

CHAPTER - 4

ANALYSIS, RESULTS AND INTERPRETATION

ANALYSIS, RESULT & INTERPRETATION

PART- 1 PRINCIPALS

4.1 PRINCIPALS

Principals were the first - group of respondents in the study The data were collected from Principals of three Central Schools of Gwalior district

4.1.1 Sexwise Distribution

On the basis of sex, the Principals of the sample schools were grouped as under

Table 4.1.1 Sexwise Distribution of Principals

Sex	No Of Principals	Percentage
Male	3	100%
Female	0	-

From the data given in Table 4 1 1 it is clear that all the three (100%) Principals were males The sample does not consist of any female Principal

4.1.2 Age

Principals included in the sample belonged to different age groups which have been analysed & presented in Table 4 1 2

Table 4.1.2 Agewise Distribution of Principals

Age	No Of Principals	Percentage
Below 40-	-	-
40-50	1	33%
Above 50	2	67%

A look at the Table suggests that maximum number ie , two (67%) Principals were having age range of above 50 years, one(33%) Principal was between the age of 40 and 50 years

4.1.3. Qualifications

Data regarding qualifications of Principals are given in Table 4 1 3 below

Table 4.1.3 Qualifications of Principals

Qualification	No of Principals	Total
Graduate	3	100%
Post Graduate	3	100%
B Ed	3	100%
M Ed	1	33%
Ph D	2	67%
Others	1	33%

While analysing the data regarding the qualification, it was found that all three (100%) Principals had Graduate, Post Graduate and B Ed qualification In addition one (33%) Principal also possessed M Ed The other two (67%) Principals possessed Phd The data have been presented in Table 4 1 3

4.1.4.Experience

Principals possessed both Teaching as well as administrative experiences as shown in Table 4 1 4

Table 4.1 4 Administrative and Total Experience of Principals

Years	No Of Principals	Percentage
Administrative Experience 0-5	2	67%
6-10	1	33%
Above 10	0	0%
Total Experience 15-25	1	33%
26-35	2	67%
Above 35	0	0%

It is evident from the data shown in Table 4 1 4 that two (67%) Principals were having administrative experience ranging from 0-5 years whereas one (33%) Principal had served for nine years as Principal

As regards the total experience of Principals, including both teaching and administrative, the Table indicates that one (33%) Principal was having experience of 23 years whereas two (67%) Principals were having total experience between 26-35 years

4.1.5 In service Programmes Attended

Different agencies organise inservice education and training (INSET) programmes for working teachers and Principals for varying durations on different aspects of education including Work Experience programme

Table 4.1.5 INSET Programmes Attended by Principals

Programme	No Of Principals	Percentage
Attended	1	33%
Not Attended	2	67%

The Data in Table 4 1 5 indicate that out of 3 Principals (after they joined as Principal only one (33%) attended any in service education programme organised by Kendriya Vidyalaya Sangathan, whereas two (67%) had not participated in any INSET programme after becoming Principal

4.1.6 Location of the School

Table 4 1 6 below presents the data regarding the location of the sample schools

Table 4.1 6 Location of the Schools

Location	No Of School	Percentage
Urban	3	100%
Semi-Urban	0	0%
Rural	0	0%

From Table 4.1.6 it is clear that all three schools were located in urban area. None of the schools were located either in semi-urban or in rural area. This is probably because the Kendriya Vidyalaya's cater to the educational needs of the transferable Central Government employees who are almost always employed in the Urban centres.

4.1.7. Work Experience Activities in schools

Central Board of Secondary Education (CBSE) has suggested syllabus for Work Experience programme for the schools affiliated to the Board. It consists of essential and elective areas. The organisation of Work Experience activities in school is largely based on the needs of the pupils, resources available in the community and facilities available in the schools. The Principal's responses to the questions on the type of Work Experience activities offered in their respective schools and number of students opting these activities, the criteria used for selecting particular activities in each school, the suitability of the criteria used and new activities proposed by them for their schools have been analysed in different tables.

The Table 4.1.7.1 presents the Work Experience activity being carried out in sample schools and the number of students in each activity.

Table 4.1.7.1 Work Experience Activities in School

Activity	No of students	Percentage	Rank Order
1 Knitting	180	6%	4
2 Electrical Gadgets	685	22%	2
3 Internal Wiring	178	5%	5
4 Gardening	1840	59%	1
5 Caning of Chairs	250	8%	3

Data contained in Table 4.1.7.1 show that five Work Experience activities are being offered in the schools and 3133 students in the sample schools are involved in these activities. Out of the total students 1840 (59%) have offered Gardening activity and this activity stands first in order of popularity among the students, whereas 685 (27%) students have opted for Electrical Gadget in these schools which is the second most popular activity. 250 (8%) students are pursuing caning of chairs while 180 (6%) students have selected knitting as Work Experience activity. Only 178 (5%) students opted for Internal Wiring as Work Experience activity.

Criteria for selection of activities is presented in Table 4.1.7.2

Table 4.1.7.2 Criteria used by Principals

Criteria	No of Activities	Percentage
1 Prescribed by CBSE	2	67%
2. Allotment by Deptt	-	-
3 Based on local community	-	-
4 Demand of Community	1	33%
5 Personal Interest of teacher	3	100%
6 Availability of Resources	-	-
7. Any Other	-	-

Above Table reveals that two (67%) Principals selected those activities as prescribed by CBSE while one (33%) Principal stated that they offered those activities according to demand of the community. All three were also of the opinion that the selection of the Work Experience activities depended on the personal interest of teacher as well.

It is clear from the above data that many Principals apply a set of more than one criteria for their purpose.

Table 4.1.7.3 shows the responses of Principals on the question whether they are satisfied with the criteria for selection of activities.

Table 4.1.7.3 Views about the Present Criteria ✓

Satisfied with criteria	No of School	Percentage
Satisfied	3	100%
Not Satisfied	-	-

A perusal of Table (4 1 7 3) shows that all the three Principals were satisfied with the criteria being used by them

4.1.8 Instructional facilities

Facilities for the effective implementation of Work Experience programme are of paramount importance. In the absence of the required facilities it is very difficult to implement the programme. Facilities, both physical & human, are essential. The human facilities required for the programme include both teachers as well as supporting staff who will assist students in practical work. For smooth performance of Work Experience activities, adequate space in the laboratory/ Work shop is also necessary. Other facilities essential for the purpose include tools and equipment, raw material and storage space. Responses to the questions pertaining to facilities have been analysed here in terms of adequacy of their availability.

