CHAPTER V

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
Socially Useful Productive Work (SUPW) has been defined as purposive, meaningful, manual work resulting in either goods or services which are useful to the community. It emphasises the principle that education should be work-centred and the concept is to be developed in the light of philosophy of Basic Education of M.K. Gandhi in and through work. SUPW comprises work consisting of service, production and community development activities in various areas of human needs such as health and hygiene, food, clothing, shelter, culture and recreation and social service in accordance with mental and manual abilities of the children at various stages of education and the availability of local resources.

SUPW is now being considered inseparable from the educational process as a whole if education is to respond to the needs of modern time. It is necessary to build two-way bridges between education and productivity at all levels. General education is no longer considered complete without SUPW. It occupies a place of pride in the school curriculum for achieving self-reliance and as a means for preparing for adult life.

The purpose behind SUPW is to provide children with opportunities of participating in social and economic activities inside and outside the classroom, so as to enable them to understand scientific principles and processes involved in different types of work and to earn while they learn while going from one stage of education to another. It is conceived as an educational manual activity contributing towards the total development of the learners personality. This include the development of the child as an efficient worker with a sense of contentment to the society and personal fulfillment.

Socially Useful Productive Work is not a new concept. It is as old as mankind. Manual work was the part and parcel of educational system during the ancient Indian time. Particularly, in colonial India, education became bookish and the students were prepared for white-collared jobs. There was no provision of manual activity in general education. This shortcoming was pointed out in Wood's Education Despatch of 1854. But it was Mahatma Gandhi who for the first time, insisted that manual and productive work should not only find place in the school curriculum but also education should centre around it.

The Education Commission (1964-66) stated that one of the means of achieving educational transformation leading to national development was by linking education to productivity, and this link could be forged by introducing Work Experience (WE) as an integral part of general education.

"The Curriculum for the Ten-Year School- A Framework" (1975) of NCERT included Work Experience as an integral component of school curriculum as visualised by the Education Commission. The Review Committee or Ishwarbhai Patel Committee (1977) reviewed the above document and recommended that Socially Useful Productive Work (SUPW) must find a central place in the school curriculum to bridge the gap between education and work. The Committee recommended three phases in the teaching learning process of Socially Useful Productive Work (SUPW) viz., a study of the world of work through observation and enquiry; experimentation with materials, tools and techniques; and work practice. The concept and objectives of SUPW as given by the Review
Committee has been accepted by the Adiseshiah Committee (1978) also for the +2 stage with minor modifications.

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

The National Policy on Education (1986) reiterated the concept of Socially Useful Productive Work (SUPW) and renamed it as Work Experience (WE). It viewed Work Experience as an integral part of the learning process resulting in either goods or services useful to the community. One of the distinctive features of the Work Experience programme as viewed in the National Policy is the provision of pre-vocational programmes at the lower secondary stage.

"A Perspective Paper on Education-Towards an Enlightened and Humane Society" (1990), headed by Acharya Ramamurti points out that SUPW is to be made an effective medium of learning, sensitization and developing problem-solving skills and creativity for all students at all stages of education with a view to empower people for work.

The sum total of all these recommendations is that Craft/WE/SUPW should find a place in general education. Regarding the integration of work and education, some of the terms used by different states and Union Territories in India are "Craft Education", "Work Experience" (WE), "Socially Useful Productive Work" (SUPW), "Earn While You Learn", "Pre-vocational Education" and "Life Oriented Education".

Studies on SUPW in some states and Union Territories in India have been conducted by NCERT (1978), Bajpai and Rao (1980), Sen Gupta (1981), Sindhe (1985), Kumar (1986), State Institute of Education, Chandigarh (1986) and Sudha Rao et al. (1987) etc. However, in Himachal Pradesh, only one study on SUPW was conducted by Singh (1989) at the Master's degree level. It is worthy to note that the study was confined to Shimla district only. Keeping in view the non-existence of some significant studies on SUPW in India in general and Himachal Pradesh in particular, the present study is both desirable and unique. Furthermore, data for the present study have been collected from grass root level to the apex level. It is worth mentioning that this kind of study has been recommended by Gupta and Gupta (1977), Adiseshiah Committee (1978) and Seetharamu and Sudha Rao (1991).

Evaluation in any system of education is necessary so as to find out the shortcomings (if any) for taking corrective and remedial steps for bringing improvement in the programme. For boosting the efficiency and effectiveness of the programme, to apply mid-course refinements and to get feedback from an operating system, the place of evaluation studies in SUPW is quite distinct. The scope of such studies and their implications are quite useful. There are many constraints which are likely to hinder the effective implementation of the SUPW programme. In this context, proper evaluation of SUPW programme can identify the weakness, deficiencies, effectiveness and shortcomings of the programme implemented, so that corrective steps could be taken in time.

