

CHAPTER - 5

**SUMMARY, CONCLUSION,
EDUCATIONAL IMPLICATIONS
AND SUGGESTION**

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5.1 THE PROBLEM

Work Experience is a compulsory subject in the school curriculum. It involves participation of student in a variety of work activities both inside and outside the school in the basic needs areas of food, shelter, clothing, health and hygiene, cultural and recreational activities and community work and social service. But due to a variety of reasons, in spite of its inherent educational significance for the child's intellectual and personality development, could not take the desired shape in actual practice.

The document 'Work Experience in School Education-Guidelines' (NCERT 1987) for implementation of the subject in school has given a complete blue print touching all possible aspects of its implementation. However, it is generally said that in spite of all academic inputs the subjects of Work Experience has not been able to establish itself in terms of the expected outcome. Since implementation of this programme involves a variety of agencies, requires many types of inputs and suggests a non-traditional methodology of curriculum transaction, it is necessary to go deeper into the problem of implementation.

The conduct of such a study becomes imperative particularly in view of the changing needs of the society. As a matter of fact today the survival of an individual himself depends upon his work culture, the life skills acquired by him and his attitude towards work and workers.

Sharma (1996) reports in his study that parents wished that the children should also learn some skill while in school so that they may become employable after completing their primary/secondary education. Thus even the concept of general and vocational education is fast fading away particularly in industrially developed societies.

Keeping in view this need of work oriented education, the poor implementation of Work Experience programme in school and non-availability of and need for an in-depth research study exploring the entire phenomenon of the implementation of Work Experience programme in Kendriya Vidyalayas, the present study was undertaken.

The Problem studied was formulated as :

"A Critical Study of the Work Experience Programme at the Upper Primary Stage in Central School of Gwalior"

5.2 OBJECTIVES OF THE STUDY

Major objective of the present investigator was to critically study the implementation of the programme of Work Experience at upper primary stage in central school of Gwalior with a view to suggest remedial actions to improve the situation

Intrinsic to the central purpose of this study are the following sub-objectives -

- To study the development of the concept of Work Experience in a historical perspective
- To study the functioning of the Work Experience at the Upper Primary Stage in Central Schools of Gwalior
- To critically analyse the problem faced by the teacher and head of the institution in the implementation of Work Experience Programme at the Upper Primary Stage in Central Schools of Gwalior
- To study the problems faced by the student in carrying out the Work Experience activities at the Upper Primary Stage in Central Schools of Gwalior
- To suggest measures for the effective implementation of Work Experience programme at the Upper Primary Stage in Gwalior

5.3 THE PROCEDURE FOLLOWED

The study was delimited to Central Schools of Gwalior. The sample consisted of three schools and their heads, five teachers and 225 students at the upper primary stage

To collect the requisite data related to the study, three questionnaires for three groups of respondents viz heads of schools, teachers and students were prepared. An observation schedule was prepared to collect first hand information and assessment of ground realities regarding the implementation of Work Experience programme in schools were prepared. The collected data were analysed by mainly subjecting them to calculation of percentages and interpretations and qualitative analysis of verbal statement was done accordingly

5.4 MAIN FINDINGS AND CONCLUSIONS

5.4.1 Profile of the principal

5.4.1.1 Sex

All the three Principals included in the sample were males, no female principal was present in the sample

5.4.1.2 Age

As regard the age two Principals were above 50 years and one Principal was less than 50 years of age

5.4.1.3 Qualifications

The details of qualifications reveals that all the three Principals possessed Graduate, Post Graduate and B Ed qualification Two of them possessed Ph D and only one possessed MEd

5.4.1.4 Experience

Out of three Principals two of them had administrative and teaching experience ranging between 26-35 years and only one had of below 26 years

5.4.1.5 Inservice Programme Attended

Out of the three Principals included in the sample only one Principal had undergone inservice training and the other two had not attended any such training

5.4.1.6 Work Experience Activities in Schools

Five Work Experience activities were being offered in the sample schools These included Gardening, Electrical Gadgets, Caning of chairs, Knitting and Internal wiring Gardening was opted by highest number of students(59%), followed by Electric gadgets(22), Caning of Chairs((8%), Knitting(6%) and Internal wiring (5%)

Principals did not follow any uniform criterion for choosing Work Experience activities for their schools Aometimes a combination of criteria was used for this purpose 67% Principal had selected the activities as prescribed by CBSE, whereas 33% Principals stated that

they followed the demand of the community as the criteria for it

All the three Principals in the sample were satisfied with the present criteria of selection of Work Experience activities

5 4 1 7 Facilities for Work Experience Programme

Facilities for Work Experience include teaching staff, tools and equipment, laboratory/workshop, raw material, storage space, supporting staff and community participation. In 33% schools, as reported by Principals adequate amount of these facilities was available whereas 67% Principals reported that these facilities were adequate

All three Principals demanded more facilities for effective implementation of Work Experience programme in their schools

Regarding availability of different instructional materials like teachers manual, practical manual, textbooks and teaching aids in 67% schools these were adequate, only 33% schools had in adequacy of students

So far as the teachers teaching Work Experience were concerned all the teachers in the sample schools were trained as stated by the Principals

5 4 1 8 Evaluation of Students Performance

Evaluation of students progress in Work Experience was done internally in two schools periodically while one 33% schools evaluated the students every month. So no uniform scheme of carrying out internal assessment was followed

5 4 1 9 Grants for Work Experience Activities

With regards to the grants received for Work Experience activities it was found that the sample schools received grants sanctioned from the Kendrya Vidyala Sangathan of Rs 2000

For extra funds these sample schools utilised the boys fund for carrying out Work Experience activities

5.4.1.10 Problems in Implementation of Work Experience Programme

Principals identified some important problems in the way of implementation of Work Experience in schools. These included shortage of teacher, non-availability of trained Work Experience teachers, large size of classes, limited numbers of periods and lack of space in Work Experience room to carry out activities effectively.

5.4.1.11 Suggestions for Effective Implementation of Work Experience Programme

For the effective implementation of Work Experience programme in schools Principals advanced about eight suggestions. These included teachers should be trained in variety of trades, external evaluation of students, adequate fund, adequacy of tools and equipment, one lab attendant, more numbers of teachers, enriched lab and ready made products to be purchased by govt agencies.

