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## UNIT-12 CONCEPT OF WORK EDUCATION

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### 12.0. INTRODUCTION

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"I never appreciated worshipping literacy my experience has proved that only literacy can not enhance the personality of a person. It is very important to relate education with work. In my opinion children should be taught about the dignity of labour..... I believe that true education of mind can be possible by the proper use of different parts of body like hand, foot, eye, ear and nose. In other words intellectual use of senses provides the best and shortest way for the development of child's intelligence.

Probably you must be familiar about the saying– 'The whole world becomes active with the sunrise'. Though if we say the above saying today scenareo it will be– Day or night the world is always active.

What do you understand by the word 'active' in both the sayings? Undoubtedly you mean being busy in some activity it means with some kind of work. For all the living beings whether human beings or animals work specially physical labour is necessarily an important activity. In day to day life you must be observing people doing different activities in their environment and must also be keeping then selves busy in different activities. What is the meaning of 'work'? Why is 'work' an important aspect of life? Let us try to know the answers of these questions through the present unit.



Through this unit we would know the meaning of work in reference to human life. How do activities related to manual labour help in clarifying educational concepts. This unit illustrates the relationship between work and education. How can work education be defined. This unit clarifies objectives of work education, importance and understanding different areas.

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## 12.1. LEARNING OBJECTIVES

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Through this unit you will be able to–

- Develop understanding about the concept of work in educational reference.
- acquainted with the Dignity of labour.
- Explain the relationship between work and livelihood, happiness and contentment.
- identify the need, meaning and importance of work education.
- Develop understanding about philosophical, social and historical background of work education.
- Develop critical attitude present form of work education and myths related to it.

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## 12.2. MEANING OF ‘WORK’

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You find yourself busy in different activities from morning to evening and sometimes even at nights. You will find that in some activities your brain is active through different senses and some your limbs are more active. When your mind is more active, you consider it as mental work and when your limbs are more active you consider it as physical work. Both the work are the integral part of your life because work is essential for fulfilling the necessities of life through physical and mental health. Perhaps you may question whether mind and limbs work separately? You analyse yourself that when you are weeding out in your garden whether your limbs are active or your mind is active with some senses. Your answer will be that both are active as your mind is suggesting, though hands are more active. Undoubtedly you got the answer that physical and mental work can be seen separately. In physical work, the labour of limb is more whereas the labour of mind is there in mental work. Social values are associated with both of them.

Generally, work is believed to be an activity which requires more physical labour. Physical labour done in any direction towards the production for oneself or societal cause is considered as ‘work’. Some of our activities related to labour are related to the fulfillment of our needs, while others are related to our physical and mental health, some activities are related to administration and organization



in our social and economic life and finally, all are related to the welfare of humanity. Thus, work means those activities related to physical labour and which fulfils our responsibilities towards self, society and other people.

### **12.2.11. Importance of work and Labour**

Do you know how all the big inventions took place? Perhaps some of you may say that all big inventions are the result of contemplation. If you focus on the process of development of invention, you will find that physical labour is related to that invention much before mental labour. The person who propounded the principle of Pulley must have drawn water out of the well or lifted the weight. In the same way, the principles of Lever must be the results of physical labour of a person who must have spent a lot of his time in lifting heavy weights or any other physical labour. Hand pump must have been the product of the experiences of a labourer. This is one of the point of view for propounding the importance of labour. In order to understand the other point of view, review your daily routine and ask some questions to yourself like—

- Whose labour is included in the construction of the house you live in. Who worked in making bricks, cement and their loading, in constructing a wall, Lenter for the ceiling and white washing.
- Whose labour is included in providing food by growing vegetables and bringing them to us.
- Who labours in maintaining cleanliness in public places and our houses.

All the aspects whether an individual's family life, social or practical life are within the range of physical labour. You will notice that there are many moments of our daily routine in which we cannot separate them from physical labour. Thus, man's life is dependent on physical labour. Those people who are not directly connected with physical labour cannot survive without it. Their residence, arrangement of their food, clothes that they put on, things that they use and the roads that they walk on etc are all the result of someone's physical labour. It means that work and human life cannot be seen as two separate things. Physical labour is very significant for human life. For some people it is a means of earning livelihood whereas for others it is a medium of physical and mental health.

### **12.2.2. Work and Livelihood**

Work and livelihood are closely related. It is essential to define 'Livelihood' before understanding this relationship. How do you define livelihood? A blacksmith makes spades after a day's hard work and sells them to get money (Traditionally, he used to get grains and other useful things in bar system) A farmer grows grain with great effort and keeps some part of the harvest for his family and sells the remaining part of the harvest. Artisans make beautiful and useful



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things out of bamboo and sells them to spend money on their needs. The rikshaw puller takes the passengers to their destinations in sunny, winter or rainy season and gets money in exchange so that he can get provision and other essential things. What do all these examples indicate? Yes, you got it right. Being busy in labour with the objective of earning bread is the synonym of livelihood.

The majority of population in India is working who has to adopt physical labour as a necessity. Labour done with an expectation of money is related to livelihood. This labour not only has financial value but also social value. Can you give an example to explain this fact? Suppose you work as a carpenter. On one hand you are getting money to fulfil your financial needs through this labour, which is the financial value of labour, on the other hand it fulfils the needs of the other people through your labour—for example doors, furniture wooden goods, rolling stick, utensils etc. This is the social value of your labour. It means that you are not doing your own responsibilities but are being responsible towards your society and contributing in social life. Production done for society through labour enriches human life. One more thing is important here that cooking, cleaning utensils, washing clothes consist of labour. Directly one does not get any value for all this, but it provides facilities to the members of family and they get energy for earning their livelihood.

### 12.2.3. Work, happiness and contentment

Socio-economic condition of our country is well known to you. Majority of the people relate with labour for earning their livelihood. Do they accomplish that task purely for money or do they get any kind of happiness out of it. The potter makes clay utensils, he engraves different design on them. Does he do it only for getting money. Probably he is deriving pleasure out of this. The farmer is pleased to be his flourishing harvest only because he will get good value of his harvest or he is enchanted at the outcome of his labour and is pleased that his harvest would satisfy hunger of numerous people and it is the outcome of his labour. It means that physical labour is related with pleasure and contentment. Physical labour opens new vistas of happiness, contentment and pleasure. And this contentment is associated with all the living beings and people of all ages.

Flight of birds for their food at sunrise, barking of dogs as they get alert at some unexpected condition, going of some animals for catching their prey—all this is done for their satisfaction. Little children whose small and big muscles are not properly developed, they also get pleasure in throwing objects and in the same way, the old people who have lost their physical energy keep an eye on all the people who visit their house, cut vegetables do they all do this to fulfill their responsibilities or do they derive any pleasure out of it. Many such questions must be cropping in your mind. You might be getting only one answer that physical labour is done only for earning livelihood or fulfilling the responsibilities. It is also done for internal happiness and contentment. You might have heard about campaign like labour donation. Sometimes you might have worked without any



personal gains. All this is done because physical labour is essential for good physical and mental health which in turn provides pleasure and contentment. In order to enhance your understanding about labour and contentment, you are given an example of a school run by a private institution.

In National Capital Region (NCR), there is a school which is run by a private institution and is called a public school. Most of the children who come here are of rich people, who do not get an opportunity for physical labour in their day to day life. The students of class VIII in this school loaded bricks like labourers to clear a heap of bricks outside the school. Their parents have many doubts that their children might fall ill or get infected as their wards were made to do physical labour. But the children disclosed that they were feeling very light in mind and body after loading bricks. They are more tired in comparison to other days, but they are getting a kind of satisfaction.

In your answer, your understanding is latent that work, happiness and contentment are very closely related.

**Check Your Progress-1**

1. Prepare a list of any five works from your daily routine which involve physical labour.

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2. Suggest any two points to clarify the significance of physical labour.

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3. Illustrate how work is related with happiness and contentment.

Fill in the blanks–

1. Physical labour is \_\_\_\_\_ for physical and mental health.
2. Work means all the activities related to \_\_\_\_\_ which fulfills responsibilities towards an individual and society.
3. \_\_\_\_\_ experiences help in propounding scientific theories.

**12.3. WORK IN EDUCATION**

We have to bring total change in education system. Brain should be educated



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through hand. If I were a poet I would write a poem on the possibilities of all the five fingers. Why do you think that brain is everything and limbs are nothing? The people who do not train their hands and get a normal education, do not have music of life. Every part of their body is not trained. Only bookish knowledge cannot arouse curiosity that he can concentrate on it completely. Education imparted only through words will cover fatigue and child's brain will be diverted.

Mahatma Gandhi conversation with trainee teachers, Harijan, 18 feb 1939.

You read the statement of Gandhiji given above. You would wonder what Gandhiji is trying to suggest? He wants to see manual work as a compulsory part of education. Work based education been recommended by many social scientists and educationists and many work based educational programmes were started in western countries. In reality, productive work is the greatest teacher of a man in different condition in life, which not only adds to knowledge but also develops capabilities and values of a man. It has been discovered through different researches that majority of students fail in real life after completing school education which is not related to work in modern education system. They are unable to get even bookish knowledge. Researches show that work related educational experience is more effective and critical in the development of children, It can create a secular, and democratic society work, which is present in Indian Society in different forms and different fields, makes education contextual and meaningful. It also relates students with social cultural contexts. The real and ideal responsibility of education is to prepare students to face challenges in life. For achieving this goal, it is essential skills related to life, handicrafts and other work skills should be given importance such capabilities should be developed through education which enable children to face demands and challenges of life and be helpful in the use of positive development. It is only possible when the students will enter the world of work after coming out of the limits of bookish information.

Association with work brings the children closer to their social and natural environment, introduces them to natural resources and prepares them for future professional life. The process of Socialization on the basis of work connects children with the webs of social relations. Perhaps you may concentrate that the children who are unknown to the world of work due to belonging to luxurious social financial class, they known and are the store house of innumerable necessary or unnecessary information but is less in comparison to the children who work in different professions.

By including work in complete educational routine, it is possible in every circumstances that the children–

- have meaningful knowledge of community resources.
- may learn skills which may enable them to lead a quality life.





- may develop the skills of observing a livelihood in local economy available there.
- May get a chance to complete their higher education alongwith work.
- may take pride in work done with hard work.
- may notice creative changes in school routine.

The educational institutions which have not accepted dignity of labour, they prepare such children who are devoid of intellectual, cultural and historical legacy of their own country. Educational which is deprived of work can provide unreasonable information to the children but it can not produce creative and responsible citizen.

### **12.3.1. Concept of Work Education and Meaning**

In every country, the main objective of education is to develop such educational system which provides opportunities to develop talents and skills which are needed throughout their life, to its citizens. It is compulsory to determine that physical labour should be associated with education i.e. work education should be made an inseparable part of education.

Work education is considered purposeful and meaningful physical labour, which is organized as the inherent part of educational process. It is deemed as the production of meaningful material and community service, in which the children share the experience of contentment and pleasure. Work education emphasizes on including knowledge, understanding, practical skills in educational activities. The concept of work education can be understood better through the following factors.

#### **Work Education–**

- It establishes coordination in hand and brain.
- Socially useful physical labour is inherent in educational activities.
- It is an essential and significant factor in learning processes.
- It is visible in the form of useful services and productive work for community.
- It is associated as an essential factor with all the aspects of education in multilevel education system.
- It is based on the principle of learning by doing.

#### **Inherent activities in work education–**

- Develops skills like problem solving, critical thinking and decision making.



- Invites partnership of teachers teaching all the subjects.
- Is based on needs, interests and capabilities of students.
- Develops abilities of students according to different stages of education.
- Helps in the development of personality.
- Develop and enhances professional readiness and efficiency in production.
- Provides opportunity for interaction with different, tools, techniques, methods, materials and objects.
- Provides opportunities for experiencing conditions related to community services.
- Introduces to the world of work.

