CHAPTER I

INTRODUCTION
The system of education in India has been subjected to a great criticism because of being unrealistic and unproductive. It is divorced from the day to day realities that surround us, bookish in nature and generally irrelevant to the needs of the society. It does not meet the demands and pressures of the present society with its manifold scientific and technological development. The students who come out of the schools and colleges are very often misfits. Education in India does not usher in a climate for social and cultural changes among individuals and society. The need is felt to involve young masses in the life of the community in order to make them aware of the needs and problems of the people of their country with the skills to tackle the numerous challenges presented by their environment.

Because of the defects in the system of education in India, over the past few years there has been an increasing appreciation of the need to include work as a vital component of education at all stages of school education. This has its roots in the perceptions about work-education as a powerful means of restoring respect and dignity to all types of manual workers and white-collar workers, promoting self-reliance in meeting one’s daily needs and those of the society, increasing productivity through the development of proper work skills and values, and accelerating the process of economic development in the country through community service and social work by school students.

The need of breaking the unnatural dichotomy between education and work has been highlighted by the International Commission on Education appointed by the UNESCO, in its report entitled "Learning To Be" (1972). Lacunae in the system of education in India and the need to make it work-oriented was reflected by several commissions and committees on education. The Education Commission (1964-66) in this connection pointed out that there should be Work Experience followed by vocationalization of education in the school system. The Commission emphasized that unless education was directly linked with productivity, education would remain a scholastic venture not very much concerned with national development. The Commission also pointed out that the link between education and productivity can be forged through the development of science based education, introduction of Work Experience (WE), vocationalization of education and technological education. The need for this was again stressed in the NCERT document, "The Curriculum for The Ten-Year School- A Framework" (1975).

The Review Committee (1977) which was appointed to examine the curriculum for the Ten-Year School, preferred the term "Socially Useful Productive Work" (SUPW) to Work Experience (WE) and recommended that Socially Useful Productive Work (SUPW) be an integral part of the curriculum at all stages of school education. In the light of the recommendations of the Committee SUPW was introduced at the school level in different states and Union Territories in India. Under 10 + 2 National Pattern of School Education, the first ten years are devoted to the general education with a good dose of Socially Useful Productive Work incorporated in the curricula.
1-1 SOCIALLY USEFUL PRODUCTIVE WORK (SUPW): THE CONCEPT

The Review Committee popularly known as Ishwarbhai Patel Committee was appointed under the Chairmanship of Ishwarbhai Patel, Vice-chancellor of Gujarat University by the then Union Minister of Education and Social Welfare, in his capacity as President of NCERT for an objective assessment of the syllabi and text books prepared by NCERT especially for classes IX and X which had evoked criticism from the public, teachers, parents and students. Another criticism to be examined was that Work Experience introduced in the 10 + 2 pattern of education was intended to be an integral feature of the curriculum at all stages of school education had not found proper place in the teaching-learning process. To bridge the gap between education and work the Review Committee recommended Socially Useful Productive Work (SUPW) to be an integral part of the curriculum at all stages of school education.

The Review Committee in Its report entitled "The Curriculum for the Ten-Year School" (1977,p.10) defines SUPW as:

* Purposive, meaningful, manual work resulting in either goods or services which are useful to the community.

This definition gives importance to the principle that education should be work centred. SUPW conceives of education in and through work with production and social usefulness as its important goals.

Socially Useful Productive Work (SUPW) has the following three aspects i.e. Social, Useful and Productive:

**Social:** The activities selected under SUPW must be socially useful. The child who has attained a minimum level of education would be able to work efficiently in his/her community, in respect of social and work skills and also in terms of adjustment to the immediate group.

**Useful:** The term "useful" refers to the functional nature of the activities and the products resulting from the activity. This means, the work should lead to something that is useful to the child and also to the general group in terms of returns.

**Productive:** Adiseshiah (1979) states:

*It (productive work) is any activity which produces physical, intellectual and spiritual goods which can be marketed. Productive work in education is then any learning activity where the skills of production so defined are acquired through actual productive activity. Educationally productive work is a mental process usually accompanied by manual activity. Productive work in education is first and foremost an educational learning process. To prevent it becoming self-centred and self-serving, it must be harnessed to social ends, so that it can be individually purposeful and socially meaningful. The term "productive" in the present context refers to the fact that the work should result in some product or service that is consumable by the society. The product should be useful in addition to existing community resources or practices.*

1-1.1 Nature of Socially Useful Productive Work (SUPW) Activities

The significance of the terms used in describing SUPW by the Review Committee (1977) may be described as follows:
Purposive Work: Manual work becomes purposive when it meets the educational requirements. For this purpose, the scope of work should not be limited to the development of mechanical skills only. The learner should understand the "why" and "wherefore" of all the processes so that the work is performed intelligently. It must include planning, analysis and detailed preparation, at every stage, so that it is educational in essence. The programme has to be executed scientifically by adopting the problem-solving approach with the in-built system of evaluation. Adaptation of improved tools and techniques will lead to an appreciation of the needs of a progressive society based on technology.

Socially Useful Productive Work is purposive because it is essentially an educational activity which aims at forming the personality of the student and to help him/her develop the right values for a happy social life. NCERT document "Gandhian Values, Socially Useful Productive Work and Community Work" (1978) highlights these values.

Meaningful Work: A curricular activity proves meaningful when it is related to the needs of the learner and the community to which he/she belongs. It becomes more meaningful when it is related to the six basic needs of human beings like food, clothing, shelter, health and hygiene, culture and recreation and community work and social service. SUPW as a curricular area serves the above purposes. Purposive and meaningful activities can be drawn from the work situations that occur in home, in the school and in the community.

Manual Work: In the programme of SUPW, manual work is the essential component. The main purpose of including SUPW in the school curriculum is to instill the dignity of manual labour and the development of stamina for hard work in the learners. Manual work develops finger skills and co-ordination between brain and muscles which in turn, lead to the mastery of techniques needed for performing the jobs efficiently. The principle of learning while doing helps the student for the development of an individual and a responsible citizen.

Resulting in either Goods or Services

Socially Useful Productive Work should either result in some products which are material in nature or involve the students in some form of service which may be remunerative or performed as social service. Production-oriented activities result into some tangible goods. Service-oriented activities are concerned with maintenance, transport, communication, commerce and office work.

Useful to the Community

Any work meaningfully performed is useful. When such work is performed for the school or the community itself, it becomes socially useful. In this connection Buch (1979) states:

If an activity results into the attitudinal change in the community and/or students and teachers, it should be considered as socially useful as well as productive.

In the context of SUPW, the term community includes the school community to which the learner belongs. Primarily, the benefits of this programme or the products should be enjoyed by the school and local community directly. However, production of marketable goods and rendering of remunerative services are not ruled out. But this should not be encouraged at the cost of educational outcomes.
The Review Committee (1977, p. 13) recommended that the teaching-learning process in Socially Useful Productive Work will have the following three phases:

(i) Study of the world of work through observation and enquiry,
(ii) Experimentation with materials, tools and techniques, and
(iii) Work practice.

The programme of SUPW according to Buch and Patel (1979, pp. 16-17) has at least the following five dimensions:

i) Work Experience with a sound scientific theory as its basis.
ii) Working with community and social service.
iii) Enrichment of curricular experiences in academic subjects through the medium of work; in other words, correlation of academic subjects with Work Experience either on a preliminary basis of the theoretical study or as an application of theoretical principles in the actual field.
iv) Learning through observation, survey, field work, cultural activities and similar other practicums.
v) Development of some social and personal values as a result of participation in all the four activities mentioned above.

According to the Review Committee (1977, p. 17) Socially Useful Productive Work has three main components. They are humanities, science and work (Socially Useful Productive Work and Community Service), together with aesthetic appreciation to illuminate the curriculum. SUPW is a triple process concept which includes production processes, maintenance processes and services.

Socially Useful Productive Work has its genesis in work-based education. It is regarded as a chronological derivative of the Work Experience concept of the Education Commission though it is rooted initially in Mahatma Gandhi's scheme of Basic Education. In this connection Oad (1979) states:

The idea is not new. It (SUPW) is the repetition of Basic Education introduced in the whole country after independence as a national pattern of education and given up after experimenting it for 15 years.

SUPW is both a means and an end. It is a means because it helps to integrate work with learning, giving learning a purpose. SUPW is an end because it develops capacities to achieve productive efficiency and promotes creative faculties. It develops love of labour and profound respect for those who work hard to serve the society. It makes the student deprecate the degrading barriers in society between those who perform manual labour and those who do not, and their detrimental effect on social life. SUPW also inculcates social values in the students.

1-1.1 (i) Terms Related to Socially Useful Productive Work(SUPW)

Some of the terms related to SUPW are manual work, Basic Education, craft, vocational education and Work Experience etc. But these terms are not synonymous with SUPW. Some basic differences exist between SUPW and these terms.

SUPW Vs Manual Work

SUPW is not synonymous with physical work or manual labour only. It includes physical, intellectual, social and also mechanical work which are necessary for the all round development of the child's personality. The aim of SUPW is not to convert the schools into factories where the goods
are produced for the purpose of sale. The articles/products prepared/produced by the students under SUPW are primarily for their own satisfaction and these may be utilized in schools and community. The aim is not to compare the products with the goods available in the market places.

SUPW Vs Basic Education

The idea of SUPW is derived from the philosophy of Basic Education of Mahatma Gandhi with same fundamental principles. But to build a modern technological society, modern work activities and use of modern tools and techniques have been suggested by the Review Committee for SUPW instead of traditional craft activities and outdated tools and techniques.

SUPW Vs Crafts

The programme of SUPW is different from crafts. SUPW aims at promoting harmonious development of body, mind and spirit but craft aims at developing manipulative skills only.

SUPW Vs Vocational Education

SUPW is not same as vocational education. In vocational education specialized training for a particular vocation is given. SUPW does not train highly skilled or professional workers for a particular vocation. It is an experience to enhance general skills through a selected medium of work to make students productive and creative in action and scientific in outlook. The aim behind SUPW is to create in the child, vocational readiness and to assist him/her in crystallizing his/her vocational choices.

SUPW Vs Work Experience

The programme of SUPW is different from Work Experience. The main objective of SUPW is to inculcate an urge among pupils to be socially useful and productive members of the society. The Review Committee states that SUPW is not education plus work but education in and through work. Thus SUPW programme is not intended to provide separate education for work as was envisaged in the Work Experience programme. Unlike Work Experience programme, SUPW programme does not involve highly technical personnel. In SUPW only those activities have been taken which are practicable in school and can be handled by school teachers.

Some points of Work Experience have been retained in SUPW programme. For example, to establish a modern technological and scholastic society and to keep pace with other developed nations, use of modern tools and techniques have been suggested by the Review Committee in imparting SUPW. The Committee also states that the programme of Work Experience lacked the component of social usefulness and was not even casually correlated to other subjects. The remunerative aspect of this programme was given high priority at the cost of creative thinking, scientific planning and intelligent performance by going into the why and wherefore of every process.

1-1.1(ii) Foundations of Socially Useful Productive Work (SUPW)

All aspects of school curriculum are framed for the development of the child that passes through the curriculum. SUPW is suggested to be the central subject of the curriculum. This implies that SUPW should meet the Philosophical, Psychological and Sociological demands of the child’s growth.
Philosophical Aspect

The aims of education include the generation of the development of the spirit of enquiry and initiative, development of the capacity of self-reliance, inculcation of the virtue of team co-operation and others. Many attempts have been made to set Indian curriculum in tune with the different aims of education, but unfortunately, the above aims were always given low priority. Mahatma Gandhi wanted Basic Education to be linked to these aims. The programme of SUPW supplies the missing link in the overall programme of school education in the context of aims of education. In SUPW the craft is a productive craft and it is useful to the society. It broadens the scope of the programme to include activities which may not be craft centred necessarily, but which includes activities that may result into the change of attitude, generation of awareness regarding the social problems and formation of desirable habits.

The greatest need of the time, perhaps, is the inculcation of self-discipline in the youth of India. Sense of self-discipline can be generated through interplay of the youth and the environment. This discipline comes out of doing things in a social and co-operative manner and it is learnt from experience and comes through life itself. The introduction of SUPW in the school curriculum provides such an opportunity to the youth and has to help achieve the aims of education in a more meaningful way.

Sociological Aspect

The aims of education, as conceived by the educationists include the inculcation of social virtues like sympathy, helpfulness, tolerance, co-operation and self-reliance etc. These virtues are inculcated in the students through the SUPW activities. The participation of the students in the Socially Useful Productive Work activities brings them in direct contact with the people and their day to day problems. This gives them social maturity. They develop social virtues and gain insight into the practical problems. They feel more responsible to society and its property. The students understand the need and importance of qualities like tolerance, selflessness and co-operation for harmonious existence. They realise the gravity of the magnitude of the social problems and will in turn be prepared to help find solutions. Their increased participation will instill a sense of responsibility in them as the citizens of a democratic country. The children here will be tempted to do their best to the extent possible for the society and thus school will be a social institution in its real sense.

Socially Useful Production Work will also tend to break down the existing barriers of prejudice between manual and intellectual workers. It will cultivate dignity of labour and human solidarity- an ethical and moral gain of incalculable significance. In this connection Review Committee (1977 p.11) points out:

*If Socially Useful Productive Work is given a central and dominant place in the curriculum, the gap between work and education will be reduced, the school will not remain isolated from the community and the gulf that divides the affluent from the weaker and poorer sections of the community will be bridged.*

SUPW tends to play a major role in bringing school and community together and developing greater awareness in students of the needs, problems and evils of the society.
Psychological Aspect

Any good process of education is concerned with cognitive, affective and psychomotor development. The learning that takes place in India's classroom situation is at the cognitive level and the connative and affective aspects are generally neglected. Concepts get clarity and knowledge is consolidated through providing situations of linking knowledge to work.

SUPW cuts across all the subjects and also covers all the subjects. For example, when a child visits the community for a small survey, he faces the problems of communication of language, knows the behaviour of the people of that area, their religious beliefs, types of family and economic status of family etc. Hence this meaningful intermingling of the students not only strengthens but also integrates the knowledge imparted in the classroom.

SUPW relieves the child from the tyranny of purely academic and the theoretical instruction against which active nature always makes a healthy protest. It balances the intellectual and practical elements of experience.

Children by nature are active, restless and have an urge to touch, feel, experience and understand everything. The flow of words tends to kill their initiative, self-expression and creativity and they get thrilled. They take interest in an activity when they themselves are actively involved in it. It is in this perspective SUPW helps in the development of their creativity, neuromuscular co-ordination and an attitude of helpfulness to others; thereby making themselves useful members of the society.

1-1.1 (iii) Scope of Socially Useful Productive Work (SUPW)

The range of Socially Useful Productive Work is very wide. Its scope is so vast that any school or extra mural activity of the pupils can fall under its purview. This is the reason why more and more states and Union Territories are switching over to SUPW or modifying their Work Experience programme in conformity with the concept and philosophy of SUPW.

Work-oriented education is offered to pupils under different names like "Craft", "Life Oriented Education", "Earn While You Learn", "Work Experience" and "Socially Useful Productive Work" and so on. According to Dhote (1985, p.19):

*The latest and more comprehensive term for work-education in India is Socially Useful Productive Work (SUPW) which covers even certain schemes like "Earn While You Learn", activities under TRYSEM and Agricultural Science Centres, National Service Scheme etc.*

For the sake of convenience the scope of SUPW may be divided into five work divisions viz. activities related to agriculture, activities related to trade and commerce, activities related to home economics, activities related to technology and activities related to neighborhood crafts and occupations.

1-1.1 (iv) Social Service

The Education Commission (1964-66) was of the view that Social Service is one of the aspects of good and purposeful education. The Commission strongly felt that social service performed by the
students would become an instrument to build character, improve discipline, inculcate a faith in the
dignity of manual labour and develop a sense of social responsibility.

The Review Committee in its report entitled “The Curriculum for the Ten-Year School” (1977, p. 11) stated that the component of Social Service in the school curriculum is allied to Socially Useful Productive Work.

The NCERT document “Exemplar Instructional Material for Work Experience on Community Work and Social Service” (1989) points out that the work for community development and social service can have two distinct types of activities. One, relating to the repeated calamities like fire, flood, draught etc. which require immediate and discrete service to the community. The second type of community work aims at the total development of the community through a phased programme over a period of several years.

Sundaram (1988) is of the view that so far as students are concerned, activities pertaining to Social Service include:

- helping the community in fighting against drought, famine and epidemics.
- rendering services in a co-operative manner by organising co-operative consumer societies, co-operative mess etc.
- helping government in maintaining peace and order during emergency.
- helping government in highlighting against social evils like dowry and finally,
- helping in community development programmes.

Many students are members of voluntary organisations which render community service, such as the Girl Guides or Boy Scouts, the N.C.C., the Retract club, the Leos, the Jaycees, the Junior Red Cross and the R.S.P. (Road Safety Patrol) etc. The work of the students in these organisations can be recorded as their community service in the schools SUPW programme.

The status study conducted by Sen Gupta (1981) revealed that in many states in India the stress of the SUPW programme seemed to be on productive activities only and activities related to community work/social service were very much neglected in practice.

1-1.2 Objectives of Socially Useful Productive Work (SUPW)

The Review Committee in its report entitled “The Curriculum for the Ten-Year School” (1977, p. 12) has laid down the following objectives of Socially Useful Productive Work (SUPW):

i) To prepare pupils to practise and perform manual work individually and collectively;

ii) To acquaint children with the world of work and services to the community and develop in them a sense of respect for manual workers;

iii) To develop a desire to be useful members of the society and contribute their best to the common good;

iv) To inculcate positive attitudes of team work and socially desirable values like self-reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness;

v) To help in understanding the principles involved in the various forms of work; and

vi) To lead children to participate increasingly in productive work as they go from one stage of education to another and, thereby, enable them to earn while they learn.
Adiseshiah Committee in its report entitled "Learning To Do: Towards a Learning and Working Society" (1978, p. 10) has given the following objectives of SUPW:

i) Inculcation of positive attitudes to work in the students;

ii) Identifying themselves with the community by rendering Social and Community Service;

iii) Development of the habit of co-operative work;

iv) Making the community conscious of scientific advancements and help it to develop a scientific outlook;

v) Learning to apply one's classroom and vocationalized knowledge to solve day-to-day problems of the community;

vi) Participate in nation building activities; and

vii) Realisation of the goals of the state and national development.

NCERT document "SUPW/WE Curriculum for Primary and Secondary Education" (1986, pp. 2-3) has laid down the general objectives of SUPW as follows:

**Knowledge and Understanding**

To help the child:

- Identify his needs and those of his family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service;

- acquaint himself with productive activities in the community;

- understand facts and scientific principles involved in various forms of work;

- know the sources of raw materials and to understand the use of tools and equipment in the production of goods and services;

- understand the utility of productive work and services to the community;

- understand the needs of a technologically advancing society in terms of productive processes and skills;

- understand the processes of planning and organization of productive work;

- conceptualise his role in productive situations;

- develop an awareness of social problems;

- develop his abilities for self-evaluation of his performance.

**Skills**

To help the child:

- develop skills for the selection, procurement, arrangement and use of tools and materials for different forms of productive work;

- develop his skills to observe, manipulate and participate in work practice;

- develop skills for the application of problem solving methods in productive work and social service situations;

- develop his skills for greater productive efficiency;

- enhance his working competence sufficiently so as to enable him to earn while he learns;

- use his creative faculties for devising innovative methods and materials.
Attitudes and Values

To help the child:

-- develop respect for manual work and regard for manual workers;
-- inculcate socially desirable values such as self-reliance, helpfulness, cooperativeness, team-work, perseverance, tolerance, etc.;
-- develop proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc.;
-- develop self-esteem through achievements in productive work and service;
-- develop a deeper concern for the environment and a sense of belonging, responsibility and commitment for the society.

1-1.2(i) Stage-wise Objectives of Socially Useful Productive Work (SUPW)

Primary Stage (Classes I-V):

-- to develop desirable health, environmental sanitation and beautification practices through the SUPW activities;
-- to develop awareness in the child about the world of work through visits to service situations or through participation in productive work;
-- to develop desirable attitudes, values and habits of work such as appreciation of manual work and regard for manual workers, cooperativeness and team work, regularity, punctuality, discipline, honesty, creativity, persistence etc.

Middle Stage (Classes VI-VIII)

-- to develop co-ordination of hand and brain through participation in production processes by undertaking well designed projects;
-- to develop ability to relate the knowledge of facts and scientific principles involved in various types of work;
-- to develop ability to apply problem solving methods and to identify and use the tools, raw materials and equipments in scientific manner; and
-- to develop a deeper concern for the environment and sense of belonging, responsibility and commitment for the community.