5.4.2 Profile of the Teachers

5.4.2.1 Sex

Out of five teachers in the sample three were males and two were females.

5.4.2.2 Age

As regard the age the highest number (four) of teacher were between 30-40 years of age. Only one teacher fell in the age group of 50-60 years.

5.4.2.3 Qualification

20% teachers were B Ed, and 20% were M Ed whereas 60% teachers had acquired Diploma in Fine Arts.

5.4.2.4 Work Experience Activities

Seven Work Experience viz , Gardening, Electrical gadgets, Household items, Caning of chairs, Knitting and Internal wiring were being offered in schools.

Gardening was found most popular 46% followed by Electrical gadgets 22%. The least popular activities were found to be Internal wiring 3% and Soft toys 2%.

Some additional Work Experience activities were suggested by the teachers for their schools as Computer Education, Woodwork, typing etc,

5.4.2.5 Work Experience Objectives, Curriculum and Facilities

With regard to the awareness of the objectives of Work Experience programme, 40% teachers considered it as to help the students to inculcate respect for work, 20% each said as to help the students to earn money to support their studies, to help in selecting vocation in future, and to prepare some useful activities respectively

This shows that all the teachers were aware of the objectives of work Experience programme

As far as the curriculum of Work Experience was concerned, 80% teachers observed that curriculum was suitable to realise the objectives of Work Experience, whereas 20% teachers opined that curriculum was not suitable and needed revision

With respect to availability of facilities for Work Experience in schools it was informed by 60% teachers that these were adequate, 20% reported as inadequate, and 20% teachers told that these were not available in their schools to do Work Experience activities

With regard to availability of instructional material for Work Experience programme in schools 60% teachers informed that it was easily available while 40% teachers told that it was hardly available in schools

In case of freedom in planning and managing Work Experience activities in schools all teachers informed that they had free hand in planning and managing Work Experience programme. This may be taken as positive aspect

With regard to development of skills as an outcome of Work Experience programme, 60% teachers were of the view that the required skills were developed in students whereas 40% felt otherwise

Five various instructional methods to teach Work Experience activities, viz, demonstration, groupwork, assignment, project method and dictating notes were being adopted by

the teachers Demonstration method and group work was used by 80% teachers, project method and dictating notes were used by 40-60% of the teachers

According to 20% teachers an assistant was available for conducting Work Experience programme in lab/workshop, while 80% teachers informed that assistant was not provided at all

About collaborating with outside agencies to provide on-the-job training to students it was informed by all the teachers that no such collaboration had been made

5.4.2.6 Evaluation of Work Experience Activities

For the evaluation of students progress in Work Experience activities two device namely, performance test and project test were used by 100% teachers, 40% teachers used oral test, written test and 60% teachers evaluated students by products they had prepared

As reagr the periodicity of evaluation, it was reportedly done annually by 60% teachers, quarterly by 20% teachers and after completion of every activity by 40% teachers

With regard to vies of teachers on the present scheme of evaluation, 80% teachers were found to be unsatisfird, whereas only 20% teachers were satisfied

While conducting the internal assessment of students, 20% teachers opined that administration interefence was posing hindrance in free and objective evaluation, while 80% teachers faced no difficulties in evaluating their students in Work Experience activities

5.4.2.7 Funds For Work Experience Programme

Funds were being provided by Kendriya Vidyalaya Sangathan for conducting Work Experience Programme According to 40% teachers these funds were adequate and 60% informed thath these wer inadequate

5.4.2.8 Problems in Conducting Work Experience Programme

The teachers faced the problems as (i) non-availability of rooms, instructional material, funds, textbooks, tools, raw materials (ii) large strength in classes and (iii) less numbers of periods

5.4.2.9 Suggestions to Improve the Implementation of Work Experience Programme

For improvement of the implementation of Work Experience programme in schools, the teachers put forth seven suggestions, These were (i) provision of adequate facilities (ii) curriculum should be suitably revised (iii) adequate funds (iv) block periods should be allotted (v) Grade system should be abolished and marking system should be adopted (vi) adequate supply of raw materials (vii) the subject of Work Experience should be treated at par with other subjects by giving weightage in terms of importance and evaluation

5.4.3 Profile of the Students

5.4.3.1 Age

As regard the age, 42% students were 13 years, 37% students were 12 years, 14% students were 11 years and 7% students were of 14 years age

5.4.3.2 Sex

Sexwise, out of 225 students, there were 52% boys and 48% girls

5.4.3.3 Category

51% students were of general category, 29% OBC, 11% were from scheduled caste and 9% students was from scheduled tribe

5.4.3.4 Parents Educational Background

As far as the educational background of the parents was concerned, 25% parents were post graduate, 46% parents were graduate, 25% had obtained education upto intermediate and only 4% parents were matriculate. This indicated that parents of all the students included in sample were educated

5.4.3.5 Occupation of Parents

With regard to occupation of parents it was found that 79% were in Government Service, 17% were doing private job and only 4% parents were engaged in business

5.4.3.6 Family Income

63% parents had monthly income below Rs 6000/-, 28% had income between Rs 6000-9000/- and only 7% had monthly income above Rs 9000/-

5.4.3.7 Work Experience Activities

As far as Work Experience activities were concerned, ten work experience activities were being pursued by students viz Gardening 56% students, Decorative item 48%, Cleanlines 38%, Soft toys work 32%, Embroidery work and plantation 23%, Minor furniture repair work 24%, Wood work 19%, Macrome work 14%, Painting 2% and Electric work 05% students

According to 72% students objective of learning work experience activities was to develop some useful skill, 65% students for fruitful utilization of time and 8% for joining some vocation in future

As far as incentives, 100% students shared that they were not getting any incentives for performing Work Experience activities

As regard the number of periods, 82% students informed there were 4 periods and 18% students told that 3 periods were allotted for performing for Work Experience activities Students also told that no periods was allotted for Work Experience activities outside the school

Accordingly to 87% students were occasionally invited and 13% students informant that no experts were invited

As far as the views of students on the usefulness and continuation of Work Experience programme in school was concerned 99.5% students perceived that it should continue as useful activity and only 0.5% students said it was a wastage of time and should be discontinued

Students suggested five new Work Experience activities. They have suggested those activities which were offered in other than their schools. These are Computer, Woodwork, Electrical work, Caring for flowers and Electronic Typing.

