

CHAPTER - 1

INTRODUCTION

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EDUCATION AND PRODUCTIVE WORK:



The inclusion of a component of productive work in the schooling process is a sound pedagogical concept " Manual activities should find a place in the curriculum not because the pupils or some of them will earn living by manual labour but because satisfaction of the desire to make or create is necessary for balanced development It is often the key to a boy's serenity " [Wood and Abbot report 1937]

Psychologists are of the opinion that productive manual work is extremely desirable because it relieves the child from the tyranny of purely academic and theoretical instructions against which its active nature is always making a healthy protest It balances the intellectual and practical elements of experience and may be made an instrument of developing the body and the mind in an integrated fashion

Considered socially, the introduction of such productive work in education will tend to demolish the existing barriers of prejudice between manual and intellectual workers harmful alike for both It will also cultivate a true sense of dignity of labour The Ishwarbhai Patel Committee (1977) observed that " if socially useful productive work is given a central and dominant place in the curriculum the gap between work and education will be reduced, the school will not remain isolated from the community and the gulf that divides the affluent from the weaker and poorer sections of the society will be bridged Such a scheme will provide equality of opportunity for working and learning to all children irrespective of caste, and economic status

Further,"children by nature are active, restless and have an urge to touch, feel, experience and understand everything They have the God-given curiosity Anything that is new to

them or that has a motion in it attracts their attention; their inquisitiveness and curiosity seem to be insatiable. Compelling them to sit and listen passively is against their very nature. The unidirectional flow of "words" tends to kill their initiative, self expression and creativity. On the other hand they get thrilled when a "train" or an "aeroplane" is set in motion by their own efforts or a boomerang prepared by them floats in air. In other words, they get interested in an activity when they themselves are actively involved in it by touching, winding, folding or cutting. It is in this perspective that the curricular area of Work Experience provides an active forum for the nurture and sustenance of their creativity, development of neuro-muscular coordination and an attitude of helpfulness to others, thereby making themselves useful members of a democratic society" (Sen Gupta, 1981)

1.1 CONCEPT OF WORK EXPERIENCE :

The Education Commission (1964-66) popularly known as Kothari Commission observed that the concept of Work Experience is essentially similar to the philosophy of Basic Education as propounded by Mahatma Gandhi and it might be described as a redefinition of his thinking in terms of a society launched on the road to industrialization. The National Policy on Education (1986) reiterated the concept of Work Experience and viewed it as "purposive and meaningful manual work, organised as an integral part of the learning process and resulting in either goods or services useful to the community". The policy has in addition, visualised, "pre-vocational programmes at the lower secondary stage" which will facilitate the choice of vocational courses at the higher secondary stage.

Further, the Work Experience has been conceptualised as intensive participation in production and service-oriented projects for the middle and lower-secondary stages along with an "Earn while you Learn" dimension for needy students on an optional basis. It assigned equal importance to community work/social service for creating social awareness and concern for the welfare/development of the local community or society at large.

The essential attribute of Work Experience is therefore, its manual character which means that the children are to work with their hands and thereby develop a sense of dignity of labour and stamina for hard work

To reorient Work Experience with the Gandhian philosophy its nomenclature term was changed to Socially Useful Productive Work (SUPW) by the Ishwar Bhai Patel committee (1977) It was conceived as a distinct curricular area to provide children with opportunities of participation in social and economic activities inside and outside the classroom, thereby enabling them to understand the scientific principles and processes involved in different types of work

Manual work should also be purposive in that it should help develop knowledge, understanding, attitudes, personal- social qualities and skills related to the world of work Further, Work Experience should be meaningful i.e., it should help in the satisfaction of children's basic needs of life such as food, clothing, shelter, health, hygiene and recreation through production of goods or rendering of services Social or community services for the welfare/ development of the community or society at large should also form an essential component of Work Experience

One of the distinctive features of the Work Experience Programme as visualized in the National Policy is the provision of pre-vocational programmes at the high school stage The purpose of such Work Experience is to help in (i) smoother transition to the world of work and (ii) predisposition to the selection of a particular vocation for a majority of students

1.2 HISTORICAL PERSPECTIVE:

Over the past fifty years in our country and especially in the last twenty years or so, there has been an increasing appreciation of the need to include work as a vital compo-

ment at all stages of school education. This has its roots in the perception about work education as a powerful means of restoring respect and dignity to all types of manual work, removing distinction between manual worker and white collar workers, promoting self-reliance in meeting one's daily needs and those of the society, increasing productivity through the development of proper work skills and values, and accelerating the process of economic development in the country through community service and social work by school students.

