CHAPTER 5

Summary, Conclusions, Educational Implications and Suggestions

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CHAPTER 5

Summary, Conclusions, Educational Implications and Suggestions

5.1 The Problem

In pursuance of the recommendations of the Education Commission (1964-66) and the Education Policy of 1968, the National Curriculum Framework (Revised) 1988 and NPE 1986 included Work Experience as a compulsory subject in the school curriculum. But due to a variety of reasons like lack of theoretical orientation of the teachers and administrators, lack of appreciation of practical activities and their conduct, paucity of funds, non-availability of tools and equipment and so on, this practical subject, inspite of its inherent educational significance for the child's intellectual and personality development, could not take the desired shape in actual practice.

The document 'Work Experience in School Education - Guidelines,' (NCERT, 1987) for implementation of the subject in schools has given a complete blue print touching all possible aspects of its implementation. These guidelines were analysed at
the State level and State specific guidelines were provided to the districts and schools. However, it is generally said that inspite of all the academic inputs the subject of Work Experience has not been able to establish itself in terms of the expected outcomes. Few appraisal studies done on the subject have at best, touched only the tip of the iceberg. Since implementation of this programme involves a variety of agencies, requires many types of inputs and suggests a non-traditional methodology of curriculum transaction, it is necessary to go deeper into the problem of implementation, to critically examine the factors responsible for its slow implementation and to find out the physical or mental blocks coming in the way of its successful implementation so that a comprehensive view may be taken to improve the situation.

The conduct of such a study becomes more imperative particularly in view of the changing needs of the society. As a matter of fact today the survival of an individual itself depends upon his work culture, the life skills acquired by him and his attitude towards work and workers. Sharma (1996) reports in his study that parents wished that their children should also learn some skills while in school so that they may become employable after completing their
primary/secondary education. Thus even the concept of general education seems to be changing in favour of skill orientation. The distinction between general and vocational education is fast fading away particularly in industrially developed societies. Keeping in view this need of Work oriented education, the poor implementation of work Experience Programme in schools and non-availability of need for an indepth research study exploring the entire phenomenon of the implementation of the Work Experience Programme, the present study was undertaken.

The Problem Studied was:


5.2 Objectives of the Study

Major objective of the present investigation was to critically study the implementation of the programme of Work Experience at secondary stage in Government and Government aided schools of Delhi with a view to suggest remedial actions to improve the situation.
Intrinsic to the central purpose of this study are the following sub-objectives:

(i) To study the development of the concept of Work Experience Programme in an historical perspective.

(ii) To study the functioning of the Work Experience Programme at secondary stage in the National Capital Territory (NCT) of Delhi.

(iii) To study the problems faced by teachers and heads of institutions in the implementation of Work Experience Programme at secondary stage in NCT of Delhi.

(iv) To study the problems faced by students carrying out the Work Experience activities at secondary stage in NCT of Delhi, and

(v) To suggest measures for effective implementation of Work Experience Programme at secondary stage.
5.3 The Procedure Followed

The study was delimited to Government and Government aided schools of the nine districts of Directorate of Education, Delhi. The sample consisted of 90 schools and their heads (10 schools from each district), 180 teachers (20 teachers from each district), 180 students (20 students from each district), 180 parents (20 parents from each district) and all officials of SUPW Unit of the Directorate of Education. Faculty members of Department of WEVE, SCERT, Delhi were also included in the study. In addition, 45 schools were approached to carry out an on-the-spot observation.

To collect the requisite data related to study, four questionnaires for four groups of respondents, viz., heads of schools, teachers, students and SUPW Unit were prepared. Two interview schedules for the parents of the students and faculty of DWEVE, SCERT, Delhi and an observation schedule to collect first hand information and assessment of ground
realities regarding the implementation of Work Experience Programme in schools were prepared. The collected data were analysed by mainly subjecting them to calculation of percentages and interpretations and qualitative analysis of verbal statements was done accordingly.

Principal findings and conclusions arrived at as a result of analysis and interpretation are given below.
5.4 Principal Findings and Conclusions

5.4.1 Principal Summary of Findings and Conclusions

Relating to Principals of schools

5.4.1.1 Profile of the Principals.

5.4.1.1.1 Sex

Sex-wise, out of 90 principals, there were 46 male and 44 female principals.

5.4.1.1.2 Age

As regards the age the highest number of Principals (41%) were in the age group of 46 to 50 years, 25% Principals were in the age group of 41 to 45 years, 11% were in the group of 36 to 40 years, 14% were between 51 to 55 years and only 9% Principals were in the age group of 56 to 60 years.

5.4.1.1.3 Qualifications

In addition to the minimum eligibility qualification of postgraduate degree in a subject and B.Ed. or its equivalent training having been fulfilled by all Principals, 8%
Principals in Government schools and 5% in Government aided schools had also acquired M.Ed degree and 2% in Government schools had also obtained the degree of Doctor of Philosophy in Education.

5.4.1.1.4 Experience of Principals

Out of 90 Principals, 71% had administrative and teaching experience ranging from 26 years to 35 years and 12% had that experience between 15-25 years and 11% Principals had administrative and teaching experience above 35 years.

5.4.1.1.5 Inservice Programme Attended

Out of 90 Principals only 13 (14%) had undergone inservice training after becoming Principals. Out of these 13, only 2% had actually attended such inservice training programmes which pertained to Work Experience.

The duration of inservice programmes attended by these Principals also varied.
5.4.1.1.6 Work Experience Activities in Schools

Twenty Work Experience activities were being offered in the sample schools. These included Gardening, Meal Planning, Commercial Arts, Tailoring, Interior Decoration, Electrical Gadgets, Music, Tie & Die, Block Printing, Computer, Batik, Pre-Vocational courses, Book Binding, Electronics, Food Preservation, Photography, WoodCraft, Marble Printing, Textile Designing and Painting. Gardening was opted by highest number of students i.e. 40%, followed by Meal Planning by 20%, Commercial Art by 11%, and Tailoring, Interior Decoration, Music and Electrical Gadgets by 3% to 5% students each.

Except Electronics and Photography all the activities were being opted by girls. Only 14 Work Experience activities were offered by boys. It was found that those Work Experience activities which were previously offered by boys only were now being offered by girls also and vice versa.

Principals did not follow any uniform criteria for choosing Work Experience activities for their schools. Sometimes a combination of criteria was used for this
purpose. 62% Principals had selected the activities as prescribed by the CBSE, and 23% as prescribed by the Directorate of Education. 11% schools offered these activities according to a survey of the locality made by staff, and 21% used the criteria of demand of the community for a particular Work Experience activity. In 41% schools the Work Experience activity was offered according to the personal interest of teachers and in 58% schools according to the availability of resources and facilities for Work Experience Programme.

89% Principals were satisfied with the present criteria of selection of Work Experience activities as followed in the schools and 11% were not satisfied with these criteria.

Twelve additional activities were suggested by Principals for introduction in their respective schools which included some altogether new activities like Health Care, Plumbing, Computer and Scooter Repair. They also suggested some activities which were not offered in their own schools but were being offered in other schools.
5.4.1.7 Facilities For Work Experience Programme

Facilities for Work Experience Programme include teaching staff, tools and equipment, laboratory/workshop, raw material, storage space, supporting staff and community participation. In 14% to 47% schools as reported by Principals, adequate amount of these facilities was available. In 13% to 22% schools these facilities were somewhat adequate. However, in 23% to 34% schools facilities available were inadequate, and in 10% to 41% of the schools most of these facilities were not available. Inadequacy or non availability of facilities is one of the main reasons of ineffective implementation of Work Experience Programme.

