicine
 - Colleges HMCT

2.4 STATE GOVERNMENT'S PART IN WORK EDUCATION

The state department of education may occasionally launch an awareness campaign to inform the general public, school personnel, and students of the value of work education programs as envisioned at the central level. The Department of Education ought to create flyers, brochures, and posters outlining the key aspects of work education. For additional educational support, services, and connections with educational institutions to ensure the success of work-based learning programs, contact is established between the departments and agencies listed below:.

- Municipal Corporation
- Commercial hospitals.
- Branch of LIC
- Hospitalization services
- Agriculture and animal.
- District Industry Officers
- Officers in charge of husbandry.
- Department of Social Services.
- Divisional/District Level.
- Regional factories and industries.
- Officer in the Forest
- Local postmaster.
- Transportation by State.
- Public Park and Zoo.
- India's Food Corporation Ltd.

2.5 CENTRAL GOVERNMENT'S ROLE IN WORK EDUCATION

- Running the program in mission mode.
- Undertaking the consolidation of all departmental training programs.
- Supporting field research in all districts with coordinated human resources.
- Construction of competency-based curricula.
- Developing educational resources.

- Training facilities for trainers.
- Extra training-related infrastructure
- Audit system to check the effectiveness of training.
- Trainee certification and examination; a unique grading agency for every district.
- A means of seeking employment.
- Creating ties between various public and private agencies for independent work.
- The scheme's notoriety and popularity.

2.6 THE ROLE OF UNIVERSITIES IN WORK EDUCATION

Universities' capacity to adapt to change will determine how successful they are in the future. To continue playing a role in the creation of knowledge, universities must embrace the idea of work education/vocational education. Three revolutions—the digital, internet, and entrepreneurial—can be used to express the state of the world more plainly and transparently. All three have had a big impact on the expansion and development of developed nations. In the areas of the three aforementioned revolutions, it is now widely accepted that universities play a vital role in the creation of value and the training of human resources.

While promoting entrepreneurship is not simple, it can be learned through work education and its transfer. The most crucial traits of entrepreneurship are frequently those that are difficult to explain and translate into suggestions and directives. Examples include making use of new opportunities, establishing trust, and initiating projects and work networks. Many young people today who attend universities and science institutes need mentoring and work experience to develop the skills and attitude necessary for a successful life.

It's important to foster creative thinking in recent university graduates. Establishing entrepreneurship and lifestyle education centers in tough economic times, teaching positive thinking and avoiding negative thinking, persistence and creativity to remove obstacles, and acquiring the necessary skills are a few of the aspects that need to be addressed. Hopefully, schools will be established in the future for managers as well as students, and if governments create the necessary conditions, the real potential will be identified and the foundation for training will be laid in order to move more quickly toward productivity.

The following steps are effective in preparing universities for work-related or vocational education.

- Support for management, information, and financial resources.

- Identifying and attempting to get rid of any administrative, financial, legal, political, and cultural restrictions.
- Introducing careful planning and the use of successful nations' experiences.
- Offering workshops and seminars on vocational courses.
- Fostering and promoting the workmanship spirit.
- Organizing training in various professions.
- Acknowledging the value of and need for support for skill development.
- Carrying out the necessary research.
- Building more tech development centres.

The planning of events like conferences, seminars, and competitions, the hiring of speakers to share their experiences, and the formulation of advice on work education. Universities play a part in both the promotion of innovative ideas as well as their actualization. The establishment of offices in universities located in technologically advanced cities and the existence of units like Technology Transfer Offices and Incubation Centers show the importance placed on translating the information produced into practical applications.

2.7 ROLE OF NGOs IN WORK EDUCATION

In recent decades, non-governmental organizations (NGOs) have grown in importance in the field of nation-building initiatives. The term "NGO" refers to a broad category of organizations and groups. Any voluntary, non-profit group of citizens organized at the local, state, or international level is considered an NGO. NGOs engage in a variety of activities, but not restricted to human rights, environmental, and social advocacy. NGOs are essential to society's advancement, community development, and citizen participation, among other things.

In essence, the government is charged with leading the nation to prosperity. However, some governments were unable to succeed in this endeavor. The Civil Society advances to fill the void left by the government. To provide services to the populace, they establish organizations known as non-government organizations that accept donations from local and/or foreign donors. As a result of their small size, horizontal organizational structure, and short lines of communication, the majority of NGOs are able to react quickly to the needs of their clients and to changing conditions. A work ethic that promotes the creation of sustainable processes and effects is another trait of these people. The connections that NGOs have with the underprivileged keep them active on the ground. Finding solutions for the rural poor in the development of sustainable agriculture is one of the main concerns of NGOs. In order to design technology options and strengthen local knowledge systems by

ensuring that the developed technologies are reintegrated into them, NGOs have been able to establish rapport with the local population. NGOs have also created novel approaches to disseminating information that rely on contact, whether it be with a group or an individual. Unquestionably, the work that NGOs have done to form groups has been one of their key strengths. This has been done in response to needs that have been felt on various levels. As a result, Action for World Solidarity in India collaborated with grassroots organizations to implement a skill development program

The role of NGOs in skill management is:

The primary advantage of NGOs is their community-focused strategy. This strategy will assist educational institutions in resolving problems relating to skill development. This can be accomplished with the help of effective NGO collaboration, which can forge strong ties between society and educational institutions to support opportunities for useful work experience. NGOs enable aid to educational institutions and the beginning of training work in cut-off zones because the majority of people reside in dispersed rural areas. Government efforts are properly coordinated. NGOs can only make sure that the responsibility is fairly distributed during the skill development process. NGOs could adopt a community-oriented approach and serve the needs of educational institutions that would otherwise find it difficult to connect with the outside world for the implementation of work education activities while the state takes a universalistic approach.

Functions of NGO'S for Work Education:

1. State and NGOs work in association in order to work more synergistically together to use resources as efficiently as possible to bring the drop out and underprivileged students towards the productive work through Work/Vocational Education.
2. Putting forth effort in information sharing and social audit to strengthen accountability and transparency, which would increase their NGO's credibility with regard to educational institutions that aids to plan vocational training and courses.
3. The creation of a sufficient data base on NGOs' abilities, resources, and needs to enable the government to identify support NGOs that would contribute to the development of communities' abilities and capacities and strengthen the work education program.
4. Taking action to close "learning gaps" by recording work experiences and positive response stories for public consumption.
5. In order to scale up their initiatives for sustainable development, NGOs should take steps to strengthen alliances and networking among educational institutions.

2.8 LET US SUM UP

The Constitutional vision of India as a secular, egalitarian, and pluralistic society built on the principles of social justice and equality has occasionally served as a guide for commissions and policies dealing with education. Through subjects like Work Education, the system has attempted to democratize opportunities to move in the direction of education for all while also enhancing productivity. Education has taken its content and meaning from the Constitution.

Given that all educational institutions must incorporate vocational education into their curricula, the NEP 2020 has the potential to result in an explosive growth of vocational education in the nation. This will enable millions of students to access vocational education over the next ten years by bringing a very sizable number of schools, colleges, and universities into the fold of potential work Education and Training providers.

The main objective of education is to prepare students for adult life and to instill in them the knowledge, abilities, traits, and attitudes that will enable them to live independently and contribute to society.

2.9 UNIT END EXERCISE

- 1) Elucidate the role of state in work education.
- 2) Write provision of Craft and Productive Work in Secondary Education Commission.
- 3) Write Work Experience in General Education according to the recommendation of NEP 1986.
- 4) Explain the highlights of the vocational education according to the NEP 2020.
- 5) How NGO's aid in bridging the gap between the society and education institution in connection with Work Experience.
- 6) Work-experience is thus a method of integrating education with work. Justify.

2.10 REFERENCES

- <https://egyankosh.ac.in/bitstream/123456789/8526/1/Unit%205.pdf>
- Aggarwal, Y. (1998). Access and Retention the Impact of DPEP: National Overview. New Delhi: New Educational Consultants India.
- Government of Bihar, (2007). Report of the Common School System Commission (2007). Government of Bihar, Patna: India.
- MHRD, (2010-11). Annual Report 2010-11, Dept. of School Education and Literacy, Govt. of India.

Work Education

- MHRD, (1964-66). Report of the Education Commission 1964-66, Ministry of education, Govt. of India, New Delhi: India.
- MHRD, (1998). National Policy on Education 1986 (as modified in 1992) with National policy on Education 1968, Dept. of Education, MHRD, Govt. of India.
- MHRD, (2005). Report of the CAGE Committee on Girls Education and Common School System (2005), MHRD, Govt. of India, New Delhi: India. MHRD, (2009). National Knowledge Commission - Report to the Nation (2006-2009), Government of India, New Delhi: India.
- MHRD, (2009-10). Report to the People on Education 2009-10, MHRD, Government of India, New Delhi: India.

APPROACH OF WORK EDUCATION

Unit Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Methods of Teaching Learning work education
 - 3.2.1 Demonstration Method
 - 3.2.2 Project Method
 - 3.2.3 Excursion Method
 - 3.2.4 Discussion Method
- 3.3 Evaluation of Work Education
 - 3.3.1 Design of Work Education and Work Book
 - 3.3.2 Practical Work and attainment
 - 3.3.3 Developing evaluation tool
 - 3.3.3.1 Rating Scale
 - 3.3.3.2 Check List
 - 3.3.3.3 Teacher's Record
 - 3.3.3.4 Observation schedule
- 3.4 Work Education teacher
 - 3.4.1 Qualities of Work Education Teacher
 - 3.4.2 Functions of Work Education Teacher
 - 3.4.3 Role of a Work Education Teacher
- 3.5 Let Us Sum Up
- 3.6 Unit End Exercise
- 3.7 References

3.0 OBJECTIVES

After reading this unit, you should be able to:

- Develop understanding towards the methods of teaching Work Education
- Comprehend the design of Work Education
- Acquaint with the kind of evaluation tools and techniques needed for the work education
- Generate understanding of the role, qualities and functions of Work Education teacher.

3.1 INTRODUCTION

Major objective of work education is to help students learn better and retain maximum. Work education like general education makes use of different methods of teaching suitable for different levels and groups of students. Since teaching of work include both theory and practical aspects, a variety of teaching methods are used in the classroom and out of the classroom setting. The teaching stimulates and directs the learning of students. Teaching approaches essentially helps students to acquire knowledge and understanding, develop skills, attitudes, values and appreciation leading to change in behaviour.

3.2 METHODS OF TEACHING LEARNING WORK EDUCATION

The strategy used to carry out the designed plan in actual activity in order to attain the developed aim is known as the Teaching Methodology. Method, according to Patel and Jain (2008: 71), is the process of organising, choosing, and assessing linguistic materials and products, instructional methods, etc. The teaching method plays a crucial part as it aids to carry out established plan using the procedure. The way teachers use teaching methods will greatly influence how well learning is implemented. Utilizing teaching method allows the implementation of a learning approach. An effective teaching method is one that encourages students' learning activities. There are various teaching methods used to teach Work Education some are as follows:

3.2.1 Demonstration Method:

Petrina (2007: 96) defines that demonstration is a teaching method based predominantly on the modelling of knowledge and skills. A way of presenting whereby the teacher or learners show how something works or how something can be done. From the definitions given above, it can be seen that the demonstration method is a teaching strategy in which teachers show students a thing as they are being taught. In order to make it simpler for students to be creative in their understanding of the material, procedures, instances, occasions the sequence should be performed for an activity or a specific object that is being studied in the form of reality or imitation employing various media that are relevant to the subject.

The Benefits of the Demonstration Method:

- 1) Demonstration enhances learners' attention and it is engaging.
- 2) It allows the learner to comprehend the subject matter that is taught through demonstrations.
- 3) They encourage people who might otherwise have doubts about performing the act by themselves.
- 4) This method is unbiased and specific.

- 5) Demonstrations method is a perfect combination of theory and practise.
- 6) The learner is directly exposed to the situation and tests the decision making and accurate performance.
- 7) They develop the values such as leadership and self confidence.