It was felt that research effort so far on SUPW has been sporadic and rather unsystematic in India in general and Himachal Pradesh in particular. In view of the above observations, the investigator selected the following problem for research:
5-1 OBJECTIVES OF THE STUDY

The following were the objectives of the present study:

1. To study the development of the concept of Socially Useful Productive Work in the historical perspective.
2. To study the functioning of the Socially Useful Productive Work programme at the secondary stage in Himachal Pradesh in terms of:
   - Nature of the subject
   - Criteria adopted for selection of SUPW activities
   - SUPW activities introduced
   - Community service/social service performed by the students
   - Physical facilities available
   - Teachers teaching SUPW activities
   - Provision of in-service training and refresher courses for teachers
   - Availability of instructional materials
   - Record book maintained by students
   - Invitation of professional experts
   - Allocation of time
   - Teaching methods
   - Co-ordination
   - Provision of supervision
   - Allocation of finance
   - List of articles/products prepared/produced by the students
   - Procedure of disposal of products
   - Provision of incentives/remuneration
   - Involvement of local community/parents
   - Utility of the SUPW activities for students
   - Procedure of evaluation of students' performance
   - Relevance of the SUPW activities introduced
3. To study the problems faced by the teachers and heads of the Institutions in the implementation of Socially Useful Productive Work programme at the secondary stage in Himachal Pradesh.
4. To study the problems faced by the students in carrying out the Socially Useful Productive Work activities at the secondary stage in Himachal Pradesh.
5. To suggest measures for the effective implementation of Socially Useful Productive Work programme at the secondary stage in Himachal Pradesh.

5-2 METHODOLOGY

In the execution of the present study Historical as well as Descriptive methods of research were employed in order to study, describe and interpret both the past as well as the present phenomenon of Socially Useful Productive Work (SUPW) programme at the secondary stage in India.
in general and Himachal Pradesh in particular. Keeping in view the objectives of the study, various strategies were applied which included: document analysis, survey, observations, programme analysis and personal contacts with teachers, heads of the institutions, students, parents, Technical Officer of Directorate of Education (Himachal Pradesh), Principal of SCERT, Solan (Himachal Pradesh) and experts of the Department of Vocationalization of Education and SUPW unit of NCERT.

5-3 SAMPLING

The target population in the present study covered all the government high/senior secondary schools of Himachal Pradesh. However, the accessible population comprised of the government high/senior secondary schools of districts Kinnaur, Bilaspur, Shimla, Solan and Una. From the 12 districts of Himachal Pradesh, five districts namely Kinnaur, Bilaspur, Shimla, Solan and Una were selected randomly for the proper representation of the sample. Since the schools are scattered all over the districts, ten per cent of the high/senior secondary schools were selected randomly from each district except Kinnaur. Since the number of government high/senior secondary schools in the tribal district of Kinnaur was only 21, it was decided to take twenty per cent of the schools from that district. So totally 33 schools were selected for the purpose of the conduct of the present study. From these schools all the craft teachers and other teachers imparting instruction in SUPW activities at the secondary stage were taken. Head of each institution was also included in the study. Ten students were selected at random from each school studying in tenth grade. The information about SUPW programme was also to be collected from the parents of the students who were studying in tenth grade of the selected government high/senior secondary schools of the state. The method of purposive sampling was adopted as it was not possible to collect information from all the parents. Technical Officer of the Directorate of Education of Himachal Pradesh, Principal of SCERT, Solan (Himachal Pradesh) and three experts of the Department of Vocationalization of Education and SUPW unit of NCERT were also included in the sample for the purpose of data collection. Method of purposive sampling was adopted for the selection of experts.

Thus, the sample of the present study comprised of 60 craft teachers and other teachers providing instruction in SUPW activities, 33 heads of the institutions, 330 tenth grade students, 110 parents, Technical Officer of the Directorate of Education of Himachal Pradesh, Principal of SCERT, Solan (Himachal Pradesh) and three experts of the Department of Vocationalization of Education and SUPW unit of NCERT.

5-4 TOOLS

To collect information regarding SUPW programme at the secondary stage, two questionnaires, five interview schedules and one observation schedule were developed by the investigator.

Two questionnaires were developed one each for the under stated persons:

(i) Teachers teaching SUPW activities
(ii) Heads of the institutions

Five interview schedules were developed one each for the under stated persons:

i) Students
ii) Parents
iii) Technical Officer of Directorate of Education (Himachal Pradesh)
iv) Principal of SCERT, Solan (Himachal Pradesh)

v) Experts of the Department of Vocationalization of Education and SUPW unit of NCERT

An observation schedule was developed at the institutional level.

5-5 STATISTICAL TECHNIQUES

The obtained information were analysed in terms of frequencies and percentages. In a few cases rank order analysis was used. Besides quantitative analysis of the responses, qualitative analysis was also adopted. In general, item-wise analysis was carried out. Data on different aspects of SUPW programme were interpreted keeping in view the objectives of the study.

5-6 DELIMITATIONS OF THE STUDY

The present study was delimited in the following manner:

1. The study was delimited to government high/senior secondary schools of five districts of Himachal Pradesh.
2. The study was confined to students studying in tenth grade.
3. The study was restricted to craft teachers and other teachers imparting instruction in SUPW activities.
4. The study was evaluated as per the recommendations of the Review Committee or Ishwarbhai Patel Committee (1977) on SUPW in its report entitled “The Curriculum for the Ten-Year School.”

However, with all the aforementioned delimitations, it is believed that the study and its findings would give a worthwhile information on the general picture of the SUPW programme at the secondary stage in Himachal Pradesh.

5-7 GENERAL CONCLUSIONS

On the basis of analysis and interpretation of data, the following conclusions may be laid down:

5-7.1 Historical Perspective

The educational potentiality of manual work was recognised long before the advent of formal education both in western countries as well as in India. In the primitive society, there was no distinction between education and work. The very living process was education for every individual. The bulk of an individual’s education was through doing and involvement in productive work and services.

5-7.1 (i) Development of the Concept of Socially Useful Productive Work (SUPW) in Western Countries

In western countries, the value of educational handicrafts was recognised by philosophers and educators like Aristotle, Cominious, Rousseau, Herbert, Montessori, John Dewey and Bertrand Russell etc. very early.