More specifically, Work Experience provides the basis for building up proper attitudes towards work, developing favourable work values and habits, imparting necessary knowledge related to work and developing appropriate work skills which can help the children to become productive and self-reliant in meeting their day-to-day needs and those of their families and communities. Work Experience can further enable children to discover their real interest and aptitudes which would be helpful to them in selecting suitable courses of studies and occupation later on. Since work occupies a prominent place in the life and well-being of an individual and a country, Work Experience should have a pride of place in the school curriculum as a means of achieving self-reliance and as a preparation for adult-life.

In view of the unique importance of work education for all-round development of the child and well-being of the country, considerable importance has been given to it in almost all important schemes, reports and documents on education which have come out in the last fifty years e.g. Gandhiji's Scheme of Basic Education, Kothari Commission Report, Ishwar Bhai Patel Committee Report, and more recently the National Policy on Education, 1986. Consequently work education has come to be viewed as an important link between education and productivity, as an important instrument for the preparation of the child as a self-supporting and productive citizen and as a potent means of social reconstruction and national development. It has been introduced and implemented under different names such as Craft Education (1937), Work Experience (1967), Socially Useful Productive Work (1977), at different times and in different parts of the country.

More recently, the National Policy on Education (NPE) has assigned a very important place to work education in the school curriculum at all stages. It has reverted to the term 'Work Experience' which was earlier used by Kothari Commission for work education. The NPE states "Work Experience viewed as purposive, meaningful, manual work, organised as an integral part of the learning process and resulting in either goods or services useful to the community, is considered as an essential component (of curriculum) at all stages. It is to be provided through well structured and graded programmes. Work Experience would comprise activities in accordance with the interests, abilities and needs of students, the level of skills and knowledge to be upgraded with the stages of education. This experience would be helpful to a student on his entry into the work force. Pre-vocational programmes provided at the lower secondary stage will also facilitate the choice of vocational courses at the higher secondary stage.

Work Experience programme endeavours to bring in coordination of hand and brain, applies problem solving method, develops learning by doing and involves all teachers as well as specialised personnel from the community. Work Experience includes exploration of the world of work, experimentation with technical means, participation in productive work activities and community service. Work Experience is essential for developing well integrated personality, vocational readiness, productive efficiency and child centred and activity oriented education. The programme is done through well structured and graded exercises in the form of essential and elective activities. To be effective it requires decentralised curriculum planning, continuous and comprehensive evaluation, specifically developed self-instructional materials and flexible time scheduling both within and outside the school. For successful implementation the programme requires openness and freedom, good community - school relationship, an enlightened head of institution and imaginative planning.

Historically, Woods Education Despatch (1854) for the first time contemplated the introduction of pre-vocational education at the secondary stage.

child's personality. Deploring the ineffectiveness of bookish education, Rabindra Nath Tagore also emphasised the role of manual work in imparting all-round education. Zakir Hussain Committee (1930) on Basic Education also expressed similar views when it said, "modern educational thought is practically unanimous in commending the idea of educating through some suitable form of productive work." Later the Secondary Education Commission (1952-53) recommended that every high school student should choose one craft from the suggested list of crafts. Based on the recommendations of the Education Commission (1964-66) NCERT developed "the curriculum for the ten year school - a framework," in the year 1976. This document provided guidelines for the implementation of the Work Experience programme at different stages of school education.

This document was later reviewed by the Ishwarbhai Patel Committee (1977) which reaffirmed the Gandhian concept of Socially Useful Productive Work. The Committee recommended three phases in the teaching-learning process of Socially Useful Productive Work (SUPW) viz, a study of the world of work through observation and enquiry, experimentation with material, tools & techniques, and work practice.

The concept and objectives of Socially Useful Productive Work as defined by the Ishwarbhai Patel Committee had been accepted by the Adiseshiah Committee (1978) also for the + 2 stage with minor adaptations.

The National Working group on vocationalization of education 1985 suggested a pre-vocational orientation for the lower secondary stage of education. For earlier stages, however, SUPW might assume the form of training in life skills i.e., a variety of experiences in areas related to basic needs and providing exploratory experiences for personal use.

The NPE 1986 reiterated the concept of Socially Useful Productive Work and renamed it as Work Experience.