The Table 4 1 8 shows the details regarding the instructional facilities

Table 4.1.8 Facilities Available for Work Experience

Facilities	Adequate	Somewhat Adequate	Inadequate	N/A
1 Teaching Staff	2(67%)	1(33%)	0	0
2 Supporting Staff	1(33%)	-	1(33%)	1(33%)
3 Lab/ Workshop	2(67%)	1(33%)	-	-
4 Raw material	2(67%)	1(33%)	-	-
5 Storage facility	1(33%)	2(67%)	-	-
6 Community Participation	1(33%)	1(33%)	-	-
7 Tools & Equipment	-	2(67%)	1(33%)	-

According to two Principals teaching staff for Work Experience programme were adequate in their schools whereas one Principal said that it was somewhat adequate.

As far as laboratory/workshop facility for Work Experience activities in schools are concerned, (67%) Principals said that it was adequate as per school's needs whereas (33%) shared that it was somewhat adequate.

As regards the availability of Raw material to perform the Work Experience activities 67% Principals said that it was adequate while 33% shared that it was somewhat adequate

As regards the availability of supporting staff, one Principal said that it was adequate While the second mentioned that it was inadequate The third Principal expressed that it was not available in their schools at all

As far as availability of storage facility is concerned only one Principal said that it was adequate whereas both the rest were of the view that it was some what adequate

Participation of community is an important component in the implementation of Work Experience programme Table 4 1 8 indicates that the community participation has been either inadequate or totally missing in the sample schools

As regards tools and equipment no Principal found their availability as adequate Two Principals expressed that it was some what adequate whereas one Principal said that it was inadequate

4.1.9 Additional facilities

In response to a question what additional facilities would be needed for effective implementation of Work Experience programme, Principals gave different opinions as given in Table 4 1 9

Table 4.1.9 Additional Facilities Required for Work Experience Programme

Facilities	Total	Percentage
Part time Labour	1	33%
Lab attendant	1	33%
Tools & Equipment	1	33%
Store Room	1	33%
Public evaluation System	1	33%
Demand for Product	1	33%

The suggestions made by the Principals indicate that they were very serious to this area of curriculum and were willing to implement the programme more effectively, provided they are supplied with the additional facilities suggested

4.1.10. Instructional material

Principals were also asked to indicate if the instructional material for Work Experience programme is adequately available or not

Table 4.1.10 Instructional Material Available

Instructional Material	Adequate	Some what Adequate	Inadeq	N/A -uate
1 Teaching Manual	2	1	-	-
2 Practical Manual	1	2	-	-
3 Text books	1	1	1	-
4 Teaching Aids	-	2	1	-

A Persual of Table 4 1 9 suggests that according to two Principals availability of teacher's manual was adequate whereas one Principal said it was somewhat adequate

As regards availability of practical manuals, one Principal stated that it was adequate while two Principals stated that it was some what adequate

As regards the availability of teaching aids two Principals said that it was some what adequate where as one said that it was inadequately available

Work Experience, being a practical subject requires self instructional material providing step by step detailed procedure with diagrams At the national level some exemplar instructional material in the form of source books have been developed by the NCERT

4.1.11. Role of Teachers

The role of teachers is vital in any Work Experience programme If the teacher has sufficient knowledge and skills then only the outcome of the programme would be satisfactory Principals were asked to give details about the interest and role of teacher

Table 4.1.11 Teachers Teaching Work Experience Activites

Teachers	No of Schools	Percentage
Interested	3	100%
Not-Interested	-	-

A perusal of Table 4.1.11 shows that all the three Principals were of the opinion that the teachers in the schools were interested in carrying out the Work Experience activities, which is a very positive development

4.1.12 Grants for Work Experience Activities

The Work Experience activities require varied kinds of facilities which demand a lot of financial resources at all stages of its implementation. The amount, adequacy and the granting pattern suggested by Principals have been analysed and presented in Table 4.1.12.1

Table 4.1.12.1 Grants Received for Work Experience Activities from KVS

Grants received	No of Schools	Percentage
0-1000	-	-
1000-2000	3	100%
Above 2000	-	-

The Table 4.1.12.1 shows that a fixed amount of the Rs 2000/- have been sanctioned to each Kendriya Vidyalaya for implementation of Work Experience Programme

Table 4.1.12.2 Adequacy of Grants Received

Sources	No of Schools	Percentage
PTA Funds	-	-
Boys funds	3	100%
Special funds	-	-
Student's Contribution	-	-

As can be seen from Table 4.1.12.2 all the three schools need extra funds to perform Work Experience activities effectively. So the sample schools have spent money from the Boy's fund to do the Work Experience activities

Table 4.1.12.3 Suggested Granting Pattern

Granting pattern	No of Schools	Percentage
Block grant	1	33.3%
Special grant	1	33.3%
School fund	1	33.3%

A look at the Table 4.1.12.3 indicates that two Principals were in favour of block grant or special grant whereas the third Principal was of the view that the schools funds itself should be utilised for Work Experience activities

4.1.13 Problems in Implementation of Work Experience Programme

A number of problems are encountered in schools in performing Work Experience Programmes Principals have enumerated a list of problems These are

- Shortage of facilities
- Non-availability of trained staff
- Organisational problems
- Poor Community Participation
- Less number of periods
- Small space/lack of workshop
- Difficulty in organising job training

4.1.14 Evaluation of Student's Performance

The evaluation of Work Experience activities is an important aspect Responses to questions asked on different aspects of evaluation process have been analysed here in Table 4.1.14.1

Table 4.1.14.1 Devices Used in Internal Assessment of Work Experience Activities

Device	Total	Percentage
Written Test	1	33%
Oral Test	1	33%
Practical Test	1	33%
Observation	1	33%
Products	1	33%
Community Services	1	33%
Record book	2	67%
Project	2	67%

Data prescribed in Table 4 1 14 1 indicate that the following devices are used in one school for evaluating the students in Work Experience activities

- Written work
- Oral test
- Community Services
- Practical test
- Observation
- Evaluation of the products

The other two Principals have added two more devices namely Record book and Project Work

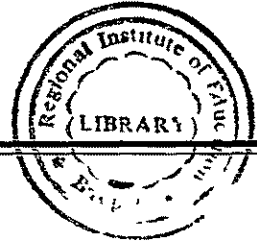
Table 4.1.14.2 Periodicity of Internal Assessment

Frequency	Total	Percentage
Monthly	1	33%
Quarterly	2	67%
Half Yearly	2	67%
Annually	2	67%

Table 4 1 14 2 indicates that internal evaluation was conducted in two schools periodically while in one school teachers evaluated the students every month

Table 4.1.14.3 Views about the Evaluation System

Satisfied	Total	Percentage
Satisfied	2	67%
Not Satisfied	1	33%



The Table 4.1.14.3 shows that two Principals were satisfied with the evaluation system opted by their school, whereas only one Principal was not satisfied with it