This brings out the fact that many new emerging areas of activities were attracting the attention of the students and they were quite aware of the present day needs of the developing society which needs to be taken care while framing curriculum of Work Experience programme.

5.4.3.8 Facilities of Work Experience Programme

As far as sufficiency of facilities for Work Experience was concerned, 60% students informed that these were sufficient, 38% said these were insufficient and 2% reported that these were not available at all.

So far as the type and extent of Work Experience related separate facilities were concerned, included workshop facilities, laboratory for practicals, textbooks, raw materials, tools/equipment, instructional material, work kit and storage facilities. 45% to 60% students informed that each of these facilities was adequately available, 38% to 43% students told that these were inadequate and 12% to 25% students informed that these were not available in their schools.

This indicated a state of inadequacy or even non-availability of facilities in schools. The paucity of facilities was one of the reasons for ineffective implementation of this curricular area.

As far as the effective instruction in theory and practical work in Work Experience programme was concerned, all the students informed that they were taught both theory and practical effectively.

5.4.3.9 Evaluation of Work Experience Activities

All the 225 students informed that evaluation in Work Experience was conducted by teachers.

For evaluation of students progress in Work Experience activities various devices were being used, viz , 69% students informed that oral test was conducted, 32% students said practical test were conducted, 27% Record book, 54% written test, 69% observation, 36% resulting product, 87% project work and 78% involvement of community services respectively

5.4 3.10 Problems Faced by Students

Students identified some important problems which they said were faced by them while studying Work Experience activities These were non-availability of raw material, inadequacy of tools, lack of time and space, and problems during test time

5.4 3 11 Suggestons for Effective Implementation of Work Experience Programme

Students came out with many suggestive suggestions as (i) Availability of sufficient raw materials, (ii) Proper fund, (iii) Trained teachers, (iv) Sufficient infrastructure, (v) Sufficient time for performing Work Experience activities, (vi) 4-6 periods per week etc

All these are quite relevant to the problems of effective implementation of the Work Experience programme and need to receive due attention by the concerned authorities

5.4.4 Profile of the Observation of Schools

5.4.4.1 Observaton of Schools

The investigator visited the schols personally to observe the ground realities and to assess facilities and collect first hand information regarding the Work Experience programme as it was being implemented in schools

As regard the annual plan (calender of activites) of Work Experience programme in school it was observed that none of the schools included in sample prepared any annual plan for doing Work Experience activities This is contrary to the National Guidelines where preparation of a detailed Annual Plan has been recommended

It was found that only the Work Experience teachers were teaching Work Experience programmes

5.4.4.7 Arrangement of Skilled Persons

With regard to inviting a skilled person from the community or industry to provide practical training to students, it was noticed that none of the schools had invited any skilled person for the said purpose

5.4.4.8 Evaluation Records

It was found during the visit to schools that all the three schools maintained a systematic records of Work Experience activities performed by the students

5.5 Educational Implications

On the basis of principal findings of this critical study, it is clear that there is a need to take some effective measures to tone up the implementation of Work Experience programme at the Upper Primary Stage in Central Schools of Gwalior. Some of the Educational implications of the findings of this study are presented below

- In the present day competitive world where the pattern of selection of Work Experience activities is also fast changing. The KV's should provide more human and material resources to schools for such activities as Computer, Woodwork, Electronics etc. which are being considered more meaningful by students and teachers
- The findings of the present investigation have proved that the facilities for the effective conduct of Work Experience programme were heavily lacking. The CBSE should make necessary arrangements to provide essential facilities in adequate amount so as to make the Work Experience programme a success
- The present study also reveals that the Principals are very serious to this area of curriculum and are willing to implement it effectively provided the schools are supplied with the additional facilities suggested by them. Therefore the CBSE should augment provision of these facilities to the schools
- The findings have a suggestion for the educational administrator, that they should see to it that only trained teachers are appointed to teach Work Experience activities. They should be properly trained in their respective Work Experience activities

The study reveals that provision of an assistant for practical work be made for all the schools by the Department for effectively carrying out practical work in the concerned area of Work Experience

The study provided information on inadequacy of funds of Work Experience programme in schools as a result of which alternative sources are adopted to meet the needs of this programme by both Principals and teachers. The CBSE should make available adequate funds for Work Experience programme

Instructional material for Work Experience programme is hardly available, The NCERT should provide the suitable instructional materials like source book, teachers guide, manual etc

Keeping in view the meager resources available for Work Experience activities in schools the Principal should look for opportunities of collaboration with outside agencies to provide practical experience to students in the real work situation by contacting various industries, business houses and factories in the area

As far as possible the internal evaluation of the Work Experience activities be made more and more objectives and structured by the teachers to make it more reliable

Rooms for practical work for Work Experience activities should be constructed and equipped properly, so that practical work can be easily conducted

