A SURVEY REPORT ON STATUS OF SUPW ACTIVITIES IN GOVT. SCHOOLS OF CHANDIGARH

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C O N T E N T S

CONCEPTUAL BACKGROUND OF SOCIALLY USEFUL PRODUCTIVE WORK

Education is considered to be an instrument of social change and we contend that education should aim at helping the child develop such capabilities and values which may equip him to lead his life with self-respect and self-reliance. This is necessary for him to become a useful member of the society so that the problems of how the isolation of the world of knowledge from world of work can be removed and how education can be made an instrument of social change have been agitating for a pretty long time.

Efforts in the direction of removing this lacuna have continued in this country for more than a century. In this connection, on the basis of the recommendations of education Commission (1964-66) an attempt was made to introduce work experience as an integral part of general education curricula. So in ten year School Curriculum, the term socially Useful Productive Work (SUPW) was used instead of Work-Experience.

Essential Features of the Concept of SUPW

Socially Useful Productive Work has been described by the Inshwarbhai Patel Committee as Purposive, Meaningful, Manual work resulting in either Goods or Services which becomes purposive when it meets the educational requirements. A curricular activity proves meaningful when it is related to the needs of the learner and the community to which he belongs. It becomes more meaningful when it is related to the basic needs viz. food, clothing, shelter, health, recreation community work and social service.

The essential component of SUPW is manual work, it develops finger skills and coordination between brain and muscles which in turn leads to the mastery of techniques needed for performing the jobs efficiently. Any work meaningfully performed is useful. When such work is done for the community or the school itself, it becomes socially useful. Performance of such useful work elevates the spirit and makes life worth living. Realisation of the value of work performed by the child helps him to develop a sense of dignity of labour and eventually to treat work as worship.

Thus, SUPW is both means and end in itself. It is a means because it helps to integrate work with learning, giving the latter a purpose. It is an end because it develops capabilities to achieve productive efficiency and promotes creative faculties. It not only develops the love for labour but also develops profound respect for those who work hard to serve the society. In other words, SUPW inculcates social values which other school subjects normally do not. It is meaningful because it helps to satisfy the needs of the learner and the community to which he belongs.

HISTORICAL DEVELOPMENT OF SOCIALLY USEFUL PRODUCTIVE WORK

The importance of manual work in education was recognised long before the advent of formal education. However, the efforts of introducing this activity in general education institutions can be traced back to the middle of 19th century.

Since then, various experiments have been conducted in the field of work experience and education in different countries, at different times, with a view to meet changing educational requirements. As a result of these efforts, the philosophy and practice of this curriculum area has gradually developed alongwith the growth of technology and pedagogical theory. The concept of SUPW is the outcome of intelligent assimilation of worthwhile ideas emenating out of such experiments. In order to have the correct perspective of the concept of SUPW, it is necessary to study the essential features of some noteable work education practices developed in various countries.

Practical Education

The Practical Education programme which was developed in Russia was based upon the assumption that for enabling the learners to undertake engineering projects, it was necessary, at first to, develop in them the individual skills involved in the project. Therefore, the skills involved in the execution of different projects were analysed and they were arranged in order to take up actual projects only after the repeated performance of individual skills one after the other.

Home-Craft ; During the same time, Scandavian Country gave an important place to Home Craft. In their curriculum 60% of the Scandavian agriculturists were involved in the activity pertaining to hand skills which they used to do during the long winter evenings as a leisure time productive activity. This included making of artistic and useful articles out of wood and metal with

the help of very simple tools. So slowly these activities found place in the educational world and recognised as a tool of education. As a result of this, an international institute in Home Craft was established at Nass where students from different countries including India were deputed to receive Teacher Training in this work.

Manual Training : Further development in work education took place in the form of Mannual Training. It is based upon the principles involved in practical education and Home Craft. The purpose of manual training was educational and not vocational. Its curriculum included Mechanical drawing based upon plain and solid geometrical forms, patterns, wood work including cabinet making, tuning pattern making and metal work including forging, founding, machining, bench work and sheet metal work.

