

A Comparative Study of Implementation of Work Education at Upper Primary Stage in Kendriya Vidyalayas and Privately Managed Schools in Bareilly Division

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Abstract: *The concept of work with education is found in India since before the independence. Though the term, work has been changed according to various commission and committees on education. Work has been introduced as an integral part of education through various schemes at different levels of education as--Work Experience (WE), Earn While You Learn, Art of Healthy and Productive Living (APHL), SUPW, Pre-Vocational Education and Generic vocational Education (GVE). In fact, work education is a conscious effort to bridge the gap between manual and intellectual work; giving a meaning and purpose to the learning process. It not only develops love for manual work and a sense of dignity to labor but also promotes the creative qualities of the child.*

Though work education creates a link between the production and employment through educational process yet it was found that the academic subjects were given more importance than the work education activities. The condition of implementation status of work education was found very poor and largely been neglected. This paper presented a comparative report on the implementation status of work education and problems faced by the Principals, Teachers of work education and Students in carrying out the work education activities in Kendriya Vidyalayas and Privately Managed Schools. The paper also presents some suggestions and recommendations for the betterment and effective implementation Work Education at upper primary stage.

Key words: *work education, work experience (WE), APHL, SUPW, GVE.*

1. INTRODUCTION:

Work Education is viewed as an essential component of education at all stages of education and provided through well-structured and graded programme. It is a conscious effort to bridge the gap between manual and intellectual work; giving a meaning and purpose to the learning process. It not only develops love for manual work and a sense of dignity to labor but also promotes the creative qualities of the child. It inculcates desirable moral and social values among students and develops capabilities to achieve productive efficiency. It acquaints them with productive activities going on in the society, the rules and process involved in that work and the tools and materials used for production. It also helps the students to identify their daily needs and develop self-reliance and confidence in meeting with them. Ultimately it can be said that it helps in all round development of the child and aims at to inculcate positive attitude towards work habits related to health and hygiene, awareness of the world of work through exposure to different work situations and acquisition of elementary skills in handling simple tools and materials. In short, Work Education can be better understood as follows:

1.1 Work Education is viewed as:

- Purposive and meaningful manual work.
- Integral part of the learning process.
- Resulting in either goods or services useful to the community.
- Essential component at all stages of education.

1.2 Work Education is essential for:

- Well integrated personality.
- Vocational readiness.
- Productive efficiency.
- Modernization of society.
- Activity oriented education.

2. DEVELOPMENT OF WORK EDUCATION:

The roots of productive work in Indian education have traced from the old Indian Vedic Culture. In ancient India, when the students lived in the 'Ashrams' with their Gurus, they had to do every kind of manual work for their

living and learning in the Gurukul. Education was related to the life of pupils, bringing in focus the co-existence between education and work. It was education for life through life. But with the introduction of the formal education in the country, education becomes bookish and theoretical.

This shortcoming of our formal education was first pointed out in the **Wood's Dispatch (1854)** and the government paid attention towards practical but practically no action was taken place in this respect. After that **Hunter Commission (1882)** also recommended two distinctive streams at the high school stage, first preparing the students for entrance examination to the university courses and the second for practical occupation. The **Hartogh Committee (1929)** recommended diversified courses at the end of the middle school stage to enable the students to prepare for industrial and commercial careers. Again **Wood and Abbott Report (1936)** stressed the importance of manual activities in education to cater the various needs of students' population.

Mahatma Gandhi, who for the first time not only insisted manual and productive work as a part of school curriculum but also introduced a work oriented education. In Wardha National Educational Conference on 22-23 oct.1937 he has given concrete form to his educational views which is known as **Basic Education** in the history of Indian education.

After independence so many conceptual versions have been given to work education namely; Work Experience, Socially Useful Productive Work (SUPW) and Art of Healthy and Productive Living (AHPL). These concepts appeared over the years in a chronological order thereby it is declared that it has not come all of sudden. It has seen in its progressive attempt.

