

**SOCIALLY USEFUL AND
PRODUCTIVE WORK
(SUPW)
FOR CLASSES IX TO XII**



Department of Curriculum Research & Development
Ministry of Education

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Rationale

Socially Useful and Productive Work (SUPW) is an ancillary but mandatory part of the school curriculum. "SUPW may be described as purposive and meaningful manual work, resulting in either goods or services which are useful to the community" (Ruhela, 2006).

SUPW programme in the schools is an important means of operationalizing the ideals of "Green Schools for Green Bhutan". The elements of green schools (environmental, intellectual, academic, social, cultural, spiritual, aesthetic and moral greeneries) would be developed and manifested through the various SUPW programmes that the students plan and carry out not only during the school sessions but also during the vacations.

This emphasis on providing socially useful and productive experiences to students is aimed at bringing students closer to the real understanding of socio-economic and cultural needs of their society. It aims to help develop among the students the habit to work as a community and encourage community thinking. Working together, students learn to solve problems and make decisions and successfully contribute to their community. They connect local concerns with global issues and gain awareness of others. All this will serve them now and years later as they transition out of school and into the world of work.

Aims

Socially Useful and Productive Work (SUPW) which is of a practical nature and undertaken under appropriate supervision and planning will help students achieve, inter alia, the following aims:

- Developing positive attitude of teamwork and socially desirable values like volunteerism, dignity of labour, helpfulness and unity;
- Engaging in productive and meaningful activities (including during term breaks);
- Fostering interest and participatory skills in community services and nation-building activities;
- Providing opportunities for creative self-expression and development of problem-solving abilities; and
- Creating awareness of social and environmental issues.

Learning Experiences

To develop positive attitude towards world of work and community service, students should be:

1. given opportunities to be engaged in organised gainful and productive activities;
2. encouraged to take initiative to organise and conduct social service activities;
3. provided opportunity to work in groups or individually; and
4. encouraged to solve simple problems in the community.

Learning Outcomes

As a result of learning opportunities and experiences provided through the SUPW programmes, the students will become:

1. confident and willing individuals for the benefit of the self and the society;
2. good planners for the works that need to be undertaken;
3. good team players;
4. responsible and productive citizens;
5. strong advocates of social changes; and
6. practitioners of environmental conservation

Suggested Areas and Activities

Given below are some ideas to get schools started with SUPW. It is not a definitive list. Schools may choose to differ from the list as it suits their needs. However, it is important to know the implications of the three terms, namely, 'Socially', 'Useful' and 'Productive' in identifying and deciding what may constitute as an appropriate SUPW activity.

- Socially:** The work should be relevant and meaningful in the student's community.
- Useful:** The activities and products arising thereof should be useful to the student and also to the general group, community or society in terms of returns.
- Productive:** The activity should result in products or services which should be useful addition to existing resources of the community. The productivity may be measured in terms of tangible or intangible outcomes.

SUPW activities must be voluntary, planned tasks whose outcomes contribute towards the school or the community. In looking at this broad description, it may be noted that regular and routine tasks like cleaning classrooms and surroundings should not be considered as SUPW activities.

Here are some examples of SUPW activities, grouped under broad categories:

1. School campus beautification

- ↳ School greening through plantation, and developing flower gardens, parks, lawns, etc.
- ↳ Paths and pavement cleaning
- ↳ Waste disposal

2. Minor maintenance works

- ↳ Maintenance of lhakhangs, chortens or other spiritual sites
- ↳ Fixing broken furniture
- ↳ Repairing school walls
- ↳ Repairing drains and water pipes.

3. Construction works

- ↳ Firewood shed
- ↳ Improving the school grounds
- ↳ Basketball/volleyball court extension
- ↳ Garage construction
- ↳ Constructing canopies near community footpaths

4. Home/Vacation time

- ↳ Temporary jobs
- ↳ Environmental clean-up or other projects for parks, towns and neighbourhoods
- ↳ Voluntary community services such as in Police Youth Partnership Programme (PYPP), youth centres and hospitals, and renovation of lhakhang and chorten

5. Community service

- ↳ Creating awareness on health and hygiene, domestic violence
- ↳ Literacy classes
- ↳ Helping needy farmers
- ↳ Coming up with creative craft projects out of reusable materials
- ↳ Clearing community trails

Organisation of Activities

Due care should be taken in identifying SUPW activities. Teachers should keep three things in mind while planning and executing such activities:

- First, the activity has to be selected according to the convenience of the school and its location, rural or urban.
- Second, understand the extent of the cooperation of the community and its interest in the programme, exchanging the information and seeking permission from the concerned authority for executing the task.
- Third, the activity should be one where resources for the activities can be easily mobilized.