OBJECTIVES OF WORK EXPERIENCE

A- GENERAL OBJECTIVES

The general objectives of the Work Experience programme are as follows

I. Cognitive Domain

(Knowledge and understanding)

Work Experience helps the pupil to

- identify his needs and those of his family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service
- acquaint himself with productive activities in the community
- know the sources of raw material and understand the use of tools and equipment in the production of goods and services
- understand scientific facts and principles involved in various forms of work
- understand the process of planning and organizing productive work
- understand his role in productive situations
- understand the needs of a technologically advancing society in terms of productive processes and skills

II. Psychomotor Domain

(Skills)

It helps the pupil to

- develop skills for the selection, procurement, arrangement and use of tools and material for different forms of productive work
- develop skills for the application of problem solving methods in productive work and social service situations
- develop skills for greater productive efficiency
- use his creative abilities for devising innovative methods and materials

III. AFFECTIVE DOMAIN

(Attitudes and values)

It helps the pupil to

- develop respect for manual work and regard for manual workers
- inculcate socially desirable values such as self-reliance, helpfulness, cooperativeness, team work, perseverance, tolerance, etc
- develop proper work habits and values such as regularity, punctuality, discipline, honesty, efficiency, love of excellence and dedication to duty
- develop self-esteem and confidence through achievement in productive work and services
- develop a deeper concern for the environment and a sense of belonging, responsibility and commitment to the society
- develop awareness of socio-economic problems of society
- appreciate the utility of productive work and services to the community

1.4 WORK EXPERIENCE AT UPPER PRIMARY STAGE

Describing the stagewise objectives "Work Experience in School Education-Guidelines"(NCERT,1987) states that at this stage, children are sufficiently mature to carry out strenuous work with higher skills which may require closer co-ordination of hand and brain. They should be encouraged to participate more intensively in production processes by undertaking, well-designed projects in selected areas of human need which will mark the beginning of pre-vocational orientation to the Work Experience Programme.

The children should also be able to relate their Knowledge of facts and the scientific principles involved in various types of work. They should learn to apply problem-solving methods and be able to identify and use the tools, raw materials and equipment in a scientific manner.

Observation, manipulation and work practice should be the methodology to achieve the stipulated goals. The process of inculcation of positive attitude and values should be continued. Besides the children should develop a deeper concern for the environment and a sense of belonging, responsibility and commitment to the community.

1.5 CONTENT OF WORK EXPERIENCE AT UPPER PRIMARY STAGE

At the upper primary stage, the content will comprise of two parts i.e., essential activities for the satisfaction of day-to-day living needs of the children, their families and communities and an Elective Programme of productive work and services, repeated practice of which would result in some remuneration in cash or kind. The component of work practice is very important, especially for the elective programme of productive work and services at the upper primary stage.

It is suggested that the productive work practice component at the primary, upper primary and high school stage should be given a weightage of 20, 50, 70, percent respectively, depending on the total time available to this curricular area.

Further, the actual selection of activities / projects would depend upon the availability of natural, physical and human resources in the locality and the socio - economic background of the particular community. Care should be taken to see that adequate coverage is given to many types of activities or projects and that they result in the production of goods and services.

ESSENTIAL ACTIVITIES

The nature of activities selected for the purpose should be such that they can be performed by all the schools offering upper primary stage education. By and large, the

activities should lead to the improvement of nutrition, health, sanitation, productivity and economic status of the community. These activities could be selected from the following list which is only suggestive

- Maintaining cleanliness at home and in the neighbourhood
- Cleanliness and maintenance of the classroom and school premises
- Keeping sources of water in the community safe and clean
- Looking after sanitary disposal of waste material during festivals
- Washing and ironing of school dress
- Helping in the cleaning of poultry house / cattle shed in rural areas
- House decoration on special occasions such as festivals, marriages, birthdays
- Organizing community service programmes for road repair, tree plantation and cleaning of surrounding in a village/ slum area
- Helping parents in looking after younger children in the family
- Maintenance of personal and house hold accounts, payment of household bills (electricity, water, news paper, etc)
- Making small purchases for self and family
- Coaching Primary school children including younger brothers and sisters who are weak in studies
- Measuring height and weight of school children and recording them
- Preparations of charts and posters indicating causes, symptoms, treatment and prevention of common diseases such as malaria, diarrhoea and dysentery

Elective Programme

At the upper primary stage of education learning and mastery of skills become more important than at the lower primary stage. At this stage a large number of activities in related areas may be put, in such a sequence that they assume the form of a project to be

completed over a given span of time ranging between one to three years. The choice of activities and projects should be such that the needs of the students and the community are met keeping in tune with the maturity level of children of a relatively mature group of 11 to 14 years. A suggestive list of such projects is given below.