The **Secondary Education Commission (1952-53)** recommended diversification of courses at the secondary stage, and also declared that every high school student must choose one craft from the suggest list of crafts. The **Education Commission (1964-66)** emphasized on the role of education as a powerful instrument of social, economic and political change. The commission has accepted the concept of Work Experience as it defined by Mahatma Gandhi in his philosophy of Basic Education and it might be described as a redefinition of his views in terms of a society launched on the road industrialization. **National Education Policy (1968)** also emphasized to establish the relationship between education and productivity, Work Experience will be made compulsory in the first 10years of education. Later on NCERT developed **The Curriculum for the Ten-Year School- a Frame Work (1976)** including Work Experience as an integral part of school curriculum as visualized by the Kothari Commission. The **National Policy on Education (1986)** re-emphasized on the concept of Work Experience which was previously referred as SUPW. The policy viewed Work Education as "Purposive and meaningful manual work organized as an integral part of the learning process and resulting in either goods or services useful to community"

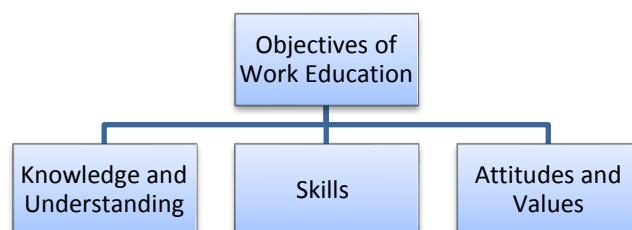
2.1 Conceptual Framework and Scheme of Studies of Work Education

The concept of Work with Education forms the guiding principle for a comprehensive approach to vocationalization of education from primary to the higher secondary stage. Such as

Primary Stage (class 1 st -5 th)	Art of Healthy and Productive Living (APHL)
Upper Primary Stage (class 6 th -8 th)	Socially Useful Productive Work (SUPW)
Higher Secondary Stage (class 9 th -10 th)	Pre-Vocational Education (Work Education)
Senior Secondary Stage (class 11 th -12 th)	Generic Vocational Education

3. OBJECTIVES OF WORK EDUCATION:

Work education has been introduced as an integral part of education from primary to the higher level of education. The main objectives of Work Education are as follows:



4. NEED AND JUSTIFICATION OF THE STUDY:

Work Education prepare the students for life, equip them with proper attitudes, knowledge and skills in respect of work which will lead their personal, social and vocational development and ultimately transform the students from the world of book to the world of work in an easy way.

The implementation scheme of Work Education in the various guidelines and in government planning is so vast and systematic but the actual conditions are too differ. Many educators of the country emphasized on the importance of incorporating work into general education, many innovative programmes were introduced in this regard but eventually all have failed. At present work training is given parallel with the general education but due to several reasons they have failed such as conflict of administrators and teachers; unpreparedness of teachers etc. (Banarjee, 1996). Thus to assess the present status and fruitfulness of work Education at Upper Primary Stage the researcher has realized the need of doing such a study to highlight the implementation status of Work Education in order to remove the deficiencies and fill the gap of knowledge of this particular area; to assess the needs of self-employment of the community and to check the status of facilities for promoting work efficiency.

The analysis and interpretation of the data collected in this regard will reflect the actual condition of Work Education. The findings may useful for the policy makers to reconsider the relevance of Work Education Programme and it will also helpful in making an outline for further decision related to Work Education.

5. OBJECTIVES OF THE STUDY

- To study the status of implementation of Work Education in the Kendriya Vidyalayas and Privately Managed Schools at upper primary stage in Bareilly Division.
- To study the problems faced by the Principals in the proper implementation of Work Education at upper primary stage in the Kendriya Vidyalayas and Privately Managed Schools.
- To study the problems faced by the teachers in the proper implementation of Work Education at upper primary stage in the Kendriya Vidyalayas and Privately Managed Schools.
- To study the problems faced by the students participating in Work Education in the Kendriya Vidyalayas and Privately Managed Schools.
- To suggest the measures for the improvement and effective implementation of Work Education at upper primary stage.

6. MATERIALS AND METHODS

6.1 The Method

With a view to explain the terms and conditions related to the existing implementation status of Work Education and to know the views of the Principals, Teachers and Students of Kendriya Vidyalayas and C.B.S.E. affiliated Privately Managed Schools of Bareilly Division; the researcher has used the Descriptive Survey method which is regarded as the only means that help in gathering the direct opinions of the sample, their problems and suggestions for further improvements through questionnaires.

6.2 Population and Sample

There is too much variation in the number of schools of C.B.S.E. affiliated Privately Managed Schools and in Kendriya Vidyalayas. Therefore the researcher has adopted Purposive Random Sampling Method and select only those reputed co-educational C.B.S.E. affiliated Privately Managed Schools where Work Education has introduced and running regularly, in the same sequence of Kendriya Vidyalayas from each district. Here the researcher had avoided those C.B.S.E. affiliated Privately Managed Schools where Work Education classes were not running properly because the main objective of the research was to study the implementation status of Work Education in the schools at Upper Primary Stage.