One of the earliest programmes meant for relating education to productivity designated as practical education was made in the middle of the nineteenth century in Russia by Victor Della Vos. It emphasised only development of individual skills involved in different projects in an isolated manner.
From the educational point of view, the scope of this programme was very limited. It did not result into any tangible and usable product.

In the Scandinavian countries, a system called Sloyd training was introduced in the primary schools during middle of the nineteenth century. This programme was product-oriented. However, the activities included in the programme were not related to the primary needs. The Sloyd movement took the form of manual training in England. But it was not based on any traditional craft. Manual arts which were introduced in the general schools of United States of America were concerned with practical knowledge of materials, principles and processes of industry. However, it involved costly equipment while the other areas of the school subjects were not related to it.

The programme of industrial arts, which was developed by Bonsor of Columbia university in the early part of the twentieth century was based on the different aspects of the entire industry and the experiences were provided under simulated situations within the school. The theoretical content of the programme was very heavy and it did not contribute towards the social development of the learners to the desired extent.

The concept of part-work and part-study system of schooling was developed in the beginning of the twentieth century in the USSR on the basis of suggestions given by Marx. The unified labour schools originated in USSR were meant for the transformation of the society by bridging the gap between the intellectual and manual workers. In the late twenties, the unified labour schools were transformed into polytechnical schools where remunerative productive labour, mental education, physical exercise and polytechnical training were combined with a view to elevate the working class considerably above the level of higher and middle class. The polytechnical training component aimed at acquainting the students with the basic principles of all processes of production and helping them in developing the habits of dealing with the most simple instruments of production. This programme stretched from the kindergarten to the secondary stage.

5-7.1 (ii) Development of the Concept of Socially Useful Productive Work (SUPW) in India

In ancient Indian times, when the pupils were living in the hermitages with their teachers, they were performing every kind of manual work for living and learning. Education was related to the life of the pupils and the distinction between education and work did not exist. During the Muslim period, many Mohammedan rulers were great patrons of the craftsmen. At that time training in handicrafts was given to the youths in the traditional family institutions in the same trade of their fathers. With the introduction of formal education in India, education became bookish as there was no provision of manual work in general education. This shortcoming was pointed out in the Wood's Education Despatch (1854) which contemplated the introduction of pre-vocational education at the secondary stage.

Deploring the ineffectiveness of book learning educationists like Rabindra Nath Tagore gave importance to the role of manual work for all round education. Wood and Abbott (1937) also stressed the need of manual work in education for the sake of harmonious development of personality. Mahatma Gandhi also insisted that manual and productive work should not only find place in the school curriculum but also education should centre around it. In 1937, a decision of introducing Basic
Education based upon the educational ideas of Mahatma Gandhi was taken after the publication of Wood and Abbott report. The educational ideas of Mahatma Gandhi were given practical shape by the Zakir Hussain Committee (1937) and Basic Education was accepted as the National pattern of education for the elementary stage in 1938-39 in almost all the states in India.

Secondary Education Commission (1952-53) recommended that there should be greater emphasis on craft and productive work in all schools. The Standing Committee on Basic Education of the Central Advisory Board of Education, Government of India, in the year 1956 recommended that immediate steps be taken for introducing some elements of Basic Education in Non-Basic schools to orient them towards Basic Education pattern.

Education Commission (1964-66) pointed out that in Basic Education, basic crafts froze around indigenous crafts of the village employment pattern and were not suited to a society launched on industrialization based on science and technology. So the Commission recommended that Work Experience (WE) should be introduced as an integral part of education, general or vocational, as one of the programmes to relate education to life and productivity. However, Review Committee or Ishwarbhai Patel Committee (1977) pointed out that the programme of Work Experience which was intended to be an integral feature of the school curriculum at all stages lacked the component of social usefulness and in actual practice, it was not even casually correlated to other subjects. The Committee recommended that Socially Useful Productive Work (SUPW) must be introduced in all stages of school education to relate education to productivity. SUPW was introduced at the secondary stage in India in the year 1977. The concept and objectives of SUPW as given by the Review Committee (1977) were accepted by the Adiseshiah Committee (1978) with minor modifications.

National Policy on Education (1986) has reverted back to the term "Work Experience" which was earlier used by Kothari Commission or Education Commission while retaining the concept of SUPW as given by the Review Committee in 1977. Work Experience In the National Policy on Education (1986) has been given the same connotation as Socially Useful Productive Work (SUPW) in the report of the Review Committee for the ten-year school curriculum. A Perspective Paper on Education-Towards an Enlightened and Humane Society (1990), headed by Acharya Ramamurti points out that Socially Useful Productive Work (SUPW) is to be made an effective medium of learning, sensitization and developing problem-solving skills and creativity for all students at all stages of education with a view to empower people for work.

Briefly, in view of the unique importance of work-education for the all round development of the child and well being of the country, great importance has been given to it in almost all important schemes, reports and documents on education which have come out in the past few years in India particularly Gandhiji’s scheme of Basic Education (1937), Education Commission report (1966), National Policy on Education (1968), NCERT’s Ten-Year School Curriculum (1975), Report of the Review Committee (1977), Adiseshiah Committee report (1978), Challenge of Education - A Policy Perspective (1985), National Policy on Education (1986), National Policy on Education - Programme of Action (1986) and A Perspective Paper on Education-Towards an Enlightened and Humane Society (1990). The different nomenclatures in which SUPW has been implemented in different states and Union Territories in India are “Work Education”, “Work Experience”, “Art and Craft”, “Earn While You Learn”, “Pre-vocational Education” and “Life Oriented Education”.