Mannual Arts : Mannual Arts were introduced in the general schools of the United States of America with a view to miligate loss of hand skills and artistry in products as a result of replacement of handicrafts by machine made products Arc to Charles A.Benetl, who is regarded as father of Mannual arts movement, Every intelligent consumer of modern convinences of business life must have a practical knowledge of the materials and principles of industry and if school is to furnish it the school must be equipped with tools of industry. He suggested their five mannual areas programmes, which are fundamental to civilization are graphic arts, mechanical arts, plastic arts Textile arts and Boot-making arts in the educational stream.

Industrial Arts : During the early period of present century Bonsor of Columbia University developed the concept of industrial arts, Industrial arts are those occupations by which changes are made by man in the form of materials to increase their values for human usage. In the beginning, transportation and communication were not included in industrial arts but it was limited to changes in the form of materials only, i.e. clay, fibers, wood, metal and agricultural products. But later on, fine arts which was regarded as an essential element of designing and developing industrial products was also added to these areas. In the junior and senior high schools, the activities included exploration of productive work, development of specific manual abilities and desirable social traits growing out of industrial experiences through participation in drawing and designing, metal work, woodwork, Textiles and Printing, ceranrics, auto matives, foods, Electricals etc. These were taken up either as seperate offering or in various combinations.

Part Work and Part-Study System of Socialist Countries : The work Educayion programme that developed in the Socialist Country, in the beginning of 20th century was based upon the educational and politicals ideas of Mark Lenin. So there was idea of mixing education and physical culture with manual labour. This led to the concept of Part work and Part Study system of schooling and certain hours were fixed for the children of different age groups for manual work in home or in workshop. As this concept did not work satisfactorily, Lenin suggested this work to be done as socially useful labour which led to the establishment of unified labour schools in the mainland of China.

Poly Technical Instruction - The latest concept of work Education in the form of polytechnical education in socialist countries is also the educational thinking of Marx. Instruction in Socialist Polytechnical Education is provided in school shape and school plots as well as in factories and farms. In other words, experiences are provided in school and also outside it. As it is integrated with general education, the programme starts right from the kinder garten stage and extends upto Form X.

The purpose of polytechnical education in the kinder garten is to develop a healthy attitude to manual labour. The activities at this stage includes simple forms of mannual work like self-services, tending the garden and manipulating building sets. The various activities from grade I to X are handling metal work, wood work, plastics, develop abilities of measuring sketching, construction & manual dexterity, investigation of soil in the school garden and to cultivate it.

Introduction of Work Education in India (1857-1937)

Work Education in India was introduced on the basis of woods Education Dispatch (1854). According to the recommendations of woods Dispatch the*manually oriented trade of vocation, but to develop in him general manipulat ve abilities leading to Vocational readiness, so that he could enter the world of manual work with more ease. During the period from 1854 to 1937 the trend of the recommendations on work education centered around vocational preparation but gradually the emphasis shifted

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*introduction of practical work was not to prepare the learner for any particular

to personality development in general.

In early twenties, many national leaders including Mahatma Gandhi criticised the existing system of education and demanded radical changes in it. One of the changes sought was increased emphasised on practical and Vocational aspects of education with a view to increase the productive capacity of citizens.

Basic Craft :- The concept of Basic Craft was different from the general crafts in the respect that it was related to the basic needs of community and provided scope for relating knowledge belonging to the subject areas. From the Socio-Emotional point of view, it aimed at developing self-reliance, self-sufficiency, cooperation, dignity of manual work, positive attitude towards manual works etc. From the economic point of view, the return from productive work was meant to meet some of the requirements of learners or the running expenses of the school.

Basic Activities for Non Basic schools :- The Basic Activities that were identified for introduction in Non-Basic schools for re-orienting them towards the Basic schools, were helpful in achieving the objectives of Basic Craft to a great extent. The concept of work experience was based upon the concept of basic education.

