

CHAPTER - 2

REVIEW OF RELATED LITERATURE

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In this chapter 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. Implementation being a continuous process, there is always a need to make appraisals periodically with a view to pinpoint the needs and bottlenecks in this regard so that timely correctives may be introduced into the system for effectively implementing this important curricular area.

A survey was done by Aggrawal (1975) who studied the status of Work Experience in Delhi schools under 10+2 scheme. The sample comprised 156 Teachers of Work Experience and 34 Principals of the same schools. Questionnaires, observation and interview schedule were used for the purpose. The major findings of the study were

- (1) Out of 50 Work Experience activities suggested by CBSE only 11 activities were selected by most of the schools
- (2) Electronics, Electrical Gadget, Photography were found favourites among boys, whereas, tailoring, meal planning and food preservation were favourites among girls
- (3) In the selection of activities, student's interest was kept in view rather than job orientation or utility to the locality
- (4) Approximately 66.6% trained teachers were available in girls schools while corresponding figure for boys schools was 47.1%. The study suggested that in Delhi the situation with regard to implementation is somewhat better.

CHOWDHARY (1975) opined that Work Experience was not simply a method of strengthening the concepts developed in the different disciplines, but it included a body of

knowledge and skills with some definite purpose. It was felt that before launching the programme, it was necessary to provide certain inputs, eg the instructional material in the form of curricular guides, teachers manuals, source books, students work books, supplementary reading material, teaching aids, etc. In the absence of the above mentioned material the Work Experience Programme remains ineffective.

MAJUMDAR (1977) analysing the concept of Work Experience stated that work-education should be everybody's concern and not the specialist's alone. It would be better to have one or two specialist teachers in each school whose main business would be to formulate the programme, coordinate activities and offer suggestions when consulted.

RASHID (1978) investigated into various problems faced by the Work Experience teachers in implementing the programme of Work Experience in Delhi schools. He also suggested ways and means to solve them. His study concluded that

- (a) funds were insufficient to meet the requirements
- (b) no criteria were followed to allot activities and
- (c) teachers required more refresher courses

CHAWLA (1981) studied the differential selection criteria of Work Experience activities adopted by the different categories of students of Delhi schools. A random sample of schools from the list of schools provided by the Directorate of Education & CBSE was taken. The major findings of the study were

- (a) Tailoring & embroidery were the most popular activities under Work Experience
- (b) Choice of Work Experience activity is independent of the choice of extra-curricular activity

SENGUPTA (1981) conducted a study to know the status of the implementation of the subject Socially Useful Productive Work in India. The study in addition to making a status survey documented the views of Heads of the Institutions regarding the process and product of the SUPW programme. It also enlisted the types of the activities being undertaken in various institutions. Major findings of the study were

- (a) The programme was not implemented uniformly in all the states
- (b) Funding of the schools too vary greatly
- (c) There is serious dearth of trained teachers, with practical orientation in the conduct of activities
- (d) Major focus of the programme was on production of saleable goods alone with relatively lesser emphasis on its educational aspect, linkage with other subjects and activities related to community work and social service
- (e) Although students everywhere were very much interested in practical work activities, SUPW was still looked down upon by the teaching community
- (f) one of the major problems faced by teachers in school was how to involve a large number of students at a time in practical activities

A survey of SUPW in the Higher Secondary Schools of Delhi was conducted by **SINGH**(1981). The sample consisted of 10 higher secondary schools of south zone of Delhi. A questionnaire was administered to 65 students and 29 teachers. Major findings of the study were

- (a) Most of the students selected SUPW activity on their own. They understood the meaning of SUPW and had positive attitude towards SUPW activities
- (b) Most of the Students were asked to bring raw material for their activities from home
- (c) Teachers and Principals had favourable attitude and found SUPW activity feasible and
- (d) The teachers had attended seminars and read related publications on SUPW

A survey by **MALIAKEN** (1982) on the implementation of SUPW in schools of Delhi showed that most schools had either not understood the concept behind the introduction of the subject in 1979 by CBSE or had considered SUPW as an interference with the academic pursuit of the students

BALASHANKER (1988) studied the different types of Work Experience programme available in the schools of Kerala with a view to formulate the guidelines for strengthening the programme. Three hundred students drawn from 10 schools and 200 teachers formed the sample. The status of the programme in terms of aims, organisation, implementation, financing and evaluation were assessed through questionnaires. Interest and attitude of learners, teachers and public were assessed. The study did not find any "Earn while you Learn" programme being offered. There was practically no evaluation of Work Experience in spite of the fact that majority of instructors were in its favour. Time allocation was unsatisfactory, physical facilities were inadequate and attitude of teachers, parents and the public towards the programme were not favourable.

The Fourth Survey of Educational Research (1991) reported studies completed by Reddy (1984) in AP, Mishra (1985) in Assam, Vijay vargra (1969) in Rajasthan and Sali (1978) in Maharashtra in the areas of SUPW / WE / work education. Some findings that were common to these studies were non-availability of specialist trained teacher, of physical and other infrastructure facilities, problems in the marketing of finished products, lack of integration of programmes with local resources, students needs & individual differences.

KALANI (1995) made a study of the implementation of Work Experience programme at primary level in district north of Delhi. Data were collected from 83 municipal corporation primary schools by administering questionnaires and through interviews. The study concluded that due to (1) lack of specially trained teachers (2) Work Experience not being considered as an essential subject (3) lesser time allocation (4) lack of proper

planning of the teaching of Work experience (5) Non-availability of funds and (6)lack of facilities in terms of tools and equipment, the teaching of the subject of Work Experience was not being implemented in accordance with the National guidelines in this respect

SHARMA (1996) while developing motivational strategies to enhance the enrolment of school children in the age group 6-14 years reported that the parents of the children wished that their children should also learn some skills while in school so that they may become employable after completing their primary/ secondary education

A survey of the studies included in this section reveals an increased interest of researchers in this area particularly after its implementation based on the recommendations of the Kothari Commission. Most of the studies followed the descriptive survey method. With the gradual expansion and enhanced popularity of vocational education system in schools, more attention is now being directed to the programme of Work Experience which goes to develop vital affective characteristics along with a pre-vocational orientation to students. In this context, it is essential to periodically conduct status and evaluation studies of its implementation systematically which will bring out the strengths and weaknesses and suggest suitable remedies for effective implementation. It is in this context that the present study gains significance so that research based interventions are made available for introducing timely correctives into the system.