Secondary Stage (Classes IX-X)

-- to develop the ability to contribute meaningfully to environmental improvement and conservation, reduction of pollution, health and hygiene in the community; and
-- to bring about development of vocational aptitudes or interests, it should be given sufficient importance.

1-1.3 Place of Socially Useful Productive Work (SUPW) in the School Curriculum

The Review Committee in its Report entitled "The Curriculum for the Ten-Year School" (1977, p.11) recommended that Socially Useful Productive Work be given a central place in the curriculum at all stages of school education and the content of the academic subjects should be related to it, as far as possible. The Review Committee also made SUPW as a distinct curricular area because of
giving emphasis to the principle that education should be work-centred, as the concept of SUPW is to be developed in the light of the Gandhian philosophy of Basic Education, in and through work.

The nature of SUPW is such that it provides maximum possibilities of integrating knowledge belonging to the other subject areas and adopting the inter-disciplinary approach in teaching-learning. It provides scope for learning by doing and forms the hub of an integrated programme in which knowledge is woven around practical work. The Review Committee also recommended that SUPW should be given the status of a full-fledged subject for the award of certificates at the end of standard X. Both Ishwarbhai Patel Committee and Adiseshiah Committee have recommended distribution of time for this curricular area for different classes.

1-1.4 Criteria for the Selection of Socially Useful Productive Work (SUPW) Activities in Schools

Review Committee (1977, p. 12) recommended that the criterion for selection of SUPW activities, should, thus, be that the work involved is productive, educative and socially useful.

NCERT document “Socially Useful Productive Work Curriculum-Developing and Implementing the Programme” (1979, pp. 6-7) stipulates that while selecting the SUPW activities, the following criteria may be kept in view:

1. To be educative, the activities should
   i) be according to the developmental level of the children.
   ii) cater to the developmental needs of the children.
   iii) help to develop the total personality of the children.
   iv) help in the process of their self-realisation.
   v) be planned enterprises involving problem-solving skill and creative thinking.
   vi) help in value formation.
   vii) help children acquire relevant knowledge, skills, etc., and
   viii) help children to grow as efficient workers.

2. To be productive, the activities should result in
   (a) either products which are
      i) directly consumable by the students and the community, particularly the school community, and if need be
      ii) saleable; or
      iii) services having social and economic values.

3. To be socially useful, the work should be relevant to meet the needs of the community and the individual child. In addition to the above criteria, the following criteria should also be considered:
   i- Necessary tools, materials, techniques, facilities are readily available.
   ii- Adequate resource persons should be available.
   iii- It should be feasible to carry out the activity to useful completion.
Mishra et al. (1984, pp. 57-58) state that the following considerations must guide the selection of SUPW activities:

i) The activity is in conceptual conformity with the philosophy of SUPW.

ii) The activity is appropriate to realise the objectives of SUPW.

iii) The activity is relevant to local conditions.

iv) The activity is educative, productive and socially useful.

v) The activity is as per the developmental level (physical and mental) and needs of the students.

vi) The activity requires problem solving and creative thinking abilities.

vii) Competent teachers are available to conduct the activity or suitable expertise is available in the community.

viii) Infrastructural facilities including raw materials needed for conduct of the activity are available in the school or in the community.

ix) Time allocation for SUPW by the institution is adequate. Appropriate adjustment in the school time table can be effected to provide block-time, if necessary.

x) The goods produced are marketable and usable.

Adiseshiah Committee in its report entitled “Learning To Do -Towards a Learning and Working Society” (1978, p.11) state that the project area of SUPW can be selected according to the convenience of each school, its location, rural or urban, its background and experiences. More particularly the selection of the area will depend on:-

i) nearness of the area to school;

ii) co-operation of the selected community; and

iii) understanding the locally available programme.

The project area for the activities of SUPW is selected by different schools according to their setting and convenience. According to Buch and Patel (1979, p. 40) the school selects the area (of SUPW) from the viewpoint of its location- rural or urban, philosophy background previous experience, and resources at hand and likely to be available from the community.

Location and philosophy of a school are the two important factors for selecting the SUPW activities of a school. The activities which can be possible in rural areas may not be convenient for urban areas. For example, agriculture may not be convenient in urban area schools and electronics may not be convenient in some rural schools. If a school is wedded to Gandhian Philosophy, the activities will always aim at self-help and the area for the project will be selected definitely in the weaker sections of the community.

The background of the school is also one determining factor while taking decisions regarding the SUPW activities and area. The local conditions and leaders who have been instrumental in setting up a school before few years, influence the decisions about the programme. For example, a school which was set up only to spread literacy in a particular community will have different programmes from a school which was set up simply because of someone’s interest in the field of experimentation.

Role of previous experience of the school is also important in selecting SUPW activities for the schools. The difficulties they had to face because of non-cooperation of the community members and parents for the programme and indifferent attitudes of teachers are to be taken into consideration before selecting activities for the school.
The resources which are available in the school and which are likely to be available from the community should also be taken into consideration while selecting the SUPW activities for a school. In this connection Deane and Kaul (1981) point out:

*The project (SUPW) should be one where resources for the activities can be easily mobilized, because the school and pupils can’t spend heavily on transport or expensive programmes.*

1-1.5 Facilities for Socially Useful Productive Work (SUPW)

For the successful implementation of SUPW programme two types of facilities are required. They are physical facilities and teacher expertise. SUPW programme should be planned according to the facilities existing in the institution. Infrastructural facilities i.e. space (including storing space, working space, i.e. hall/work shops/farms/fields/garden etc.) necessary equipment/furniture and consumable materials may be provided for the execution of the SUPW programme. Non-formal method of implementing the programme should be adapted. It is necessary to utilize the available community resources for the effective implementation of the SUPW programme. Advantage may also be taken of the local business enterprises, workshops and work centres for work site training. Schools should set up their own workshops and farms for the use of students of classes VIII to X. Provision should be made for availability of proper materials and tools in time and also there should be provision for the safe custody of the materials, tools, equipment and finished products. Provision also should be made in the schools for the repair and maintenance of the tools and equipments.

1-1.6 Curriculum of Socially Useful Productive Work (SUPW)

Based on the report of the Review Committee on "The Curriculum for the Ten-Year School" and the National Review Committee for Classes XI and XII, the NCERT has prepared a document entitled "Socially Useful Productive Work Curriculum-Developing and Implementing the Programme" (1979). The document has recommended framework of SUPW curriculum for Classes I to X. The curriculum as conceived nationally is open and flexible. While developing the curriculum, interest, level of understanding and age group of the students have been taken into consideration. Somehow, it is based on the capacity and conditions of schools and local surroundings, need and availability of local resources.

The curriculum of SUPW of different states and Union Territories in India indicates that SUPW has not been implemented uniformly in all the states and Union Territories. In some states there is syllabi for SUPW for all the classes with a suggested list of SUPW activities whereas in other states SUPW is for a few classes only. Some of the states classify SUPW activities into (i) individual work and (ii) group work.

Ishwarbhai Patel Committee in its report entitled "The Curriculum for the Ten-Year School" (1977, p.13) recommended that productive manual work and services will have to be drawn from the areas of:

i) health and hygiene;
ii) food;
iii) shelter;
iv) clothing;
v) culture and recreation; and
vi) community work and social service.

As per the recommendations of the Review Committee some states divide SUPW into six broad categories described above.

Nagaland has developed syllabi of SUPW for all classes with suggestive list of activities from all the six work areas. Some other states Bihar, Maharashtra and Union Territory of Delhi, where SUPW is not compulsory for all the classes, do have SUPW syllabi and a list of activities/projects to choose from, thus curtailing the scope of SUPW. Mizoram divides SUPW activities into individual work and group work.

1-1.7 Content of Socially Useful Productive Work (SUPW)

The NCERT document entitled "Socially Useful Productive Work Curriculum- Developing and Implementing the Programme" (1979, p.6) has emphasised that the contents of SUPW should be based on the needs of the child, the school and the community. Therefore, it has to be flexible in nature. The activities are drawn from social work and production work going on in the community and school subjects.

The NCERT document further emphasises that SUPW activities should represent basic needs of the students and the society. These needs should come from the six areas i.e. food, clothing, shelter, health and hygiene, cultural and recreational activities and community work and social service.

Review Committee (1977, pp.13-14) states that the curricular area of SUPW has two broad components (i) a common core programme (ii) work practice. A core programme comprises of simple activities belonging to the six need areas. Work practice comprises of production of goods and services related to the needs and facilities available in the institution. The purpose of common core programme is to bring about attitudinal changes in the learner and to develop readiness for work practice. The aim of work practice is to give a vocational bias to the programme of SUPW.

At the primary stage, the content will have three components i.e. Environmental studies and application; Experimentation with materials, tools and techniques; and Work Practice. But at the middle and secondary stages, the content will comprise of two parts, i.e. Essential Activities for the satisfaction of day-to-day living needs of the children, their families and communities and an Elective Programme of productive work and services, repeated practices of which would result into some remuneration in cash or kind. At the middle and higher stages component of Work Practice is very important especially for the elective programme of productive work and services. However, its weightage would differ from one stage to another. The NCERT document “SUPW/WE Curriculum for Primary and Secondary Education (1986, p.5) points out:

The productive work practice component at the primary, middle and secondary stages should be given a weightage of 20, 50 and 70 per cent respectively, depending on the total time available to this curricular area (SUPW).

1-1.8 The Present Stage-wise SUPW/WE Activities

Many states and Union Territories in India have adapted the frame of curriculum of SUPW suggested by the NCERT. Some states have implemented this in all the classes, others at only middle level and some others at secondary level.
The Socially Useful Productive Work/Work Experience activities in the states and Union Territories at different levels are as under:

**Primary Stage**

In the Primary schools of Andhra Pradesh, the following activities are undertaken under SUPW/WE programme: preparation of phenyl and detergent powder; preparation of paper covers and greeting cards; preparation of face cream, vaseline and tooth powder; clay models and making dolls; preparation of chalk pieces and fountain pen ink; book binding, preparation of squashes and jams; running school canteen, stitching and knitting work.

In Assam, gardening, school and campus cleaning and paper work are the important SUPW activities at the primary stage.

In Karnataka, at the primary stage, the activities like gardening, clay work, paper cutting, greeting cards, tailoring and embroidery, food preservation, hat making, artificial flowers gardening, clay modeling, pottery, model making, fibre gian, papier mache, plaster of paris etc. have been introduced.

At the lower primary stage, under Work Experience the following activities have been introduced in Kerala:

i. to clear seats, benches, classrooms and surroundings.

ii. to pick up all dried leaves and other waste lying in the school compound and collect them in compost pits.

iii. to make models with clay.

iv. to make broom sticks and other useful articles with the available resources.

v. use of pen, knife, pencil cutter, scissors, to cut out figures and paper geometry figures.

vi. paper folding and paper crafts.

vii. to cover a book, to make envelopes.

viii. kitchen gardening, flower gardening, growing plants, use of hand fork, shovel, etc., watering of plants.

ix. to introduce hand tools of every day use like screw driver, hammer etc.

x. needle work, thread patterns etc.

In Mizoram, at the primary stage, the curriculum of SUPW is separate for boys and girls. The knowledge of personal hygiene and simple activities connected with this, cleaning of classrooms, training in putting on and putting off dress, weaving, gardening, clay modeling, acquaintance with simple patterns of cane work, making paper weight and making sliced bamboo products are some of the activities for boys. For girls practice in handling of a needle, handling of knitting tools, embroidery, straight stitch, various other stitches and preparing threads for weaving are a few SUPW activities.

The students of Orissa are taking part in the following Work Experience activities at the Primary level:

i. Visit to various work situations where people are engaged in local community activities like pottery, carpentry, weaving, tailoring etc.

ii. Visit to various service centres of the community-bus stop, post-office, railway station, health centres, dairy farm etc.
iii. Gathering information about functions and services rendered by the functionaries of these centres.

iv. Identification of different types of material available in the locality which are used in preparing objects of daily use.

v. Recognizing the need for protecting the environment and natural resources - low cost materials used in work situation.

vi. Observation of work situations/process.

vii. Use of tools and materials and work practice- use of simple gardening tools, tools for cleaning, tools for creative activity.

viii. Preparation of beautiful and useful objects, self-expressional and creative activities for beautification and decoration of home, and school (paper cuttings, models, preparation of greeting cards, toys, garlands, etc.).

ix. Collection of materials from different sources- flowers, papers, used containers, beads, leaves, clay, local forest products and other natural resources.

x. Practice of hygienic principles with regard to body, belongings and work environment.

xi. Participation in national and local festivals and school functions.

xii. Helping parents and youngers at home as well as also classmates and juniors in school.

In Punjab at Primary stage SUPW begins with simple, creative and self-expressional activities performed with locally available material.

### Middle Stage

The state of Andhra Pradesh offers the following SUPW activities at the Upper Primary schools:

i. Preparation of phenyl and detergent powder

ii. Preparation of paper covers and greeting cards

iii. Preparation of face cream, vaseline and tooth powder

iv. Clay models and making dolls

v. Preparation of chalk pieces and fountain pen ink

vi. Book binding

vii. Preparation of squashes and jams

viii. Running school canteen

ix. Stitching and knitting work

In the state of Assam, school and campus cleaning, paper work, gardening, bamboo work, fruit preservation, tailoring, weaving, carpentry and helping the parents in cultivation are the different activities taken up at the middle stage under SUPW.

In Jammu and Kashmir, production oriented activities like embroidery and knitting, wood work, book binding, chalk making, envelope making, agriculture, cardboard work, candle making, tapestry work, floriculture, manufacture of soap and ink, seed production, cocoons production, mushroom cultivation and mulberry nursery etc. are offered under SUPW at the middle stage.

In Kerala, in Middle and Upper Primary schools tools practice and multi process activities, work practice on the basic engineering, trades as carpentry, sheet metal, filterting, electrical wiring, cardboard work, book binding, fish net making, agriculture, cycle assembling and repair, plastic cane work, weaving, coir work, making of file boards, office covers and file tags, paper craft, clay modeling,
plaster of paris and papier mache work, making teaching aids, chalk making and agarbathi making have been implemented under Work Experience.

At the Upper Primary stage, Orissa offers the following activities under Work Experience:

1. **Essential Activities:** cleanliness drive, beautification and decoration of the school campus, plantation and aorestation in school, home and community land, development of nursery through social forestry project, participation in community service programme, maintaining scrap-book (stamp collection, seed collection, leaf collection, collection of pictures, dresses of different regions), helping parents, community, class mates and school mates and maintaining diary of noted events of the school.

2. **Elective Programme:** Maintenance work of home, school premises, care of clothes, preparation of stationery items and materials used in school (chalk, duster), making of toys, puppets and dolls with waste and low cost material, pot-culture, vegetable garden, kitchen garden, plantation and upkeep of school gardens, repairing simple domestic appliances and making of fruit juices, pickles, small savings programme.

In Punjab, the following SUPW activities have been prescribed at the middle stage: maintenance of school building, simple handicraft, scouting and guiding, horticulture, plants- their cultivation and care, wall news-paper, first aid, nursing and beautification of schools. For class VI boys, carpentry and masonry work, for class VII boys metal fitting, servicing of single cylinder diesel engine and for class VIII boys, household wiring and servicing of simple household electric appliances and assembling, tuning and repair of transistor receivers have been prescribed under Work Experience. For class VI girls, tailoring including stitching of garments, leather work without tanning, for class VII girls, machine knitting and machine embroidery and for class VIII girls, household wiring and servicing of simple household electric appliances and assembling, tuning and repair of transistor receivers have been prescribed.

**Secondary Stage**

Under SUPW Andhra Pradesh offers the following activities:

Preparation of phenyl and detergent powder, preparation of paper covers and greeting cards, preparation of face cream, vaseline and tooth powder, clay models and making dolls, preparation of chalk pieces and fountain pen ink, book binding, preparation of squashes and jams, running school canteen and stitching and knitting work.

The list of courses introduced under vocational education in classes VIII, IX and X in Andhra Pradesh are as follows: Knitting, garment making, laundry and darning; house wiring and repair of domestic electrical appliances; radio, transistor receiver and TV-repair and servicing; farm machinery repair and servicing and general mechanism; composing, printing and book binding; first aid, general medicare, nutrition and medical store management; poultry; pisciculture; horticulture including floriculture; sericulture and wood work and cabinet making (carpentry).

The state of Assam offers production oriented activities like needle work, garment making, knitting, gardening, plantation and postcare, fabric painting, map and model making and service oriented activities like campus cleaning, white washing of school building, road repair, running of a co-operative store and midday meals under SUPW.
In Karnataka, stitching, coir work, social forest, paper craft, wire craft, gardening, carpentry, fruit and vegetable processing, gardening, bakery, wealth from waste, preparation of cosmetics, soap, soap powders and detergents etc. have been introduced at the secondary stage.

In the state of Kerala, two types of programme namely Work Experience and "Earn While You Learn" are running simultaneously in separate schools. Under Work Experience programme, wood work, fitting, moulding, sheet metal, welding, electrical wiring, repair and maintenance of domestic appliances, electronics, type writing, horticulture, printing, book binding, silk-screen printing, home science, cutting and tailoring, photography, commercial painting, fruit preservation, coir craft, fibre extraction and fibre products have been implemented at the secondary stage.

Under "Earn While You Learn" scheme activities like manufacture of exercise books, writing chalk, coir door mats, felt type dusters, office file boards, file tags, office covers, ready made garments, squash, jam and pickles, teaching aids using paper pulp and plaster of paris, agarbath, candle, umbrella, ball pen refills, printing job, fibre extraction and fibre products, palm leaves products, screw pine embroidery, pottery, bamboo work, grass mats, school bags, sealing wax, cloth dyeing and printing, dolls, volley ball net and badminton net, umbrella cloth stitching, plastic sheet products, rubber hawai chappals, washing powder and cleaning powder etc. have been implemented at the secondary stage.

During the session 1986-87 the following II subjects were selected under Pre-vocational courses in Kerala:

i. Technical drawing
ii. Surveying
iii. Masonry
iv. Food processing and preservation
v. Cooking and catering
vi. Cloth dyeing and printing
vii. Garment making
viii. Electrical wiring
ix. Repair and maintenance of domestic appliances (Electrical)
x. Agriculture
xi. Composing and proof reading

Government of Kerala have also accorded sanction for the introduction of 20 new subjects during 1987-88.

The state of Orissa offers the following activities at the secondary stage under Work Experience:

A. Essential Activities and Experience: Campus and environment maintenance, community service programme, participation in one of the programmes like scouting, Red Cross, St. John Ambulance service, library service in the school, collecting materials of cultural interest (postage stamp, coins, journals and magazines, news-paper clippings and building up a news-album), knowledge and experience related to journey - train time and bus time tables, buying of tickets,
gathering information about facilities during railway journey, knowledge and experience in postal and banking matters and knowledge about police station and fire station.


Each student chooses any one of these streams. Each stream shall have a core component which will be compulsory for all students opting for that stream and an optional component. Under the optional component several related but distinct areas of productive work will be available within each stream and each student must choose any one of them.

Stream-A: Home Science


Stream - B: Crop and Animal Husbandry:

Compulsory: Cultivation of paddy/wheat-field preparation, raising of seedlings, pest control-natural methods of pest control, harvesting, growing of common vegetables - seasonal cropping pattern.

Optional: Any one of the following: (i) Growing fruit bearing trees, (ii) Flower gardening, (iii) Farm forestry, (iv) Bee-keeping, (v) Rearing domestic animals, (vi) Poultry, (vii) Pisciculture, (viii) Mulberry sericulture.

Stream-C: Household Care

Compulsory: Construction of mud-walls, walls with un-burnt bricks or brick and mortar, repair of walls, and pucca floor - white washing, basic skills in carpentry, making and repair of doors and windows, painting of doors and windows.


(6) The following are the different SUPW activities introduced in classes IX and X in Punjab:

Beautification of surrounding, horticulture, animal husbandry (poultry, dairy), plumbing, electrical wiring, maintenance and repair of electrical gadgets, motor-winding, transistor / radio / assembling / maintenance and repair, television (maintenance and repair), welding (electric and gas), lathe work, diesel engine (maintenance and repair), steel furniture, scooter/motor cycle (repair and maintenance), repair and maintenance of farm machinery, paints and varnishes (preparation), electroplating, candle making, papier mache including clay modeling, type writing and shorthand (Punjabi), type writing and shorthand (English), salesmanship, book keeping and accountancy, store keeping, weaving technology including niwar making and the things made of plastic cane, textile dyeing, bleaching and printing including batik and fibre painting, hosiery technology, carpet weaving, manufacturing of sports goods (wood), manufacturing of sports goods (leather), knitting and
embroidery (hand and machine), garment making (tailoring and dress designing), cooking and food preservation, home nursing, furniture making (wood), printing/composing and book binding, photography, commercial art, toy making and doll making, making educational aids, puppetry, mushroom growing, denting and painting, library science, mechanical drawing, home science, music (vocal or instrumental), dancing, needle work, scouts and girl guiding and computerization.