So the concept of SUPW based upon the educational ideas of Mahatma Gandhi, highlighted social usefulness the correlational aspects of work education.

SUPW IN INDIA

SUPW in India was introduced in school curriculum by the recommendations of Wood's Dispatch.

Indian Education Commission (1882) had suggested, "In the upper classes of high schools there be two divisions. One leading to entrance examination of Universities, the other of more practical character, intended to fit youths for commercial or non-literary pursuits". Based on this suggestion, the alternative course for preparing the youth for commercial and non-literary pursuits in the then Madras province including a comprehensive list of optional subjects, viz. Mensuration and Hydraulic, Engineering, Building materials and construction, Surveying & levelling, Brick making, Mechanical drawing, Modelling, Wood and Copper plate engraving and Banking etc.

The Govt. of India Resolution on Educational Policy (1904) stated, "The first call for fresh efforts is now towards the development of Indian industries and specially of those in which native capital may be invested. Technical instruction directed to this subject must rest upon the basis of preliminary general education of a simple and practical kind which should be clearly distinguished from the special teaching, that is to be based upon it, and should as a rule be imparted in schools of ordinary type".

In 1929 Hartog Committee observed in this connection, "It is true that in almost all provinces attempts have been made to introduce practical pre-vocation instruction in the

ordinary schools, but it is evident that there had been as yet not clear appreciation of the aim of such instruction, its proper relationship to the other ordinary school courses. In some provinces it is regarded merely as a form of manual instruction which is helpful as part of general education of pupils, it is to be welcomed as such. In other provinces althrough the instruction is definately intended to be pre-vocational, it is imparted in higher classes of secondary schools to pupils, who, in the majority of cases, are striving to qualify for admission into colleges and have no intention, whatever, of making use of the instruction as a preliminary to technical training. Only in a few cases this instruction is imparted in such a manner and at such a stage of school courses that pupils are definately encouraged, after receiving a suitable measure of general education, to leave school in order to take up some practical occupation or to receive technical instruction in a special institution".

National Education Conference which met at Wardha to discuss the educational ideas of Mahatma Gandhi adopted the concept of productive work based education. Secondary Education Commission (1953) also recommended teaching of one craft as a compulsory subject at the Secondary stage. The following optional crafts were suggested for inclusion in the core curriculum of that stage: Spinning and Weaving, Wood Work, Metal work, Gardening, Tailoring, Typography, Workshop practice, Modelling, Sewing,Needle Work, and Embroidery.

Immediately after the adoption of principle of productive work centered education a committee was appointed under the chairmanship of Dr.Zakir Hussain, to give practical shape to such education. The recommendations of this committee are embodied in the report, popularly known as the 'Zakir Hussain Committee Report' which formed the basis of the scheme of basic education. According to the report of this committee, natural and social environment of the learners are the two important centres for correlating knowledge besides handicrafts, Strictly speaking, it may not be called addition of two more centres of correlation because handicrafts are the products of interaction between the natural and social environments.

Basic Education was accepted as the National pattern of education at the elementary stage of education in the year 1938, the progress towards converting all the elementary schools in to Basic schools was not satisfactory till nearly two decades. Consequently, with a view to give practical shape to the accepted policy of central and State Governments regarding converting all elementary schools in Basic schools, as early as possible, atleast uin phased manner, the standing Committee for Basic Education of the Central Advisory Board of Education, Government of India in the year,1956 recommended that immediate steps to be taken to introduce some elements of Basic education in the Non-basic schools.

In 1953, the Mudaliar Commission om Education also recommended the inclusion of craft as a compulsory school subject. As the recommendations were accepted in Rajasthan, provisions

were made for teaching craft in the higher secondary schools. In Rajasthan, as additional step was taken in 1962 by introducing 'Earn while You Learn' project as an experiment in innovations. The assumptions were that a child would not only learn manual skills, but also start earning while working in school.

