INTRODUCTION

1.1 EDUCATION SYSTEM IN INDIA

"Education", according to Aristotle, “is the configuration of a complete mind in a complete body”. It encompasses in itself the all-inclusive growth of an individual. The aim of education has been categorized variously by different scholars. The term education has been taken from the three basic words of the Latin language i.e. Educatum, Educare and Educere. It means to develop the hidden power of an individual. This all can be done with the help of a teacher or with the help of a guide who knows about the talent of his/her student and help them to grow or develop his personality.

Herbert Spencer thought in the ‘living aim’ which signifies that education, should organize the children for life. Rousseau and Mahatma Gandhi also supported the view as they thought in the thorough development or excellence of environment. Education provides a progressive development of innate abilities that creates good citizens. It also inculcates certain values and principles that prepare the children for their future. Complete development has been careful as the chief and ultimate aim of education. If we talk about the word education then we get it roots in the Latin language. It means to train, or an art of teaching or to bring out the hidden power of an individual and to develop the capabilities of an individual for his all development of his personality.

The chief aim of education is not to provide degrees and certificates to the students, but to develop the mind of the newcomer. Education is not a device to earn money for a happy living but is to produce a literate and knowledgeable society. The foremost aim of planning commission and national advisory board of India is to produce a normal mind which works towards building a knowledgeable civilisation.

The basic problem that all living creatures face after taking birth is the problem of adaptation to environment mentally, physically, emotionally, socially and professionally. Some creatures have natural capacities which help them adapt to their environment and no systematic education is needed for this purpose. But
case of human is different he is the most dependent being of all the living being known. His family and the society educate him formally as well as informally to make him self- dependent. The intellectual power and wisdom that man has over and above other animal help him to adapt to the environment.

The process of education begins immediately after the child is born. His mother teaches him first how to feed. As the child’s exposr expands the number of his formal and informal teachers also increases. This process continues till his last breath in some way or the other, thus whole life of a man is centred around his wisdom or intelligence making him superior to all living being in the process.

**Meaning of Education**

The meaning of education is to learn, to know, to get experience or to get the knowledge so that an individual grows and develop as per his/her capability. Many philosophers have described the meaning of education in their way. If we talk about the Hindi meaning of education then we know that it is derived from Sanskrit root word shiksha which mean to teach a child about discipline or to give him proper direction so that a student can achieve success in his life. Basically education is a process to develop the perfection which is already present in human being.

Education is related to life of an individual which starts with the birth of an individual and goes till the end of his/her life

------- Prop. Adler

Education is the summation of all the experiences of an individual which he gains throughout his life.

------- Prop. Bentank

Education is a thoughtful process in which one person leaves an input of his personality to other.

------- Prop. Adams

According to realism philosophy education is a process which develop physical, mental, social and moral deeds of an individual.

------- Realism
Education is the process which is totally different from the process of preparation for the future life of an individual. It is a process which gives experience in every step of life.

-------- John Dewey

Education is to enable an individual to find out the truth of life and to get the experiences and to get the use of these experiences in practical life situation for future life.

-------- R.N. Tagore

Education can be known as to bring out the ideas, views, and thought from the individual that are globally valid. This is hidden in the minds of every man.

-------- Socrates

If we would like to understand the concept of education then we have three concepts of education;

**General concept:** In its general concept it is known by the knowledge which is given in the schools by the teachers. In this situation knowledge is given to the learner as per his/her curriculum here the teacher is active and student is passive gainer of knowledge. When the syllabus is over they are followed by the assessment and be provided a certificate of pass or fail at the end of the year.

This concept of education is narrow as the basic aim of this type education is to Provide to an individual to get the certificate or a degree, there is no focus on the all-round development of an individual. As a result this type of education fails to bring out the hidden power of an individual and not been able to fulfil his daily needs.

**Technical concept:** basically in this type of education we consider all the experiences that an individual face in his schooling and after the school which help him to move forward in is life. This type of education improves the personality of that individual. A teacher plays an important role in this concept to aware the child about his experience and helps him to get the knowledge or benefit from it.

**Functional concept:** this concept of education tells about the full exploitation of hidden capabilities of an individual for getting new experiences. This type of
education shapes the personality of an individual so that he can apply the acquired knowledge or experience in real life situation for the development of his own, community and for the countrymen.

From the above discussion of meaning of education we can say that education is the only thing that makes an individual a complete man with highest degree of perfection.

The main imperative of planning commission and the National Advisory Board of India is to produce a normal mind which works towards building an knowledgeable civilisation. For medical student this stage is of four and a half years plus one year of required internship, while a simple graduate degree, can be attained in three years.

But the education system in India puts more emphasis, on the theoretical knowledge than the sensible. Students from the very start of their education are forced to mug up the things rather than to have free thoughts. Education doesn’t prepare the students to face the usual problems, in their day to day life. So our education system has to change fully, and only teach what is necessary particularly during the secondary education, which has a very important mission. The educator’s support the idea of a single Board which may not be identical but equal in a manner as they feel it would give the students an equal chance to get during colleges.

Different Boards together need to enhance their capacities to reflect, and intend a school curriculum Teaching the students to think out of the box, analyse and question. Schools often straitjacket students, killing their usual instincts, killing, and their possible to become good abstract thinkers.

**Education and Society**

Education and society is two side of a same coin. We cannot think about one in the absence of other. Till the time they are working together both are benefitted by it and bring a successful and literate society.

**Effect of education on society**

**Effect of education on the need of the society:** Every society has his own need. Education with its different process can fulfil the social, economic, moral and need of
Effect on the culture of the society: every society as its own culture education taught an individual to take part in his own culture and the way to conserve it. Without the education not a single individual can learn about the culture and also he/she is also not able to take the benefits from his culture.

Effect on the standard of living of society: education has its influence on the standard of living of the society. If the level of education of any society will be high the living standard of that society would be high definitely.

Effect on vocational and industrial process of the society: Education affects vocational and industrial progress of the society. If the higher number of people educated in any society, that society will definitely be progressive in its nature. For that purpose mahatma gandhiji has put special emphasis on the basic education and want to put vocational education in curriculum of our educational system.

1.2 TRENDS IN EDUCATION

Newer trends are emerging in the field of education which has completely distorted the traditionally held perception about education in India. Transition from the traditional teacher centric method, of education to the student centric education system, from one style of teaching that suits all the students to customization of education that is intended according to the needs of each of the purchaser.

1.2.1 Traditional Perspective of education

A well-established education system existed in India even in early times. There were Gurukul schools that taught philosophy, arts, military education, public administration, etc. to the students. One major problem about these schools was that education was only for the advantaged ones belonging to the higher castes. Teachers and schools enjoyed great honour bestowed on them during the early times.

There were no books and recorded average of passing, over the knowledge. Whatever was taught was trained verbally and knowledge passed from the teacher
to students and so on. The education system then followed the factory method and education was more for the group population. The traditional "banking" method of education that sees students, as adaptable and manageable beings still continues in many schools. The major attention was on accumulating deposits of knowledge, where the students did not develop the significant consciousness that would lead them to involve with the social process and change it. It killed their crucial power and creativity. From time-to-time new reforms cashed on the opportunity and imbibed some essential character, which later on changed the complete structure of Indian education system. The popular school system, formal education, progressive knowledge, higher studies and even the content was hereditary.

1.2.2 Current perspective of education

Our education system has been taken from the Britishers, However few significant changes were made in the past 60 years. India today is emerging as a global authority, but still there are deficiencies in the scheme that need to be worked on. The present education structure has turned into a profitable production losing its quality with the increase in the number of professional institutions. It is giving air for combustion to the already damaged educational structure. Education system needs reforms to make it worthwhile and helpful to all the students. Indian government needs to give main concern to the development of quality education and aspire for the international benchmark in education. To achieve this goal it should adopt consistent and universal course outline in its educational institutions.