- Maintenance of school premises - white washing of school building, polishing of doors, windows and furniture, caning of chairs, and repair of school furniture
- Maintenance work at home- white washing, polishing, repairing etc
- Care of cloth- preparing washing soap and detergent powder, washing of cotton and terricot clothes, ironing, mending and storing of clothes
- Preparation of stationery items such as exercise books, practical exercise books, drawing notebooks, etc
- Book-binding -stitching, cutting, cover page printing, etc
- Repair of cycle/stove and simple domestic appliances
- Making of chalk, ink, duster, brooms, waste- paper baskets, dustbins for use in the school
- cooperative management of school canteen
- Making of toys, puppets, etc with waste material for home decoration or sale
- Making of cardboard boxes, wedding and greeting cards, etc
- Plumbing- changing washer, plugging leak, fixing a tap
- Garment making- ginning, spinning weaving, cutting, stitching
- Preparation of wall plates, and decoration pieces out of plaster of paris
- Woodwork - making of nameplate, book rack, wooden tray, side table, etc
- Raising ornamental plants in pots
- Growing medicinal plants
- Raising vegetable in small pots
- Preparing plants through vegetative propagation- cutting, budding, grafting, etc
- Making of fruit juices, syrups, and squashes, etc for household consumption and sale

1.6 NATIONAL GUIDELINES FOR IMPLEMENTATION OF WORK EXPERIENCE PROGRAMME

The content of Work Experience programme is to be based on the needs of the child on the one hand, and on the resources available in the community and the facilities available in the school on the other. Since these will differ from place to place, no fixed programme can be prescribed for all the schools in an area, let alone in a state or a country as a whole. It is in keeping with this realization, that a suggestive list of activities rather than a prescriptive 'syllabus' has been recommended for this subject at the national level.

Work Experience being essentially local-specific, although a good deal of commonality is possible the syllabus in schools/ States should give ample scope for local variation in content which should ultimately be determined by the district and local-level communities comprising of school authorities, local community members, representatives of development agencies, professionals and employers.

In order to facilitate the process of adaption of the activities or the syllabus frames to the specific needs in schools, certain specific guidelines/ principles, on which the Work Experience should be based are stated below.

SPECIFIC GUIDELINES :DECENTRALIZED CURRICULUM PLANNING

Planning for the Work Experience programme should be a decentralized process. At the national level, only a syllabus frame for pre-vocational courses has been prepared to ensure relevance to the needs, resources and conditions, which should be followed by the development of a model syllabus by the State. The model syllabus developed by the State should be elaborated into detailed syllabus at the district and local level. District, taluka and

village- level committees should be set up for this purpose by including representatives from various government departments, development agencies and the public. These committees should work at local specific plans and programmes based on local occupations, needs and resources which should be supplied to the schools well in advance

They should also consider the feasibility of the provision of raw material and the sale of finished products

Selection of Activities

The Work Experience programme centres around six areas of human needs namely food, health and hygiene, clothing, shelter, culture and recreation and social service. A balanced selection of activities in each of these areas may be made according to the educational potential of each activity and facilities (materials, tools, space, teacher, expertise) and time available for it. A variety of activities should be provided as far as possible so that children can develop self-sufficiency in meeting their needs and discover their vocational aptitudes and interests. In the selection of pre- vocational courses, local trades and occupations should be given prominence. Besides a balanced distribution of activities over the three dimensions of Work Experience, i.e. Life skills, production and community services should be achieved in accordance with their importance at different stages of education.

Although the activities will differ from school to school, depending upon its needs and resources, there can be a programme of Essential Activities which should be undertaken by most of the schools. The programme of Essential Activities should include regular and universal participation of children throughout the year. The other programmes of productive work and services under work practice at the primary stage, and elective programme at the upper primary and high school stages, should result in the production of goods or services which are saleable or consumable at home, in the school or outside, and which will also provide motivation to students and their parents.

The purpose of Essential Activities is to bring about attitudinal changes and to develop readiness for Continued productive work. The purpose of the elective programmes is to give a vocational bias to the Work Experience programme. It may, therefore, require repetition or constant practice according to the time available.

Presentation of Annual Plan

Organization of Work Experience in a school system which is poorly equipped for the purpose requires a lot of planning with respect to scheduling of work based on availability of time, season, human expertise, raw material, etc. for the whole year for proper implementation.

In view of this, preparation of annual plan of scheme of work for the entire duration class-wise and monthwise would be necessary.

For preparing the annual plan number of actual working days during the year or semester is calculated and the total number of periods available for Work Experience is worked out. This, however, will vary from State to State as the weightage to Work Experience varies. Later the activities selected under Work Experience, based on specific requirements are distributed week wise and month wise. The methods and techniques of doing the work are also identified. These include individual or group work, demonstration, field visits, on-the-job experience, problem solving approach etc. The entire information can be filled in the following proforma which should be by and large ready within two weeks of commencement of the class work.