There are two dimensions of the subject of SUPW in Rajasthan at the secondary stage. They are:

1. Classroom learning activities
2. Five-day camp

I. Classroom Learning Activities:

These activities have been grouped as under:

a) Compulsory activities
b) Optional activities

(A) Group of Compulsory Activities:

Activities have been divided and graded separately for class IX and X.

For Class IX:

I. Weight, height and chest measurements, to measure temperature and count pulse rate and locate sight defects. A pupil should prepare health record on these aspects of at least 5 persons.

ii. Conservation of fuel or knowledge of measures to save fuel by using appropriate means. Use of any two resources like Gobargas (Biogas), solar cooker, pressure cooker, stove, magan chulha, gas-oven - general information, maintenance and simple repairs.

iii. Simple repairs and maintenance of any three of the following: water tap, torch, safety lantern, petromax.

iv. Learning the use of the following postal services: savings account, recurring deposits, savings certificates, postal order, registered letter, recorded delivery and insured covers, money orders and telegraphic message.

v. Reading and use of rail and bus time-table, maps and charts and telephone directory.

For Class X

vi. Use of electric toaster, setting of fuse, connecting plug wires, fitting an electric bulb, maintenance and simple repairs of heater and table lamp. Reading an electric meter, water-meter and calculating the cost of consumption.

vii. Maintenance or general repairs of a moped or a bicycle or a scooter.

viii. Learning about the following activities related to banking: saving bank account and current account with their operations, knowledge of different kinds of cheques and completing the entries in a cheque, bank draft preparation and its encashment; operational knowledge of lockers.

ix. Washing, ironing of clothes, applying starch to clothes, removal of at least four types of stains - that of ink, catechu, oily/greasy matter, tea, tar, colours, spots left by fruits and vegetables.

x. First aid activities - checking bleeding due to accident and on-the-spot first aid; cleaning of wound and bandaging, first aid to semi-unconscious and conscious, first aid for bites by poisonous insects; drowning cases, burn cases, etc. Knowledge of the methods of fire extinguishing - specially those caused by house hold lamps, gas and electric short circuit.
B. Optional Group of Activities: The activities under this head have been divided into four areas: A, B, C and D. Each area has a set of activities and a student is supposed to select at least one set of activity from each of these four areas in class X, but the same set is not to be repeated by a student in class IX or X. Area-wise sets of activities are:

AREA : A
i. Preparation of washing soap, shaving soap, detergents (solid and liquid), washing powder for utensils and bathing soap.
ii. Preparation of face powder, face cream, lip-stick, nail-polish, hair oil and boot polish.
iii. Preparation of vaseline and antiseptic cream, odoromus, tincture iodine, amritdhara, balm and tooth powder/paste.
   (b) Proof reading, stencil cutting, carbon copying and duplicating.
iv. (a) Preparing stock register (permanent and temporary items) on the basis of vouchers.
   (b) Cash book writing - two column and three column cash books on the basis of voucher and receipts.

AREA : B
i. Preparation of syrups and tomato-souce, achaaar and murabba, jam and jelly, etc.
ii. (a) Preservation of food stuffs (cereals, fruits, vegetables), dehydration of green vegetables and their preservation, packing.
   (b) Preparing pappad of moong - mogar-gramdal, sabudana, potato, rice and malaze.
iii. Preparation of any of the five items: biscuits, cake, nan, bun, ice-cream, kulfi and cheese.

AREA : C
i. Different types of stitching, mending of clothes, fixing of hooks and buttons, sewing of (a) under wear or janghia (b) trousers (pyjama) or petticoat.
ii. (a) Embroidery and fabric painting, dry painting on handkerchiefs, dyeing of clothes and their starching.
   OR
   (b) Batik painting.
iii. (a) Different samples of knitting with knitting needle and crochet.
   OR
   (b) Knitting machine, doing knitting, maintenance of the machine.
iv. (a) Preparation of bags.
   (b) Preparation of any two items with canvas or foam: leather-purse, wall piece, simple bag, cycle bag, etc.
v. Preparing dolls (at least two kinds of dolls) and preparing toys using wool and scraps.

AREA : D
i. Preparing decorative materials from wax, plaster of parls, papier mache, waste material.
ii. Book binding and preparation of "Abari".
iii. (a) White-wash and colour wash of different types in a building or "Alpna" and "Rangoli" work.
   (b) Polishing and painting of furniture.
   (c) Coating primer and painting on articles made of iron to protect from rusting.
iv. Any one kind of weaving "nivar", "daripatti","aasan".

v. (a) Canning of chairs, or
(b) Preparation of useful material from bamboo-sticks or reed.

vi. Wood work: preparation of name plate, ordinary tray, photo-frame and electric lamp-stand.

vii. Basic office procedure: Maintenance of letters, receipt and despatch register, filing of correspondence papers systematically and methodically, indexing.

Schools are free to develop and suggest any other set of activities helpful in achieving the objectives of Socially Useful Productive Work and community services according to their needs and resources. Heads of the institutions should send the proposals to the Board and after getting the approval, they may introduce them in their institutions.

Five Days Camp: It is compulsory for all secondary/higher secondary schools to organise 5 days camp every year for the students of both the classes IX and X.

Area: 1 : Community Services

(i) to work for social and national awareness at the local level such as knowledge about vaccines, spreading literacy, small savings, health hazards, environment and pollution, cooperative programmes, enrollment drive etc. (through talks, posters, exhibition of placards, music etc.).

(ii) to grow plants and protect them;

(iii) development work- repairing roads, preparing link roads, digging manure pits, etc.

(iv) spraying phenyl and kerosene over the pits containing dirty water near wells, cleaning of public places.

(v) cooking and serving food, arranging light and water.

(vi) cleaning and decorating camp area.

Area: 2: Survey and Collection Work

(i) Surveys and their reporting - social, economic, handicrafts, home industries, local agricultural products, various vocations, folk tales, folk songs, idioms, folk lores, illiteracy, educational wastage, vaccinated children, game wise players, educated girls, unemployed persons, etc.

(ii) Collection and reporting (leaves, insects, roots, stones, feathers, nests, birds etc.)

(iii) Environmental studies (physical, geographical, natural, historical and related to pollution, etc.)

Area: 3: National and Emotional Integration Project Work

(a) Activities Related to the life of Great Men

i. Students should be divided into groups in the camp and each group may be given the name of a great man.

ii. Arranging talks on the life and characters of the greatmen

iii. Collecting important quotations, thoughts, etc. of great men.

iv. Writing scripts on their lives, depicting exemplary episodes through drawings and paintings and collecting their photos, etc.

v. Dramatizing episodes from their lives.
(b) Activities related to Culture and Heritage of Different States:

i. Students are divided into groups in the camp - the groups may be given the names of different states.

ii. Geographical study of the related states - preparing maps and describing them.

iii. Preparing scripts about historical, religious, industrial and political features of the related states.

iv. Presenting the cultural aspects - dresses, dramas, music, paintings, dance through music, tableaus, folk songs, plays and photographs, etc.

AREA: 4: Cultural and Recreational Activities

i. Cultural programmes/dance, group songs, one-act play, mono-acting, solo-acting, puppet show etc.

ii. Literary programmes - poetry recitation, debates, problem-solving, short story, sayings, anecdotes etc.

iii. Camp fire - dialogues, folk songs, folk-bhajans, folk dances etc.

iv. Physical feats and interesting games.

In the above area, the theme of the programme should be based on national awareness and social reforms.

At the secondary stage in West Bengal 11 project areas are included under work-education. They are: soap, phenyl and ink making; household wiring and electrical gadget; repairing or the assembling of transistor (or radio); cultivation of cereals (rice and wheat); cultivation of jute; growing of vegetables and flowers; growing of annual and biannual garden plants; elementary spinning and weaving; designing, dyeing and weaving; tailoring and needle work; wood work; and clay modeling.

A school may introduce one project or more than one, but not exceeding three in classes IX and X. Under additional subject (one full paper of 100 marks) the following eight vocational subjects (corresponding to pre-vocational course) are offered: sewing and needle craft; elements of agriculture and horticulture; pisciculture; animal husbandry including poultry farming; short-hand and typewriting; elements of general engineering; woodwork and work-shop technology; and building materials and construction.

1-1.8(i) Activities Introduced in Schools in Different States and Union Territories in India in General

In Bihar SUPW activities like garment making, candle making, toy making, painting, batik painting, office management and typing and stenography have been introduced in the different stages of school education.

In Chandigarh, wood craft, radio mechanic, tailoring and embroidery, electrical repair, meal planning, commercial art, painting, interior decoration, plumbing, food preservation, tie and dye, computer education, book binding and educational poster designing are carried out at different stages of school education in different government schools.

In Dadra and Nagar Haveli, plantation, kitchen garden, paper cutting, spinning and weaving, drawing, tailoring, making composed manure, bamboo work and carpentry have been actually introduced in the schools.
Major activity areas included under Work Experience in Gujarat are health and physical fitness, food, shelter, clothing, and culture and recreation.

In the state of Jammu and Kashmir, activities like electrician trade, kitchen gardening, papier mache, embroidery work, cutting and tailoring, chalk making, ink making, weaving, carpentry, floriculture, vegetable growing, agriculture, paper and card board work and clay modeling etc. have been introduced at different stages of school education under SUPW.

In the state of Madhya Pradesh, the following activities have been introduced at the school level under Earn While You Learn scheme- Tat-patti, chalk stick, doll making, school uniform, school furniture and sealing wax.

In Uttar Pradesh apart from the essential activities of social service the following elective programmes have become popular in the state under Work Experience:

Spinning and weaving, tailoring, cane and bamboo work, watch assembly and repair, electric wiring, fibre glass work, textile printing, rexine work, fruit preservation, hosiery, photography, electronics- radio and transistor assembly/repair, wood work, leather work, metal work, book binding, dyeing, fish rearing, bee keeping, vegetative propagation, nursery, chalk and candle making, baking and confectionery, screen printing, mat and carpet making and agarbathi and essence making.

1-1.9 Teacher and Teacher Preparation for Socially Useful Productive Work (SUPW)

The provision of properly skilled teachers for the successful implementation of SUPW programme is very important. In order to give SUPW the work of a proper place in the school curriculum it is recommended by the Review Committee (1977,p.15) that:

(i) the professional status of teachers of Socially Useful Productive Work should be same as that of other teachers.

(ii) there should be a provision for part-time employment of skilled personnel for different activities.

(iii) there should be cells for Socially Useful Productive Work in the State Departments of Education and the State Institutes of Education to develop programmes of in-service training.

(iv) a scheme of course content of SUPW for Teacher Training Colleges should be produced by NCERT in collaboration with such other Institutes which have included manual labour in their regular programmes.

The National Seminar on Vocationalization of Education held from 6-8 November 1985, recommended that in order to implement SUPW/WE programme effectively a properly trained teacher in one of the work/vocational areas should be appointed in each middle and secondary school to develop specific skills in that area and to co-ordinate the SUPW/WE activities in the school and to establish rapport with the community. The National Seminar on SUPW held in 1983 also suggested that each school should have at least one teacher with technical/professional back-ground to co-ordinate the programme.

At present in majority of the states and Union Territories in India, no teachers are specifically appointed to teach SUPW activities. In some states and Union Territories SUPW classes are generally entrusted to Craft/Work Experience teachers and general subject teachers. In Uttar Pradesh, Panjab, Kerala and Delhi the instruction in SUPW/WE is imparted by specialized teachers (Craft/WE) besides
the general subject teachers. However, in Rajasthan, Haryana, Maharashtra and Orissa SUPW/WF instruction is imparted by general subject teachers.

Reorientation of teacher education curriculum is crucial to the successful implementation of SUPW programme. National Council of Teacher Education (NCTE) has recommended incorporation of SUPW as one of the subjects in the teacher training programme. NCTE (1978) has prepared a document entitled “Teacher Education Curriculum- A Framework”. This document has received the national consensus. The recommendation of NCTE has been well received by the states and Union Territories. NCERT (1991) has prepared a document “Elementary Teacher Education Curriculum- Guidelines and Syllabi.” NCERT in this document has incorporated Work Experience as one of the subjects in elementary teacher education curriculum. NCTE (1980) has also prepared a document entitled ”One Step Forward: SUPW and Community Work In Teacher Education”.

Pre-service training of teachers for SUPW is provided by the teacher training institutions running under the overall control of states and Union Territories at primary and secondary levels. These institutions provide content-cum-methodology course in SUPW. This course is adequate to cover core activities in general. For performing activities which require work practice, either trained teachers are provided or provision of part-time teacher or artisan is made. Preparation of teachers with more emphasis on work practice is undertaken at the Basic Training Colleges and similar institutions run by the states and Union Territories. The Regional Colleges of Education provide courses consisting of two hours of theory and two hours of practical work per week in the specialized work-related area. The Regional College of Education, Bhopal started one year B.Ed. course in Work Experience but it was closed after two years.

In-service training for the teachers teaching SUPW activities is necessary for learning teaching methodology and acquiring the necessary skills. In some states and Union Territories, State Institutes of Education conduct training programmes. The NCERT is assisting the states by training key personnel who in turn will train the teachers in their respective fields. NCERT, a few years ago, started conducting special training programmes on SUPW for training of key persons in collaboration with the SCERTs at the state level. The aim of this programme is to achieve conceptual clarity amongst teachers, supervisors, administrators etc. for proper implementation of the SUPW programme. The duration of the training programme is 4 to 5 days. States like Andhra Pradesh, Gujarat, Haryana, Karnataka, Meghalaya, Nagaland and Rajasthan have trained large number of teachers by such collaboration.

The National Council for Teacher Education (NCTE) prepares model curricula for the in-service teacher training for the guidance of Boards of Studies of the universities. NCERT, SCERTs/SIE and other teacher training colleges conduct training programmes of different duration for in-service teacher training. Dhote (1985,p.21) states:

There is still great need for organizing in-service training programmes on a large scale, in order to provide schools with suitable teachers for an important curricular area like SUPW.

An overview of the teacher training in SUPW in some of the states and Union Territories in India is given below:
Short duration orientation courses are conducted for craft teachers and primary school teachers in Andaman and Nicobar islands. Andhra Pradesh has developed a comprehensive plan for teacher training for SUPW. For this purpose eight colleges of education were identified as centres of training programme. Skill training pertaining to SUPW activities is not provided in Assam. But, Teacher Training Institute, Assam has SUPW in its curriculum. SUPW/WE teachers of Kerala receive training every year in specific activities. State Institute of Education, Kerala organises such training.

Board of Secondary Education, Orissa has completed orientation programmes in agriculture, horticulture, fruit preservation, canning, bee keeping, soil conservation, sericulture, poultry and community work. In Manipur, the Basic Training College, Imphal organises SUPW trainings of various durations. The Lok Bharti at Sanosara, the Gujarat Vidyapeeth at Ahmedabad and Gandhi Vidyapeeth of Vedachhi have been preparing teachers for SUPW for the last so many years. In Uttar Pradesh, 10 days orientation courses for teachers on Work Experience are organised in different activities in five professional Institutes of the state. However, no special training programme has been initiated by Delhi and Arunachal Pradesh. In West Bengal and Rajasthan etc. the Boards and Directorates of Education conduct training programmes on Work Education/SUPW. In Rajasthan, the teachers are trained by the authority of the D.E.O. The Board organises special 21 camps for craft teachers in SUPW at the state level. In Jammu and Kashmir, District Institutes of Education and Training conduct training programmes on SUPW. Other than Boards, All India Women’s Conference conducted two week’s training programmes in Bihar for SUPW teachers. The conscious states and Union Territories have developed linkages with production units for the purpose of actual skill training. For example in Karnataka, Central Food Technology and Research Institute conducts 10 days orientation programme for skill training.

1-1.10 Instructional Materials on Socially Useful Productive Work (SUPW)

SUPW is practical in nature and different from other subjects. So the traditional textbooks meant for teaching of crafts will not be helpful for this curricular area. No textbooks are prescribed under this programme, other wise the programme may become theoretical and bookish. So, SUPW needs a different type of literature because of its problem-solving approach and integration of knowledge relating to different subjects. For the successful implementation of SUPW programme teachers’ handbooks and source-books on SUPW activities, curriculum guides, resource units, doing-learning units, unit plans and manuals etc. play a very important role. SCERTs and SIEs should play important role for the development of instructional materials on SUPW. The NCERT and SECRTs should provide guidelines and source-books of activities for SUPW.

Doing-learning units are useful and cover all needs of the teacher in a practical manner till the activity is completed. By and large, the general needs of the teacher are met through the unit but to cover specific needs, the teacher has to modify the unit with the help of expertise available in the community.

NCERT has brought out four volumes of a source book dealing with a variety of activities on paper work, clay work, home science, agriculture, commerce and technology based activities for different stages of school education. These four volumes of a source book i.e. Vol. I, Vol. II, Vol. III
and Vol. IV have been prepared by Sen Gupta and Chandrasekhariah (1982), Kaushik and Verma (1985), Verma et al. (1981) and Sacheti and Dhote (1981) respectively. The books are being sent to the Education Departments and SCERTs of different states and Union Territories in India for adaption. NCERT has also brought out three important documents entitled “Implementing Work Experience Programme-Guidelines for Teachers” (1987), “Work Experience In School Education- Guidelines” (1987), and “SUPW Audio-visual Presentation” (1987) alongwith other documents on SUPW. Some states and Union Territories have published varieties of Instructional materials, teachers guides and leaflets on SUPW/WE activities. In Assam, curriculum guide and handbook for teachers on SUPW are available. Bihar State Department has prepared teachers’ hand book on SUPW for classes I to III. The SUPW cell of Haryana has prepared teachers’ guides on Work Experience for primary classes, manuscripts for teachers guides for classes VI to VIII and hand book of SUPW at + 2 stage. State Institute of Education, Jammu (1984)M has published “Guidelines for Administrators and Teachers-SUPW Manual”. Maharashtra SUPW Teachers Association was publishing a quarterly journal devoted to all aspects of SUPW. Two handbooks on Work Experience are also prepared in the state. The state of Madhya Pradesh has developed the curriculum and the teachers’ guides on Work Experience In two volumes. Board of Secondary Education, Orissa has prepared and published teachers’ handbook on Agriculture, Fruit and Vegetable Preservation, Sericulture, Smithy, Animal Husbandry, Bee-keeping, Soil Preservation, Food and Cooking and Community Service.

The Rajasthan Board has published a handbook on SUPW for teachers giving in details the process of the programme, the roles and responsibilities and the process of evaluation. The Board has also published a book for students which describes each activity in details. This is a sort of self-learning material. In Tamil Nadu, instructional material In the form of teachers handbooks and students’ activity books for implementing Life Oriented Education in schools for standars I to IV and teachers’ handbooks for the higher standards is published. Uttar Pradesh and Kerala have also developed different types of In structional materials related to SUPW/WE. Central Board of Secondary Education (1979) has also developed a document entitled “Socially Useful Productive Work-Guidelines for Teachers”. Navodaya Vidyalaya Samiti, New Delhi has published “Curriculum Guides in Work Experience for Navodaya Vidyalayas (Classes VI to VIII). It is written by Patel (1988). SCERT, Delhi and Hyderabad have published “Syllabi Guidelines in SUPW In Delhi Schools” and “Guidelines for Orientation Courses on Socially Useful Productive Work” respectively.

1-1.11 Allocation of Time to Socially Useful Productive Work (SUPW)

Socially Useful Productive Work activities may be performed in the classroom, in the school building, on the campus, at home, in the neighborhood or out in the community. Each school must bear it in mind when time tabling SUPW. It may either be scheduled In school hours, in fixed weekly periods or an assigned non-instructional working days, or outside school hours, in the students’ leisure time, after school hours, on Sundays and holidays etc. Days for planning and execution of SUPW projects should be scheduled on the time table or in the school calendar. Students must not confine SUPW to the days allotted by school only.

The time allocation to SUPW by the Review Committee (1977) for the Ten-Year School Curriculum has been recommended as under:
In classes I to IV/V: 20 per cent.

In classes V/VI to VII to VIII: Six hours a week out of a total of 32 hours.

In classes VIII/IX to X: Six hours a week out of a total of 32 hours.

The Review Committee has recommended flexibility in the allotment of time to SUPW i.e. more time may be allowed to this curricular area. The Committee has categorically said that under the name of flexibility, there should not be any reduction in the allotment of time to SUPW. The committee has further stressed that SUPW may be performed outside school hours, during school holidays and during vacations.

Adiseshiah Committee (1978) recommended that 15 per cent of the working time should be devoted to SUPW at the +2 stage. It means that 150 hours in a year should be devoted to this area. However, National Seminar on SUPW held in 1983 recommended that time allocation to SUPW should not be less than 20 per cent of the total instructional time and SUPW periods should not be utilised for teaching other subjects.