The implementation of SUPW in different states and Union Territories is as follows: Education Commission (1964-66) recommended that there should be greater emphasis on craft and productive work in all schools. The Standing Committee on Basic Education of the Central Advisory Board of Education, Government of India, in the year 1956 recommended that immediate steps be taken for introducing some elements of Basic Education in Non-Basic schools to orient them towards Basic Education pattern.

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The implementation of SUPW in different states and Union Territories is as follows:
Himachal Pradesh has been the cradle of several crafts and arts. Some of the crafts and arts of the state are pottery, basketry, weaving, embroidery, metal craft, wood work, handloom, wood art and painting etc. Work Experience in Schools - Third All India Educational Survey (1977) reveals that teaching of craft was available in 42.55 per cent of primary schools, 34.73 per cent of secondary schools and 52.11 per cent of higher secondary schools of Himachal Pradesh. SUPW was introduced at the secondary stage in Himachal Pradesh in the academic session 1979-80.

5-7.2 Status of Socially Useful Productive Work (SUPW) Programme

-SUPW is a compulsory subject of study at the secondary stage in Himachal Pradesh.

-A definite syllabus of SUPW prescribed by the Board was followed in all the high/senior secondary schools of the state.

-The curriculum of SUPW did not seem to provide flexibility in most of the high/senior secondary schools of the state.

-A number of criteria including physical facilities available in the institution, the developmental level of the students, interests of the students, feasibility to carry out the activity/activities to successful completion, the products which are directly consumable by the students and resource persons available in the institution were followed in most of the high/senior secondary schools of the state while selecting the SUPW activities.

-As many as 36 different SUPW activities had been introduced at the secondary stage in the academic sessions 1988 to 1990. Cleaning of the school campus, cleaning of the classroom and gardening were found to be the most popular activities in the schools. The least popular activities, on the other hand were book binding, weaving, pickle making, jelly making, jam making, tooth paste making, candle stand making, file cover making, envelope making, drawing, modeling and puppet making etc. The number of SUPW activities introduced in the schools was hardly adequate keeping in view the choices of the students.

-Community service was not taken under SUPW in most of the high/senior secondary schools of the state.

-Majority of the parents were aware of and satisfied with the SUPW activities in which their wards participated at the secondary stage in their institutions. However, a small percentage of parents were of the view that they were not aware of the SUPW activities in which their wards participated at the secondary stage.

-A large majority of the students found the SUPW activities interesting, enjoyable, useful and not time consuming and expensive. Furthermore, most of the teachers, parents and students were interested in SUPW activities.

-Most of the high/senior secondary schools of the state did not seem to have adequate physical infrastructure for various SUPW activities. The inadequacies pertaining to physical infrastructure were relating to space, accommodation, raw materials, equipments and workshops.

-In most of the high/senior secondary schools, SUPW activities were organised in classrooms as well as in school campus.
In Himachal Pradesh, majority of the teachers imparting instruction in SUPW activities at the secondary stage were matriculates and without any technical and professional qualifications and specialization in SUPW activities. In some institutions only craft teachers and in others only general subject teachers were imparting instruction in SUPW activities. However, there were also institutions where craft teachers as well as general subjects teachers were providing instruction in SUPW activities. The experts also reported that in some other states and Union Territories of the country craft teachers and general subject teachers imparted instruction in such activities.

There was hardly any provision of refresher courses and in-service training for teachers imparting instruction in SUPW activities at the secondary stage in Himachal Pradesh. However, the experts from NCERT stated that such provision existed in some other states and Union Territories of the country.

Instructional materials on SUPW in terms of source books, guide books, hand books, doing-learning units, unit plans, resource unit and manuals etc. were neither published nor available in Himachal Pradesh. However, the experts stated that such materials were published in some other states and Union Territories of the country.

In Himachal Pradesh, the students did not maintain record book of SUPW at the secondary stage.

Professional experts were not invited to the high/senior secondary schools of the state for SUPW.

There was no uniformity in the allocation of period to SUPW at the secondary stage in the state. Usually two periods of 35 minutes duration had been allotted to SUPW in class IX and X but in few schools no period had been allotted. In some schools though periods had been allotted to SUPW, these were used for teaching of other subjects. In almost all the institutions extra time in terms of after school hours, before school hours, vacations, Sundays and holidays were not utilized for SUPW. Moreover, leisure time was not utilised for SUPW in majority of the institutions.

The teachers followed as many as five methods in imparting instruction in SUPW activities. Demonstration and work practice were the popular methods used by the teachers. However, a small percentage of the teachers followed problem-solving method. It is worth mentioning that some of the teachers followed more than one method in providing instruction in SUPW activities.

At the state level, Director of school education co-ordinates the SUPW programme and District Education Officer with some assistance co-ordinates such programme at the district level. Moreover, craft teachers/general subject teachers/senior teachers in consultation with the head of the institution co-ordinate such programme at the school level.

There was no SUPW cell in SCERT of Himachal Pradesh and hence there was hardly any co-ordination between SCERT and the high/senior secondary schools of the state regarding SUPW programme. However, the experts stated that there was co-ordination between NCERT and the high schools of different states and Union Territories of the country regarding such programme. They reported that NCERT publishes literature on SUPW, develops instructional materials on SUPW which were sent to states and Union Territories for adaptation. They also stated that NCERT conducts orientation courses for key functionaries, organises in-service training for teachers, conducts review
seminars on SUPW/WE, undertakes research studies on SUPW/WE and develops course content of SUPW/WE for teacher education colleges.