**Factors essential for the success of work education**

- Broadmindedness.
- Dignity of labour and positive aptitude.
- Positive relationship between community and school.
- Feelings of co-operation.
- Imaginative and creative aptitude.

**In words of Rabindra Nath Tagore–**

Education can not be separated from physical labour for cultural re-awakening. Every student should participate in some programmes of service to the mankind by coming out of the sphere of his particular community. Work should be taken as a medium of education because experiences are the windows of our brain.”

You may have come to know the concept and meaning of work education on the basis of the above description. It can be summed up that work education is a purposeful, meaningful activity with physical labour which is included in all the stages of school curriculum in an organized and systematic way and is visible as product or social service.

**12.3.2. Importance of work education–**

It is a fact before getting freedom from British empire in 1906 Indian National Congress brought forward the need of National Education for children. The solution to this problem was in such an educational policy which could conserve national welfare, follow the path of achieving national objectives, which may try to accomplish needs of society after considering them on basic level and which has the possibilities of development through literature, science, art and technology. Such an educational system was hypothesized, which may connect the break-





ing society. Which may be embedded in the garland of decreasing social values and which can bridge the gap between work and education.

Work education was seen as a great necessity to fulfil this objective. Importance of work education can be understood in the following perspective.

1. It develops regular habits and positive attitude to fulfil the basic needs of their body.
2. To sensitize and bring awareness towards their ambience and develops understanding of inter relation of humanity and environment.
3. Develops understanding and feeling of pride towards the importance of physical work and labour.
4. It helps in developing socially desirable values.

Regularity, punctuality, cleanliness, self control, perseverance, dutifulness, feelings to serve, feelings of responsibility, laboriousness, sensitivity towards equality, fraternity etc. can not be developed by mere reading books or listening to preachings, but can be developed at the time when the students perform different activities with each other. Then socially desirable virtues/values flourish naturally.

5. Work education provides information about the rules related to nutrition, food, infection diseases and hygiene. They become alert and aware in maintaining community cleanliness through work education.
6. To nurture the qualities of self expression and creativity. Every child has the possibility of creativity and artistic expression as a natural sign. Work education provides opportunity for self expression on individual basis after organizing artistic activities.
7. It nurtures ability to appreciate the feelings of conservation of local and national cultural legacy.
8. It helps in initiating feelings of leadership and leadership skill. Some children are naturally introvert and hesitate in initiating. Work education provides such experiences so that leadership can be developed and nurtured through easy activities.
9. Development of necessary life skills—The real and ideal responsibility of education is to prepare children to face challenges of life. Work education helps in developing necessary life skills like problem solving, decision making, creative thinking, critical thinking, empathy, effective communication and enables children face the demands and challenges of daily life-effectively.
10. Establish relationship of work with education—Work education provides opportunity to know various work conditions and to participate in them. It inspires to know the work and routine of workers’.



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11. Relationship in school and community– In the whole school programme work education is probably one such subject which brings school closer to the society effectively- work education takes care of each condition of cultural and social background of community. It invites artisans to display their talents and art.

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## 12.4 LET US SUMUP

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Work has educational importance in the education of all the children who might belong to any social, economic or cultural background. The education system in which work and knowledge try to adopt separate path, can never be connected with the society, but it widens the gap between society and educational institutes. Probably this is the main factor which deprives children of necessary life skills due to lack of connection in work and education. By placing physical labour and productive work on a high pedestal in school curriculum means making education meaningful, logical and useful for life. Works related to production in real life situations not only has educational significance in keeping students busy in learning process, but also providing knowledge, and developing life skills naturally. Along with the connectivity of education and work, you realized the aims of knowledge, life skills and values in work education. Work education has psychological and social basis. It provides pleasure to the students. Mere bookish knowledge creates disinterest towards education in children whereas learning by doing rejuvenates them.

The objectives of work education enthuse children to know the needs of self, their family and society. A very significant objective of education is to develop feelings of respect for workers and dignity of labour in students.

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## 12.5. SUGGESTED READINGS AND REFERENCES

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1. Gandhi M.K. (1953) Towards New Education, Navjeevan Publishing House, Ahmedabad.
2. Indian Government (1986) National Policy on Education (1986) and programmes for taking steps 1986, Ministry of Human Resource Development, New Delhi.
3. Gujrat New Education Association (2000-2002), New Education Association, Gujrat Vidyapeeth, Ahmedabad.
4. National Council of Educational Research and Technology, New Delhi (1979) National Curriculum Frame Work for Ten years, New Delhi.

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## 12.6. UNIT END EXERCISES

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Answer the following questions:

### Concept of Work Education



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1. Which subjects would you recommend for developing socially desirable qualities in children at the primary stage of learning. Give reasons.
2. What is the meaning of labour in reference to work education. What is the utility of education related with activities which are work based and handi-craft.
3. How does National Curriculum Framework 2005 highlight Work Education? Why is it considered important for school education.
4. Explain the objectives of work education in reference to knowledge and understanding and development of skills.
5. Explain with example the social and psychological basis in references to accepting work education as an interest and essential factor in education.
6. Why is the present education system unable to provide expected place and time?
7. What kind of misconceptions myths are there in the parents and students regarding work education? What efforts would you make to eradicate them.



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## UNIT-13 IMPLEMENTATION OF WORK EDUCATION (Theoretical and Practical Aspect)

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### Structure

*13.0 Introduction*

*13.1 Learning Objectives*

*13.2 Syllabus of work education*

*13.2.1 Material, tools and use of technology*

*13.2.2 Practice*

*13.3 Classification of students*

*13.3.1 Time allocation*

*13.3.2 Place allocation*

*13.4. Planning of sessions of work education for different classes.*

*13.4.1 Activities related to the better fulfillment of basic needs.*

*13.4.2 Activities related to the beautification of environment*

*13.4.3 Activities related to social service*

*13.4.4 Activities related to cultural heritage, and National integration*

*13.4.5 Activities related to environment awareness*

*13.5 Selection and co-ordination of material related work education in reference to primary classes.*

*13.6 Storage and management of material and tools.*

*13.7 Methods for giving experience and integrating various subjects of curriculum*

*13.7.1 Language*

*13.7.2 Mathematics*

*13.7.3 Environment studies, Social Sciences and History*

*13.8 Methods for Teaching Learning activities related to work education*

*13.8.1 Observation/Supervision method*

*13.8.2 Demonstration Method*

*13.8.3 Practical Method*

*13.8.4 Project Method*

*13.8.5 Excursion Method*



13.9. *Letus Sum Up*

13.10 *Suggested Readings and Refereces*

13.11 *Unit End Exercise*

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## **13.0. INTRODUCTION**

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You came to know about the concept and nature of work education through the previous unit. You came to know that ‘work’ means an activity which includes labour. Physical labour in education has been established a great importance before the birth of formal school education. In ancient India when the pupils used to live with their teachers, they used to do all kinds of work full of labour to learn and to live life. There was no contradiction in work and education. The beginning of formal school education brought work based form of education towards the bookish knowledge. In 1854 Wood Dispatch pointed out towards its absence in education. In 1937 Wood and Dabot emphasized the activities based of physical labour for the harmonious development of personality.

You came to know about these facts through the previous unit. You also knew the significance of work in education. We would get knowledge about the procedure of work education in this unit. What will be the syllabus of work education, which methods will be used to transact the syllabus, How will the students be grouped for activities, all these points will be clarified in the present unit.

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### **13.1 LEARNING OBJECTIVES**

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Following are the objectives of this unit.

1. To comprehend the syllabus of work education and how it can be co-related with other subjects.
2. To acquaint with the importance of kind of tools and material needed for the institute/school for work education.
3. To introduce the process of grouping of students for practicing work education.
4. To develop capacity/ability/activities to select related to different fields.
5. To develop understanding towards the methods and need of maintaining and storing of material prepared in work education.
6. To generate understanding and gain competening to integrate with other subjects.



## 13.2 SYLLABUS OF WORK EDUCATION

National Education Policy 1986 accepted the concept of Socially Useful Productive Work (SUPW) and deemed it as purposeful, meaningful physical work. It was recommended that it should be considered as an important factor at all the levels of education which should be provided as, well organized and systematic programme. Mainly six areas were suggested from which the productive physical labour should be adopted— health and health science, food and nutrition, residence, dresses, cultural and entertainment and community work and social services.

Objectives of work education should be observed before contemplating about syllabus of work education. It is clear that essential life skills are developed in students through work education, Hence, the basis of syllabus for work education should have been or should be around the daily life. The activities done through this subject are selected mainly from six areas.

Health and health science, food and nutrition, residence, dress, culture and entertainment, and community work and social service. All these six area are the necessary factors of the life of an individual, therefore the syllabus of work education cannot be different from these areas. It is important that the syllabus of work education should be related to the condition of surrounding.

There would be three main factors of the syllabus at primary and upper primary level— environment studies and its uses, material, tools and experiments with methods and the third is practice. All the three factors will be selected from the actions done to fulfill the daily needs of children and their families. Work experience is very important in productive work and services done in the neighbourhood. By doing it only once it can not be decided that the children have understood it thoroughly or have mastered the art.

The actual selection of activities and projects of work experience should be based on natural, physical, human resources and social and economic background of a particular society available in that particular place. There should be variety in the selection of activities and schemes. Environment related activities are as follows:

1. Observing all the things like houses, trees, pillars, shops etc while commuting to school from their houses. This makes us sensitive and makes us co relate with them.
2. To help the elders in keeping the environment clean like picking up plastic bags or other garbage from the neighbourhood park, arrange the proper





drainage of stagnant water, weeding out, inform concerned organization about the loitering stray animals etc.

3. Observing work and productive activities in the house or vicinity like watching food being cooked, (assisting mother in it) tailor's shop, making of pottery by the potter, masons work, white washing, painting, loading and barber's work etc.
4. Polishing one's own shoes, washing ribbon, socks, hand-ker-chief and under garments, cleaning one's bag and stitching buttons etc.
5. Watering plants in the school or at home regularly, weeding out and doing other necessary activities.
6. Observing gardens and harvests in the fields, observing work and satisfying the curiosity by asking questions.
7. To know the names and utility of trees in the neighbourhood and always be ready to take care of them.
8. Observing various activities going on in post offices, bus stations, hospitals, first aid centres, animal farm etc.
9. Observing and participating (if required) in the events and programmes of cultural and religious festivals.

**Check Your Progress-1**

1. Which six areas would be the basis while selecting activities in work education?

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2. Put a ( ) mark on the statements which are true:

- Purposeful observation of neighbourhood increases sensitivity.
- The children should not be involved in activities related to gardening at the primary level of school education.
- Participation of the children is necessary from the point of view of work education in the occasions of cultural and religious festivals.
- Polishing your own shoes and cleaning your school bag etc should not be included in work education.

**13.2.1. Experimenting with material, tools and techniques–**

Material, tools and techniques plays a significant role in very huge industry or the day to day life of human life. The syllabus of work education introduces



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material, tools and techniques for accomplishing the tasks of daily routine and provides opportunity to experience them so that at least skills at primary level may be developed. Given below is a list of such activities.

1. Introduction with different sports material.
2. Introduction with clay, old papers, old newspapers, bamboo, leaves, cotton, cuttings of used clothes and to play with them and make useful things out of them.
3. To know the usage and try to use materials in the kitchen and household work.
4. Introduction with material used in cleaning and washing clothes like, brush, machine, bucket, soap and detergent power etc and to use them as per their capacity.
5. Flower arrangement, making garlands of flowers and making bouquet.
6. To be able to identify artistic objects (artifacts) and use the things and tools related to drawing.

### 13.2.2. Work experience–

Work experience means getting experience by working and learning. This not only provides a chance to get detailed information but also provides opportunities to work in such circumstances where he can learn a lot, enjoy learning and get the solution of his doubts, satisfy his curiosity and can seek information about different work conditions of house, family, school and community.

The activities given for work experience should be such that they are able to nurtures self confidence and self reliance in the children. They should have a longing for participating joyfully in constructive programmes of the society. They should get a change to be associated with the programmes of cleaning environment and its beautification. They should be able to adopt respectful attitude towards work and workers.