5.6 Suggestions for Further Research

The following suggestions for further research are made

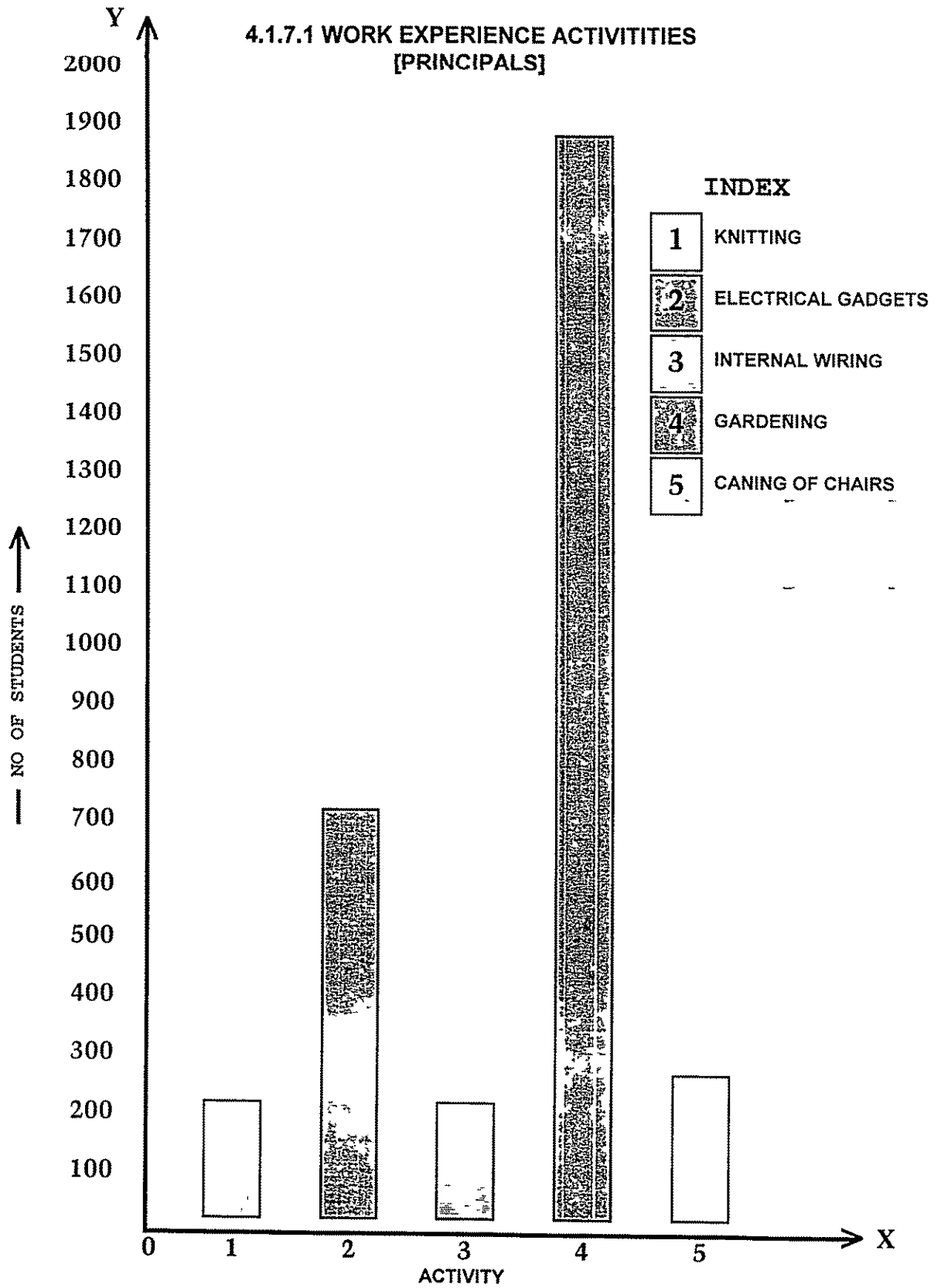
A critical study of the implementation of Work Experience programme in Kendriya Vidyalayas located in Delhi at Elementary Stage can be carried out

A status study of Work Experience programme in privately managed educational institution at Elementary Stage should also be found out through research

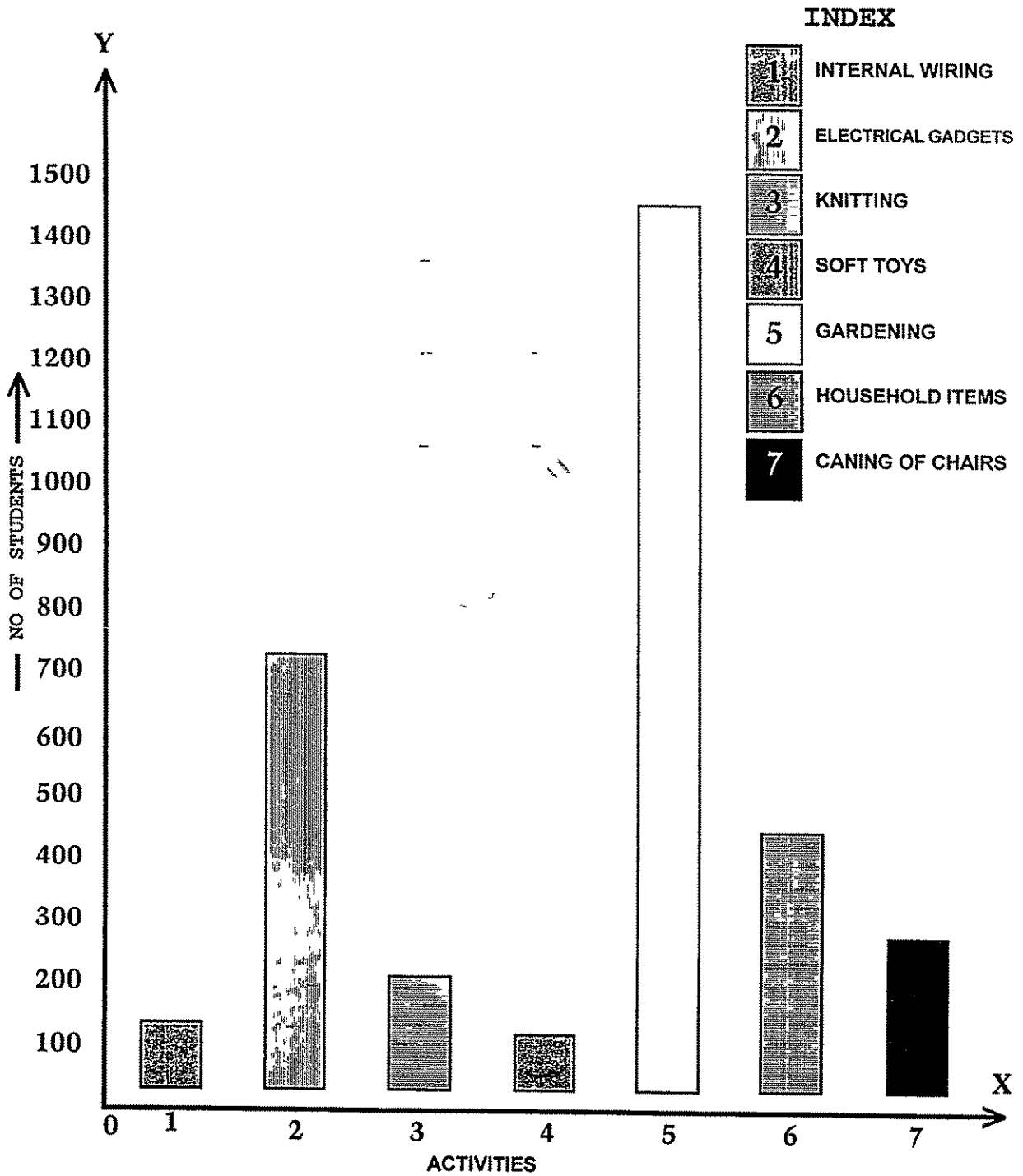
A comparative study of implementation of Work Experience programme in private managed schools and government schools can be taken up