- In most of the high/senior secondary schools of Himachal Pradesh, there was provision of supervision of SUPW programme. The mode of the supervision varied from institution to institution. In some institutions only craft teachers supervised the SUPW programme. In some other institutions general subject teachers and heads of the institutions supervised such programme. There were also institutions in which craft teachers, general subject teachers and heads of the institutions supervised the programme. The experts also reported that such provision existed in some other states and Union Territories of the country. They stated that the persons involved in supervision of such programme were Craft/Work Experience teachers, general subject teachers, heads of the institutions and persons in the SUPW cell of SCERT/Directorate of Education.

- No specific financial assistance was provided to the high/senior secondary schools of Himachal Pradesh by the state government for SUPW programme. In majority of the schools the programme was managed keeping in view the facilities available in the institutions. In a few schools the programme was managed as students brought raw materials for various SUPW activities. The experts reported that the sources of finance for SUPW programme at the secondary stage in some states and Union Territories of the country were in the form of state government fund, school fund, students’ subscription and subscription of voluntary agencies.

- As many as 35 different articles/products were prepared/produced by the students under SUPW. Decoration piece, chalk, wall hanging, doll, sweater, socks, gloves, baby set, cushion cover, sofa cover, table cloth and potatoes etc. were the more popular articles/products. On the other hand, the less popular articles/products were pickle, jelly and jam etc. It is pertinent to note that there were some institutions where no article/product was prepared/produced by the students.

- The procedure of disposal of products of SUPW varied from institution to institution at the secondary stage in Himachal Pradesh. The products were either kept in the institution, used by the school community or used by students and teachers. It is worth mentioning that in a few schools the articles/products were sold. Regarding the disposal of products of SUPW, the experts reported that in some other states and Union Territories of the country, the products were either taken back by the students, kept in the institution, used by the teachers/school community, sold to nearby school or taken by the state government.

- In large majority of the high/senior secondary schools of Himachal Pradesh, there was no provision of incentives/remuneration for students participating in SUPW activities and teachers providing instruction in such activities. Furthermore, hardly any exhibition or on-the-spot competition of SUPW was organised in the schools. On the other hand, all the experts stated that such provision existed in some other states and Union Territories of the country. The experts reported that incentives/remuneration in the form of money was given to students participating in SUPW activities and teachers providing instruction in such activities. They also mentioned that for SUPW, exhibitions were held, on-the-spot competitions were organized, prizes/certificates were given and articles/products were sold.

- In large majority of the high/senior secondary schools of the state, local community/parents were not involved in SUPW programme.
All the teachers, heads of the institutions, students, Technical Officer, SCERT Principal, experts and majority of the parents were of the view that participation of students in SUPW activities has some utility for the students. They were of the opinion that SUPW is a stepping stone to vocationalization, students learn while they learn, learn by doing, develop positive attitude towards manual work, team work and community service through participation in SUPW activities. It is worthy to note that majority of the parents were of the view that some of the parents were not aware about the benefits of SUPW activities.

In most of the high/senior secondary schools of the state, there was no standardized procedure of evaluation in SUPW. As SUPW was a non-examination subject, passing in it was not compulsory to pass the matriculation examination. The procedure of evaluation was internal. In internal evaluation, practical carried 100 per cent weightage. In majority of the schools, annual examination was conducted to evaluate the learning outcome of students in SUPW. In a few schools half-yearly examination and in some other institutions, examination in SUPW was conducted three times in a year. In most of the schools, progress of the students was not recorded. However, in some schools the progress of the students was recorded in school register. In some schools, product evaluation and in others observation of work being performed by the students were the techniques used by the teachers to evaluate the progress of students. However, there were institutions where teachers used the techniques of product evaluation as well as observation of work being performed by the students to evaluate the progress of students. The method of scoring was grading. "A" was the highest grade and "I" was the lowest grade assigned to students. The students who secured between 90 to 100 per cent of marks got grade "A" and those secured below 20 per cent of marks got "I". In most of the high/senior secondary schools of the state, SUPW was given less importance in comparison to other subjects. The experts stated that the procedure of evaluation in SUPW in some states and Union Territories of the country was internal. They also mentioned that in some other states it was both internal and external.

Majority of the teachers, heads of the institutions and parents alongwith Technical Officer and SCERT Principal were of the opinion that the SUPW activities introduced at the secondary stage in Himachal Pradesh were relevant to the needs of the local areas/communities. They reported that such activities were related to the socio-economic condition of the community, geographical condition of the state, work situations available in the community and local crafts. However, a few heads of the institutions, teachers and parents were of the view that the SUPW activities introduced at the secondary stage in the state were hardly related to the needs of the local community.

The teachers, heads of the institutions and parents suggested more than 14 SUPW activities where as the Technical Officer and SCERT Principal suggested five relevant SUPW activities each for the high schools situated in urban, rural and tribal areas of Himachal Pradesh keeping in view the needs of those areas/communities. The common activities suggested by the respondents for the high schools situated in urban, rural and tribal areas of the state were: tailoring, knitting, embroidery, weaving, canning, chalk making, wood work and first aid etc. The important activities suggested by the respondents for the high schools situated in urban areas of the state included : embroidery, tailoring, knitting, canning, soap making, chalk making, first aid and gardening etc. Moreover, some of the important activities suggested by the respondents for the high schools situated in rural areas of the state were: embroidery, tailoring, knitting, canning, weaving, gardening, book binding,
agriculture and mushroom culture etc. It is worth mentioning that embroidery, tailoring, knitting, canning, wood work, weaving, jute work, food preservation and growing of fruit trees etc. were some of the important SUPW activities suggested by the respondents for the high schools situated in tribal areas of the state.