PROFORMA: SCHEME OF WORK FOR THE YEAR

Month	Week	No of periods available	Activities to be covered with period allotted	Methods of doing activity
July	I			
	II			
	III			
	IV			
Aug	I			
	II			
	III			
	IV			
Sep	I			
	II			
	III			
	IV			

Similarly, details are worked out for the rest of the month in an academic year.

Teaching - Learning process

The teaching-learning process in Work Experience has three phases namely study of the world of work through observation and enquiry, experimentation with materials, tools and techniques, and work practice. The first two are concerned with preparation for actual participation in productive work and services, and the third may lead to production.

In primary classes, study of the world of work through environmental studies should be related to the exploration of productive manual work and service situations at home, in school and in the community through observation and enquiry. The focus will be on the variety of productive work and services around, workers engaged in them and the materials and tools being used. In the upper primary classes, the exploration of work can be more scientific and the social aspects of work can be further highlighted. In the high school classes, children will be expected to conduct work-study more systematically and to submit at least two reports.

Experimentation with materials, tools and techniques at the primary stage should be restricted to those that are plastic and pliable in nature. The end product may be creative, self-expressional work or some usable things. Services should be such that children enjoy participating in them. At the upper primary stage manipulation of harder materials like wood and metal may be introduced. Productive work in these classes will take the form of projects involving higher skills and precision. Service should also be of a harder and a more strenuous type. At the high school stage, related knowledge may be dealt with in greater details.

Work practice at the upper primary stage would involve the mass production of some items prepared earlier under experimentation and also the performance of some services which can be assessed in terms of some return in cash or kind.

In order to realize the educational objectives of Work Experience, it is necessary to follow the problem - solving approach. Children should be made aware of the problems related to their needs and work that should be undertaken to satisfy those needs. They should be led to arrive at the solution of these problems by the materials, tools and techniques for performing work and services, and by understanding appropriate work.

Work Experience should not be performed mechanically and must include planning, analysis and detailed preparation at every stage, so that it is educational in character. Improved tools and modern techniques should be adopted in the performance of Work Experience activities so that it leads to the understanding of a progressive society based on technology.

Allocation of Time

It is stipulated that in classes 1-V, at least eight periods a week of 45 minutes duration each will be allocated for Work Experience. In classes VI to VIII, a minimum of six periods per week should be allocated besides the out-of-school hours for productive work and community services. Wherever possible, more time may be allocated to Work Experience in the school curriculum itself. Block periods may also be arranged, if necessary for productive work, social service or visits to work places.

Facilities for Work Experience

Two types of facilities are required for the implementation of the Work Experience programme, namely (1) physical facilities consisting of accommodation, land, workshop, tools, equipment, raw materials and (2) teacher expertise. Some physical facilities as spelt out above will be required for productive work for which resources of the community may be used. However, experience has shown that all students cannot be engaged regularly and

continuously with the help of community resources alone. Besides this, the problem of road safety and transport is also there. Hence schools should gradually develop their own resources beginning with the provision of minimum facilities, a list of which with specifications should be prepared by the State and circulated among the schools. Provision should also be made for safe custody of materials, tools, equipment and finished products.

Teacher for Work Experience.

It would be appropriate to utilize community resources for the effective implementation of this programme. Although it is expected that all teachers should work as Work Experience teachers, a large number of activities may require specialized personnel. There should be provision in this programme for the involvement of experts from the community. This will be particularly necessary to provide pre-vocational orientation at the high school stage. The involvement of all teachers in this programme would logically imply their proper orientation and training in this area.

Use of Community Resources

Utilization of community resources for effective implementation of the Work Experience programme is quite necessary. While it may be necessary to allocate minimum resources to schools for introducing pre-vocational courses especially at the high school stage, advantage may also be taken of the local business enterprises, workshops and work-centres for work site training.

Development of instructional material

The nature of Work Experience which is concerned with 'doing learning' is different from that of other subjects which are by and large academic in nature. Therefore, the tradi-



ditional types of textbooks meant for the subject areas or teaching of craft will not be helpful in this area. The problem-solving approach and the integration of knowledge relating to different subject areas with Work Experience demand a new type of literature for the guidance of teachers. Instructional materials in the form of curriculum guides, handbooks, source books, manuals, resource-units and doing-learning units may be developed.

