CHAPTER : 2

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The introduction of Work Experience as a curricular subject at the secondary stage is of recent origin. This is probably one of the reasons why the area has high degree of potential from the point of view of a researcher. It is only after the launching of the NPE-1986 that a desired impetus has been received by this subject. Being a practical subject area, it requires specially trained teachers, raw materials in adequate quantities, equipment and space facilities, and above all, a will on the part of the Principal to successfully implement the programme by seeking cooperation from all the teachers and maintaining coordination with the various developmental agencies.

In order to make this curricular area functional and also to establish its significance in the general education spectrum, there is a need to undertake researches systematically and in a coordinated manner into the various aspects like problems of implementation, community support, disposal of products, allocation of time, men, money and materials, decentralised curriculum planning, etc.
In this chapter an attempt has been made to review relevant researches to understand and analyse the efforts that have so far been made to implement the idea of Work Experience. Implementation being a continuous process, there is always a need to make appraisals periodically with a view to pinpoint the needs and bottlenecks in this regard so that timely correctives may be introduced into the system for effectively implementing this important curricular area.

In an early attempt, the Survey and Data Processing Unit of NCERT conducted the Third All India Educational Survey in 1973-74 and published a report entitled "Work-Experience in Schools" in 1977. The content of the report is presented in three parts - (1) Vocational Education; (2) Findings of the Survey; and (3) Higher Secondary Education and its Vocationalization. The data needed for the study were collected through questionnaire and on-the-spot study. The 17 Tables prepared for the purpose included schools having the programme of Work Experience, activities under the programme, time devoted, availability of separate teachers, adequacy of equipment, teaching of crafts, availability of workshops and reasons hindering the implementation of this programme.
The findings of the study revealed that there were 41,699 schools in India where the programme of Work Experience was in progress. These constituted 7.08% of the total number of schools which had introduced various crafts and productive hobbies as Work Experience. Separate teacher for each Work-Experience activity was available in 25.56% of the schools having the programme.

A similar but limited kind of survey was done by Aggarwal (1975) who studied the status of Work Experience in Delhi schools under 10+2 scheme. The sample comprised 156 teachers of Work Experience and 34 Principals of the same schools. Questionnaire, observation and interview schedules were used for the purpose. The major findings of the study were:

(I) Out of 50 work experience activities suggested by CBSE, only 11 (Eleven) activities were selected by most of the schools.

(II) Electronics, Electrical Gadgets, Photography were found favourites among boys, whereas tailoring, meal planning and food preservation were favourites among girl students.
III) In the selection of activities, student's interest was kept in view rather than job orientation or utility to the locality.

IV) Approximately 66.6% trained teachers were available in Girl's schools, while the corresponding figure for boy's schools was 47.1%. The study suggested that in Delhi the situation with regard to implementation is somewhat better.

Kulkarni (1975) conducted an investigation into the attitude of pupils, parents and teachers towards Work Experience. The investigation was carried out with the following major objectives: (i) to measure the attitude of pupils, teachers and parents towards Work Experience; (ii) to compare the attitude towards Work Experience among boys and girls, and among rural and urban pupils; (iii) to find out pupil's preferences for different crafts included under Work Experience; and (iv) to assess how far the objectives of Work Experience are realised in the schools. The study included the analysis of Work Experience programme prescribed for standards I to VII. However, pupils of standards IV to VII only were considered for studying the attitude. A stratified random sample of 50 urban and 50 rural schools was selected.
from Miraj taluka in Sangli district of Maharashtra. The respondents selected from these schools included 100 teachers, 100 parents, 250 boys and 250 girls. In order to measure the attitude, an attitude scale was prepared following the Likert method of summed ratings. The scale consisted of 10 positive and 10 negative items each on a 5 point continuum, the maximum possible score being 100 and the minimum possible score being 20. A score of 60 and above was interpreted as favourable attitude and all scores below 60 as indicating unfavourable attitude. Means and standard deviations were calculated for the different categories of respondents, also, critical ratios were computed in order to compare the scores of urban and rural pupils and of boys and girls. Major findings and conclusions of the study were as follows: (i) About 90 per cent of pupils (whether urban or rural and whether boys or girls) had a favourable attitude towards Work Experience, (ii) About 96 per cent teachers and 88 per cent parents had a favourable attitude towards Work Experience, (iii) Majority of the respondents expressed that Work Experience was effective to a great extent in inculcating in the pupils love of labour, curiosity, scientific attitude and such other characteristics, (iv) Both boys and girls gave first preference to 'Drawing' among the
different crafts introduced; boys gave second place to gardening while girls chose sewing. Neither boys nor girls liked spinning as craft under Work Experience. (v) There was need to develop a handbook for teachers of Work Experience and also provide suitable training to them, and (vi) In standards IV and V, only rudiments of Work Experience might be introduced while it should be treated as a fullfledged and compulsory subject in standards VI and VII. Availability of raw-material should be a basic criterion for selecting particular crafts to be taught under Work Experience.

