

LIFE FRONTIER ENGAGEMENT

HIS0601LM RESPONSIBILITIES OF A CITIZEN

OBJECTIVES:

- To facilitate students to appreciate her academic learning through experiential learning by disciplinary and interdisciplinary community engagements thereby enhancing their civic responsibilities in society.
- To empower students with appropriate academic strategies and innovative assessment and evaluation criteria to facilitate experiential learning for students to discover real life values.
- To transform each student to be productive caring citizens of our global society through the vibrant, community- based action research programme.

SECTION I- COMMON UNIT

15hrs

Understanding Life Frontier Engagement –

- a) Service-Learning and Life Frontier Engagement
- b) Principles – engagement, reflection, reciprocity, public dissemination
- c) Meaning of community and understanding of community dynamics
- d) Programme planning in Life Frontier Engagement – stages: Need analysis, Problem identification, Goal setting, Concept finalization, planning for stages of research, research and analysis, reflection and dissemination of results.
- e) Ethical concerns in Life Frontier Engagement – Confidentiality, Conflict of interest, Informed consent.

ACTIVITY MODULE FOR SECTION I:

- a) (i) Making students understand the concept of Service-Learning and Life Frontier Engagement based on the information in the reading material given using student centered learning activities.
(ii) Interaction with any local group in a nearby community (Example: Children, adolescents, adults within or outside college) and identifying community dynamics.
(iii) Need based analysis done on the community by framing a questionnaire for base line socio economic survey.
- b) (i) Asking students to prepare a programme plan based on the sub-themes and target group identified by the department.
(ii) Presentation by teams by refining the ideas of students based on program planning stages.
- c) Activity based on case studies relevant to ethical issues in community engagement.

LEARNING OUTCOME:

On successful completion of the course, the students will be able to

- engage themselves in community development while sensitizing the local community on the importance of participation in community development.
- impart the significance of Gandhian view of simple life style in addressing the issues and challenges of the community.
- identify the buring issues and pressing needs of the community

PROJECTED BENEFITS OF COMMUNITY PARTNERS:

On successful completion of the course, the students will be able to bring in the community

- to provide a platform to understand the real life issues in the working of Local Self Government

- the sense of belongingness of historical monuments in order to protect environment and preserve cultural heritage

SECTION– I ITHEMATIC CONCEPTS:

15 Hrs.

A. POLITICAL AND ECONOMIC CONSCIOUSNESS

Classificational Concept:

- Emphasizing the importance of effective working of local self government
- Classifying the supports rendered by the government (welfare schemes) at various levels

Correlational Concept:

- Moulding community to act as checks and balances in local self government.
- Helping the community to perceive a model village.

Theoretical Concept:

- Significance of the implementation of fundamental rights and duties and the role of community in local Self Government
- Highlighting the knowledge of social welfare schemes of various agencies like government and other agencies

B. SOCIAL AND CULTURAL INVOLVEMENT

Classificational Concept:

- Appreciate and analyse the uniqueness of the community in social and cultural sphere
- Documenting the cultural contribution of the community to social and cultural history

Correlational Concept:

- To realize their contribution towards nation building through social and cultural diversity
- To realize the need for change for overall development of the community

Theoretical Concept:

- Significance of protecting and preserving historical and cultural remains

ACTIVITY MODULE

- Making students understand the significance of local self government based on the information retrieved from the study of History
- Identifying the local issues based on locality study
- Analysing the issues and specifying the redressal mechanism through Constitutional means
- Documenting the cultural resources of the targeted community.

SECTION III: COMMUNITY ENGAGEMENT PROCESS

105 hrs

- The department has decided to undertake the study of LFE programme in a village community/School Students. The research process will be implemented with historical method, case study, survey method for the selected community. Issues will be identified from the selected community and a structured questionnaire will be prepared for each issue and data will be collected with regard to political, social, economic and cultural condition of the target group. Guide (**Supervisor**) will be assigned for each student to facilitate in the process of analysis and presentation. Individual report will be presented and identified issues will be escalated to designated authorities i.e. government and other agencies for proper intervention. Preparation of individual project reports with ICT enabled presentation with supporting evidence and analysis through oral history/ documentary films/photographs/feedback with suggestion.

- Exposing the local community towards government schemes and facilitating them to avail the same.