1.2.3 Commercialization of education

The Commercialization of education has been a quite recent trend in India that stems from the educational reform in the country and fast economic growth, over the last two decades. It mainly materializes itself in growing private and public schools and has become more costly and completely income oriented. In commercialized learning, higher education degrees, focus more on the job role they fulfill and less on the
usual academics, such as sciences and liberal arts.

**Two Levels of Commercialization:** Commercialization of education has taken place at two poles apart levels: organisational and instructional. The organisational level needs, running the organisation like an venture, concentrating on economic cost-effect, seeking resources, curriculum appraisal and corresponding adjustment, new hiring policy and new association, between teachers and students. Instructional level commercialization treats the whole process of teaching and learning as economic driven, focusing on learning/teaching as a necessary step for implementing, the curriculum, re-adjusting the purposes of learning.

**Essence of education:** Earlier education used to be the store of ethics and moral values, and was always driven by attachment and thought. While it is true that education must evolve as time passes but with commercialization of education, making it easy business the entire spirit of education is lost. Till few years back attainment an admission in a well-esteemed college and institutions, used to be tremendously challenging and tough deal to break. But now education has become so commercialized that seating in such institutions and colleges are precisely buyable. Thereby today's students fail to understand, the real strength of education in our society. Schools have huge role to play in our society. It nurtures and polishes young minds and grooms them mentally, physically and morally. But now most of the alleged schools have become, so commercialized that during the time of admission instead of focusing on the concentration and aptitude of students, focus is more on numbers of cars and houses, parents have to test their monetary strength and their capability of shelling out money, which will help in raising school funds. Thereby money creates its impact in young and delicate minds of students. Therefore the profit oriented commercialization of our education has not only shadowed ethics and ethical values, but also has generated overabundance of problems which with passage of time will empty the system of education.

**Escalating involvement of stakeholders:** Teachers, students, administrators and parents are the uppermost stakeholders, when it comes to education. The relationship among them was not painted in the traditional education, when the
centre was on student learning. However, commercialization of education has changed the relationship among these players through a cost-effect process and product evaluation, restructuring. In a simplistic sense, it changed a vertical relationship to a horizontal or more flexible relationship, the role of the teachers and students have changed into those of production, and purchaser.

With the globalization of education, education has become a commodity to be purchased by a consumer (student) in order to build a “skill set” to be used in the marketplace or manufactured goods, to be bought and sold by multinational corporations, academic institutions that have re-engineered themselves into businesses.

1.2.4 Challenges in education

Education in India faces a group of challenges. Maintaining the standard of education, in more than a million schools countrywide, offering training programs to teachers, and keeping good sense of balance, with education system universal is a big challenge. There are many different education Boards functioning in India, each one follows their own policies.

Government should have total control on the type of courses in the curriculum, to impart education to achieve goals in terms of hiring teachers keeping in view the curriculum deal. By adopting differentiating instructional strategies. Encourage teamwork among students, teachers, parents, alumni, activists & institutions. Bringing in the students with diverse background, and education needs on a widespread learning platform and catering to their needs expects the teacher to be very ground-breaking, and involved. It is important for the teachers to be well able to as per the needs of the curriculum. The biggest confront faced by the parents, and wards are to decide a particular Board for education accomplishment. Hence it is essential to communicate education, in a unified manner so that right of entry and equity can be maintained.

Educational system of India can be classified into many sections:

**Preschool**: It is time when a complete the 3yrs and between the...
age of 5yrs. In this section children get the knowledge of rhymes and poems, learn about various educational games, which is followed by the classes i.e. nursery, L.K.G, U.K.G.

**Primary:** It is the time when a child completes the age of 5yrs and takes the admission in class I. primary level education goes up to the class V. it is the time when a student gets the basic knowledge of different subject.

**Secondary Classes:** in this section student has little bit grown up and he has the ability to discriminate the things, he has the capability to put his thought and views on different topics, these classes’ starts from class VI to class XII. In this time child completes the age of 11.

**Higher education:** higher education or college level education can be time when a child completes the age of 15yrs. Here a student completely grown up and been able to use reflective thinking on different subjects. Here a student takes admission to get the deeper knowledge of the subject of his/her choice. These classes start from undergraduate level and then followed with the doctoral course. There is no age limit to take admission to the courses in these sections.

**1.2.5 Diversified Boards**

Presently there are several Boards of National and International level and also schools, for exact purpose (vocational, special education and business schools) which pass on education with the outlined objective. School level education needs to be strengthened, qualitatively and quantitatively both in the personal and partially government schools.

With the revolution in technology, there are several schools which inform education differently under the gratitude of Boards. Technology has distorted the means and methods of studying, the modalities of school operations and has taken the education system, from the chalk Board to the interactive Boards. ICT in Education means implementing of computers, internet and other audio optical
aids in the teaching-learning process, as a media and methodology to make a long permanent learning impact on the students and also improving, their academic results.

Major emphasis was also on innovations and creativity to nurture ideas which is central to the all-round development in them. Seeing which the Brihanmumbai Municipal Corporation (BMC) has launched virtual education system in 80 of its schools. This decision was taken only after pilot testing, few schools where virtual classrooms were introduced and they formed 100% results in Std X exams.

There is a difference between the evaluation systems of various curricular Boards in the country. A long term aim is to identify the best practices from various Boards, and develop a common evaluation system. The government is now focusing on solving the difference in the marking systems adopted by the various Boards making it hard for students from some Boards to gain admission, into Junior colleges.

In fact, a (Hindustan Times 2008, June 2008 p4) move is a foot in the condition to actually reserve 90 percent of entrance, into the Junior colleges for students from the SSC Board (irrespective of merit) (Hindustan Times 2009, June 2010 p1). Reduce the gap in curriculum in the present era, where in skill development and request of the learnt knowledge, is equally important to soft skills in students.

Different Boards local, national or independent all need to produce self-competence, in students to meet the present requirement of globalization. It is also important for the local and national Boards to compete with the international Board principles and speedup work to reduce the gap in the syllabus. Now is the time country needs to evolve, a long term strategy to improve our education system, by combining the best from the various Boards, in order to turn out students into prospect citizens who will have the characteristics that an up-and-coming society expects of them.

However there is a general feeling that stratification of students, has happened due to the dissimilar Board schools they attend. Variation and unfairness that the students face after schooling with regards to the percentile matter for the admission criteria at the junior college and this has created tumult in the minds of the parents, and students for the past few years. To bring up the
competency level in the students and the appropriate outcome, of the syllabus of various Boards, we need to understand the functions of all the active Boards.

1.2.6 International Baccalaureate (IB)
The first International Baccalaureate Board School was official in 1976 in India. There are 97 IB World Schools in India offering one or more of the three IB programs, the IB Diploma Program (IBDP). All subjects are evaluated using both internal and external evaluators. Every exam generally consists of two or three papers. The rating of all external assessments is done by independent graders, chosen by the IB.

The internal assessment (IA) may be verbal presentations, hands-on work or written works. The IB curriculum is more demanding in terms of the quality of coursework, not in the amount of effort assigned. International baccalaureate boards’ focal point on professional development and their objective in doing so is to create inquisitive, wise and helpful young students who are going to develop a global peace through their intellect.

IB programme is based more on practical utility. In IB they have a lot of subjects in their curriculum which lead to all round development of the child. IB Assess their children on the basis of knowledge they achieve and not on the memory they gain. Their child psychology is based on “how” instead of “what” to learn. The important thing that IB is doing is to create a citizen who globally accepted.

1.2.7 International General Certificate of Secondary Education (IGCSE)
IGCSE provides a broad and flexible study program and covers subjects from a selection of areas: Languages, Humanities, Social Sciences, Mathematics, Creative, Technical and Vocational. The assessments are not just written they comprise a variety of tests like oral tests, or even grading’s based on overall attainment.