At the later stage, it was realised that the over emphasis given to craft as an independent subject has led us to undereating the learning aspect in it. The Education Commission (1964-66) noted this fact and recommended the replacement of 'cfaft' by 'Work Experience'. Since then the emphasis shifted to the experiences of the child, which he would gain by doing a productive work (in the school or at home, in the workshop or on the farm, in the factory or in any other situation).

Still, it was again felt that the subject Work-Experience had not been getting the desired success in bridging the gulf between the work of knowledge and the world of work. The matter was analysed and it was found that it had also become an independent subject like others and had no relevance or relationship with other subjects. It was also noted that an activity selected under the work Experience Programme was not necessarily a socially useful activity. As a result, a child could gain experiences in doing but could not necessarily develop interests and aptitudes for producing the things of his daily use. He could learn a certain manual skill, but could hardly develop competence to repair an ordinary instrument or machine that he used in his day-to-day life.

The Ishwar Bhai Patel committee constituted in 1977 to review the curriculum for 10 years school of education also noted this fact. In viewed the issue in a historical and developmental perspective and felt that the Gandhian approach was more appropriate. No doubt it was feasible to teach all the subjects of curriculum through Craft/the Central activity yet it should be retained, so that students may be motivated to involve themselves in some useful - Socially Useful Productive Work. So the Patel Committee recommended that Socially Useful Productive Work and Community Service (SUPW & CS or SUPW) should find a significant place in curriculum. It clarified that SUPW should not be regarded merely as an additional subject, rather we are to give education in and through it.

The Patel Committee also recommended that 18% of the time should be given to SUPW at the Secondary School stage. It added that SUPW may be in the form of production as well as services. It means services rendered to the society are equally a productive work.

For the selection of SUPW activities, the Patel Committee suggested the following six areas :-

i) Health and Hygiene
ii) Food
iii) Shelter
iv) Clothing
v) Culture & Recreation
vi) Community Work & Social Service

Adi-seshiah Committee constituted to review the curriculum for the +2 stage of education, endorsed these views and recommended the SUPW to be introduced at +2 stage.

This committee recommends that Socially Useful Productive Work should, as far as possible be allied to the electives choosen by the students allowing also for any other kind of work depending upon the facilities available in the neighbourhood. The students who are studying Home Science may for instance, work with the community for improvement of the nutritional status of people, utilising the local products for developing cheap and wholesome diets. The students of Chemistry may undertake useful work of soil fertilizers and water, removal of pollution, utilisation of waste etc. Those of Physics may similarly work on rural electrification, improvement of small and cottage industries etc. Biology students may serve in primary health centres and promote other health measures or help farmers, horticulturists etc for improving productivity, students in Political science may work with Panchayat Administration, local bodies etc., So as to improve various services for the community.

PLACE OF SUPW IN NEW EDUCATION POLICY

The main thrust of National Policy on Education 1986 is on vocationalisation of education to enchance individual employbility, mismatching between demand and supply of skilled manpower and to provide on alternative for those pursuing higher education without particular interest or purpose. New Education Policy goes to the extent of recommending vocationalisation at secondary level also and if at all it cannot be done then SUPW/WE must be introduced at all levels to expose the child to world of work.

The New Policy on Education endorses the views of Hartog Committee 1929 that Work education should be imparted in such a manner and at such a stage of education that pupils are able to take up some practical occupation or to receive technical instruction in a special institution after completing their general education.

OBJECTIVES OF INTRODUCING SUPW IN SCHOOL CURRICULUM

SUPW is essentially 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. Its principle aim is to prepare the child for life of tomorrow, to equip him with sufficient life-skills leading to vocational development and to enable him to discover his own talents and interest for later's choice of productive occupation and a smoother transition from world of learning to world to work.