NCERT document “SUPW Curriculum for Primary and Secondary Education” (1986, p.16) points out that for classes I-V, at least eight periods a week of forty five minutes each and for classes IX and X, a minimum of six periods a week should be allotted besides the out of school hours for productive work and community service. It has also been stated that more time may be devoted to SUPW whenever it is possible. Block periods may be arranged for productive work and social service if there will be necessity. NCERT document “Socially Useful Productive Work- Sample Curriculum Units” (1979, p.7) points out that about fifteen minutes per day would be required for community work within the school. The document further emphasises that it may be necessary to combine two or three periods in a block, keeping the total time utilized within the time limit available per week for SUPW.

Time allotment by the states and Union Territories to SUPW/WE show a great deal of deviation from the national recommendations. In Andhra Pradesh, 20 percent of the time is allotted to vocational courses for classes VII to X. In Kerala, 4 periods for classes I and II, 2 periods for classes III and IV, 2 periods for V to VIII per week for Work Experience and for pre-vocational courses three periods for class IX and 2 period class X have been allotted. In Madhya Pradesh, one hour daily is devoted to Earn While You Learn besides Sundays and holidays. In the state of Maharashtra, 2 periods per week for class VIII and 3 periods per week for classes IX and X have been allotted to Work Experience. In Mizoram and Nagaland, 10 per cent of time is devoted to work education and SUPW. In Orissa, 7 periods for primary, 4 periods for Upper Primary and 4 periods for secondary per week have been prescribed for SUPW. In Pondicherry, for craft education, 1 period per week is allotted for middle and high schools. In Punjab, 3 periods per week are allotted to SUPW for different classes. In Rajasthan, more than 8 per cent of the school time is devoted to SUPW. This is in addition to about 120 hours of camp activities. So about 13 per cent of the school time is allotted to SUPW. In the state of Tamil Nadu, 5 periods per class I to V, 4 periods per class VI to VIII and 4 periods per class IX and X per week have been allotted to Life Oriented Education. In the state of Uttar Pradesh, 2 periods per week are allotted to Work experience for all classes.
1-1.12 Methods of Providing Experience

The national documents prescribe that the SUPW activities are not to be performed mechanically. In performing them close co-ordination of Head, Heart, Hand and Health is required. Besides these, knowledge to perform the activity is essential (Mishra et al., 1984, p. 58).

NCERT document "Socially Useful Productive Work-Sample Curriculum Units" (1979, p.5) highlights that in fact the project (SUPW) should involve at least 70 per cent of "doing" experience.

The Review Committee (1977, p.12) recommended that in order to ensure that the educational objectives of the programme (SUPW) are achieved, it is necessary to follow the problem-solving approach. This means each activity is to be performed after realising its need, its relationship with the problem of the children, their schools and community. After realizing the problems of the children, the teacher should try to know how to solve it. For this purpose he/she collects necessary data and information by exploration, experimentation and study of related literature. He/she also acquaints himself/herself with the raw materials, tools, techniques and processes involved in performing the work concerned with the problem. Based on the nature of the activity, the teacher explains and undertakes the demonstration of the activity by making use of various teaching devices. After proceeding of the work, the teacher constantly evaluates the process, products with some criteria and at last final assessment of the work and products are done and records of the work done are maintained.

1-1.13 Planning, Co-ordination and Administration of Socially Useful Productive Work (SUPW) Programme

The successful implementation of any programme depends on its exhaustive planning. The planning of SUPW programme should be a decentralized process. Generally, there is a SUPW cell in the SIEs or SCERTs of the state. This cell is responsible for the planning and implementation of the SUPW programme in the state. However, the administrative control remains with the State Director of Education. The District Education Officers/Assistant Education Officers or Special Officers are directly responsible for evaluation of the programme in the institutions. Some states have formed special evaluation committees for the review of work-education programme. Nominal funds are provided to the institutions for SUPW. In some states fee is collected from the students for SUPW. Some states also provide grants to equip the schools with different facilities needed for this programme.

Adiseshiah Committee in its report entitled "Learning to Do- Towards a Learning and Working Society" (1978, p.15), states that SUPW calls for co-ordination at three levels i.e. state, district and school levels.

At the state level, the Director of School Education in collaboration with SCERT or SIE can be incharge of coordinating the SUPW programme at different levels. The SCERT or SIE may be requested to be incharge of conducting orientation for the heads of the institutions of different schools, area-wise and also in monitoring and evaluating the total programme of SUPW. A state level co-ordinator can be appointed to serve as a liaison officer.
At the district level, District Education Officer (D.E.O.) with some assistance will be coordinating the SUPW programme. They will support the heads of the institutions in carrying out the programme successfully. The teachers in-charge of SUPW should be given orientation training area-wise, for which the District Education Officers would be responsible.

At the school level, the heads of the institutions should nominate a senior lecturer to be in-charge of the SUPW programme and co-ordinate the entire programme for the school and guide the teacher who is in-charge of SUPW. Every teacher should guide the students of his own class in all aspects of the programme—planning, execution and evaluation. The head of the institution should scrutinize the records and registers of the students, teachers and coordinator of the programme. The work coordinator at the school level should be counted in the work-load of the teacher.

The Review Committee (1977, p. 11) has given the following recommendations regarding the planning of the SUPW programme:

The central and state agencies should prepare model programmes which will serve as specimens for developing programmes by local institutions. District, taluqa and village level committees should be set up by including representatives from various departments and organisations. These committees should provide plans and programmes to the schools well in advance; these programmes should be reviewed from time to time. The committees should also consider the feasibility of making provision for the supply of raw material and the sale of finished products.

Regarding the implementation of the SUPW programme the Review Committee (1977, p. 15) recommends:

Coordinated efforts should be made for the implementation of the programme (SUPW). High level committees at the Central level and State levels should be constituted by the respective Departments of Education so that the decisions made by them should invariably be accepted and implemented without delay. These committees meet regularly to review the progress of work in these areas and remove difficulties in implementation and also create a climate of opinion in favour of this area of the curriculum.

NCERT document *Socially Useful Productive Work Curriculum—Developing and Implementing the programme* (1979) and various seminars on SUPW have given many recommendations regarding planning, administration and co-ordination of SUPW programme as under:

-a high level officer with supporting staff should be in-charge of implementing the programme of Socially Useful Productive Work at the Directorate of Education in the state. He may act as a convener of a state level committee of experts and will provide necessary facilities for implementing the programme, prepare guidelines for developing curricular material in SUPW, organise teacher training and conduct periodical evaluation.

-Similar district, block and village level committees may be set up with the same functions at the respective levels. These bodies may take the help of Khadi and Village Industries Commission, Panchayat, Block Demonstration Farms and All India Handicraft Board, etc. For reviewing the progress, they should meet at least thrice a year.

-There should be a supervisor for each block or each urban area. His duty will be to provide on-the-spot guidance, arrange for the disposal of the products, offer guidance to the teachers for preparing curriculum materials and to co-ordinate the programme. He should be acquainted with the
philosophy, principles and techniques of providing Socially Useful Productive Work. He will act as a liaison between the school and the local committee on one hand and between the local committee and the district committee, on the other.

-School committees have to be formed taking head of the institutions, representatives of the teachers, the students and the members of the community for developing and implementing the SUPW programme.

-In the Boards of Secondary Education, a unit of Socially Useful Productive Work should be set up and the work of the unit will be to develop instructional materials for implementing the SUPW curriculum and coordinate with the state level committees.

-The district level officer will act as a liaison between the district committee and the state level committee.

-State Council of Educational Research and Training / State Institutes of Education should take up work on academic aspects of the SUPW programme like concept clarification, development of curriculum plans, Instructional materials and training of teachers.

-SUPW units at the national level in NCERT and at the state level in the SCERT/SIE should be strengthened with the provision of adequate number of specialists from all major work areas of SUPW. The work of the units should be to develop model SUPW programme to be followed in all schools as per the recommendation of the Review Committee.

-Involvement of the community in planning and administration and supervision of the programmes should be encouraged.

1-1.14 Management, Participation and Decentralization

The national recommendations highlight participatory management in SUPW programme and stipulate decentralised programme and its implementation. In many states and Union Territories in India, the SUPW programmes have remained school based. The students hardly go outside the institutions to participate in the productive processes in the country. It is also not common to have the community people contributing to skill education programmes in the school premises. This is because of managerial problems and some other factors.

In the schools situated in rural areas, the students generally come from agricultural communities or other working communities. They think that SUPW is a tactic on the part of urban elite to keep them poor, backward and outside the white-collar jobs. This idea to some extent hinders the proper adaption of suitable SUPW programme in rural schools and the development of a suitable strategy for conducting the SUPW activities in schools.

The urban schools are not in favour of participatory implementation of SUPW programme because of large number of students to be tackled in the institutions, problem of location of work-sites for a number of students, constraint of locating a meaningful number of craftsmen and skilled workers and scarcity of variety of tools for such institutions. Another argument commonly encountered in the context of such institutions from both teachers and parents is the heavy curriculum load of all other subjects and non-availability of time to students because of pressures of entrance examinations. The attitude of parents is also an important constraint in the implementation of
SUPW programme. Because of securing more marks for their wards, parents take SUPW as an encroachment on students' time. So parents should be enlightened through closer interaction between the school and the community on the integration of work and learning.

1-1.14(l) Innovations

Some states have been able to establish supervisory and administrative set up of one type or the other and have ensured execution of the SUPW / WE /Earn While You Learn programme in desirable ways.

Schools sometimes have an implementation committee consisting of concerned teachers who work collectively to oversee the school’s programme. The work of the committee is to identify the activities and arrange human and material resources from the community. Sometimes there are block-level or district level committees or groups identified by the concerned board of examination for a given region. This committee interacts with the Institution to provide the needed guidance. In spite of the obstacles pertaining to participatory management, use of community people and the emergence of innovations, there are a number of instances of better school-community interaction. The case of Earn While You Learn scheme of Madhya Pradesh and Work Experience programme in Kerala needs special mention.

1-1.15 Inspection and Supervision of Socially Useful Productive Work (SUPW) Programme

Under SUPW programme the day to day work of the students is supervised by the teachers concerned and heads of the institutions. The teacher observes the children when they work and helps when he/she feels that the children need his/her guidance. Periodically the School Inspector supervises the programme. Periodical supervision and inspection is very important on the ground that articles/products prepared/produced under SUPW are usable and some times saleable. For the supervision of the programme District Education Officers/ Assistant Education Officers or special officers are directly involved.

Inspection and supervision of SUPW programme rests with the SUPW cells working under the SCERT/SIE or D.P.I.s office where one or more persons are assigned with the duty of supervising-cum-managing the programme. Rajasthan Board has taken up a lead in providing necessary guidance and supervision of SUPW programme. A committee has been appointed by the Board for the supervision of the programme. In Kerala there is a separate Work Experience cell in the State Institute of Education with a special officer and four regional foremen. In Madhya Pradesh, under Earn While You Learn scheme, continuous monitoring and evaluation is done by the team consisting of members like Commissioner of Public Instruction and the officers incharge of the cell established for administering the scheme at the state level, the Joint Director or Divisional Superintendents of Education and Divisional Craft Instructor at the Divisional level and heads of the institutions at the institutional level. The officials of the Laghu Udyog Nigam, and the Madhya Pradesh Khadi and Village Industry Board also supervise the centres from time to time. The periodical audit is done by the officers of the two agencies.
1-1.16 Financing for Socially Useful Productive Work (SUPW) Programme

Inadequate financial allocations have limited the initiation of Socially Useful Productive Work in most of the states and Union Territories in India. Financing for SUPW programme is done by the state governments in all the states and Union Territories in India. States like Madhya Pradesh and West Bengal get funds from private sources. Delhi charges nominal fee from the students at the secondary stage for SUPW. SUPW fee of Rs. 20 is charged from each student in Rajasthan. In some states parents supply the raw materials for SUPW and the articles prepared and products produced by the students are taken back by them. Funds provided for SUPW programme per school varies from state to state. The state of Haryana provides Rs. 250 per year to each high/secondary school for Work Experience. Jammu and Kashmir provides Rs.500.00 to 1000.00 per school per year for SUPW. Karnataka provides Rs.4000.00 per school per year for SUPW programme for appointment of part-time teachers, equipments, raw materials, conveyance and contingent charges. But Karnataka had not provided contingency for a few years. In Kerala, raw material for performing the WE/SUPW activities are supplied by the government with the understanding to accept the finished products. The state also allocates Rs.10 lakhs for managing the programme. The state of Tamil Nadu sanctioned a recurring grant of Rs.100,000 (Rs.one lakh) to a centre for Life Oriented Education at Gandhi Gram Rural Institute, Anna district for preparing the curriculum, courses, syllabi and for monitoring Life Oriented Education scheme. The government of Uttar Pradesh issued grants of 10,000 to 200 intermediate colleges in 1988-89 to buy equipment in 3-4 types for 12 different types of trade activities.

The National Seminar on SUPW held in April, 1983 recommended that adequate funds should be provided by the states to run the SUPW programme successfully. National Seminar on Vocationalization of Education held from 6-8 November, 1985 stressed that in the context of providing free and compulsory education for all up to age of 14, the SUPW/WE programmes up to and including class VIII should be financed by the state governments. It was recommended in the Seminar that the pre-vocational orientation programme for the secondary students shall be funded by both the states and centre.

The Seminar has given the estimates along with the target population per year for SUPW/WE programme for various stages as under:
### Financial Estimates for (SUPW)/ (WE) Programme Per Year

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Item</th>
<th>Target Population/Year</th>
<th>Finance (Rs. In Lakh)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>State</td>
<td>Central</td>
</tr>
<tr>
<td>1.</td>
<td>SUPW/WE Primary</td>
<td>870 lakhs</td>
<td>17360</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Stage</td>
<td></td>
<td>State</td>
<td>Central</td>
</tr>
<tr>
<td>2.</td>
<td>Middle Stage</td>
<td>250 Lakhs</td>
<td>11904</td>
<td>--</td>
</tr>
<tr>
<td>3.</td>
<td>Secondary Stage</td>
<td>110 Lakhs</td>
<td>2664</td>
<td>7992</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>State</td>
<td>Central</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>31928</td>
<td>7992</td>
</tr>
</tbody>
</table>

**1-1.17 Disposal of Finished Products in Socially Useful Productive Work (SUPW)**

The problem of disposal of products produced under SUPW can be easily solved if selection of SUPW activities are really need-based. There are several activities which result in utility services instead of tangible goods. This fact gives importance to the selection of SUPW activities. If selection of activities is done properly and activities are conducted in a well planned manner, the out flow of the resultant goods will be quite a serialised phenomenon posing no problems for their disposal. Finished products produced under SUPW can be easily disposed off at the school or community level. These might be used by the students, school, parents and the local community. The surplus may be sold through annual exhibition of the school. In this connection, Dhote (1984-85, p.35) states:

*Exhibition-cum-sale, fete, annual function, exchange of goods with other institutions etc. are some of the popular means of disposal of the goods(SUPW).*

General utility of goods produced under SUPW can be used to start students’ co-operative stores in the schools to be managed by the students themselves. Imagination, initiative and foresightedness of the SUPW teachers to some extent, also determines whether disposal of products produced under SUPW is a problem or a pleasure.

The study conducted by Sudha Rao et al. (1987) revealed that in majority of the schools in India, the products produced under SUPW were limited to craft materials, chalks and handicraft items. In a few schools where rice and agricultural products were produced in large quantity was used in the annual feast of the schools. But this was not a common practice. The schools had been selling the products to the students and teachers within the school or the students were taking them free of
cost as the students had brought the raw material required for such products. In India, large scale production of goods under work education is found in Madhya Pradesh and Kerala. In both the states products are consumed by the education sector only. Handicraft products produced during the activity periods were either exhibited in the school exhibition or the income was distributed amongst the school, students and parents.

1-1.18 Incentives and Remuneration for Socially Useful Productive Work (SUPW)

Review Committee (1977, p. 11) recommends:

Productive work and services, where possible, should result in remuneration in kind or cash where possible; this will develop attitude of self-reliance.

In India in some states and Union Territories, there is provision of incentives and remuneration for students and teachers involved in SUPW/Work Experience/Earn While You Learn programme.

In Kerala the SUPW programme has been implemented as “Earn While You Learn” scheme. Under this scheme the students produce articles/products of different nature. About 75 per cent of the profit is given to the students, 20 per cent to guiding teachers and 5 per cent to the head of the institution.

Under Earn While You Learn scheme in Madhya Pradesh, the students are paid in cash immediately the product is made. A floor mat takes about one hour and the learner on completing the task, earns Rs. 3.00. In doll making the girls have been paid 50 per cent of the difference between the total cost of production and the price which the doll was sold at. A student is paid Rs. 4.00 for weaving one tat-patti of the size of 20’ X 1.5’ complete in all respects. The total remuneration for producing one packet containing 100 chalk sticks is Rs. 0.45 out of which Rs. 0.20 is for making the chalk sticks and rest Rs. 0.25 is for packing the same. One packet of sealing wax carried a remuneration of Rs. 0.55 out of which Rs. 0.30 is for making the sticks and Rs. 0.25 is for packing the same. For preparing a set of school furniture 8 per cent of the sale price, 16 per cent has been fixed as remuneration. A pair of school uniform (one frock and one undergar) carries a remuneration of Rs. 4.25. Till the session (1986-87) the students have produced goods worth Rs. 790,149 lakhs and earned thereby Rs. 97.11 lakhs. A cash incentive is provided to the craft teacher as well. For production of goods valued Rs. 15,000.00, a remuneration of Rs. 300.00 is provided to the teacher. In Madhya Pradesh also prizes and certificates are given to students for Work Experience. There is a scheme of incentives for schools of Rajasthan giving best performance for SUPW. In district and state level SUPW competitions, the best schools selected by the District Education Officers are again inspected by a teacher appointed by the Board. In this way best school at the state level is awarded a prize of Rs. 5,000 the second one gets an award of Rs. 3,000. Likewise one school for every block of 40 schools is also identified and awarded for SUPW.

1-1.19 Exhibition and On-the-spot Competition of Socially Useful Productive Work (SUPW)

In some states and Union Territories in India SUPW/WE exhibitions and on-the-spot competitions are held from time to time. For example in Kerala, Work Experience seminar, exhibition and on-the-spot competition at sub-district level, district level and state level are held every year. Almost
all the Lower Primary and Upper Primary schools participate at the sub-district level competitions. In the district level competitions, high schools and sub-districts participate. The winners of exhibition and on-the-spot competition participate at the state level competition. Three hours time is allotted for on-the-spot competition. Financial assistance is provided by the Department for conducting competitions at the three levels. There is an approved manual containing the rules and regulations for the proper conduct of the competitions. The winners who are placed in the first three ranks of the state level on-the-spot competitions are eligible for cash awards, merit certificates and individual trophies.

In Madhya Pradesh, school-wise competitions on Work Experience at the school level, school complex level, district and state levels are held. Exhibitions are organised at least once a year. In Madhya Pradesh under Earn While You Learn scheme, in state level competitions the students have set records of making a 20' X 1.5' tat-patti in 25 minutes.

The state of Rajasthan also organises district level as well as state level competitions on SUPW.

1-1.20 Professional Support and Community Involvement in Socially Useful Productive Work (SUPW) Programme

As the schools in India do not have adequate funds to carry out the SUPW programme, efforts should be made to make use of all available resources in the community. Retired teachers, technicians, engineers and part-time specialists from educational, professional and other business organisations must be used for imparting SUPW experience. At the same time, farms, factories, hospitals and other enterprises should help in training students.

For example, in the state of Madhya Pradesh, under Earn While You Learn scheme an attempt was made to utilize the man power available in the schools and teachers training institutions to produce jute-mats needed by many elementary schools of the state. With some seed-money, looms were installed and raw materials were supplied. The schools responded enthusiastically to supply large quantities of mats. The products were made to order by the Director of Education of Madhya Pradesh for supply to schools. The students earned rupees fifty per month per head.

In Kerala, under Work Experience, for manufacture of exercise books, as an experiment, was implemented in a few selected institutions during 1975-76 with the help of students and craft teachers. About 13 lakhs of different varieties of exercise books were manufactured by 1000 students. In 1979-80 the Education Department of Kerala decided to utilise the whole paper supply by the Government of India in order to manufacture exercise books taking the services of students and teachers. Different varieties of exercise books numbering 1.6 crores were manufactured by 87 schools. During 1988-89, the whole supply of writing chalk, dusters, skipping rope and pin-up-board worth rupees 4 lakhs for the first phase of the implementation of Operation Black Board scheme was earned out by the pupils of Kerala under Earn While You Learn scheme.

1-1.21 Approach to Orientation of Public on Socially Useful Productive Work (SUPW)

Orientation of public on Socially Useful Productive Work is undertaken through mass media by way of releasing suitable publicity materials, using the services of craftsmen and professionals in
conducting the programme, holding exhibitions of articles/products prepared/produced by students under SUPW, involving the community in performing the activities and involving the parents while developing the programme and in evaluation of the programme.