A practical move towards is used to assess, the students. The grades are allocated to students based on their in general performance and they may vary from A+, A to G, where A+ is careful to be extraordinary presentation and G would stand for breakdown.
1.2.8 Central Board of Secondary Education (CBSE)
CBSE board was set up in India, in 1962. The number of schools joined to CBSE is 12368 as on 12/01/12. These schools also focus a lot on the additional events, most of which are necessary thus reassuring an complete growth, of the students. The CBSE Board has taken a huge step presumptuous by giving students the option.

‘Board exam’. Besides reducing stress, it has shifted stress on learning rather than scores. The syllabus is very good when it comes to general knowledge, and general subjects. It allows the kids to knowledge subjects without going deep into them thus helping them, to choose the focus after X.

In the last few years CBSE has introduced some new subjects which are having some vocational taste in them. As the CBSE is connected with NCERT and both are working actively for the upliftment of the society. They are focussing on extra-curricular activity to develop a child in all respect. CBSE has spread out all over India and other countries too.

1.2.9 Indian Certificate of Secondary Education (ICSE)
The CISCE was set up in 1956. 1785 schools are joined to ICSE all over India as on 31/03/2012. The ICSE Board helps the student, with a lot of self-assurance building as there is great focus on language and literature. The syllabus is very good when it comes to general knowledge and general subjects.

1.2.10 Secondary School Certificate (SSC)
The Maharashtra State Board of Secondary Education was set up on 1St January 1966 with the reason of regulating secondary education in the state of Maharashtra. 13,835 schools are affiliated to SSC Board as on 31/03/2000.

The main objectives of the SSC Board is to support and enhance the nationwide system, of common school education structure in the State of Maharashtra by providing, uniform prospectus, common text books, examination and academic innovations with a flexible scheme of studies appropriate, to the needs of students based on NCERT innovation in the field of secondary and higher secondary
education. SSC is equivalent to IGCSE in England. State Boards are moderately limited in the content and subjects as compared, to other Boards.
The curriculum is easier and hence less worrying to the children’s. The State language is compulsory. It offers irritate free admission process and an easy access and added advantages in admission to colleges. Education is moderately less expensive than any other Board.
Due to the presence of so many Boards another problem faced is about the percentile issue which is cyclically handled by the authorities. There are a lot of changes, in the examination pattern like the Continuous and Comprehensive Education (CCE) of students that has replaced marks with marks. Cumulative Grade Point Average (CGPA) to reduce stress and pressure of examination for the students, of the CBSE Board, reinstated Board examination with school-based evaluation and introduced monitoring and mentoring scheme, for implementation of CCE.
This has been a baby step in the direction of doing away with the Board examination altogether. Students were offered a option, of whether or not to appear for the Board examination. All the Boards are working towards the plans to do away with the Board examination; and have selected to make this transition in a steady and phased manner, rather than imposing the system on the students and their parents.
Keeping in mind the best of five policy for junior college admissions in Maharashtra, the ICSE Board has taken a new move with good intention of counting, an extra subject for the class X students. So that the students of the ICSE Board do not face an unhealthy competitive benefit with the students of the other Boards (TOI, Jan 11, pg 7). Examination result will be based more on the inside assessment as the student is continuously, assessed in the class room; hence the rules, regulations and transformations made by the Boards have their own advantages that benefit the student in the long run. Hence the study of Boards and its syllabus needs to be dealt with the method by which ambiguities can be avoided.

**AIM OF EDUCATION**

Education is a thoughtful and purposive process. Through education we would like to bring change in the behaviour of our children. Education is a process so it has
some Aim and objectives related with it. With these aim and objectives academic as well as behavioural pattern meant to be achieved. If we talk about the aim and objectives ten we know that aim is the last thing which we look to achieve and the objectives are the stepwise process through which we will reach to the aim. Aim and objectives gives direction to any process, the aim of education is different for different age group. We cannot fix the aim for education and they show a lot of variation and are related to each other.

In ancient time people believe in spiritual power so the aim of education according to them was the realization of their own or the knowledge of supernatural power i.e. god. In that time education was not for the goodness of a particular individual but the emphasis was made for the betterment of the society, during that an individual has to live away from the home with his gurus and there he learn all the basics of all types of domestic chores and other works.

Ultimate aim of this type of education is to create a body who is having sharp mind with strong physique. If we talk about Romans education system then we sees that they have no interest in giving theoretical knowledge to their wards, instead they believe in practical aspect of life. The chief aim of roman education system is to create a citizen who can perform his duties and know about his rights as a citizen.

**Different Aim of Education:**

**Professional Aim:** It is also known as bread and butter aim. All the changes that we get in our behaviour is useless until or unless we cannot fulfil our livelihood form it. Through this Aim an individual is able to get his/her livelihood or a man can able to get the basic needs of the life i.e. roti, kapda, aur makan for his survival in this world.

**Knowledge Aim:** This is another aim of education. We know that a knowledgeable individual gets love everywhere. So we can say that only knowledge help a person in his success. Knowledge does not mean that the information that we get in our schools and colleges, but the education means to apply the above gain knowledge in his/her practical life.

**Cultural aim:** as we know that a man is a social animal. Man grows in a society and follows the rituals, customs of that society. it is the culture only that binds an
individual with his society. Education helps in conserving the culture, custom, rituals of any individual.

**Character Aim:** Every other thing is lost then nothing is lost, but if the character is lost everything will be lost. It is the education through which an individual can build his character, building character also bring moral deeds.

**Adaptation Aim:** adaptation can be defined as the adjustment that a person do when he stays in different surrounding. Our system of education should be such that which help an individual in adjusting in different surroundings without any problem.

**Leisure Aim:** free moment in the life of an individual is known as leisure time. It is education only which help an individual to get rid of tis leisure time or make good use of this time. With the help of education an individual can learn how to earn money during this time. Free time earning can help him to regain the energy lost and make is life dynamic.

**Complete Living Aim:** man is social by nature and no one can grow or live individually without come in contact with his/her society. By complete living aim means that a person has to abide by his society, follow the rules customs traditions of that society and should work for the betterment of that society.

**1.3 WORK EDUCATION:**

Work education is seem to be very important, meaningful and the purposeful manual work prearranged as important part of teaching learning process which results into product, and goods which is useful to the society in addition to the delight of doing work. It is very necessary for all the section of the education i.e. primary, secondary, higher secondary and for the higher education.

Work education can be provided through well developed, channelled and structured programme. It should include the knowledge, various life skills, observation, and moral values through basic life actions. Work education can be categorised into various categories in which we need to work upon:

Categories of work education should be:
Work which we do at home:
Work which we do in our classroom:
Work which we do in our society:
Work related to the need of an individual: such as health, clothing, cleanliness etc.

**Work education is divided into two main areas:**

**Core:** In this section students will understand how to take care about their own and for the people nearby them. In this area pupil will do some manual work which will helpful to the society and for his/her own. For this, a school has to arrange some kind of activities for the children’s so that child will get the knowledge about how to take care of society and do the social service.

**Elective Area:** In this section some special Activities should be there, out of those activities student should select one activity as per his/her own choice and should work repeatedly on it so that he/she will get the perfectness on that work and in this way will get the training before joining any vocation.

**Some points must be taken care of before selecting the activities for the elective areas:**
- Activity should follow the aim and objectives of work education.
- Activity should help the children in knowing the professional ethics related to that work.
- Activities should be according to the mental level of the child.
- It should be based on the interest not on compulsion.
- Participation of faculty member should be there so that they will teach children in the easy way or in the technical manner.
- Teacher should be trained beforehand so that they can organise or arrange the activity easily.
- Activities should inculcate good moral and good deeds.
Activities should be based on the generation or to produce some stuffs or services which are beneficial for the society.