Steps of Demonstration Method:

- 1) **Objectives:** The task is selected keeping in mind the objectives of the subject to be taught through the demonstration method. The class select the activity that the student requires to demonstrate.
- 2) Planning, is done prior to the demonstration that includes the demonstration, the conductors, the materials required, and the day, time, and place of the activity;
- 3) Demonstration preparation is done before hand where the material is arranged in a particular sequence, the procedure is tried prior and the classroom physical arrangements.
- 4) **Execution:** Students actually perform the demonstration as practiced and same time teacher keep a close eye on the students' performance. The student may require teachers help or guidance.
- 5) **Evaluation:** the valuable feedback can be given to the learners to determine how well the pupils are doing in terms of following instructions, replicating an observed performance, and showing.

3.2.2 Project Method:

In the educational sense, the term project has a more specific meaning. It implies that performing responsibilities that solves the problems. The solution of which determines an educational experience. The problem is in some major subject of instruction, the solution of which requires the student to acquire and apply fragments of minor subjects.

Charles E. Allen gives the following definition and description of the project:

“In the simplest and most general sense in which the term can be used, a project is a problem involving the discharge of a responsibility on the part of a given individual or group of individuals. It requires an intelligent application of knowledge or an exercise of skill, or both, in order that something may be accomplished. Telling a boy to oil a bearing would constitute a project in its simplest sense, in that that particular boy would be mo.de responsible for the oiling of that particular bearing.”

Again, J. A. Drushel proposes this definition:

"A project is a concrete problem outlined sufficiently fully and clearly to enable the student, for whom it is designed, to can it out."

Project method is the most proactive method of teaching. In this form of teaching the learner is provided with number of situations and they are supposed to select one of their own interests. The learner analyses and synthesis the situation and come up with solutions based on their research. The question arises what is the role of the teacher in project method? The teacher is a facilitator, guide and a motivator rather than being at commanding position. The learner gets a fair chance to move according to their own pace.

The project method is an alternative educational strategy that places more emphasis on the student learning rather than the teaching of the lesson. Trust the learners is the important principal followed by this method rather than imposing a particular learning style on them.

This methodology revolves around the learner as the strategy and content are taken into account from the students' perspective. The learner is held accountable for the act as work directly performed by them. Thus, this method is entirely student centric.

Characteristics of a Project Method:

It specifies the commencement and completion schedule and uses resources (including people, money, equipment, and facilities) that have been specifically allotted for the project.

The outcomes have particular objectives.

It adheres to a predetermined, methodical approach and typically involves a team.

It takes place in a natural environment, making learning practical and hands-on.

It follows the principles of "learning by doing" and "learning by living."

It acts as a method of motivation for learner.

It's challenging in terms of the needs of the students.

Merit of a Project Method:

1. Since students are given the right freedom to carry out the project in accordance with their interests and talents, this significantly satisfies their psychological demands.
2. This method not only puts the student at the centre of the learning process, but it also gives them the freedom to choose their own projects, allowing them to apply their skills to the fullest.
3. Through the use of this technique, students develop the habit of critical thinking. Not only did the learner gain this, but through this way, a desire to employ scientific methods to address other problems also emerged.

Types of Projects:

Constructive project:

In this type of projects, the knowledge is constructed through practical or physical tasks such as writing of article, making a model, digging the pit and acting in drama.

Drill project:

To bring accuracy in the skill drill projects are used. This enhances the mastery over the skill and knowledge. This project is related with cognitive and psychomotor domain. It develops efficiency and effectiveness among the learner.

Challenging project:

This type of project is based on the cognitive domain as the learner needs to analyse the situation to come to the conclusion.

This type of project develops the problem-solving capacity of the learner through their experiences. The examples are how to send email to communicate, opening bank account ect.

Artistic project:

Appreciation quality is developed among learners while doing variety of projects. The projects such as performing arts, writing the central theme of the poem, musical performance, embellishment of something and so on.

Individual and Social (Group) projects:

The individual project is selected according to the interest, aptitude and ability of the learner. The learner gets the chance to apply problem solving skill.

In a group project the learners come together to solve the problem. The social qualities like leadership, synergism and citizenship are developed.

Simple and Complex project:

In simple project one task at a time and proceed step by step. The simple project has less complexity and focuses in one subject or one area only. The learner gets the insight of the topic and deep knowledge.

In the complex projects, the students undertake more than one task at a time. The learner gets the comprehensive knowledge of the subject. The learner focuses on the various aspects and dimension of the subject.

Project Paradigm:

Following are the steps of Project method:

Identifying a problem:

The project method deals with problem solving. Hence problem identification is the basic requirement of the method. The teacher gives list

of problems based on the subject matter and learner has got autonomy to select the problem based on their interest and ability.

Creating Situation:

Here the teacher creates an environment to undertake the project individually or in group. The teacher shares the information related to the project such as procedure, sources of data, steps and uses. The teacher provides motivation through sharing day to day problems with the students.

Project selection:

The teacher provides guidance for the selection of the project. The students have freedom to select project. The project can be a group or individual depending on the objectives of the project.

Planning:

The teacher undertakes the discussion from the different angle and points. The student is allowed to express their thoughts and views. The teacher considers various opinions generated through free expression. At the end the teacher writes down the program of action step by step on board. The grouping is done by the teacher based on their interest and aptitude

Implementation:

Actual work starts in this step. The students collect data and required material to draw the conclusion through the execution of the project. The students get the time to complete the task according to their pace. The teacher acts as a guide, motivator and facilitator during the process. The groups have to complete the project in the stipulated time period.

Evaluation:

Evaluation helps to check whether the objectives of the project are achieved or not. The evaluation task is undertaken by the teacher as well as the students. The critical thinking is developed through discussion where they criticize and express freely. At the end the conclusion is drawn and reported.

Reporting and Recording:

This is the crucial part of this method as these records are useful for the future references. It contains various ideas and conclusions resulted after the following all the stages. The records are maintained in the particular format. Once the reports are prepared, they are submitted to the teacher for certification.

3.2.3 Excursion Method:

The term "excursion" refers to a journey, trip, or tour organised for social studies in which the students actually visit locations or sites and have the first-hand experience that an excursion produces. This excursion is

particularly beneficial for learning since it gives students plenty of opportunity for "seeing," "listening," examining, gathering information, and asking questions. For the purpose of improving their academic performance, students might go to various locations across the world through the excursion style of instruction. According to the researches, excursions are a novel and successful form of instruction, and teachers generally prefer to employ them more frequently. However, the excursion's results must be incorporated into the predetermined instructional schedule for maximum learning value.

Field trips are brief outings used for educational purposes or to observe natural phenomena. As part of extracurricular activities, classes frequently conduct one-day educational field studies, such as going to a natural or geographical site. Children and adults alike can learn in natural settings thanks to excursions. Not everyone learns the same way or has the same aptitude for learning. While some students learn better in a classroom setting than others, some do not. Their educational needs might not be fulfilled by the typical classroom setting and organisation. When this transpires, it may be beneficial to use natural learning environments. Natural Learning Environments are regarded as educational settings that draw on a student's innate learning ability.

Features of Excursion Method of Teaching:

- Having concrete knowledge of the subject matter improves the effectiveness of learning.
- It enthruses students' interest and curiosity, which encourages them to engage in related classroom activities with enthusiasm.
- It promotes student-student and student-teacher social contact, which is supportive of cooperative learning methodologies. Parents, teachers, and students can all participate in the educational process using this strategy. When students work in groups, their interpersonal interactions with one another are also increased. Furthermore, because the students will have to talk to the teachers when they have questions, the contact between the students and the teachers will improve.
- It fosters social awareness among individuals, resulting in a closer relationship with each member of the community. It educates learner about educational opportunities present in daily life.

Goals of Excursion Teaching Technique:

- To improve curriculum. When compared to traditional classroom training, this method gives students the chance to participate in real-world experiences, which makes learning more meaningful and remembered.
- To improve hands-on learning experiences. To obtain first-hand knowledge.

- To acquire practical skills. Students must learn a variety of abilities, including taking notes, speaking, and improving their writing.
- To encourage participation in activities in the actual world.
- To comprehend a social laboratory setting. Until they see what occurs in real-world situations, students might not understand the significance of social skills like inter and intra personal relationship, social mobility, social change etc.

Types Excursion Method of Teaching:

1. Instructional Excursion:

An instructional excursion is a visit by a class or group of classes to a location outside of the ordinary classroom, aimed to help the students meet certain course objectives that cannot be met as effectively by other methods. A trip to a botanical garden to learn about many types of flowers is an illustration of this type of educational field trip.

2. School contests or Festivals:

Students have the chance to show off their subject-area knowledge and talents in a contest or festival held by their school. Teams of students from more than one class or subject may participate in competitions, festivals, contests, or evaluations. Games, cultural performances, and essay contests at the school level are a few examples of school contests or festivals.

3. Motivational Excursion:

An off-campus activity is a motivational excursion. It is not an assignment for a class. It contributes to enhancing the school climate by offering a motivating reward for the school, club, group, or class. A group of students visiting Buddha Point at the end of the school year is an instance of a motivating excursion.

Stages of Excursion Method:

1. Choosing the Locations to Visit:

- Define the goals and the evaluation strategy for the field visit.
- Decide on a destination, a time, and a date.
- Conduct a pre-visit to become familiar with the key characteristics of the area and to get the location, driving instructions, and mobile numbers of the relevant people.

2. Logistics Planning:

- Request administrative approval and submit a transportation request.
- Plan your day's itinerary and make arrangements for meals.

- If the venue requires it, set up specialised equipment like cameras and gather funds for admission fees. Tell your folks about your travels.
- Make a record of the names and home phone numbers of the students in case of an emergency.

3. Field trip planning and discussion before the trip:

- Discuss about the goal of the field trip.
- Display pictures of the location or posters.
- Establish a code of behaviour and talk about how money is used, lunchtime arrangements, the clothing code, and other important issues.
- Make a list of open-ended observational questions to elicit information.
- Describe the field trip's timetable.

4. The Field Trip:

- Allow kids to draw during the field trip, if necessary.
- Pose well-thought-out queries and record the responses.
- Act in the manner that you have intended.

5. Post field trip:

Encourage students to discuss their observations and feelings about the event.

- Make a bulletin board in the classroom to showcase the field trip-related items.
- Allow students to write thank-you notes to those who provided assistance on the field trip. Include any unique knowledge you have.

6. Field trip evaluation:

What was this trip's special educational value?

- Were the goals achieved by the students?
- Was there enough time?
- Did there seem to be enough staff and adult supervision?
- What could be improved by changing it?
- What should be stressed the next time?
- What issues require attention in the future?

3.2.4 Discussion Method:

Meaning:

The word discussion means exchange of ideas, opinions and knowledge on an important topic. This method includes both the teacher and taught in that process. Discussion is one of the most important methods because "two heads are better than one." It means that when a number of heads combine to solve a problem, wonderful results can be achieved.

Discussion is not merely collecting useless and unimportant facts. But it is a logical and systematic exchange of ideas. The main purpose of discussion is to educate young children in the process of "Group Thinking" and "Collective decision".

Discussion has been described as a thoughtful consideration of relationship involved in a topic or issues. It is concerned with the analysis, comparison, evaluation and conclusions of their relationships. In that method the students get opportunity to express their ideas and feelings independently.

Definitions:

According to Clerk and Starr. "A discussion is not place for one person to treat his ego by dominating the conversation, nor is it a place for one person to sell his recitation."

According to Prof. S.K. Kochhar. "Discussion is, in fact, an ordered process of collective decision making."

According to James M. Lee. "It is an educational group activity in which the teacher and the students talk over some problem or topic."

According to Yoakman and Simpson. "A discussion technique is one where in children are discussing questioning, reporting, planning, working in natural ways. The teacher is a guide, counselor, advisor, contributor and director in the best sense of the work trying to get children discover things by themselves rather than to have them merely by listening to them."