In this way the researcher has choose total 16 schools in which 08 Kendriya Vidyalayas and 08 C.B.S.E. affiliated Privately Managed Schools were selected for the study. Thus from the sample schools, 16 Principals (one from each school), 16 Work Education Teachers (1teachers from each school) and 500 students (near about 30 students from each school i.e. 10 students from each class VI, VII & VIII) were included in the present study. The data were collected through separate questionnaires of Principals, Teachers and Students.

6.3 Tools

To collect the information and analysis the present status of Work Education the researcher has used following three questionnaires:

- Questionnaire for the Principals
- Questionnaire for the Work Education Teachers
- Questionnaire for the Students

The above questionnaires have been made with proper planning and careful study of the guidelines and the literature of Work Education because it is always expected that the questionnaire should be brief and sharply focused on the specific purpose. Therefore, the present questionnaires were made with due care for each target group and were pre- tested by the limited sample of the Principals, Teachers and students and necessary modification has been done as per their responses. After that the improved questionnaires were given to few experts to give their valuable comments on the tools. At last on the basis of the experts' comments and suggestions the tools were given the final shape and

later get printed for further use. Though it was not easy to collect the responses of the sample and experts comments, it takes too much time yet all it had been done by the researcher successfully to make the tools more reliable, valid and useful for the study.

6.4 Statistical Techniques Used for Data Analysis

For scoring of the responses of Principals, Work Education teachers and students regarding the implementation status of Work Education the scores are given according to the type of questions; and the score of each item of each questionnaire was analyzed through the calculation of frequency and percentage.

7. MAJOR FINDINGS RELATED TO IMPLEMENTATION STATUS OF WORK EDUCATION:

7.1 Educational and Professional Qualification of the Principals and Work Education Teachers

In case of educational qualification of the Principals it was found that they all were trained and had the degree of B. Ed. and out of 16 Principals, 25% had the degree of M.A. and majority of Principals 50% had the degree of M.Sc. and 25% Principals had done M.Com. But none of them had any vocational degree or qualification. About the teachers it was found that 19% teachers had the professional degree of B.Ed. and they were teaching in Kendriya Vidyalayas; 31% teachers had the diploma in Electrical Engineering they were also teaching in Kendriya Vidyalayas, and 5 teachers had the diploma in Bombay Art they all were teaching in Privately Managed Schools while 19% teachers had done Nursery Teachers Training (NTT) and the course of Textile and Sculpture.

7.2 Participation of the Teachers in Work Education Programme

In case of the teachers participation in Work Education Programme it was found that out of 16 teachers, 56% teachers said that they had participated in the Work Education training programmes while 44% specially the Privately Managed Schools teachers said that they never participated in any of Work Education training programme.

7.3 Knowledge about the aims and objectives of Work Education

Regarding the knowledge of the Principals about the aims and objectives of Work Education it was found that there was not very much difference in the knowledge of the Principals of Kendriya Vidyalayas and Privately Managed Schools about the aims of Work Education and their knowledge was not update. As for as the knowledge of teachers about Work Education and its aims is concerned, the teachers of Work Education have proper knowledge about the main aims of Work Education.

7.4 Objectives of Teaching and Learning of Work Education

Majority of teachers of Kendriya Vidyalayas and Privately Managed Schools have accepted that in real form these objectives orient the students towards work, develop the respect for manual labor, encouraged them to participate more intensively in production processes.

Regarding the objectives of learning of Work Education it was found that majority of students of both the school accepted that it is useful in skill development and they have interest in all these activities. On the other hand most of the students rejected the point that it is helpful in getting job early and they feel bored in academic studies.

7.5 Criteria of Selection of Activities

As regards to the criteria of selection of activities of Work Education the Principals of Kendriya Vidyalayas and Privately Managed Schools were found more concerned with the criteria suggested by CBSE and SCERT in the selection of the Work Education activities. They rarely give preference to locally available resources, need of the community and interest of the teachers in the selection of the Work Education activities.