1. Activities should be based on that work situation which is having the more handful work.

2. It should be like where children should learn to observe the working condition and environment or they can point out the problems.

1.3.1 Historical perspective of Work Education

In India Mahatma Gandhi was the first one who insisted the practice of doing work with education. Describing work education Mahatma Gandhi once said “if I were the poet I would mark the poetry on the possibilities of five fingers. Whenever gandhiji talk about any principle or any philosophy he tries to work on it first. Educational philosophy of gandhiji was the result of work done by him on different field. M.K. Gandhi was unsatisfied with the current education system of India. According to him our present education system leading us to a place after which an individual is not able to fulfill his bread and butter aim in his opinion we should have to develop a educational system which will work to develop our all the six sense organ so that after completion of his education he will be able to stand on his own feet.

Aim of education given by M.K.Gandhi

- Education is such that which help him to fulfil his bread and butter aim.
- Education should develop 3H of an individual; 3 H means Head Heart and Hand.
- Education should help him to develop his cultural and moral deeds of an individual.
- Education should lead him to a spiritual world.

“Work education concept which is optional by education commission (1964-66) is similar to the concept of philosophy of basic education. For the last forty years or so there is an increasing demand to include work education with regular syllabus, at every stages of education. This will give respect and respect and distinction to all type of manual work, it will also remove distinction between manual worker and white collar worker, promote independency in satisfying daily needs, and the requirement
of the humanity, increasing efficiency through the improvement of proper services, work and values, and will be helping in economic progress of the country by the community work done by the students.

Indian national congress in 1906, spread the Indian freedom struggle against British rulers they set up that time had arrived where the people of India will raise the question of nationalised education system for boys and girls and to organise a obvious systematic way of education which will be suited to the requirement of the countrymen.

Mahatma Gandhi who was the first one to enlarge, to debate on conceptual clarification during wardha submit in October 1937. This conceptual explanation was about to take the shape of national education system of independent India.

Apart from the senior educationist, and senior workers related to education who were engaged in this concept explanation, this summit was also joined by minister of education of seven elected regional government.in this summit gandhiji proposed basic education system or known by name buniyadi shiksha vyavastha,for the tiny taught in school system. According to gandhiji whatever will taught to the children it should absolutely through the medium of handicraft.

It expands a curriculum based on basic education or buniyadi shiksha where the trade or handicraft will be at the centre. In 1938 Indian national congress conventional the report provided by Dr. Zakhir Hussain and in the same year in Gujarat congress announced the national education system through the medium, of some productive work or handicraft.

Later on congress constitute a body known by name Hindustani Talim Sangh to develop and to promote the national education system crossways India, and to give a real concept of this education system.

With the clear concept of this national education system the seven provincial government had underway this programme and settled up the teacher training programme for gandhiji concept of basic education.

Education commission (1964-66) ad also optional that work education must be introduced as an important part of all section of education. Education commission maintain a line between the work education in education system and vocationalization of education.
According to the commission work education is the participation of school children in the original work it can be anywhere i.e. in school, farm, or factory etc. Commission recommended that this system of work education first be started up in certain schools later on steps should be taken to enhance the schools as early as possible.

1.3.2 Concept of Work Education

The national education summit which was held at wardha, Maharashtra in 1937 brings out the national debate on this topic. On that historic day Mahatma Gandhi said I am not going to put a vocation in education which is going to run side by side with the education but I would like to say that what so ever is taught to our children should develop the 3 H of our children i.e. hand, head and heart. NCF (2000) has given a new term work education in its place of earlier name work education. The national policy on education (1986) has concluded work education as meaningful work which results into goods and services that are beneficial to the people. Work education includes of performance consisting of services, food, clothing, social services and leisure according to the mental level and skill of the children on the basis of accessibility of the local resources.

The policy on education suggested, the active participation of primary and secondary students in production and service oriented projects along with an “earn while you learn” for needy students on a not obligatory basis. It provides an equal importance to society services by creating social awareness for the welfare of society.

The most important attribute of work education is its manual character which means that children will work with their hands while they will learn. By this they develop personal, social qualities, skills, values related to work. Work education must require a self-importance of place in the school syllabus as a means of attaining self-sufficiency and as training for prospect life. School is a place which acts as a mediator between child and the community.

School not only conserve our culture but also nurturing, and progressing at the same time. School is a place from where we can bring change in the culture. An honest execution of work education in schools can bring the student closer to the community/society and make them an accountable citizen.
Psychologically also it will balance the practical and intellectual part of education. It will help to expand the skills, values and dignity, for the work and on the other hand child can apply his mind and aptitude for some constructive/creative work which is good for the child and for the society too.

As Rabindranath Tagore has once said the intelligence of a child is like a empty slate whatever we write in it, the word or the knowledge will become permanently established by the child so if in this technology oriented society we will feed the brain of the child, with technology he/she will grasp the knowledge easily and help in just beginning society which is technologically fulfil. Work education help in preserving or development the creativity, helpfulness for the other making them useful, part of the democratic country.

The concept of work education was basically comes from the early Vedic times when the child lived in ashrams and do every kind of work, which is needed for the endurance, and developing mind. Education is an effective weapon and powerful communication medium to increase the productivity of goods to the person.

The Indian working group on vocationalization of education (1996) has also emphasis on the need of work education. According to them prevocational programme should be planned at primary level to increase the employability, and to decrease the dropout from the school.

According to Kothari commission the component of work education has been implemented in different schools of the country from 1975 onwards. However its execution varied, in importance from place to place and from schools to schools.

We have to change our education system our brain should be train with hand. Why we always think that the intelligence is all in all and our other sense organs are nothing? We have to change our way of thinking we have to train not only the brain of the future citizen but also hand and feet so that we will able to make or manufacture some creative creation.

Only the bookish knowledge cannot increase the attention of the child instead if we give them the practical work knowledge then child will take more attention, and his/her learning will become more permanent.

Work which is considered as labour is an important part of all culture and for life circumstances in India as well as other countries also. This Research work generally
aims at bringing out and to see the role of work education in education sector, for all kind of children irrespective of their background.

In this Research we will look at as how the good knowledge, good skills of the marginalised children and their social insight in evaluate to their natural habitat, their resources, and livelihood can be turned into a source of their power and dignity in the school.

Therefore the reason of doing such a research is to explain and discuss the condition of present education system. Partly the purpose was to use the knowledge of productive section of the Indian society, and to include that in education so that the individual will easily come in stroke with rich Indian culture and know the dignity of all type of work.

The present education system make them ‘gebbelised’ instead of ‘globalised’ by bringing the culture of work in our education system we will be able to give the protected future of the children as well as they will be able to face present global problem, and challenges.

The current available data shows that unemployed economy of any country brings neo-liberal economics in many part of the world. The gandhiji has projected ‘naitalim’ or known by the other name Basic Education which keep us far away from the traditional Brahminical cum regal type of education.

It also brings the productive hand work or physical work in the curriculum of education system of India. This system of work centered education is followed in various developed and developing countries which inculcate values, and skills and information for the work.

1.3.3 Work Education According to National Policy of Education

Work education according to NPE is similar to that of SUPW. But it focuses on well channelled, step by step programme at every part of the school education i.e. primary, secondary, and higher. It will develop psychological skills, and make them confident among their examine and develop the self-assurance before entering into the world of occupation.

Education makes an individual a complete man, a future citizen. It imparts various skills, values, qualities and knowledge for various work, and give them decorum
towards work. It also renamed it as work education as it is earlier known by name work education which was given by Kothari commission.

The national policy of education feels that it should be given through graded and well channelled programme so that it will result into good services which are helpful to the society or community.