A large number of Principals had demanded for more facilities for effective implementation of Work Experience Programme in their schools. 70% Principals demanded for Supporting staff, 67% demanded more raw material to perform various Work Experience activities, 62% suggested for supply of more gardening tools, 60% demanded additional space for storage purposes, 58% asked for laboratory for practicals, 55% sought additional infrastructure and tools for Electrical Gadgets, 47% demanded for better water
arrangements for Gardening, 38% demanded more manure and Gardening tools and 28% Principals also asked for refrigerators to be there in their schools.

Regarding the availability of different instructional materials like teachers' manual, practical manual, textbooks and teaching aids, in 21% to 28% schools these were adequate, in 12% to 19% these were somewhat adequate, in 14% to 21% schools these were found inadequate and in 39% to 45% schools these were not available at all.

So far as the teachers teaching Work Experience were concerned, 49% teachers were Work Experience teachers and 51% were non-Work Experience teachers. Among 51% non-Work Experience teachers, 28% were TGTs general and 23% were other TGTs.

5.4.1.8 Evaluation of Students' Performance

Evaluation of students' progress in Work Experience activities was done internally. As regards periodicity, in 62% schools it was done annually and in 22% schools it was conducted bi-annually. In 40% schools it was also done on monthly basis and in 49% schools it was carried out on
quarterly basis in addition to annual and half yearly assessment. So, no uniform scheme of carrying out internal assessment was followed.

So far as the devices for evaluation are concerned, 92% schools used practical work done by students, 54% used degree of students involvement, 50% used record book prepared by students, 44% schools used oral tests, 34% used written tests and 46% of schools used products prepared by students for evaluation purposes. These devices were used in combination of two or more forming different patterns of evaluation. Highest number of schools i.e. 40% used the combination of the devices of practical work, Work Experience note book and involvement of students by assigning them 60%, 20% and 20% weightage, respectively. Six other permutations and combinations of evaluation devices were also found in vogue in schools.

Practical work with weightage ranging between 20% and 60% was the most common device of evaluation included in all the seven combinations. This shows high flexibility in choosing evaluation devices but at the same time lacks uniformity.
As regards the objectivity in assessment, all the Principals held the view that it was maintained while doing internal evaluation though no evidence to this effect could be produced by them.

73% Principals were not in favour of external evaluation of Work Experience activities. Only 27% Principals were of the view that it should be examined externally.

5.4.1.9 Grants For Work Experience Activities

With regard to the grants received for Work Experience activities from Socially Useful Productive Work (SUPW) Unit, Directorate of Education, Delhi, 31% schools had received a grant of less than Rs.1000/- per annum, 43% had received between Rs.1000 to Rs.2000/- and only 13% had been given a grant of more than Rs.2000/- annually. 13% schools did not receive any grant for Work Experience Programme.

As regards adequacy of grants, 89% Principals held the view that it was inadequate. With regard to other sources to meet the expenses of Work Experience Programme, in 73% schools it was partially met by raw material brought by students. In 3% schools a special fee for Work Experience was also charged. PTA fund and boys fund were also used for this purpose in 43% and 23% schools, respectively.
Regarding the proposed granting patterns for Work Experience Programme from SUPW Unit, Directorate of Education, various patterns were suggested by the Principals. 21% wanted advance issuance of grants termwise, and 18% desired its issuance in the beginning of each session. 13% wanted that the schools should be allowed to charge Work Experience fees from students. 12% Principals also suggested that the Department should reimburse all the actual expenditures incurred on Work Experience activities in each school. Some Principals (7%) also suggested that a flat grant at the rate of Rs.50 per student per annum should be released to all schools for this purpose.

5.4.1.10 Inspection and Supervision

As regards inspection and supervision of Work Experience programme, it was found that in 44% schools it was done by the education officers of the district and in 27% schools by the representatives of SUPW Unit, Science Branch, Directorate of Education. In 29% schools no such inspection or supervision was done.
5.4.1.11 Problems in Implementation of Work Experience Programme

Principals identified some important problems in the way of implementation of Work Experience Programme in schools. These included shortage of teachers, non-availability of trained Work Experience teachers, large size of classes, poor parental cooperation, limited number of periods for Work Experience and too small space in Work Experience rooms to carry out activities effectively.

5.4.1.12 Suggestions for Effective Implementation of Work Experience Programme

For the effective implementation of Work Experience programme in schools Principals advanced about eleven suggestions. These included frequent inservice training of teachers with emphasis on practical training in different Work Experience activities, appointment of trained teachers separately for Work Experience Programme over and above the general teaching staff in greater number, allotment of more periods per week to Work Experience Programme, provision of a uniform syllabus, starting income generating projects in
schools, providing incentives to teachers, seeking parental cooperation, treating Work Experience programme at par with other subjects, conducting an external examination in theory and organising more exhibitions to display the Work Experience activity products.
5.4.2 Principal Findings and Conclusions Relating to Teachers

5.4.2.1 Profile of the Teachers

5.4.2.1.1 Sex

Out of 180 teachers in the sample 106 were males and 74 were females.

5.4.2.1.2 Age

Only 2% teachers were in the age group of 20 to 25 years, 22% were in 26 to 30 years and 29% were in the age group of 31 to 35 years. The middle age group teachers i.e. 36 to 40 years and 41 to 45 years were 19% and 12%, respectively, and 46 to 50 years and 51 to 55 years age group teachers were 9% and 6%, respectively. There were only 1% teachers in the age group of 56 to 60 years.

24% of teachers were in the range of 11 to 15 years of teaching experience and 2% teachers had teaching experience between 31 to 35 years.

As regards the nature of appointment of teachers, 93% teachers were permanent employees of the Directorate of Education, NCT, Delhi and 7% were working as temporary teachers.

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5.4.2.1.3 Professional Qualifications and Teaching Experience of Teachers

57% teachers were B.Ed. 32% teachers were with other professional qualifications like D.P. Ed., Yoga, etc. 8% were B.F.A. and 3% were having Diploma in Arts and Craft Training.

5.4.2.1.4 Work Experience Activities

Twenty Work Experience activities, viz., Gardening, Meal Planning, Commercial Arts, Electrical Gadgets, First Aid, Interior Decoration, Photography, Tailoring, Textile Design, Book Binding, Wood Craft, Music, Computer, Painting, Block Printing, Electronics, Pre-Vocational Courses, Tie & Die, Metal Work, Candle Making were being offered in schools.

Gardening was found most popular activity, as 36% schools had opted for this activity, followed by Meal Planning in 21% schools and Commercial Arts in 9% schools. The least popular activities were found to be Tie and Dye, Pre-Vocational Course, Metal Work and Candle Making as these were offered in only 1% schools each.
As regards number of periods allotted to Work Experience programme per week, 38% teachers informed that 2 periods had been assigned to Work Experience programme per week in the school time-table, 17% teachers told 3 periods, and 34% teachers informed 4 periods per week. 11% teachers did not respond.

As far as number of students in Work Experience Programme per class per period was concerned, 45% teachers informed that the number of students per class per period was less than 50, 30% teachers informed the number of students in work experience activities class was between 50 to 100 and 7% teachers told the number of students ranged between 100 to 150 per class per period and 18% teachers informed that it was above 150 students per class per periods.

As regards the views of teachers on the sufficiency of the number of periods allotted for Work Experience activities, 53% teachers were satisfied with the number of periods given to them for teaching Work Experience activities per week and 47% teachers were not satisfied with the number of periods presently allotted to Work Experience activities in the school time-table.
Sixteen additional Work Experience activities were suggested by the teachers for their schools. These activities included those which were being offered in other schools and also those not being offered anywhere. Some totally new activities like Food Preservation, Toy Making, Clay Modelling, Stuffed Toys, Typing, Soap and Detergent making and Health Care were suggested by the teachers.