GENERAL OBJECTIVES The general objectives of socially useful productive work are as follows :-

Knowledge and Understanding

To help the child -

- Identify his needs and choose of his family and community in respect of food, health, 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 services;
- Understand the utility of productive work services to the community;

- Understand the needs of a technologically advancing society in terms of productive processes & skills;
- Understanding the process of planning and organisation of productive work;
- Conceptualise his role in productive situations;
- Develop an awareness of social problems;
- Develop his abilities for self-evaluation in 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 services 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 work ;
- inculcate socially desirable values such as self-reliance, helpfulness, cooperativeness, team-work, preservance, tolerance etc;
- develop self-esteem, through achievements in productive work and services;
- develop a deeper concern for the environment and sense of belongingness responsibility commitment for society.

STAGE WISE OBJECTIVES :

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, co-operativeness and team-work, regularity, punctuality, discipline, honesty, creativity, persistence etc.

Middle Stage (Classes VI-VIII)

- to develop coordination 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 equipment in scientific manner.
- 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;
- to bring about development of vocational aptitudes or interests it should be given sufficient importance.

Even ~~for~~ those ~~who opt~~ for academic stream at the +2 stage, provision of enchanced participation in work would adde a much desired dimension to academic education and produce better educated young people in general, which the academic courses alone would fail to achieve(17).

STATUS OF SUPW IN DIFFERENT STATES

Status of SUPW is different in different states. The State of Maharashtra adopted the cluster approach in classes VIII-x. In this scheme, activities were grouped under two clusters. Cluster 'A' included industrial type of work. Student were required to take up one activity from each cluster i.e.two types of activities in one year. In other words, six activities in all, in three years.

The programme developed by state of West Bengal included study of world of work and simple productive activities for classes VI to VII and execution of productive aswell as educational projects for classes IX & X.

The State of Assam, which adopted 10+2 schooling system from the year 1973, clarified that Work Experience should stand seperated in principle from vocational education or Social service. The feasibility and the educational aspects of the programme were emphasised. Stress was laid on production of socially useful goods which would give some returns. The work area were selected from the productive work that were already going on in the community, so that, if need be, children might be able to select one of these as their occupation.

The State of Gujarat which, agreed with the recommendation of the Education Commission, made it clear that the aim of work Experience should not be training for a vocation but it should give the pupils, the requisite ability in one compulsory craft. The activities as prescribed in the school

suited to the conditions prevailing in and around the school. It was further suggested that full use of the community resources should be made for implementing the programme.

In the State of Punjab, emphasis was laid on the Vocational aspect and it was decided that trade training should start from class VI and Work Experience should be provided at two level viz.,Primary and proficiency. The primary level activities were concerned with those which were going on in the environment and did not require use of much equipment and workshop facilities, whereas, the proficiency level activities were concerned with source Trade which involved use of workshop facilities.

Rajasthan has prepared a detailed curriculum on the lines of Ishwarbhai Patel Committee Report, Rajasthan, West Bengal, Punjab, Delhi and Chandigarh has given subject status to WE/SUPW with internal evaluation at secondary level. However, it could not find place as a subject in Kerala, Himachal Pradesh and Haryana Almost all states/Union Territories offer the programme at the secondary level. The state like U.P., J&K, W.Bengal and others offer the programme at the primary and middle levels also. Two Union Territories also offer the programme at the Higher Secondary stage for general stream students.

In Kerala, Punjab, U;P.Delhi, the instructions in SUPW are imparted by specialised teachers (Craft/WE)SUPW teachers) besides the general subjects teachers. However, the Rajasthan, Haryana, Himachal Pradesh and Maharashtra SUPW/WE is imparted by general subject teachers. To prepare WE/SUPW teacher, Punjab and West Bengal have physical teacher training institutions.

But rest of the States/Union Territories depend on short duration courses organised by States. The State of Kerala organises such courses regularly for its teachers. In rece years, training for subject based activities is also organi by source States.

With regard to instructional materials the States ha hardly put in any effort. However, Kerala, Punjab and Raja have done something by way of development of curriculum guic and other types of materials.