-The problems faced by the teachers and heads of the institutions in the implementation of SUPW programme were relating to lack of physical facilities, lesser number of teachers, no provision of refresher courses for teachers, less salary of teachers, complicated syllabus, non-availability of instructional materials, lack of raw materials, lack of finance, inadequate allocation of time, no incentives, no/less community/parental involvement, no exhibition/competition, students’ problems and evaluation. Some other problems faced by the teachers were relating to supervision and weather etc.

-The problems faced by the students in carrying out the SUPW activities were pertaining to lack of physical facilities, teaching of teachers, lack of raw materials, inadequate allocation of time, no/less incentive, less practical training and evaluation.

-The parents perceived the problems that stood in the way of implementation of SUPW programme at the secondary stage in the institutions of Himachal Pradesh where their wards were continuing their studies were relating to lack of physical facilities, teachers and finance.

-The problems that stood in the way of implementation of SUPW programme at the secondary stage in Himachal Pradesh were relating to lack of physical facilities, lesser number of teachers, lack of finance and no community involvement as perceived by the Technical Officer.

-The SCERT Principal perceived the problems that stood in the way of implementation of SUPW programme at the secondary stage in Himachal Pradesh were relating to lack of physical facilities, lesser number of teachers, lack of finance, no community involvement, tendency of the school authorities and evaluation.

-The problems that stood in the way of implementation of SUPW programme at the secondary stage in different states and Union Territories in the country were relating to lack of physical facilities, teachers, finance, planning, commitment of the school authorities and educational administrators etc. as stated by the experts.

-For the improvement of the SUPW programme in their institutions, the teachers and heads of the institutions gave suggestions relating to availability of physical facilities, appointment of teachers, allocation of finance, allotment of more time, provision of incentives / remuneration, community / parental involvement, organisation of exhibition and competition, provision of guidance to the students, sale of products and procedure of evaluation. Some other suggestions given by the teachers were relating to procedure of supervision, co-ordination and commitment of the school authorities.

-The students gave suggestions relating to availability of physical facilities, teaching of teachers, raw material, financial assistance, allocation of time, provision of supervision, incentives, exhibition/competition and evaluation etc. for the improvement of SUPW programme in their institutions.
-The parents gave suggestions relating to availability of physical facilities, appointment of teachers, allocation of finance, provision of incentives, community/parental involvement, exhibition / competition, sale of products and evaluation etc. for the improvement of SUPW programme in the institutions of Himachal Pradesh where their wards were continuing their studies.

-For the improvement of SUPW programme at the secondary stage in Himachal Pradesh, the Technical Officer gave suggestions relating to availability of physical facilities, appointment of teachers, allocation of finance and community/parental involvement.

-The SCERT Principal suggested for the availability of physical facilities, appointment of teachers, allocation of finance, provision of supervision, commitment of the school authorities, provision of incentives, community/parental involvement and evaluation etc. for the improvement of SUPW programme at the secondary stage in Himachal Pradesh.

-The suggestions given by the experts for the improvement of SUPW programme at the secondary stage in different states and Union Territories of the country include: availability of physical facilities, appointment of teachers, availability of instructional materials, allocation of finance, provision of supervision, incentives/remuneration, community/parental involvement, exhibition and competition, planning, commitment, SUPW cell and evaluation etc.

From the above conclusions it is clear that the recommendations of the Review Committee (1977) regarding the different aspects of SUPW programme have not been effectively and meaningfully implemented at the secondary stage in Himachal Pradesh. It is worth mentioning that the objectives of SUPW have not been fully achieved at the secondary stage in the state.

5-8 EDUCATIONAL IMPLICATIONS

The following suggestions may be given on the basis of the data to run the Socially Useful Productive Work (SUPW) programme effectively at the secondary stage in Himachal Pradesh.

-Data reveal that the curriculum of SUPW hardly provides flexibility in majority of the high/senior secondary schools. In view of this, it is suggested that the curriculum of SUPW should be flexible. Flexibility in curriculum has two dimensions. One pertains to the curriculum contents, which should be related to the local needs and facilities available and the other dimension concerns allotment of time. As much time as possible should be provided for implementing the SUPW programme within the school hours and even the time outside school hours and during the school holidays and vacations may be utilized for this curricular area.

-The schools followed a number of criteria while selecting the SUPW activities. It is suggested that the SUPW activities should be educative, productive and social useful or services having social and economic values. Along with the criteria followed by the schools, the following criteria may also be taken into consideration while selecting the SUPW activities:

(i) To be educative, the activities should cater to the developmental needs of the children, help to develop the total personality of the children, help in the process of their self-realisation, be planned enterprises involving problem-solving skill and creative thinking, help in value formation, help children acquire relevant knowledge, skills etc. and help children to grow as efficient workers; (ii) To be productive, the activities should result in either products which are directly consumable by the children and the community, particularly, the school community, and if need be saleable or services
having social and economic values; and (iii) To be socially useful, the work should be relevant to meet the needs of the community and the individual child. It is also suggested that essential and elective activities based on the local needs and resources be undertaken as per the National Guidelines circulated by the NCERT.