Forms of Discussion:

The discussion may be informal or formal activity organized in the form of:

1. Formal discussion
2. Classroom discussion
3. Debate
4. Panel
5. Seminar
6. Symposium
7. Brain storming

Types of Discussion method:

Mainly there are two types of discussion:

1. Spontaneous discussion
2. Planned discussion

(1) Spontaneous discussion:

It generally starts from students question about some current event that may be related to the topic under study. Such a discussion is quite helpful to students as it helps them to understand current events analyse and relate facts to real life situations. In such a discussion knowledge of facts is reviewed and an understanding is developed.

(2) Planned discussion:

Such discussion may be initiated by the teacher by asking one student to present report and other to discuss them in detail. This technique needs a careful planning by the teacher by including pertinent facts to the class and unifying them in the form of conclusion. An extensive list of questions is made by the teacher and these should be injected into the discussion at appropriate time.

The teacher should at times emphasise a point and should see that all relevant points are covered during discussion.

Procedure of Discussion:

In order to secure the values of a good discussion, the teacher student representation should be considered planning. The whole process may be divided into four parts:

1. Preparation
2. Conduct discussion
3. Evaluation
4. Recording

1. Preparation:

Preparation is the very first stage in discussion. Thorough preparation for the discussion is very necessary. Before giving or participation in the discussion. A teacher should equip himself/herself with all the requirement which are necessary for a good discussion. Because the teacher has to play a very important role. The student should also make good preparation. He should collect information. Then read carefully, understand the main point and then take part in it. Then only both teacher and taught make the discussion effective.

2. Conduct discussion:

After preparation then comes the next stage that is conduct the discussion. A good discussion is one in which the participants are able to communicate easily and purposively. During discussion, atmosphere in the class should be informal, free and relaxed. So, for that discipline is the most important factor, the seating arrangement, serial order of speaker and time allowed to them should be carefully planned. In order to make discussion objective oriented, teacher should discourage attack upon persons and should conduct the discussion in a cool way.

3. Evaluation:

Ultimate purpose of discussion is to have a behaviour modification, and proper learning. So, for that change, a teacher has to evaluate the whole process, the teacher must assess discussion with the motive in mind and it should result in certain achievements. For the purpose of evaluation various type of questionnaires can be used. With the help of these the progress of the learners can be evaluated.

4. Recording:

In the last teacher should keep a complete record of the whole procedure. This should contain the original plan preparation and correction etc. They should also record all the guidance given by the teacher for future. And final criticism of their own work should all be written. It will help future reference and guidance.

Check your progress:

1. Which methods of teaching learning would you use in work education?
2. What are the merits of a demonstration method?
3. What are the forms of discussion method?

3.3 EVALUATION OF WORK EDUCATION

3.3.1 Design of Work Education and Work Book:

Work Education has student-cantered approach that involves developing the curriculum to meet the requirements of the individual learner. A teacher can construct a curriculum that involves the whole class or they can create personalised teaching strategies for each student. For a student who struggles to focus for longer periods of time, a teacher might construct a curriculum that includes a variety of minor activities that don't demand intense concentration. If all of their students enjoy working in groups, teachers may incorporate small- and large-group activities into their curriculum.

Activities that fall under the following categories should be used to expose students to work experience at the middle, secondary, and senior school levels:

Core Area:

Through compulsory manual work and community service, students learn how to take care of their own needs as well as those of their neighbourhood and school.

Elective Area:

In addition, students who repeatedly practise a chosen activity develop the necessary skills for productive work and services. In some instances, this will also be pre-vocational experience.

The plans for the activities are based on the goals. The activities expose the student to constructive and beneficial social activity. These exercises provide students an understanding of the various vocations and the value of labour. The learner can reflect and consider how to further develop their skills in the area of their choice. The subject of work education uses an integrated approach.

Workbook Design:

Workbooks are a sort of educational material that usually have elements to help students learn outside of the classroom. They assist in ensuring that pupils achieve the objectives set forth for a certain activity. Workbooks make sure that students have the opportunity to review the contents and provide insight into the activity that is carried out.

Performa for keeping records:

The following headings are used to organise records, and the workbook should be examined every day to assess the work done.

1. The title of the project/work.
2. Product Use
3. Objective of the work.
4. Equipment and tools used. (Name, Numbers, and Source of Accessibility)
5. Raw materials utilised in production
6. Steps of the Procedure
7. Precautions taken during the execution process.
8. Challenges encountered and strategies for overcoming them.
9. The product's price

10. Recommendations for future development

11. Self-assessment and learning results.

Indicators of a workbook's evaluation:

- a. Comprehensive and organised recordkeeping.
- a. Maintaining the workbook with care and order.
- c. Consistency in keeping the workbook up to date and having it routinely checked by the teacher.

3.3.2 Practical Work and attainment:

Work Education's curriculum will be determined by the requirements of the students, as well as by the resources and facilities offered by the school and the community. There can be no set curriculum that must be followed by every school in the district, state, or nation because they will vary from location to location.

Prevocational courses are included in the Work Education activities as a part of the secondary school Work Education programme. This activity's goals are to modify attitudes and prepare participants for more productive work in the future. As a result, each student in each class must complete at least 60% of the assignments on the syllabus.

The various elective activities are intended to give the Work Education curriculum a vocational focus. As a result, depending on the amount of time available, it can require for constant or repetitive practice. A school may choose activities based on the time, season, human competence, raw materials, etc. that are available. Small groups will be formed to help with the distribution of funds and practical activity. Teachers may choose to use a problem-solving technique during the teaching learning process.

Students should be made aware of the issues pertaining to their needs and the tasks that need to be completed in order to meet those demands. They should be guided toward finding solutions to these issues talking about the equipment, resources, and methods for providing work and services, as well as by engaging in the necessary work.

Since different activities have been recommended for various classes, the best way to set up the schedule is to have Work Education periods throughout all sections of a class at the same time, if the school offers a wide range of activities or have section by section if there are only a couple of activities for each class.

In the designated performance, students are supposed to keep track of the tasks they complete in a particular class. The principal, teachers, and higher authorities have the authority to examine these files.

Activities for work education should not be carried out mechanically; instead, each step must involve careful planning, analysis, and preparation.

3.3.3 Developing Evaluation Tool:

The aim of evaluation is to determine how much pupils have learnt as a result of teaching. Following are the few important aspects which needs to be considered while constructing an evaluation tool for work education activity.

Setting objectives of evaluation:

The teacher should keep track of the objectives which he wants to assess through the process of the evaluation. Work education activities usually covers all the domains, therefore the tool developed should be comprehensive.

Following Guiding principles:

- Evaluation will be done in accordance with the learning experience offered, as well as the teaching objectives (which are clearly described in their behavioural terms).
- Evaluation must be continuous and as comprehensive as possible (each action, project and activity must be examined immediately once when it is finished).
- As many tools and procedures as possible should be used during the evaluation process.
- The tool should be selected with at most care keeping in mind its limitations and criteria of evaluation.

Selection of the tool:

Following are some tools and techniques of evaluation. The combination or a single tool can be selected for evaluation of the students.

- Interview
- Observation
- Check list
- Cumulative Record
- Questionnaire
- Photos/Portfolio
- Project work
- Competition Activities
- Group Work
- Examination
- Question Forum

- Debate
- Lecture
- Rating Scale
- Assignment Work

Preparation of Tool:

Preparing variety of questions and statements as per the tool selected. Make sure it checks all the objectives which are set at the beginning of the activity.

Following are some evaluation tools and techniques used in Work Education.

3.3.3.1 Rating Scale:

Rating scale allow teachers to indicate the degree or frequency of the behaviors, skills and strategies displayed by the learner. Teachers can record observations using rating scales.

Rating scales can be used by students as a self-evaluation tool. A Rating Scale is a set of categories used to gather data regarding a quantitative attribute.

Types of rating scale:

Rating scales are also of various types:

1. Numerical Scales
2. Descriptive Scales
3. Rank Order Scales
4. Graphic Scales
5. Percentage of Group Scales

3.3.3.2 Check List:

Checklists are tools that help teachers and students gather data and assess what students know and are capable of through the outcomes. They offer systematic methods for gathering information about particular behaviours, skills, and knowledge. The standard of the description selected for evaluation has a significant impact on the information obtained through the usage of checklists.

Educational Purpose:

1. Systematic recording of observations.
2. To ensure consistency and completeness in carrying out a task.

3. Identify student's instructional needs by presenting a record of current accomplishments.
4. To gauge skill development or progress of students and educators.
5. Keep the track of the development of skills, methods, attitudes, and behaviours required for effective learning.

3.3.3.3 Teacher's Record:

Teacher's records present the descriptive details of important events happening in the life of learner. These events can be some activity or action which are observed by the teacher in the natural settings or sometime during planned activity. These records help to collect information about the children's social, emotional, likes, dislikes, and relationships. It is easy to know about the social interaction, social awareness, their innate talents and skills which are reasons of their behaviour. You can experience yourself that Teacher's records can prove to be a work at a large scale. Only a few events in the class are documented because it is impossible to keep track of every single one of them. Try to capture them as soon as possible after the incident so that the right facts may be written down.

3.3.3.4 Observation Schedule:

Observation is the most popular method of collecting information about the children. The children should be observed in their natural surroundings. Many aspects of the development of the personality can be obtained by observation. Only observation can be done anywhere at any time. Through observation you can know about the behaviour, interest and challenges of students. During observation the observations can be recorded in comments otherwise the validity of observation would be damaged.

Check your progress:

1. List the forms Rating scales.
2. Explain the use of teacher's record in Work Education.
3. Write the importance of practical work and its implementation in Work Education.

3.4 WORK EDUCATION TEACHER

3.4.1 Qualities Of Work Education Teacher:

- Has a good personality.
- Graciously dressed.
- Qualities of integrity, fairness and moral fitness.
- A pleasant speaking voice.

- A good physical and mental health.
- Socially acceptable to his colleagues.
- Interest and aptitude in teaching profession. In this respect Mudaliar Commission observed, "Teachers must develop a new orientation towards their work. They should look upon their work as a great social and intellectual adventure."
- Polite, submissive and friendly with his students.
- An urge of learning new trends in this subject of Specialisation.
- Contrive and use a variety of teaching learning procedures.
- Trained in use of various instructional techniques such as committee of work, question-answer, demonstration, project, discussion etc.
- Competent to develop, construct and use a wide variety of teaching aids.
- Able to use variety of methods to evaluate pupils progress and his own growth as a teacher.
- Able to function efficiently in the guidance programme of the school.
- Having good understanding of the needs of the students in relation to knowledge.
- Having good understanding of current world conditions and problems.
- Having a good proficiency of observation and records of behaviours, interest and development of students.

3.4.2 Functions of Work Education Teacher:

The teachers are expected to perform the following functions:

- Assess the needs of the students and community.
- Select activities based on the principles given in the guidelines.
- Prepare students for involvement in the activities.
- Arrange materials and resources.
- Develop linkages with expert institutions and community.
- Organize activities and relate them with real life situations.
- Explain the concept, importance, relevance in related areas and implications on personal and social development.
- Involve students in campaigns, excursions, educational tours etc.
- Observe and evaluate students.

- Provide feedback to students and administration for improvement.
- Educate parents regarding the importance of Work Education.
- Coordinate with parents for referral and follow up of individual cases.

3.4.3 Role of A Work Education Teacher:

Role of a teacher is the central factor for the success of any educational programme. All the teachers must be guided, motivated, oriented and trained to organize the work education activities, based on the subject they teach. Teachers, who are involved in Work Education programme should make an inventory of materials and prepare a tentative instructional plan, which include the objectives, broad contents and highlight the knowledge, understanding, skills, attitude and values to be developed before carrying out the activity. The instructional plan should also define the assessment procedure(s) to be adopted for evaluating the activity. Teachers need to know the background of the students and should try to get the cooperation and expertise of their parents, especially those who are skilled artisans, craftsmen, farmers and professionals. Following are some roles a Work Education Teacher has to perform:

- **Democratic:** He is required to uphold democratic ideals in order to better educate his students for a democratic way of life.
- **Equalizer:** He should treat all students on the basis of equality. He should develop an egalitarian outlook among students.
- **Facilitator of learning:** He works for the promotion of significant learning in his students.
- **Friend and philosopher:** He must perform the role of a friend and philosopher to his students.
- **Group leader:** As a leader to the social group in the class, he must develop a suitable climate and cohesion.
- **Guidance counsellor and helper:** He provides an academic career and personal guidance to his students.
- **Initiator:** He is supposed to play the role of an initiator by exploring the new technology to the best advantage of the students and the progress of education. he should invent new ideas, practices and systems while playing the role of initiator.