The Principal who were unsatisfied gave certain suggestion for the evaluation Work Experience activities which are as follows

- Seperate record should be developed
- The grading of Work Experience activities should influence the overall performance of the students
- Student should be motivated to take more interest in Work Experience activities
- The teacher round be more accountable

The evaluation in the Work Experience programmes is a continuous process and is conducted by teacher concerned. While evaluating the performance of the students change skill development, development of spirit of social service, dignity of labour, respect for work and workers, discipline, cooperation, proper selection and use of tools and the processes

4.1.14 Suggestions for Effective Implementation of Work Experience Programme

Suggestions for effective implementation of Work Experience Programme were also invited from the Principals. The suggestions given are as follows

- Teachers should be trained in variety of trades
- Adequate fund should be provided for the effective implementation of Work Experience activities
- There should be adequacy of tools and equipment
- Every school should have at least one Lab attendant
- The number of teachers involved in Work Experience programme should be increased
- The lab should be enriched with all kinds of tools and equipment
- The ready made products should be purchased by Government Agencies

PART -2

4.2. Teachers

Teacher were the second group of respondents in the study. At the upper primary stage the schools are supposed to provide a variety of activities. Through active participation in these activities the students explore the world of work on the one hand and also explore their own talents, inclination and interest on the other. This is the reason why all the teachers in a school should be involved and the activities should be linked to various subjects areas. But in the sample schools it was found that there are Work Experience teacher earmarked for the purpose and thus the scope of activities and their number get very much limited. The data were collected from five teachers of three Central Schools of Gwalior district.

4.2.1. Sex

With respects to sex of teacher, following facts emerged

Table 4.2.1. Sexwise Distribution of Teachers

Sex	No of Teacher	Percentage
Male	3	60%
Female	2	40%

from the Table above it is clear that out of five teachers three (60%) were male and two (40%) females.

4.2.2 Age of teacher

Teacher included in the sample belonged to different age groups which have been analysed and presented in the following Table 4.2.2

Table 4.2.2 Age wise Distribution of Teachers

Range of Age	No of Teachers	Percentage
30-40	4	80%
40-50	-	-
50-60	1	20%

A look at the table 4 2 2 suggests that maximum number of teachers involved in the teaching of Work Experience activities four were between 30 to 40 years of only one (20%) teacher fell in the age group of 50-60

4.2.3. Qualifications

Teacher who are involved in teaching WE activities posserved varied professional qualification The Profssional qualification of teacher included in the sample have been analysed below

Table 4.2 3 Qualification of Teachers

Qualification		No of Teachers	Percentage
Academic	Undergraduate	1	20%
	Graduate	3	60%
	Post Graduate	1	20%
Professional	B Ed	1	20%
	M ED	1	20%
	Diploma	3	60%

It may be seen from table 4 2 3 that (20%) teachers were B Ed another 20% were M Ed where as 60 % teachers had acquired Diploma in Fine Arts

As regard the academic qualification of teachers, it may be seen from Table 4 2 3 that 20% teachers were Post Graduate and 60% were Graduate 20% of the total teachers included in the sample were undergraduate

4.2.4 Teaching experience

With regard to teaching expenence of teachers who are teaching Work Experience activities, following data emerged after the analysis of the responses collected in this connection

Table 4.2.4 Teaching Experience of Teachers

Range of Years	No of Teachers	Percentage
0-10	1	20%
11-20	3	60%
20-30	1	20%

The data in Table 4 2 4 reveal that a maximum of 60% teachers were having teaching experience between the range of 11 and 20 years 20% teachers were the most experienced ones having as low as 0 to 10 years of teaching experience Thus most of the teachers in the group had long-years of teaching experience

4.2.5.Nature of appointment

The Table 4 2 5 below shows the number and percentage of teachers who were working on permanent and temporary bases

Table 4.2 5 Nature of Appointment of Teachers

Nature	Total	Percentage
Permanent	5	100%
Temporary	--	-

Information contained in Table 4 2 5 shows that all the five teacher in the sample were permanent employees As a point of fact the Kendrya Vidyalayas have appointed Work Experience teachers (equivalent to trained graduate teachers) on a permanent basis

4.2.6. Work Experience Activities & Students

Work Experience activities at the upper primary stage enable the student to apply problem solving methods and involving them in identifying and using tools, raw materials and equipment in a scientific manner Students should be able to contribute meaningfully to the improvement of nutrition, health, sanitation, productivity and economic status of the community A variety of Work Experience activities are being offered in schools and different number of teachers are involved in teaching these activities This is reflected in Table 4 2 6 1

Table 4.2.6.1 Work Experience Activities in Schools

Activities	No of students	Percentage
1 Internal wiring	100	3.1
2 Electrical Gadgets	685	21.9
3 Knitting	180	5.7
4 Soft Toys	78	2.4
5 Gardening	1445	46.2
6 House hold Items	395	12.6
7 Caning of chairs	250	7.9

A perusal of the information contained in Table 4.2.6 shows that in the sample schools, in all seven Work Experience activities are being offered. It is clear from the Table 4.2.6.1 that Gardening is the most popular activity among students and as being offered in almost all three schools included in sample. 1445 (46%) students are engaged in Gardening activity. Gardening is followed by Electrical Gadgets with 685 (22%) and Household Items by 395 (12%) students. Caning of chair 250(8%), knitting 180 (6%), internal wiring 100(3%) and soft toys 78(2%) students respectively. The least popular activities are Knitting and Stitching.

To know the view regarding the satisfaction of the Work Experience activities being carried out, the questions were asked. Their response have been analysed in the Table 4.2.6.2

Table 4.2.6.2 Teachers Views Regarding Work Experience Activities

Teachers View	No of teacher	Percentage
Satisfied	2	40%
Not -Satisfied	3	60%

The above Table indicates that out of five teachers, majority i.e., three (60%) teachers were not satisfied with the Work Experience activities being carried out, while the (40%) teachers were satisfied with the Work Experience activities.