On front of finance and instructional facilities, the situation varies from state to state. Delhi charges nominal fee at the secondary level. Haryana has decided to allocate Rs.300/- per year per school for the purchase of equipment. other states, the Department of Education gives lumpsum gran for the purpose. In Kerala, raw materials for performing th WE/SUPW activities are supplied by the Govt. with the unders ing to accept the finished products. Moreover, the state al allocates Rs.10 lacs for managing the programme. Similarly, in Maharashtra and Haryana disposal of products of WE/SUPW activities is not posing any problem. This become possible because of selection of activities is done in such a way tha the output has ready market. By large, no state has any pro in regard to disposal of products.

Curricular area in this field has not received adequa attention with regard to its macro level management in the s However, some efforts have been made in this direction by so states. For example, Kerala has Work Experience Cell in the

with one special officer and four regional foreman. In Rajasthan, Board has taken up a lead in providing necessary guidance and supervision. In other States/Union Territories it is left to SIEs/SCERTs or DPIs office where one or more persons are assigned the job of supervising-cum-managing the entire programme.

For motivation, encouragement and actual participation of students in SUPW, by and large, the State Governments, have not done much. However, Kerala has been able to organise on-the-spot competitions at tehsil, district and State levels and by organising seminars, symposia etc. Over and above Kerala has also introduced awards for performance in Work-Experience.

With regard to innovation in the implementation of SUPW, there are some states which need special mention here. The state of Rajasthan has launched special SUPW programme from the academic year (1984-85) in class IX of all schools with 30 periods, a camp life of 5 days which makes 8% of the school time for imparting SUPW activities in all the 5 areas but for those schools which are offering art and craft subjects, students undergo 3 days camp life only. It is a compulsory curricular area and participation of the students in the camp is obligatory. The board of Secondary Education provides the guidance supervision for this curricular area. It has decided to hold internal evaluation and students will be awarded grades and the same will be indicated in the certificate.

In Kerala Work Experience is an integral part of school curriculum. It was introduced in schools in a phased manner

from the year 1969-70 Work Experience programme was made compulsory and a five point programmes was introduced in all schools. In High schools where diversified courses existed these were merged with work experience programme. These schools are staffed with specialists.

Madhya Pradesh has launched Earn while you Learn scheme in collaboration with Khadi + village industries Commission. In this at Pattics, Candles, garments and furniture are manufactured. The raw material is supplied by Khadi and Village Industries Commission. The finished products meets the requirements of the education department and also disposed off through KVIC. The scheme is offered in some selected schools where in the teachers and students get some incentive for manufacturing the item prescribed by the department. The work is done during and after schools hours also.

As already discussed, Education is considered as an important instrument of social change so, socially useful productive work is considered to be an instrument which can bring about social change according to the demands of present times and thus automatically the change in education or curriculum cannot be abrupt or haphazard but it must include planning, analysis and detailed preparation at every stage, so that it is educational in essence. Adoption of improved tools and materials, where available, the adoption of modern techniques will lead to an appreciation of the needs of progressive society based on technology.

Important aspect of curriculum of productive manual work is that is should be determined locally, because, the needs of the learners and community, with which it is concerned, vary from place to place. Moreover, the feasibility aspect has also to be kept in mind. In other words, the raw materials, tools, equipment and expertise available in the locality have to be kept in mind while selecting the activities.

In this study an attempt will be made to know present status of SUPW in Chandigarh schools with respect to the various activities carried out at different levels of the various catagories of schools, number of trained teachers for various activities and the availability of funds, equipment and tools needed for those activities. So, the purpose of study is to find out the relevance of SUPW with the needs of area.

Objectives of study

1. To find out the various SUPW activities presently carried on in the schools at different levels of education separately.
2. To know the number of trained and untrained teachers who are engaged in SUPW/Work Experience activities.
3. To find out the availability of funds in various schools for carrying out different SUPW activities.
4. To find out the curricular pattern which the schools are following for SUPW.
5. To know the evaluation criteria of SUPW adopted by the school.
6. To know the time alloted for SUPW at all levels.