-The SUPW activities introduced at the secondary stage were hardly adequate in number keeping in view the choices of the students. Hence, the Directorate of Education of the state may plan to introduce more relevant SUPW activities in the schools keeping in view the choices of the students. As SUPW is a stepping stone to vocationalization, so effort needs to be made by the state government to introduce courses/SUPW activities like electronic technology, horticulture, accounting and auditing, food preservation and processing, computer technique and repair and maintenance of electrical domestic appliances etc. in order to make vocationalization successful in the state.

-The study reveals that in majority of the high/senior secondary schools, community service was not taken under SUPW. Keeping this in view, it is suggested that the heads of the institutions and teachers should take keen interest to organise community service outside the institutions.

-Data reveal that some of the parents were not aware of the SUPW activities in which their wards participated at the secondary stage. In view of this, it is suggested that the school authorities should invite the parents at least once in a month to discuss with them about the concept of SUPW and the SUPW activities in which their wards participated in the institutions.

-The high/senior secondary schools of the state did not seem to have adequate infrastructural facilities for various SUPW activities. However, response of the students to the SUPW programme depends mostly on the adequate and timely availability of infrastructural facilities like space, accommodation, raw materials, equipments, workshops and others. In view of this, it is suggested that at least threshold facilities for undertaking productive and service based activities in schools be provided by the state government in terms of finance on priority basis for creating a work ethos in the schools.

-The study reveals that most of the teachers providing instruction in SUPW activities were matriculate and without any technical and professional qualifications. Furthermore, all the schools of the state did not have craft teachers. In order to develop the desired skill orientation, it is suggested that the Directorate of Education of the state may plan to appoint at least one or two teachers with technical/professional back-ground in each school to co-ordinate the programme and by and large all teachers may be involved in the programme. Involvement of vocational teachers, wherever available, may be helpful. In case, where trained craftsmen/professional experts are obtainable within the locality, effort needs to be made to involve them in imparting training in the schools. The teachers imparting instruction in SUPW activities be given the same status and salary benefits as subject teachers. If craft teachers/professional experts are not available in the state, they may be appointed/invited from the neighboring states like Punjab, Haryana and Jammu and Kashmir etc. by the state government.

-There was hardly any provision of orientation courses and in-service training for teachers providing instruction in SUPW activities in the state. In view of this, it is suggested that SUPW/WE should be an integral component of pre-service and in-service teacher education programme of the state. The teacher education programme of the state may be revised on the basis of the recommen-
Special orientation programmes of short-term duration may be conducted at least once in six months for craft and general subject teachers at block, district, state and national levels by the state and central governments for qualitative improvement of the teachers to keep themselves abreast of the development in the technology and other necessary things. At the state level, apart from the Directorate of Education, SCERT and SIE may take the responsibility of rendering training. The bodies which may initiate training at the centre would consist of NIEPA, NCERT, Joint Council of Vocational Training in consultation with the Ministry of Human Resource Development. Topics relating to SUPW activities in which teachers face difficulties may be broadcast by All India Radio or television. Workshops and seminars etc. may also be organised by the state and central governments from time to time to reorient teachers to the emerging fields of SUPW.

- The study reveals that instructional materials on SUPW were neither available nor published in the state. In view of this, it is suggested that SCERT, SIE and voluntary organisations of the state may take steps to produce literature on SUPW in terms of source books, guide books, doing-learning units, unit plans, resource units and manuals etc. on different work activities which may be helpful to the teachers.

- Students were not maintaining record books of SUPW. It is suggested that steps may be taken by the school so that the students can maintain record books of SUPW.

- Data reveal that there was no uniformity in the allocation of period to SUPW in the schools. Usually two periods of 35 minutes duration each had been allotted to SUPW in class IX and X but in few schools no periods had been allotted to SUPW. In some schools, though periods had been allotted to SUPW, these were used for teaching of other subjects. Keeping this in view, it is suggested that time table of the school may be rearranged by the school authorities in such a way that SUPW activities should find a proper place in it like other subjects. Time allocation for SUPW should not be less than 20 per cent of the total instructional time and SUPW periods should not be utilized for teaching of other subjects. The head of the institution may be active enough to carry out these activities.

- Data reveal that lesser number of teachers followed problem-solving method in providing instruction in SUPW activities. Knowledge of how to impart instruction in problem-solving method and other Innovative methods may be taught to teachers through pre-service, in-service training, orientation courses and refresher courses etc.

- There was no SUPW cell in SCERT and hence there was hardly any co-ordination between SCERT and the high/senior secondary schools of the state regarding SUPW programme. In view of this it is suggested that a SUPW cell may be set up by the state government in SCERT for organisation of in-service training of teachers providing instruction in SUPW activities, supervision of the SUPW programme in schools and development of instructional material etc. A unit of SUPW may also be set up in the Board of Secondary Education by the state government. This unit will workout necessary instructional materials for implementing the curriculum.

- School committees may be formed for developing and implementing the SUPW programme. This committee may include the head of the institution, some senior teachers and members of the community.
Supervision of SUPW programme may be done by technically qualified personnel. Supervision may be done continuously to check up the quantity of activities carried out by the students and the production of products.

The question of providing adequate finance for the SUPW programme is of paramount importance. Adequate funds should be provided by the state government to the schools in time to run the SUPW programme successfully. Each high/senior secondary school of the state may be provided at least Rs. 5,000 per year for such programme. The amount will vary as per the number of students in the institutions.