4.2.7. Teaching Awareness of objective of Work Experience programme

Response to a question "what are the objectives of Work Experience programme" have been analysed and presented in the Table 4 2 7

Table 4.2.7. Objectives of Work Experience Programme

Objectives	No of Teachers	Percentage
To inculcate respect for work	2	40%
Earn money to support Studies	1	20%
To help to select Vocation in future	1	20%
To prepare some useful activities	1	20%

A look at the above Table reveals that two (40%) teacher considered that the objective of teaching Work Experience activities was to help students to inculcate respect for work One teacher each said that the objective of Work Experience programme was to help the students to earn money to support studies, to help in selecting vocation future and to prepare for some useful activities respectively

4.2.8 Curriculum of Work Experience Programme

The Views of teachers on the suitability of WE Curriculum have been analysed in the Table 4 2 8

Table 4.2.8 Suitability of Work Experience Curriculum to Realise the Objectives

Views	No of teacher	Percentage
Suitable	4	80%
Unsuitable	1	20%

A look at the data presented in above Table that (80%) teachers opined that the curriculum was suitable to realise the objectives of Work Experience programme where as only one teacher felt that the curriculum was unsuitable and hence needed revision

4.2.9. Instructional Material

Instructional material in Work Experience is yet another aspect which requires serious attention. The National Guidelines have suggested source book, guide books, teacher manuals, exemplar instructional material to be developed at various levels and made available to the teachers.

For probing into this aspect teachers were asked to report whether these are easily and adequately available? Their responses have been analysed and presented in the following Table 4.2.9

Table 4.2.9 Adequacy of Instructional Material

Instructional Material	No of Teachers	Percentage
Adequate	3	60%
Inadequate	2	40%

Table 4.2.9 depicts that three (60%) teachers mentioned that the instructional material was easily available to them whereas two (40%) teachers required that these were hardly available in schools.

For the purpose of study a further question was asked to obtain the suggestions of teachers regarding the type of instructional material that will be most suitable in teaching. Teachers overwhelmingly responded to this question. The material they suggested in this regard included text books on Work Experience teaching aids, practical manual and teacher guides. This therefore suggests that the Kendriya Vidyalaya should get material developed at regional level and make available to the teachers.

4.2.10 Development of Skills

The learning outcome in Work Experience Programme to a great extent, relate to the psychomotor domains. Students are expected to develop variety of manipulation, social and interpersonal skill through doing of activities.

Teachers' views were sought to know whether or not students really develop the required skills in relation to Work Experience activities being provided. Their responses have been reported in Table 4.2.10.1.

Table 4.2.10.1 Development of skill through Work Experience Activities

Develop Skill	No of Teachers	Percentage
Yes	3	60%
No	2	40%

A perusal of Table 4.2.10.1 reveals that three (60%) teachers thought that their student develop required skills while two (40%) teacher felt otherwise.

To find out to why required skill in concerned Work Experience are not developed, the teacher were asked to identify most crucial reasons in this regard which have been listed in Table 4.2.10.2.

Table 4.2.10.2 Reasons for the lack of Skill Development

Reasons	No of Teachers	Percentage
Lack of suitable practical lab	1	20%
Non Availability of Instructional Material	1	20%
Lack of students Interest	-	-
Lack of teacher Expertise	-	-
No Response	3	60%

A perusal of Table 4.2.10.2 suggests that lack of adequate practical laboratory facilities and non-availability of instructional material are the two major reasons for the failure in developing required skills in student. This observation of teachers is extremely significant and must be given serious thought by the concerned administrators.

4.2.11 Awareness of Objection

To a question "are the students aware of the objection of Work Experience programme" teacher responses were obtained and the same have been presented in the Table 4 2 11

Table 4.2.11 Teachers Awareness of Objectives of Work Experience Programme

Awareness	No of Teachers	Percentage
Aware	4	80%
Unaware	1	20%

The above Table reveals that out of five teachers four (80%) shared that the students were aware of the objectives of Work Experience programme, while only one (20%) teachers gave the view that students were unaware of the objectives of Work Experience programme

4.2.12 Facilities for Work Experience Programme

Work Experience being practical subject requires physical facilities in term of tools, equipment, raw material, space, etc Non-availability of these minimum facilities leads to serious handicapped in implementation of Work Experience programme

The teachers were asked to respond if adequate facilities were available in schools for implementing the programme? Their responses are presented in the Table 4 2 12

Table 4.2.12 Facilities available for Work Experience Activities

Facilities	Adequate	Inadequate	N/A	Total
Space for teaching	2(40%)	3(60%)	-	5(100%)
Space for storage	3(60%)	2(40%)	-	5(100%)
Workshop/ lab	2(40%)	2(40%)	1(20%)	5(100%)
Tools for Practical work	2(40%)	3(60%)	-	5(100%)
Raw material	3(40%)	2(40%)	-	5(100%)
Necessary	3(60%)	2(40%)	-	-

The data presented in Table 4 2 12 reveals that as regarded the availability of space for teaching and tools for practical work was concerned only two (40%) teachers were of the view that this was adequate while rest three (60%) teachers opined that this was inadequate. Regarding shortage facilities and raw material, machinery three (60%) teachers opined that this was adequate, whereas as two (40%) expressed these were inadequate. As far as workshop/laboratory is concerned two (40%) teachers said it was adequate, two(40%) teachers described it as inadequate while one (20%) teacher said it was not available at all.

4.2.13 Freedom in Planning and Managing Work Experience Programme

Teachers were also asked to tell whether they were given free hand in planning and managing Work Experience programmes by schools. Responses to this question have been analysed in Table 4 2 13.

Table 4.2.13 Freedom in planning and managing Work Experience Programme

Planning	No of Teachers	Percentage
Free hand	5	100%
Not free hand	-	-

Appraisal of above Table reveals that all the five teachers included in the sample were allowed free hand in planning and managing work Experience programme. This may be taken as a positive aspect, but caution is required in interpreting the finding continuous planning, guidance and monitoring is required by the institution for rigorous implementation of the programme.

4.2.14 Funds for Work Experience Programme

Adequacy and management of funds for Work Experience programme is another issue which has been probed in this study. The Table 4.2.14 shows as to how far the teachers find the funds made available by the Sangathan was adequate for conducting Work Experience programme.

Table 4.2.14 Adequacy of Funds for Work Experience Programme

Adequacy of funds	No of Teachers	Percentage
Adequate	2	40%
Inadequate	3	60%

As is evident from Table 4.2.14, two (40%) teachers stated that the funds made available were adequate to do work Experience activities in schools while three (60%) teachers reported that the funds were inadequate for this purpose.

4.2.15 Instructional Methods

The learning outcomes of Work Experience relate to all the three domains of human behaviour, viz., Cognitive, affective and psychomotor. Therefore adoption of a variety of instructional methods become essential to achieve the objectives of Work Experience in all the three domains.