5.4.2.1.5 Work Experience Objectives, Curriculum and Facilities

With regard to the awareness of the objectives of Work Experience programme, 16% teachers perceived that the objective of teaching Work Experience programme was to help the students "Earn While They Learn", 15% teachers considered the objective of Work Experience was to facilitate students in learning by doing, 14% teachers considered it as the development of creative ability, 9% teachers said that it was to make students self dependent by allowing their participation in Work Experience programme. 6% teachers perceived that the development of vocational outlook was one of the basic objectives of Work Experience Programme. 10%
teachers informed that the objective of Work Experience was to develop overall personality of the students and 30% teachers were not clear about the objectives of work experience programme.

This shows that many teachers had no awareness of the objectives of Work Experience programme as had been visualised in the Guidelines for Work Experience Programme.

As far as the curriculum of Work Experience was concerned, 74% teachers observed that curriculum of Work Experience was suitable to realise the objectives of Work Experience Programme. 26% teachers were of the opinion that it was not suitable and needed revision.

Facilities in terms of space for teaching, storage, workshop/laboratory, tools for practical work and machinery were required for the Work Experience Programme. With respect to availability of facilities for Work Experience activities in schools it was informed by 11% to 25% teachers that these were adequate, 11% to 47% teachers reported that these were inadequate and 33% to 78% teachers told that these were not available in their schools to do Work Experience activities.
With regard to availability of instructional material for Work Experience Programme in schools, 47% teachers informed that it was easily available and 53% teachers told that it was hardly available in schools.

In the case of freedom in planning and managing Work Experience activities in schools, 80% teachers informed that they had free hand in planning and managing Work Experience programme and 20% teachers told that they did not have freedom in planning and managing Work Experience activities in schools.

With regard to development of skills as an outcome of Work Experience programme, 56% teachers were of the view that the required skills were developed in students whereas 44% teachers felt that these skills were not developed.

25% teachers observed that non-development of desirable skills in students was due to lack of a suitable practical laboratory, whereas 19% teachers believed that it was due to non-availability of instructional material. Lack of students' interest as a reason was informed by 21% teachers and lack of teacher's expertise was told by 15% teachers. 20% teachers did not respond.
Five various instructional methods to teach Work Experience activities, viz., demonstration, group work, assignment, project method and dictating notes were being adopted by the teachers to teach Work Experience activities in the schools. Demonstration method was used by 80% teachers and group work by 70% teachers. Assignment, project method and dictating notes were used by 53%, 42% and 41% teachers, respectively.

According to 39% teachers an assistant was available for conducting Work Experience programme in laboratory/workshop, 24% teachers informed that assistant was available in field activities only, 37% teachers informed that assistant was not provided at all.

About the collaboration with outside agencies to provide on-the-job training to students it was informed by 88% teachers that no such collaboration had been made, 12% teachers stated that some collaboration on local basis was made.
5.4.2.1.6 Evaluation of Work Experience Activities

For the evaluation of students' progress in Work Experience activities a number of devices like oral test, written test, practical test, observation and involvement of students, practical note book and product both singly and in combination were being used by teachers. Practical test and practical note book were used by 56% teachers while evaluating the students' performance in Work Experience activities, observation and involvement of students by 53% teachers, product prepared by 51% students and oral test and written test by 47% and 11% teachers, respectively.

It was clear that for evaluating the students' progress in Work Experience activities practical test, observation, involvement of students and practical note book were more popular techniques.

As regards the periodicity of evaluation like monthly, quarterly, half yearly, annually and after every activity was concerned, it was reportedly done on monthly basis by 45% teachers, quarterly basis by 50%, half yearly basis by 25% and annually by 61% teachers. 49% teachers informed that the assessment of Work Experience activities was done on completion of every activity.
With regard to views of teachers on the present scheme of evaluation, 75% teachers were found to be satisfied with the prevalent scheme of evaluation and 25% teachers were not satisfied.

While conducting internal assessment of students, the difficulties like administrative interference, students pressure, pressure from fellow colleagues and pressure from parents were being faced by the teachers. 44% teachers informed that they felt the pressure from their fellow colleagues while awarding grades of internal assessment. Some other difficulties expressed by the teachers were administrative interference 24%, students pressure 11% and pressure from parents by 21% teachers.

5.4.2.1.7 Funds for Work Experience Programme

Funds were being provided by SUPW unit, Directorate of Education, Delhi to the schools for conducting Work Experience programme. According to 38% teachers these funds were adequate and 62% teachers informed that these were inadequate.
With regard to other sources used for meeting the expenses of Work Experience programme in schools, 72% teachers informed that material was brought by the students to prepare various items, 25% teachers informed it was met from boys fund and 48% teachers told that it was done by utilising waste material. Loan from PTA fund and the money received by means of sale of articles during exhibitions were used to meet the expenses as was informed by 44% and 51% teachers, respectively.

5.4.2.1.8 Guidance Provided by Education Officers And Principals

According to 37% teachers, guidance in respect of teaching Work Experience programme in the school was being provided by the Principals. 13% teachers informed it was provided by the Education Officer of the district and 50% teachers informed that they did not receive any guidance from any one in this regard.
5.4.2.1.9 Problems in Conducting Work Experience Programme

Eight problems relating to facilities for conducting Work Experience programme were identified by teachers. These were lack of funds and poor parental cooperation, shortage of teachers in school, inadequate space for large size of class, no proper workshop, less number of periods allotted to Work Experience programme, shortage of facilities, water, etc., shortage of tools/equipment, shortage of trained staff as faced by them in implementing the Work Experience programme.

52% teachers informed that there were no proper workshops to do the practical work, 31% teachers reported about inadequate space for large size of class to manage practicals for all students in Work Experience activity. Lack of funds and poor parental cooperation were mentioned by 36% teachers, shortage of teaching staff by 50% teachers, less number of periods allotted to Work Experience programme by 44% teachers and shortage of facilities like water, etc. by 27% teachers, shortage of tools/equipment and shortage of trained staff were informed by 47% and 44% teachers, respectively.
According to 78% teachers, the students were aware of the objectives of Work Experience programme and 22% teachers observed that the students were not aware of the objectives of Work Experience programme.

This indicates that lack of awareness of objectives of Work Experience programme on the part of students hampered the effective implementation of Work Experience Programme in schools of Delhi.

As regards student's active and enthusiastic participation in the Work Experience activities was concerned, 72% teachers informed that the students were willingly and actively participating in the practical classes of Work Experience programme, 28% teachers told that students did not take part actively.

While participating in Work Experience programme various qualities like cooperation, creativity, punctuality, neatness and cleanliness, good work habits, self confidence, positive attitude towards work, love for work, social service, and self reliance were developed in students. 60% teachers were of the view that in students the quality of social service was developed by their participation in Work Experience activities. 52% teachers told that creativity was
developed. Development of cooperation and positive attitude towards work were informed by 44%, development of neatness and cleanliness habits were reported by 40%, love for work by 37%, good work habits and self-reliance were reported by 31% and 22% teachers, respectively.

5.4.2.1.10 Suggestions to Improve the Implementation of Work Experience Programme

For improvement of the implementation of Work Experience programme in schools, the teachers put forth 10 suggestions. These were: (i) provision of adequate workshop/laboratory facilities for conducting practical work, provision of laboratory attendant or helper, (ii) the Directorate should allocate adequate funds as per the need of each school, these should be released in time, preferably on the beginning of the academic session, (iii) properly trained teachers with adequate skills should be appointed and steps should also be taken by the state for pre-service and inservice education and training of teachers in Work Experience, (iv) curriculum should be suitably revised from time to time, (v) the subject of Work Experience should be treated at par with other school subjects in terms of importance and evaluation, (vi) block
periods should be allotted to Work Experience for practical work, (vii) adequate supply of raw materials for productive Work Experience activities, (viii) the programme should be closely monitored centrally by the SUPW Unit and remedial steps be taken at district and zonal levels, (ix) incentives to teachers and students for good work and creativity should be introduced at the district and state levels, and (x) more income generating Work Experience projects should be started in schools.
5.4.3 Principal Findings and Conclusions Relating to Students

5.4.3.1 Profile of the Students

5.4.3.1.1 Age

As regards the age, 60% students were between the age group of 13-14 years, 34% students were between 15-16 years of age and 6% students were in 17-18 years age group.