A study to see the impact of Work Experience programme on behavioural changes of the students needs to be carried out

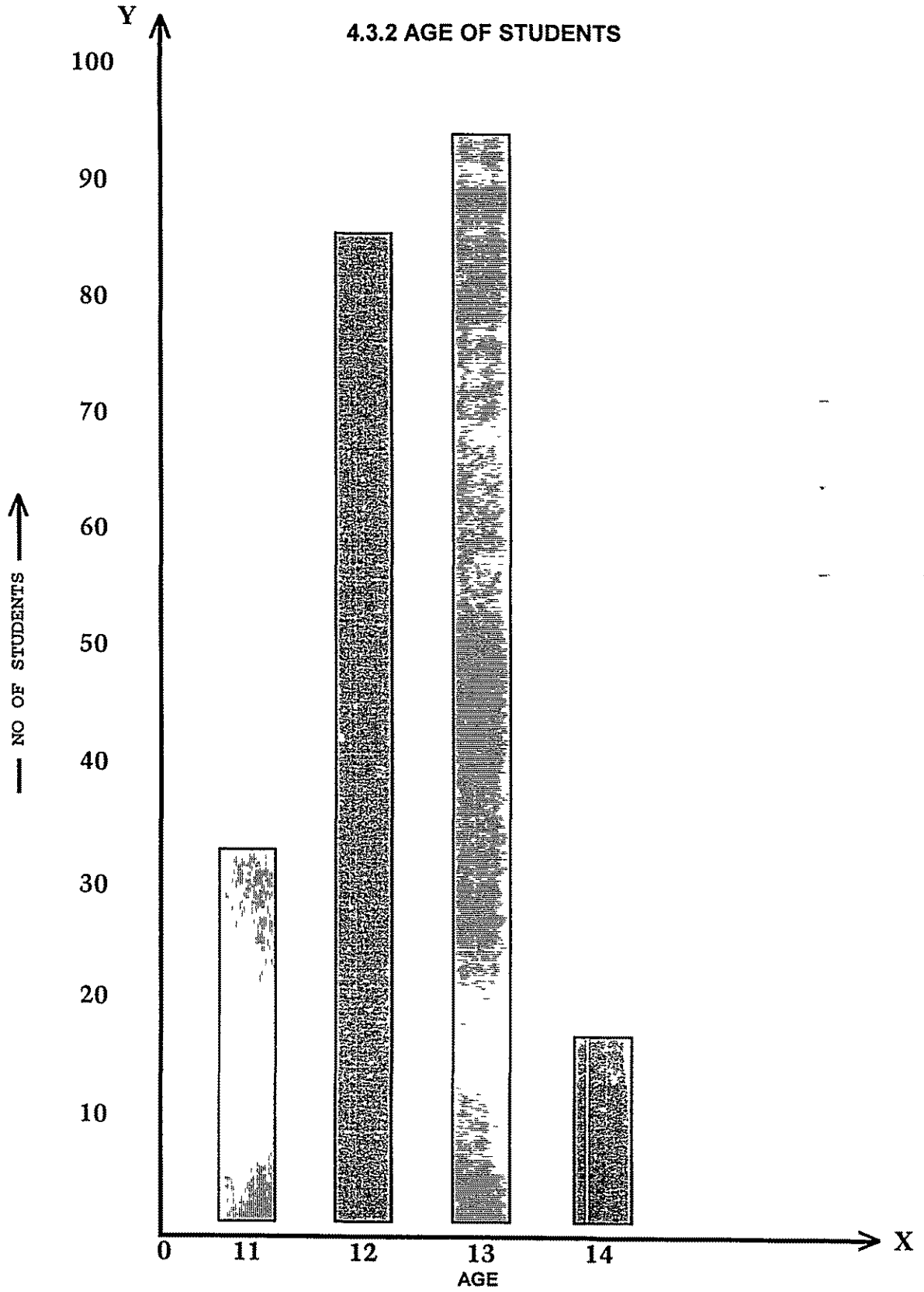
4.1.7.1 WORK EXPERIENCE ACTIVITIES
[PRINCIPALS]