3.5 LET US SUM UP

The work area of Work Education is vast or we can say that the whole social, cultural, economic conditions are the work area for work education. Through the present unit you came to know how the work education methods are used. You knew which evaluation tools and techniques should be the main basis while evaluating these activities, how to implement the practical work. You also came to know what should be the

qualities of a work education teacher. You developed understanding about role and functions of the teacher while organizing various activities.

3.6 UNIT END QUESTIONS

1. List the methods of evaluation tools and techniques.
2. Write the types of excursion method. Which form of excursion you will use to encourage students?
3. Project method also implies as a problem solving method. Explain.
4. What are the functions of the Work Education teacher.
5. List the columns of Work Education workbook and write its significance.

3.7 REFERENCES

- Kilpatrick W. H. 1918, The Project Method, Teachers College Record, Columbia, p.319-335.
- Green T. L. 1965, The Teaching Biology in Tropical Secondary Schools, Oxford University Press, London, p. 35-62.
- Sood J. K. 1989, New Directions in Science Teaching, Kohli Publishers, Chandigarh, p. 146-149.
- Rawat S. C. 2002, Essentials of Educational Technology, R.Lall Book Depot, Meerut, p.197-206.
- <https://sc.syekhnurjati.ac.id/esscamp/risetmhs/BAB214111320107.pdf>
- <https://core.ac.uk/download/pdf/29155781.pdf>

WORK EDUCATION AND CURRICULUM

Unit Structure

- 4.0 Objectives
- 4.1 Syllabus of Work education
 - 4.1.1 Activities on core and elective area
 - 4.1.2 Environment studies and its uses
 - 4.1.3 Experimenting with material, tools and techniques
 - 4.1.4 Work experience
- 4.2 Classification of students
 - 4.2.1 Time Allocation
 - 4.2.2 Nature of learning experiences
 - 4.2.3 Criteria for selection of activities
 - 4.2.4 Allocation of place
- 4.3 Planning of sessions of work education
 - 4.3.1 Activities related to the better fulfilment of basic needs
 - 4.3.2 Activities related to environmental awareness
 - 4.3.3 Activities related to social service
 - 4.3.4 Activities related to cultural heritage and National integration
- 4.4 Relationship with other subjects in the school curriculum
- 4.5 Place of work education in the school curriculum
- 4.6 Difference of Work Education with Work Experience, Basic Education and Vocational Education
- 4.7 Let us sum up
- 4.8 Unit end Exercises
- 4.9 References

4.0 OBJECTIVES

After reading this unit, you will be able to:

- To explain the syllabus of work education.
- To make sense of the syllabus of work education and its co-relation with other school subjects.
- To narrate the classification of students and planning of sessions of work education.
- To familiarize with the importance of kind of tools and material needed for the school for work education.

- To introduce the planning of sessions of work education related various activities.
- Identify the differences between school subjects and work education.
- To develop understanding towards the methods and need of maintaining and storing of material prepared in work education.
- To understand the concept of Work Experience, Basic Education and Vocational Education
- Difference of Work Education with Work Experience
- Difference of Work Education with Basic Education
- Difference of Work Education with Vocational Education

4.1 SYLLABUS OF WORK EDUCATION

The main target of work education is to emphasize children know about themselves and their needs, their family and society. Conceptually children can understand the internal and external various activities in the classroom, which will be helping students to respect themselves as well as the dignity of labour. Considering classification of so many activities stressed under work education i.e., work concerning the needs of individuals' health, hygiene, cleanliness, clothing, maintaining personality, mental health, etc. Even work at home as a family member and work in and out of the school activities with integration with school life as well as unity. Hence through work education important skills like knowledge about subjects, values-based life activities, understanding skills are developed in children. The idea of work experience is introduced by the Kothari commission because students get direct practical experience whether they do any course or study. Even SUPW means socially useful productive work i.e., developing individual skills and habits to work as a community, developing a scientific attitude toward community, and thinking and encouraging activities towards community too. Hence, work education stresses the community, work relating to the production and vocational development, developing abilities for new entrant in business. Even SUPW and work experience both concepts are interconnected and it helps to develop national potency, our own business creativity, team-work, perseverance values with develop personality in various ways.

4.1.1 Activities on Core and Elective Areas:

Work education is regarded as intentional and significant labouring work, organized as an internal in some measure of getting knowledge and useful to the community. Work education supports children should independently think about themselves as well as do productive work for society and also self-supportive and productive native.

- **Core areas of work education are such as community development, food, health and hygiene:** Given knowledge regarding health and sanitation problem, taking care of pregnant women and her

health, importance of leafy vegetables, water, our nutritious diet, vaccination, medication, everyday hydration and cleaning our body, keeps our body and clothes clean, prepare first-aid kit, etc.

- **Elective areas of work education are such as electricity, electronics and technology related area:** Given knowledge about how to make and maintain a wide range of electrical equipment used in the home, school, in offices and in everywhere. Household domestic appliances such as refrigerator, mixer, oven, induction, etc... school electronic appliances such as projectors, computers, OHP, etc., To teach students invention of futuristic products of electronics and technology-related activities such as household wiring, uses of motor and generator, soldering, electromagnetism, etc.

4.1.2 Environment Studies and its Uses:

An environmental study is all about how to live with nature, how to protect our nature and how to resolve issues related environment. The following activities help to maintain a healthy natural ecosystem through environmental-related activities

1. Remove plastic bags
2. Arrange the right drainage of stagnant water,
3. Environmental activities i.e., recycling, gardening, best-out-of-waste, using homemade resources and protecting animals etc.
4. Watering plants within the school or at home regularly,
5. Observing gardens and harvests within the fields
6. Raising seedling and nursery management
7. Sericulture, vermiculture activities arrange at school and show demonstration to students for how to make fertilizer or compost
8. Arrange some activities at school such as plantation, rain-water harvesting, prepare natural manure, garden terrace, etc.

Environmental Studies-Uses:

1. Protection of the environment
2. Students should learn about their own and develops an understanding of living and physical environment
3. Students interest developed about environment
4. Students aware about fertility of land, fresh and clean water, water storage, healthy food and development.
5. Enhanced students thinking creatively and laterally.

4.1.3 Experimenting with Material, Tools and Techniques:

The syllabus of work education introduces material, tools and techniques for achieving the tasks of every day and provides a chance to experience them. The following list of such activities is;

1. Introduced various sports tools for indoor and outdoor games such as tennis rackets, skating shoe, badminton rackets, chess board, etc.
2. Best out of waste material i.e, using clay for making Ganpati idol, Diya, etc... old newspapers, clothes and make useful things out of them.
3. Home appliances
4. Introduced cleaning and washing clothes like washing machine, bucket, soap and detergent powder, etc and used them as per their capacity.
5. Making garlands of flowers and making bouquets.

4.1.4 Work Experience:

Work experience means getting experience by working and learning. It will get detailed information and provides practical experience to get knowledge and solve their doubts and get information about different work conditions of house, family, school and community. Following activities done under work experience;

1. Origami activities in class with such activities are invitation cards, bookmarks, garlands, making envelopes, different shapes with paper like a boat, day and night, etc.
2. Make national flags of various countries with clothes.
3. To bind their own books.
4. To get knowledge about post office, bank transactions
5. To assist parents in looking after their younger siblings and to help them in studies.
6. To enjoy plantation
7. Cleanliness in the school.
8. Job-related skills and team-work activities
9. Active participation in students club, sports club, etc.

4.2 CLASSIFICATION OF STUDENTS

National Policy of Education gave a clear idea that work of education is based on purposive and integral part of learning process that should be

useful communities. This policy is based on abilities and the performance of student's skills increases their stages of Education also improved.

4.2.1 Time Allocation:

Time for even and odd activities can be calculated based on aims and results. Some chapters are based on activities and some are not. Teacher must plan a project planner in which they should include their activity. Teacher should spend at least 10% of the time in the activity in the whole academic year mainly teacher should conduct activity on class 10th and 12th compulsory and the students on work education should not be failed.

1. School should conduct activity or meeting to illiterate parents about admission work and rules and regulations.
2. Teacher should arrange vacation assignments to the students like nature learning for e.g.: collection of seeds and transfer it to a plantation.
3. Teacher should conduct warm-up and physical and mental abilities.
4. During the rainy season the teacher should conduct work connected with agriculture on how to protect pulses from rainy seasons.
5. In the month of August so many festivals are celebrated so the activities should be related to the festivals. eg; rakhi making, making flags, making eco- friendly Ganpati, etc.

4.2.2 Nature of Learning Experiences:

The implication of work Education is not only based on Allocation of time. But also integrate into the process of learning to teach activity on primary stage teachers should use some tools, techniques and material. This follows to the secondary and middle levels.

1. **Core Area:** In this area teacher should prepare activities based on the social service community.
2. **Elective Area:** Activities are based on skills and pre-occasional courses.

4.2.3 Criteria for Selection Activities:

There should be a difference in the core area and elective area under the guidance of school while planning the activities school must follow the below criteria:

1. The activity must be meaningful and manual work.
2. It should develop students' social values and desirable work ethics,
3. It should increase students' maturity level.
4. The activity should be easy and it is organized by the staff members.
5. The activity must bring students' interest.

4.2.4 Allocation of Place:

Teachers should conduct the activity based on the primary students. Activity should include based on environmental activity.



Some of the important points should be taken by the doing activities are:

1. Distance should be less.
2. The place should be clean and the environmental should be eco-friendly.
3. The place should be safe regarding weather and health.

4.3 PLANNING OF SESSIONS OF WORK EDUCATION

Planning of the session was a road map of implementing activities regarding figure as a knowledgeable tool, the following steps that should be maintained:

1. Define learning objectives
2. Teaching content of material
3. Time of every content of material
4. The methods of instructions
5. Evaluation method or feedback

The subsequent instructions should keep in mind:

- To get a chance for everyone's self-talk, self-expression.
- To get a chance for everyone's interest and observe their moments.
- To get awareness about their routine activities and conservation of the environment.
- To get chance for everyone constructively uses their mind with feedback.
- Combine events meet gained through various activities.
- To get awareness about basic skills such as planting, management of first aid, health and sanitation-related activity for the community, etc.
- Develop a scientific attitude and honesty.

4.3.1 Activities Associated with Better Fulfilment of Basic Needs:

The following activities can be included in this area.

1. Health and hygiene:

To maintain a healthy lifestyle to recognition regarding personal hygiene, cleanliness and maintenance are very important.

- a) Maintaining cleanliness at school and home.
- b) **Ensuring a hygienic environment in school:** especially adequate number of toilets must be constructed at school and medical facility availability
- c) **Water management:** the technology must be planned for purification of water and availability of running water must be ensured.
- d) Sports related aids availability

2. Food and agriculture:

- a) General cooking activities such as making tea, coffee, refreshing drinks with the use of herbs plantation in our home or school surrounding.
- b) Plantation regarding taking care of plants, watering every day, remove weeds, use bio-fertilizers for plants, protection of plants against pest, etc.
- c) Identifying and repairing tools for horticulture and agricultural.
- d) Develop student's awareness regarding vermi-compost activity, rain harvesting activity, use eco-friendly clothes, ban on plastic use, etc.
- e) To grow medicinal plants, vegetables and flowers plants in school surrounding.