Work education should comprise of those goods and action which are according to the interest, need and ability of the children. These activities should be like that the children should feel free to do this performance with attention and will gain some knowledge which will help him in his future when he will get the entry in the world of work.

The important thing in the work education is that the children will work with their hands which will add to their knowledge, their understanding toward work, their organization or team spirit, their interpersonal social relationship, and skills which are related to the work.

The NCF (2000) for school education has also given significance to work education and NCF emphasised on the concept and basic philosophy of work education, and says that the programme of work education should be so organised that it can achieved the goal of work education i.e. by learning work education an individual should get the information of manual work, he will respect the manual work, learn the values of cooperativeness and the skills related to productive work which are helpful for the community or society.

According to NCF the practical and theoretical work of work education should be like that a person should know the basic term, fact, and principle behind the various work and work place. He should know the sources of various resources used in that particular work, should know the various tools and equipment used for that particular work, or in short we can say that a children should know about recognition, arrangement, selection and using new methods in work places for enhancing, the product competence and its quality.

Our system is not focussing on the developing the personality of our children and to develop the moral character of our children. this is the reason because of which they become demoralize when they work with the students of other countries, as in other developing nations researches shows that education system is such that which work on to develop the personality, moral character, and the work ethics of different field
from the very beginning of their education, so that he will be able to understand the techniques and choose his/her carrier wisely. Thus our system is leaving the students who are having the exceptional talent but they are having the fear of becoming fail.

Why we think that our mind is all in all whereas our feet’s and hands have nothing to do any work. Only bookish knowledge cannot help in all round development of any individual. We need to develop each and every sense of the child so that he/she can enjoy the music of his/her life.

**Development in Elementary Education:**

India is the country of young people. In India illiteracy has penetrated its roots throughout our country. In order to remove illiteracy govt. of India sets up various commission time to time and develop various infrastructure. It has seen that basic or primary education has given a priority during last few years. For the growth of education at primary level govt. has started various schemes which are as follows.

- **Sarva shiksha abhiyan:** sarva shiksha abhiyan is the programme launched by the government of India to get the universalization of basic education in India for making compulsory and free basic education to the children of age group 06-14 yrs. This scheme was started just before tenth year plan. The purpose of this scheme is to provide education free of cost for children upto age group 6-14 years. This scheme also aims at improving primary education through community participation in order to impart quality education to children. Girls, and children belonging to SCs and STs have especially been targeted under this scheme, a national mission has also been set up in 2000. The chairmen and vice chairman of this mission n are prime minister and minister for human resource development respectively.

- **Education guarantee scheme:** Education guarantee scheme is the main constituent of sarva shiksha abhiyan. Education guarantee scheme works for the children who are inassecible to the school.

- **Mid-day meal:** this programme runs in all the government schools to provide the nutrition to the school going children to improve nutritional value of the
child. Mid-day meal was started primary schools to provide free lunch to school going children. This scheme was started in 1995-1996.

- DPEP: the full form of DPEP is district primary education programme. This programme was started by the central govt. of India in the year 1994 to bring the revolutionary changes in primary education to get uniform system of education throughout the country.

- Operation blackboard: operation black board is the programme launched just after the recommendation of national policy of education 1986 to provide all the basic facilities to all the primary schools in the country.

- Lok jumbish project: this project was given support by lok jumbish parishad to provide the facility of primary education to all the children of age group 05-14 yrs.

- Shiksha karmi project: shiksha karmi project is executed by the Rajasthan govt. since 1987 in association with Swedish international development agency. The chief aim of this project is to bring quality in primary education system in remote areas.

- Mahila samakhaya: This programme was executed in the year 1988 to bring the revolutionary changes in the then status of women.

- Janshala programme: this programme was started jointly by the govt. of India and the five agency of UN (UNDP, UNICEF, UNFPA, UNESCO AND ILO) to bring the uniformity in the primary education system. In Orissa due to the bad weather condition this programme was called off in the year 2000. This programme was executed in the guidance of SUPRATIVA and was called off in the year 2004.
<table>
<thead>
<tr>
<th>CORE AREA</th>
<th>ELECTIVE AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutritional knowledge</td>
<td>Handicraft</td>
</tr>
<tr>
<td>Health education</td>
<td>Computer applications</td>
</tr>
<tr>
<td>Population education</td>
<td>Type writer</td>
</tr>
<tr>
<td>Values and recreation</td>
<td>Book keeping and Management</td>
</tr>
<tr>
<td>Information technology</td>
<td>Horticultural work</td>
</tr>
<tr>
<td>Environmental Education</td>
<td>Repairement and Manufacture of electronic Items</td>
</tr>
<tr>
<td>Consumer education</td>
<td></td>
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<tr>
<td></td>
<td>Dress designing</td>
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<td></td>
<td>Child care</td>
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</tbody>
</table>

Work education core areas have nine aspects of human welfare which was directed by the national council of education research and training to all the schools who follows the NCERT syllabus. The entire topics consider core area is compulsory and student has to get 60 per cent in order to promote to the next class. The basic aim of this area is to bring out the change in the attitude of an individual and to develop them for the productive work.

Work education programme can be done with proper planning detailed analysis of each and every topics and complete preparation at every section and stage of schools. If any school would like to introduce any new topic in work education which
is not listed above can start the programme but detailed schedule, planning and the purpose should be mentioned beforehand.

Teachers can use problem solving method in teaching learning process for these activities. Teacher can create a problematic situation and students are expected to work on it and try to find out the possible cause and the solution of that problem. As various activities has been suggested for different classes so the most suitable way to organise the time table of work education period for all the sections of same class at the same time.

Students are expected to maintain the records of all the activities under core and elective areas prepared by them. Their record should be assessed by the teacher and by the higher authorities and will be considering at the time of promotion to the next class.

According to various NCERT various instructional materials and strategies has been suggested in the form of handbook, manual, guides etc. schools are requested to go through all these and adopt these materials or strategies or can do modification to implement the programme properly. These material help the teacher to impart the knowledge and the concept of work education with real conceptual analysis.