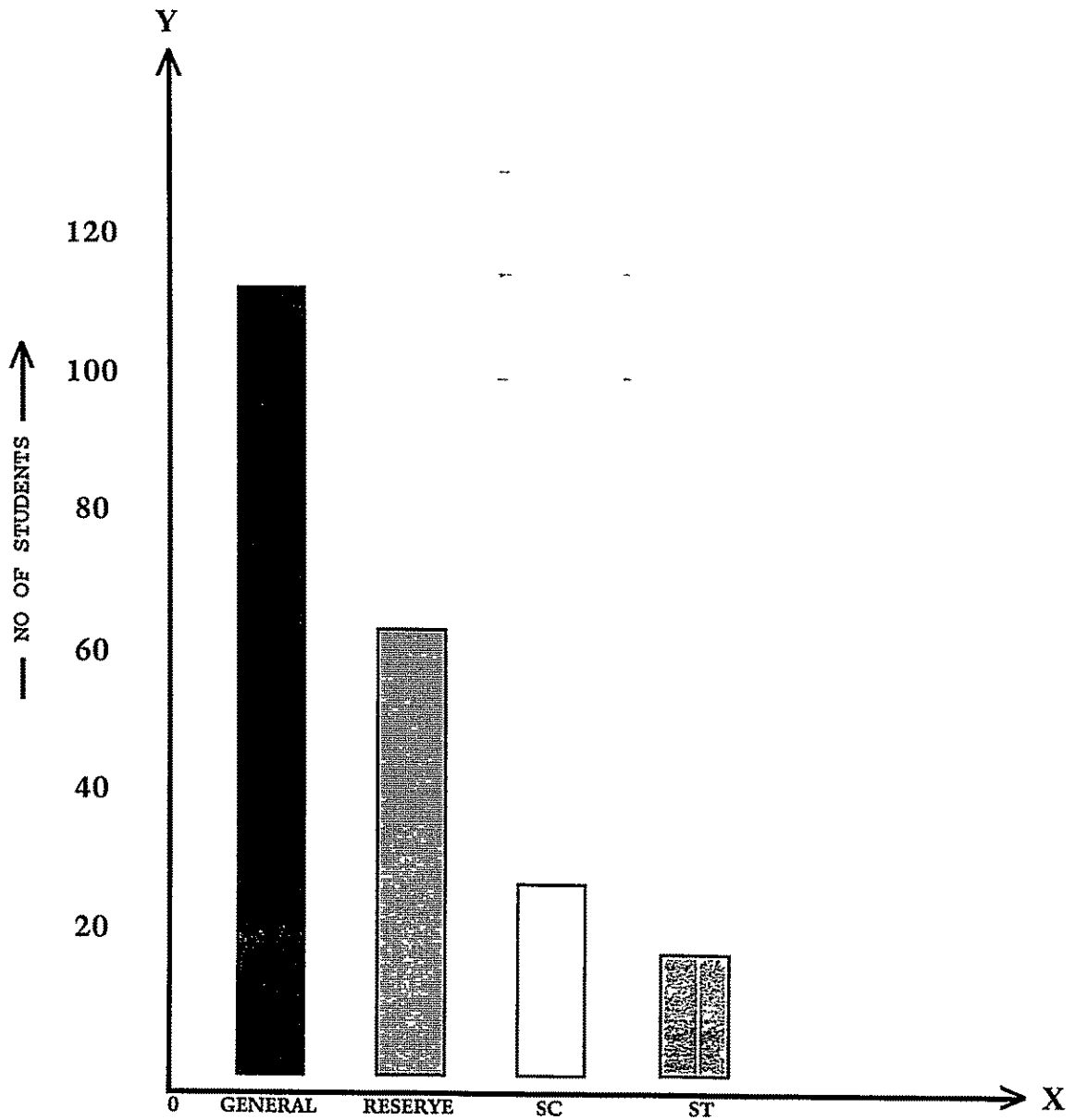
4.2.6.1 WORK EXPERIENCE ACTIVITIES IN SCHOOL [TEACHERS]