7. To know the evaluation criteria of SUPW adopted.

8. To know the time of SUPW at all levels.

9. To analyse the methods of disposal of finished goods.

10. To find out number of SUPW activities pursued by students in one academic session.

Sample

The sample taken for this study in all the Senior Secondary schools, Model High Schools, High Schools and Govt. Middle Schools of Chandigarh Administration. Split up of the sample is given below :-

1.	Govt. Senior Secondary Schools	7
2.	Govt. High Schools	29
3.	Govt. Model High Schools	8
4.	Govt. Middle Schools	12

Methodology

For collecting the data, survey methods has been adopted. The data from different categories of schools has been collected with the help of questionnaire filled by teachers concerned with various SUPW activities.

(A) Activities pursued exclusively by Boys :-

i) Wood Craft
ii) Radio Mechanic
iii) Plumbering
iv) Educational Poster Designing
v) Book Binding

(B) Activities pursued exclusively by Girls :-

i) Home Science
ii) Tailoring & Embroidery
iii) Meal Planning
iv) Tie & Dye
v) Food Preservation

Table A further speaks about the number of schools offering each SUPW activity. It is noticed that out of 36 schools 22 schools are offering Electrical repairs and the facility for Meal planning activity is available in 21 schools and Commercial art is offered in 20 schools. Number of schools offering Home science as SUPW activity is 16. 10 schools are providing facilities for Wood craft, Tailoring, and embroidery is offered in 10 schools. The table further reveals that facilities for Plumbering, Radio Mechanic, Painting, Interior decoration and Book binding is offered in 5,3,2,4 and 2 schools respectively whereas Educational Poster designing, Computer and Tie and Dye activities are offered only in one school each.

TABLE : B pertains to the information regarding SUPW activities being pursued at High, Middle and Primary levels in Govt. schools of Chandigarh. This table indicates that all the activities are not pursued at all these three levels. There are few SUPW activities which are only carried at High school level while some other are pursued at Middle level only. But there are some activities which have been offered both at High & Middle school level.

Activities being offered only at High school level are as follows :-

i) Educational Poster Designing
ii) Computer Education
iii) Food Preservation

Painting is pursued only at Middle level whereas all other SUPW activities are pursued both at Middle and High school level. This table refers to the number of schools pursuing each SUPW activity at High, Middle and Primary levels.

Meal planning is offered in 22 schools at High in 5 schools at Middle and in one school at Primary level.

Commercial art as SUPW is being offered in 20 schools at high level and in 4 schools in Middle classes. Electrical repairs is offered in 16 schools for High classes and 11 schools for Middle classes.

Woodcraft as SUPW is carried for High classes in 9 schools and for Middle classes in 7 schools.

Tailoring and Embroidery is offered in 8 schools for High classes and in 10 schools for Middle classes.

Home science is offered in 3 schools at High level in 6 schools at Middle level and one school is offering Home science at Primary level.

Plumbing is offered in 3 schools at High level and in 5 schools at Middle level.

Interior decoration is carried out in 3 schools at High and in 2 schools at Middle level.

Radio repair as SUPW activity is pursued at High school level in 2 schools and at Middle level in one school.

TABLE : C indicates the selection criterion for allocating the students for SUPW activities. As observed from the data, it is noticed that there are many SUPW activities carried on in one school at different levels. The students are allocated to SUPW activities on the basis of following criterion:-

i) By the choice of student himself - The student selects the SUPW activity himself according to his/her own interest.

ii) By Teacher's decision :- The teacher concerned with various SUPW activities selects the students.

iii) By the consent of Parents :- The parents make the choice for their wards.

iv) Collective consent of all concerned:- So from the table it can be seen that in 6 Senior Secondary schools Out of the total 7 Sr.Secondary schools, the students are selecting SUPW activities on the basis of their interests i.e. students take up various SUPW activities by themselves according to their own choice. In one school the students select the SUPW activities in consultation with their parents.