**Topics under Core Areas, Content and Suggested Activities as given by the NCERT**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Topic</th>
<th>Content</th>
<th>Suggested activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nutritional knowledge</td>
<td>• Concept of nutrition, balance diet.</td>
<td>• Quiz competition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Different food items and their sources.</td>
<td>• Poster making competition</td>
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<tr>
<td></td>
<td></td>
<td>• Prevention of diseases from different food habits.</td>
<td>• Display board decoration</td>
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<tr>
<td></td>
<td></td>
<td>• Disease borne by</td>
<td>• Visit to different</td>
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</tr>
</tbody>
</table>
| 2. | **Health Education** | the foods.  
- School going children and nutrition: relation  
- Medical check ups  
- Lectures by the subject experts.  
- Poster making  
- Vaccination alert  
- Skit/drama competition  
- Medical check by the doctors.  
- Visit to hospital  
- Quiz competition  
- Yoga and P.T competition  
- Awareness on health  
- Expert lectures |
|  |  |  |
| 3. | **Population Education** |  
- Concept of population  
- Population explosion- its effects and cause  
- Control and management  
- Skit/drama competition  
- Poster making  
- Display board decoration  
- Awareness among |
<table>
<thead>
<tr>
<th>4.</th>
<th>Culture and its conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concept of culture</td>
<td></td>
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<tr>
<td>• Knowledge of various culture in India</td>
<td></td>
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<tr>
<td>• Celebrations of different festivals in the schools</td>
<td></td>
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<tr>
<td>• Drama/ skit showing various culture</td>
<td></td>
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<tr>
<td>• Trips and tours</td>
<td></td>
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<tr>
<td>• Dance competition showing the culture of different states</td>
<td></td>
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<tr>
<td>• Music competitions</td>
<td></td>
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<tr>
<td>• Excursion to different states.</td>
<td></td>
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<tr>
<td>• Study tours to different monuments.</td>
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</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>Values and Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concept of moral values</td>
<td></td>
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<tr>
<td>• Moral education</td>
<td></td>
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<tr>
<td>• Lesson on social services</td>
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<tr>
<td>• Lesson on adult education</td>
<td></td>
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<tr>
<td>• Lesson on sex education</td>
<td></td>
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<tr>
<td>• Community work</td>
<td></td>
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<tr>
<td>• NCC/ NSS scouts and guide course</td>
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<tr>
<td>• Skit/ drama</td>
<td></td>
</tr>
<tr>
<td>• Awareness in society</td>
<td></td>
</tr>
<tr>
<td>• Visit to</td>
<td>community</td>
</tr>
<tr>
<td>• Expert views</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lesson on reproductive health care</strong></td>
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<td>----------------------------------------</td>
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<tr>
<td>6.</td>
<td><strong>Formation of youth clubs in the schools</strong></td>
</tr>
<tr>
<td><strong>Information and communication technology</strong></td>
<td><strong>Concept of ICT</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Newspaper reading habit</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Knowledge of advertisement</strong></td>
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<tr>
<td></td>
<td><strong>Knowledge of computer and its parts</strong></td>
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<tr>
<td></td>
<td><strong>Information and use of different electronics gadgets</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Information and how to use internet, website</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Access of educational channels</strong></td>
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<tr>
<td>7.</td>
<td><strong>Consumer Education</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Problem faced by the</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consumers</td>
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</tr>
<tr>
<td></td>
<td>• Various consumer laws</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of how to get the standard and quality product.</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of consumer rights and duties</td>
</tr>
<tr>
<td>8.</td>
<td>Environmental Education</td>
</tr>
<tr>
<td></td>
<td>• Concept of environment</td>
</tr>
<tr>
<td></td>
<td>• Environmental problems- its causes and effects</td>
</tr>
<tr>
<td></td>
<td>• Use of alternative resource of energy and fuels</td>
</tr>
<tr>
<td></td>
<td>• Awareness about environment</td>
</tr>
<tr>
<td></td>
<td>• Use of fuel and its relation with pollution</td>
</tr>
</tbody>
</table>
• Skit to aware public about environmental problems and how to overcome by it

Table 1.1

The above given activities are limited in number, schools are free to take any activity for their children of their choice but care has to taken regarding its preparation, analysis and detailed interpretation. For the above activities schools can be divided into different houses and further houses can be divided into sub houses and activities as per the mental level of the student can be given to them.

Topics under Elective Areas, Content and Suggested Activities as given by the NCERT are as follow:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Topic</th>
<th>Content</th>
<th>Suggested activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Handicraft</td>
<td>• Knowledge of colour and its matching scheme</td>
<td>• Prepare product useful for home i.e. TV cover, bag, refridge cover etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clay work and clay modelling</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Paper work</td>
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<tr>
<td></td>
<td></td>
<td>• Cloth work</td>
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<tr>
<td></td>
<td></td>
<td>• Knowledge of jute work and nylon work</td>
<td>• Prepare various decorative items using paper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Making different cartoon using clay, paper,</td>
</tr>
</tbody>
</table>


| 2. | Computer Applications | - Knowledge of hardware of computer  
- Develop skill to operate various O.S in computer  
- Knowledge of IT and its utility  
- Discuss the role of computer in our daily life  
- Develop skills to work on MS Word, MS Excel, and MS Power point | - Knowledge of each and every part of computer  
- Knowledge of each and every commands used in it.  
- Working knowledge of MS word, excel, and power point  
- Working knowledge of different operating system  
- Working knowledge of different language of computers i.e. java, etc. |
| 3. | Type writer | - Typewriter- use and its importance | - Knowledge of correct sitting |
| 4. Book keeping and Management | • Sitting posture  
• Operating keyboard  
• Method of adjustment of paper  
• Maintenance of typewriter  
• Duplication and stencil cutting | posture and mechanism of typewriter  
• Practice of upper row, top row, home row, and number rows  
• Developing speed of typing  
• Covering of typewriter when not in use  
• Use of carbon paper for two copies  
• Precaution to take while operating typewriter |
| 5. Horticultural work | • Preparing loss and profit account | • Visit to nearby bank, post offices  
| | • Give the knowledge of office equipment  
| | • Visit to nearby libraries to get the knowledge of book keeping | • Concept of horticulture  
| | • Developing skill regarding use of water and material for pot filling  
| | • Knowledge of shrubs and herbs  
| | • Knowledge of habitat and growth of requirement of earthworms  
| | • Vermicomposting | • Knowledge of common plants  
| | | • Knowledge of sowing seeds  
| | | • Working knowledge of khurpi  
| | | • Proper watering of seeds  
| | | • Writing report on gardening or agricultural work  
| | | • Practical work on sowing and growing the seeds  
<p>| | | • Application and time of use of fertilizers |</p>
<table>
<thead>
<tr>
<th>6.</th>
<th>Repairement and Manufacture of electronic items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Method used in electronic gadgets</td>
</tr>
<tr>
<td></td>
<td>- Method of preparing new electrical devices</td>
</tr>
<tr>
<td></td>
<td>- Assembling or dismantle electronic/electrical device</td>
</tr>
<tr>
<td></td>
<td>- Precaution while working with electronic gadgets</td>
</tr>
<tr>
<td></td>
<td>- Knowledge of principles behind different electrical appliances</td>
</tr>
<tr>
<td></td>
<td>- Give working knowledge of different tools their care and maintenance</td>
</tr>
<tr>
<td></td>
<td>- Knowledge of domestic electric supply i.e. no. of phases, no. of wires etc.</td>
</tr>
<tr>
<td></td>
<td>- Working knowledge of finding fault in different appliances</td>
</tr>
<tr>
<td></td>
<td>- Manufacture of electric switch boards</td>
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<tr>
<td></td>
<td>- Preparation of decorative lights</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>Dress Designing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Cutting tailoring knitting embroidery</td>
</tr>
<tr>
<td></td>
<td>- Work ethics related to work tailoring</td>
</tr>
<tr>
<td></td>
<td>- Evaluation of workman ship related to readymade garment.</td>
</tr>
<tr>
<td></td>
<td>- Tools required for tailoring and how it works</td>
</tr>
<tr>
<td></td>
<td>- Preparation of simple dress items</td>
</tr>
<tr>
<td></td>
<td>- Repairing of dresses</td>
</tr>
<tr>
<td></td>
<td>- Knowledge of</td>
</tr>
<tr>
<td>tools required for embroidery work</td>
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<td>-----------------------------------</td>
<td></td>
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<tr>
<td>Knitting of woollen sweater</td>
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<tr>
<td>Maintenance of sewing machine</td>
<td></td>
</tr>
<tr>
<td>Knowledge of various techniques of dress designing.</td>
<td></td>
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<tr>
<td>Visit to nearby textile industry or mill to get the knowledge how it works.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Child Care</th>
<th>• Concept of child care</th>
<th>• Preparing an album of child development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Knowledge of growth and development of child from 0-5 yrs</td>
<td>• Observation of a child to see its physical, mental, and social development</td>
</tr>
<tr>
<td></td>
<td>• Nutritional requirement of child</td>
<td>• Preparing a vaccination chart for the children of age 0-5 yrs.</td>
</tr>
<tr>
<td></td>
<td>• Play way method for children</td>
<td>• Skills require for crèche management</td>
</tr>
<tr>
<td></td>
<td>• Importance of</td>
<td>• Importance of</td>
</tr>
</tbody>
</table>
hygiene for the child

- Knowledge of maintaining records for crèche management
- Visit to nearby baby care centre
- Arrangement of baby care centre – its management and activities
- Preparation of nutrition requirement its daily dose etc.