4.3.2 AGE OF STUDENTS

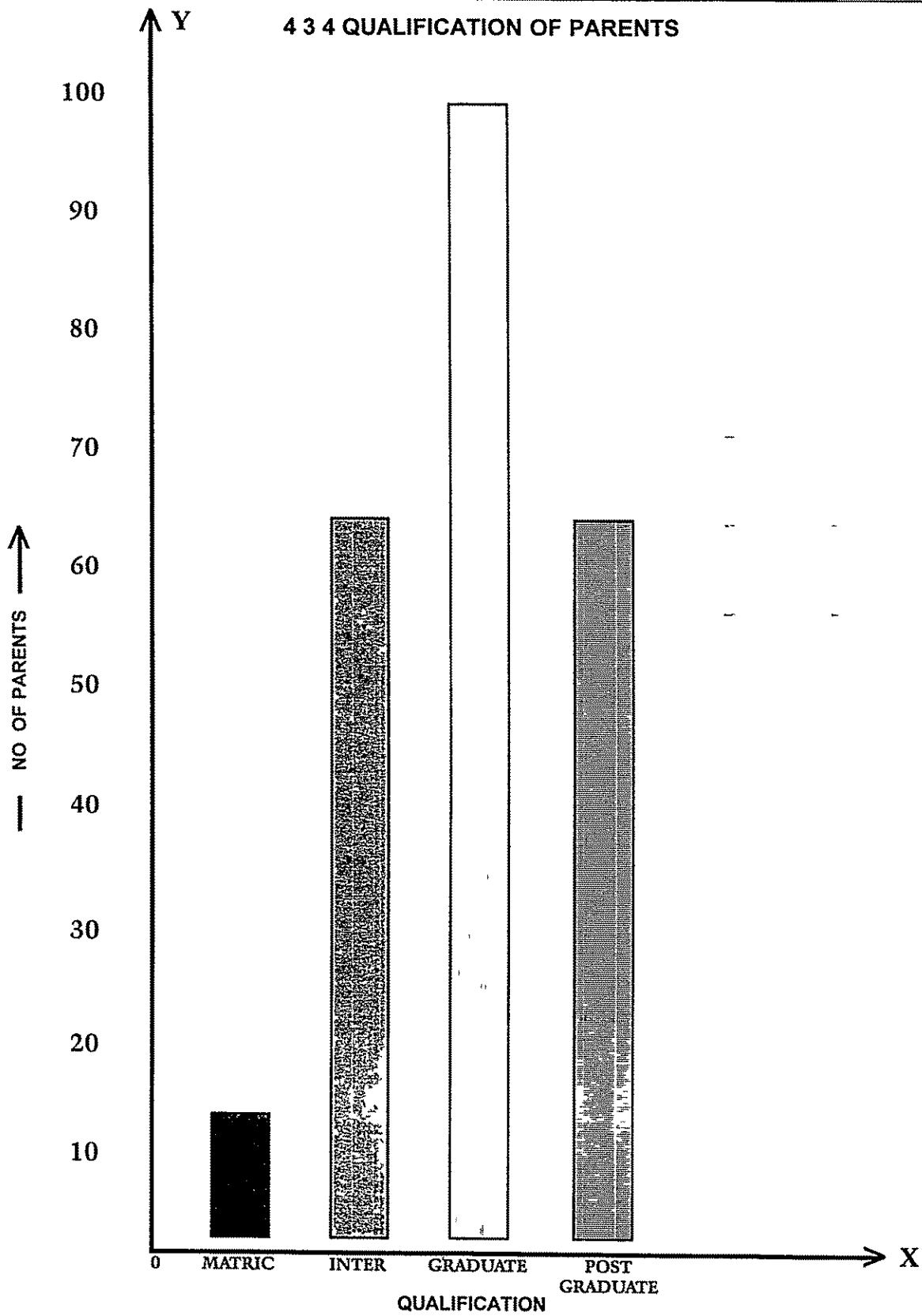


4.3.3 CATEGORY OF STUDENTS



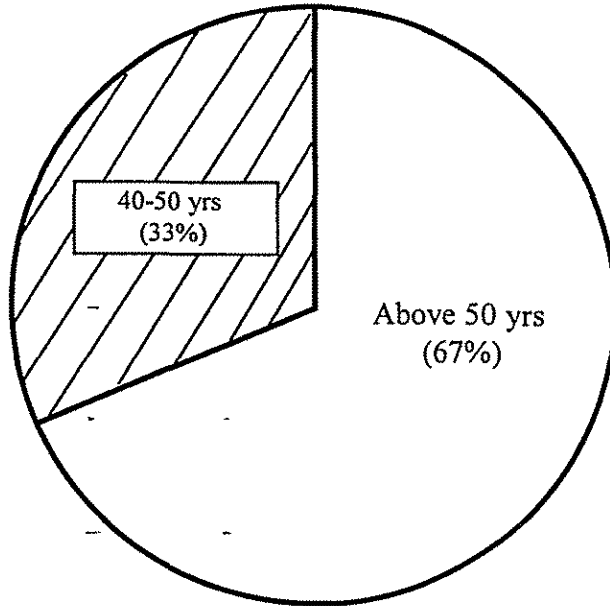
CATEGORIES

4 3 4 QUALIFICATION OF PARENTS

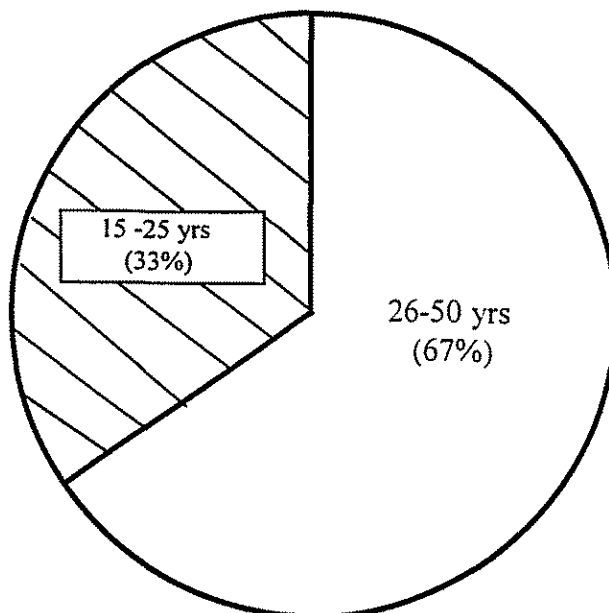


RESPONDANT - PRINCIPALS

4.1.2 Agewise Distribution of Principal

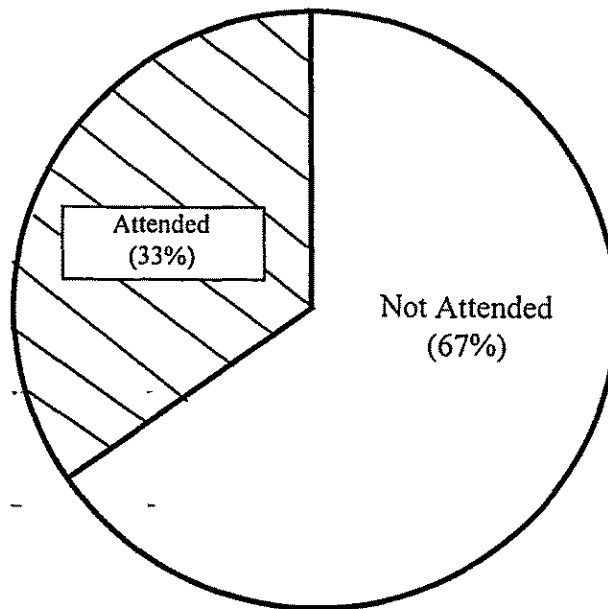


4 1.4 Experience of Principals

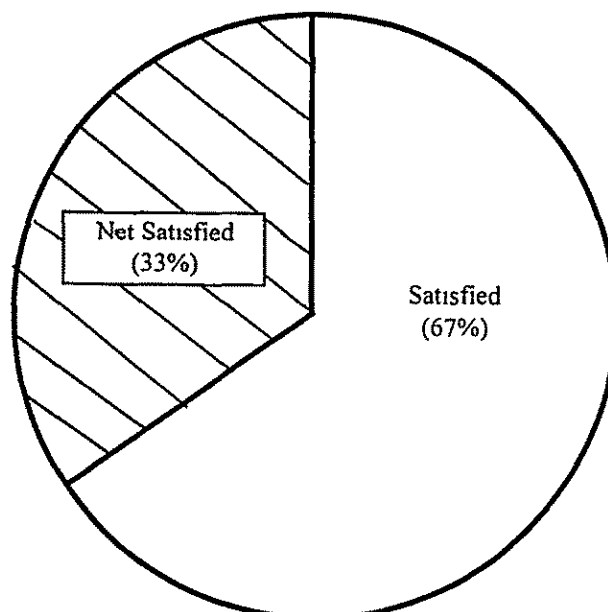


RESPONDANT - PRINCIPALS

4.1.5 INSET Programmes attended by Principals

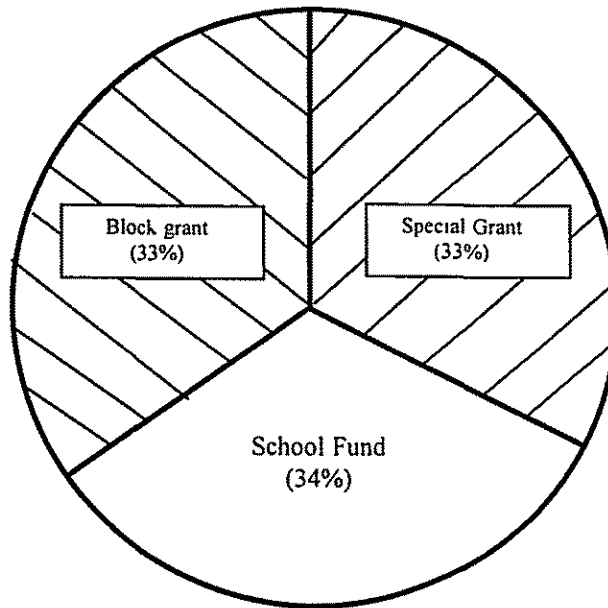