5.4.3.1.2 Sex

Sexwise, out of 180 students, there were 94 boys and 86 girls.

5.4.3.1.3 Category of Students

86% students were of general category, 14% were from Scheduled Castes and no student was from Scheduled Tribes.

5.4.3.1.4 Parent's Educational Background

As far as the educational background of the parents was concerned, 5% parents were post-graduates, 28% parents were graduates, and 17% had obtained education upto senior
secondary level. 16% and 31% parents had studied up to middle and secondary stage, respectively. Only 3% parents were illiterate.

This indicates that although the parents of students were not highly qualified but nonetheless 81% of them had obtained education from secondary to post-graduate level. This suggests that parents having acquired different levels of education were aware of the school curriculum and the place and need of each curricular area in the school education system.

5.4.3.1.5 Occupation of Parents

With regard to occupation of parents it was found that 34% parents were engaged in business, an almost equal number, 33% were in government service, 23% were doing private service and 10% were engaged in other sundry works.

5.4.3.1.6 Family Income

42% parents had a monthly income of more than Rs.3000/-, 43% had income between Rs.1500/- to Rs.3000/- per month and 15% had monthly income below Rs.1500/-. So by and large students belonged to low income group.
5.4.3.1.7 Work Experience Activities

As far as work experience activities were concerned, 17 work experience activities, viz., Gardening, Meal Planning, Painting, Tie and Dye, Music, Embroidery, Electronics, Electrical Gadgets, Tailoring, Computer, Commercial Arts Interior Decoration, Paper Work, Food Preservation, Health Care activities, Arts Education and Photography were being pursued by students. Gardening was pursued by 41% students and stood at rank first in order of popularity, followed by Meal Planning which was offered by 14% students. Eight work experience activities, viz., Painting, Tie and Dye, Commercial Arts, Electrical Gadgets, Tailoring, Computer, Music and Embroidery were pursued by 3% to 5% students each. Another seven work experience activities, viz., Electronics, Interior Decoration, Paper Work, Food Preservation, Health Care, Arts Education and Photography were opted by 0.5% to 2% students each.

According to 68% students objective of learning Work Experience activities was to develop some useful skills. "To Earn While You Learn", was the objective according to 28%, and to utilise leisure time fruitfully and to join some vocational course were the objectives according to 43% and 51% students respectively.
According to 16% students they had received incentives in cash or kind for performing good work experience activities, 84% students informed that they had not received any such incentives.

As regards the number of periods allotted to work experience activities per week in the school time table, 40% students informed that there were 2 periods, 33% and 27% students told 3 periods and 4 periods, respectively. Students also told that no period was allotted for work experience activities outside the school.

It was clear from the above findings that there was no uniformity in allotting periods to work experience activities in the school time table in spite of clear guidelines given in this respect.

According to 55% students, no experts from outside had been invited in the school to enrich the teaching of Work Experience subject. 43% students informed that the experts were invited occasionally and only 2% students told that experts from outside were invited quite often to provide practical training in skills to students.
As far as the views of students on the usefulness and continuance of Work Experience programme in school was concerned 96% students perceived that it should continue as it was a useful activity and 4% students said it was a wastage of time and should be discontinued.

96% favourable views of students clearly indicate that students had understood the need and importance of this subject in the school curriculum.

Students suggested 31 new Work Experience activities. They had suggested those activities which were offered in other than their own schools or which were entirely new and had not been offered in any school of Delhi. The totally new activities suggested were Community Service, Maintaining Accounts, Auto Repair, Dance, Beauty Culture, Repair of Household Gadgets, Judo, Environmental Education, Shorthand, etc.

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

As far as sufficiency of facilities for Work Experience was concerned, 44% students informed that these were sufficient, 50% said that these were insufficient and 6% reported that these were not available at all.

It was quite clear that more than half of the students felt that these facilities were either insufficient or non-existent which needs to be taken care seriously. Provision for adequate facilities can ensure better participation of students in the Work Experience related activities.

So far as the type and extent of Work Experience related separate facilities were concerned these included workshop facilities, laboratory for practicals, textbooks, raw material, tools/equipment, instructional material, work kit and storage facilities. 33% to 50% students informed that each of these facilities was adequately available, 29% to 37% students told that these were inadequate and 18% to 36% students informed that these were not available in their schools.
This indicates a state of inadequacy or even non-availability of facilities in many schools. The paucity of facilities was one of the reasons for ineffective implementation of this curricular area.

As far as the effective instruction in theory and practical work in Work Experience programme was concerned, 14% students informed that the theory related with Work Experience programme was taught effectively. 86% students told that the Work Experience teachers were unable to explain theoretical aspects of Work Experience activities effectively.

For practical training in Work Experience activities by the teachers, 61% students viewed that it was carried out effectively and 39% students told that it was not done effectively which shows that a sizeable group of teachers teaching Work Experience could neither deal with theoretical aspects nor practical aspects of Work Experience activities quite effectively and to the satisfaction of their students.
5.4.3.1.9 Evaluation of Work Experience Activities

Out of 180 students, 47% informed that evaluation in Work Experience was conducted by the teacher, 39% students told that the Principal assessed the Work Experience activities. Some evaluation of Work Experience activities was also being done by the Education Officer as was informed by 14% students.

For evaluation of students progress in Work Experience activities various devices were being used, viz., Oral test, Record book, Practical test, observation, production, written test, project and community service. 82% students informed that practical test was conducted for evaluation. Use of Oral test, Record book and observation techniques was reported by 58%, 60% and 69% students, respectively. Use of Production of items as evaluation device was reported by 42% students, written test by 48%, projects prepared by 39% students and community service by 24%.
5.4.3.1.10 Problems Faced by Students

Students identified some 11 important problems which they said were faced by them while studying Work Experience activities. These were: lack of funds, less time to do practical work, insufficient tools and equipment, unequipped laboratory, water, electricity and cooking gas not available, non-availability of raw material, no trained teacher, lack of motivation in teachers/principals, laboratory assistant not available, poor interest of students due to teaching of old skills, and shortage of text books.

5.4.3.1.11 Suggestions for Effective Implementation of Work Experience Programme

Students came out with many constructive suggestions for the effective implementation of Work Experience programme in their schools. These were: (i) at least 4-6 periods per week should be provided in the school time-table, (ii) Financial allocation for doing Work Experience activities should be increased, (iii) more raw material should be purchased by the school, (iv) trained teachers to teach skills in a better way should be appointed, (v)
practical work should be done in small groups, (vi) marks instead of grades should be awarded, (vii) sufficient infrastructure should be provided, (viii) Textbooks should be provided, (ix) arrangement of water for gardening activities should be made, (x) help from reputed industries should be invited to gather more knowledge about world of work, (xi) helpers to assist the students while doing practical work should be appointed, and (xii) more rooms should be made available for doing practical work.
5.4.4 Principal Findings and Conclusions Relating to SUPW Unit, Science Branch, Directorate of Education, Delhi

5.4.4.1 Profile of the SUPW Unit

Directorate of Education, Delhi, for its smooth functioning has been divided in nine districts. Deputy Directors of Education look after the administrative functions of each district. Apart from these nine districts there are some other Departments like Population Education, Text Book Bureau, Science Branch, etc. which are supervised and controlled by Deputy Directors of Education.