Raw material for various SUPW activities may be provided to the students by the school or state government.

The Education Department of the state government may purchase the products of SUPW. There should also be provision for sale of products.

In most of the high/senior secondary schools, there was no provision of incentives/remuneration to students participating in SUPW activities and teachers providing instruction in such activities. In view of this it is suggested that incentives/remuneration/awards/prizes may be given to students by the state government for best performance in SUPW. There may be a scheme in the schools for incentives to poor, needy and deserving students. Meritorious students may be rewarded. Teachers and heads of the institutions may be paid a fixed amount by way of incentive by the state government.

Community/parental involvement in SUPW programme ought to progressively increase. School, block, district and state level exhibitions may be organised by the state government to ensure community/parental involvement. A video film inclusive of all aspects of the SUPW programme may be made and widely shown by the state government to the students and the community so as to attract the community/parental support and students’ participation in the programme. State Institute of Educational Technology needs to be established in the state by the state government which would assist in bringing out instructional materials and campaigning for the public acceptance of the concept. Commitment of the local community may be ensured through participatory planning. The heads of the institutions and teachers may take interest to involve the local community/parents in the SUPW programme in terms of planning the programme, selecting the SUPW activities, supplying raw materials, equipments and funds for the programme, holding exhibitions of the children’s work and evaluation of the programme etc. for public support and co-operation.

October 2 of every year may be observed as “National SUPW/WE” day.

Socially Useful Productive Work week may be organised every year by the schools to commemorate the day and remind the community about the importance of the programme.

Non-acceptance of the programme/unawareness of the community/parents about the benefits of SUPW activities may be a constraint for the successful implementation of SUPW programme. In order to arouse public acceptance of the programme, it is necessary that a massive campaign will have to be launched by the state government. It will depend mainly on the use of mass media. The mass media will stress upon the linkage between education and productivity brought about by SUPW programme.
-SUPW should be an examination subject. There should be standardized procedure of evaluation in SUPW. Both internal and external evaluation should be conducted to reduce biasness of the teachers. Evaluation should be continuous to attract the attention of students and teachers. It may take care of theory and practice in an integrated manner. More weightage may be given to the evaluation of actual practical work. Grades/marks obtained by the students in SUPW may be shown in the certificates and should be counted towards division. This should be considered essential for entering tertiary level institutes. This will add creditability to the subject and enhance its public acceptance. The progress of students in SUPW may be recorded by the teachers imparting instruction in such activities. Besides product evaluation and observation of work being performed by the students, oral questions may also be used to evaluate the learning outcome of the students in SUPW.

-Programme not catering to needs of the students and local community would obviously raise resistance from the community. Hence taking note of the local needs of the people, production units, the occupational profile of parents, the economic needs of the students, availability of human resources for imparting skills and public acceptance to the idea etc. may be essential for the successful achievement of the objectives of the programme. The concerned agencies must be directed to extend all co-operation with respect to identification and fulfillment the needs of the students and the community. Possibilities of involvement of agencies may also be explored.

-Linkage between schools and the tertiary level institutions in the neighborhood like I.T.I’s, polytechnics and institutes of engineering, management and other professional bodies is important for obtaining material and physical resources for successful implementation of the programme. This means that SUPW programme needs proper planning.

-The success of the SUPW programme depends upon creation of proper climate in and outside the school. An active climate may be created in the school by the involvement of the pupils and the teachers in worthwhile projects.

-The role of the head of the institution seems to be crucial in the whole programme. If he is enthusiastic, positive and has a willingness to conduct the activities many problems may be solved in the successful implementation of SUPW programme.

5-9 SUGGESTIONS FOR FURTHER RESEARCH

The present study was undertaken to evaluate the Socially Useful Productive Work (SUPW) programme at the secondary stage in Himachal Pradesh. In view of its scope in terms of area, SUPW activities, level of instructions and types of institution, the following suggestions may be considered for further studies:

- The study was delimited to five districts of Himachal Pradesh. Similar studies may also be conducted in other districts of the state in the comparative perspective.

- The study was confined to government high/senior secondary schools of Himachal Pradesh. Similar studies may be undertaken in private/government/primary/middle/high/senior secondary/central/novodaya/public schools of the state.

- A comprehensive study may be undertaken to evaluate the “Earn While You Learn” programme of Himachal Pradesh.

- Comparative study on SUPW/WE programme both at the primary and secondary stage may be conducted in other states including Union Territories of the country.
- A study on SUPW/WE programme may be undertaken at the primary, middle and secondary stage of India with other developing and developed countries in the comparative perspective.

- A study may be undertaken to evaluate the relevance of the syllabus of SUPW/WE of different states including Union Territories of the country in relation to the needs of the local community.

- A study may be undertaken to evaluate the handbooks/guidebooks of SUPW/WE prescribed for teachers in different states including Union Territories of the country.

- Status of Craft/WE/SUPW teachers of Himachal Pradesh / other states including Union Territories of the country may also be studied.

- Attitude of teachers, students, heads of the institutions and parents/community people towards SUPW/WE programme may be studied.

- Role of NCERT and SCERTs in the planning and implementation of SUPW/WE programme may be evaluated.

- Evaluative study may be undertaken on SUPW/WE programme in elementary and secondary teacher education programme in different states including Union Territories of the country.

- Problems faced by the teachers and heads of the Institutions in the implementation of SUPW/WE programme at the primary, middle and secondary stage may be studied in different states including Union Territories of the country.

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