When the articles/products prepared/produced under SUPW are disposed off through exhibitions and fairs, there is also community involvement. File-covers prepared by the students under SUPW are sometimes used in government offices. There are also shops and agencies which sell Work Experience/SUPW products.

Orientation of public on work-oriented education is initiated by the Directorate of Education of the states and Union Territories and others by the district authorities. Block Development Officer at the block level is responsible for publicity among the public of that block. Heads of the institutions, teachers and students are responsible for publicity among the public at the community level.

In the state of Kerala, Work Experience sub-committees are formed in each educational sub-district and each district to assess the progress of Work Experience programme and to conduct on-the-spot competition, exhibitions and seminars on Work Experience to bring awareness among the people about Work Experience.

In Madhya Pradesh, under the scheme Earn While You Learn, the Khadi and Village Industries Board provides all the raw materials needed to the schools and also purchases the finished products. Skilled persons from the community are brought into schools as Inspectors.

The Centre for Educational Technology (CET) functioning under NCERT has produced a film on SUPW for bringing public awareness about Socially Useful Productive Work (SUPW).

1-1.22 Approach to Orientation of Educational Staff and Others on Socially Useful Productive Work (SUPW)

In some states and Union Territories in India orientation of Principals and heads of the institutions and key persons of the Education Department of the state on SUPW is organized by S.C.E.R.T. in collaboration with National Council of Educational Research and Training. The programme is conducted generally for 4 to 5 days in a Basic Training College or in an institution where physical facilities are available. For clarifying the basic concepts and issues related to SUPW, the resource persons give lectures and demonstrations and also services of master craftsmen or professionals are utilized for undertaking some specific SUPW activities. During the orientation programme, the participants select activities stage wise and in all six areas of work and services. While selecting the activities the location of the institution and sex of the students are taken into consideration.

A practice on the development of annual plan is given to the participants. This gives them an idea of time table preparation for a class with number of sections or for two to three classes taken together. Besides the availability of actual working days, physical and human resources in hand and outside the institution are kept in view while preparing the time table.

NCERT conducts such orientation programmes for the states and Union Territories and about 25 to 100 persons from Education Department of each state and Union Territory are oriented through these programmes. States and Union Territories also conduct such type of programmes from time to time. One of such orientation programme on SUPW was organised by the Socially Useful
Productive Work and Vocationalization of Education Units of NCERT in collaboration with the field officer, Trivendrum a few years ago. About 41 key persons, viz. District Education Officers, Assistant Education Officers and Senior Head Masters were oriented at the programme at Ernakulum, Kerala.

During the programme, the participants were appraised of the SUPW curriculum, its philosophy, objectives and implementation. The participants identified the activities for classes I to X and prepared the annual plan for the implementation of SUPW in 6 different school situations, viz. for urban boys, for urban girls, for rural boys, for rural girls, for coastal schools and for the hilly schools. The important feature of this programme was that the participants themselves performed some of the SUPW activities.

In Rajasthan, the heads of the institutions are trained in SUPW by the authority of the D.E.O. The programme is organised by the Board. State level resource persons are also trained by the Board.

1-1.23 Agencies Involved in Socially Useful Productive Work (SUPW) Programme

SUPW activities fall mainly under two main categories viz. school based activities and community based activities. The Review committee (1977, 1) recommended:

Programmes (SUPW) should, therefore, be so planned and implemented that the local community, community development organisations and governmental agencies participate in them and co-operate with the school.

For school based activities, the assistance of the members of the community is barely necessary. For example, for the effectiveness of the environmental cleanliness programme there is a need of the support and co-operation of the village panchayat. Utilization of available infrastructure is more in case of community based activities. Social and governmental organizations like All India Handicrafts Board, Harijan Kalyan Samiti, Village Industries Commission, District Collectorate, Panchayat Union, Village Panchayat, Elementary schools, Primary Health Centres, Municipality, Field Publicity Officer, Village Level Workers, Sarvodaya Sangh, Parent Teacher Association, Sarva Brahma Seva Sangh, Women’s Association, Missionaries, Service Clubs such as Rotary, Lions, Jaycees and others render valuable help to the community. They can cooperate with the students for these activities.

In India some of the states like Karnataka, Madhya Pradesh, Goa, Uttar Pradesh, Rajasthan, Kerala, West Bengal, Gujarat, Meghalaya and Tamil Nadu have been able to establish strong linkages between education and production centres. Some of the important agencies that have contributed to the SUPW programme are: Zilla Panchayats, Taluka Panchayats, City Municipalities, Gram Sewa Mandal, Savar Kundla, Farmers of the nearby villages in the state of Gujarat; Community centres, Khadi and Village Industries, Gandhi Smaraka Nidhi, Small Scale Industries and Co-operative Societies in Kerala; Gandhi Gram Trust in Tamil Nadu; Agriculture Department in Meghalaya; Gram Panchayats, Forest Department, PWD Department in Uttar Pradesh; Directorate of Agriculture and Directorate of Industries and Mines in Goa. These agencies are helping the Institutions by providing accommodation, workshops, seeds, fertilizers, teaching personnel, raw materials and equipments etc. The centre also makes arrangements for demonstration from time to time.
1-1.24 Evaluation in Socially Useful Productive Work (SUPW)

Evaluation in SUPW is an important aspect of planning and execution of SUPW programme in the schools. The evaluation in SUPW will be of two types. Firstly evaluation of the programme/activity in hand which is for the understanding of the usefulness and meaning in undertaking such an activity. It is only for the administrator, teacher and the school. The second type of evaluation is mainly to evaluate the students' performance in the context of the SUPW programme. This evaluation helps in finding out how far the objectives decided at the planning stage of the programme, with reference to behavioral outcomes of the students, have been achieved of individual student.

1-1.24(i) Steps of Evaluation in Socially Useful Productive Work (SUPW)

According to NCERT document "An Introduction to Evaluation in Socially Useful Productive Work-Report of Pune Seminar" (1979, p. 38) the following could be the main operational steps in developing a scheme of evaluation in SUPW;

i. Identification of the areas of evaluation.
ii. Specification of the aspects of evaluation of each area.
iii. Development of evaluative criteria for each aspect.
iv. Selection of techniques for evaluating different evaluative criteria in each aspect of evaluation.
v. Preparation of tools of evaluation.
vi. Collection of evidences of growth.
vii. Maintenance of records of evidences.
viii. Analysis of evidences, their interpretation and reporting of results.
ix. Use of results of evaluation for feedback and improvement.

One or more criteria could be combined in actual practice and so their number should not be considered as alarming.

1-1.24 (ii) Areas of Evaluation in Socially Useful Productive Work (SUPW)

SUPW activities may be either production oriented or service oriented. The Pune Seminar held in December, 1978 has suggested the following areas of evaluation in production oriented activities and service oriented activities respectively: (NCERT, 1979, p. 39)

**Production Oriented Activities**

a) Cognitive outcomes- 10%
b) Personal and social qualities- 25%
c) Process of work- 35%
d) Product of work- 20%
e) Report- 10%

**Service Oriented Activities**

a) Cognitive outcomes- 10%
b) Personal and social qualities-35%
c) Process of work- 45%
d) Report- 10%

The weightage indicated above are suggestive and they could be altered on the basis of the specific characteristics of the doing-units and their operational environment.

For the evaluation of each student in SUPW internally, the following criteria and marks are suggested as an illustrative guide by Adiseshiah Committee (1978)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Criteria</th>
<th>Weightage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Personal qualities such as interest, initiative, commitment and dependability</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Attendance and punctuality</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Human relations - ability to create rapport and to identify and work with community and team</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Skills and competencies; ability in communication, organizational abilities;</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>Achievements (results outcome)</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Report on work done</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

It was recommended in the Pune Seminar that the procedure adapted for scoring in SUPW should be marks and then it should be converted to grades. If it is a five point scale the grades could be as follows: (NCERT, 1979, p. 46)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Descriptive Statement</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Outstanding</td>
<td>A</td>
<td>80% &amp; above</td>
</tr>
<tr>
<td>2.</td>
<td>Very good</td>
<td>B</td>
<td>66% to 79%</td>
</tr>
<tr>
<td>3.</td>
<td>Good</td>
<td>C</td>
<td>53% to 65%</td>
</tr>
<tr>
<td>4.</td>
<td>Fair</td>
<td>D</td>
<td>40% to 52%</td>
</tr>
<tr>
<td>5.</td>
<td>Poor</td>
<td>E</td>
<td>below 40%</td>
</tr>
</tbody>
</table>
1-1.24(iii) Aspects of Evaluation in Socially Useful Productive Work (SUPW)

The main aspects of evaluation of each area suggested in Pune Seminar and which is mentioned earlier could be specified in terms of cognitive outcomes, personal and social qualities, process of work, product of work and the report.

1-1.24(iv) Tools and Techniques of Evaluation in Socially Useful Productive Work (SUPW)

Socially Useful Productive Work activities are undertaken inside and outside the classroom. It is stated earlier that it may be production oriented or service oriented. Through these activities, the student is expected to acquire some knowledge about things, develop some interest and attitudes, and also acquire skills for certain activities. It is, therefore, necessary to identify the techniques and develop the tools for evaluating all the four major areas of pupils' growth and development: knowledge, skill, socio-behavioral and economic as illustrated in Figure 1.1.

To evaluate the knowledge aspect of primary school children oral tests may be more suitable. However various types of written examinations (objective or essay type) and practical examinations may be employed along with oral test for the secondary school children.

The skills developed in the students may be evaluated by performance tests, observation schedules, check-lists and rating scales. At different stages, aptitude batteries may also be administered to the pupils to evaluate their skill development along with some other techniques.

To evaluate socio-behavioral aspect tools like interviews, cumulative record files, socio-metric techniques and situational tests may be used for primary school children. Along with these tools, aptitude scales, personality tests, adjustment inventories, maturity scales etc. can be used for the secondary school children.

To evaluate economic aspect, profit loss estimation, time schedule and qualitative and quantitative estimation, grading of the products may be taken as the different criteria.

Pune Seminar held in 1978 suggested that observation, practical work and oral tests could be the techniques to be used for evaluating pupils' progress in SUPW activities. Suggestive weightages given to each of the techniques are given below:

<table>
<thead>
<tr>
<th>Product Oriented Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.No.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>


2. Practical Product of work

<table>
<thead>
<tr>
<th>Technique</th>
<th>Areas of Evaluation</th>
<th>Segmental weightage</th>
<th>Total weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observation</td>
<td>Process of work</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Personal and social qualities</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Report</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

3. Oral questions

<table>
<thead>
<tr>
<th>Technique</th>
<th>Cognitive outcomes</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and social qualities</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>

(b) Service Oriented Activities

It was emphasised in the Seminar that the above weightages are only suggestive and may be varied according to the local needs, specific nature of activities involved and the age of the pupils.

1-1.24(v) Present Status of Evaluation in Socially Useful Productive Work (SUPW) in India

Review Committee (1977) recommended that SUPW must be given the status of a full-fledged subject for the award of certificates at the end of Class X. The Committee was of the opinion that internal evaluation should be continuous and there should be external examination also. The students should get credits and this should be counted towards certificates awarded by Examination Boards. Weightages in terms of internal and external examination should be decided by each examining body.

In India, evaluation in SUPW for the lower secondary stage rests with the State Boards of Education and for the lower stages, it is left to the individual schools like other subjects. The pattern of evaluation in SUPW differs from state to state.
Index: 1. The core, SUPW—to be evaluated  
3. Techniques of evaluation  
4. Tools of evaluation

FIGURE 1.1 Evaluation Model of Socially Useful Productive Work (SUPW)

In almost all the states and Union Territories in India SUPW is compulsory at secondary level. Some states and Union Territories have also introduced at primary and middle levels.

In Assam, the assessment in SUPW is internal with checks and moderation at appropriate points. A grade card is used which depicts grades obtained periodically on a 5 point scale about the eight expected outcomes as given below:-

i. Theoretical knowledge
ii. Development of a positive sense of dignity for labour.
iii. Initiative, sincerity, interest
iv. Social commitment
v. Attainment of skill
vi. Extra proficiency
vii. Overall impression of the head of the institution
viii. Group assessment

The Central Board of Secondary Education has given SUPW the status of a full-fledged subject. A student must pass in SUPW to get the Board certificate after the Ten year schooling. A candidate is required to obtain at least "E" grade on the seven point scale. 'A' represents the highest point and "G" represents the lowest point. The evaluation is done internally. Evaluation is continuous and cumulative record of each student is maintained by the school which would be open to inspection by the Board.

In Chandigarh, SUPW is an examination subject. Internal evaluation is done at the secondary stage.

In Haryana, Work Experience is a compulsory subject for all classes and a student has to offer Work Experience as one of the subjects. The evaluation in Work Experience is done at the institutional level by internal examiners. Grades of the students are sent to the Board of School Education, Haryana and these are entered in the certificates awarded to the successful candidates but these do not count towards division.

In the state of Kerala, evaluation in Work Experience/SUPW is not done in a formal way. In Madhya Pradesh, though Work Experience is an integral component of general education upto class X, but there is no examination in Work Experience.

In Mizoram, evaluation in SUPW is done against 50 marks. It is an examination subject and the evaluation is done internally at the secondary stage.

In Nagaland, the weightage given to the different areas in SUPW are as follows:

i. Exposition to work situation 25%
ii. Apprenticeship 20%
iii. Individual work 30%
iv. Group work 25%
Total 100%
Work Experience is a compulsory subject of evaluation at the secondary stage in Orissa. The Board of Secondary Education, Orissa has also prepared a scheme and developed a proforma for internal assessment in class IX and X. Evaluation is done internally by the concerned teacher. The institutions conduct practical examination and award grades. More weightage is given to the evaluation of practical work. The grades obtained by the students in Work Experience are mentioned in the secondary school certificate of each candidate. Teachers are expected to keep a systematic record of pupils' progress in Work Experience. Apart from teacher's record, each student is asked to maintain his/her own record card. Evaluation is based on the following weightage:

<table>
<thead>
<tr>
<th>Description</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>15%</td>
</tr>
<tr>
<td>Attitude/Interest/Co-operation</td>
<td>15%</td>
</tr>
<tr>
<td>Process</td>
<td>25%</td>
</tr>
<tr>
<td>Product</td>
<td>30%</td>
</tr>
<tr>
<td>Record</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

In Panjab, in SUPW, internal evaluation is continuous and schools are to maintain cumulative records of each student which is open to inspection by the authorities of the Board and of the school concerned. The results of internal assessment are communicated by the schools to the Board in terms of grades on a seven point scale which is reflected in certificates of the students. Private students are not allowed to take SUPW. It is necessary to pass in SUPW subject.

In Rajasthan, SUPW is not an examination subject at the secondary stage, but it is compulsory for the students to participate in SUPW activities for being eligible to appear in the secondary examination. Weightage to classroom activities and five-day camp activities is 50 marks each, per session. Out of the 50 marks allotted for classroom activities, 10 marks are set aside for compulsory group activity and 10 marks each for the 4 areas of optional group activities. A regular student is permitted to appear at the Secondary School Examination (SSE) only after he or she has completed the prescribed activities of SUPW and community services. Head of the institution certifies that the student has completed the prescribed curriculum in this compulsory subject.

In Tamil Nadu, evaluation in the Life Oriented Education and Art Education is done through internal assessment in the schools at the school level. In Uttar Pradesh, participation in Work Experience is almost compulsory for all the students.

Work-education is a compulsory and an examination subject at the secondary stage in West Bengal. Work-education is examined both internally and externally. Every student maintains a work book to record his/her work in class IX and X. Fifty marks for work-education in the paper are evaluated at the public examination by an external examiner. For the work book to be maintained as per the specification of the Board, marks allotted are 10, where as for practical work done in the presence of the external examiner, another 20 marks are allotted: viva voce, accounts for the balance 20 marks which in turn relates to work book, attainment, product and practical work.
1-2 SOCIALLY USEFUL PRODUCTIVE WORK (SUPW) IN NON-FORMAL EDUCATION PROGRAMME

Constitutional directive of India provides for universalisation of education up to the age of 14+. The Working Group on Universalisation of Elementary Education, set up by the Ministry of Education, Government of India, in its interim report entitled "Report of the Working Group on Universalisation of Elementary Education" (1978) had recommended that the strategy for the achievement of the goal of universalisation of elementary education should be to help all the children in the age group 6-14 years to learn on a full-time basis, if possible, and on a part-time basis, if necessary. Non-formal education has been accepted as a strategy to supplement the formal education for universalisation of elementary education. It is expected to be functional in nature and relevant to the life of the learner and his/her environment. However, for those students who will prefer to have an alternative in the form of vocational education and training at middle/secondary stage of education and for those who would prefer vocational education, non-formal programmes may be formulated and offered in order to enable them to join the world of work as semi-skilled workers.

The National Seminar on Vocationalisation of Education held in NCERT in November, 1985 resolved that non-formal vocational training programme should be formulated and offered to the following three distinct age groups of drop out and out-of-school population:

i) V to VII - drop-outs who do not join the non-formal general education programme and prefer to join the world of work,

ii) VIII to X - drop-outs or incomplete schoolers who do not join various trade schools and institutes, and

iii) The large number of young people in the corresponding age groups who may already be in the labour force and may wish to upgrade their skill-base and competence.

The Seminar also resolved that the non-formal vocational education/training programme to these groups should be provided by the various agencies of education/training under different ministries and departments of the central and state government such as Community Polytechnics, TRYSEM, Krishi Vigyan Kendras, Nehru Yuva Kendras, Social Welfare Centres, All India Handicrafts Board, Council of Advancement of Rural Technology, People Action for Development of India, etc. by establishing their extension centres preferably at the block level. These activities might be properly coordinated through block and district-level committees constituted for this purpose.

The Seminar recommended that the duration of the non-formal courses should be flexible and may vary from course to course. However, the vocational programme for VIII+ group should be so designed that a possible parity with that of the formal system of training could be established.

The Seminar also recommended that the nature of certification should be in the form of document given at the level of implementing extension centre indicating the type and duration of training in the given vocation.

Work-oriented education to varying degrees is offered in India through several non-formal programmes which aim at linking formal and non-formal education and have a good bias. At present several programmes are under way with the assistance of the Government of India, UNICEF, ICAR and other agencies. Mostly the rural population of the school going age and older is covered through these programmes. Some of such programmes are: Non-formal Education Centres, Comprehensive
Access to Primary Education (CAPE), Krishi Vigyan Kendras (KVKs) or Agricultural Science Centres and Training of Rural Youth for Self Employment (TRYSEM). A large number of people are benefited by these programmes.

1-2.1 Non-Formal Education Centres

An experimental non-formal education programme was launched by NCERT in different parts of India and till February, 1981, 228 non-formal education centres were established. The organizers considered the introduction of SUPW in non-formal education programme and felt that children attending these programmes need training in skills/vocations for raising the standard of their vocation.

At eight non-formal education centres, i.e. Ahmedabad, Bangalore, Calcutta, Guwahati, Jaipur, Madras, Mysore and Patna the craft/vocation has been tried out. Some of the crafts like book binding, carpentry, making of tooth powder, ink, making of plastic bags, fan making from coconut and palm leaves, mat making from coconut and palm leaves, rope making from banana leaves, palm leaves and jute have been introduced in the above eight centres.

For the purchase of raw materials a provision of Rs.2,000/- was made. Equipments and other necessary things were to be arranged by the community.

1-2.2 Comprehensive Access to Primary Education (CAPE)

The UNICEF assisted project "Comprehensive Access to Primary Education" (CAPE) is a part of the effort of the Government of India to meet the minimum educational needs of a large number of children either to unreach or to achieve the target of enrolling out-of-school children in the age-group of 9-14 in part-time non-formal education programme. One of the specific objectives of the project is to evolve flexible, problem centred and work based decentralised curricula and learning materials relevant to the needs and life situations of diverse groups of children, not only for non-formal but also for formal channels of education (Mishra et al. 1984, pp. 38-39).

The curricula and learning materials being developed under the project are relevant to the needs and aspirations of the diverse groups of learners, flexible in nature, local specific and related to Socially Useful Productive Work and social service and welfare of the local community and its needs. The important sources of content for the learning material are the personal, family, community, social, vocational and developmental problems and SUPW activities.

1-2.3 Krishi Vigyan Kendras (KVKs) (Agricultural Science Centres)

Non-formal training programmes in agriculture and home science of varying durations to rural people of all age groups is offered by The Krishi Vigyan Kendras. The training is given in manual skills because of increasing the productivity of the agriculture dependent segment of the population. The training covers improved methods of farming, seed testing, grafting of buds, poultry and bee keeping etc. Financing of most of these centres are done by Indian Council of Agricultural Research and a few by the Governments of the states.