At the Directors level, SUPW Unit was part of Science Branch, Delhi. Deputy Director of Education (Science) was the administrative head of Science Branch and looked after the day-to-day working of the whole Branch. He was assisted by one Incharge of SUPW Unit, one Field Advisor and five other instructors in the field of Electronics, Meal Planning, Photography, Gardening and Electrical Gadgets.

At the district level there was no such SUPW Unit for supervision and guidance of teachers and students.
As regards the number of posts, there were 14 sanctioned posts, out of these 6 (43%) posts were filled up and 8 (57%) posts were lying vacant in SUPW Unit.

It may be argued that due to non-filling up of these posts the normal functioning of the Unit was adversely affected.

A. As far as the functions of this Unit were concerned, these included: To organise study meetings for students, teachers and head of schools, to disburse grants to government and government aided schools, to visit schools and provide guidance regarding work experience activities, holding zonal and district level science exhibitions wherein SUPW was included, reviewing syllabus for upgradation and liaison with other agencies and to arrange the process of condemnation of unserviceable tools and appliances meant for Work Experience activities.

B. Functions of the SUPW Unit at the district level included seeking cooperation from government/non-governmental organisations (NGOS) in implementing SUPW activities effectively in Delhi schools and to affect regular
interaction, conduct meetings and seminars with educational administrators at zonal and district levels.

5.4.4.1.1 Selection of Activities And Disposal of Products

The SUPW Unit did not select any specific work experience activity. No criteria had been laid down for the selection of activities for a school. Schools were free to select work experience activities as desired by them, depending upon their needs, demand, availability of material, teacher expertise, etc.

With regard to provision of raw material to perform Work Experience the SUPW Unit reported that the main raw material to perform work experience activity was always provided by the schools which was purchased from the grants sanctioned to them annually by the Directorate of Education.

As far as disposal of products prepared by the students was concerned, the SUPW Unit informed that it was based on the type of activity. If the activity was product oriented and the raw material was brought by the students the
prepared items would be taken by them. However, for disposal of the products prepared from the raw material supplied by school no proper method had been evolved so far. A common practice was that the schools often disposed off these products to students or parents on nominal prices at the time of annual exhibition of the schools.

5.4.4.1.2 Facilities for Work Experience Activities

The SUPW Unit at the Directorate level was having the facilities for Work Experience teacher training programme like Laboratory/Workshop, Instructional material like Textbooks, Teachers guide, work book, work experience kit, etc. But at the district level these facilities were not available. At Directorate level there were rooms for conducting practical work during inservice training of teachers in Electrical Gadgets, Electronics, Photography and Meal Planning. A big lawn for doing practical work in Gardening was also available.

SUPW Unit had recommended 11 Work Experience Activities for schools and was supposed to train teachers in all these eleven activities, but it had only five rooms with it for practical training of teachers, which shows that the facility for training teachers at the Directorate level was limited and needs improvement and the same needs to be arranged at the district level too.
As no rooms were available at the district level for conducting practical during the Inservice Training Programmes at the district level were conducted in those schools where necessary infrastructural facilities and other resources for practical work were available.

Regarding arrangement for the preparation, production and supply of instructional material to schools offering different work experience activities, the SUPW Unit informed that no such material as text books, teacher's guide and instructional material, work book, audio-visual aids, work experience kit, etc. had been prepared so far to supply to the schools.

5.4.4.1.3 Funds for Work Experience Activities

As far as funds for work experience activities were concerned these were provided by the SUPW Unit to government and government aided schools of Delhi and its amount for each school per student and per activity depended on availability of "Annual Expenditure Sanction" as per budgetary allocation.
Regarding the time of providing the funds during the session, it was informed that it again depended at the time when the Budget was made available to this Unit by the Directorate of Education. So far as charging of work experience fee was concerned no government or government aided school was allowed to charge it.

The SUPW Unit also provided special grant for work experience programme which was based on the need of a school arising due to its recent bifurcation, upgradation or proposal for introduction of new activity and the same is duly verified by the competent authority of the concerned district.

5.4.4.1.4 Organisation of Training Programmes and Inspection of Schools

SUPW Unit conducted training programmes of varied durations for the teachers teaching Work Experience. Between the sessions 1992-93 to 1994-95, the Unit had organised 49 programmes, 16 programmes in 1992-93, 14 programmes in 1993-94 and 19 programmes in 1994-95. As far as the duration of the programmes was concerned it varied between 5 days to 21 days. In the sessions 1993-94 and 1994-95 the
duration of sessions was 5 days and 21 days whereas in 1992-93 it was only 5 days. The Unit provided training to 1470 teachers from 1992-93 to 1994-95, with 480 teachers in 1992-93, 420 in 1993-94 and 570 in 1994-95.

It is clear from the above that number and duration of programmes were improving year after year but the average number of participants in each programme remained 30 in each successive years.

In these programmes a maximum of 2 resource persons in one day programme and ten resource persons in both one week and 3 week programmes were allowed to be invited. For rest of the period in each programme the faculty of the Unit used to engage the participants in various activities. It seems there was a need to invite more outside resource persons for the benefit of participants.

5.4.4.1.5 Incentives to Teachers and Students

To provide an incentive to teachers and students at the time of Science Exhibition at Zonal, District and State levels the products prepared by students in Work Experience
were displayed along with science models and certificates of commendation at each level of exhibitions were awarded to teachers and students.

5.4.4.1.6 Arrangement On-The-Job Training

As regards the arrangement of on-the-job training of the students, no such linkage between the school and the world of work had been established so far. Whereas the National Guidelines for work experience clearly suggest that it should be arranged by schools with industries/factories/warehouses during summer vacations so that better vocational awareness can be developed in students.

5.4.4.1.7 Pre-Vocational Courses

In place of work experience programme pre-vocational courses at lower secondary level had been offered in those schools where vocational stream already existed at senior secondary stage. For pre-vocational courses it was informed that the Directorate of Education had introduced about 9 different courses like Dress Making, Textile Printing, Silk and Screen Printing, Cutting and Tailoring, Skin and Beauty

5.4.4.1.8 Suggestions for Improvement in Work Experience Programme in Schools

The suggestions made by SUPW Unit for the improvement of Work Experience Programme in schools included: (i) Principal should take active participation in the implementation of work experience programme, (ii) more training programmes for teachers should be organised, (iii) proper allotment of work experience activities according to aptitude of students should be made, (iv) raw material should be easily available to schools, (v) proper motivation to teachers and students should be provided, (vi) better incentives to both students and teachers should be made available by the Directorate of Education, Delhi.
5.4.5 Principal Findings and Conclusions Relating to Department of Work Experience and Vocational Education (DWEVE), SCERT, Delhi

5.4.5.1 Profile of DWEVE

5.4.5.1.1 Sex of the Faculty

Out of 4 faculty members, there were 2 males and 2 females.

5.4.5.1.2 Age

As regards the age, two faculty members were between the age group of 30-40 years, and one each was in the 41-50 years and 51-60 years age groups.

5.4.1.1.3 Qualification

All the faculty members in the DWEVE, SCERT, were possessing B.Ed. degree, two staff members had acquired two post graduate degrees, viz., Master of Arts and Master of Education, and one faculty member had done M.S. (Master of Science), and another had completed M.F.A. (Master of Fine Arts) one faculty member was also having the degree of Doctor of Philosophy in Education.
5.4.5.1.4 Experience

With regard to experience of the faculty members of DWEVE, SCERT, Delhi, 50% had an experience as lecturer for 1-5 years, and 50% faculty members had the experience as senior lecturer between 6-10 years in SCERT, Delhi. Two faculty members had earlier served in schools for a period ranging 1-10 years and the other two had the experience of school teaching between 11 to 20 years.