- f) Made eco-friendly pottery, coolers, vase, mugs with the help of clay and mud.
- g) Activity on solar energy as a non-conventional source of energy i.e., solar water heating, cooling effect on residential buildings, solar cookers, solar electric power generation, etc.
- h) Honeybee farming project, mushroom cultivation, etc.
- i) Food and fruit preservation.

3. Residence:

- a) Preparing monthly family expenditure
- b) Maintain daily household account
- c) Help our family regarding help our siblings, helping mother-father to do household things and taking care of our grandparents too
- d) Help our school authority organize activities like maths laboratory, science exhibition, geography and history related trails, school functions, etc.
- e) Help our community regarding door-to-door contact health programs, cleanliness drives in community/school, adult literacy programs, etc.
- e) At our home repairing racks, tables, chairs, stools, beds or taps, etc.

4. Clothes:

- a) Making protection cover lining for sofas, chairs, television, refrigerator, laptop and boxes, etc.
- b) Making teaching aids such as dolls and puppets, origami craft, etc.
- c) Making foot-mats, yoga-mats, table cloth, table and chair cover etc. with leftover cotton material, wool, rags and jute etc.

4.3.2 Activities Related to Environmental Awareness:

- a) Collection of cut-outs associated with environmental pollution.
- b) Displaying cut-outs of pictures or any news associated with factors polluting the environment.
- c) Displaying jingles or catchphrase regarding awareness of the environment.
- d) Making charts associated with harmful effects of environmental pollution.
- e) Arrange programmes like forest visits, science trails and tree plantations.

4.3.3 Activities Related to Social Service:

- a) Participating in a cleanliness campaign within the nearby locality
- b) Participating in the activity of decoration at the time of festivals and events
- c) Enjoy and help in cleaning school premises, garden, plantation activity, etc.
- d) Helping handicapped, disabled people,
- e) Helping weaker sections of society regarding sensitization.

4.3.4 Activities Related to Cultural Heritage and National Integration:

- a) Organize activity about food habits of different states.
- b) To gather information about handicrafts, a speciality of clothes of different places.
- c) To gather pictures of different musical instruments (kalimba, veena, guitar, harmonium) and dance art (kathak, kuchipudi, bharatnatyam, pop, ...etc.)
- d) To celebrate national festivals like Dr. Ambedkar's/Gandhiji's birth and death anniversary, 15th Aug-Independence Day and 26th January-Republic Day, Makar Sankranti, Pongal, Diwali, X-mas, etc.
- e) Making pictures of national symbols like national flags, emblems, etc.
- f) To celebrate world and national days such as 11th July- world's population day, 8th March- world's women's day, 2nd October-Gandhi Jayanti, etc.

4.4 RELATIONSHIP WITH OTHER SUBJECTS IN THE SCHOOL CURRICULUM

In 1964-66 Gandhiji spoke about productive work i.e. also called Nai Talim, as a medium of education is compulsory. He thinks from school subjects get productive and experiential work knowledge such as carpentry, masonry, planting and printing and also education process gets removes the distance of social changes. Gandhiji thinks that our objective should be mental evolution of an individual along with profession and handicraft and he gave examples like spinning needle and he made question of this like, how does spinning needle work? How it used? Which power is latent in it? And this is easiest to make understand the children and they also learn some mathematics from this like how much thread was rolled how many times was a spinning needle.

Mahatma Gandhi has promoted an educational curriculum based on basic education that is work education. It means that knowledge and work are not separate. Through these activities should be organized by co-relating with the school subjects instead of organizing them separately. The following mentioned activities related to work education with various subjects such as:

Languages:

The following instructions are most considered regarding language:

1. Teachers should make the children not only written work but along with written it should be practical.
2. Teacher should use appropriate words and simple language to make the students understand.
3. While teaching, the idea should be presented in organized manner and use attractive way and meaningful topic to make the students attentive and overall make proper report in short with writing experience coherently.
4. Teacher should Enhances skill with proper vocabulary contextualized grammar and idioms, etc.

Mathematics:

1. Everyday maintains family expenditure and noted down.
2. Maintain family accounts with the help of elders.
3. Calculating the worth of an object after making it.
4. Understanding and application of numbers.
5. To give knowledge about measurement units and ready to convert it.
6. Gaining knowledge of concepts like banking-credit-debit, simple interest, compound interest, principal amount and rate etc.

Environmental Studies, Social Sciences and History etc.:

Every work and method features the biggest history. To get the knowledge regarding the importance of history that work is more important and meaningful than knowledge received. Following activities through a deep understanding of environmental studies, social science and history subjects.

1. Agricultural activities.
2. Numeracy
3. Analytical skills
4. Adult literacy

6. Industry and environment.
7. Importance of labour
8. Layout for planting
9. Geographical trails
10. Current and future problems
11. Natural resource management

4.5 PLACE WORK EDUCATION IN SCHOOL CURRICULUM

Work education places an important role in lessons and academic in the school curriculum the teacher not only contact teaching subject contains but also take extra curriculum activities that should develop cognitive, affective and psychomotor domain of the students the activity-based work on education not only teach the subjects matters it also develops social economic and cultural background of the society and develops various skills among the students. Work education is based on psychological and social needs it gives pleasure to the students. The following main objectives of work education are to identify their skill and progress of their study such as:

1. It develops neatness and cleanliness among students.
2. Students can get to know the importance of physical work and labour.
3. It develops intellectual skills among the students.
4. Students can be more creative in this field.
5. This work education creates artistic and leadership quality among students this also develops life skills and ready-to-face the problems work education helps to create the new skills for critical thinking problem solving
6. Work education mainly in relationship with school and community.
7. Work education can summarize in the form of activity which is a physical activity it goes in a systematic way it creates new lifestyle skills among students.

4.6 DIFFERENCE BETWEEN WORK EDUCATION WITH WORK EXPERIENCE, BASIC EDUCATION AND VOCATIONAL EDUCATION

Educational Systems of a nation is set up with the primary goal of being the unique provider of fair and equal opportunities to students by fostering relevant skills and helping to discover their latent talents. Work education

hence gyrates towards providing hands-on knowledge and practical skill development. To understand the concept of work education with work experience, basic education and vocational education we will explore them below-

1) Difference between Work Education with Work Experience:

Any pursuit involving physical action or intellectual activity can be defined as work. Work education develops appropriate behaviour towards work, work-friendly habits and values. It helps in economic development through product work by providing necessary knowledge related to work to the person. In this way, it develops social qualities by connecting the students with social work. It is a method of education in which, along with teaching in the classroom, practical education is also provided to the students about social useful work. Work education is defined as purposeful and significant physical labour conducted as an essential part of studying. It is envisioned as producing meaningful content and serving the community.

Work education highlights incorporating constructive knowledge, understanding and practical skills in educational activities by including socially useful physical labour in educational activities. Engaging in a task is an important component of the learning process.

Work education is a specific scholastic sector to provide opportunities for students to participate in community and monetary activities inside and outside the classroom, which will enable them to understand the scientific procedure including a variety of tasks. The importance of work education is as follows:

1. For a productive task to develop skills in the selection, arrangement and use of tools and materials.
2. For community service, develop problem-solving skills for productive work.
3. To develop maintenance skills, remove wastefulness and recycle and improve workflows for more production efficiency.

The following factors are responsible for the success of work education:

1. Openness to the ideological
2. The dignity of labour and positive aptitude
3. The spirit of cooperation
4. A positive relationship between the community and the school
5. Imaginative and creative ability

It can be said that a work education program is a meaningful and intentional activity that should appear as community service in an organized and systematic manner at each stage of the school curriculum.

Work Experience means experience gained from doing something. For career growth work experience is needed. Work experience can be useful to a person of any age and at any stage of their career path. It can help you gain skills and decide what you want to do next in your career life.

Most work experience is overdue but there are some chances where students can make money. Choosing what to do in their career can seem easy if they know what they want to be in the future. Students can look for opportunities that will help them to develop the skills for that career. This can happen through:

1. A workplace
2. An internship
3. A photography opportunity
4. Virtual work experience

Work experience provides an opportunity as follows:

1. Test your career ideas
2. Improve your skills
3. Show your commitment and enthusiasm

Features of work experience as follows:

1. First analysis yourself (SWOT)
2. Find your interest
3. Panning career ideas and try them positively
4. Build your public relations
6. Identify any reasonable adjustments you may need because of a disability or long-term health condition
7. Evaluate yourself positively and make changes as per need.

2) Difference between Work Educations with Basic Education:

Basic education refers to that system of education in which the physical, mental, moral, social, and spiritual development of children is done by providing training in different types of handicrafts, and efforts are made to make education self-reliant. Basic education or basic education refers to that type of education by which the child can become self-reliant, a person can become self-reliant and can plan for some earnings to run his life. In

simple words, basic education is the system of education in which every aspect related to running life is taught to the children.

Mahatma Gandhi was the father of basic education. The founder of basic education is Mahatma Gandhi, the father of the nation. Mahatma Gandhi started basic education in his ashram in the year 1946. Basic education is a theory that states that knowledge and action are not separate.

Basic education has the following objectives:

1. To develop children into civilized citizens.
2. Children should have the right vision of the culture of the country.
3. All round development of students in various ways of teaching
4. To make education accessible to all.
5. To build the best personality of the students.
6. To provide such education so that the tendency of self-reliance can be inculcated in the children.

The nature of basic education is as follows:

1. The period of basic education will be 7 years and age of 6-14 years children will be given free and compulsory education
2. Education will be provided in Hindi medium.
3. Children will be given the training to be craftsmen.
4. Crafts will be as per the requirements.
5. While teaching craft work, it will be kept in mind that the students should know the scientific and social approaches to craft.

Work education is a specific instructional part to which will empower students to develop the scientific attitude involved in a variety of tasks. Whereas work has been given top priority in basic education that is why handicrafts (hands-on experience) have also been given an important place in the curriculum. Karma can also be called the foundation or cornerstone of basic education because it effectively expresses the importance of action in the minds of children since childhood.

The main feature of basic education is that it is child-oriented. It has been designed for children because the child is its customer. In the words of Mukherjee- Nai Talim is child-centered education in which the child acquires knowledge through action. While structuring this education, the child was kept in mind. In this education system, the cost of the school comes out from the sale of the items made by the child and the child can also start any business in the future by becoming proficient in handicrafts. Adequate importance is also given to physical labour in the basic education system, due to which interest in physical labour is awakened in

the child's mind from childhood. On the contrary, in the English education system, the child is chosen to comfort and he does not understand the importance of labour.

Basic education has been recognized as an integral part of knowledge. In this system, the subjects of education are not kept separately, but knowledge is imparted by relating the knowledge of all subjects through useful craft. In basic education, freedom is provided to both the child and the teacher. They are not compelled to work under any bondage. The child has the freedom to choose the subject and craft according to his interest. The teacher is also not obliged to complete any prescribed curriculum and can use any teaching method for the development and teaching of the child and to meet the school's needs.

3) Difference between Work Educations with Vocational Education:

Vocational Education is the new demand of the modern era. At present, the place of quality education is given to the same education which enables students to earn a living. In general, connecting education with business is called vocational education, but in reality, its meaning is much wider than this. Vocational education provides opportunities for students to choose a profession and acquire vocational qualifications.

The educational system of the country is of great importance in the development of a nation and if the main objective of that education is to provide business to the students and make them earn a living, then the development of that country is inevitable. Education can achieve its aims and objectives towards vocational education are must for school level as well as higher education. Considering the declining quality of education, education must be completely converted into vocational education. Vocational education is not only helpful in choosing a profession for the students but through it, the all-round development of the students is also done. Keeping in mind the increasing population in the modern era, education must be made according to the students so that they can achieve their real objectives.

The features of vocational education are as follows:

1. It prepares the students to connect with society and contribute to social work.
2. It develops the propensity for vocational skills in the students to make them earn a living.
3. Through this, students are kept active in school and due to this their physical development takes place at a rapid pace.
4. This makes them aware of their social and family responsibilities.
5. The real objectives of education are embodied by vocational education.