1-2.4 Training of Rural Youth for Self Employment (TRYSEM)

In 1979 the Government of India initiated the National Scheme of Training of Rural Youth for Self Employment (TRYSEM). The main thrust of the scheme is to equip rural youth belonging to
families of the target groups of small and marginal farmers, agricultural labourers, rural artisans and others below the poverty line with necessary skills and technology to enable them to seek self-employment. The target is to train at least 2 lakhs rural youth between 18 and 35 years age group every year or minimum of 40 youth in each Developmental Block of the country (India).

The scheme envisages organizational and operational linkages with other institutions so that supply of raw materials, design, credit marketing and development etc. are also provided to the trainees well in time. Presently the scheme is running by utilizing the facilities of institutions like Polytechnics, I.T.I.s, Agricultural Science Centres and similar agencies run by the voluntary organizations, state governments and central governments.

The Block Development Officer or Integrated Rural Development Agency is responsible for selection of trainees. The state Governments can fix the stipend to trainees at any amount upto Rs.100/- per month. Training expenses to the training institutions to cover expenditure on course material, contingent expenses, honoraria to instructional staff etc. an amount upto Rs.50/- per trainee per month can be given. To cover the cost of raw material, tools etc. an amount of Rs.100/- per trainee per course can also be given to the training institutions wherever it is considered justified. The Ministry of Rural Development, Government of India has Issued guide lines alongwith model syllabi for a number of multi-skilled trades to all concerned.

1-3 CURRICULUM RENEWAL OF SOCIALLY USEFUL PRODUCTIVE WORK (SUPW)

The nature of SUPW is such that it only provides a flexible framework. It is necessary on the part of the curriculum planners to delete or add more activities from time to time according to the need of that community. In this connection, Staley (1973) points out:

A large and important effort in “curriculum development” is clearly essential if Work-Oriented studies are to be successfully introduced and widely applied.

Curriculum renewal of SUPW is a continuous process in many states and Union Territories in India.

1-4 SOCIALLY USEFUL PRODUCTIVE WORK (SUPW) PROGRAMME
AT THE SECONDARY STAGE IN HIMACHAL PRADESH

SUPW was introduced at the secondary stage in Himachal Pradesh in the academic session 1979-80. The courses of study and syllabi for class es IX-X (undated) which were effective from 1988 and published from Himachal Pradesh Board of School Education, Dharamsala points out:

The new curriculum reaffirms Gandhiji’s concept of “Socially Useful Productive Work” and gives it a central place and the status of full-fledged subject. Here we have the commencement of work based and work-education.

1-4.1 Course Content Of Socially Useful Productive Work (SUPW) at the Secondary Stage in Himachal Pradesh

a) Main Crafts/Services

A Pupil will have to offer one of the following:-
I. Kitchen gardening and Horticulture
ii. Wood work
iii. Repair of electrical household appliances
iv. Tailoring and garment making
v. Knitting and embroidery (Hand)
vi. Repairs and maintenance of cycle
vii. Doll and puppet making
viii. Sheet metal work
ix. Hosiery
x. Catering and tourism

b) Subsidiary Crafts/Services:-

One of the following is to be offered besides one craft/service.

i. Soap making, laundry work and detergent powders
ii. Cane and bamboo work and rope making
iii. Clay and plaster work and papier mache
iv. Repair of stoves, torches, umbrellas and pressure cookers
v. Repair of sewing machine
vi. Fruit and vegetable preservation
vii. Tinning, painting, vanishing and polishing
viii. Home nursing and first-aid
ix. Interior decoration
x. Paper work, cardboard work and book binding
xi. Wood work
xii. Fishery and poultry

b) Subsidiary Crafts/Services:-

One of the following is to be offered besides one craft/service.

i. Soap making, laundry work and detergent powders
ii. Cane and bamboo work and rope making
iii. Clay and plaster work and papier mache
iv. Repair of stoves, torches, umbrellas and pressure cookers
v. Repair of sewing machine
vi. Fruit and vegetable preservation
vii. Tinning, painting, vanishing and polishing
viii. Home nursing and first-aid
ix. Interior decoration
x. Paper work, cardboard work and book binding
xi. Wood work
xii. Fishery and poultry

The children at this stage are expected to conduct the work study systematically and submit two projects reports, one in the IX class and the other in the X class. Study tours to technical institutions/organisations like I.T.I.s, polytechnics, workshops and factories etc. are desirable.

1-4.2 Earn While You Learn Scheme in Himachal Pradesh

The scheme “Earn While You Learn” was introduced at the secondary stage in Himachal Pradesh in a few selected Government high/senior secondary schools in 1986. Chalk making, file cover making and envelop making was started in 46 schools, cane work in 13 schools, tailoring and embroidery in 9 schools, wood work in 8 schools, and Tat-patti work in 7 schools. In a few schools more than one activity was started. A sum of Rs. 2,00,000/- was allotted by the state government to these schools for purchase of equipments and raw materials in the session 1986-87. The list of schools in which the scheme was operating, the activities under taken and amount of finance allotted to them in the session 1986-87 is given below:
The Names of the Institutions where the Scheme was operating, the Activities undertaken and the Amount of Finance allotted in 1986-87

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of Institutions/Districts</th>
<th>Name of Activities</th>
<th>Amount Allotted (In Rupees)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shimla</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chalk Making File cover making, envelop making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.H.S. Halog</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.H.S. Mashobra</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.H.S. Baldyan</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>4.</td>
<td>G.S.S.S. Jubbal</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>5.</td>
<td>G.H.S. Shoghi</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>6.</td>
<td>G.H.S. Kotkhai</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>G.H.S. Kohbag</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>8.</td>
<td>G.H.S. Rampur</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 12,000/-</strong></td>
</tr>
<tr>
<td><strong>Solan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chalk making File cover making envelop making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.S.S. Barotiwala</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.H.S. Dagshai</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.S.S.S. Nalagarh</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>4.</td>
<td>G.S.S.S. Arki</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 6000/-</strong></td>
</tr>
<tr>
<td><strong>Sirmaur</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.S.S.S. Nahan</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.S.S.S. Pauntasahib</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.S.S.S. Sarahan</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>4.</td>
<td>G.H.S. Rajgarh</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>5.</td>
<td>G.H.S. Kala Amb</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7500/-</strong></td>
</tr>
<tr>
<td>S.No.</td>
<td>Name of Institutions/ Districts</td>
<td>Name of Activities</td>
<td>Amount Allotted (In Rupees)</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Bilaspur</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.S.S.S. Bilaspur</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.S.S.S. Ghumarwin</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.S.S.S. Talal</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>Rs.4500/-</td>
</tr>
<tr>
<td>Mandi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.S.S.S. Sarkaghat</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.S.S.S. Karsog</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.S.S.S. Jogindernagar</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>4.</td>
<td>G.S.S.S. Bhangrotu</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>Rs.6000/-</td>
</tr>
<tr>
<td>Kullu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chalk making, file cover making envelop making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.S.S.S. Kullu</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.H.S. Nagar</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>Rs3000/-</td>
</tr>
<tr>
<td>Una</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.H.S. (Boys) Una</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.H.S. Santokhgarh</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.S.S.S. Gondpurbanera</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>4.</td>
<td>G.S.S.S. Lathiani</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>Rs.6000/-</td>
</tr>
<tr>
<td>Hamirpur</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.S.S.S. Hamirpur</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.S.S.S. Kangoo</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.S.S.S. Galore</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>4.</td>
<td>G.S.S.S. Jhiralari</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>Rs.6000/-</td>
</tr>
<tr>
<td>S.No.</td>
<td>Name of Institutions/ Districts</td>
<td>Name of Activities</td>
<td>Amount Allotted (In Rupees)</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>Kangra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. G.S.S.S. Dharamsala</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>2. G.H.S. Palampur</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>3. G.H.S. Dehra</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>4. G.H.S. Baijnath</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>5. G.S.S.S. Indora</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>6. G.S.S.S. Jawalamukhi</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>7. G.H.S. Kangra</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>8. G.S.S.S. Nurpur</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>9. G.S.S.S. Jawali</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Rs. 13500/-</strong></td>
</tr>
<tr>
<td></td>
<td>Chamba</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chalk Making, File Cover making, Envelop making</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. G.S.S.S. Chamba</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>2. G.S.S.S. Kakira</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td>3. G.H.S Chowari</td>
<td></td>
<td>1500/-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Rs. 4500/-</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cane Work</td>
</tr>
<tr>
<td></td>
<td>1. G.G.H.S. Bilaspur</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>2. G.H.S. Baldeyan</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>3. G.S.S.S. Shimla</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>4. G.S.S.S. Barotiwala</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>5. G.S.S.S. Junga</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>6. G.S.S.S. KuLlu</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>7. G.H.S. Una</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>8. G.H.S. Baijnath</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>9. G.S.S.S. Hamirpur</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>10. G.H.S. Palampur (Boys)</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>11. G.S.S.S. Nahan</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>12. G.S.S.S. Paunta Sahib</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td>13. G.S.S.S. Mandi</td>
<td></td>
<td>3000/-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>39,000/-</strong></td>
</tr>
<tr>
<td>S.No.</td>
<td>Name of Institutions/ Districts</td>
<td>Name of Activities</td>
<td>Amount Allotted (In Rupees)</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------</td>
<td>-----------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tailoring and Embroidery</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.S.S.S. Dharamsala</td>
<td></td>
<td>1000/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.G.H.S Dharamsala</td>
<td></td>
<td>2000/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.G.H.S. Bilaspur</td>
<td></td>
<td>2000/-</td>
</tr>
<tr>
<td>4.</td>
<td>G.S.S.S. (Girls) Portmore, Shimla</td>
<td></td>
<td>2000/-</td>
</tr>
<tr>
<td>5.</td>
<td>G.G.H.S. Una</td>
<td></td>
<td>2000/-</td>
</tr>
<tr>
<td>6.</td>
<td>G.G.H.S. Hamirpur</td>
<td></td>
<td>2000/-</td>
</tr>
<tr>
<td>7.</td>
<td>G.G.H.S. Nahan</td>
<td></td>
<td>2000/-</td>
</tr>
<tr>
<td>8.</td>
<td>G.G.H.S. Solan</td>
<td></td>
<td>2000/-</td>
</tr>
<tr>
<td>9.</td>
<td>G.G. H.S. Mandi</td>
<td></td>
<td>2000/-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Rs.17000/-</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Woodwork (Wooden Patra)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.H.S. Kohbag</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.S.S.S. Dharamsala</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.S.S.S. Rohroo</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>4.</td>
<td>G.S.S.S. Jubbal</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>5.</td>
<td>G.S.S.S. Chamba</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>6.</td>
<td>G.S.S.S. Nurpur</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>7.</td>
<td>G.H.S. Gohar</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>8.</td>
<td>G.H.S. Ghannahat</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Rs.40000/-</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tat Patti Work/wooden Patra</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>G.S.S.S. Dharamsala</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>2.</td>
<td>G.Basic Training School, Dharamsala</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>3.</td>
<td>G.Basic Training School, Solan</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>4.</td>
<td>G.Basic Training School, Chowari</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>5.</td>
<td>G.Basic Training School, Sarkaghat</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>6.</td>
<td>G.Basic Training School, Mandi</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td>7.</td>
<td>G.Basic Training School, Nahan</td>
<td></td>
<td>5000/-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Rs.35000/-</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>Rs.2,00,000/-</strong></td>
</tr>
</tbody>
</table>

G.G.H.S.: Government Girls' High School
1-5 REVIEW OF RELATED LITERATURE

Researches associated with work-oriented education have been taken up by the researchers after the implementation of Basic Education, Craft, Work Experience, Work Education, Earn While You Learn and Socially Useful Productive Work and Community Service etc. in the school curriculum. The present review is based on only those investigations which are directly or indirectly related to the problem under investigation.

The following pages contain a brief review of related literature on work-oriented education. For convenience they have been grouped into Basic Education, Craft, Work Experience, Work-education and Socially Useful Productive Work (SUPW) and Earn While You Learn.

1-5.1 Researches on Basic Education

A study on difficulties of Basic school teachers of New Delhi was undertaken by National Institute of Basic Education (1960). Some of the major findings of the study were as follows: through the order of priority regarding the seriousness of the ten areas of difficulties i.e. difficulties pertaining to building, equipment, organisation, staff, craft, syllabus, teaching method, community living, teacher pupil relationship and attitude varied from state to state were ranked. (Majority felt the problem of lack of proper facilities for library to craft work and provision of residential quarters for teachers.

The findings of the study conducted by Manuel et al. (1962) revealed a favourable trend towards Basic Education. The unfavourable entries in Basic Education fell under three categories—facilities for running good Basic schools, academic standard and craft work. Other general problems were absence of articulation between Basic Education and higher education and presence of two types of schools in the primary stage. The problem of good standard in Basic Education is due to the absence of text books, absence of sequence in learning, formal studies and time being taken up by other activities etc. The problems relating to the administrative aspects were insufficient funds, inadequate raw material, tools, large enrollment and lack of accommodation.

Kuzhandavelu (1965) in his study found that there had been no conscious attempt to educate parents about the ideology of Basic Education and its practices. In the scheme of Basic Education several village handicrafts were neglected. Literature on Basic Education was found necessary.

The study carried out by Subha Rao (1966) revealed that the percentage of male teachers were more than female teachers in the Basic schools. Agriculture and gardening were more popular in Basic schools. There was very inadequate literature in Basic schools. Material and implements supplied were of poor quality and lack of skill on the part of the teachers to use them properly caused wastage to a large extent.

Gupta (1973) in his study suggested that in Basic school curriculum emphasis should be on the child rather than the craft and concept of Work Experience should be introduced in North Eastern Frontier Agency (NEFA) schools.

The study undertaken by Sen (1973) revealed that Basic Education is education for life and through life. The objectives behind Basic Education are that handicraft is the media of learning. The
number of trained and fully devoted teachers in Basic Education was less. There was scope for the
development of body, mind and spirit of the Individual in Basic Education.

Kansara (1977) observed that Basic Education satisfies the basic inherent educational needs
of the child and through this it achieves the cherished national goals and social needs. It stimulates
self-expression, enjoyment, liberty and also builds better pupil-teacher relationship, inter-discipline
and mutual co-operation. It inculcates healthy attitude to work, integrates formal and non-formal
learning, develops dignity of work, socialisation and widens out look of thinking.

Dave (1980) conducted a study to investigate the causes of decay of Basic Education and
search for new modes that would reinforce Basic Education and make it meaningful in the context
of modern society. Major conclusions drawn from the study were: the majority of the respondents
(87 per cent) opined that the system of Basic Education had failed to satisfy the needs of the present
age. Students, heads of high schools and teacher-educators (91 per cent) condemned the present
system of Basic Education more harshly than basic teachers, social workers, leaders and government
administrators. The main reasons for failure of Basic education were prejudice In so called sophisti­
cated society, a dearth of committed followers, stress only on spinning and weaving as craft, rigidity
of approach and misinterpretation of the correlation between work and subject teaching. Fifty five
per cent of the respondents suggested continuance of the same name pattern of Basic Education
after some changes in the system. However, a new name, "Life Education", was suggested as a better
description of the system. Major changes suggested In Basic Education were :Introduction of an
appropriated socially useful craft linked with productivity, review of the aims and objectives of Basic
Education, a rational curriculum and evaluation and introduction of English and Sanskrit.

Raizada (1982) studied the patterns and problems of typewriting education in secondary
schools of M.P. It was observed to be far from satisfactory. Time-allotment was inadequate and
teachers did not have any practical experience.

1-5.2 Researches on Craft

NCERT (1962) published a report on "A Study of Craft in Indian School System". The study
revealed that craft had been accepted as an integral part of general education in the schools in almost
all parts of the world. There was no public opinion in support of craft as a subject. Craft was taught
as a compulsory subject In all the elementary schools run on Basic Education lines and Non-Basic
elementary schools in many states. The time devoted to craft varied from 2 to 12 hours in primary
classes and from 2 to 15 hours in middle classes. Craft formed an examination subject on the
elementary schools run on Basic Education lines. Passing in craft was compulsory in the higher
secondary examination in some of the states where craft had been accepted as a core subject. In
majority of the Junior and Senior Basic schools craft was taught by teachers who had regular training
in the Basic teachers' training institutions and in some of the secondary schools craft was taught by
Basic trained teachers. Physical facilities were inadequate. The procedure of disposal of products
varied from state to state. The State Departments of Education did not generally make any separate
 provision of funds for craft education in their educational budget except Gujarat. The limitations in
the syllabi were pertaining to objectives of craft education, instruction, mode of conducting examina­
tion etc. There was shortage of literature on different crafts for craft teachers.
Singha (1967) in his study found that craft was introduced in all the sampled schools of West Bengal. In most of the schools craft was taught in classes VI to IX and only in a few schools it was taught up to class IX. Absence of properly trained craft teachers, low salary, absence of a well planned programme, over crowding in the craft class, dearth of equipment and raw materials etc. were some of the common difficulties. Eight hours per week was being devoted to craft education.

The study conducted by Singh (1974) revealed that Vinoba Bhave proposed that half of the school time should be devoted to the teaching-learning process and the rest for productive work. The students might adopt any modern craft or workshop experience, but Vinoba Bhave considered agriculture to be the most important craft for the children.

The Survey and Data Processing unit of the NCERT conducted the Third All India Educational Survey in 1973-74 and the report entitled “Work-Experience In Schools-Third All India Educational Survey” was published by Ministry of Education and Social Welfare, Government of India, New Delhi in 1977. The findings of the study revealed that teaching of craft was available in 18034 recognized schools in India. There was provision of teaching of craft in 132605 primary schools, 31633 middle schools, 10604 high schools and 5192 intermediate colleges in India. Schools offered spinning, weaving, agriculture, clay modeling, wood work, flower making, plastic work, batik painting, metal work, repairing of electrical gadgets, radio and watch repairing etc. Time devoted to various crafts varied from less than an hour to more than seven hours per week. About 4.86 per cent of the schools had separate teacher for each craft in India. About 3.49 per cent of the schools claimed that they had adequate equipment for teaching of craft and 91 per cent of schools had workshops for teaching of different crafts in India.

1-5.3 Researches on Work Experience (WE)

A survey of Work Experience activity in the schools of Rajasthan was undertaken by Vijaivargiya (1969). The study revealed that out of 90 schools, 56 schools started Work Experience activity in the year 1967-68. Nineteen different activities were provided to which 23 new ones were added in 1968-69. The schools where craft was being taught introduced Work Experience. The time of Work Experience activities was set keeping in view the convenience of the teachers and the students. Help was sought from other agencies and individuals. The expenses were met through boys’ funds or the students were asked to bring the materials from their homes. More profit was earned on the ready made articles. The average gain per student was Rs. 10.96. The maximum profit was used in buying uniforms and books for the students. After the introduction of this activity, better results were obtained in curricular and co-curricular activities. Some of the main problems in selling the products were rise in cost due to the rising cost of raw materials, scarcity of water for agriculture and wastage of raw material.

The study conducted by Dharmadhikari (1973) was restricted to the analysis of three handbooks of Work Experience namely Repair and Care of Electrical Appliances, Repair and Care of Stoves and Book Binding. It was observed that all the three handbooks contained sufficient information and appropriate work charts to achieve the relevant educational objectives. The figures presented in the handbooks needed to be revised as some of them were faulty. British weights and measures used in the handbooks had not been replaced by the metric measures. The original
technical terms existed in the handbooks. In some schools, the allotment of time did not permit demonstration and practicals specified in the handbooks.

Kulkarni (1975) in his study found that about 90 per cent of the students, 96 per cent of the teachers and 80 per cent of the parents had a favourable attitude towards Work Experience. Among the different crafts introduced in the schools, boys and girls indicated their first preference to drawing, boys gave second preference to gardening, girls selected sewing and neither boys nor girls preferred spinning as a craft. There was a need to develop a handbook of Work Experience for teachers teaching Work Experience and to provide them suitable training.

Mishra (1976) in her article describes the views of parents on the Work Experience programme. The investigator describes that most of the parents contacted, welcomed the programme of Work Experience and expressed the hope that it would be of help in bringing the gulf between education and work. The parents felt that the scheme if implemented in letter and spirit, would help young men and women to balance their thoughts, actions and emotions. Some of the parents viewed that proper equipment, skilled teachers and attention to details is necessary for the success of the programme.