7.6 List of Activities

Out of thirty two activities only six activities were found to be most popular among the students of Kendriya Vidyalayas and Privately Managed Schools, such activities were flower arrangement, painting, clay modelling, and preparation of local craft items, cultural programmes and computer education, these all were accepted by near about 80% students of both the schools. Making of toys and doll, health care activities, typing and food preservation were pursued by 60% to 70% students of both the schools. On the other hand raising vegetables, medicinal plants, embroidery, preparation of fruit juice and squash, plumbing, tailoring, tie and die and making of stationery items were opted very few 20% to 30% students of Kendriya Vidyalayas and Privately Managed Schools. Rest of the activities were very rare to be chosen by the students of both schools. It was found that most of the activities those were introduced or rejected in both the schools are common and the activities which need ground as gardening, backyard poultry and making of nameplates etc. were not offered in the Privately Managed Schools.

7.7 Availability of facilities for Work Education Activities

Regarding the availability of facilities it was found that in most of the cases facilities were adequate in Kendriya Vidyalayas but in Privately Managed Schools the condition was not so favorable especially for the facilities related to space. The reason behind these conditions may be that the Kendriya Vidyalayas are governed by Central Govt.; they get proper aid for various expenses, and followed one decided central policy in the schools. On the other hand the Privately Managed Schools are developed on the basis of their own available resources; the decisions are generally depend on managements' will, if they have interest in these activities including studies, they made proper arrangements otherwise the schools could not run such work properly and all these activities become formality only.

7.8 Allotment of Periods

The allotment of periods for Work Education activities in both of the schools was found too controversial as per the responses of the teachers and students; it lacks uniformity and proper planning. According to the guidelines of PSSCIVE (NCERT) at the upper primary stage minimum 6 periods out of 48 periods per week should be allotted to the Work Education activities, besides out-of-school time for productive activities.

7.9 Availability of Grants and Funds

Regarding the availability of funds for Work Education activities the Principals and teachers of Kendriya Vidyalayas and Privately Managed Schools denied for receiving any grant or fund from the Directorate of Education to develop the instructional facilities for Work Education Programme. They said that they did not get any type of grant or fund from any resource for Work Education Programme. Though, it was recommended that adequate funds should be made available on time to meet the expenditure for implementation of Work Education.

7.10 Evaluation of Work Education Activities

50% teachers of Kendriya Vidyalayas and all the teachers of Privately Managed Schools stated that they were not satisfied with the present evaluation procedure of Work Education. The responses of the teachers of Kendriya Vidyalayas and Privately Managed Schools were according to the guideline published by PSSCIVE, NCERT; but it was also noticed and found that the evaluation system of Work Education activities lacks uniformity.

7.11 Findings Related to the Problems Faced by the Administrator/ Principals in Proper Implementation of Work Education at Upper Primary Stage

The Administrator/ Principals faced the problem of lack of proper literature of Work Education. The objectives of Work Education were not clear to them. They were also facing the problem of the non-availability of expert and well trained teachers of Work Education; especially in Privately Managed Schools because all the Principals stated that the well trained Work Education teachers were not available. They also face the problem of lack of proper place and classroom for Work Education activities. The controversy among the principals and the teachers on various issues was one of the major problems in the proper implementation of Work Education activities. Poor co-operation of parents for the Work Education activities and in providing raw materials to their children was also one major problem.

Non-availability of adequate funds made the Work Education programme weak and the principals become unable to implement it properly. 75% Principals of Privately Managed Schools stated that they are facing the problem of irregular attitude of administrative authorities too. They were facing the difficulty in organizing the community work due to lack of funds for convenes. The arrangement of students' safety was also one of the major problems during the organization of community works, safety in the sense of their health, transport, staying etc.

7.12 Findings Related to the Problems Faced by the Teachers in Proper Implementation of Work Education at Upper Primary Stage

The major problem of the teachers of Work Education was that they didn't have proper knowledge about Work Education its aims and objectives, scope and usefulness. This problem again indicated for the problem of lack of proper literature and books related to Work Education. They also faced the problem of shortage of attendance in Work Education class and non-availability of proper guidelines. The teachers of Privately Managed Schools faced the problem of lack of motivation from administrative authorities and proper planning in the selection of Work Education activities at the upper primary stage too. They were facing the problem of insufficient time for practical work. The teachers reported that they were facing the problem of lack of uniformity in the evaluation of Work Education activities. Some teachers give emphasis on skill development and some process of doing the work, some teachers' were in the favour of giving the marks while some were favouring for grading system. They faced the problem of lack of raw material at the time of practical work and insufficient time and place for practical work as per students' strength. They were also facing the problem of lack of equipments and tools in the labs. The teachers also faced the problem of indiscipline due to insufficient place, lack of equipments and lack of text matter. All these conditions create difficulties in the proper arrangement of practical work and other activities of Work Education.