By participating in environmental and productive activities children gets detailed information about working conditions which enhances curiosity to know events and the environment of their neighbourhood.



#### ACTIVITY-1

Make different samples on paper– design in ink and colours, design with threads, make marble paper.

- Invitation cards, Book Marks, National flags of different countries, strips, garlands, making envelops, different shapes with paper like boat, day and night etc.



- Make clay toys.
- Collecting leaves, crunch, shells, seeds of flowers and feathers etc.
- To make drinks like tea, coffee, lemon squash etc.
- To bind their own books.
- To shop for household objects of day to day life.
- To help parents in looking after their younger siblings and to help them in studies.
- To look after plants.
- Works related to cleanliness in the school.

**Check Your Progress-2**

1. Write any two basis for activities done under work experience.

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2. Suggest any five activities for the students of class V which may be useful in their daily routine.

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## **13.3 GROUPING OF STUDENTS**

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Perhaps you might have noticed that the students experience joy when they give a shape to their ideas and imagination and when they work in groups–

- There is a positive enhancement of their feelings of joy through this learning process.
- They develop team spirit.
- They display the skill of teaching learning to one another.
- Qualities like co-operation and leadership develop spontaneously.

The nature of majority of activities in work education is such that they give better results if done in groups. Qualities related to aptitude, values and skills and the other social values like sensitivity towards one other and environment,



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### Implementation of Work Education (Theoretical and Practical Aspects)

empathy, co-operation, understanding interdependence, love for nature, appreciation for beauty, dignity of labour, regularity etc. blossom more on working in groups. An environment of common culture is developed by working in groups.

The above mentioned positive aspects can only be promoted when the grouping of the learners is done in a systematic way. You would like to pay attention towards the following points while grouping the students–

- Whether you are forming different groups of the same class or forming groups by uniting two or three classes.

While observing the objectives of a particular programme, you will face both the situation. For some activities you will make groups classwise and for some you will form mixed groups. For example.

Participation of all the students in the organization of morning assembly. Contemplate on both the situation.

- Form a mixed group in co-education.
- Don't make a separate group for physically challenged students and associate them with the other children and ensure that they are given some meaningful role and responsibility there.
- Do not keep all the intelligent and fast learners in a group. It means make a mixed group of slow learners and brilliant children. Your responsibility may increase in the beginning while making such groups, you have to observe continuously that brilliant/older children and children who are fast learners do not suppress the other children, ensure equal participation, listen to their decisions and suggestions and implement them as per needs. It means there should be democratic environment in the groups. For this they may be given more time in the beginning.
- Some other factors will affect the process of group formation.
  - Availability of space
  - Sufficiency of resources, material, tools etc.
  - Availability of time
  - Arrangement of supervision and assessment
  - Number of students
  - Nature of activity and its purpose
  - Groups can also be framed on the basis of interests, previous knowledge and initial entry behaviour of the learners.



By initial entry behaviour we mean the previous knowledge and understanding of the learner towards the nature of that work before doing the work. Many children get an environment at home where they have to be associated with many productive processes out of interest or compulsion or they have to play a certain role in routine activities. There may be some students in your class who might not get any chance to participate in household jobs, whose own personal works are done with the support of their parents.

There will be marked differences in the initial behaviour of both the kinds of children. One might be having partial or full understanding of knowledge, technique and material of given task, where as, the other might not have any experience. What would be the basis of your process of group formation? What harm can be caused by forming separate group. If you form groups which are mixed, of multiple category and with children of mixed abilities, at what level will your responsibility increase? It is expected that you will form group only after contemplating on various aspects. It is not necessary that groups formed for a particular activite or in the beginning of session be permanent. You can bring changes in the organization of groups. You will have some basis for bringing changes in group formation. For example–

- Methodology of previous group
- New circumstances
- Changes in the nature of activities
- An effort for innovation

No doubt you are increasing your responsibility by bringing changes in the earlier formed groups but you are displaying your awareness and honesty towards your subject.

**Check Your Progress-3**

1. Why is it necessary to form groups for performing various activities related to work education?

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2. Which important factors should be kept in mind while forming groups?

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Notes

3. Whether it is appropriate to form groups with the children having same experiences. Give reasons.

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### 13.3.1. Time Allocation

Time for each activity can be allocated on the basis of nature, its objectives and the expected results. It is not necessary that all the stages of each activity may be performed in the school. There may be some activities which may begin with the demonstration by teacher and then may experience in their houses or community as per their convenience.

Important point of view regarding time is— Which activity is to be done in which part of the year/session. Fixing of this point will depend on the nature of activity and need of school and community.

You can plan a project in the capacity of work education teacher that in a particular month of the session, what should be extra activities and which of those can become a part of the programme of work education.

1. Information about the admission rules can be given to the feeder colonies by personally meeting or inviting parents in a Nukkad meeting.
- 2.. Some special arrangements are done at the time of admission. For example work related to giving instructions at the main gate of the school, seating arrangement for parents, help illiterate parents in filling up the admission form, Arrange drinking water for all. Possibility of many work education programmes can also be deemed.
3. After April, there is summer vacation in May and June, you can plan projects for the students about the tasks to be assigned to them. A number of activities can be given to the students as home assignment like collection of seeds, herbarium, making a whistle with mango seed, make drink with mango, know the variety of mangoes, write diary for any ten days collect broken things.
4. The schools re-open in July after summer vacation. Now you have many programmes according to the school activities and the weather in July. You can select any programme according to the physical and mental abilities of the students like.

Organising welcome function for the new entrants (to welcome newly admitted students informally).





5. There is rain in the month of July. You can make them do works related to agriculture on the basis of availability of space. You can think of some activities about the ways to protect from dampness after rain, storage of pulses, protection of clothes etc.

In this month, world Population Day is also celebrated on 11 July. Many activities can be organized keeping in mind the objectives of this day for example–

1. awareness rally,  
Natak and organization of meeting
  2. Writing slogans about population
6. August is the month of local and national festivals. The activities like making rachis, making flags, cultural programmes can be organized according to the nature of festivals.

### **13.3.2. Allocation of Place**

Suitability of place is very important for the successful organization of programmes related to work education. Activities of work education are easy and pleasant for the children at primary level. They are in the form of observation of work conditions and primary activities of work and environment studies. If you have understood this fact, there is no problem in allocation of place. If we include the observation of activities, environment studies, then undoubtedly our place of work would be a part of the locality instead of only classrooms for example–

- Community water taps
- Working place of potters
- Working place of shoemaker
- Vegetable vendors, Hawkers
- Tailor shop
- Post office, bank, ration shop
- Food preservation centre
- Community center
- Locality development centre
- Adult and informal education center
- Park, field, garden and flower beds.
- Special facility center for deprived groups like blind school, old age homes, cretch.



## Notes

### Implementation of Work Education (Theoretical and Practical)

- Market, super market etc.
- Cottage industry
- Weekly market
- Fairs organized time to time

Some points are important in reference to place–

1. Distance of working place from school– If the working place is far from the school, there will be a wastage of time and energy. Therefore, prefer the working place in the vicinity.
2. Geographical and social condition– Geographical means the conditions of weather. Beware of taking the children outside during extreme cold, hot or rainy weather. Health and safety are also the matter of concern for you. Social conditions mean occurring of special event (Tragic or comic) in the vicinity, political rallies, marriages, religious celebrations, rioting etc are not suitable occasions for excursions.
3. Number of Students– the number of students cannot be ignored in your plan. It is important to decide how many students can be taken for excursion. Are you taking the children all alone?

#### Check Your Progress-5

1. What do you understand by time allocation while organizing activities in work education?  
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.....  
.....
2. Write any three activities which can be done in winter vacation for class VIII?  
.....  
.....  
.....
3. Which factors would you keep in mind for organizing activities related to work education? Mention any four activities.  
.....  
.....  
.....



## 13.4. PLANNING SESSIONS FOR WORK EDUCATION FOR DIFFERENT CLASSES–

While planning for the activities related to work education, it is important to focus on the following points–

- Providing opportunities for self expression to the children.
- Providing a chance to arouse interest and observe their environment.
- Helping them perform their routine activities properly.
- Bringing awareness about conservation of environment.
- Helping in integrating experiences gained through different activities.
- Helping children in acquiring basic skills required to solve the day to day problem.
- Develop positive attitude for helping others and living in groups.

### 13.4.1 Activities related to better fulfillment of basic needs–

The following programmes can be included under this area.

#### 1. Health and Hygiene–

Awareness about personal hygiene, cleanliness and maintenance of things needed in daily life.

- Binding books and note books
- Maintaining cleanliness in school and home.
- Repair work, maintain of book rack, carpets, poster, calendar, chart paper or other pictures.

#### 2. Food and agriculture–

- Identifying various seeds, forest products, manure and soils.
- Identifying tools used in cultivation, agricultural products and manure.
- Preparing compost pits, preparing flower. Plant beds, selecting good quality seeds, sowing seeds etc.
- Taking care and maintaining plants.
- Food and fruit preservation
- Making tea, coffee, and jaljeera etc.



## Notes

- Preparing squash and pickles.
- Preparing coolers with the help of pitchers, clay drums and vases.
- Preparing swings with the help of plastic, jute and string.

### 3. Residence–

Preparing bottle brush with the help of socks, swab for cleaning utensils by using useless things like grass, coconut fiber, gourd bark, thin wire and net etc.

- Repairing rack, table, chair, stool, bed or tap etc.

### 4. Clothes–

- Preparing cover for T.V. and boxes etc.
- Learning to prepare dolls and puppets.
- Preparing footmats, aasans etc. with leftover small pieces of wool, rags and jute etc.

## 13.4.2. Activities related to beautification of environment

### 1. Making useful things–

- \* Making pen/pencil holder, pin holder, letter box or hand fan.
- \* Making masks
- \* Preparing material for display board in the school.
- \* Decorating clay utensils with the help of broken bangles or any other material.
- \* Making clay toys.

### 2. Preparing material for decoration–

- \* Making flowers with the help of strips of clothes, thin colourful strips, of paper wire, pearls or threads etc.
- \* Decorating clay utensils
- \* Making different articles like clay toys, birds and animals.
- \* Making decorative things with jute strings, rope, plastic strings etc.
- \* Making mats with old wool.
- \* Making flower vases with bamboo.



Notes

### 13.4.3. Activities related to community services–

- \* Participating in cleanliness campaign in the near by locality
- \* Participating in decorating at the time of festivals and events
- \* Participating in cleaning school premises as per their capacity.
- \* Helping physically challenged people in their day to day work.

### 13.4.4. Activities related to cultural legacy and National integration.

- \* To explore the food habits and living style of the people from different states.
- \* To collect information about handicraft of different places.
- \* To collect pictures of different musical instruments, dances.
- \* To celebrate and know about the national festivals like Independence Day and Republic Day etc.
- \* Making pictures of national symbols like national flags are etc.

### 13.4.5. Activities related to Environmental Awareness–

- \* Collecting news and pictures related to environment pollution.
- \* Displaying bulletin board with pictures related to factors polluting environment.
- \* Making slogans regarding environment pollution and displaying them.
- \* Preparing charts related to harmful effects of environment pollution.
- \* Participating in programmes like Van Mahotsava and Tree plantation.

#### Progress Check-5

1. Write any three activities related to beautification of environment.

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2. Prepare a list of activities related to community service (At least 3 activities for class VI and VII)



Notes

### 13.5. SELECTION AND CO-ORDINATION OF MATERIAL FOR WORK EDUCATION IN REFERENCE TO ELEMENTARY EDUCATION

Your understanding about work education could relate that it is a meaningful and purposeful and work based activity, its outcome is seen in the form of product or any service. Social conditions and environment are always available for the results related to service but whenever there is a reference of making something the teachers either ask the children to bring the material from their house or demand some fund from the school.