The Survey and Data processing unit of the NCERT conducted the Third All India Educational Survey in 1973-74 and the report entitled “Work Experience In Schools–Third All India Educational Survey” was published by Ministry of Education and Social Welfare, Government of India, New Delhi in 1977. The study revealed that there were 41,699 (7.08 per cent) recognised schools in India where the programme of Work Experience was in progress. Programme of Work Experience was going on in 29,034 (5.27 per cent) primary schools, 8481 (25.61 per cent) secondary schools, and 674 (7.09 per cent) higher secondary schools, Intermediate colleges and junior colleges in India. Under the programme, the most traditional crafts like spinning, weaving, agriculture, wood work etc. and modern activities like repair of electrical gadgets, printing, food preservation etc. were there. Time devoted to various activities varied from less than an hour to more than seven hours per week. Separate teachers for each Work Experience activity was available in 10,254 schools in India. About 22.60 per cent of the schools had adequate equipment and 0.91 per cent schools had workshops for Work Experience activities. The schools which were not having the programme of Work Experience were because of lack of resources, inadequate equipment, lack of trained teachers, inadequate funds, lack of approval/provision by government/management, lack of raw material and inadequate space and accommodation.

Dewasthalee (1978) in his study found that majority of the school Principals were in favour of introducing vocationalized courses at the secondary school level. Vocational education should begin in the lower classes right from class V onwards with a realistic picture of the world of work. In higher classes some sort of formal occupational preparation must be a part of every educational experience. In order to make vocationalization of education successful, it is also necessary to bring some elements of non-formal education. A number of vocational courses should be introduced for the dropouts to enable them to be independent in seeking a job or by self-employment. Vocationalized courses to be introduced at the secondary stage should have some relevance to the society.

The study undertaken by Nomani (1978) revealed that all the teachers agreed with the philosophy of Work Experience. About 90 per cent male and 80 per cent female respondents were of the opinion that there was no relationship between the number of students and the number of
periods allotted to the Work Experience activity. About 93 per cent male and 90 per cent female teachers viewed that funds were not sufficient to meet the requirements of the Work Experience activities. About 80 per cent male and 70 per cent female teachers felt the need of more refresher courses in their respective area of activities. About 80 per cent male and 64 per cent female teachers felt to take the assistance from the professionals of their activities in teaching and learning process. Nearly 93 per cent male and 78 per cent female teachers felt the necessity of T.V. programmes on some special areas in the activities. About 77.5 per cent teachers viewed that students were not progressing in their allotted activities satisfactorily because of large number of students in activity, lack of individual guidance and attention, lack of interest and aptitude on the part of the students, wrong choice of the activity, lack of time, no practical work and no accommodation etc.

The study carried out by Sali (1978) revealed that most of the secondary schools of Maharashtra offered two Work Experience activities, a few schools included more than two activities and there were eleven schools without any provision of Work Experience. About 57.58 per cent schools offered agricultural activities under Work Experience and 450 schools had facilities for technical activities. The number of periods allocated for the teaching of Work Experience was inadequate. In classes VIII and IX the percentage of trained teachers was 86.6 and 84.2 respectively and the training provided to 70 per cent teachers was through in-service workshops. About 69.3 per cent schools were in favour of internal evaluation in Work Experience.

Tharyani (1979) in his study found that the programme of Work Experience and social service included in the new curriculum of classes VIII, IX and X of Maharashtra state were not properly integrated with the programme of general education.

Gupta (1979) in his study found that the percentage of students offering agriculture as a subject at the middle level in rural, urban and co-educational schools were 22.8, 0.85 and 23.8 per cent respectively and at the secondary stage 35.8 per cent in rural area and more in urban area. Only 50.5 per cent teachers were professionally qualified to teach agriculture. Agriculture teachers were involved in teaching of subjects like Physics, Chemistry, Biology, Economics and General Science. Facilities like finances per student, implements, laboratories, library, assistants, storage space and irrigation in the schools were poor. About 53 per cent teachers felt the need of in-service programmes for supplementing their knowledge.

The major findings of the study conducted by Mehdi (1980) were that education in Jikardam was through Work Experience in real life situation. The training in leadership, discipline, community participation, cooperativeness, dignity of labour, team spirit, fellow feeling, harmoniousness, forbearance, tolerance, community living and residential characteristics were some important features. The adolescents were taught to render all kinds of service to the community.

Teape (1980) in his study found that 50 per cent students felt that the work situations to which they were attached to, did not enable them to work in areas related to their vocational training. Of the 35 students selected randomly and who had already completed their course, it was found that only 2 had obtained jobs, 6 students were unable to obtain employment and were doing further training. Many of the managers strongly felt that the Ministry of Education should subsidise the Work Experience programme in order to ease the financial burden on the managers for the training of the
students. All the Principals expressed dissatisfaction with the Ministry of Education’s lack of involvement with the Work Experience programme.

Lahi’s (1981) study revealed that 67 per cent secondary schools of Kerala made Work Experience programme compulsory during 1975-76, but participation of students of class IX in the programme was not compulsory. Maintenance of the school building, beautification of the classroom, gardening and cleaning were the most common activities in the schools under Work Experience. Pupils and parents had positive attitude towards Work Experience programme. Heads of the institutions faced difficulties in organising the Work Experience programme for want of accommodation, funds, trained teachers and text books. A graded syllabus for the programme was found necessary. Most of the activities in the schools were either simple or too irrelevant to meet the social needs.

A study of attitude towards Work Experience was undertaken by Srivastava and Srivastava (1983). The study revealed that 28 per cent students had shown favourable attitude, 47 per cent neutral and 25 per cent unfavourable attitude towards Work Experience. There was no difference in the attitude of students towards Work Experience belonging to different socioeconomic status.

Mishra’s (1985) study was concerned with evaluation of Work Experience in the secondary schools of Assam. One of the important causes of backwardness in Work Experience was the poor command over basic skills of the subject. The basic skills could categorically be mastered through the course of self-help as developed during the study. The suggestions made by the authority were not being implemented. The locally available materials that were used to mitigate the needs of the students had been neglected totally. This negligence prevented the students from taking interest in the subject. The teachers of Work Experience could not adjust the methods of teaching to the students’ needs and individual differences. The non-availability of teachers and non-standardization of the tools and plants of Work Experience in the schools were major blockages in the effective implementation of the programme. The discrepancy in gradation of marks in accordance with the performance in the subject caused discontent among the students. The schools had adopted both traditional and modern methods in teaching Work Experience.

Roy Choudhury (1988) in his study found that 70 per cent students were not satisfied with the Work Experience programme of their schools. The reasons of their dis-satisfaction were that Work Experience period was not given importance, most teachers neglected this period and took up other lessons, students were always given notes - practical work done was less, it did not help them in preparing for their future occupations, it was of no practical use, students performed Work Experience activities without any interest, no proper teacher to teach Work Experience activities and lack of knowledge on the part of instructors. Most common courses offered in the schools were pot culture and book binding but they were not well accepted by students. In the absence of the Work Experience teacher other subjects were taught in Work Experience periods. In most of the schools Work Experience programme was carried out only in class VIII and standard IX and X were not spared for this programme. Students and teachers were not serious in carrying out Work Experience activities.

NCERT (1990) organised a National Seminar on Work Experience from 5th March to 7th March, 1990. The objectives of the Seminar were to discuss problems in acceptance and implementation of Work Experience programme, to formulate guidelines for successful implementation of the
programme in future and to share experience and exchange ideas on giving the Work Experience programme a pre-vocational focus. The Seminar was attended by 43 participants which included Chairmen and officers of Boards of Secondary Education, Director of State Council of Educational Research and Training/State Institutes of Education, senior administrators of Directorates of Education, experts and Innovative implementors from Demonstration Schools of NCERT, Navodaya Vidyalaya Samiti, Work Experience Teachers' Association, Municipal Corporation of Delhi, Shantiniketan, Ramakrishana Mission and other voluntary organizations and Faculty members of the Department of Vocationalization of Education of NCERT. The analysis of state reports revealed that in some states the Work Experience programme has been implemented under different nomenclature such as "Socially Useful Productive Work" (SUPW), "Craft", "Work Education", "Life Oriented Education" and "Vocational Education" at the school level. Work Experience was being implemented in various states and Union Territories with varying degrees of success. By and large, the programme implementation has been far from satisfactory. In some states the Work Experience/SUPW was introduced in all the classes whereas in others it was confined to a few classes only. Allotment of time to Work Experience varied from state to state. Work experience was taught by Craft/Work Experience teachers/part-time teachers and general subject teachers. In a few states curriculum guides/handbooks/source-books were published for teachers teaching Work Experience. Funding of the programme was different from state to state. The system of evaluation in Work Experience was different from state to state.

1-5.4 Researches on Work-Education

The major findings of the study conducted by Sharma (1975) were that work-oriented education stood for learning of three H's. Work-oriented education brought about the integrated development of each part of the personality and paved the way for an integrated development of the individual in the society. Work orientation at all levels in all spheres of society would bring about emancipation. The programme treated the entire society as one unit without discriminating the rich and poor or high and the low.

The study undertaken by Ghorai (1980) revealed that about 23.25 per cent teachers felt that the syllabus for work-education should be modified. In work-education there were eight items and students were not at all in agreement with their teachers even for a single item. In social service out of six items students agreed with their teachers on one item.

Pany's (1981) study revealed that sixty one subjects were included in the school curriculum all over India under work-education and the terminology used for this curricular area were different from state to state. Some kind of work activities were organised in most of the schools. The negative attitude of students, teachers and parents, inadequate facilities, lack of provision in the instructional schedule, funds, raw materials, tools and equipments and departmental co-ordination were the most important problems for the organisation of different work-education activities. The main sources of finance for the programme were Government fund, school fund, students' and teachers' subscription and grant from the managing committee, the local environment houses and school. The organisation of different work activities were managed by mostly the regular teachers of the school. Negative attitude towards manual work, lack of resources, qualified teachers, provision in the examination, time schedule and Departmental co-ordination were the limiting factors.
Chatterjee (1990) as a part of his research work, made an extensive tour of different parts of West Bengal to study the position and problems vis-a-vis work-education in high schools. Opinions of students, heads of the institutions and guardians were sought through questionnaires specially designed for eliciting reactions to those problems. Many of them voiced grievances about the list of work projects prescribed by the Board and some about the assessment procedure during final secondary examination. Students of Naendrapur and Purulia, two great institutions run by Ramakrishna Mission suggested in favour of introduction of short written tests on work-education of 20 marks, in place of viva-voce, during the secondary examination as this, in their opinion, would ensure more objectivity in assessment in as much as the head examiner could re-check the answer script of a candidate aggrieved at the marks awarded to him/her by an examiner.

1-5.5 Researches on Socially Useful Productive Work (SUPW) and Earn While You Learn

NCERT (1978) conducted a study on “Socially Useful Productive Work as it Is Practiced in Some Selected Institutions”. The study revealed that the programme of SUPW was going on mostly in such institutions which were run by voluntary organisations. There were some dedicated, devoted and dynamic persons behind such institutions. The staff of these institutions were working with a missionary zeal. The success of the programme depends upon involvement of developmental agencies like the Khadi and Village Industries Commission, Social Welfare, Harijan Welfare, Tribal Welfare Boards etc. Most of the Institutions were either entirely or partially residential. The students were available from early morning to late evening and even on holidays. The activities taken up included production of goods and services. In some cases remuneration out of total income was distributed among the students proportionately. Most of the teachers were trained. In the residential institutions every teacher had to participate in SUPW. The programmes were supervised by every teacher. The necessary advances for the purchase of raw materials, necessary tools and equipments were made by the trusts which were running these Institutions. Plenty of land was available for agriculture work. Finished products were consumed by the institutional community and the rest were sold in the market.

Bajpai and Rao (1980) in their study found that about 70 per cent teachers had common interests in kitchen gardening, flower gardening, stage play, poultry, dairy and games and sports. About 30 per cent teachers indicated their interest in music and dances, repairs of cycles, autos, etc., knitting, embroidery, tailoring, bee-keeping, typing work and preparation of food preserves. About 15 per cent teachers indicated their interest in fine arts, repair of watches, stoves, electric gadgets, running small business, furniture making, carpet and handloom work, goat and sheep rearing and cane and bamboo work. About 25 per cent teachers opined that they possess real working skills. About 30 per cent teachers were of the opinion that there was existence of physical facilities of one kind or other for SUPW activities in the school itself. The priority areas of SUPW suggested by the teachers were kitchen gardening, carpentry, tailoring, sewing and needle work, fine arts and drama etc.

Savur (1980) in her article describes about Socially Useful Productive Work programme in Gandhi Shikshan Bhawan. While planning for the academic session 1979-80, the Faculty decided to reorient the SUPW programme, giving more importance to the aspect of social usefulness. It was
also decided that every student of the institution should try to earn rupees fifty, which was equivalent to their examination fee, through the productive work. The students were asked to choose items and prepare articles. After evaluation of the work it was found that a variety of articles were prepared by the students. Out of 83 students participated, 21 students had shown their interest in learning three to four skills and had produced excellent articles, 55 students worked in two or three areas only, 7 students did work for the sake of doing it and were not much interested.

Somaiah (1980) while studying effective cost of education in Karnataka suggested that the higher percentage of wastage between class V and VI indicated that the curriculum should include Work Experience and Socially Useful Productive Work.

The project undertaken by Dash (1981) was confined to Socially Useful Productive Work in the areas of agriculture, cane work and palm leaf work. The findings and achievements of the projects were as follows: three trade jobs i.e. agriculture, cane work and palm leaf work were identified out of which a meaningful work-education programme was developed for the children of 6-15 age group. Curriculum for different classes was developed in agriculture, cane work and palm leaf work. The parents and artisans were acquainted with the techniques of evaluation. A sound relationship between the members of the community was established. Instructional materials developed by other departments in the field of work-education were tried out. There was no provision of work-education in the primary schools. Some of the teachers had negative attitude towards such type of work. The collaboration between different departments was found to be very different. There were no provision of adequate supervisory staff. Adequate literature in the field was also found necessary.

Singh (1981) in his study suggested that to improve quality of primary education in Varanasi district, there should be improvement of curriculum, better science education, in-service education of teachers and introduction of Socially Useful Productive Work.

"Socially Useful Productive Work in India-A Status Study" was undertaken by Sen Gupta (1981). The study revealed that Socially Useful Productive Work had not been implemented uniformly in all the states. A variety of programmes were running in different states with their own objectives. Financing of the programme varied from state to state. There was a serious dearth of teachers having sufficient training or practical orientation to conduct productive and service activities. In many states the stress of the programme was on productive activities only. The change from Work Experience to SUPW had made little difference in its implementation by the states. Every where students were very much interested in practical activities. SUPW was looked down upon by the teaching community in general which had a demoralizing effect on the programme itself. There were institutions in each state where a variety of activities were in progress and goods produced and services rendered were varied and sometimes commendable. One of the problems faced by the schools was how to cope with the large number of students to be covered at a time in practical activities. Evaluation in SUPW/WE most of the states was internal based on the performance of the students in activities mainly in terms of work done. Co-operation of the parents to the whole programme was lacking very much.

NCERT (1983) organised a National Seminar in April, 1983 mainly to review the progress of work in SUPW in all states in India and to help the state officials in formulating the course of action if SUPW had not followed the nationally recommended pattern.
The analysis of state reports revealed that many states were to switch over to 10 + 2 pattern with SUPW as its integral part. In some states the programme had been introduced in a few selected institutions on an experimental basis and in some states it was confined to a particular school stage only. Allotment of time to SUPW varied from state to state. Some states had published teachers’ guides and information leaflets on SUPW activities. In some states a few periodicals on SUPW were being published. In majority of the states there were no teachers specially appointed to take SUPW classes while in other states SUPW was generally entrusted to Craft/Work Experience teachers or to the teachers teaching Home Science, Music, Commerce, Drawing and Agriculture. Teachers in charge of SUPW were generally not treated at par with other subject teachers. Evaluation in SUPW was done internally and cumulative records were maintained. In some states there was internal as well as external examination in SUPW. Students were not evaluated in SUPW in Kerala. In many states SUPW cell in the SIE/SCERT/Directorate of Education was generally entrusted with planning and implementation of the programme. Nominal funds were provided for SUPW programme. In a few states special fee was levied for SUPW. Some states had given adequate grants to equip schools with suitable facilities.

Buch (1984) in her article “Linking Education with Productive Work” describes about Vallabh Vidyalaya at Bochasan which follows the Basic Education pattern. Agriculture was the main craft in the school curriculum and both the students and teachers participated in it. Kitchen gardening was one aspect of productive activity in the school which leads to self-sufficiency. Animal husbandry was also one aspect of productive activity in which pupils were given experiences in cow breeding. The institution had a programme of community life by making compulsory for all the students to stay in the hostel. The students also participated in village cleanliness, tree plantation, road repairs and relief work etc.

The major findings of the study undertaken by Deshamukhya (1984) were that the national pattern (10 + 2 + 3) should be accepted with minor modifications, taking into consideration the peculiar problems of the region or locality. The design or type of vocational streams in particular can't be the same everywhere. On the other hand, in view of the objectives of the secondary curriculum, vocational streams should be developed on the basis of raw materials available in the locality and their future potentialities leading to same vocations. The secondary curriculum should prepare the pupils to become individually competent. After middle school level, 80 per cent of the stress should be on vocational/technical education depending on the aptitude of the pupils of the state/country. However, this may create accommodation and financial problems for the school authority/government. This should be reduced step by step by providing theoretical coaching in the school compound and practical work in local farms, factories, industries, workshops etc. depending on local resources and aptitudes of the pupils at the initial stage. Subsequently, schools may be developed by setting up laboratories, workshops etc. Phase-wise teachers if not found locally, may be recruited from outside the state/region and provided with necessary orientation to suit the new curriculum.

The objectives of the study conducted by Reddy et al. (1984) were to go into the existing syllabus and scheme of instruction being provided to high school students with reference to the vocationalisation programme. The study revealed that nearly 50 per cent of students dropped out at various stages between sixth and tenth classes. The chances of introducing vocationalisation were only possible from classes VIII to X. The state-wide percentage of passes at the SSC public
examination in 1983 was around 50. Socially Useful Productive Work (SUPW) was conceived in schools as work-oriented educational activity contributing towards the total development of the learners personality. The revised curriculum had been introduced in all schools in the state in a phased manner from the session 1979-80 onwards. Socially Useful Productive Work was introduced in school curriculum as one of the activity area subjects with a view to acquainting children with the world of work and service to the community. Socially Useful Productive Work was given a weightage of fifteen per cent for classes VI and VII and eight per cent for classes VIII to X in terms of time. In the implementation of Socially Useful Productive Work programme in schools, the problems encountered included non-availability of specialized teachers, inadequate physical and infrastructural facilities, non-supply of copies of syllabus, non-availability of funds and absence of guidelines for the disposal of finished products produced in the Socially Useful Productive Work programme.

Sindhe (1985) conducted a study on the problems associated with the implementation of Socially Useful Productive Work. The major objectives of the study were: (i) to make a conceptual analysis of SUPW clarifying its meaning, scope and its place in the programme of general education, (ii) to analyse the psycho-social problems involved in the selection, planning and preparation of SUPW programmes in schools, (iii) to assess the problems involved in the implementation of the SUPW programme, and (iv) to examine the issue of the place and mode of evaluation of SUPW in the assessment system of the school.

The major findings of the study were that SUPW should essentially be an educative experience. It should be an extension, enrichment or deepening of the academic learning of the student. This necessitates integrating the SUPW activities effectively with different disciplines taught in the school. The problems involved in the planning and preparation of SUPW activities were centred round motivation, selection and organisation. The problem of motivating students, teachers and parents was found to arise from lack of clear conception of SUPW. Lack of resources, cost involved and lack of guidelines for the teachers were the major problems in the selection of activities. Lack of training and absence of knowledge of 'know how' were problems connected with the organisation and co-ordination of various SUPW activities. The problems in the way of implementation of the programme were the large number of students in the classes, teachers' lack of ability to integrate the subject with SUPW, doubt about SUPW likely to hinder academic learning, a tendency to equate SUPW to child labour, apathy of the community towards activities and non-availability of funds. The conditions favouring SUPW were children's natural love for activities and group work, their enthusiasm for service and desire for social environment. The major problems in evaluating SUPW were difficulty in making assessment comprehensive and objective, and predominance of the examination system for promotion.

Thongplee's (1985) study revealed that a large number of administrators were trained graduates who had completed certificate courses on vocationalization. Around half of the instructors had completed primary and secondary education along with vocational certificates. All the administrators insisted that all the instructors should undergo training programmes on non-formal education. All of them complained about lack of appropriate funds for managing the programmes. The physical facilities were not sufficient for conduct of programmes. The majority of learners joined the courses for better utilization of their leisure, because of interest in the courses and to supplement their income. The courses were in the areas of agriculture, business, home economics and industry.
Most of the administrators, teachers and learners stated that the training courses were relevant to their needs. Different methods of teaching like seminar-cum-workshop, lecture-cum demonstration and lectures were followed in the training programmes. It was noticed that most of the graduates had remained unemployed after completion of courses. A significant increase was not witnessed in terms of income of the products.