5.4.5.1.5 Designation

As far as the designation of faculty of DWEVE was concerned 50% were lecturers and 50% were senior lecturers.

5.4.5.1.6 Specialisation of Faculty

With regard to specialisation, it was found that 25% of the faculty had specialised in Computer Science, 25% had specialised in Fine Arts and 25% each had specialised in the areas of Home Science and Health and Physical Education.
As regards the role of SCERT, Delhi in the implementation of work experience programme, it was informed by faculty that these included: (i) to organise inservice training programme for teachers, (ii) to prepare instructional material, and (iii) to do research projects in the area of Work Experience and Vocational Education.

5.4.5.1.7 Organisation of Inservice Programme and Selection of Activities

Department of Work Experience and Vocational Education, SCERT, Delhi organised a number of training programmes of different durations for the teachers teaching Work Experience activities in schools. Since the session 1992-93 till 1994-95 the faculty had conducted 14 programmes and a total number of 562 teachers had been trained so far.

As regards the number of participants in the session 1992-93, only 142 teachers received inservice training from SCERT. In the session 1993-94, 165 teachers were trained and a highest number of 255 teachers were trained in the session 1994-95.
In the session 1992-93 four programmes were held with three programmes of one week duration and one programme of three weeks duration. 142 teachers received training in areas of Gardening and Home Science based activities of work experience programme.

In the session 1993-94 three programmes were organised. Two programmes with two weeks duration and one programme with three weeks duration. 165 teachers were trained in the areas of Gardening, Art Education and Home Science based work experience activities.

In the session 1994-95, seven programmes were held, one programme with one week duration, three programmes with two weeks duration and three with three weeks durations. 255 teachers received Inservice training in the areas of computer awareness, Gardening activities and Home Science based activities.

It can be said that the number of participants had increased steadily year after year and the number of longer duration programmes was gradually increasing session after session. Number of activities increased along with the increasing number of programmes in each session.
As regards the number of sessions held each day and the resource persons invited in these programmes, it was informed that 4 sessions were conducted per day. Generally three resource persons were invited per day. One session was taught by the coordinator or faculty, SCERT, Delhi. A programme of three weeks, there were 18 working days, consisting of 72 sessions approximately where 50 to 55 outside resource persons were invited.

As far as selection of activities for the training programme was concerned, it was reported by the faculty of DWEVE that prior to each programme a Course Design for the training programme was prepared by the experts, teachers and the programme coordinator.

With respect to hand-on-experience to the teachers during the training programme, it was informed that during the training programme maximum amount of time was given to practical training and the raw material for practical work was provided by SCERT, Delhi.
5.4.5.1.8 Preparation of Instructional Material

As far as preparation of instructional material, exampler material, work book and hand book for teachers in work experience activities were concerned, it was reported that a 'Hand Book on Gardening Activities for school Teachers' had been developed in collaboration with Division of Floriculture and Landscaping (IARI) Pusa, New Delhi and Central Public Works Department (Horticulture), Delhi.

5.4.5.1.9 Arrangement of School Industry Linkage

As far as the arrangement of school industry linkage was concerned, it was informed that during summer vacations of 1990 'work experience-cum-vocational-orientation programme 'a pilot project' was launched by DWEVE, Delhi in collaboration with various factories, industries and banks, as envisaged in the programme of Work Experience and Vocationalisation of Education in the school curriculum. In this pilot project 34 students from various schools of Delhi received on-the-job-training in the area of automobile engineering, banking and food processing and food preservation.
5.4.5.1.10 Earn While You Learn Innovative Project

Regarding the arrangement of "Earn while you learn" project by the DWEVE, it was reported that during the session 1994-95 a training programme in Electrical Gadgets repair work and Sanitary repair work (Plumbing) was organised by DWEVE, Delhi for the students who were studying in the schools located in Resettlement colonies of Delhi. The main objective of this programme was to generate interest amongst the students from the socially backward classes for practical skills related to their daily needs. Twenty five students and five teachers participated in this 10 days training programme. It was organised in the month of April, 1994 prior to summer vacation, so that the students could get more time and more practical experience during the summer vacation. Thus by acquiring more experience the students would be able to earn some money, which would help them in future to meet their educational expenses though partially only.
5.4.5.1.11 Problems Faced by the Faculty

Faculty of DWEVE identified some problems which were being faced by them in the implementation of inservice training programme in schools. It was informed that DWEVE always made its best efforts for the preparation of training programmes for teachers, but the requisite number of teachers from the Directorate of Education schools did not report for training programme. Secondly, what had been taught to the teachers during the training programme was not implemented in schools due to shortage of facilities and paucity of teaching staff in the schools.

5.4.5.1.12 Suggestions by the Faculty

For the improvement of work experience programme in the schools of Delhi, the faculty gave 10 suggestions which included: (i) work experience subject should be treated at par with other subjects, (ii) its evaluation should affect the final result of the student used for his promotion to higher class, (iii) adequate funds should be provided to the school in time, (iv) sufficient raw material for work experience activities should be provided to students, (v) in the school time-table more periods should be allotted to work
experience programme, (vi) block periods should be allotted for work experience activities, (vii) trained work experience teachers should be appointed in schools, (viii) the head of schools should be provided orientation training in work experience programme to help them realise the importance of the subject, (ix) more tools and equipment should be provided keeping in view the strength of the students, (x) greater number of teachers should be sent for practical training in work experience programme organised by the SCERT, so that more students in the schools could receive practical training during the Work Experience activities periods.
5.4.6 Principal Findings and Conclusions Relating to Parents

5.4.6.1 Profile of the Parents

5.4.6.1.1 Sex

Out of 180 parents of the students studying Work Experience activities there were 110 males and 70 females in the sample.

5.4.6.1.2 Age

As regards the age 20% parents were between 30-40 years. 55% parents belonged to age group of 41-50 years and 25% parents were in the age group of 51-60 years.

5.4.6.1.3 Educational Background

As regards the educational background of the parents of the students 8% parents were post-graduates, 42% parents were graduates, 39% parents were senior secondary and 11% parents had studied up to secondary stage.

5.4.6.1.4 Occupation

61% parents were engaged in service sector and 39% were doing their own business.
5.4.6.1.5 Annual Income of Parents

As regards the annual income of the parents, 17% parents' annual income was between Rs.10,000.00 to 20,000.00, 11% parents were earning annually between Rs.21,000.00 to 30,000.00. Annual income of 33% parents was between 31,000.00 to 40,000.00, 28% parents were earning between 41,000.00 to 50,000.00 and 11% parents were earning more than 50,000.00.

5.4.6.1.6 Parental Awareness

As regards the awareness of the parents that their wards were undertaking some Work Experience activity in the school, it was found that 110 (61%) parents were aware that their wards were pursuing some Work Experience activities in the schools and 70 (39%) parents were not aware at all that their wards were doing any Work Experience activity in schools.

According to parents five Work Experience activities viz., Gardening, Meal Planning, Commercial Arts, Tie and Dye and Batik were being pursued by their wards in schools. Parents also told that it was very useful for their
wards to study work experience. This shows that most parent
fully understood the need and significance of Work Experience
programme.

5.4.6.1.7 Development of Skills

82% parents reported that the skills related with Work
Experience were being developed satisfactorily in their
wards and 18% parents told that these were not being
developed properly while they were participating in work
experience programme.

5.4.6.1.8 Parental Interest

All those 61% parents who reported to have known about
the Work Experience Activities of their wards told that they
were taking interest in their wards Work Experience
Activities. It was also informed by 27% of those parents that
they help their wards by arranging material for Work
Experience activity, 49% parents reported that they assisted
them by extending their help whenever it was required and
24% parents told that they provided them necessary guidance
and help in completing their Work Experience activity which
was given to them as home assignment/project.