The objectives and goals of vocational education are as follows:

1. To make the students vocational so that they can be able to live respectfully in society.
2. To develop the ability to earn a living the students can discharge their family responsibilities well.
3. To develop the nation and provide the right direction for social changes.
4. To strengthen the national economic structure and increase per capita income.
5. To promote the expansion of education.

Even today our education system is the same as it was during British rule. Today's educated youth is troubled by unemployment. His education neither brings any benefit to him nor to society itself. The reason for this is the lack of commercialization in our education system. If vocational education is arranged at the secondary education level or education is commercialized, then surely the problem of economic barriers and unemployment can be solved, the commercialization of education can be done in this way. To make education related to employment, there is also a need to promote the commercialization of education. In the proposed reconstructing of education, it is very precious to strictly apply the program of systematic way and well-planned vocational education. This will increase the employability of individuals, the imbalance in the demand and supply of skilled workers will be eliminated and such students will get an alternative route, which are currently pursuing higher education without any special interest or purpose. Vocational education itself would be a specialized stream of education aimed at preparing students for many chosen occupations in many fields.

The implication is that in the field of education system each education type has its importance. Formal education is needed to start life. At the same time work experience, basic education, and vocational education should be provided to make students ready for their future professional work. Students must develop practical knowledge and industrial skills to choose the right career for their and the community's betterment.

4.7 LET US SUM UP

Work education is activated with all types of manual work, reinstall nobility and awareness towards our family, school, society and home responsibilities. Even you also understand how work education can be associated with the subjects in curriculum. Home as well as school must play an energetic and inspiring role for help children to identify their inherent potential and opportunities to build up useful skills for their careers. Let them inspect their passions rampant by supporting their desires and longings. Therefore, for future perspective and remain healthy

thinking and positive attitude while you educate and upskill children also develop in them skills of resilience.

4.8 UNIT END EXERCISES

1. How work education is helpful to solve the problem of unemployment?
2. What do you mean by Basic Education?
3. Explain the name of any 4 essential activities in part of the core area of work education.
4. Explain the name of any 4 essential activities in part of the general area of work education.
5. What is the role of school in the expansion of work education in the community?
6. Select any one core area with a sub-element and write suggestive activities in school?
7. Explain the difference between work educations with work experience.
8. Explain concept of vocational education.
9. Which areas would be the basis while selecting activities in work education?
10. Mention any 4 activities related to work education?
11. What do you understand by time allocation while organizing activities in work education?
12. Write any two activities done under work experience.
13. Which factors would you keep in mind for organizing forming a group?
14. Explain work education activities on core and elective areas.

Short Answers:

1. Suggest any 3 skills related to language which can be acquired through any activity under work education.
2. Suggest any 3 activities for the students of class V which may be useful in their daily routine.
2. Benefits of work education.
3. Any three activities related to environmental awareness.

4.9 REFERENCES

- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2000) Education for All Year
- UNESCO Web site (<http://www.unesco.org/education/efa/index.shtml>)
- World Bank (1995) Priorities and Strategies for Education: A World Bank Review
- Gujrat New Education Association (2000-2002), New Education Association, Gujrat Vidyapeeth, Ahmedabad.
- Gandhi M.K. (1953) Towards New Education, Navjeevan Publishing House, Ahmedabad.
- Indian Government (1986) National Policy on Education (1986) and programmes for taking steps 1986, Ministry of Human Resource Development, New Delhi.
- Gujrat New Education Association (2000-2002), New Education Association, Gujrat Vidyapeeth, Ahmedabad.
- National Council of Educational Research and Technology, New Delhi (1979) National Curriculum Frame Work for Ten years, New Delhi.
- <https://work-education.in/class-7>

WORK EDUCATION IN THE SOCIAL CONTEXT

Unit Structure

- 5.0 Objectives
- 5.1 Utility of Social Service Project
 - 5.1.1 Benefits of Community Services
 - 5.1.2. Removal of Social distances
 - 5.1.3 Importance of literary drive, first aid and floor relief etc
- 5.2 Utilization of Community Resources for Audio-Visual materials for teaching Work Education
- 5.3 Role of community in reference to work education
 - 5.3.1 Role of School in Community Development
- 5.4 Let us sum up
- 5.5 Unit End Exercises
- 5.6 References

5.0 OBJECTIVES

After reading this unit, you will understand to:

- Study work education in the social context.
- Study the utility of the social service project.
- Understand the concept of removal of social distances.
- Understand the concept and importance of literacy drive, first aid and floor relief.
- Study the concept of community
- Explain the importance of community co-operation
- Identify the available resources in the community
- Explain the role of community in reference to work education.

5.1 UTILITY OF SOCIAL SERVICE PROJECT

As the original proverb is “it takes a village to raise a child” but the reverse proverb is really true i.e., "it takes a child to raise a village". Why we say like this because children are sporty pathfinders who can help us to alert, cognizant and mindful community. School is a bigger part of Community. School is the social institute where purposively plotted

enriching educational experiences along with social position at huge expansion.

The purpose of community service is to prepare students for the future helping them learn what it means to be a responsible citizen. Community service teaches the student the value of serving other and helps them develop self-discipline and critical thinking skill. Following social service projects can be included under this area:

1. Help needy people or visit neighbourhood slums or distribution of books among children of weaker sections of society.
2. Cleanliness drive
3. Health checking campaign
5. Adult literacy programme
5. Organized activities such as national holidays, celebration of freedom fighters birth anniversaries etc.
6. Arrange activities regarding awareness of health programme for rural people
7. Embellishment of towns through the planting of trees, community health programme, awareness of financial literacy, activity of best out of waste, activity related pollution awareness, activity related small industry project, awareness about compulsory education to girls and stop dowry, awareness about rational thinking, etc.

The school is one of the strongest catalysts for community change and active tool for human resource development. We can adopt several social welfare occasions; the school will give invaluable services to society. These programs are engaged in kindle the prospective spark of learning in the sensitization towards needs of differently abled and adult persons, less able to basic services and poor or disadvantaged people of society. Thus, the school will champion the cause of upliftment of the weaker sections of society.

5.1.1 Benefits of Community Service:

Students have a lot of benefits from community services by getting involved at a young age which is as follows:

1. Develops respect and connects to the community.
2. Students learn the importance of diversity and multiculturalism in the community.
3. Help students find their passion and interest.
4. Build self-esteem and confidence of students

5. Improves public relations and creative and critical thinking skills.
6. Students can advance their careers and also enjoy their life by their own rules.

5.1.2 Removal of Social Distance:

The following aspects of work education help in removing social barriers:

1. Work education is beneficial in the development of essential life skill such as coping with others, management of anger, ability of decision making, problem-solving skill and enables kids to successfully handle the demands and obstacles of daily life.
2. The focus of work education is on integrating information comprehension and practical skills into educational activities. It establishes hand and brain synchronization. Physical labour that is beneficial to society is ingrained in educational activities.
3. A work study position related to the academic field can provide precious experience and perhaps influence your future career decision. Work study can be a progressive method for students to make earning.
5. To meet education and employment terms, we have to offer to support interactive learning strategies, which have shown intelligence for customizing their training programs to the employment and assisting younger's in acquiring the skills required by their employers.

5.1.3 Importance of literacy drives first aid and floor relief, etc.:

Literacy drive:

The word “literacy” means an ability to reading, writing, listening and communicating effectively. In our country, every citizen must learn to make sense of the world. If u r not aware of literacy, it means that person must face many practical difficulties in life. Every person in society should try to become read and write if it was not possible at an early age, a growing age person is aware of adult education. Nowadays, the Indian government has taken a literacy drive all over the country. Even as a internship part college students can move into the ruler area to educate the people. Classes are often commanded in a very school or in the other appropriate place that's obtainable within the space chosen for the literacy movement. Focus on tool of literacy for meaningful engagement with community makes sense.

The subsequent aspects to complete the importance of literacy drive:

1. Literacy creates opportunities for people to develop various skills such as self-esteem, confidence and also improve quality of life
2. Increase knowledge and learn new skills

3. It creates job opportunity
5. It promotes peace in our life
5. It creates confidence
6. It realize the problems in our society and also their solutions
7. To get knowledge about gender equality
8. To get knowledge about our own health and society too
9. Literacy improves the economy
10. Literacy improves empower women.

First Aid:

First Aid tending information can permit you to assist folks wounded in an associate accident or another emergency till help arrives. Tending skills are often applied within the home, the geographic point or public locations, so a lot of tending certified folks there are in a very community the safer that community becomes. Tending skills are often used at colleges, workplaces, on roads, or when travelling long distances to manage injuries briefly. Additionally, tending to a coach is useful for the community because it is life-saving. Initial aid is immediate medical attention to save one's life, stop a situation from worsening or facilitate somebody's recovery a lot of quickly from trauma. Associate wounded or unfortunate is also unable to hold on until the doctor arrives, thus if anyone is aware of initial aid, it is often a boon for others facing any problems. Those giving tending can even inform the doctors concerning the case once they totally are aware of it. The subsequent aspects to complete the importance of First Aid:

1. Save the injured person's life
2. Pain relief by fast treatment of first aid
3. To get knowledge about medicine and its uses
5. To get satisfaction to help injured persons
5. To get knowledge about first aid i.e., counting pulse rate, measuring temperature, cleaning and bandaging to wound, etc.
6. Preparation of first aid kit tool for injured person care
7. Get knowledge about how to communicate with medical professional
8. Develop an interpersonal skill with patients and doctors
9. Decrease recovery time

Floor Relief / Social Concession:

Floor relief or social concession means those people who are economically poor cannot even afford the requisites and daily needs of living such as clothing, food, education and healthcare facilities. They need insufficient nutrition, a higher risk of diseases and necessities for living. These poor and indigent folks provide social concessions to survive their life. As an example, concession to disabled persons littered with diseases or senior voters within the society. We cannot give them a luxurious life but at least provide their minimum needs such as shelter and food for their prosperous life. Serving the poor and indigent folks could be a sensible deed. We also provide education for their bright future, which means they can stand on their own feet and have no dependency on them.

Following the various ways to help of Floor Relief/Social concession:

1. Moral support by giving them hand up rather than a hand out and respecting their presence.
2. Create awareness through social media such as Facebook, Twitter, Instagram, etc. to help poor and needy people.
3. Financial assistance by NGO's, multinational companies, government schemes and policies like scholarship for educational help, etc.
4. Creating awareness through raising funds for them such as some activities of road shows, dance shows, providing donations for food, groceries, clothes, stationery, etc.

5.2 UTILIZATION OF COMMUNITY RESOURCES FOR AUDIO-VISUAL MATERIALS FOR TEACHING WORK EDUCATION

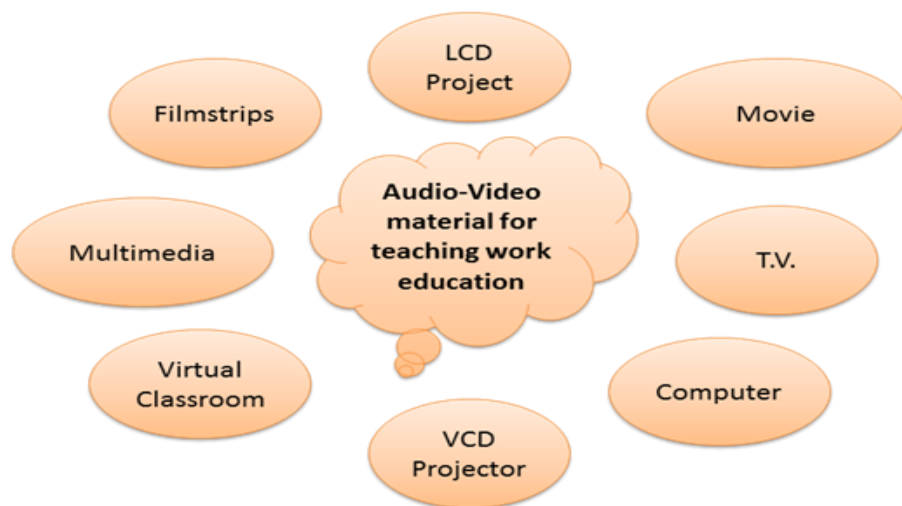
We are all a component of a community, whether it is in terms of geographical location or thanks to the values we grew up with. It is impossible to isolate ourselves from our community. Even for college students after the completion of their education, they are visiting be professionals who are going to be working for the development of the communities we all are part of. Therefore, teachers can use community resources to assist students develop their social skills and prepare them for their future ambitions.