Teachers reported that they were using variety of methods for teaching Work Experience activities This have been presented in Table 4 2 15

Table 4.2.15 Insturctional Methods Adopted

Methods	No of Responses	Percentage
Demonstratio	4	80%
Project Method	8	60%
Group work	4	80%
Suggestions	4	80%
Motivation	-	-
Dictating notes	2	40%

The above Table shows that teachers adopted five types of instructional methods for teaching Work Experience classec It is evident from the data that three methods,nearky demonstration, group work and suggestion and motivation are most commonly used by 80% teachers Besides, project method and dictating notes are used by 40-60% of the teachers

4.2.16 Availability of Assistant

While doing practicals in Work Experience activities a helper is required to assist the student in practical work He not only provided motivation and assistance to the student but also brings efficiency in doing the manual work,

Responses to a question whether an assistant is provided during practical periods have been analysed and presented in Table 4 2 16

Table 4.2.16 Provision of Assistant for Work Experience Activities

Assistant	No of Teachers	Percentage
Laboratory	-	-
Workshop	1	20%
Field	-	-
No assistant	4	80%

4.2.17 Collaborating with Outside Agency

Keeping in view the resource constraints the school sometimes collaborate with outside agencies like the industry, business houses, hospitals, firm or factories to provide practical experience to students in real life situations. Such collaboration, if worked out properly can be immense benefit to students.

A question was asked, "Are you collaborating with any outside agency for practical work?" The response of the teachers was that none of the schools had any sort of collaboration with outside agency for performing Work Experience.

4.2.18 Evaluation of Work Experience Activities

Continuous and comprehensive evaluation has been suggested for pupils evaluation in Work Experience programme. This would follow that a variety of evaluation techniques/devices will have to be employed by the teacher to judge cognitive, affective and psychomotor outcomes of students learning.

Response to a question "which device are used by the teacher to get feedback of Work Experience programme from the students have been presented in Table 4.2.18.1

Table 4.2.18.1 Devices used for Assessment

Evaluation Devices	No of Responses	Percentage
Oral test	2	40%
Written test	2	40%
Performance test	5	100%
Project test	5	100%
Home-Assignment	2	40%
Products	3	60%

The data presented in Table 4.2.18.1 indicate that teachers use a number of devices both singly and in combination to evaluate students learning and progress.

in Work Experience programme and to get feedback. It was found that two devices, namely, performance test and project test were used by five (100%) teachers to evaluate students progress in Work Experience activities and three (60%) teachers evaluated the students by products they had prepared. The least used two device namely, oral test and written test were used by two (40%) teachers to evaluate students progres in Work Experience activities.

So far as the periodocity of this evaluation in concerned this was obtained from the teachers through a specific question. Their responses on periodocity have been presented in Table 4.2.18.2.

Table 4.2.18.2 Periodicity of Evaluation of Student's Progress

Frequency of Evaluation	No. of Responses	Percentage
Monthly	-	-
Quarterly	1	20%
Half Yearly	2	40%
Annually	3	60%
After every activities	2	40%

A look at the Table 4.2.18.2 indicates that two (40%) teachers reported that evaluation was done after completing every activity and also half yearly. However three (60%) teachers reported that the students were assessed annually only while one (20%) teacher said that it was done on quarterly basis. No teacher expressed that evaluation in Work Experience was done monthly.

A question was also offered as to what difficulties do the teachers face in doing internal evaluation. The responses have been analysed in the Table 4.2.18.3.

Table 4.2.18.3 Difficulties faced by Teacher's in Internal evaluation

Difficulties	No of Teachers	Percentage
Administrative interference	1	20%
Students pressure	-	-
Pressure from Collegues	-	-
Pressure from parents	-	-

The above Table gives information regarding difficulties faced by the teacher in carrying out internal evaluation objectively and freely. Only one (20%) opined that administrative interference was posing hindrance in free and objective internal evaluation. The remaining teachers faced no difficulties in evaluating their students in Work Experience activities.

The present system of internally evaluating students progress in Work Experience is based on using a combination of evaluation technique and different periodicities. Teachers were asked if they were satisfied with this procedure of evaluation as prevalent in their schools. Their responses in this regard have been analysed and produced below in Table 4.2.18.4.

Table 4.2.18.4 Views on Present Scheme of Evaluation

Views	No of Teachers	Percentage
Satisfied	1	20%
Not satisfied	4	80%

Table 4.2.18.4 indicates that four (80%) teachers shared that they were not satisfied with the prevalent scheme of evaluation, whereas only one (20%) teacher said that it was satisfied with it. Therefore, this seems to be yet another area in which specific training should be organised for the teachers.

4.2.19 Participation of Students

Practical work and community service are important components of Work Experience programme. Students willing and enthusiastic participation in both will only make the programme a success. Teachers were asked to tell how far student willingly, actively and enthusiastically participated in the practical work and community service. Their responses have been analysed in the Table 4.2.19.1

Table 4.2.19.1. Student's Active Participation

Participation	No of Teachers	Percentage
Active	4	80%
Not Active	1	20%

A perusal of Table 4.2.19.1 shows that out of the five teachers in the sample four (80%) teachers said that the students actively and enthusiastically participated in practical classes and community service whereas only one (20%) denied the same.

Effective implementation of Work Experience programme with its various aspects and components dealt with properly should result in development of certain desirable qualities among students. Teachers reported with varied degree of agreement that the Work Experience programme helped in the development of the following qualities in students as given in Table 4.2.19.2

Table 4.2.19.2 Qualities Developed in Students

Qualities	No of Teachers	Percentage
Cooperation	5	100%
Creativity	5	100%
Punctuality	5	100%
Neatness & Cleanliness	5	100%
Good work habits	5	100%
Self Confidence	5	100%
Positive attitude towards work	5	100%
Love for work	5	100%
Social Service	5	100%
Self reliance	5	100%
Psycho-motor development	5	100%

Table 4.2.19.2 show that sample teacher agreed that the programme helped in developing in student cooperative attitude, creative thinking, good work habits like punctuality, neatness and cleanliness, positive attitude towards work. By performing the work activities themselves students developed self confidence, love for sustained hard work, self reliance and spirit of social service.

4.2.20 Problems in Conducting Work Experience Programme

Innumerable problems of various nature are said to come in the way of implementation of Work Experience programme in the schools. The teachers included in sample faced the following problems in conducting Work Experience programme.

- Number of students in each classes are more, so it is very difficult to plan activity to involve every student and also to plan activity as per the interest of every students
- Adequate rooms, instructional material, funds, textbooks, tools, raw material, etc are not available adequately
- Less number of periods allotted to this curricular area
- Permission not give during vacation to complete the community service

4.2.21 Suggestions to Improve the Implementation of Work Experience Programme

Finally the teachers were asked to offer suggestion to improve the implementation of Work Experience programme. Their suggestions have been analysed and presented below.