Chowdhary (1975) opined that Work Experience was not simply a method of strengthening the concepts developed in the different disciplines, but it included a body of knowledge and skills with some definite purpose. It was felt that before launching the programme, it was necessary to provide certain inputs, for example, the instructional material in the form of curricular guides, teacher's manuals, source books, student's work-books, supplementary reading material, teaching aids, etc. In the absence of the above mentioned material the Work Experience programme remains ineffective.
A study was conducted by Gupta (1976) on the condition of Work Experience in higher secondary schools of Delhi. The sample consisted of 23 teachers and 60 students. The study revealed that:

(i) The number of Work Experience activities in different schools ranged from 2-4.

(ii) In majority of the schools, the Work Experience activities were selected by the teachers.

(iii) Most of the teachers suggested that the number of periods for the Work Experience should be between 8-20 per week.

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

Rashid (1978) investigated into various problems faced by the Work Experience teachers in implementing the programme of Work Experience in Delhi schools. He also suggested ways and means to solve them. The study concluded that (a) funds
were insufficient to meet the requirements (b) no criteria were followed to allot activities and (c) teachers required more refresher courses.

Chawla (1981) studied the differential selection criteria of Work Experience activities adopted by the different categories of students of Delhi schools. A random sample of 11 (eleven) schools from a list of schools provided by the Directorate of Education and CBSE was taken. The major findings of the study were:

(i) Tailoring and embroidery were the most popular activities under Work Experience.

(ii) Choice of Work Experience activity is independent of the choice of extra-curricular activity.

Pany (1981) made a study of the programme of Work-Education in the schools of Orissa. The study was primarily intended to develop a programme of Work-Education for the schools of Orissa.

Data were collected through Questionnaires and Interviews from a sample of 2013 schools and 1050 experts, teachers & community members. In addition, all the States
and Union Territories and all the Teacher Training Institutions were taken for eliciting information relating to the study. Data were analysed in terms of percentages.

The major findings were: (i) the position of schooling facility in Orissa is found to be better than other States and Union Territories, (ii) sixty one subjects are found to be included in the school curriculum throughout the country under Work-Education and the terminology used for this curricular area varies from State to State where majority have integrated Work-Education with general curriculum, (iii) in majority of the cases the programme of Work-Education is somewhat responsive to local economic needs, (iv) integration of out-of-school experience with school experience, supplementing the knowledge and skills by the school and linking education with productivity are found to be important aspects in developing the concept of Work-Education, (v) in majority of the urban schools, pot cultivation and in majority of the rural schools agriculture and in all the schools cleanliness programme can be organised as core programme, (vi) in most of the schools some kind of work-activities are found to be organised, (vii) government funds, school funds, students' and teachers' subscription,
and grant from the managing committee are mostly the sources of financing the programmes, (viii) the local environment, homes and the school are the important sources for raw materials, tools and equipment, (ix) negative attitude of the students, teachers and parents, inadequacy of facilities, lack of provision of time in the instructional schedule, lack of funds, raw materials, tools and equipment and inadequate departmental coordination are the important problems in organising the different activities, (x) mostly the regular teachers of the schools manage the organisation of different Work-activities, (xi) majority of the Teachers Training Institutes (TTIs) have the physical facilities for the organisation of Work-Education and in majority of the TTIs Agriculture based activities can be organised, (xii) the student-teachers of all the TTIs participate in a number of work-activities for two to five hours, (xiii) all the TTIs are well equipped to organise common activities, community services, agriculture and in about two to three vocational activities.