There might be some students in your class who can not afford to buy the things, they may feel reluctant to go to school. You ask yourself whether it is necessary to buy things from the market for preparing things for work education. As far as the material or tools like chalk, moulds for making candles, utensils for Bandhini are concerned they can be purchased by the school. If the school is not in a position to afford, these materials can be made available by the co-operation of the society. If it is also not possible, it is not imperative that we might think about some other activities you know it very well that the activities to be undertaken in work education are suggestive and proposed but not prescribed, Therefore, use your discretion and choose the activities for which material and tools may be easily made available.

Have you ever contemplated that a variety of things are available around you. Can you plan to use that material? Prepare a list of things available around you. Compare this list with the list of other colleagues who live in other areas. You will find that there is something new in each list. The material collected, thus, can be divided in three units.

1. Easily available material from nature.
2. Waste material.
3. Low cost material





Notes

Easily available material from nature	Waste material	Low cost material
Plants, bamboo, leaves, seeds, fruits, trees, stems tree bark, Jute, hard shell of coconut, coconut fiber, sand, soil, stones, water, glue, neem, lac etc.	Empty boxes, feathers, wooden and hardboard boxes, used foam, sponz, shoe boxes, empty match boxes, rags, old blanket, old mats, old newspapers, old magazines, used plastic bags, lids of soft drink bottles, used plastic cups, thin wires, thick wire, lids of tooth paste, useless pens, old blades, old postcards, greeting cards, old stamps, old envelopes, threads, cork, button, chain, cycle tube, ice cream spoons, egg peels, old broom, old basket, used buttons.	Simple but useful tools scissors, knife, scale, tape, glue, candle, cloth, inchitape, washer, nails, screw, thread, wooden pieces, brush, colours, indigo, different kinds of paper, rexin, wire, rubber.

Kindly observe this list carefully. You will find that all the material is available around us. We need not go any where for this material. Your list can be bigger than this list. If you ask the students to collect this type of material and bring in the school, they will do this to task very enthusiastically. Prepare a list of all this material and write the details about the material like which object was collected and when was it collected and by whom. Wherever a child brings some things which is not easily available, honour that child in the morning assembly. You can write attractive slogans like, ‘Amusing material of the week’. This will encourage students to collect different material. This will develop positive attitude in the children.

1. Scientific
2. Keeping things in an organized way
3. Developing ability to observe the environment of the surrounding.

Now there is a need to think how to use this collection appropriately.

Activities organized after planning provide children with many attractive opportunities for learning. Before deciding ask the students which object they would like to make from the collected material. Discuss the source of a material and its uses. One can talk about environment studies and science through this discussion. At the same time, many other usages of that material can also be discussed.



You already know that many things can be made by the same material. Given below is a list collected from different schools which shows a variety of things which can be made from the same material.

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### 13.6. STORAGE AND MANAGEMENT OF MATERIAL AND TOOLS

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You must have experienced that a variety of costly useful tools exist in labs specially in government schools. There is not shortage of material to be used, even then the children are not able to do practical work because of the following factors—

- The tools do not function well.
- The material is of inferior quality.

Have you ever thought about its causes?

You are thinking in the right direction. The only reason for this is that neither the tools are maintained properly nor are they used. There is a need to think that their material and tools belong to us, its care, management and storage requires the same skills and feelings with which we manage our home.

The foremost thing is to prepare a list of tools purchased for work education and enter them in the stock register as per the columns. Only this much is not sufficient for management, the following points should also be kept in mind.

1. Make it easy to procure material and tools as per the need. By making it easy to procure means, there should be no hesitate in using material and tools. In many schools, a lot of material is not used lest it should break. Most of the tools are rendered useless without using them. It is expected that you would not do it.
2. Whenever they are given to students, they should be informed about the main points regarding their careful usage.
3. It should be kept/packed after wiping it with cotton or old cotton clothes/ rags.
4. it is important to take care of place for storing material and tools. You would like to know whether the place— Almirah, box, table etc where the material or tools are to be placed are clean or not. It is essential to remove dust.
5. For some reasons if the tools are not being used, it is essential to clean them time to time. It will be essential to keep them in sun light— as per the requirement.
6. Some of the tools might need oiling. Hence, ensure to put oil at the right time and appropriate quantity.



Notes

7. Generally it is seen regarding the tools that they are declared useless even if there is a slight problem. Probably you would like to abstain from the tendency. You would decide to reuse it or throw it only after consulting the mechanic.
8. It is expected that you would acquire skills to repair ordinary breakage and develop the same skill in your students so that they are able to repair tools if required.

### Check Your Progress-7

Put a ( ) mark against the statements given below regarding the material used in work education:

1. It is imperative that many tools and material should be purchased for doing practical work under work education.  
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.....
2. Discovering material available in environment and using it in the class is a sign of creativity.  
.....  
.....  
.....
3. If the school system does not purchase material, the practical work should be cancelled.  
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.....  
.....
4. For proper maintenance it is important that they should not be given to the students.  
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Notes

5. For minute technical problems only experts should be consulted.

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### 13.7. METHODS FOR GIVING EXPERIENCES IN INTERDISCIPLINARY SUBJECTS–

1964-66 Commission realized the need for a big change in the academic form of education. Gandhiji spoke about including productive work as the medium of education in the education process compulsorily. According to him all the subjects like arithmetics, science, environment, history, geography and civics should be taught through the carpentry, masonry, cultivation, printing and other productive works. He talked about connecting work with the educational process of distant social changes. It means instead of teaching theoretical knowledge separately related to any thing/event or happening, it should be explained through work. In order to understand this fact, pay attention to the following statement of Gandhiji:–

“...Our objective is that there should be intellectual development of an individual along with profession and handicraft. Therefore I believe that instead of teaching only professional and handicrafts, total education should be given by its medium. For example take the example of only spinning needle, what will they learn through spinning needle, they will be able to know about the history of thread, Lankashire and whole of British Empire.... How does spinning needle work? What is its use? Which power is latent in it. This in how, the children will learn while doing. They will also learn a bit of mathematics, when he will ask how much thread was rolled around the spinning needle and how many times was the spinning needle spun... Thus, he will be skilled in Maths step by step. In this, the most attractive thing will be that he will have no mental stress.”

*A portion of Gandhiji's lecture in education conference at Wardha in oct, 1937.*

Through Gandhiji's statement it might be clear to you that the activities related to work education should be organized and convened by co-relating with the other subjects instead of organizing it separately. Given below are the suggestions regarding associating activities related to work education with various subjects:

#### 13.7.1. Language–

The following points are worth considering regarding language–



- Written expression regarding the accomplished work.
- Usage of appropriate words and simple sentences.
- Presentation of ideas in an organized manner.
- Suggesting attractive and meaningful title for communication.
- Preparing report in short and simple sentences.
- Writing experiences coherently.
- Enrichment of vocabulary.
- Use of Idioms
- Use of grammar in context/contextualize grammar.

### 13.7.2. Mathematics

The activities related to work education are helpful in gaining knowledge about mathematics.

1. While painting black board pay attention to:
  - Expenditure according to area, length and width
  - Prediction of time required
  - Expenditure of man power/labour
2. Knowledge of different geometrical shapes.
3. Calculating the price of an object after making it.
4. Skill to measure.
5. Knowledge and understanding of numbers.
6. Understanding measurement units and to be able to convert each other.
7. Introduction of concepts like interest, Principal amount.

### 13.8.3. Environmental studies, social sciences and History etc–

Every work and method has a grand history. To attain knowledge about the historical importance of that work is more important and meaningful than knowledge received through looks. Activities performed under work education develop minute and deep understanding towards social, cultural and historical subjects. For example.

- Living style of the people busy in agricultural activities.
- Relationship between need and supply.
- Relationship between the life of man and animal.



Notes

- Industry and environment.
- Importance of labour in the creation of things.
- Deciding rates/price.
- Caste and Religion.

Scientific principles can also be Understood while working. For example how does pulley work? What are the principles of lever and fulcrum; What are the advantages of cooking pulses after soaking, what is the meaning of past values regarding balance diet etc.

Here, only a few points are suggested. In a group you can prepare a list of many such principles which can be understood through work education.

#### Check Your Progress-8

1. Understanding of which points is developed through the working of spinning stick in curriculum?

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.....  
.....

2. Suggest any four skills related to language which can be acquired through any activity under work education?

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.....

### 13.9. TEACHING LEARNING METHODS RELATED TO WORK EDUCATION

What are the methods of organizing activities for work education or what kind of method should be there is determined on the basis of many factors. The following points are included in these determining factors:

- What are our concepts about the form and objectives of work Experience.
- In our opinion how do children behave, how do they learn and develop ways of behaviour.
- What are our values about providing opportunities to each child for experiencing maximum individuality or fulfilling the task.





- The answers to above questions provide you support in determining the form of the methods of work education. You know it well that the children are given opportunity to learn by doing under work education they will not gain experience related to that task until they do it by themselves. Hence, there are simple opportunities of active participation of students in work experience based methods, some of the work experience based methods are as follows:

### **13.8.1 Observation/Methods–**

We all know that every child has a tendency to discover. They are curious by nature. They are always inquisitive to know about the phenomenon taking place in their surroundings. They feel that they should know all. The observation method of work experience is based on this inquisitive tendency. We can use this method in two ways:

- To ask the students to observe any occurrence, object or social- cultural events and to develop their knowledge and understanding.
- They can gain experience by observing economic activities in the social environment and work places.

As far as the social- cultural occurrences are concerned, the children are not given any instructions, but the sessions are organized in such a way that the observed events and activities are described in the class and then the children give their comments. Observation of what kind of events can be given a suitable place in work education. Though, this question shows illogical understanding because every occurrence related to life is a subject area for work education.

### **13.8.2. Demonstration Method**

How do children learn the ways to behave? This question has an easy answer– They start doing the same thing which they observe or learn from their elders by their observational power. Why only elders, they even try to bring in their daily routine whatever they observe their companion doing.

Pay attention on the above points, “Whatever they observe” it means whatever is displayed, they try to learn.

This method of work education proceeds from general to specific. It means the procedure of a particular activity is demonstrated before the learners. Along with the demonstration of the activity the validity of the rules related to that activity is also proved through examples. For following this method kindly observe the following steps.

- Demonstration of procedure with rules– The rules which are desirable are analysed logically and they are presented in a proper sequence according to the mental ability of the students.



## Notes

- To establish relationship between the rules related to the procedure– After presenting rules, logical relationship is established in them. This can also be called the process of analysing. Why is it being done? And the following rules can be applied?
- Justification through examples– This step is essential for logical method. You are demonstrating the process of planting a sapling in the pot. You are demonstrating how the soil is made powdery, why is it necessary, you are asking question about this. At the same time you are giving them examples on the basis of your experiences.

#### 13.8.3. Practical Method

In this method, the Learners, work in practical way to achieve a definite goal. Through this method the principle of learning by doing in new circumstances and on the basis of previous experiences is emphasized. While practicing all sensory and motor senses are active. The students work as a researcher because learning by doing is important in practical method. Some of the fundamental principles of this method are as follows–

- Learning by doing– The students play chief role in the whole process. They are given the information which might create interest and encourage them to involve them in the work, the rest is be discovered by them by their own efforts.
- Activeness of students– As the students are learning by doing, thus it is natural that their activeness may come forward as they cannot propound any theories or new discovery or problem solving by being inactive.
- Psychological In this method the students work according to their interest, curiosity, needs, zeal and natural working style. They can be benefited by their past experiences.
- Scientific– The students find the answer by raising the why question at every step, They work in a systematic way, thus they develop the skill of scientific readiness. They examine principles, laws and foundation by considering themselves as a discoverer. They acquire particular alertness, observational power to identify the facts.

#### 13.8.4. Project Method

In this method for a particular task the students decide themselves the objective, prepare, plan, collect the required resources to attain their goal, what would be the technique and how much time is required to accomplish the task before trying to know the real form of the work education, we would discuss the definition of ‘Project’.