- Adequate workshop and laboratory facilities should be provided for conducting practical work, provision of laboratory attended or helper will go long way in smooth conduct of the activities

- The subject of Work Experience should be treated at par with other school subjects by giving weightage in terms of importance and evaluation
- Block periods should be allotted to Work Experience activities for practical work
- The allocation of adequate funds as per need of each school. These should be released in time preferably in the beginning of the academic session
- Curriculum needs to be revised and suitably modified from time to time
- Grade system should be abolished and marking system should be adopted

The suggestions given by the teacher are valid and in line with the recommendation made at the national level. This indicates that the teachers are aware of the need and requirement for successful implementation of the programme but administrative willingness and adequacy to the subject is lacking probably due to the examination orientation of the whole school curriculum.

PART - 3 STUDENTS

4.3 Students

Students were the third group of respondents in the study. The data were collected from 225 students of three Central Schools of Gwalior district.

4.3.1 Age Group

Age group of students included in the sample have been analysed and presented in the Table 4.3.1

Table 4.3.1 Agewise Distribution of Students

225

Age	No of students	Percentage
11	31	13.7%
12	84	31.3%
13	95	42.2%
14	15	6.8%

The data mentioned in Table 4.3.1 show that in the sample schools maximum number of students i.e., 95(42%) were 13 years of age while 84(37%) students were 12 years, 31(14%) students were of 11 years of age and only 15(7%) students were of 14 years age.

4.3.2 Sex

With respect to sex, the following facts emerged from the data in the study as given in Table 4.3.2

Table 4.3.2 Sexwise Distribution of Students

Sex	No of students	Percentage
Male	116	51.5%
Female	109	48.5%

From the data in Table 4.3.2 it is found that out of 225 students 116 (52.5%) were boys and 109 (48.5%) were girls in the sample

4.3.3 Category

The data regarding the category of the students included in the sample are given in Table 4.3.3

Table 4.3.3 Categorywise Distribution of Students

Category	No of students	Percentage
General	115	51.1%
Reserve(OBC)	66	29.3%
Scheduled caste	25	11.1%
Scheduled tribe	19	8.5%

Table 4.3.3 reveals that 115(51.1%) students were of general category, 66(29.3%) were from reserve category (OBC, etc) and 25(11.1%) were of scheduled caste. Only 19(8.5%) of the students belonged to scheduled tribe. Thus majority of the sample students came from the general category.

4.3.4 Parent's Educational Background

Qualifications of the parents of students from sample schools are analysed in Table 4.3.4

Table 4.3.4 Qualifications of Parents

Qualification	No of students	Percentage
Matric	10	4%
Inter	57	25%
Graduate	101	45%
Post- Graduate	57	25%

Table 4.3.4 reveals that 101(46%) parents were graduate whereas 57(25%) were post graduate, 57(25%) parents had studied upto intermediate whereas only 10(4%) parents were matriculate. Thus, the parent of all the students were educated.

4.3.5 Occupation of Parents

To study the occupational background of the parents of the students, brief detail of the parental occupation was obtained which has been analysed in Table 4.3.5

Table 4.3.5 Occupation of Parents

Occupation	No of Parents	Percentage
Government Service	178	79%
Private Jobs	38	16.8%
Business	9	4.5%
Other	-	0%

From the data mentioned in Table 4.3.5, it is found that 178 (79%) parents of the sample students were engaged in Government Service, while 38 (17%) of the parents were engaged in private job. Only 9 (4%) parents were engaged in business.

4.3.6 Family Income

An analysis of data on approximate monthly income of the family of students is presented in Table 4.3.6

Table 4.3.6 Approximate Income of the Family Per Month

Income in Rs	No of Parents	Percentage
Below 6000	145	65%
6000-9000	64	28%
Above 9000	16	7%

It is seen from Table 4 3 6 that 145 (65%) parents had monthly income below Rs 6000/-, where as 64 (28%) parents had monthly income ranging between Rs 6000 to 9000/- Only 16(7%) parents had monthly income above Rs 9000/-

4.3.7 Work Experience Activities in School

In keeping with the National Guidelines the school are free to plan their own activities in accordance with the basic concept and objectives of Work Experience programme involving purposive and meaningful manual work These activities should be selected as per need and interest of students, availability of infrastructural facilities, raw materials and human resources

Various types of Work Experience activities as chosen by students in the sample schools have been presented in descending order of their popularity in Table 4 3 7

Table 4.3.7 Work Experience Activities in Schools

Activities	No of Students	Percentage
Paper Work	174	77%
Macrome	31	14%
Soft Toys	73	32%
Cleanliness	86	38%
Painting	15	2%
Minor Furniture Work	54	24%
Decorative Items	108	48%
Embroidery Work	52	23%
Gardening	126	56%
Wood work	43	19%
Plantation	52	23%
Electric Work	3	05%

Table 4 3 7 shows that 174 (77%) students in the sample had opted for paper work, 126 (56%) for Gardening, 108 (48%) students opted for decorative items, 86 (38%) students opted cleanliness 73 (32%) soft toys work, 52 (23%) each for embroidery work and plantation, 54 (24%) students opted for minor furniture work, and 15 (2%) students opted for paintings Only 3(05%) students opted for electric work

4.3.8 Objectives of Work Experience Activities

Students responses were obtained on the question of objectives of Work Experience activities as perceived by them and the same have been analysed in Table 4 3 8

Table 4 3.8 Objectives to Learn Work Experience Activities

Objectives	No of Students	Percentage
To develop useful skill	163	72%
To earn while you learn	17	8%
Fruitful utilisation of time	147	65%
To join some vocation in future	94	42%

As shown in Table 4 3 8, 163 (72%) students felt that useful skills were developed through Work Experience programme 147 (65%) students felt that the Work Experience programme is for fruitful utilisation of time Two other objectives forwarded by students were to earn some money while learning (8%) and for the joining some vocation in future(42%) It is observed from the above that students are aware of the objectives of Work Experience and find it a potential areas for skill formation and vocational preparation

4.3.9 Incentives

The students were asked if they got any incentive while performing Work Experience activities Their response are analysed in Table 4 3 9

Table 4.3.9 Incentives for Work Experience Programme

Incentives	No of students	Percentage
Received	-	-
Not Received	225	100%

A persual of Table 4 3 9 shows that all the students 100% shared that they were not getting any incentives for performing Work Experience activities

4.3.10 Facilities for Work Experience Programme

Facilities required for the successful implementation of Work Experience programme in schools are mainly of two types (1) Physical and (2) Human expertise. Physical facilities consist of workshop/laboratory, tools/equipment, work kit, raw materials, space for storage, etc. Human expertise in the form master craftsman, professional, etc. in addition to the Work Experience teachers, are required for carrying out productive work activities effectively.

Students were asked some questions on this aspect. Their opinions were sought through a question on the adequacy of availability of facilities for conducting Work Experience activities in schools. The responses have been analysed in Table 4.3.10.1.