Sen Gupta (1981) conducted a study to know the status of the implementation of the subject 'Socially Useful Productive Work' in India. The study in addition to making a
status survey documented the views of Heads of the Institutions regarding the process and product of the SUPW programme. It also enlisted the types of activities being undertaken in various institutions. Major findings of the study were: (a) the programme was not implemented uniformly in all the States (b) funding of the schools too vary greatly, (c) there is serious dearth of trained teachers with practical orientation in the conduct of activities, (d) major focus of the programme was on production of saleable goods alone with relatively lesser emphasis on its educational aspect, linkage with other subject areas and activities related to community work and social service, (e) although students everywhere were very much interested in practical work activities, SUPW was still looked down upon by the teaching community, (f) one of the major problems faced by teachers in schools was how to involve a large number of students at a time in practical activities.

Lahi (1981) made a critical study of the Work Experience programme in Secondary Schools of Kerala. The major objectives of the study were: (i) to study the functioning of the Work Experience programme and the difficulties experienced in its working; (ii) to study the
advantage the pupils get from the programme and their difficulties in participating in it; (iii) to find out pupils' attitude towards Work Experience programme and their interest in it; (iv) to find out parents' attitude towards Work Experience programme; and (v) to find out the improvement needed for the proper functioning of the Work Experience programme in schools. The study was based on a sample of 120 heads of secondary schools, 282 teachers, 520 pupils and 242 parents. Questionnaires, attitude scales and interest inventory were prepared and used to collect data. Interview and observation were also used to supplement the data. The major findings were: (i) Most of the schools (67%) made the Work Experience programme compulsory during 1975-79, but participation in the programme by pupils of ninth standard was not compulsory. The school subjects were given more importance than the Work Experience programme, (ii) The heads of schools had difficulties in organising the Work Experience programme for want of accommodation, funds, trained teachers and textbooks, (iii) cleaning, maintenance of school building and beautification of classroom and gardening were found the most common activities in all schools. Many schools assigned group work to pupils in the Work Experience classes and at the same time individual
attention was given to them, (iv) The most important change found among pupils was that 'aversion towards work was minimized'. They acquired basic practical knowledge in various kinds of work, (v) Pupils had very high interest and attitude towards Work Experience programme even though they were not found aware of the importance of work. The schools had no programme of evaluation of pupil's attitude for Work Experience, (vi) Parents had also very high favourable attitude towards Work Experience, and (vii) The Work Experience programme must be considered as important as other subjects in the school curriculum. A graded syllabus for the programme was found necessary. Since most of the activities were found either simple or too irrelevant to meet the social needs, more socially useful and productive work must be selected.

A survey of the Socially Useful Productive Work in the Higher Secondary schools of Delhi was conducted by Singh (1981). The sample consisted of 10 higher secondary schools of south zone of Delhi. A questionnaire was administrated to 65 students, and 29 teachers. Major findings of the study were: (i) Most of the students selected SUPW activities on their own. They understood the meaning of SUPW and had positive
attitude towards SUPW activities, (ii) Most of the students were asked to bring raw material for their activities from home, (iii) Teachers and Principals had favourable attitude and found SUPW activity feasible, and (iv) The teachers had attended seminar and read related publications on SUPW.

A survey by Maliakan (1982) on the implementation of Socially Useful Productive Work in schools of Delhi showed that most schools had either not understood the concept behind the introduction of the subject in 1979 by the Central Board of Secondary Education or had taken SUPW as an interference with the academic pursuits of the students.

A study of the "Earn While You Learn" programme as implemented in Madhya Pradesh was done by Yadav (1986). The study brought out salient features of the scheme, its achievements and limitations.

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

Joshi (1990) did an economic evaluation of the "Earn While You Learn" scheme as implemented in the State of Madhya Pradesh. The study aimed at taking stock of the position of the scheme in Ujjain Division and evaluating the economic outcomes of the scheme. In order to survey the status in the schools of the region, three separate questionnaires were administered—one to the head of the institution, second to the Supervisors of the scheme and the third to the students of the school where the scheme was implemented. It was found that during the period under study a production of worth Rs. 7,89,94,900/- was recorded and an amount of Rs. 97,31,140/- was distributed amongst the students as remuneration. Substantiating his findings with facts and figures, the
investigator concluded that the production done by students was praiseworthy both quantitatively as well as qualitatively. The scheme benefitted pupils coming from low income group and had served as an incentive to parents thereby improving retention of students. It was also found that these students did well in their final examination as well.