‘Project Method is a purposeful activity accomplished with complete involvement in social environment.’  
–Kilpatric

‘Project method is such a problematic process, which is completed in natural environment.’  
–J.A. Stevenson

Vesle explain project method in educational reference specially work experience in the following manner:

‘Projects are those co-ordinated activities which are accomplished with some important skill in a natural environment for learning the activity.’

Although all the experts have defined according to their own opinions but all of them indicate towards some common systems of project method.

- Every project method is used to attain a specific objective.
- The objectives are framed keeping in view the students’ social, cultural life, their individual development, socially approved, habits and behaviour development of beliefs.
- Various activities are organized on the basis of objectives.
- The students accomplish the activities in their real social environment.
- They develop socially desirable values while working.
- They develop certain aptitude and skills after accomplishing the task.

There are four stages of the learning process in work education:

- To set the goals
- To plan
- To activate the plan
- Evaluation

Though evaluation is written as the last stage but it begins at the time of setting goals. The process of setting up goals can also be evaluated.

### 13.8.5. Excursion Method–

The condition of the students enriched with bookish knowledge given in the four walls of classroom is like that of a frog who considers the well as an ocean. Really excursion is a wonderful method of teaching. There are many advantages of excursion method in teaching learning of work education–

- The system of sessions in the classrooms brings monotony and boringness. Excursion method can bring a positive change in this direction.
- It is very important for the students to have practical knowledge of the subject which is discussed in the class. Excursion method plays an important role in this direction.



Notes

## Implementation of Work Education (Theoretical and Practical Aspects)

- While traveling the students' ability to observe is developed. They observe the task being accomplished in reality, They observe the objects in real situation.
- Knowledge attained through excursion is permanent because it involves active participation of the learners.
- The students get the opportunity to work in groups while traveling.
- Through excursion the students develop the understanding as how to behave at the other places and how to communicate with the people.

### Check Your Progress-9

1. Which methods of teaching learning would you use in work education?

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2. Write the names of two activities for class VIII in every field of work education. Suggest the appropriate method for experiencing then.

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## 13.10. 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 is activated. You knew which work areas should be the main basis while organizing these activities, how to make material and tools available, how to manage and store them.

You also came to know what should be the basis while forming groups. You developed understanding about organizing various activities for different classes.

You also came to know how work education can be associated with the subjects in curriculum.

## 13.11 SUGGESTED READINGS AND REFERENCES

1. National Curriculum Frame work (2005) National Council of Educational Research & Training, New Delhi.



2. Sharda Kumari (2005) Principles of Teaching Work Education, New Delhi.
3. Richards Glin (2001) Gandhi's Educational Philosophy, New Delhi, Oxford University Press.
4. Sykes Marjorie (1998) Story of New Education. 50 years of Education in Sevagram– 1937-1987, New Education committee, Sevagram, Wardha, Maharashtra.
5. Indian Government (1993) Learning without Barriers: Report of National Council, Ministry of Human Resource Development, New Delhi.

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### 13.12 UNIT END EXERCISES

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Answer to following questions on the basis of this unit–

1. Activities of work education are suggestive and not prescriptive. Present any five points in this regard.
2. You are the In-charge of work education. How would you manage material for the activities.
3. Prepare a list of any two activities related to environment protection for classes VI, VII and VIII each. Also mention in the list the month in which you would like to organise activities in an academic session.
4. What do you understand by excursion? Prepare a list of places suitable for excursion.
5. Which important points would you keep in mind while and before taking the students for excursion. Explain with example–



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## Unit-14 DEVELOPMENT OF SKILLS IN WORK EDUCATION (Practical work)

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### Structure

14.0 Introduction

14.1 Learning objectives

14.2 Criterion and basis for selecting activities in work education

14.3 Demonstration of activities

14.3.1 Doll with match head

14.3.2 Rubber toy

14.3.3 Carriages with match boxes

14.3.4 To make masks with card board

14.4 Let Us Sum Up

14.5 Suggested Readings & References

14.6 Unit End Exercises

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### 14.0 INTRODUCTION

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A remarkable feature of education is the participation of students in social activities whatever knowledge is imported or whatever understanding is developed in not done on the basis of lectures but by connecting them with the activities of fulfilling the daily needs. Through the present unit you would come to know as what would be the basis for selecting activities for work education.

You will understand about the different kind of activities that should be conducted for the students of your school. You will also be provided with the list of activities that can be conducted in your school. Few strategies for conducting activities are there in the unit.

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### 14.1 LEARNING OBJECTIVE

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Through the present unit you would be able to \_\_\_\_\_

1. Develop understanding with regard of skill development through work education.
2. Prepare a detailed list of activities to be conducted in work education in their school.
3. Explain the basis parameter, and criteria and for the selection of activities.



4. Get acquainted with the material, process and stages for organizing and conducting different activities.
5. Acquire skill related to co-ordination of different curriculum subjects with the activities.
6. Organise and demonstrate various activities.

#### 14.2 Criterion and basis for selecting activities in work education

Whenever you select activities under your subject[ you will certainly pay attention to certain points because–

- The students in your class have variety of experiences.
- Their interests, capabilities, abilities and inclination are not the same.
- Their social and economic back ground is also diverse.
- There is a limitation to the experiences and skills based on their knowledge.
- There would be a limitation to the availability of resources in your environment.

There are many more points on the basis of which you plan your activities given below are some points which are worth paying attention to–

- **Objectives of work education**–First of all, it is important to keep in mind that the activities should have the objectives of work education. Every activity of work education should be purposeful and meaningful. It is not necessary that each activity should fulfill all the objectives.
- **Background of the children**–While selecting the activities for work education, it is essential that we should have the required information and understanding about the social, cultural and economic environment of the students who are to be involved in various activities.
- **Level of students, Interest and need**–Selection of activity and children's physical, mental development have strong relationship with each other.  
Along with physical and intellectual abilities, children's needs and interests are equally significant. If the children are showing keen interest in gardening activities, they can take activities related to gardening which can be multi-purpose.
- **Availability to time and space**–For every kind of activity certain time and suitable space is required. Need for time can be perceived from two angles.

**First**–How much time is needed for a particular activity.

**Second**–When should a particular activity be conducted.





## Notes

### Development of skills in work education (Practical work)

You can contemplate on both the points easily. On the basis of your experiences you would be able to determine as how much time is required for a particular activity. Here along with the nature of activity, the number of students is also significant.

For example for the activity of painting pots with red ochre, you have decided to use one hour, it is imperative to know the number of pots, how many students. How many paint brushes and material and the preparation of soaking red ochre is also included in it or separate time is fixed for it. If each student would paint a pot separately or it would be a group activity. All these points provide a basis for selecting time limit for a particular activity.

You can think about some of the points which are given in the form of questions below:

- Is the selected space in the position of providing physical, mental and emotional security to the children.
- Is there the facility for seating and movement for individual and group activities.
- If the material required for the activity can be placed safely or not.
- Whether you can monitor the activity easily or not and whether all the students are able to observe the demonstration or not.
- **Availability of Resources**—If the teacher desires to make his students do some work with sea shells as his teacher has also developed creativity and aesthetic sense by making him use sea shells. The teacher also asks his students to bring sea shell of different shapes and size. You can very well imagine the scene of next day. Hardly three out of 40 students have brought sea shells.

The teacher is disappointed and gives them time for two more days. After two days the situation is the same. According to him—

- Why do the students not want to do such a wonderful activity?
- Why do the guardians not helping in accumulating the material?

How do you not think like this? You got it right. How can the material be selected from outside the local environment. Collecting sea shells can be expected from the children living in the towns situated at river banks or sea shore but the children from every field can not be expected to bring every material. Certainly sea shells can be purchased, but can every child afford it, The second important point is that the objectives of the activity can be achieved by using the material purchased from the market only.



Notes

**Check Your Progress**

1. Which points would you keep in mind while selecting activities for work education?

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2. Suggest two activities for VI, VII and VIII classes of a secondary school in a hilly area. Also Write the basis of selecting these activities?

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## 14.3 DEMONSTRATION OF ACTIVITY

For organizing activities you would use variety of techniques, methods and material. Though the method of conducting an activity will be different on the basis of place and experiences of the person. Some activities are suggested in the present unit.

### 14.3.1 Doll with match box head

Expected Learning outcome—

- Will learn the innovative use of old things.
- To establish hand and eye co-ordination.
- To make them draw different faces on paper through colours.
- To tell a story, using new words.
- To dramatise the act.

#### Material and Tools

- Old (used) newspaper
- Thick string or jute string
- Outer case of the match box
- Broom sticks
- Colourful faces on of hard board
- Fevicol



## Notes

### How to make

On the centre point length wise paste the stick of the broom in middle. Two third front of the stick should be outside the case. After words the body of the doll will be pasted here.

- Paste the card board face on the match box.
- Cut 7 cm to 12 cm wide strips from the newspaper.
- Roll one strip of the paper on a pencil.
- Paste the final layer of the strip with fevicol. Press the pencil and take it out of the strip.
- Make 9 such tubes from newspaper.
- Pierce the thread from two tubes for making hands. Tie a knot on the side of the wrist.
- Tie the middle part of the neck with a needle of the broom. Make another hand by piercing thread in two more tubes.

Tie the knot for the other wrist also.

- Prepare legs in the same way. Tie the string from the legs to the neck through the body (If you want to make a puppet working with a stick, use a long and strong stick).
- You can prepare dress with the help of strips of clothes and coloured paper for the puppet.

### 14.3.2. Rubber Toy

Expected Learning outcome

- Develop keen desire to make toys from the waste material.
- Will gain knowledge about length and width.
- Will learn to prepare different shapes.
- Will be able to imagine new games according to their interest.

### Material and Tools

- An old rubber slipper
- A compass
- Used refill of a ball pen
- Thin bamboo stick
- Thin strong thread



- Thick thread
- Used match sticks
- Knife
- A pile of old newspapers to cut the rubber on. (the blade of the knife will not get blunt while cutting rubber).

### How to make

- Cut a 5cm wide strip from a rubber slipper (which is not usable).
- Cut V shape pieces from this strip (as many as possible)
- Make a hole in both the part of each V shaped piece with the compass. The holes should be slightly slanting and towards the inner side of the piece as shown in the picture.
- Cut the refill in two pieces. Put these pieces in the holes in the V shaped pieces.
- Take two pieces of 125 cm of thin and strong thread. Tie one end of each piece with the bamboo stick tightly. Make a slit in the middle of the bamboo. Tie a loop of thick in this slit.
- Bring out the other end of the thread through the refill. Tie a match stick on each part as shown in the picture.
- Hang the ring in the middle with a nail.
- Now catch hold of the match stick with each hand pull them slightly so that there is slight tension in the thread. Now pull the thread right and left one by one. Now you will see that the rubber V is rising up and it will slip down when the thread is loosened. Repeat the process.

**Note**– Now you can paste the picture of a butterfly or a bee on the rubber V you can hang a flower in the middle of the stick. Or you can paste pictures of frog and bee or lizard and moth. When they would up and down it would seem as if they are pursuing each other.

### 14.3.3 Match stick Carriage

Expected Learning outcome–

- Will be able to learn how to make toys from the waste material.
- Will be able to cut different shapes with scissors.
- Will learn to work in groups.
- Will learn to discuss on the means of transport.
- Will learn to keep things in an organized way.



## Notes

### Material and Tools–

- Used match boxes
- A pair of scissors
- Pieces of coloured papers

Small carriage– One empty match box and used match sticks of two & half box.

Big carriage– Two drawers of match box and two match boxes.

Jeep– One drawer of the match box and one match box.

### For All–

- Card sheet for wheels
- Transparent sheet of paper for window screen

### How to Make

- Take an empty box of a match box. Paste a Transparent sheet of paper on the open side of the box. It will work as the wind screen.
- Paste coloured paper on upper, lower and sides of the box.
- Take an empty match box and open 1/3 of its drawer now paste it from the reverse side so that the drawer may not move from its place.
- Paste the same colour paper on it too.
- Now paste the drawer on the whole match box as shown in the picture.
- Cut round wheels from the card sheet. Paste the wheels on it. You can paste a name plate on it. You can use red button as the headlight.