7.13 Findings Related to the Problems Faced by the Students in Participating in the Work Education at Upper Primary Stage

Just like the principals and teachers the students were also faced the problem of lack of proper literature of Work Education. Other subject teachers' non co-operative attitude towards Work Education activities was also a problem faced by the students; this condition creates hindrances in their involvement in Work Education activities. The time allocation for practical work of Work Education activities was insufficient. Due to this insufficient time and place as per their strength, they could not do their work properly. Non-availability of proper guidance in doing the Work Education activities was one of the main problems faced by the students. This problem is also related with the problem of lack of experienced teachers and lack of proper books and literature of Work Education. They were facing the problem of lack of money in doing Work Education activities too. The condition of labs and equipments was not satisfactory in both the schools, the equipments and tools used for Work Education activities were poor, old and broken. The non-cooperative attitude of the parents for Work Education activities was also a main problem because they think; it is the wastage of time and money. Students also facing the problem of other subject teachers' pressure on their theoretical subjects in comparison to Work Education activities.

8. Suggestions and Recommendations for improvement and effective implementation of Work Education at Upper Primary Stage:

- More in-service training and orientation programmes should be organized for the Work Education teachers of Kendriya Vidyalayas as well as Privately Managed Schools.
- The criteria of selection of Work Education activities should be based upon locally available resources and need of the community too so that students can participate and enjoy all the activities.
- The administrative authorities should take proper interest and understand the importance of Work Education in present scenario.
- Being an administrative authority the Principals should understand the importance of awareness programmes and try to arrange them properly with the help of teachers and students because such programmes are essential not only for Work Education but for each subject also.
- In the condition of lack funds like other expenditure of the schools some fee could be charged from the students for certain activities and in the same way some amount could be utilize from the Parents-Teachers Association (PTA) funds.
- The criteria of selection of Work Education teachers should be decided because there is too much variation in the selection of teachers in Kendriya Vidyalayas and in Privately Managed Schools.
- The Principals should be very careful for the supervision of Work Education activities.
- Work Education related books and literature should be provided to the Principals and teachers so that they can properly understand the objectives, aims and wideness of the Work Education Programme. Because unclear objectives and aims indirectly create a negative environment for Work Education.
- Work Education teachers should include those activities which are playful, enjoyable, simple and interesting and to which the students could immediately relate with their environment.
- SCERT and SUPW Unit should organized the training programmes for teachers in newly proposed activities which include Modern Arts, Food Preservation, Soft Toys, Clay Modeling, Computer Typing, Soap and Surf making, and Health Care activities.
- For the proper evaluation of Work Education activities the teachers should be given training of evaluation of Work Education activities to acquaint them with the various evaluating principles, which should be considered at the time of evaluation.
- The teachers should understand their social responsibilities and fulfill them by organizing community services properly with the serious involvement of the students.
- The allotment of periods should be properly planned. According to the guidelines of PSSCIVE (NCERT) at the upper primary stage minimum 6 periods out of 48 periods per week should be allotted to the Work Education activities, besides out-of-school time for productive activities.
- The other subject teachers and parents of the students should be motivated through the awareness and orientation programmes to increase positive attitude towards Work Education activities.

9. CONCLUSION

The study reveals that the Principals, teachers and students all have interest in Work Education activities but they do not have proper knowledge about the Work Education Programme due to lack of proper literature and guidelines. If the national, state and district level authorities provide it to them and do proper supervision time to time, surely a drastic change might be seen there. Secondly the eligibility of the Work Education teacher must be decided by the board or government and frequent in-service training programmes may be organized for the Principals, Work Education teachers and other subject teachers to up-date their knowledge and enhancing their competency. For making this education more effective and valuable for the students as well as the society two things can be done easily; **first** local learned persons of the community related to particular Work Education activity can be invited to provide demonstration or explain the practical aspects, need and importance of that activity, **second** the specialist from various industries and work-shops can be invited to teach and guide the students; students can also be sent for excursion to various industries related to Work Education activities in order to acquire practical knowledge and enhancing their curiosity for the better future opportunities.

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