

Management of Work Education in Schools

The effective implementation of Work Education programme in schools should comprise the following three dimensions: 1. Scheme of work for the year. 2. Provision of funds and availability of resources – both expertise and materials. 3. Orientation programmes for teachers. To look after these three dimensions of Work Education in schools, it is essential to have a Work Education Committee under the Chairmanship of the Principal/Head of the school consisting of experts, teachers and students. This committee will have the following functions: 1. Preparation of the scheme of work for the year in a prescribed proforma “A” given in the appendix I. 2. Preparation of an estimate for funds for consumable and nonconsumable materials for performing the Work Education activities and use of resources-both men and materials. 3. Overall quarterly evaluation and monitoring of Work Education programme followed by evaluation at the end of the academic session. Teachers for Work Education All the teachers of the school should participate in the Work Education Programme. Core areas of Work Education can be taught by all teachers after orientation. In the elective area, teachers can teach elective activities after undergoing training/orientation in the concerned field. However, there may be some elective areas which may require teachers with specialized training. School may employ part-time experts from the community. Schools can also employ a Work Education teacher specialized in one or two areas. He/She will also plan, coordinate and monitor the Work Education programme in the school under the guidance of the Principal. (Qualification & Skill of the teacher is mentioned under each elective area) 13 Role of Head of Institution The Head of the Institution serves as a linkage between the school and implementation of the WEP. He/She has a great responsibility in visualizing, implementing, administrating, supervising and monitoring the WEP, so as to ensure quality and standard of the activities performed in the Institution. The Head of the Institution may have to undergo the following tasks: - Discuss and plan WE activities with the teachers. - Develop an institutional plan. - Coordinate and supervise the WE activities. - Ensure availability of the infrastructure and funds. - Motivate teachers in organizing WE activities. - Arrange in service teacher training. - Coordinate with district and state education departments. - Monitor the progress of the programme. - I evaluate the WEP at the Institutional level. - Provide feedback to the concerned authorities. Teacher Deployment All the teachers of the school should participate in the WEP. Activities of the Core component should be conducted by all the teachers, after going through proper orientation and training. Activities of the Elective component should be taken up by the teachers having the required expertise or after going through an intensive training programme in the concerned field. One teacher should be made as the co-ordinator of Work Education programme in the school. Role of Teachers Role of a teacher is the central factor for the success of any educational programme. All the teachers must be guided, motivated, oriented and trained to organize the work education activities, based on the subject they teach. Teachers, who are involved in Work Education programme should make an inventory of materials and prepare a tentative instructional plan, which include the objectives, broad contents and highlight the knowledge, understanding, skills, attitude and values to be 14

developed before carrying out the activity. The instructional plan should also define the assessment procedure(s) to be adopted for evaluating the activity. Teachers need to know the background of the students and should try to get the cooperation and expertise of their parents, especially those who are skilled artisans, craftsmen, farmers and professionals. The teachers are expected to perform the following functions:

- y Assess the needs of the students and community.
- y Select activities based on the principles given in the guidelines.
- y Prepare students for involvement in the activities.
- y Arrange materials and resources.
- y Develop linkages with expert institutions and community.
- y Organize activities and relate them with real life situations.
- y Explain the concept, importance, relevance in related areas and implications on personal and social development.
- y Involve students in campaigns, excursions, educational tours etc.
- y Observe and evaluate students.
- y Provide feedback to students and administration for improvement.
- y Educate parents regarding the importance of Work Education.
- y Coordinate with parents for referral and follow up of individual cases.

Allocation of Time At least four periods per week are supposed to be spent on Work Education in classes VI to XII, out of which equivalent of 2 periods may be outside the school hours. Out of the four periods for Work Education, one period may be for the Core Area and three periods for the Elective Area. Some of the activities may be performed during the morning assembly, recess, after school hours- or time available otherwise.

Facilities for Work Education The schools will have the following two facilities for the effective implementation of the Work Education programme;

1. Physical facilities consisting of accommodation, workshop, tools, equipment, raw materials, etc.
2. Teacher expertise consisting of specialized teachers and other subject teachers with proper orientation and training in concept, philosophy and methodology of Work Education for specific activities.