### Truck–

- Take two empty boxes and cut there as shown in the picture. Leave the sides as it is.
- Fit the drawer in the slit as shown in the picture. It will make the engine and structure of the truck.
- In order to make the driver's cabin paste another hollow box on the side of engine. Make driver's window by cutting the front side of this hollow box. Now cut the extra protruding side of the box at the bottom.
- Paste strips of coloured paper on the whole model.

### Make a Puppet or doll with old socks

Expected Learning outcome–

- Will be able to identify clothes useful for making dresses for doll.



- Will be able to measure the doll.
- Will be able to cut the cloth according to size and measurement.
- Will be able to imagine story about the doll.

### Material and Tolls–

- Old nylon socks
- Wool or cotton
- Cuttings (big or small)
- Decorative material like stars, pearls, beads etc.
- Fevicol
- Needle, thread, scissors
- Rubber band
- Sketch pen

### How to make

- Take a pair of socks.
- Stuff cotton in it except in the upper part.
- Tie the upper part with a rubber band.
- After putting a rubber band on the heel put another rubber band after leaving some space.
- You have divided the socks in three parts.
- Now paste or stick eyes, nose, lips etc on the upper part of the socks.
- Dress it with Lenhga, shirt, Salwar or Odhani
- Decorate it with Bindi etc.

### Self evaluation–

1. Which dress would you select to make your doll look like the doll of Uttar Pradesh?
2. What would be the order while measuring a doll?
3. Create a story.

## 14.3.4 Make masks with Card Board

### Expected Learning Objective

- Will be able to identify suitable things used in the process.



## Notes

### Development of skills in work education (Practical work)

- Will be able to know the use of mask in situation like story telling and poem recitation.
- Will be able to understand the 3D view of eyes, nose etc.

### Material and Tools

- Card board sheet
- Fevicol
- A pair of scissors
- Poster colour, brush

### How to make–

- Take a card board sheet. With the help of a big plate draw a circle on it, cut this circle with the help of scissors.
- Paint it with a colour of your choice.
- Cut separate pieces for eyes, nose, ears and lips from the remaining card board sheet.
- If you have to make a cat's mask, cut the sheet with the shape of the ears. Cut the nose in Triangular shapes, eyes circular and give small cuts for hair.
- Colour them as per your choice.
- Paste all the parts on the mask appropriately with fevicol.
- You can bring changes in the shape of eyes, nose, ear etc for making the mask of joker or any other face. For example small eyes, long ears, thick twisted drooling lips.

### Note–

- 'Bindi' can be used for eyes.
- Tooth paste lid can be used for nose
- Jute can be used for hair
- Ice cream stick can be used for lips.
- If poster colours are not available, coloured paper can be pasted.
- What will you do if you cut one bindi shorter than the other one?
- What precautions would you keep in mind while pasting nose, ears and eyes?





Notes

## Self Assessment

### Check Your Progress

1. Write the various stages of the process of making Duri (cotton carpet/ using available material.

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 .....  
 .....

2. Which points should be kept in mind while demonstrating an activity? Suggest any five points.

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 .....  
 .....

## 14.4 LET US SUM UP

Through the present unit you came to know how you can make the work education effective keeping in mind the needs of your school. You developed an understanding towards those points which is basis for the selection of an activity for example— students interest, physical, mental capacity, availability of resources social, economic, cultural background, attitude of classmates, parents' attitude and the most important is your own attitude.

Thus, you know that the activities of work education is suggestive, they can be suggested but can never be prescribed for any school by any other institution.

You also noticed as what kind of material is required for developing an object and what are the stages of its construction of an object .

## 14.5 SUGGESTED READINGS & REFERENCES

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4. Sykes Marjorie (1998) Story of New Education. 50 years of Education in Sevagram— 1937-1987, New Education committee, Sevagram, Wardha, Maharashtra.



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5. Indian Government (1993) Learning without Barriers: Report of National Council, Ministry of Human Resource Development, New Delhi.

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## 14.6 UNIT END EXERCISES

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- Display the activity of making a puppet with the help of old clothes, socks and cotton etc.
- Prepare a chart of balance Diet for a 12 year old girl from a middle class family.
- Write the material and process of making squash.

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## UNIT 15 WORK EDUCATION IN SCHOOL AND COMMUNITY

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Notes

### Structure

15.0 Introduction

15.1 Learning objectives

15.2 Role of community in reference to work education

15.3 Identification and use of community resources for implementing work education.

15.3.1 Co-operation of community in Teaching learning process

15.3.2 Co-operation of community in the process of evaluating school and learners.

15.4 Orientation of Guardians and Community about the importance of work education.

15.5 Let Us Sum Up

15.6 Suggested Readings and References.

15.7 Unit-End Exercises

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### 15.0 INTRODUCTION

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Have you ever paid attention on the statement “Effective education is possible only by the triple responsibility of school, family and society”. This point is indicating towards this important fact that children’s education is not the entire responsibility of the school, but people’s participation is essential. Through the present unit you would know as what do we mean by community.

How does the school invite the co-operation of the community in both the situation of being privileged and non privileged. How and why should it take the co-operation of the community in work education you would also know as how should the parents consider the significance of work education. You would also know as how should the parents be introduced with the significance of work education and what are the expectations of parents/guardians regarding work education in school education system.

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### 15.1 LEARNING OBJECTIVES

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Given below are the learning objectives of the present unit–

- to make them understand the concept of community



## Notes

- explain the importance of community co-operation
- to identify the available resources in the community
- to explore the strategies of inviting community resources
- To introduce methods for familiarizing parents about the significance of work education.

### Role of Community in reference to Work Education

Before accepting co-operation from the community for work education in school, one has to contemplate about the assumptions of community.

Community is a group of people residing at a particular place and which fulfils its daily needs from the sources available equally and is interdependent.

The description of a community can be any thing from the group of many people to the whole world. The concept of community changes with every example. Still we know that the following condition are involved in the concept of community.

- Community is formed by uniting different people the way creatures are formed by uniting different cells.
- Knowingly/unknowingly all the people are connected with the common cause.
- The relationship among the members of community is like the relationships between cells and the living beings and this exchange continues.
- All the people make a efforts joint to achieve a certain goal and share their experience.

Mahatma Gandhi emphasized the need to bring school and community classes, “If new social system is to be established through education, both of them can’t survive seperately.

We all know that the education processes are enriched by bringing teachers and parents closer. The community should be worried about the needs of children the school. In any case the society should not leave the entire responsibility of the development of children and educational achievements on schools. The expectation of the school from the community are:

- The child should be sent to school regularly
- Due attention should be paid for their punctuality towards school.
- Enhance their partnership in monitoring the educational process of the school.
- May give suggestions in selecting activities related to work education.



- May present their opinion about deciding need and time for work education in time table.
- May contribute actively in founding a lab for work education. For example participation in sale purchase of material and equipments for work education, communication about the information regarding their maintenance etc.
- To co-operated in the exhibition of activities.
- Active participation in assessing and evaluating the students.

You can ponder on the possibility of many more areas other than the given above where implementation of work education can be made effective by inviting participation of the community. One very important factor to be mentioned is that the school should not only have expectation from the community but should also make its services available for the community or may complement each other by interactive activities. Teaching learning process is enriched by narrowing the gap between parents and teachers. The school should be a part of the society and not a separate institute, Therefore, the school will have to open its gates for society.

The school can also organise many activities for the society for example–

- May select such activities in work education through which cleaning of water places, filling of pits, gardening in community gardens, managing compost can be done.
- May organize interview of artisans not only to give recognition but also boosts up their morale.
- A survey can be conducted to find the number of students not coming to school and adult illiterates through students. It will not suffice to survey but the school should organize such activities that adult education center may be organized and co-ordinate and the students who are unable to come to school may be motivated to join school.
- The school should provide its premises for the campaigns like pulse polio etc., at the same time it should provide the support of teachers and students for these campaigns.
- May participate in decorating at the time of social festivals in the society.
- The students should be familiarized with the significance of labour in such a way that they might respect them.
- The school should play the role of a pioneer in organizing exhibition of local handicraft work.



Notes

The above points have been presented as example. You know better the needs of your community. Hence it is expected that you may use community resources and also contribute in a planned way for the society.

### **15.3 IDENTIFYING AND USING COMMUNITY RESOURCES FOR IMPLEMENTING WORK EDUCATION–**

The most important thing about the personal relationship between school and community is that the community and environment should be perceived as a resource. Rural as well as urban environment and community are significant resources of curriculum construction.

Enormity of rural environment and its serene expansion includes games, forest, pools, rivers trees, orchards, birds and animals, which are the main factors of curriculum. In the same way, busy community centres, industrial premises, small and big residential units, jhuggis, colonies, grain market, vegetable market, cattle pond, cultural centre, music dance theatre, centre for exercise and wrestling all have a number of factors related to curriculum.

#### **15.3.1 Co-operation of Community in the Teaching Learning Process**

In the curriculum there are many programmes and games etc. Which can be done by the parents of the children it not all, some of the parents will be capable of support their wards in many parts of the syllabus like language, social studies and art and will also feel pride in doing it. It is not essential for the parents to be educated. Even illiterate parents can support in teaching learning process. The elderly people in the village are capable of telling historical significant as well as insignificant thing about the village. In the same way village maron, potter, carpenter and other artisans can contribute in giving pleasure of doing small or big task and making beautiful things to the children who can be a better source than these elders of the colong/village/city in giving information about making clay toys and local environment?

- You want to take the children for excursion. You feel inconvenience in taking them alone. In this situation would you cancel the trip or invite a guardian for support.
- In local environment there must be so many plants and trees which you are not familiar with, perhaps even the other teachers cannot recognize them. You should not hesitate in gaining information from the guardians of the students.



- Some how you came to know that mother-father/brother-sister or some other relative of a particular child are expert in simple Yoga activities. You can take their help.
- There is no limit to the role of parents in organizing fair-festivals etc. Keeping in mind social back ground you can determine their role and areas and limits of their contribution.

### 15.3.2 Contribution of community in the Evaluation process of children and school–

Generally, the word ‘evaluation’ is understood as the process of assessing the value of an object. But, being a teacher we cannot deny its technical aspect. How many marks did the children score in reading, writing, mathematics, i.e. whatever they were taught in these subjects, could the children retain it, how much did they retain, merely knowing all this is not the objective of evaluation processes.

Specifically the art of living life is far more different and extensive than the traditional form of evaluation. The objective of evaluation is not only to accumulate information about various subjects but also to gain knowledge about the multidimensional aspect of their personality. On the basis of this information we should organize community activities keeping in mind the needs of an individual. The co-operation of family is required in this kind of evaluation because we have to perceive in this regard is there some change in the behaviour of the children? Whether the child keeps his belongings properly and he maintains cleanliness, whether he respects his elders, whether he informs his friends, neighbours about the facilities in the village? We get all this information from the parents/guardians of the children or neighbourhood. We should neither hesitate in getting information nor should we doubt the information given by them.

#### Check Your Progress-1

1. Define ‘community’.

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2. Mention the contribution which can be given to the community by the school keeping in mind the circumstances of your school.

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Notes

3. Identify some such resources available in urban surroundings which may be used in reference to work education.

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## 15.4 ORGANIZATION OF ORIENTATION PROGRAMMES FOR THE PARENTS AND COMMUNITY REGARDING THE SIGNIFICANCE OF WORK EDUCATION

Often it is seen that suitable time is assigned in the time table of work education but practically the period is often allotted to the other subjects. It is argued that “the syllabus for Maths and science is more. These subjects are important and comparatively difficult. Hence, these subjects should be given more time.”