Patel (1991) studied the Work Experience programme in Secondary Teachers' Colleges. The study aimed at finding out the present status of the Work Experience programme in teacher training institutions so that appropriate action could be taken for its universal introduction and more effective implementation. The data were collected through a questionnaire administered to a sample of 150 institutions. It was found that in more than half the sample institutions Work Experience was neither a compulsory subject of study nor of evaluation resulting in absence of seriousness in implementation. Facilities in terms of equipment, tools, workshops, trained teachers and funds were grossly inadequate. Time devoted to teaching its content and methodology too was inadequate.
The Fourth Survey of Educational Research (1991) reported studies completed by Reddy (1984) in Andhra Pradesh, Mishra (1985) in Assam, Vijayvargia (1969) in Rajasthan and Sali (1978) in Maharashtra in the area of Socially Useful Productive Work/Work Experience/Work Education. Some findings that were common to these studies were: non-availability of specialist trained teachers, inadequacy of physical and other infrastructural facilities, problems in the marketing of finished products, lack of integration of programmes with local resources, students' needs and individual differences.

Swain (1992) conducted an evaluative study of Socially Useful Productive Work programme at the secondary stage in Himachal Pradesh. It aimed at studying the development of the concept of socially useful productive work, its functioning at the secondary stage in Himachal Pradesh, problems faced by students in carrying out the programme and suggesting measures for better and effective implementation. Data for the study were collected through questionnaire, interview and observation schedule developed by the investigator. The study identified a number of weaknesses in programme implementation like untrained teachers, no provision of inservice training,
unavailability of instructional material, no uniformity in allocation of periods, lack of financial assistance, lack of incentives to students and non-involvement of parents and community in the programme.

Sehgal (1994) made a brief status survey of the Work Experience programme in secondary schools of Delhi. He found that although Work Experience programme is a compulsory subject in school curriculum in Government and Government aided schools, no comprehensive reference was available to gauge the total implementation of Work Experience programme in schools of Delhi. This study tried to investigate into the ground realities regarding implementation of Work Experience programme. It also intended to enlist the type of activities introduced under Work Experience programme, to ascertain the difficulties faced by the Principals in the implementation of the programme and to suggest ways and means for effective implementation. The following suggestions were made for the improvement of Work Experience programme in the schools of Delhi: (i) More inservice training programmes should be organised by the State Council of Educational Research and Training, (ii) Adequate funds should be provided for the conduct of various Work Experience activities in schools.
(iii) Schools should be provided specially designed instructional material to update the knowledge of participating teachers, (vi) Trained teachers should be appointed for organising and coordinating Work Experience programme in schools, (v) More periods should be allotted for Work Experience activities in the school Time-Table, (vi) Teachers teaching Work Experience programme may be given some incentives in either cash or kind, (vii) Inservice training may be organised periodically in major areas of Work Experience, (viii) A separate teacher specifically trained in Work Experience activities, be provided to organise and co-ordinate Work Experience programme at the school level, and (ix) Comprehensive guidelines must be provided to the schools by the Department for organisation of Work Experience activities, their successful completion, disposal of products and also for obtaining better participation of the community in the Work Experience programme.

Kalani (1995) made a study of the implementation of Work Experience programme at primary level in District North of Delhi. Data were collected from 83 Municipal Corporation Primary Schools by administering questionnaires and through interviews. The study concluded that due to: (i) lack of
specially trained teachers, (ii) Work Experience not being considered as an essential subject, (iii) lesser time allocation, (iv) lack of proper planning of the teaching of Work Experience, (v) non-availability of funds, and (vi) lack of facilities in terms of tools and equipment, the teaching of the subject of Work Experience was not being implemented in accordance with the national guidelines in this respect.

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

A survey of the studies included in this section reveals an increased interest of researchers in this area particularly after its implementation based on the recommendations of the Kothari Commission. Most of the studies followed the descriptive survey method. With the gradual expansion and enhanced popularity of the vocational education system at the +2 stage, more attention is now being directed to the programme of Work Experience which goes to
develop vital affective characteristics along with a pre-vocational orientation to students. In this context, it is essential to periodically conduct status and evaluation studies of its implementation systematically which will bring out the strengths and weaknesses and suggest suitable remedies for effective implementation. It is in this context that the present study gains relevance and significance so that research based interventions are made available for introducing timely correctives into the system.