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5.4.6.1.9 Supply of Raw Material

18% parents informed that raw material was provided by schools and 82% parents reported that it was not provided to their wards from the schools, so they provided them the required raw material for Work Experience activity. In the interest of providing their wards an opportunity to learn some work experience based skills, parents procured raw materials for their wards although, they said, the teachers did not compel their wards to bring the same from home.

5.4.6.1.10 Disposal of Finished Products

All the parents informed that the items prepared with the material brought from home were always handed over to the child to take them back home.

5.4.6.1.11 Behavioural Changes in Child

With regard to behavioural changes that took place by doing work experience activities, it was found by 16% parents that tolerance was developed in their children, 11% parents observed development of value of cooperation, 8% parents
reported adherence to discipline 21% parents observed the development of interest in manual work, 14% parents reported honesty in daily life, 10% parents expressed punctuality, 7% parents said initiative in doing work was developed, and 13% parents observed that a sense of responsibility among their children had developed as a result of their participation in Work Experience programme.

5.4.6.1.12 Problems Faced by the Child

The parents identified some important problems being faced by their wards while studying work experience programme. These included: (i) the work experience activity not completed in the school due to limited time given in the time table, (ii) Problems in providing raw material, particularly because sometimes it was difficult to purchase the same material from the market as either parents did not find time to procure it in a short time or the required material was not available in the residential areas, (iii) difficulty in providing proper guidance to the child to prepare an item, as it requires expert guidance to complete the home assignment/project given by the work experience teacher.
All these problems though limited in number are very realistic and speak of the truth as faced by children in the opinion of parents.

5.4.6.1.13 Suggestions for Effective Implementation of Work Experience Programme

For effective implementation of Work Experience programme the parents gave about seven suggestions. These included: (i) each student should be trained in more than one activity as against the present practice of one activity, (ii) income generating activities should be preferred in the Work Experience programme, (iii) some special training programmes should be held for students during vacations, (iv) more stress should be laid on Computer training, (v) some innovative programmes in areas of Automobiles repair, Computer hardware, Electrical Gadgets and Sanitary repair work should also be included in the Work Experience programme and these should be taught to children, (vi) in the school time-table more time should be given to Work Experience activity particularly for practical training, and (vii) good work done by the children should be rewarded appropriately.
5.4.7 Principal Findings and Conclusions Relating to Observation of Schools

5.4.7.1 Profile of the Schools

5.4.7.1.1 Types of Schools

Out of 45 schools in the sample 15 were boys, 20 were girls and 10 were co-educational schools.

5.4.7.1.2 Teachers

58% teachers were TGT (general), 32% were TGT (others), which included Physical Education Teachers, Yoga teachers, Domestic Science teachers, etc. and 10% teachers were the actual Work Experience teachers teaching Work Experience in schools.

5.4.7.1.3 Observation of Schools

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

As regards the annual plan (calendar of activities) of Work Experience program in schools it was observed that 29% schools prepared the annual plan of Work Experience activities and 71% schools did not prepare any annual plan for doing Work Experience activities.

It was found that 55% TGTs (general), 33% TGTs (others) and 12% actual Work Experience teachers were teaching Work Experience programme.

5.4.7.1.4 Items Prepared in the Schools

Six Work Experience items were being prepared in schools. These included Potted Plants and Beds in Gardening, Tie and Dye on cloth, Batik on cloth, Electrical Gadgets, Binding of Books and Home Science based items. It was seen that Potted Plants and Plants in beds were grown by 29% schools, Tie and Dye on cloth was prepared by 14% schools and Batik on cloth was done in 11% schools. Electrical Gadgets, Binding on Books and Home Science based items were prepared in 7%, 12% and 27% schools, respectively.
5.4.7.1.5 Utilisation of Finished Products

As far as the utilisation of finished products prepared by the students was concerned, it came to light that 22% schools sold the items prepared by the students during school exhibitions on nominal prices, 71% schools returned the prepared items to students as the raw material was brought from home by these students and 7% schools kept the finished Work Experience items in the schools as models.

5.4.7.1.6 Income Generating Projects and Community Services

As regards the adoption of some income generating project and community service programmes, it was observed that only 6% schools had undertaken hospital service under community service programme and 94% schools had not taken up any such project.

5.4.7.1.7 Availability of Rooms, Tools and Equipment

It was seen that 60% schools were not having any separate room for doing Work Experience activity, 1-2 rooms were available in 22% schools, 3 - 4 rooms were provided for doing Work Experience activity in 11% schools and more than 5 rooms were available in 7% schools for doing Work Experience related practical work.
It is clear that 60% schools did not have any separate room for doing Work Experience activities, which is one of the main causes of ineffective implementation of Work Experience programme in schools.

As far as tools and equipment for doing Work Experience activities were concerned it was observed that 33% schools were having sufficient number of tools and other equipment for doing Work Experience activities and 67% schools did not possess adequate tools and equipment for their students to perform practical work.

5.4.7.1.8 Arrangement of Skilled Persons

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

It was found during the visit to schools that 49% schools had not maintained any systematic evaluation records of the Work Experience related activities and items prepared by the students and 51% schools had been maintaining the evaluation records systematically.
5.5 Educational Implications

On the basis of principal findings of this critical study, it is clear that there is a need to take some effective measures to tone up the implementation of Work Experience programme at the secondary stage in government and government aided schools of Delhi. Some of the important implications of the findings of this study are presented below:

i. In the present day competitive world where the pattern of selection of Work Experience activities is also fast changing, the Directorate of Education should provide more human and material resources to schools for such activities as Computer, Electronics, Food Preservation, Photography, Textile Designing, etc. which are being considered more meaningful by students and teachers.

ii. The educational planners and administrators should make provision of adequate facilities for new activities such as Repair of Electrical Gadgets, Scooter Repair Work, Basic Electronics and Graphics as suggested by Principals.
iii. The findings of the present investigation have proved that the facilities for the effective conduct of Work Experience programme were heavily lacking and were inadequate in more than half of the schools. The Directorate of Education should make necessary arrangements to provide essential facilities in adequate amount so as to make the Work Experience programme a success.

iv. The present study also reveals that the Principals are very serious to this area of curriculum and are willing to implement it effectively provided the schools are supplied with the additional facilities suggested by them. Therefore the Directorate of Education should augment provision of these additional facilities to schools.

v. The result of the study shows that the funds provided by Directorate of Education are inadequate and too meager to purchase raw materials to do the practical activities, especially when the price of every raw material is increasing every day. It is suggested that Principals' views in this regard should be given due regard while finalising the granting pattern.
vi. The findings also have implications for educational supervision and inspection. The subject of Work Experience programme is a weak area and is constantly suffering due to the absence of an effective monitoring and supervisory system. As Work Experience programme being a relatively new component in the school curriculum, it needs frequent inspection and supervision by competent authorities who should provide suitable suggestions and guidance to Principals as well as teachers continually.

vii. The findings have a suggestion for the educational administrator, that they should see to it that only trained teachers are appointed to teach Work Experience activities. They should be properly trained in their respective Work Experience activities.

viii. Department of Education as well as Principals should see that for a more effective implementation of the Work Experience programme some periods should be allotted for it outside the school also which is not in practice in any school so far and which has been suggested in the National Guidelines for Work Experience Programme.
ix. The Department of Education should provide adequate teaching staff to each school so that justice is done to the Work Experience programme. At present, each teacher handles heavily overcrowded classes of Work Experience programme and fails to do justice with the subject.