Through this argument it is clear that work education is considered less significant in comparison to the other subjects. Do you know what kind of mentality works behind this argument? If this is a matter connected with school administration then the community is also responsible for this system in one way or the other. On analysing it will be clear that along with the teachers the parents' attitude is more depressing. Their argument is \_\_\_\_\_

“Why should the valuable time of the students be wasted in the school if the children can accomplish such tasks of work education at home. The focus of the school should be on the teaching and learning.”

Possibly the parents are not aware with the teaching learning process and they consider bookish knowledge as the real knowledge. In this scenario, it is the duty of the work education teachers that they may organise orientation programmes formally through which they may show the significance of work education.

In any academic session the following situation can be marked for constructive programmes.

- **PTA Meetings**—Parents' Teachers Associations are composed in schools of rural and urban environment. Regular meetings of this association are held regularly. Along with the other important points, the significance of work education can also be discussed.
- **Parent's Teachers' Meeting**—In order to give continuous details of the progress of the students to the parents, they are invited at a fixed time in definite schools. In these meetings, generally the parents are made aware



about the behaviour of the students, particular display of talent, achievement and progress. The teachers can communicate about the necessity and concept of work education. They can change their negative attitude towards work education by orienting them about the true sense work education.

- **Meetings of Mother's Club**—In many schools meetings are held for mothers. You must have noticed that instead of fathers, mothers go to fetch and drop or give tiffin in the recess to their words. At home also they pay attention to their studies, home work etc. As they are continuously connected with their education, forming the mother clubs and discussing matters related to education with them may enhances the quality of education. Through mothers' club community can be familiarized with the significance of work education. If in a school father's clubs are formed in place of mothers' club, the teachers can fulfill their goals through them.
- **Home Visit**—Generally in small cities and single shifted schools, the teachers communicate about the progress of the students through home visits which is the indication of their sensitivity. In the environment of a metro city such contacts are rarely formed. The parents can communicate about the significance of work education along with the other important points.

**Informal meetings**— some teachers belongs to the communities which are situated near the schools. Then they can communicate their thoughts while meeting informally. The communication should be so strong that the parents are able to understand the significance of work education.

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## 15.5 LETUS SUM UP

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In the present unit you came to know about the interdependence of school and community. You developed your understanding towards the definition of community and the partnership of community in identifying school activities.

You came to now that in rural and urban environment there are many resources which can be used in the organization, co-ordination and enhancement of the activities related to work education. You identified those artisans, human resources which can be invited in the school for reference.

Understanding developed through this unit can initiate the enhancement of work education.

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## 15.6 SUGGESTED READING REFERENCES

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- \* Pleasures of Learning/Seekhne ka Anand) Vikram A. Sarabhar, Community Science center, Ahmedabad.
- \* Harijan, Mahatma Gandhi, Nanjuvan Prakashan Mandir, New Delhi.

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## 15.7 UNIT END EXERCISES

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1. Being a teacher, what efforts would you make to make the parents aware towards education of their children in rural environment and to associate them with work education.
2. Which methods would you use to communicate with the parents for enhancement of work education.
3. The parents of your students have a negative attitude towards the activities related to work education. In order to change their attitude, which points would you ask them to ponder about? Write any four points.
4. The parents of your students are puppet artists. How can the school utilize their contribution.

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## UNIT 16 EVALUATION IN WORK EDUCATION

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Notes

### Structure

*16.0 Introduction*

*16.1 Learning Objectives*

*16.2 What is evaluation?*

*16.2.1 Assessment and Evaluation*

*16.2.2 Continuous and comprehensive education*

*16.3 Equipments and methods of Evaluation*

*16.3.1 Observation*

*16.3.2 Interview*

*16.3.3 Check list*

*16.3.4 Cumulative Records*

*16.3.5 Questionnaire*

*16.3.6 Photograph/portfolio*

*16.4 Role of classmates in Assessment*

*16.5 Role of Parents in assessment*

*16.6 How to communicate progress report to parents and students.*

*16.6.1 Means of communication*

*16.6.2 Points of communication*

*16.7 Let Us Sum Up*

*16.8 Suggested Readings and References*

*16.9 Unit End Exercises*

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### 16.0. INTRODUCTION

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Whether it is formal school or informal education in both the systems one more activity is significant along with teaching learning process i.e. examination—the process of assessment and evaluation. How important is the process of evaluation, can easily be anticipated by the fact that teaching learning process, teachers, routines of the students and even the programmes are determined by the dates and forms of examination, this is specially regarding the examination of



classes X and XII. Would you like to ask about this form of evaluation?

In the present unit the concept of assessment and evaluation is classified and their difference has been marked. The process of continuous and comprehensive evaluation has been described in the different stages of school education. Which equipments should be used for assessment and evaluation and what precaution should be kept in mind while using them, will also be reported in this unit. Through this unit you would also know as how to assess the progress of the students on the basis of observation and how to record the points. You know that observation made by the teachers are not sufficient for evaluation and assessment. Hence the significance of the role of classmates, parents and self has been also discussed. This unit introduces all the factors related to evaluation.

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## 16.1. LEARNING OBJECTIVE

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After reading this unit you will be—

1. acquainted with the significance of evaluation in the educational process.
2. Able to clarify the difference between assessment and evaluation.
3. Able to identify necessary tools and techniques of evaluation.
4. Able to develop understanding towards the types of evaluation process in work education.
5. Able to comprehend the process of evaluation on the basis of 'observation'.
6. Able to describe the role of all the stake holder concerned with the evaluation process, (classmates, parents and self.)

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## 16.2 WHAT IS EVALUATION?

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Evaluation means to determine the value of some process or thing. If perceived in educational reference, evaluation means to give decision about the utility of experiences generated from the process of teaching and learning. Evaluation is an inseparable part of teaching learning process. The process of evaluation makes the task of guidance easy. The value of any teaching should be measured on the basis of changes in their behaviour of students and how these behavioral changes are in accordance with the desirable educational objectives. Teaching and assessment walk hand in hand. The evaluation is a process in which the interdependence and productivity of all the aspects like teachers and students are checked. On the basis of this not only the students are checked on the basis of their achievements but also teacher, teaching methods, text books, other educational resources and co-operation of the community are also checked and efforts are made to make teaching learning process more significant and useful from the point of view of the learners.



Students are the centre point of educational process. Education is organized keeping in mind their needs, interests and attitudes. The teachers analyse and present the contents by considering the students as the centre of teaching learning process. Such experience an generated in the students through teaching which are suitable for the desirable behavioural changes. Educational evaluation emphasizes the fact as how far has the teaching been useful in this regard.

### **According to Hanna and Qwelain**

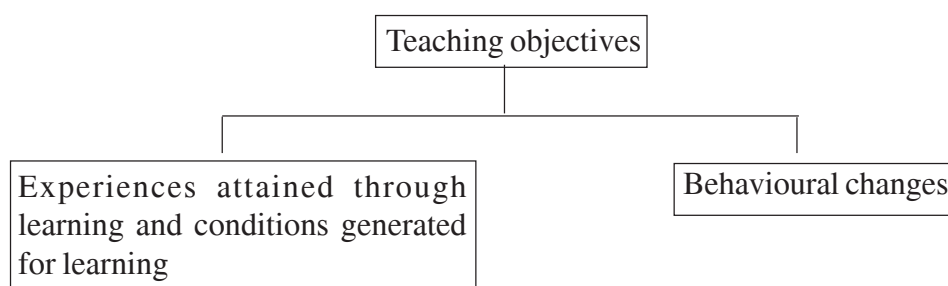
Evaluation is the process of accumulation of evidences and explanation of these in relation to changes in behaviour of students.

After contemplating on the abovementioned definition it is clear that evaluation is a decision making process decisive process. Ross and standby said, “This decision should be at every level of education.”

The following points are discussed through the process of evaluation.

- Effectiveness of experiences generated through learning process in the class and school.
- The level of achievement of predetermined goals.
- Process of achieving goals.

There is an intimate relationship between educational objectives, experiences generated by learning and the behavioural changes according to them. A variety of experience situations are generated to bring positive changes in the cognitive, psychomotor and affective domains of the students, which point out towards a specific objective through a particular process. This inter personal relationship can be understood through the given diagrams—



Whether the students are participating in the process of learning or not, is visible through their behaviour. Their way of thinking, tendency for work, interest, aptitude etc all provide basis for behavioral changes. This change is not simply external but internal. The habits of the students, work style and conduct are included in external changes and student's knowledge, development of understanding, decision making, creative and critical thinking are included in internal changes.



### 16.2.1. Assessment and Evaluation

From the initial stage of this unit, mainly two words are being used—Assessment and evaluation. Do you find the words assessment and evaluation as synonyms? Though they give the same expression, there is sufficient difference in these two words. Evaluation relates to all the thoughts of a person, attitude, behavior, expectations and understanding, whereas, assessment is related upto the changes in behaviour, which can be recorded and measure. We check certain factors in certain time in assessment, whereas in evaluation we make the assessment as the basis of different factors at different times .

In this way you can say that evaluation is more extensive than assessment. In educational world generally, assessment and evaluation are used for almost the same process.

#### Check You Progress-1

1. On the basis of your daily life mention how evaluation is important for your life.

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2. Bring out the difference between assessment and evaluation.

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### 16.2.2. Continuous and Comprehensive Evaluation–

Evaluation is a powerful means for motivation in work education programme. The evaluation process should be such that the children should learn to work, gain knowledge and learn, they may be encouraged to be connected with work process. Here, the objective of evaluation is not to declare that a particular students is fail or pass or belongs to superior category or average or inferior, but it is to inform the students, how he is learning? Where he has to reinforce the learning process, where to improve etc. because the focus of work education programme is to develop useful life skills, socially desirable qualities and interests–attitudes, so that he may be ready to face the changes taking place speedily lead the life creatively and feel the dignity of being a human being.

Giving grades is more appropriate than giving marks for evaluating activities. It is also expected that the evaluation should be done by the subject teachers inter-





nally. Subject teachers, should keep in mind the opinion of the other teachers, staff and community in at the time of evaluation process. The main points of evaluation are as follows:

- The result of evaluation should be displayed on the progress report of the student.
- Theoretical as well as process aspect should be integrated in the process of evaluation but there be more should emphasis on the evaluation of real practical work.
- Equality of knowledge and skills should be emphasized.
- The process of evaluation should be a joy ful like the process of learning.
- Evaluation should be developmental and there should be sufficient emphasis on continuity and comprehensiveness.
- Observation of children's Participation in activities should be made the base of evaluation. Along with observation quiz technique can also be used.
- To determine the expertise of students in activities the evaluation should be diagnostic and remedial in nature.
- Though there should be provision of internal evaluation but the method of external evaluation can also be adopted on the basis of the maturity of students. In this situation, it should be kept in mind that the evaluators should be familiar with the condition of the school, social-economic status of students and the objectives of activities.
- The result of evaluation should be of feedback giving nature, and not creating disappointment in the students.
- If the changes are required in the process of evaluation for the students with special needs, make the changes to inspire and motivate them instead of showing pity or sympathy toward them.
- One should not hesitate to use modern techniques in the process of evaluation as per the needs.
- Selfevaluation, pear evaluation and group evaluation/assessment (specially parents and the people in contact) should also be made a part of evaluation process.
- Different mode of evaluation should be used for slow, average and fast learners.
- Finally, capacities of the learners, availability of resources, initial behaviour, school environment, achievable objectives, nature of syllabus and the encouragement by the teachers should be kept in mind at the time of evaluation.



Notes

### Check Your Progress-2

1. How in the process of evaluation of other subjects is different from the evaluation of work education, write your thoughts with examples.

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## 16.3 METHODS AND TECHNIQUES OF EVALUATION

Have you ever thought as how can you gain information about the development and progress of the learner information. May be, you have never thought about it but you must have used some of these methods in your life as a teacher.

### Methods of Assessment–

There are four fundamental methods of assessment.