Community resources are resources that enhance or facilitate the lives of individuals in a community. These resources are an integral a component of every individual's development. Following figure has some samples of community resources are;



It'd be an excellent idea to make use of these resources in education as it develops a sense of value and belonging among students. Audio-video resource is formed for community members to help them become self-reliant, independent and maintain their life with happiness. These resources used to enhance learning like explaining concepts, observing social groups and acting as triggers for discussion. The digital innovative tools of teaching like, camera, webcam, tablet or smart phone can now create and edit a movie and also due to present and elaborate concepts, demonstrate a procedure or gain an understanding of learning in action. There are various sorts of audio-visual materials ranging from filmstrips, microforms, slides, projected opaque materials, tape and flashcards.

Following some samples of Audio-Video material for teaching work education:



Two letter word IT i.e., Information Technology has become a very important and fast-growing technology to keep pace with the community. The subsequent learning outcomes in students will be able to;

1. Awareness of information technology for future professions.
2. Increase confidence and use technology tools in daily life.

3. Acquire skills to work on windows
5. Appreciate the utilization of tool, Microsoft Office tools to help them in work.
6. The web creates an interest in them to utilize their creative powers while implementing the HTML (Hypertext Markup Language) code and thereby create a great website.
9. Develop logic for problem-solving and get solutions.
10. Improve confidence and self-esteem

The utility of community resources is often delivered to the school in a few ways for audio-video materials for teaching work education:

1. Resource persons given directions through the use of audio/video tape or using the projector in class for given information about teaching-learning. They can be utilized by the enterprising teacher to enrich and vitalize the school programmes or any social activities
2. Teachers, students and parents come together with contributions to buy digital aids for the teaching-learning process and evaluation of children with digitally feedback report.
3. Educational tools such as Bulletin boards, magazines and newspapers giving daily news and other useful information about the world people and the country in general.
4. Amenities such as playgrounds, auditorium, gymnasium and audio-visual aids could also be freely lent to the adult community for purposes of education and recreation.
5. The members of the community can help financially to the school for digitalization of school. Arranging talks on national and international resource person of the community may be cordially invited to listen and participate in the online/offline discussion.

The crucial role of the community in the education of students is a long way and is a heart of education reform. Community members provide support to the school, students and parents to maintain relations. Schools that are well-connected to community people can create a safe and supportive environment inside and outside of the classroom.

5.3 ROLE OF COMMUNITY IN REFERENCE TO WORK EDUCATION

Children are part of the community for their growth to become avid readers, skilled learners, self-confident, socially adept, respectful and responsible citizens. The people of a Community are a group of people residing in the same place and fulfilling their daily needs. The following features of a community.

1. Community is made by uniting different people.
2. They depend on each other.
3. They all are connected with each other.
5. These people have a certain goal and share their experiences with each other.

Mahatma Gandhiji emphasized the establishment of new organizations through the togetherness of school and community. We all know that the education processes are enhanced by teachers and society closure.

The expectations of the school from the community are:

1. The children attend school regularly
2. Children should be attentive in school and punctual towards school.
3. Enhance their abilities through the planning of educational objectives.
4. May give suggestions in selecting activities associated with work education.
5. Active participation in assessing and evaluating the scholars.

5.3.1 Role of School in Community Development:

The very important objective of the role of school in community development i.e., school and community are always complemented with each other through interactive activities. The teaching-learning process is enriched by trying to remove the gap between parents and teachers. The school should be a part of society and not an isolated institute; therefore, the school will have to open its gates to society.

The school can organize many activities for the society for example:

1. Volunteer in school programs during seminars, workshops, etc.
2. Volunteer in hospitals during accidents or any other help
3. Arrange adult literacy course
4. The school students taking part in some activities such as the pulse polio campaign, making aadhar cards, etc.
5. Participate in social festivals within the society.
5. The school should participate in organizing an exhibition of local handicraft work.
6. A survey is conducted to find the drop-out students.

5.4 LET US SUM UP

Within the present unit you came to know about the work education create respect towards labour, hands-on experience, creates social awareness towards welfare of society. You came to know that utility of welfare work projects, concept and importance of literacy drive, care and floor relief etc. co-ordination and enhancement of the activities associated with work education. Through this unit also came to know how teacher can teach the work education subject through utilization of community resources for audio-video materials. Even we can understand the role of community in reference to work education. Understanding developed through this unit can initiate the enhancement of labour education in various ways.

5.5 UNIT END EXERCISES

1. What is community?
2. Explain ‘utility of social service project’ through various activities.
3. Explain the role of community in reference to work education.
4. Write a brief on utilization of community resources for audio-video material for teaching work education.
5. Explain the term floor relief with their implication in social context.

Short Answers:

1. Benefits of community service.
2. Importance of literacy drive
3. Importance of first aid
4. Utilization of community resources for audio-video material

5.6 REFERENCES

- A.A. Adegboye, “Issues in Citizenship Education”. Barm Clem Publishers, Ikere-Ekiti, 2010.
- Borzilai Cod, Communities and Laco: Politics and Culture of Legal Entitles. University of Michigan pius Arm Arbor, 2003.
- J.Castek, Ethow cutten, secutun and charities, priesise hall. New York, 2012.
- S.O. Deck, “Issues and problem of National Development.” Clean Publishers Limited. Ikere Ekiti. 2011
- S.O.Dada, “Issues and Problems of National Development”. Clem Ltd. Ikere –Ekiti, Nigeria.

Work Education

- E.H. Ibeh, "Introduction to Psychology of Education". Greenwich. Ado – Ekiti, 2009.
- S.K. Kochhar, "The teaching of social studies". Sterling publishers. Nilcho Delli, 2012.
- J.Mc-Knight, "Building Community" AHEC Community Parties Annual Conference Keynote address. Northwestern University: Centres for Urban Attain and Policy Research. Oxford Advanced Learners Dictionary 7th Edition, 1992.

MULTIPURPOSE SCHOOL FOR WORK EDUCATION AND DEVELOPMENT

Unit structure

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Multipurpose Schools
 - 6.2.1 Meaning
 - 6.2.2 Aim and Objectives
 - 6.2.3 Need
 - 6.2.4 Significance
 - 6.2.5 Role of multipurpose school
- 6.3 Criteria for selection of work education activities in Schools, Higher education and Teacher education institutions
 - 6.3.1 Criteria for or selection of work education in school
 - 6.3.2 Criteria for selection of work education in Higher Education
 - 6.3.3 Criteria for selection of work education in teachers training
- 6.4 Work education and development
 - 6.4.1 Individual development
 - 6.4.2 Social development
 - 6.4.3 Political and Economic development
 - 6.4.4 National and International development
- 6.5 Let Us Sum Up
- 6.6 Unit End Exercise
- 6.7 References

6.0 OBJECTIVES

After going through this unit, you will be able to:

- State the meaning of multipurpose school, its aim and objectives, need, significance of multipurpose school.
- Describe the role of multipurpose school.
- Understand the criteria for work education at school level, higher education level and in teachers training program.
- Explain the development in the form of individual, social, political, economical, national and international development through work education.

6.1 INTRODUCTION

The Secondary Education commission known as Mudaliar Commission was appointed by the government of India in terms of their Resolution to bring changes in the present education system and make it better for the Nation. Dr. A. Lakshmanswami Mudaliar was the Vice-Chancellor of Madras University.

After Independence India needed a change in the education system. Number of Secondary Schools were increasing in India. It was much needed to take care of the students of secondary school.

Submitting its report in August 1963, one of the major recommendations of the commission was that middle or junior secondary or senior basic stage should cover a period of 3 years and a higher secondary stage should cover a period of 4 years.

Three Main Suggestions by Mudaliar Commission to Improve Secondary Education in India are as follows:

1. Duration of Secondary Education
2. Diversification of Courses
3. Multipurpose School

We already know the kind of educational system prevailing in India prior to independence. We also know how far it was successful in helping and safeguarding the interest of the People. After independence the educationists in the country Paid attention to the problems of education and effected some changes and improvements.

Keeping in view the shortcomings of the old secondary education, the Secondary Education Commission, popularly known as the Mudaliar Commission, recommended revolutionary changes in the secondary education curriculum. This Commission laid particular emphasis on the opening of multi-purpose schools with different groupings in the curriculum.

The opening of multi-purpose schools is a very important step in view of the present educational setup in the county. Some handicrafts are taught to children at the primary school level, that is, in the Basic Primary schools, children are given training in some basic handicrafts.

6.2 MULTIPURPOSE SCHOOLS

Multipurpose schools as defined by the Mudaliar Commission are those schools which cater for different tastes, aptitude and objectives of the students by providing study in various subjects. This helps in the natural and all-round development of the students' personality.

6.2.1 Meaning:

A multipurpose school seeks to provide varied types of courses for students with diverse aims, interests and abilities. It endeavors to provide for each individual pupil, a suitable opportunity to use and develop his natural aptitude and inclinations in the special course of studies chosen by him.

- (i) It removes all invidious distinctions between students preparing for different courses of studies and makes it possible to place the educational system on a truly democratic basis;
- (ii) It provides a greater variety of educational media and thereby facilitates proper educational guidance in the choice of studies;
- (iii) It helps to solve the problem of the wrongly classified pupils, because transfer within the same school is easier to arrange than transfer from one to another.

6.2.2 Aim and Objectives:

Aim:

The aim of multi-purpose schools is to eradicate the evils of unilateral schools by allowing the students to select and study various subjects of their choice so that they may become self-supporting, practical and worthy citizens.

Objectives:

The Mudaliar Commission has recommended the opening of these schools in order to fulfill the following objectives:—

- (1) Every student may become self-supporting after finishing secondary education. In order to achieve this objective the Commission has recommended the introduction of a compulsory craft subject so that the student, when the need arises, may be able to earn his livelihood.
- (2) With the establishment of multi-purpose schools the defects of unilateral schools will be overcome. Every student gets an opportunity to select a subject of his choice from the long list of subjects taught in the school. This is necessary for the proper and full development of his personality.

6.2.3 Need:

The opening of multi-purpose schools is a very important step in view of the present educational setup in the county. Some handicrafts are taught to children at the primary school level, that is, in the Basic Primary schools, children are given training in some basic handicrafts.

But due to lack of provision for continuing training in handicrafts in higher classes, whatever the student learns in the basic school proves of no help. This naturally means the misuse of basic education.

Therefore, provisions have been made for training in different crafts in multi-purpose schools. Thus the wastage in primary education may be checked and each student may get an opportunity to profit from his earlier basic education through the multi-purpose schools.

Students come to secondary schools from different primary or basic schools. There is a vast difference between their tastes, abilities and objectives. Some favor mathematics and science, while others have a liking for literature.

If some have a liking for learning biology, many others prefer fine arts. Evidently, students have different aptitudes and interests and they want to study subjects accordingly.

Under these conditions it is simply unwise to compel students to pursue a uniform pattern of course of study. This proves harmful to the native faculties of the students and retards their development.

The only course open to educate students of different tastes is to open more multi-purpose schools in order that they may study subjects of their liking and develop their personality all round.

Many children generally reach the age of pre-adolescence by the time they finish their primary education. This age is very crucial from the point of view of their development. Their likings, inclinations and tastes are not very clear at this stage.

Hence, it is very important to guide them carefully for their future growth. At this stage whereas subjects of their likings and taste accelerate the pace of their development, the subjects forced upon them against their choice retard their natural growth. Therefore, the multi-purpose schools alone can help them to promote their natural development.

Besides, these multi-purpose schools will create love for manual labor in the children. Some people hold the view that technical and arts schools should be opened separately as is the practice in some Western countries like USA etc., which means that instead of multi-purpose schools, two different types of schools should be opened.