The study conducted by Kumar (1986) revealed that SUPW in most of the schools of district Dholpur of Rajasthan was running properly. The experts viewed the problem of shortage of finance, untrained teachers, shortage of raw material, time, building and plants for the effective implementation of SUPW programme. Most of the experts stated that SUPW and Community Service is substitute of Work Experience. About 67 per cent experts stated that the amount of fee levied by the state government for SUPW is sufficient. The common activities performed by the students in classrooms and camp areas were as follows: soap preparation, preparation of Ink, chalk making, sauce making and preparation of amritdhara. The heads of the institutions stated that parents and others were not interested in this type of work. The students stated that the SUPW activities in the schools were according to their interest. Trained teachers for every activity were not available.

The study conducted by Mohanty (1986) revealed that very few schools of Orissa imparted vocational and technical education in 1947. By 1981, the total number rose to 124. More men were attracted towards technical and vocational courses than women. There was shortage of skilled personnel and unemployment problem from 1961 to 1981. No follow up programme was undertaken. There was no feedback between training institutions and fields of work. There was no placement service wing. Courses in various institutions were not need based. Since the employment prospect was bleak, many dropped out. Students coming out successful were technically unsuitable on jobs for want of adequate practical experience.

State Institute of Education, Chandigarh (1986) conducted a study and the report entitled "A Survey Report on Status of SUPW Activities in Government Schools of Chandigarh" was published. The study revealed that fourteen SUPW activities were carried out in different government schools of Chandigarh. Electricity repair was the most popular activity among boys. The less popular activities among boys were book binding, educational poster designing, painting, interior decoration and computer education. The most popular activity among girls was tailoring. It was found that 22 schools were offering electrical repairs, 21 schools meal planning activity, 20 schools commercial art, 16 schools home science, 10 schools wood craft, tailoring and 10 schools embroidery. Facilities for plumbing, radio mechanic, painting, interior decoration and book binding was offered in 5, 3, 2, 4, and 2 schools respectively and educational poster designing, tie and dye and computer were covered in one school each.

Yadav (1986) conducted a study and the report entitled "Earn While You Learn Programme of Madhya Pradesh: A Critical Study" was published by NCERT. The study revealed that the programme of "Earn While You Learn" was objective based and its objectives were production, earn while learn, dignity of labour, self-supporting for needy students and practical training in craft. The study further revealed that due to limited scope of the activities, the programme was not achieving its other objectives like feeling of co-operation among students, proper use of leisure, inculcation of proper discipline among students, channelisation of surplus energy of students in constructive way, avoiding wastage in education and catering to the needs of the students and community.
The study also revealed that the Department of Education had selected those activities which resulted in the production of such items which were consumable in the Department itself. In 70 per cent institutions the workshops were adequate. Working places in some of the institutions was almost satisfactory. Problem in storing the raw material and finished products was observed in about 50 per cent institutions. About 30 per cent of the Heads of the institutions were facing the difficulty in keeping the finished products for a longer time. About 32 per cent heads of the institutions stated that the supply of raw material was always delayed. In 72 per cent of the institutions craft teachers were teaching the activities. However, in rest 28 per cent of the Institutions general subject teachers were teaching the activities. About 32 per cent institutions had not allotted any period to these activities in their time table and the activities were taken up after school hours. About 28 per cent of the institutions had included the periods of these activities in their regular time table. About 40 per cent of the institutions had given sometime within the school time table and sometime after the school hour is over. Almost all the heads of the institutions and teachers demanded more financial help for the repair of tools. The Department of Education, Madhya Pradesh had solved the problem of capital and marketing and motivating the teachers and students. The articles/products prepared/produced under Earn While You Learn programme were consumed by the Department and the students and teachers were getting remuneration. The students were evaluated in BTI's, but in general schools the students were not evaluated. The programme was very much liked by students, teachers, parents and community. The programme did not have any adverse effect on the academic achievement of students.

Sudha Rao et al. (1987) conducted a study and the report entitled “Education and Productive Work-From Work Experience to Socially Useful Productive Work- The Indian Experience” was published by NIEPA. The study revealed that all the states and Union Territories in India had accepted the programme of SUPW in principle. In almost all the states and Union Territories SUPW was compulsory at secondary level. Some states and Union Territories had also introduced it in primary and middle levels. In almost all the states and Union Territories the WE/SUPW instruction was imparted by specialised teachers (Craft/WE/SUPW). Wherever craft teachers were not appointed, the general subject teachers were teaching SUPW/WE. Financing of SUPW programme was done by the state governments in all the states and Union Territories. Some states got funds from private sources. Funds provided for SUPW programme per school per year varied from state to state. Inspection and supervision of the SUPW programme was left to the SIE/SCERTs or DPI office where one or more persons were assigned with the job of supervising-managing the programme. Institutions run by voluntary agencies were able to implement the WE/SUPW programmes in a successful manner. Some of them are Vinay Mandir, Amera and Vrindavan; Lokshala, Kharasil; Mangalayatan Basic and Post-Basic School, Sharadagram; Shikshaniketan; Kalanabagram; Shiksha Mandir, Sarisha; Thambitiyam Higher Secondary School, Gandhigram and Gandhi Niketan Ashram, Kallupati etc. In general, successful institutions/states were those where proper linkage had been established between the institutions and other agencies. In majority of the schools the products were limited to craft materials, chalk and handicraft items. All the teachers believed that the programme is useful and relevant for skill development and development of certain values in students. Parents' co-operation for SUPW was not there. Schools found it difficult to develop linkage with other organizations. Lack of guide books and text books for teaching the subject and for training had also contributed a lot to the lack of implementation of the SUPW programme.
Sudha Rao et al. (1987) conducted a case study on “Earn While You Learn” scheme of Gwalior district of Madhya Pradesh. The study revealed that the scheme had attracted 1629 students and these students had produced 13,361 tat-pattis, 5617 packets of chalk sticks, and 30,000 school uniforms valued at Rs.5,58,184, Rs.8,426 and Rs. 6,45,000 respectively. Students' participation had resulted in production of goods worth Rs. 12,11,610 under the scheme and Rs. 1,68,820 was given to the students as remuneration. The time allotted to the activity during the school time was one hour. There was also provision for working after school hours and holidays. The students working under the scheme were found to be well motivated and interested in the work. The attitude of the craft instructors and Principals was very positive. The guardians viewed nothing against the scheme. The attitude of Madhya Pradesh Khadi and Village Industry Board and Madhya Pradesh Laghu Udyog Nigam was assuredly positive. The production centres in Gwalior district faced the difficulties of disturbance in the regular teaching in the schools, delay in the sanction and despatch of the amount towards the payment of remuneration, posting of craft instructors, limited equipment and space and delay in placing the order by the Department of the government.

A study on “Evaluation of SUPW programme at the secondary stage in Shimla district of Himachal Pradesh” was undertaken by Singh (1989). The findings of the investigation were as follows: In the secondary schools of Shimla district of Himachal Pradesh twenty four SUPW activities were undertaken. Almost all the teachers were of the view that Socially Useful Productive Work is useful to the students in their future life. The teachers involved in SUPW programme of the schools were untrained and had been assigned additional duties. The problems faced by the teachers in the implementation of the SUPW programme were pertaining to non-availability of grants, lack of trained staff, lack of orientation programme for teachers and lack of raw materials for SUPW activities etc. The products of SUPW were either used in the school for decoration, sold to nearby school or presented as gifts to the students in the school function. The time allotted for SUPW in the schools was sufficient, except a few teachers felt that it should be 5 to 6 hours per week. Training in SUPW activities was helpful to students for developing positive attitude towards work and preparing base for further vocational training to enable the students to be productive members of society.

Russia (1990) in his paper describes about the Earn While You Learn scheme of Madhya Pradesh. The Education Department of Madhya Pradesh decided to take up an experiment in 1978-79. The Earn While You Learn programme was formally launched in Madhya Pradesh in October, 1978 on an experimental basis. In the beginning 6 centres for Tat-patti and chalk were established. Production of these centres started in January 1979 and within two months the students produced goods worth Rs.33,471.00 and Rs.3770.15 was given to the students as remuneration. The scheme was expanded and by the end of the second phase programme, the number of centres rose to 198. The production of these centres was worth Rs.8,00,979.00 and the students earned Rs. 67,159.00 as remuneration. Chalk making was introduced in one girls' higher secondary school of each district. Third phase of the programme started from December 1979 when sealing wax was introduced at the three centres in Bilaspur district. The production worth Rs.562.50 was done and Rs.112.50 was paid as remuneration. In the fourth phase, in 1981, making of furniture was taken up. Then production of school uniform was introduced in a few selected girls' higher secondary schools. The girls prepared the uniforms worth Rs.4 lakhs in a very short period. The students had produced goods worth Rs.790.14900 lakhs and earned Rs.97.11140 lakhs upto 1986-87. The remuneration to the
students was paid daily or weekly. The bonus was paid to the teacher at the end of the year. Time allotted to craft was one hour per day but the centres remained open on holidays and vacations. It was also found that on account of students involvement in productive work, their studies had not suffered at all.

1-6 The Problem

Work-oriented education is offered to pupils in India under different names. Sen Gupta (1976) is of the view that the three schemes namely Basic Education, Craft and Work Experience which shook the educational structure of our country (India) have come to us not only in alphabetical order (BCW) but also in a chronological order (1937-1953-1966). The appearance of these programmes on the educational scheme of India is not isolated or sudden. In fact, the programmes may be looked upon as attempts towards gradual improvement and reinforcement in the concept of "learning by doing". After the recommendations of the Education Commission (1964-66) there was Work Experience programme in schools in various states in India. Ever since the country accepted the recommendations of the Ishwarbhai Patel Committee (1977) there has been a flood of Socially Useful Productive Work (SUPW) programmes in the schools of various states and Union Territories in the country.

After reviewing the three Surveys of Research in Education edited by Buch (1974), (1979) and (1987) the investigator hardly came across any Doctoral study on SUPW undertaken in India. However, in Fourth Survey of Research in Education edited by Buch (1991) the investigator came across only one Doctoral study on SUPW. It is worthmentioning that the study was confined to the problems associated with the implementation of SUPW programme. Though a number of studies have been conducted by researchers on Basic Education, Craft Education and Work Experience etc. these are not evaluative studies. Furthermore, in Himachal Pradesh no study has been undertaken on SUPW except one study by Singh (1989) at the Master's degree level. That study was also confined to district Shimla only and the sample of the study comprised of students and teachers. Administrators either at the district level, state level or at the centre had not been taken into account in that study. Himachal Pradesh is a unique state and covers rural, urban and tribal areas. So no general conclusion can be drawn regarding the status of SUPW programme at the secondary stage in Himachal Pradesh from that study. In the present investigation the schools situated in urban, rural and tribal areas of Himachal Pradesh have been covered to get a clear and comprehensive idea about the SUPW programme at the secondary stage in Himachal Pradesh.

Keeping in view the non-existence of some significant studies on SUPW in India in general and Himachal Pradesh in particular, the present study is both desirable and unique. The present study has significance because data has been collected from grass-root level to the apex level. Both students, teachers, heads of the institutions, parents, Technical Officer of Directorate of Education (Himachal Pradesh), Principal of SCERT (Himachal Pradesh) and experts in the Department of Vocationalization of Education and SUPW unit of NCERT have been taken as sample in the present investigation.

Adiseshiah Committee/National Review Committee in its report entitled "Learning To Do-Towards a Learning and Working Society" (1978,p.16) in the context of evaluation of SUPW programme states:
The impact of the programme (SUPW) on the pupils, teachers, teacher-in-charge, head of the institution and the community is to be studied to evaluate the programme in a real sense. The impact can be judged in terms of the knowledge, problems, needs of the community met, and skills obtained in the techniques of interviewing and working with people. The impact of the programme on the community can be in terms of material achievements and behavioural changes in the people. The material assets for the welfare of the community for example may include repair of the road, plantation of trees and temple renovation. The behavioural changes in the community can be assessed by interviewing the local leaders and getting the opinion of selected local people. The students also can be requested to list their achievements in their selected project areas. These types of evaluation will help in further development of the programme.

Gupta and Gupta (1979) uphold that before introducing the SUPW programmes, some pilot studies should be designed to get a clear picture workability of the programmes. These pilot studies may be conducted on a representative sample of institutions belonging to different geographical and ethnic back-grounds catering to pupils from different socioeconomic strata under different types of administrative setups.

Seetharamu and Sudha Rao (1991) are of the view that as the programmes of vocationalisation of higher secondary education and vocational education in high schools are still in their formative stages, they would profit from concurrent evaluations. Types of management, quality of student-flow, availability, adequacy, and utilisation of facilities, organisation and administrative styles, methods of evaluation of performance, nature and types of problems affecting programmes, teacher preparation programmes, problems and supply and demand for skills, availability of human resources, etc. are the variety of variables that merit the attention of researchers interested in evaluation of vocational and technical education. Surveys, concurrent as well as terminal evaluations, would be quite useful for planners, policy-makers and administrators.

In view of the above observations the investigator selected the following problem for research:

Socially Useful Productive Work Programme at the Secondary Stage In Himachal Pradesh: An Evaluative Study.

1-7 SIGNIFICANCE OF THE STUDY

The inclusion of Socially Useful Productive Work (SUPW) in the school curriculum is a step ahead towards bringing the school and community together. The unique significance of SUPW in the school education is because of its important functions of restoring respect and dignity to all types of manual work, promoting self-reliance in meeting one's daily needs, increasing productivity through development of proper work skills and values and accelerating economic development through community service. SUPW also promotes development and discovery of vocational interests and aptitudes. It can enable the students to use their work skills for earning while learning and help part of their studies.

It is universally agreed that Socially Useful Productive Work/Work Experience must form an integral component of the general education system. SUPW intends to provide general preparation for and predisposition to vocational courses at the +2 stage. On this ground the strengthening of SUPW/WE at the lower secondary stage and its pre-vocational orientation assume a great significance for the success of vocationalisation of education at the +2 stage.
SUPW has been taken as a method of integrating education with work. It balances the intellectual and practical elements of experience and helps to educate the body and mind in co-ordination. SUPW helps in the development of personality of the child, positive attitudes, abilities, skills, other personal and social qualities, general awareness and application of other work environment and insight into the principles and processes involved in the work. SUPW is an educational process to achieve the national goals without losing sight of the changing patterns of life brought about by the impact of science and technology. Review Committee (1977) states that if Socially Useful Productive Work is given a central and dominant place in the curriculum, the school will not remain isolated from the community and the gulf that divides the affluent from the weaker and poorer sections of the community will be bridged. Such a scheme will provide for working and learning to all children irrespective of caste, creed, sex and economic status.

In India, over eighty five per cent of the students dropout at different levels of school education upto class X and join the world of work. So, it is suggested that the students, while in school, should get some knowledge and skills so that even if they dropout and enter the world of work they are able to engage themselves in certain occupational fields suitable to their age and intellect.

The Education Commission (1964-66) recommended that Work Experience should be an integral part of education at all stages of school education. The Commission further emphasized that Work Experience would provide corrective to the academic and bookish character of present school curriculum.

The Curriculum for the Ten-Year School - a Framework (1975) of the NCERT included Work Experience as an integral component of school curriculum as visualized by the Education Commission.

Review Committee (1977) recommended that SUPW must be an integral part of school curriculum at all stages to bridge the gap between education and work.

SUPW was introduced at the school level in some states and Union Territories in India in the year 1977. In Himachal Pradesh SUPW was introduced as a curricular area at the secondary stage in the academic session 1979-80.

National Policy on Education (1986) has assigned a very significant place to work-education in the form of Work Experience in the school curriculum at all stages. Work Experience in the National Policy on Education (1986) has been given the same connotation as SUPW in the report of the Review Committee for the ten-year school curriculum.

A Perspective paper on Education "Towards an Enlightened and Humane Society" headed by Acharya Ramamurti (1990) has assigned a very important place to SUPW for all students at all stages of education.

Curriculum change is a difficult job, yet it should be done on the basis of factual evidence through systematic curriculum evaluation. Attempts have been made to evaluate the programmes related to social sciences and sciences but much work has not been carried out to evaluate SUPW programme in India, in general, and Himachal Pradesh, in particular.

Evaluation in every system of education is necessary to determine the value or worth of something. Evaluation is for quality control. Programme evaluation is a dynamic process and requires
continuous evaluation and modification to meet the changing needs of the society. Evaluation is needed to find out the shortcomings (if any) so that corrective steps could be taken to improve the programme. It is needed to make better plans for the future. Evaluation is essential to find out whether the objectives for which the programme was designed have been achieved. According to Mishra et al. (1984, p.87) this would mean whether: the curriculum is within the students' doing-learning ability; the faculty has effectively covered the course; the curriculum is relevant to the world of work; and the school has the necessary facilities for transacting the curriculum.

For the successful implementation of any new programme, plan or scheme, it is necessary that some sort of investigation should be undertaken, so that the verifications of the programme can well be perceived and remedial measures taken, wherever necessary. There are many constraints which are likely to hinder the effective implementation of the SUPW programme. In this context proper evaluation of SUPW programme can identify the weakness, deficiencies, effectiveness and shortcomings of the programme implemented, so that corrective steps could be taken in time. So, in order to implement the SUPW programme effectively, it is imperative that simultaneous attempts should be made to collect and analyse relevant data on all the academic and administrative aspects of the programme. Therefore, systematic evaluation of the programme as a whole as well as different components in the implementation of the programme should be undertaken and the outcome of those researches would be utilised for strengthening the SUPW programme. According to Mishra et al. (1984, p.88) systematic evaluation of work-oriented education programme will be helpful in:

- continually improving educational processes and programmes
- diagnosing difficulties and identifying problem area
- improving the ability of teachers and administrators to plan and affect improvements in the educational system
- evolving new approaches in the work-oriented education
- greater understanding and appreciation of mutual problems between school and the community
- collecting information from all concerned with work-oriented education which is necessary in making policy decisions.

The diversities observed in the implementation of the programme of SUPW at the secondary stage in India suggest the need for an indepth analysis of the system as it is operating in almost all the states and Union Territories. Such a study could offer valuable information to the teachers and curriculum experts in general and evaluators and researchers in particular and also could provide a clear and comprehensive perspective of SUPW programme in its varied aspects, so that further programmes can be planned and implemented. On the basis of the findings, relevant suggestions would be given to make the programme more effective.

Answers of the following questions will be elicited from this kind of study:

- To what extent the SUPW programme is feasible in the different educational settings?
- What are the reactions of the heads of the institutions, teachers, students and parents/local community to the programme?
- To what extent the articles/products prepared/produced by the students under SUPW are useful to students and local community?
- To what extent the activities introduced in the schools are relevant to the needs of the local community?
What are the problems being faced by the schools in the implementation of SUPW programme?

To what extent the objectives of SUPW have been achieved?

The study has tried to answer to some extent the above questions and some other related questions.

It was felt that research effort so far on SUPW has been sporadic and rather unsystematic in India in general and Himachal Pradesh, in particular. Therefore, an essential exercise was found necessary taking into consideration the above points.

1.8 OBJECTIVES OF THE STUDY

The following were the objectives of the present study:

1. To study the development of the concept of Socially Useful Productive Work in the historical perspective.

2. To study the functioning of the Socially Useful Productive Work programme at the secondary stage in Himachal Pradesh in terms of:

- Nature of the subject
- Criteria adapted for selection of activities
- SUPW activities introduced
- Community Service/Social Service performed by the students
- Physical facilities available
- Teachers teaching SUPW activities
- Provision of in-service training and refresher courses for teachers
- Availability of instructional materials
- Record book maintained by students
- Invitation of professional experts
- Allocation of time
- Teaching methods
- Co-ordination
- Provision of supervision
- Allocation of finance
- List of articles/products prepared/produced by the students
- Procedure of disposal of products
- Provision of incentives/remuneration
- Involvement of local community/parents
- Utility of the SUPW activities for students
- Procedure of evaluation of students' performance
- Relevance of the SUPW activities introduced

3. To study the problems faced by the teachers and heads of the institutions in the implementation of the Socially Useful Productive Work programme at the secondary stage in Himachal Pradesh.

4. To study the problems faced by the students in carrying out the Socially Useful Productive Work activities at the secondary stage in Himachal Pradesh.
5. To suggest measures for the effective implementation of Socially Useful Productive Work programme at the secondary stage in Himachal Pradesh.

1-9 DELIMITATIONS OF THE STUDY

The present study was delimited in the following manner:

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

1-10 OPERATIONAL DEFINITION OF THE TERMS USED

Certain terms with specific meanings have been frequently used in the present study. They are as under:

**Socially Useful Productive Work**

In the present study Socially Useful Productive Work (SUPW) refers to purposive, meaningful manual work resulting in either goods or services which are useful to the community.

**Secondary Stage**

Secondary stage constitutes grade IX and X.

**Evaluative Study**

Studying the functioning of the SUPW programme at the secondary stage in Himachal Pradesh and suggesting measures for its improvement, constitute the evaluation of the programme.

***