- Individual Assessment– Assessment keeping in mind the activity done by an individual child.
- Group Assessment– Assessment of the work of all the students in a group their behaviour and co-operation.
- Self Assessment– Personal evaluation by the child regarding his learning.
- Assessment by classmates (Peer Assessment)– the children observe the works of each other and give their feedback and comment on it time to time. Assessment by the classmates is very significant in the process of assessment.

### Tools and Techniques of Assessment–

- Observation
- Interview
- Check list
- Cumulative Record
- Questionnaire
- Photos/Portfolio
- Project work
- Competition



- Activities
- Group Work
- Examination
- Question Forum
- Debate
- Lecture
- Rating Scale
- Assignment Work

By looking at the list given above, you must have understood that continuous and comprehensive evaluation can be done in different ways. Come, let us discuss about some methods and techniques.

### 16.3.1 Observation

Observation is the most popular method of collecting information about the children. The children should be observed in their natural environment. Many aspects of the development of the personality can be observed by observation only observation can be done any where at any time. This can be done individually or in a group.

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-3

1. You are observing the students in the workshop of 'Book Binding' which points would you keep in mind while observing them. Prepare a detailed list.

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### 16.3.2 Interview

You must have seen or read many interviews. Interviewing is an important method of knowing the behaviour, attitude, achievements, aspirations and problems. Preparation for interview should be made in advance and question and objectives should be identified. For the children, their friends, and their parents can also be interviewed. In this way additional information can be collected about the children.



### 16.3.3 Check List

Remarks recorded systematically about an activity/behaviour are called check lists. They help in drawing the attention towards a particular aspect of child personality.

Check list can be used easily and quickly. One can not know about the reactions and answers of the students but if a column 'Remarks' is added to the check list, this problem can be solved.

#### Check your Progress

1. Make a brief check list for gaining information about their interest in activities related to work education.

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### 16.3.4. Cumulative Records

If you know the meaning of 'Cumulative' and 'Records', then you must have understood the meaning of 'Cumulative records'. Cumulative records present the descriptive records of important events happening in the life of children.

These events are known through observation. Through them you can get information about the social, emotional, likes, dislikes and relationships of the children. It is easy to know about the events of a child's life and reasons of his behaviour.

You can experience yourself that cumulative records can prove to be a work at a large scale. It is impossible to maintain the record of each and every event taking place in the class, hence only a few events are recorded. Try to record them just after the event so that the appropriate details can be written.

### 16.3.5 Questionnaire

Questionnaire is a list of questions which is completed by the students or by the teachers. Through this the responses of the students about a particular subject are recorded. It can be used either in group or individually.

Before using this tool, the questions and objectives should be identified in advance. It is essential to promise the students that their answers will be kept confidential and will not be misused. The language of the questions should be clear. Humiliating, ambiguous and embarrassing questions should not be asked.



### 16.3.6 Photographs/Portfolio

Portfolio is a collection of works done by students in a certain duration. They could be the routine work and can be the excellent samples of the work done by students. The photographs of articles created for an exhibition for some festivals can enrich the portfolio. Portfolios make the primary records available about the chronological development of a student. Accurate proof of the development of student can be achieved by glancing at the work of any two months in a year. Through this, the students get an opportunity to observe their own progress.

You have to keep certain points in mind while preparing the portfolio. Before including some records in portfolio, think about its appropriateness. In all the paper, objects are included in the portfolio, it will become useless. Students should be involved in the collection of objects for the portfolio. Arrange it in proper sequence and date so that if a specific information is required, it can be achieved immediately. If possible, write a short comment and date on every page.

#### Check Your Progress-5

1. What do you mean by portfolio? How is portfolio useful in the process of assessment?

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### 16.3.7 Project Work

Project work is given to the students individually or in a group for achieving specific goals. Data is collected and analysed through projects. More than one projects can be taken in a session.

Projects provide opportunities for doing researches, collecting, analysing, explanation and generalization. This provides opportunity for connecting class with life and learning from each other.

When you select projects for your students, you should keep some of the points in mind. Projects should be according to the level of children, should neither be too easy nor too difficult. Emphasize more on group projects and involve students in selecting the projects. The material required for projects should be easily available in the neighbourhood and should not be a financial burden on them.

Systematic record of the project should be maintained. If possible make a resource centre in the school. Where these projects can be collected.



Notes

### Check Your Progress-6

1. Make a list of two projects each for classes VI, VII and VIII for work education keeping in mind the condition of your school, and the attitudes of the students. Also mention the month in which they will be done and what will be their objectives.

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## 16.4. ROLE OF PEER GROUP IN ASSESSMENT

Continuous and comprehensive evaluation perceives child's progress as a whole. The way it gives importance to the use of various tool and techniques in the same way it demands variety in evaluators. It means that along with teachers it is expected from the others that they should familiarize the students with the process of assessment and evaluation and give them the feedback.

Here, among 'other people', the role of peer group cannot be ignored. In this unit the role of peer group has already been discussed.

Generally, you must have seen that the students ask a variety of questions to their peer classmates regarding their work during the learning process.

- 'Surabhi, please tell me if I have filled this colour properly or not? Will it be more attractive if I use some other colour?'
- Please tell me if the ears of their puppet are placed appropriately or not? Should I use strips of clothes in place of card board for making ears?
- Manu, just see: I have tried my best to make the soil powdery, should I make it more powdery?

You must have noticed these questions. Here the students are assessing their peer group classmates. There are some instances in the class, when the students remark about the work of their friends. For example–

- Siddhard, you have made a beautiful mask but it is not durable. If you have used carteret, instead of chart paper, it could be used for a longer time."
- "The tie and die dupatta is very elegant, but why have you tied big grains? This shows blankness at places in this dupatta."
- Why are you putting wax directly in the mould? Put some mustard oil in a swab and oil the moulds so that there is no problem in taking out the candle.



What do you expect on the basis of the above comments. You are guessing in rightly. Here the classmates are assessing each other informally and are also giving suggestions feedback for better accomplishment of the tasks. Take due advantage of this tendency of giving feedback of the students in the process of assessment. For doing so, you will have to keep the following points in mind.

1. Prepare a suitable project for the assessment of peer group:
  - In which activity should the comments be taken by the peer group.
  - What will be the reliability of comments by them.
  - Which classmates can give better and unbiased comment and about whom?
2. Record the comments given by the peer group as it is without inserting your own comments.
3. If you realize that there is some dispute in the peer group think before including their views. Probably such peer group will give their biased opinion.

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## **16.5. ROLE OF PARENTS IN ASSESSMENT–**

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In curriculum there are many activities and games which can be done through parents. If not all, the parents of some children may be able to do a give their input in the content language, social art etc and will take pride in doing so. It is not essential for the parents to be educated. Illiterate parents can also co-operate in the teaching – learning process.

In the same way, the mason in the village, potter, carpenter and other artisans can help the students and seek pleasure of doing some significant work and creating beautiful things. Who can be a better source than the elders of the village in making clay toys, giving proper information about the local environment?

- If you want to take the children for excursion, you feel some difficulty. Would you cancel the excursion or would like to seek the co-operation of some parents.
- In your local environment, there are many trees and plants which you cannot identify, perhaps the other teachers may also not identify them. Do not hesitate in seeking the co-operation of parents in identifying the plants.
- Some how you come to know that the parents/brother/sisters or other relatives of the students are expert in yoga activities. You can use their expertise.
- Parents can be a great help in the organization of fairs and festivals. Keeping in mind the social background, you can determine the role, for their co-operation and area.

**Check Your Progress-7**

1. Write your ideas about the role of peer group in the activities related to work education.

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2. “Illiterate parents cannot contribute in the role of assessor.” How far do you agree/disagree with the statement. Give answers with reasons.

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## **16.6 HOW TO COMMUNICATE THE PROGRESS REPORT TO THE STUDENTS AND PARENTS**

It is very important to inform the students and parents about their progress. If you remember the objectives of assessment, you can understand that until the progress is shared with the students and their parents, the objectives of assessment would not be fulfilled.

Some of the reasons for informing the students and their parents about their progress are given below:

- To tell the parents about the students individual and special achievements, needs and behaviour etc.
- To make plan about suitable conditions and way about learning conditions.
- To help parents in identifying the interests capacities and attitudes of their words.
- To encourage parents and students about self assessment.
- To minimise the fear towards the process of assessment and making it child friendly.

### **16.6.1 Methods of Communication**

Traditionally, what do we generally call to the information given to the parents about students from school? You guessed it rightly. It is called report card or progress reflection. In progress reflection how many marks did a child score in the exams taking place thrice in a year is calculated. Sometimes, a comment about the attendance of the students, their conduct, cleanliness etc is also their but is it not sufficient?





Because continuous and comprehensive assessment is a continuous process hence, there would be a variety in the methods of communicating it to the parents. Generally, the parents are eager to know as what their children are doing in the school and what they are learning? How the other children are displaying their talents. How the progress of other are different from their own child. Generally the teachers write comments like,” good, “Very Good’ and requires hard work. Do you consider it sufficient?

As far as possible inform the parents in clear language, comprehensible words/ statements.

- What can the child do? What does he want to do? In there any difficulty in doing it.
- How did the child learn?
- Show the samples of the work done by them.
- Talk about co-operation, responsibility, initiating, sensitivity and interests.
- Suggest the ways in which the parents can help their children.
- Ask question from the parents about children’s life at home, during work and their behaviour at home etc.

### **16.6.2 Points of Communication**

Send communications to the parents about the following points:

Name of students–

Section–

Name of activity–

- Time used (By student)
- Utility of equipments used
- Utility of material used
- Method or technology used
- Uses of things created
- Fundamental scientific principle
- Co-operation in group
- Readiness for work
- Style of working safely
- Arrangement of work place
- Presentation of Product



Notes

If the activity is based on the service instead of producing product, pay attention to the points related to values and attitude.

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## 16.7 LET US SUM UP

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Evaluation is an integral part of teaching and learning. Their process should be continuous through out the curriculum. Is the traditional form of evaluation the continuity and comprehensiveness is over looked. You must also have the experiences that the maximum exams are conducted to check the process of teaching and learning. But too much emphasis is laid on written exams. The form of evaluation has changed with time. Now it has been accepted in the form of a continuous process and it has also been kept in mind that all the aspects connected with the development and assessment should be emphasized. Along with scholastic areas, coschalastic areas have been considered significant. One more significant fact is worth mentioning that instead of one technique many techniques are used as a medium of assessment. For example on one hand the basis of assessment is observation on the other hand facts related to the level of his achievement are presented by, asking questions about the products created by him, his involvement in project and his portfolio. Through the present unit you developed understanding about the present form of assessment. You came to know that assessment and evaluation are not the synonyms but are complementary to each other. For comprehensive evaluation we have to be associated with the process of assessment continuously. You realized that in the process of evaluation, it is essential to involve the peer groups, parents and the student himself as the stakeholder along with the teachers. Finally you developed understanding that only assessment and evaluation are not sufficient but the main points of the students progress is to communicate the progress of the child to the parents time to time.

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## 16.8 SUGGESTED READINGS & REFERENCE

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1. National Curriculum Frame work 2005, National Council of Educational Research and Training, New Delhi.
2. Creation (Srijan) (2009) Sharda Kumari, District Institute of Education and Training (DIET) Keshav Puram, Delhi.
3. Source Book on Assessment for Class I-V (2000) NCERT, New Delhi.
4. Reflections on School Education Vol.I issue I SCERT, New Delhi.

### Recapitulation–

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## 16.9 UNIT END EXERCISES

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1. Define Evaluation an bring out the difference between evaluation and assessment.



2. On the basis of your experiences compare the present form of assessment and evaluation with the traditional form. Write at least six points to point out the differences.
3. Other than teachers who also can be involved in the process of evaluation? Why?
4. What do you understand by group evaluation? Write any five points about its uses in work education.
5. Your students are making envelopes using old/used newspapers. Which method would you use for their assessment and why?
6. The students of class VII are busy in the decoration of the premises. You are observing them for evaluation which points would you Pay attention for observation.