Table 1.2

Topics and the suggested activities under elective Areas are not compulsory and schools can choose only two activities out of them. If any school would like to start any new activities other than the suggested activities can start the activity but detailed schedule related to that activity should be prepare beforehand.

1.4 LIMITATIONS

- The researcher used the standardized survey based on 5-point likert scale.
- The investigation did not develop any psychological tests for investigative reason
- The study is only incomplete to the CBSE schools wherein the subject is taught to them.
- Reference and research paper on the subject are incomplete.
- The researcher has no control over the reply of the students on the subject.
- The research is limited to only 30 questions in the questionnaire.
- The researcher did not take into thought the attitude of the teachers.
1.5 OBJECTIVES OF WORK EDUCATION

In order to give proper way to work education activities, it is necessary to be clear about the objectives of work education. A list of overall objectives of work education is given below.

Cognitive Area (knowledge and understanding)

- Work education assists the pupil.
- Identify his needs and those of his family and community in admiration of food, health and hygiene, clothing, shelter, recreation, and social services. Acquaint himself with the productive activities in the community.
- Know the sources of raw materials, and appreciate the use of tools and equipment in the production of goods and services.
- Understand scientific facts, and principle concerned in various forms of work.
- Understand the procedure of planning, and organizing productive work.
- Understand his role in productive situations.
- Understand the needs of a technologically advancing society, in terms of productive procedure and skills.

Psychomotor area (skills).

- Develops skills for the selection, procurement, arrangement and use of tools, and resources for different forms of productive work.
- Develop skill for the application of problem solving methods in productive work, and communal service situations.
- Develops skill for greater creative efficiency.
- Use his creative faculties for devising ground-breaking methods, and materials.

Affective area (attitude and values)

- Develop respect for manual work, and look upon for manual workers.
- Inculcate socially attractive values such as self reliance helpfulness, cooperativeness, team work, perversance, tolerance, etc.
Develop proper work habits and principles such as regularity, punctuality, discipline, honesty, efficiency, love of excellence, and devotion to duty.

Develop self-esteem and confidence during achievements in the productive work, and services.

Develops a deeper concern for the environment and a sense of belonging, blame, and commitment to the society

Develop awareness of socio economic, trouble of society.

Appreciate the utility of productive work, and forces to the community.

1.6 NEED OF THE STUDY

SUPW: “Socially Useful Productive Work”? Or “Some Useful Period Wasted”? the researcher came upon an article in the Times of India, “do you keep in mind what SUPW means SUPW was a compulsory subject in all schools “I don’t know what this SUP… thing is, that you are talking about.

We don’t have all this in our school,” says anshul sharma, class VII student at a government school. Anshul is not only one clueless about such a subject. His neighbour Rashi Gupta, a student of class VIII, also answers in the negative. “We have computer classes in the school but not SUPW.

This is the first time Iam hearing about a subject,” she says. However, amit sagar sharma of class VIII at Stephan’s school has heard of the subject. Reason? It’s required. “These classes are fun, one gets to learn about different things,” Harold carver principal, st Stephens school corroborates what Amit says. “SUPW is a compulsory subject for which the students are graded.

They have to pass the subject in order to clear a class. And this involves a lot of social work. Beside this, the students also have hobby classes states Namandeep Bhullar, Punjabi teacher and housemaster at YPS, Mohali “the hobby class include, pottery, music, paper recycling art and craft, theatre workshops and environmental science. The school has also introduced the duke of Edinburgh scheme that makes it obligatory, for the students to do some social work,” she adds.

Even parents agree that hobby classes and SUPW are an essential part of the school curriculum. “it doesn’t seem important to these kids but learning something
new always comes in handy, “ says one such parent who remembers the time when she had taken up gardening. “ all that knowledge had helped me maintain such a pretty garden,” she discloses. Hence if the children press their teacher to have an SUPW period, may be the school the system will reintroduce the subject.

"I don't know what this SU... thing is, that you're chatting about. We don't have all this in our school," says Anshul Sharma, Class VII student at a government school. Anshul is not the only one naïve, about such a subject. His neighbour Rashi Gupta, a student of Class VIII, also answers in the negative. "We have computer classes in the school but not SUPW.

This is the first time I am trial about such a subject," she says. However, Amit Sagar Sharma of Class VIII at St Stephens has heard of the subject. Reason? It's compulsory. "These classes are fun, one gets to study about different things," he avers. Harold Carver, principal, St Stephens School, corroborates what Amit says. "SUPW is a required subject, for which the students are graded. They have to pass the subject in order to obvious a class. And this involves a lot of social work. Besides this, the students also have hobby classes," he affirms.

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Even parents agree that hobby classes and SUPW are an necessary part of the school curriculum. "It doesn't seem important to these kids but learning something new always comes in handy," says one such parent who remembers the time, when she had taken up gardening. "All that knowledge had helped me uphold such a pretty garden," she discloses.

Hence, if the children press their teachers to have an SUPW period, maybe the school the system will reintroduce the subject. The researcher after reading this article determined to do a study on the attitude, problems, and issues on the SUPW/WE subject.

Schools can select atleast two activities from core and elective areas and can spend atleast two periods in the schools and two period of the week outside the schools for
communal service work. Schools have to give at least 10 per cent of the time to the work education at all the sections of the schools. Planning for the coming year should be made beforehand and a year plan should be made for this purpose and follow it strictly.

Teacher who is already familiar with continuous and comprehensive evaluation will evaluate the children in that manner and will manage formative and summative Assessment for work education. If a student will get the grade from A to D will consider pass but if a student will get grades below D will consider fail and will not promote for the next class.

Execution of Work Education:
For effective and successful execution of work education we should have to follow the certain things which are as follow:

- Year wise planning
- Checking the Availability of Resources and Funds
- Exhibition and sale of the items manufactured by the students
- Can take the help from the society
- Can organise camp and tell different company to sponsor it.
- Can take the help from state education department.

Year wise planning: year planning should be done beforehand and each and every teacher should be made compulsory to take part in this work education programme. Every teacher should have to suggest at least one activity for this programme suggested activity should be that activity in which the teacher is an expert or having the knowledge of it. By maintaining the year plan of work education like all other subjects it will be easy to follow the scheme and we need not to think about when and how to complete the work.

Checking the availability of resources and funds available: head of the school or the teacher responsible for it should have to look after the resources available. Resources any be of any type it can be of expert type or it can be of material resources. Principal has to take care about the funds available to perform the work.
education programme. If any case fund is not available then head has to see to get it from the various sources to perform the various activities.

**Sale cum exhibition of the items:** Principal and all the subject teacher has to see the item prepared and collectively they all has to organise exhibition of the items manufactured by the children’s and sale them during the exhibition. Money collected should be used for the welfare and to bring the materials for the work education programme.

**Can take the help from the society:** for this programme if any from the society want to train the students then head of the institution or the teacher responsible should invite them to teach the children’s and provide him or her every possible items which he/she need for his/her activity. By taking help from the society we can not only train our children but also brings society near to the schools.

**Can organise camp and tell different company to sponsor it:** another way to execute the successful work education programme is to organise camp at different places for the community work and tell the various company to sponsor the camp. By this we can promote the programme as well as can create the interest among the children’s.

**Can take the help from state education department.** One more way to execute the programme is to take help from the local education department so that they can help us to the maximum i.e resource material wise or resource persons wise. They can help us to get the permission from various departments so that our children’s can get the knowledge of work done and the professional ethics related to that work.

Principal has to monitor the work education programme quarterly and to see the funds available and the programme.

Our schools should have to develop as work places which mean a place where a student can go and learn how to do that particular type of work and should learn work ethics related to that work. Schools should be the places where an individual can earn knowledge, money during his learning.
Our schools should have to make their syllabus flexible in order to give important place to work education. Work centered syllabus will attract the children toward the school and also it will help a child to decide his/her carrier beforehand.