But it may be inferred as what would have been the fate of technical and vocational schools in India where since times immemorial mental labor had always been considered superior to manual labor.

Even in some progressive countries like the U.S.A. where manual labor is accorded a high place, technical and vocational schools do not enjoy that much of respect which other institutions command. Hence in the development of our country, multi-purpose schools have a vital role to play.

6.2.4 Significance:

Multi-purpose schools have a vital role to play in the present set up of the country. These schools allow students to opt for subjects according to their

likings. Consequently, their emotional and psychological development will take place in a natural manner.

They will understand the dignity of labor. They will have the opportunity to widen their knowledge of crafts learnt in primary or basic classes. Some defects of secondary schools will find remedy in the multipurpose schools.

The provision of study of various subjects will remove the need to change schools. The education system will be given a democratic spirit. Trained students of these schools will prove assets in the various development plans of the country. Due to the study of different subjects the personality of a student will develop in a balanced manner.

6.2.5 Role of Multipurpose School:

1. Multipurpose Schools should develop the habit of labor based work.
2. Multipurpose Schools should develop different skills and abilities required for different vocations.
3. Multipurpose Schools should develop values like dignity of labor, adjustments, independent working, leadership, cooperation among the students.
4. Multipurpose Schools should give an opportunity to create an attitude of social services among the students.
5. Multipurpose Schools should be able to fulfill the needs of society related to skilled labor.
6. Multipurpose Schools should serve as a foundation course for further curriculum of vocational education.
7. Multipurpose Schools should be able to produce wealth in a limited sense.
8. Multipurpose Schools should make students aware of hidden potentials and abilities inside them.

6.3 CRITERIA FOR SELECTION OF WORK EDUCATION

Work education means education through learning experiences based on action and activity.

Definitions:

Work education is taking education through participation in productive work which is done in school, college, home, workshop, field, factory or at any other place related to production.

- Kothari Commission

Socially useful productive work is work meaningfully and purposefully done and which results in socially useful production or service.

- Ishwarbhai Patel Committee

6.3.1 Criteria for Selecting Work Education in School:

Productive work came in contact with teachers and society because socially useful productive work (SUPW) was at the center of school syllabus; formerly subjects and teachers were at the center of syllabus. In national education policy 1986, pupil centered education was emphasized as pupil was at the center in the present syllabus, emphasis is on society centered education as education should be life oriented. Earlier syllabus created a gap between school syllabus and society. Now importance is shifted to make school society oriented and thereby creating awareness of social needs and participation of school in satisfying those needs. Emphasis is also placed on participation of school in social and economic in the community. It is expected that scientific attitude and technical education are to be used. Against this background work education activities should be selected on the following criterion:

- Activities should be an indivisible unit of education.
- They should satisfy community and social needs.
- They should reduce rifts in the community and promote understanding.
- They should be productive and should link technology and science.
- In education local vocation should be primarily considered.
- Work education activities should be complementary to rising vocation and should have close relation with man power.
- They should offer equal opportunity for education for all pupils. Physical and intellectual ability should be considered. Planning of activity should be a rising grade. only those activities liked by, digested by and ably handed by the pupil should be selected.
- Pupils will take interest in problems of surroundings. They will try to improve their surroundings and will be drawn away from the tendency to rush to cities.
- Work education should motivate pupils to share informal education through participation.
- It should create affinity about self Reliance and self dependence through activities and national development and national Pride should be nurtured.

6.3.2 Criteria for Selecting Work Education in Higher Education:

- Objectives of work education should be considered While selecting activities for work education.
- Level and needs of the students should be taken into consideration.
- Also the background of students should be Considered while selecting work education activities.
- Availability of time and space should be taken into consideration for selecting work education activities.
- At the Higher Education stage Work education activities should be more focused so identification of problems has to be done before selecting the activities .
- At Higher Education level work education should have manual work and community involvement.
- Work education activities should be more focused related to specific area and as per the interest of the student.

6.3.3 Criteria for Selecting Work Education in Teachers Training:

- Work education should be the part of internship that means practice teaching.
- Work education must be socially useful and as per the needs of the local community.
- Work education should involve activities in collaboration with NGOs and community involvement is compulsory.
- Work education should provide training on how to carry out work education at school level.
- Work education activities at various local schools should be planned and executed with the help of school teachers.

6.4 WORK EDUCATION AND DEVELOPMENT

Work education leads to all round development means development of all the three domains cognitive domain, affective domain and psychomotor domain. It not only leads to development of individuals but also leads to social, political, economical, national and international development.

6.4.1 Individual Development:

Self- labor is given an important place in work education. Here children do as many activities as possible on their own. As a result, values like exertion, efforts, courage, initiation, respect for manual labor, self-confidence and self-confidence and self-dependence etc. develop

automatically in children. Work education imparts children training in self-reliance.

Work Education helps students develop skills like work values, productivity, and self-reliance. In addition, work education allows students to identify their natural interests and aptitudes in selecting suitable courses of study. Work education focuses on improvement of practical skills leads to the promotion of values. Like environmental preservation, human viewpoint, awareness of social accountability and social service.

Work Education leads to unified development, integrated development of Head, Heart and Hand means the development of intellectual, affective and psychomotor domain of the students. so work education leads to all round development of the students.

6.4.2 Social Development:

Due to work Education community life develops in children. Qualities like team spirit, to shoulder work that is co-operation and a sense of mutual help. Children acquire the competence of social adjustment through community life. In the traditional education system, only class-room teaching takes place collectively. There too, the education is being imparted through talking or lecture method rather than activities. As a result the development of sociability in children does not reach the expected level. While in the work education system, the education of community life is imparted through perceptible activity of daily life dealings and various activities of industry. Daily activities of school and laborious, creative and productive activities of hand industry have been made a medium of community education. Thus a child naturally develops sociability.

Work education also provides skilled labor for different types of vocations. So it promotes the idea of vocational education among the students and parents.

6.4.3 Political and Economic Development:

India is a country with a very large population. So it always faces the problems of poverty and unemployment. The national policy of developing country like India should reflect speedy and competitive progress. It also reflects our responsibility to increase productivity of every person. Among the different problems facing our nation, providing employment to everyone is an important one. The solution to this problem is inclusion of the subject work education. Natural resources and human resources constitute a major share in the development of the nation. Human resource development can be achieved through work education. Work education is a type of education which increases national productivity in turn leads to more employment, social development and increases economic development of the country.

6.4.4 National and International Development:

National development always depends on industries and economic development of the country. Work education stresses the policy of learning by doing. It also stresses on developing various skills related to different vocations. So work education can also be called “Education for getting a job”. By means of the work education industry can get skilled labor which increases the rate of production and fasters the economical growth of the country. As the economical growth becomes faster there is an increase in the rate of national development. Development in productivity, increase in the number of industries, increase in economic development altogether leads to national development.

International development Depends on the development of various Nations throughout the world. If there is more employability and skilled labor available in various countries then it will improve the standard of living of the people from different countries which will in turn lead to stable and peaceful life leading to international development.

6.5 LET US SUM UP

The concept of multipurpose school arise from the recommendations of Mudaliar commission. The Government of India introduced the scheme in October 1954 for the first time. The number of these schools which was 250 in the First Five Year Plan rose to more than a thousand in the Second Plan. But the concept of multipurpose school did not work much into India due to Shortage of teachers, Dearth of suitable text-books and unsuitability of timetable, Problem of opening new schools and difficulty of conversion, Difficulty in providing complete technical curriculum, Difficulty in the selection of curriculum and the problems of parents’ dissatisfaction. Work education must be the compulsory part of school education, teacher education and higher education so as to inculcate various vocation related values and to produce skilled labor required for industries. Work education will reduce unemployment in developing country like India and will also inculcate the values like self dependence, dignity of labor, economical independence among the youth. Thus finally it will lead to Economical, National and International development.

6.6 UNIT END EXERCISE

1. State the concept of multipurpose school.
2. What is the need for multipurpose school?
3. What is a multipurpose school ?Explain its significance.
4. Describe the role of multipurpose school in society?
5. Explain the criteria to select work education activities at school level?
6. How will you set the criteria for work education at Higher Education level?

7. Explain the criteria for work education in a Teacher Training Institution?
8. “Work Education leads to all round development of students” Justify.
9. “Work education leads to National Development” Justify.

6.7 REFERENCES

- Aggarwal, J.C. and Aggarwal, S.P.(1987) Vocational Education, New Delhi, Doba House Publication
- Bagade, Vishakha and Gore, Madhav (2010) Work Education, Pune, Nirali Prakashan
- Magre, S. and Francis, R. (2018) Project Based Activities: Insightful Journey, Mumbai, Dyan Prakash Publication.
- Report of Secondary Education Commission(1952-53)
- Report of National education policy 1986
- Report of National education policy 2020 Webliography
- <https://www.shareyouressays.com/knowledge/short-essay-on-the-importance-of-multi-purpose-schools-in-india>
- <https://www.yourarticlelibrary.com/education/suggestions-by-mudaliar-commission-to-improve-secondary-education-in-india/44843>
- https://www.mkgandhi.org/articles/basic_edu.htm
- https://www.nios.ac.in/media/documents/dled/Block3_508.pdf

- Processed on 22-Dec-2022 14:09 IST
- ID: 1985800970
- Word Count: 28016

Similarity Index
5%
Similarity by Source

Internet Sources:
5%
Publications:
N/A
Student Papers:
N/A

sources:

1 3% match (Internet from 29-Jun-2019)
https://niosdled.net/wp-content/uploads/2018/07/Block3_508.pdf

2 2% match (Internet from 30-Jul-2014)
http://cbseacademic.in/web_material/publication/archive/workeducation.pdf

paper text:

Unit 1. Work Education Index a) Concept, meaning, objectives and nature of work education b) Work education – characteristics, Principles, need and significance, areas of education. c) Strategies to promote work education 1.1 Objectives: The students will comprehend: ? the concept and meaning of work education ? the principles, need and significance of work education ? the nature of work education ? the importance of socially useful productive work ? the strategies to promotes work education 1.2 Introduction: Education in every nation focuses in providing a system of learning that offer students a chance to develop skills and talents that is important in their life and future. Whether education should be connected to physical labour or whether work education should be a fundamental component of education must be decided. Work education is seen as meaningful and purposeful physical labour and is organised as an integral part of the educational process. It is viewed as the creation of beneficial products and performing work, both of which provide the students a sense of fulfilment and pleasure. Activities that combine knowledge, cognition, and practical skills are prioritised in work education. Work education includes activities that focus on personality development and developing the society through variety of needs that are important to human life

2such as health and hygiene, food, clothes, recreation, and service to the society, **in accordance with**

the state of cognitive and psychomotor skills of children while learning. Work education yields opportunities that benefit the society and self- satisfaction. It focuses on hands on experience and learning by doing. The daily importance of work education can be demonstrated by the students habits and skills. Work education aim to augment students knowledge and understanding to the surrounding and in relation to the learning experience gained from the activity. Work education aims at: 1.It promotes consistent behaviour and a positive mindset in order to meet their body's basic demands. 2. To make individuals more conscious of their surroundings and the linkages between people and the environment. 3.Instills a sense of pride in oneself for performing hard labour and educates one to value its importance. 4. It helps to create values that society finds appealing. Being focused, punctual, judicious, dutiful, maintain cleanliness as a habit, self-reliance, hardwork, dedication, perseverance, resilience, social discipline, self-discipline helps in developing effective learning skills that cannot be effectively simply by

1 reading books or listening to lessons, **but can be developed when**

students engage in a variety of activities together. Socially beneficial values and virtues then grow organically. 5. Work education covers hygiene, nutrition, and food rules in great detail. Through work-based learning, they gain awareness and learn how to maintain the neighbourhood clean. 6. to foster the ability to express oneself creatively. Every child is naturally gifted with the ability to express themselves creatively. After planning artistic events, work education offers chances for individual self-expression. 7. It develops the