1.7 SPECIFIC GUIDELINES FOR IMPLEMENTATION AT UPPER PRIMARY STAGE

At this stage sequenced activities must be coupled with suitably designed 'Earn while you Learn' schemes where the production of certain items could be undertaken on the pattern of the Madhya Pradesh experiment. It may be cautioned that the 'Earn while you learn' programme may not be made obligatory for all children in a given class but should be optional for those who would like to benefit monetarily by producing certain saleable goods. For this component of the Work Experience programme one to two hours every day may be provided beyond school hours when the work could be undertaken under supervision of the school as a part of the total school activity. However, a time allocation of 1/8 to 1/6 of the school should be compulsorily devoted to Work Experience activities by all children of all classes.

The need for giving more intensive skill component at the upper primary stage emerges out of the concern for a large number of children who either drop out of the educational system after eight years of general education and seek their absorption in the world of work and services in the community more or less on a local basis, migration not being common phenomenon for this particular age-group. In view of this the areas of work and production processes existing in the vicinity of the schools should provide the subject matter of study under Work Experience. The students should be made well aware of one or more such production processes where they study various aspects relating to these

production processes. For example, the cultivation of vegetable may involve not only the study and practice related to the cultivation of vegetables but also their storage, preservation and marketing of the products to some extent. Such a participation in the productive activities in the community would prepare the individual for better participation with greater productivity and it will also provide proper orientation to children so that they can identify their talents in regard to academic or vocational pursuits. Even for those beyond grade VIII, the knowledge of the technicalities involved in various productive ventures in the society would prove immensely useful from the standpoint of national development in a larger context.

For those students who continue beyond grade VIII the pre-vocational courses shall provide continuing courses but the course design should be such that it provides a complete package at the high school stage of education. The students may like to continue or take up new assignments after they complete the upper primary stage of education in the high school.

Agriculture being the backbone of the country's economy the list of Work Experience programmes will have to be fairly exhaustive in this area, not only to include traditional areas of crop production, vegetable production, irrigation and fertilizer etc., but also the components of the scientific processes behind high productivity in respect of various crops, the role of machinery and farm equipment, the use of proper plant protection measures and a variety of services that could be organized for the benefit of farmers for which earning could be visualised for those who offer such services. There has to be a considerable degree of flexibility in terms of relevance of the areas selected for study. In view of the greater depth of such courses than those at the earlier stage it may be important to establish proper linkage with various developmental departments in the community, banks and industries.

Project activities in the areas of business and commerce can also be introduced at the upper primary stage which may cover store handling, running of certain business and

office skills Besides, a large number of projects should be drawn from the areas of home science and technology as would be appropriate for this level of education

The working group on Vocationalization of Education (1985) has visualised committees at the district level for implementation of vocational courses These committees may coordinate the work in the areas of Work Experience also at the district level The concept of school cluster as presented with reference to the primary stage would also be applicable to the upper primary stage However, for this stage each teacher in a cluster may be given more intensive training in two skill areas so that a particular school would have the benefit of expertise in nearly 20 areas Each school may offer one to five projects depending on the potential of the area, the background of the teacher, the facilities available in the school and in the community and other local considerations Here again the Head of the school should be given considerable freedom in the selection of activities for his school

It would be extremely important to prepare instructional materials for teacher Besides a wide variety of modular materials should also be prepared to cover each course or project which would be for the use of students and would have details of theory and practice in an integrated manner

It is important to mention that for this level of education the hazardous occupations should be avoided and safety precautions should be highlighted wherever necessary

Evaluation of pupils

The entire evaluation in the area of Work Experience should be a continuous process from grade I to the end of grade XII The evaluation should be internally conducted by the teachers of the subject and should be shown on the performance record of the student It

should take care of theory and practice in an integrated manner but more weightage should be given to the evaluation of actual practical work

Even at the end of the high school stage of education external evaluation may not be the right approach. However, if the programme is likely to suffer in the absence of external examination a better alternative would be to get examine the students by external examiners particularly drawn from the cluster of schools of which a particular school is a member. The evaluation of Work Experience should find the same place of honour and significance as other academic subjects.