The implementation of SUPW in school should undergo proper stages of planning, implementation and evaluation.

Planning

1. SUPW may be taken up by students individually or in manageable groups, depending upon the nature of the chosen work activity.

2. Identify a suitable project and its location, considering the likely cooperation from the community, availability of resources and the capacity of the students.
3. Identification of the activity shall be done jointly by the supervisor and the students in the beginning of the academic year. The identified projects will be finally endorsed by the principal, considering utility and extent of the task, and management of resources (time, materials).
4. Appropriate work for students with special needs should be identified in consultation with the concerned students.
5. Each project should be placed under the supervision of a teacher for tracking the work progress and providing necessary support.

Implementation

1. Considering the magnitude and nature of the activities, SUPW should be done outside of formal instructional time.
2. A minimum of 25 hours must be spent on SUPW in one academic year (calculated on the basis of an average of one hour per week).

3. SUPW must be completed and evaluated by the end of October.
4. SUPW cannot be combined with various clubs in the school. Clubs provide students opportunities to develop their personal interests, whereas SUPW is for inculcating civic responsibility in the students towards the society.

Evaluation

1. A weekly record of each student's participation and progress should be maintained.
2. Maintain a log of how the student interacted with the community (participatory skills), tackled problems hindering his/her work (problem solving skills), quantity (time spent) and quality of output, punctuality and resourcefulness.
3. Any work done or service rendered during vacations must be authenticated by the employer or a relevant local leader. The form for recording the work done during school vacations is provided as the annexure.

4. Students must be awarded marks on the basis of overall assessment of the form used to record the works undertaken during the vacations. In its assessment, the supervisor must consider the nature of the work, its extent and intensity (activity details); duration of work (date/period); whether it is paid or community-oriented (paid/volunteered); and the work completion status.

Mode of Assessment

This will be entirely internal assessment, to be conducted by the supervisor of the project. The supervisor must maintain the records or a log book of project assessments conducted over the year.

For the works carried out during vacations, the supervisor must review the record form submitted by the students to decide the score to be awarded.

On the basis of these records, each project will be assessed out of 100 points using the following criteria:

Criteria	Points
1. Initiative and planning	10
2. Attitude	10
3. Attendance	10
4. Teamwork/cooperation	20
5. Completion of work	10
6. Quality of product or service	20
7. Work undertaken during vacation	20
Total	100

The total points obtained by the student will be measured on a five-point scale as given below:

Points	Grade	Description
Above 84	A	Excellent
70 – 84	B	Very Good
55 – 69	C	Good
40 – 54	D	Satisfactory
Below 40	E	Poor

A student must obtain a pass grade of at least D in SUPW to be promoted to the next class.

RECORD/ASSESSMENT FORM (for works carried out during school vacations)

ངོ་མིང་ _____ གཡུས་ _____ རྗེ་དཔོན་ _____ རྫོང་ཁག་ _____

Mr/Ms _____ of village _____, gewog _____, Dzongkhag _____

མི་ཁྲུངས་དོན་རྒྱུན་ལྷན་ _____ འཆང་མི་གིས་ གཤམ་འཁོད་ཀྱི་ལཱ་དེ་ཚུ་ སྤྱི་ལོ་ _____ ལྷན་པ་དགུན་གྱི་ལཱ་གསོའི་སྐབས་འབད་ཡོད།

holding citizenship ID no. _____ has done these activities during the summer/winter vacation of the year _____.

Activity Details	Date/Period		Type		Work Status
	From	To	Paid	Volunteer	
1.					
2.					
3.					
4.					

བདེན་སྲོལ་འབད་མི། Verified by

ལཱ་གཡོག་སྲོལ་མི། Employer	(ཡང་ན་ Or)	གཤོ་དམངས་མི་/ཚོགས་པ། Gup/Mangmi/Tshogpa	(དང་ and)	ཕམ་/བདག་འཛིན་པ། Parents/Guardian
མིང་ Name: (ས་ཡིག་དང་ཟུམ་ sign and seal)		མིང་ Name: (ས་ཡིག་དང་ཟུམ་ sign and seal)		མིང་ Name: (ས་ཡིག་ sign)