Table 4.3.10.1 Adequacy of Work Experience Facilities

Availability	No of Students	Percentage
Sufficient	134	59.5%
Insufficient	85	38%
Nil	6	2.5%

Looking at Table 4.3.10.1 it is found that out of 225 students, 134 (60%) shared the view that sufficient facilities were available for conducting the Work Experience activities. However, 85 (38%) students said that these were insufficient and 6 (2%) reported that no facilities were available at all. Provision of adequate facilities can ensure better participation of students and consequent skill formation.

Responses to a question regarding availability of various types of facilities for conducting Work Experience programme in schools and extent of availability of each one of them are presented in Table 4.3.10.2.

Table 4 3.10.2 Availability of Work Experience Facilities

Types of Facilities	Adequate	Inadequate	N/A
Workshop	177(78%)	39(18%)	9(4%)
Laboratory for Practical	123(46%)	21(9%)	101(45%)
Text books	98(42%)	20(9%)	107(48%)
Raw material	95(40%)	64(28%)	66(30%)
Tools & Equipment	24(11%)	98(42%)	103(45%)
Practical Manual	97(41%)	31(14%)	97(41%)
Instructional material	120(53%)	27(12%)	78(35%)
Work Kit	88(39%)	59(26%)	78(35%)
Storage Facility	149(66%)	62(28%)	14(6%)

In the Table 4 3 10 2 above responses of the students have been stated outside the bracket with respective percentages shown within brackets

The data given 4 3 10 2 reveals that 177 (78%) students stated that workshop facility was adequate, 39 (18%) students said that it was inadequate and as many as 9(4%) reported that it was not available at all 103 (46%) students mentioned that facilities for lab work was adequate, and 21(9%) students said it was inadequate whereas 101 (45%) students reported that it was not available at all 98(42%) students stated that adequate text books were available, 20 (9%) students said these were inadequate and about 107 (48%) students opined that no books were available So for as raw material is concerned 95 (42%) agreed that it was adequately available whereas 64(28%) students reported that it was inadequate and 66(30%) students said that it was not available at all for any practical work Only 24 (11%) students mentioned that tools/equipment were adequately available whereas 98 (44%) stated that these were inadequate and about 103 (45%) students said that these were not available at all in the school 97(43%) students stated that practical manuals were adequately available, 31 (14%) said it was inadequate where as 97 (43%) said that it was not available at all About 120 (53%) students opined that instructional material was adequate, 27(12%) students said it was inadequate and 78(35%) students said that it was not available at all 88 (39%) said that work kit to do practicals was available in the school but 59 (26%) students said that these were inadequate in number and 78 (53%) students shared that work kit was not available at all in any form

It is clear that there is paucity of facilities for Work Experience activities which is hampering proper implementation of Work Experience programme in the schools

Views of students were also collected on effective instruction in theory and practicals which have been analysed in Table 4 3 10 3

Table 4 3.10 3 Effective Instruction in Theory and Practical

Areas Effective	No of students	Percentage
Theory	225	100%
Practical	225	100%

Table 4 3 10 3 indicates that all the students were of division teachers carried out theory and practical introduction related to we programmes effectively

4.3.11 Periods Allotted for Work Experience Activities

Data regarding students responses on number of periods allotted to Work Experience activities per week is given in Table 4 3 11

Table 4.3.11 Number of Periods Per Week

	No of Period	No of Students	Percentage
Inside school	2	-	-
	3	40	18%
	4	185	82%
Outside school	Nil	Nil	Nil

It follows from Table 4 3 11 that 40(18%) students mentioned that 3 periods were allotted to Work Experience per week While 185 (82%) students stated that 4 periods were provided in the time table

Further, all the periods are provided for activities inside the school No periods have been allotted to Work Experience programme outside the school which is contrary to the guidelines

4.3.12 Evaluation of Work Experience Activities

It is imperative to make evaluation an integral part of total teaching/learning process and to make it comprehensive in all three domains cognitive, affective and psychomotor, to ensure all round development of the students in both scholastic and non-scholastic areas. Continuous and comprehensive evaluation specially aims at adequate assessment of non-scholastic aspects. As Work Experience is a 'doing activity' various techniques and devices may be used for continuous evaluation of the students.

The responses to a question "who evaluated your Work Experience activities" are analysed in Table 4.3.12.1

Table 4.3.12.1 Evaluation of Students Work Experience Activities

Evaluator	No of Students	Percentage
Education Officer	-	-
Principal	-	-
Teacher	225	100%

According to Table 4.3.12.1 we know that all the 22(100%) students reported that evaluation of Work Experience was conducted by the teachers.

Various techniques and devices are used for assessing the students in Work Experience activities. List of such devices which are used in the sample schools as stated by the students is given in Table 4.3.12.2

Table 4.3.12.2 Evaluation Devices used in Work Experience Activities

Devices	No of Students	Percentage
Oral test	156	69%
Practical test	72	32%
Record book	60	27%
Written test	124	55%
Observation	124	55%
Production	82	36%
Project	195	87%
Community Services	175	78%

As can be seen from Table 4.3.12 various evaluation devices were used to assess Work Experience programme. 156(69%) students said that oral test was conducted whereas 72(32%) students said that practical or performance test was conducted. 60(27%) students said that Record book was seen whereas 121(54%) students mentioned written test as an evaluation device. 124(69%) students shared the view that observation was used as a technique of evaluation, 82(36%) students said that the resulting product was used for evaluation of Work Experience activities. 195(87%) students shared the view that project work was seen and 175(78%) students indicated involvement in community service as criteria for assigning grades in Work Experience activities.

4.3.13 Outside Expert

The responses to a question whether school invites some outside expert for enrichment of Work Experience subjects knowledge are analysed in Table 4.3.13.

Table 4.3.14 Experts Invited for Work Experience Programme

Experts invited	No. of students	Percentage
Mostly	-	-
Occasionally	185	86.7%
Never	30	13.3%

Data presented in the Table 4.3.13 obtained from 195(87%) students show that it was only occasionally that experts were invited to address and train the students, whereas 30(13%) students said that no experts were invited by the schools.

4.3.14 Continuation of Work Experience Activities

Responses to a question "whether Work Experience programme being a waste of time be discontinued" are analysed in Table 4.3.14.

Table 4 3.14 Views on Usefulness and Continuation of Work Experience Programme

Continuation	No of Students	Percentage
Continued	224	99.5%
Discontinued	01	0.5%

Table 4 3 14 depicts that out of 225 students, 224(99.5%) students shared that Work Experience should be continued as it is useful for them and only one(0.5%) students said it was waste of time and should be discontinued. The results obviously are highly encouraging.