It is expected that in the evaluation of student's performance, skill development will receive maximum weightage at the high school stage. This will have to be reflected in the weightage assigned to the dimensions in terms of time and marks. It should be remembered that Work Experience is predominantly a 'doing subject' and actual work performance should receive maximum attention here. Some of the important aspects of evaluation are as under

A. Attitude towards the work

- Dignity of labour
- respect for work and workers
- Initiative and interest
- Sound commitment
- Discipline
- cooperation

B. Project or practical work

- (a)
- Selection of materials
 - Selection of tools

- proper use of tools
- Techniques adopted
- Accuracy and Finish
- Cost estimation
- Saleability of the product

(b)

- Social Service
- Participation in the activity
- Organization of work
- Leadership
- efficiency in execution

(c) Overall Performance

- Inter- relation of the subject study with work
- Preparation for professional or Vocational Studies

Teachers should keep systematic records of pupils performance in Work Experience. A specimen proforma for maintenance of record is given below

Class

Section

- 1-Name
- 2-Work Experience area
- 3- Name of the unit
- 4- Unit started on
- 5-Unit completed on
- 6- Tools used
- 7-Raw Materials used

8-Difficulties faced

9-Techniques adopted

10-Cost of production

11-Use of finished product

12-Underlying scientific principles

13-Assessment by the teacher in terms of grades and marks on -

(a)Time taken (b) Use of tools (c)Use of materials and wastage

(d) Finish (e) Safe work habits (f) Discipline and group cooperation

(g) Utility of the product (h) overall assessment Grade/ Mark

Signature of the teacher

Student should fill necessary entries in the card with the help of the teacher after completion of every unit of activity

For internal assessment, a well- designed plan for continuous, comprehensive evaluation, using worthwhile evaluative criteria should be prepared. Assessment may be made and recorded after every operational stage of activity/ project on its completion

1.8 C.B.S.E GUIDELINES FOR IMPLEMENTATION OF WORK EXPERIENCE PROGRAMME

The effective implementation of Work Experience Programme in schools should comprise the following dimensions

- Scheme of work for the year
- Provision of Funds & availability of resources-both expertise and materials
- Orientation Programme for Teachers

To look after the three dimensions of Work Experience in the schools, it is essential to have a Work Experience Committee under the chairmanship of the Principal/head of the school consisting of experts, teachers and students. This committee will have the following functions:

- Preparation of the scheme of work for the year in given proforma
- Preparation of an estimate of funds for consumable and non-consumable materials for performing the Work Experience activities and use of resources-both men and materials
- Overall quality control through evaluation and monitoring of Work Experience programme followed by evaluation at the end of academic session

Scheme of proposed Work Experience Programme for the year
(Subject to Inspection by School Management/Directorate of Education and CBSE)
Classwise for all classes VI to XII

Class _____ Name of the School _____

Year/ Month	Week	No of periods	Activities to be carried				Remark
			Essential		Elective		
			Area	Activity	Area	Activity	
April	I,II,III,IV,						
May	I,II,III,IV,						
June	I,II,III,IV,						
July	I,II,III,IV,						

Teachers for Work Experience

All the teachers of the school should participate in the Work Experience programme. Essential areas of Work Experience can be taught by all teachers after orientation. In the effective areas teacher can teach effective activities after undergroup 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. School

can also employ a Work Experience teacher specialized in one or two areas. It will also plan, coordinate and monitor the Work Experience programme in the school under the guidance of the Principal.

Allocation of time

At least four periods per week are supposed to be spent on Work Experience 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 Experience, one period may be for the Essential 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 Experience

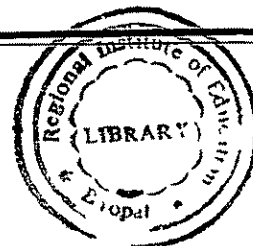
The schools will have the following two facilities for the effective implementation of the Work Experience programme:

- 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 Experience for specific activities.

Use of Community Resources

Community resources may be utilized for effective implementation of the Work Experience programme. But schools should also have funds to allocate minimum resources. Schools should also take advantage of local business enterprises, workshops and

workcentres for work-site training.



Instructional Material

National Council of Educational Research and Training (NCERT) has prepared instructional materials in the form of curriculum guides, handbooks, source books, manuals, exemplar materials, etc. School may adopt/adapt these instructional materials after necessary modification to suit their needs.

The syllabus guidelines in essential and elective areas will enable the teachers to implement Work Experience with real conceptual interpretations.

Work Experience products

Many Work Experience activities will result in the production of tangible goods. They will require a suitable means of disposal. For this purpose it is essential that the activities produce the quantity estimated in advance as per demand of the item/product. The products should be sold through cooperative stores in schools and exhibition-cum-sale at the time of school function.

Performance of the students in the sale of products should be counted while evaluating them. They should also be given some incentive by giving them a part of the profit.

EVALUATION OF WORK EXPERIENCE

In the scheme of examinations prepared by the Board, the evaluation of Work Experience of all classes has been left to schools. However, the grades awarded by the school in classes X & XII will be reflected in the Board certification. It is incumbent on the schools to draw good scientific criteria for the evaluation of Work Experience.