Schools required to implement the resource centre based learning. Here it may be noted that resource can be in the form of any subject expert or it can be material resource. School management can call expert from different field i.e. farmer, artisan, doctors, etc. as they can share their experiences, views, thought, and can answer the queries of the student.

**Strategies to execute work education programme:**

Strategies to be followed to execute the work education programme are as follow:

- Involvement of the society
- Orientation programme for parents and for the society.
- Refreshers course for the teachers
- Guidance to students.

**Orientation programme for the teacher:**

Refresher course or other workshop related to work education should be conducted or teacher to be send to these types of work shop or courses so as to get the expert in their own roof.

By doing these courses a teacher can be qualified and will get the idea about how to organise work education programme in our own school and will help the other teachers too, principal has to see that atleast all the teacher should participate and take care about the attendance of teachers during the workshop. It should not be for getting the certificates only. For elective areas principal should see that only expert teacher should perform the activity because in some of the elective courses it demands some high quality expert teachers

After completion of orientation programme each and every teacher should be given the chance to perform the work education programme as per their course of interest.
Teaching methods:
New innovation teaching methods to follow by the teacher to teach the work education. Methods should be such that in which students will show their scientific thinking, rational thinking, creativity, etc. eg- Drawing, painting glass painting chart decoration etc.

Need of awareness of the society:
The above said topic cannot be implemented properly until or unless it will be discussed or bring into the notice of society. The work done by the researcher is to create the awareness among the community and to discuss the topic among the various sections of the society who has been continuously denying the work education for the children so far.

Awareness has to be created among the deprived (i.e. poor) section of the society so that instead of dropping out of their children from the schools they will send their children to the schools and their wards should learn the basics of different work and able to earn while they are learning.

Work education helps in skill development of the child which is the need of the hour. Skill development of any child helps any individual in standing on his/her own feet's after completion of their education. The main purpose of creating awareness among the society is not to create pressure to the policy makers of the education system but also to make them aware about this programme that it can help in making a better and skillful India for coming generation.

Guiding Principles of work education
Following principles must be followed by schools while introducing work experiences in the school system:

1. Less Expensive: only those work experiences should be selected in the school which are less expensive and the purpose is always the maximum utilisation of resources available with the school.

2. Profit oriented: income or production obtained from work experience must be more than the expenditure incurred in it. This will help the student to earn something.
3. Employment oriented: work experience given to students should be such as they can get the self-employment after school education. Atleast poor should take the benefit of these experiences.

4. Student profit: whatever profit is obtained at the sale of products produced in workshops should go the students directly.

5. Work based timetable: the time allotted for work education should be in accordance with the nature of the activity. For eg. Agriculture activity may need 48 or 72 hours regularly at the time of sowing or harvesting while carpentry will need not more than 60-120 hours in a week.

6. Help from retired person: schools should take the help of retired ITI personnel for providing work experience to the students.

7. Close to family occupation: only those work education should be provided to the students which are similar to their family occupation so that they can improve their family occupation after completion of their school education.

8. Complete knowledge: students should be given complete knowledge of all the steps of production so that they can make the product of their own without taking any outside help.

1.7 OPERATIONAL DEFINITION OF THE TERMS

Comparative: “It is the adjective form of comparison which means to identify the common and uncommon kind between two variables or subjects of study.” Operationally comparison between male and female, government and private schools and rural and urban schools.

Attitudes: Someone’s opinions or feelings concerning something, both positive and negative operationally, primary school student’s opinion or opinion about work education.

Work education: “Work education is a period of temporary student employment, within a structure of learning objectives, and assessment, in which the student takes manage of the learning experiences for gaining practical knowledge.”
Primary school: Usually between the ages of 05 and 13. (Class I to VIII std.). Operationally primary school is considered as the student of class VIII subject of CBSE Board.

1.8 OBJECTIVES OF THE STUDY

The aim and objectives of work education is to get the change in the outlook of the children and to make him ready for the upcoming profession. Objectives of the study are as follow.

- To study and compare the approach of primary school students towards work education of CBSE Board in Thane District.
- To study and compare the approach of male and female students towards work education subject of CBSE Board in Thane District.
- To study and compare the approach of government and private students towards work education subject of CBSE Board in Thane District.
- To study and compare the approach of rural and urban schools student towards work education subject of CBSE board in Thane District.
- To search out the academic achievement of CBSE Boards students in relation to work education and among themselves subject of CBSE board in thane district.

1.9 HYPOTHESIS OF THE STUDY

- There is no disparity linking the attitudes of primary school students towards work education of CBSE board in Thane District.
- There is no disparity between approach of boys and girls students towards work education subject of CBSE board in Thane District.
- There is no difference between the approach of government and private school students towards work, education subject of CBSE board in Thane District.
- There is significance difference between the rural and urban students towards work education subject of CBSE board in Thane District.
- There is no significance difference between CBSE Boards School students in academic achievement in relation to work education and among themselves subject of CBSE board in Thane District.
1.10 SCOPE OF THE STUDY

- The present study makes effort to compare the attitude, of primary school students towards work education of CBSE BOARD.
- The researcher will get an insight, about the approach of the students in general about the subject.
- Attempt has been made to make the research more specific by making a comparative analysis to find out the diversity if any in the attitude of the students belonging to government, and private students, rural and urban and in between male and female students in the attitude of primary school student.

1.11 Delimitation of the study:-

- The study is limited to CBSE Board.
- The study is limited to Thane district only.
- The study is limited to primary school students only.
- The study is limited to rural and urban area of the thane district only.
- The study is limited to government and private schools only.
- The study is limited to the government and private and rural and urban area and male and female student of CBSE board of thane district only.

1.12 Limitation of the study

- The researcher used the uniform questionnaire based on 5- point likert scale.
- The investigation did not expand any psychological tests for investigative purpose.
- The study is only restricted, to the primary school wherein the subject is optional to them.
- Reference and research paper on the subject are restricted.
- The researcher has no control, over the answer of the students on the subject.
- The research is limited to only 28 questions in the questionnaire.
- The researcher did not take into thought the attitude of the teachers.
The researcher used self-made reliable and valid questionnaire based on Likert five point scales.

1.13 SIGNIFICANCE OF THE STUDY

Today, society and social needs have become very complex. There is always a new challenge as soon as we take the second breath. Newer and newer inventions and discoveries have taught the man to have more and more control over nature. Social relations have also become very complex. Apart from this, search from good to better in order to make life more easy and comfortable has also been revolutionised the human life at its peak. All these factors have led to the creation of formal educations in schools, colleges and universities. In order to make education a systematic and healthy process, the knowledge of philosophical thoughts and social awareness becomes necessary.

Works experience basically the productive work which contributes to productive works in schools, field, laboratory and factory. Commission suggested that work education should be introduced at every level of education. If work education is related to actual life situation then it is better, for eg. Taking the student to the field at the time of sowing of seeds or during the harvesting of crop is the real work experience of agriculture.

The current study aims, to study the disparity in approach of the primary school students, government and private school students, male, and female students towards work education subject.

The researcher feels that Work Education is one of the most deserted subjects in the schools. The WE subjects are not compulsory subjects and therefore less value is emotionally involved to them.

The researcher feels that the students are not alert about the importance, of pursuing such subject with interest. With the introduction of the computers and other imagine subjects the students consider the subject as a “some useful period wasted” (SUPW).

For a developing country like India it is necessary to have a best education system so that it reflects the level of learning in our country and also brings some changes for our country to grow. Basic Aim of our education system must have to discover the
talent wisely in our students and help them in cherishing their inner power to the fullest. Our system of education should be based on the practical aspect of life instead of assessing the retention of memory by the child.