In High schools category, 17 schools are selecting the students for various SUPW activities according to the interest of the children i.e. students choose SUPW activities by themselves. In one school, the students are selected by the teachers. In 6 schools, the students choose SUPW activity after consulting their teachers. In 2 schools, the consent of parents, teachers and student is taken. In 2 schools children choose SU/PW activities after consulting the parents.

In the Model High schools category, out of the data received from the 7 Model schools of Chandigarh, in 5 schools students make the choice of SUPW activities themselves, in one school the SUPW activities are choosen by children in consultation with their parents and while in one school children select the SUPW activities in consultation with the parents and teachers both. A clear cut picture of criterion of selection of students for SUPW activities., is shown as follows in terms of percentage of schools following different criterion for

Criteria of Selection	% age of School
1. By Child's Interest	54.5
2. By Teacher	5.4
3. By Parents	0
4. By Teacher & Child	12.7
5. By Parent & Child	7.27
6. By Parent, Teacher & Child	5.4

TABLE : D reveals the number of periods allocated at various levels in different catagories of schools.

From the table it is odserved that no uniform pattern is followed in allocation of time for SUPW. About 15% schools are allocating 1 period for SUPW activities - 3 periods are allocated by 20% schools at middle level 14.5% schools at High level 1.5% schools are allocating 4 periods at Primary, Middle level. 10% schools at High level. 9% schools are allocating 5 periods at High level 32.7% schools are allocating 6 periods, 3.6% schools are allocating 7 periods, 5% schools are allocating 12 periods for SUPW activities.

TABLE : E refers to the non-availability of funds and tools for SUPW activities. In certain schools there is paucity of funds and in some there is paucity of tools. The data collected also revealed that in certain schools, though both the funds and tools are available but there is shortage of non-availability of space to carry out various SUPW activities. In respect of Senior Secondary schools the survey indicates that by and large they have sufficient funds for carrying out SUPW activities and are well equipped. Only one school has reported shortage of funds.

In High Schools, 2 schools are running short of funds but in 10 schools there is shortage of equipment and tools needed for carrying various SUPW activities.

In category of Model High Schools, there is no shortage of funds in any school but 3 schools have reported non-availability of tools and equipment.

At Middle level, out of 12 schools only 5 schools are pursuing SUPW activities. Funds are available with all the schools. Three schools have reported shortage of tools and equipment.

TABLE : F presents the picture of the level of training of the teachers looking after SUPW activities. SUPW activities like woodcraft, plumbering, electricity, radio mechanic, tailoring and embroidery, commercial art, interior decoration, painting, Book binding, computer are by and large looked after by teachers.

SUPW activities related to Home science and commercial art are looked after mostly by degree holders in the respective fields especially activities related to Home science are looked after by Graduate and Post-Graduate teachers because as about 86% teacher of Home science have these qualifications, only 14% of the teachers are diploma holders. In the field of commercial art SUPW activities, about 20% teachers are degree holders.

The survey reveals that all the SUPW activities are looked after by professionally trained teachers specially trained for the purpose.

F I N D I N G S

The survey of SUPW activities reveals that only 15 SUPW activities are pursued in Chandigarh schools at Primary, Middle and High school levels. Out of these fifteen activities five are Home Science related, three science related, three are related to performance arts and remaining four are technical activities. The maximum number of SUPW activities being offered in a school vary from 1 to 5. Most commonly pursued activities are commercial art, meal planning and electrical repairs, tailoring activity though is being offered in ten schools only but the number of girls offering this activity is maximum. Facilities for Computer education, interior decoration, poster designing and tie and dye are offered by very few schools and thereby are not very popular.

The data further indicates that certain SUPW activities like Home Science, Tailoring embroidery, meal planning are exclusively pursued by girls and activities like plumbing, book binding, poster designing, comput oodcraft and radio repair are