Programme planned by the schools for the evaluation of Work Experience should be -

- objective based
- Comprehensive
- Continuous
- Dynamic

To fulfil these four requirements of evaluation the schools must review the objectives of teaching Work Experience earlier and try to make an assessment in respect of all of them. More specifically the focus must be on the important behavioural changes expected through Work Experience. Important aspects to be evaluated in the areas are as follows -

A - Process and products of manual work

- Selection of materials
- Selection of tools
- Proper use of tools
- Techniques adopted
- Accuracy and finish
- Cost estimation

B - Attitudinal change through Work Experience.

- Dignity of labour
- Respect for work and workers
- Initiative and interest
- Special commitment
- Discipline
- Cooperation

Further, it is seen from the studies reviewed elsewhere that no systematic study of the total implementation of the Work Experience programme in Kendriya Vidyalaya's has been taken so far specially at the upper primary stage. So there is a definite need to undertake a critical study of implementation of Work Experience programme at the upper primary stage to critically assess the status of implementation to identify the specific problems and aspects of implementation requiring interventions. In the present study an attempt has been made to comprehensively probe into the problem and critically analyse the various aspects of implementation of Work Experience programme at upper primary stage with the object to identify the bottlenecks so that remedial measures may be suggested for its effective implementation in the KV's of Gwalior district.

1.10 STATEMENT OF THE PROBLEM

The present study has been formally stated as "A Critical Study of Work Experience Programme at the Upper Primary Stage in Central Schools of Gwalior"

1.11 OBJECTIVES OF THE STUDY

- 1 To study the development of the concept of Work Experience programme in a historical perspective,
- 2 To study the functioning of the Work Experience programme at the Upper Primary Stage in Central Schools of Gwalior,
- 3 To critically analyse the problems faced by the teachers and the head of the institutions in the implementation of Work Experience programme at the Upper Primary Stage in Central Schools of Gwalior,
- 4 To study the problems faced by the students in carrying out the Work Experience activities at the Upper Primary Stage in Central Schools of Gwalior,

C. Social Service

- Willing participation into activity
- organisation of work
- leadership
- Efficiency

1.9 NEED AND IMPORTANCE OF THE STUDY

Rapid strides in the sphere of technology and maintenance of high pace of economic growth require a qualitative transformation in the work force. In this context, initiation to work ethics, good work habits and creating a distinct work culture at the school stage have been considered crucial. The programme of Work Experience endeavours to provide education in and through work. Its major plank is 'Learning by Doing'. While academic subjects predominantly relate to cognitive development of children, the psycho motor and affective aspects of behaviour largely remain neglected. This leads to lop-sided development of a child's personality. Work Experience tends to rectify this aberration.

Although the concept of Work Experience which has evolved over the years is not only laudable but desirable also, the implementation of this programme in schools largely remains on a theoretical plane. The programme being of a practical nature probably requires a completely different approach on the part of the teachers and headmasters. Kendriya Vidyalaya's are the schools which follow the curriculum prescribed by CBSE, have much better facilities in terms of man and material and being governed by an enlightened central authority should present themselves to the academic community as pace setting institutions. It is in this perspective that the present investigation has been undertaken to study comprehensively the implementation of the programme in the Kendriya Vidyalaya's of Gwalior district.

5 To suggest measures for the effective implementation of Work Experience programme at the Upper Primary Stage in Central Schools of Gwalior

1.12 DELIMITATIONS OF THE STUDY

- A This study was confined to the three Central Schools of Gwalior run by Kendriya Vidyalaya Sangathan
- B The study includes teachers, Principals and students of these Central Schools
- C The study was confined only at the Upper Primary Stage in Central Schools of Gwalior
- D The study includes both boys and girls at Upper Primary Stage in Central Schools of Gwalior

1.13 SETTING OF THE STUDY

- A Sample The present study has been conducted on a representative sample of the students of Central Schools at Gwalior It also includes Principals and teachers of the schools
- B Tools 1 Three questionnaire-one each for (a) Principals(b) teachers and (c) students were developed by the investigator for the purpose of collecting data from them
- 2 An observation schedule was also developed to observe availability and maintenance of facilities and records relating to Work Experience programme, types of income generating or oriented programmes carried out in each school and products prepared by students in these schools

1.14 ORGANISATION OF THE BALANCE OF THE STUDY

Chapter two, an attempt has been made to review relevant researches to understand and analyse the efforts that have so far been made to implement the idea of Work Experience

Chapter three, the design of the study, sampling, development of tools and procedures have been discussed

Chapter four deals with the analysis, results and interpretation of the data. It is divided into four parts as about Principals, Teachers, Students and School Observation