4.1.14.3 Views about Evaluation System



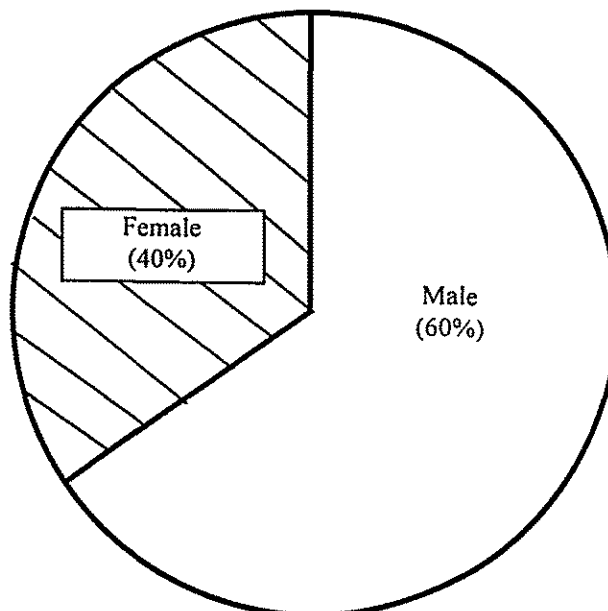
RESPONDANT - PRINCIPALS

4.1.12 3 Granting Pattern



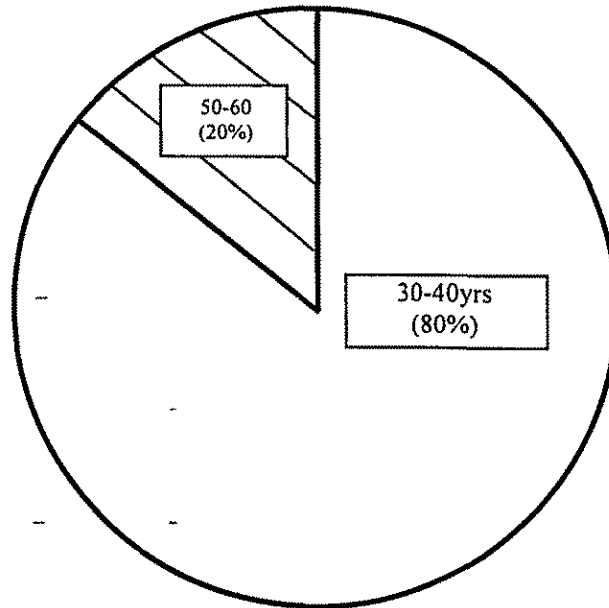
RESPONDANT - TEACHERS

4.2.1 Sexwise Distribution of Teachers

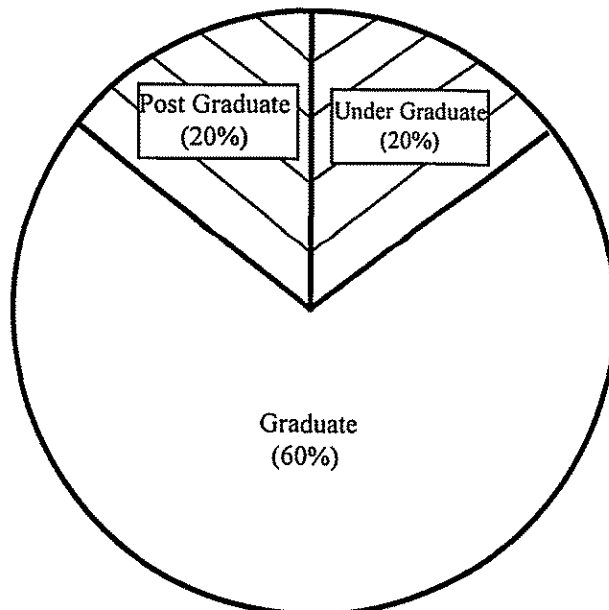


RESPONDANT - TEACHERS

4.2.2. Agewise Distribution of Teachers

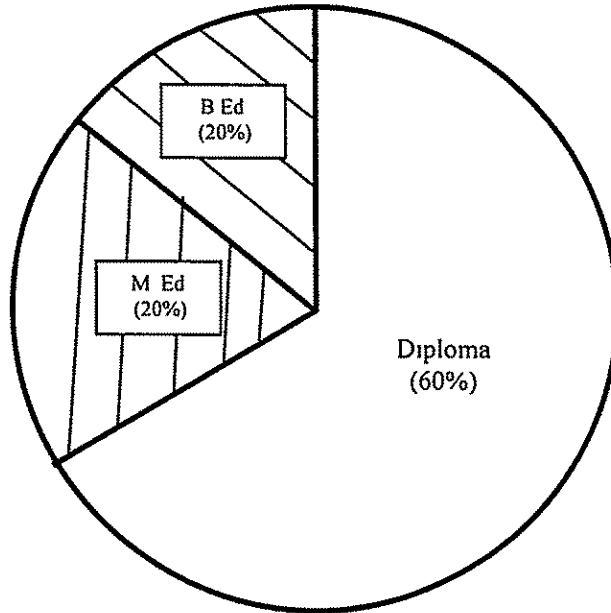


4.2.3 (a) Academic Qualification of Teachers



RESPONDANT - TEACHERS

4.2 3. (b) Professional Qualification of Teachers



4.2.4 Teaching Experience of Teachers

