



SEMESTER – IV

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| Course Code: BD4E3 | Credits: 5 |
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Elective Course

COMMUNITY ENGAGEMENT THROUGH WORK EDUCATION

COURSE OBJECTIVES

- CO1: Appreciate the concept of Work and dignity of labour.
- CO2: Sensitize the importance of the Gandhiji's ideas on Nai Talim.
- CO3: Analyze the school education programmes and policies, which incorporate local community engagement aspects.
- CO4: Utilize the dialogic method of community engagement.
- CO5: Demonstrate the best practices of community engagement his/her own.

UNIT – I: WORK AND EDUCATION

Meaning and concept of work – Significance of work and labour – Work and livelihood – Work with happiness and satisfaction – Work Education: Social, economic and pedagogical values of work and craft education.

UNIT – II: NAI TALIM

Gandhiji's ideas on Education – Basic tenets of Nai Talim – Contemporary relevance of Nai Talim – Experiential learning: Meaning and concept – Experiential learning and community vis – a – vis National Curriculum Framework (2005), and NCFTE (2010).

UNIT – III: COMMUNITY ENGAGEMENT

Theories of Community Engagement – School, family and community partnership – Government programmes for education and development of literacy – Rationale and methods of Community Engagement – School management committees – Role of Teachers' and Headmasters for community engagement and parent engagement in school matters - Establishing Rural Education interest groups and communities – Self-Help Groups and Education.



UNIT – IV: MODELS AND APPROACHES OF NAI TALIM

Models: Gandhiji, Tagore, and John Dewey – Approaches: Paulo Friere’s Critical Pedagogy and Dialogic method, Vygotsky’s Social Construction and Humanistic approaches of character-building, values and ethics.

UNIT – V: NAI TALIM AND FIELD ENGAGEMENT

Connecting knowledge to life from outside the School – Nai Talim and field engagement: Community services and its impact – Documenting best practices: Local production, plantation of saplings, waste management, water harvesting, participating in agriculture operations in villages.

SUGGESTED ACTIVITIES

1. Engaging the students in the activity and work based education programme in the neighborhood villages.
2. Field visit and field interaction with Village and Self Help Groups for the students.
3. Group discussion on various models and approaches of Nai Talim.
4. Seminar on National Curriculum Framework (2005), and NCFTE (2010).
5. Visiting public places and farms for studying and participating in awareness programme relating to health and sanitation, soil fertility management, biomass energy and producing solar-energy.

TEXT BOOKS

1. Kolb, D. A. (2014). Experiential learning: Experiential as the sense of learning and development. New Jersey: Pearson Press.
2. MGNCRE. (2018). Experiential learning (Gandhiji’s Nai Talim). Hyderabad: Mahatma Gandhi National Council for Rural Education, MHRD, Govt. of India.
3. National Council for Educational Research and Training (2007). Work and education. New Delhi: NCERT.
4. Prabath, S. V. (2010). Perspectives on Nai Talim. Hyderabad: Serials Publications.



5. Preble, J. (2014). University community engagement and lifelong learning. New York: Springer International Publications.

SUPPLEMENTARY READINGS

1. Anthony, P.D (2001). The ideology of work. London: Routledge.
2. Cameron, J., & Grant-Smith, D. (2005). Building citizens: Participatory planning practice and a transformative politics of difference. *Urban Policy and Research*, 23(1), 21-36.
3. Gandhi, M.K. (1962). Village swaraj. Ahmadabad: Navajivan Publication.
4. Martorie Sykes. (2001). The story of Nai Talim. Kolkata: Earth care books.
5. West-Burnham, J., Farrar, M., & Otero, G. G. (2007). Schools and communities: Working together to transform children's lives. Stafford: Network Continuum Education.

E-RESOURCES

1. <http://www.place-based-community-engagement-highereducation>
2. <http://www.gandhiashramsevagram.org/pdf-books/village-swaraj.pdf>
3. <http://www.mgnrce.org>
4. <http://www.epgp.inflipnet.ac.in>
5. <http://www.ncert.ac.in>

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

CO1: understand the concept of work and dignity of human labour.

CO2: examine the basic tenets of Nai Talim.

CO3: analyze the various aspects of NCF (2005) and NCFTE (2010).

CO4: explore various theories of community engagement.

CO5: engage themselves with various social activities of plant sapling, rain-water harvesting, rural and urban hygiene and health services



OUTCOME MAPPING

| COURSE OUTCOMES | PROGRAMME SPECIFIC OUTCOMES | | | | | | | | | | | | | | | | | | | | | | | |
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| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| CO1 | | | ✓ | ✓ | | | | * | * | | | | | | | | | | | | | | | |
| CO2 | | * | | * | | | | | | | | | * | | * | | | | | | | | | |
| CO3 | | | * | * | | * | | * | | | * | | | | | | | | | | | | | |
| CO4 | | | | * | | | | | | | | | | | * | | | * | | | | | | |
| CO5 | | | | | | | * | | | | | | | * | * | | | | * | | | | | * |