4.3.15 New Work Experience Activities Suggested

Students were also asked to suggest some new activities which they would like to get started in their schools, The responses are analysed and listed in the Table 4 3 15

Table 4.3.15 New Work Experience Activities Suggested by Students

Suggested Activities	Total	Percentage
Computers	36	16%
Wood work	11	4.8%
Electrical Work	26	12%
Caring for flower	2	0.8%
Electronic typing	9	4%
No suggestion	128	56.8%
Stitching work	13	5.7%

Table 4 3 15 provides information regarding suggestions for new Work Experience activities as suggested by students. A look at the table shows that students have suggested either those activities which are being offered in other than their own schools or activities which are entirely new and have not been offered so far in any school. There are five such activities as Computer, Woodwork, Electrical work, Caring for flowers and Electronic typing.

The list presented above also highlights the fact that the world of work is expanding very

fast The schools in order to remain relevant, have to take cognizance of the needs of the students and modify their curriculum suitable thereby bridging the gap between the world of school and world of work

4.3.16 Problems Faced by Students

While studying Work Experience activities students face many problems. They were asked to identify and list these problems which have been analysed and presented in the Table 4.3.16

Table 4.3.16 Problems faced While doing Work Experience Activities

Problems	Total	Percentage
Non availability of Raw material	67	30%
Insufficient tools/equipment	8	3.5%
Lack of space	53	23.5%
Physical Problems	22	9.7%
Less time to do practical work	21	9.3%
Problems during test	2	0.8%
No problems	67	30%

As is evident from the Table 4.3.16, various problems have been mentioned by the students. Some of these like non-availability of raw material, insufficiency of tools/equipment, lack of space and time, physical problem and problems during test time. As far as possible, all of them need to be looked into seriously after finding a priority order among them.

4.3.17 Suggestions for Implementation of Work Experience Programme

Students were asked to give their suggestions for the improvement in the implementation of this curricular areas. The students came out with many constructive suggestions for

better implementation of Work Experience programme which have been analysed and produced in Table 4 3 17

Table 4 3 17 Suggestion for Implementation of Work Experience Programme

Suggestions	Total	Percentage
Seperate Departments	11	4.6%
Raw material should be provided from school	30	14%
Trained teacher to be provided	7	3.1%
Time limit to be increased	2	0.8%
Well equipped workshop	4	1.7%
Expert should be called	2	0.8%
Seperate class for boys & girls	16	7%
Plantation	30	14%
Woodwork	4	1.7%
Electric Work	3	1.3%
No suggestion	116	51%

A look at the Table 4 3 17 students suggestions were regarding time, finance, raw material, infrastructure, trained teacher, textbook, seperate departments, etc All these suggestions are quite relevant to the problems of effective implmentation of the Work Experience programme and need to receive the attention by the concernec authorities

PART- 4 OBSERVER:INVESTIGATOR

4.4 OBSERVATION OF SCHOOL

The Observation Schedule was used with a view to clooect first hand information regarding Work Experience Programme as implemented in sample school. Personal obser-
- vation and assessment of ground realist in this regard was done by investigator. Itemwise
- information is provided as under

4.4.1 Annual Plan

- In respect to annual plan it was found that among the three sample schools, no school
- prepared any annual plan of Work Experience activities for their school. This is in contrary to
the National Guidelined where preparation of a detailed Annual Plan has been recommended

4.4.2 Teaching of Work Experience Activities

As regards teachers teaching Work Experience activities in the school, it is clearly
seenthat only a very small group of teachers has been inducted as Work Experience teachers
exclusively. In this context the National Guidelines suggests that all teachers should work as
Work Experience teacher. In addition the school should utilize the community resources for
this purpose

4.4.3 Numbers of Teachers Involved

The numbers of teachers involved were found to be involved in teaching Work Expen-
- ence activities in different school as given in Table 4 4 3

Table 4.4.3 Teachers Teaching Work Experience Activities

School	No of Teachers
KV-1	2
KV-2	2
KV-3	1

Data presented in Table 4.4.3 suggests the involvement of two teachers each in KV-1 and KV-2 whereas only one teacher teaches Work Experience in KV-3. The situation therefore is very much unrealistic keeping in view total number of students to be covered at the Upper Primary Stage in each school. This probably is one important reason why Work Experience has not been popular among the students.

4.4.4 Items Prepared in the Schools

After an on-the-spot observation of the school by investigator it was found that the schools prepared the following items under the Work Experience programme as given in Table 4.4.4

Table 4.4.4 Items Prepared in the Schools

Name of Item/Activities	School
Soft toys	KV-1
Paper work	KV-1
Duster	KV-2
Electric Board	KV-2
File Cover	KV-2
Decorative Household Items	KV-2
Electrical Gadgets	KV-3
Caning of chairs	KV-3

Table 4.4.4 indicates that different items are prepared by students of different Kendriya Vidyalaya's in Gwalior district. While making of soft toys and paper work was taken up by KV-1, duster, electric board, file cover and decorative household item were prepared by students

of KV-2 In KV-3 the students prepared electrical gadgets and were also busy in caning of chairs

4.4.5 Utilisation of Finished Products

- The National Guidelines suggests that the products developed by the student under Work Experience programmes should be disposed off through fair exhibition or retail outlets
- to the school and hereby community However in the Kendriya Vidyalayas included in the present sample instead of selling the products were storing the prepared items for display and
 - as exhibits for the future students

4.4.6 Income Generating Projects and Community Service

As for adoption of some income generating projects and community service programme are concerned no school in the sample had ever taken up any such project

This again shows that Kendriya Vidyalays are not following the National Guidelines in this regard As a matter of fact social service and community work activities shoul form an integral part of the Work Experience activities

Table 4.4.7 Availability of Rooms, Tools and Equipment

During the observation of the schools with regard the availability of rooms the following data emerged

Table 4.4.7 Number of Rooms for Work Experience

No of Rooms	No of School
1	2
2	1

Data mentioned in Table 4 4 7 shows that out of the three sample schools, two(67%) schools has provided only one room for practical work whereas only one(33%) school had provided two room for doing Work Experience activities

Regarding availability of tools and equipment it was found that two(67%) school possessed tools and equipment for doing Work Experience in Sufficient number while one(33%) schools did not have adequate tools and equipment for their student for doing practical work

4.4.8 Arrangement of Skilled Persons

As far as inviting skilled persons to provide practical training to the students in the school is concerned it was noticed that none of the school in the sample had ever called any skilled persons from the community for this purpose

4.4.9 Evaluation of Records

During the visit it was observed that all the three schools in the sample maintained systematic evaluation records of Work Experience activities performed by the student