x. The findings reveal that the failure of development of required skills on the completion of the Work Experience Programme was because of two major reasons i.e. lack of adequate practical laboratory and non-availability of instructional material for Work Experience activities. Authorities should see to it that both these things are made available in all schools in the interest of effective implementation of Work Experience Programme.

xi. The study reveals that provision of an assistant for practical work be made for all the schools by the Department for effectively carrying out practical work in the concerned area of Work Experience.
xii. The study provides information on inadequacy of funds for Work Experience programme in schools as a result of which different alternative sources are adopted to meet the needs of this programme by both Principals and teachers. The Department should make available adequate funds for Work Experience programme. This should be available at the disposal of the Principal for meeting the requirements of Work Experience activities.

xiii. The Department of Education, SCERT and NCERT should closely monitor the implementation of the Work Experience programme in schools.

xv. The school administrators, Principals and the teachers should jointly see to it that the 22 patterns of internal evaluation as in vogue in schools should be done away with and be replaced by a more standardised and uniform pattern which may consist of observational techniques, work diary of students and observation book of the teachers. The internal evaluation may be done after the completion of each operational stage in any activity.
xvi. The findings suggest that in SUPW Unit of the Directorate of Education more than half of the posts are lying vacant. This non-filling up of the posts adversely affects the implementation of Work Experience Programme. The authorities should fill up these posts at the earliest.

xvii. The study reveals that in the training programme organised by SUPW Unit a maximum of 2 resource persons in a one day programme and 10 resource persons in one and three week programmes are invited. It was felt that a maximum of 10 resource persons in one week or three week programme can not really satisfy the training needs of the trainees despite the fact that the staff of the SUPW Unit engages the trainees for the rest of the time in a training programme. The Directorate should, therefore allow the Unit to engage more outside resource persons for the benefit of participants.
The findings have a message for the Directorate of Education that in the training programmes organised by the faculty of DWEVE, SCERT, Delhi the requisite number of teachers do not report for training. So, teachers should specifically be deputed for training programmes by the Department, so that efforts made by the SCERT for training purposes are fully utilised.

Instructional material for Work Experience programmes is hardly available. The SCERT and SUPW Unit of the Directorate of Education should try to develop suitable instructional materials like source book, teachers guide/teacher manual and exemplar instructional material as has been pointed out by teachers.

Freedom in planning and managing the Work Experience activity in the school as given to the concerned teachers will be effective and fruitful only when the teachers are trained and instructional material is available for them. The Directorate of Education and the SCERT will have to look into this problem.
xxi. The department of education should provide more incentives at district and state levels to teachers and students for the good work done by them.

xxii. The present study reveals that only 2% Principals had actually attended Work Experience related inservice education programmes which is almost a negligible number. SCERT, Delhi should organise more training programmes for the Principals to give them ample orientation in Work Experience programme.

xxiii The findings may be used by the faculty of the Department of Work Experience and Vocational Education while chalking out training programmes for teachers in Work Experience activities for their capacity building. It is suggested that both, principals and teachers frequent training programmes should be organised and more teachers should be trained so that larger number of students may ultimately be benefitted in various skill-based activities.
xxiv. SCERT and SUPW Unit should organise inservice training programmes for teachers in newly proposed activities which include Modern Arts, Food Preservation, Toy Making, Clay Modelling, Stuffed Toys, Typing, Soap and Surf Making and Health Care as suggested by teachers.

xxv. The findings have a message that a good number of teachers are not aware of the objectives of Work Experience programme. In the training programmes organised by SCERT and SUPW Unit for teachers detailed orientation of teachers on concept, objectives, philosophy, etc. of Work Experience programme as mentioned in National Guidelines for Work Experience Programme should be discussed.

xxvi. The Principals should see to it that number of periods for Work Experience activities should be raised to four in all the schools. CBSE and Principals both should ensure that even the presently available limited time for Work Experience activities is not diverted informally to other examination oriented subjects by the teachers as is the practice in schools these days.
This has been proved in the study that Principals of schools do not follow any particular set of norms for selection of Work Experience activities for their schools. The findings have a message to the Principals for using a criteria for selection of Work Experience activities. It is suggested that along with the activities suggested in the CBSE guidelines the activities may be chosen for the students through a survey of the need of certain activities/items in a locality and availability of resources, both human and physical, in the schools.

Keeping in view the meager resources available for Work Experience activities in schools the Principal should look for opportunities of collaboration with outside agencies to provide practical experience to students in the real work situation by contacting various industries, business houses and factories in the area.
xxix. The study reveals that a sizeable number of teachers of Work Experience activities could neither deal with theoretical nor practical aspects of Work Experience activity effectively to the satisfaction of the students. Principals should send teachers to participate in the Work Experience related training programmes organised by SCERT and SUPW Unit.

xxx. The results of the present investigation suggest about the limited parental awareness of the Work Experience activities being pursued by their wards. Many parents are unaware about Work Experience programme. The parents should be made aware of the importance of this programme by providing results of the assessment of the students in Work Experience activities in school examination report card after every terminal/annual examination.

xxxi. The study reveals that in schools more income generating Work Experience activities should be taught to the students as suggested by the parents. The Principal should make necessary efforts in this regard.
The study reveals that for the effective implementation of Work Experience programme parental cooperation is very essential. The principal in P.T.A. meeting should send message through the P.T.A. members to the parents to extend their cooperation for the success of the Work Experience programme. This will help their wards to acquire skills and in a better way.

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

As far as the effectiveness in theory and practical work in Work Experience programme is concerned teachers should see that theoretical aspects of Work Experience should be explained systematically as desired by the students.
xxxv. The findings pertaining to evaluation records of the items prepared by students while doing various Work Experience activities reveal that majority of schools do not maintain any systematic evaluation records of Work Experience activities. So it should be maintained systematically by all the teachers.

xxxvi. The study reveals that the Work Experience programme should help in development of various qualities such as cooperative attitude, creative thinking, habit of punctuality, neatness and cleanliness, positive attitude towards work and workers, self confidence, love for work, self reliance and spirit of social service which need to be kept in view by the teachers, Principals and supervisory staff.

xxxvii. The present study reveals that no skilled person from the community is invited to provide demonstration or teach some activity to the students. The Principal should identify such persons from the community and make necessary efforts to involve such members in Work Experience teaching in school.

xxxviii. Rooms for practical training in six more Work Experience activities should be constructed and
equipped properly, so that practical training of teachers may be arranged in all the eleven Work Experience activities recommended by SUPW Unit.

5.6 Suggestions for Further Research

The following suggestions for further research are made:

i. A study should be conducted to focus the linkage between the types of Work Experience activities and vocational courses at + 2 stage offered in the same schools.

ii. A status study and a critical study on the implementation of Work Experience programme in primary schools of Municipal Corporation of Delhi can be conducted.

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

iv. A micro level study to assess parental interest and cooperation in development of some basic skills among the students relating to Work Experience activities can be taken up.
v. Status of Work Experience programme in privately managed educational institutions should also be found out through research.

vi. A comparative study on effectiveness of Work Experience programme in privately managed schools and government schools can be taken up.

vii. A status study or critical study of the implementation of Work Experience programme in Kendriya Vidyalayas located in Delhi can be carried out.

viii. Study may also be conducted to identify groups of work experience activities for boys, girls and for both for different areas keeping in view the need and situation of each area.

ix. A comparative study on the implementation of Work Experience programme at elementary stage between government schools of Delhi working in morning shift and the afternoon shift can be taken up.

x. A critical study on the implementation of the Work Experience programme in the secondary schools, run by New Delhi Municipal Committee (NDMC) be done.
xi. A comparative study on the implementation of Work Experience programme between the public schools and government aided schools of Delhi can be carried out.

xii. A critical study of the implementation of Work Experience Programme in secondary schools in other states may be carried out.