

## **Socially Useful Productive Work Programme At The Kendriya Vidyalayas In Manipur**

**Running Title: Socially Useful Productive Work Programme**

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### **Abstract**

The present investigation aims at studying the contribution of the areas related to socially useful productive work programme at the Kendriya Vidyalayas in Manipur in relation to opinion of the students regarding the functioning of management and administration of SUPW programme and opinion of the students regarding the functioning of the SUPW programme in relation to community and social services, clothing, health and hygiene, food, culture and recreation and shelter conducted at the Kendriya Vidyalayas in Manipur. From the result of the research, the functioning of the management and administration of SUPW programme are well organized and they performed very well. Teachers were very co-operative with their students and also with their head of the institutions. The functioning of the community and social services, health and hygiene, culture and recreation and shelter activities regarding the SUPW programme were well organized and they know that how it could be benefitted in their future. But in two areas i.e. clothing and food were not functioned properly and it was not satisfied by the students. As a human being, it is birth habit of creating something, and it is right time to develop a sense of social commitment towards the students in the participation of productive works in the school.

**Keywords:** Socially Useful Productive Work, Programme, Kendriya Vidyalayas, Manipur

### **I. Introduction**

Life has become very complex in modern time. This complexity of life due to industrialization has forced upon us the school which is a specialized agency for transmitting the cultural and social heritage to the younger generation of the society more efficiently, deliberately and systematically. The home could not performed this function. Now, the child has to be given complete knowledge about our money earning activities, government and its working production and distribution, health work and international relationships. This can be prepared him by school for life. Since school is a social institution, therefore, as a matter of principle, it must aim at providing socially useful as well as productive education. The national system of education as conceived by our leaders during the national movement for freedom and as propounded by Mahatma Gandhi has its genesis in work based education. Gandhiji was against education leading to the search for white collar job. He was of the opinion that if education is based on Socially Useful Productive Work, it would be an instrument for personality development and social transformation. Socially Useful Productive Work must therefore, be given a central place in the curriculum at all stages of school education and content of the academic subjects should be related to it, as far as possible.

Socially Useful Productive Work is an integral part of the school curriculum. This programme is very useful to students to keep abreast of the day-to-day realities that surround them. It helps to promote and instill the attitude of being useful to others and develop the practical skills that will be required to the students later in life. Besides, it will help individuals to choose areas of work that they are interested in and pursue them further. They will also develop the attitude to initiate and take up activities that are socially useful and productive. Students should be given opportunities to be engaged in organized gainful and productive activities. They should be encouraged to take initiative, organize and conduct such productive activities. They should be given experiences that will enable them to undertake socially useful and productive activities in future, whether they are at work, at home or in a community. Their experiences can be both independent and in a group. The essential attribute of Work Education/SUPW is, therefore, its manual character which means that the children are to work with hands and thereby develop a purposive or educative in that it should help to develop knowledge, understanding attitudes, personal-social qualities and skill related to the world of work. Further, Work education/SUPW should be meaningful i.e. it should help in the satisfaction of children's basic needs of life such as food, clothing, shelter, health, hygiene and recreation, through production of goods or rendering of services. Social or community services for the welfare/development of the community or society at large should also form an essential component of Work Education/SUPW.

The concept of manual work as a tool of education was recognized long before the advent of formal education. Socially Useful Productive Work has been described by the Ishworbhai Patal Committee (1978) as purposive, meaningful, manual work resulting into either goods or services which are useful to the community. Purposive, productive work and services related to the needs of the child and the community will prove meaningful to the learner. Such work must not be performed mechanically, but 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 and the adoption of modern techniques will lead to an appreciation of the needs of a progressive society based on technology. The purpose of demarcating, a

distinct curricular area as Socially Useful Productive work is to be developed in the light of the Gandhian Philosophy of Basic Education and in through work. The aim of this is to provide children with opportunities of participating in social and economic activities inside and outside the classroom, enabling them to understand scientific principles and process involved in different types of work and in the setting in which they are found in the physical and social environment. SUPW programmes have been accepted in principle for a long time. Establishment of Basic Schools throughout the country was an early positive step but could not gain roots due to certain inherent complexities in the context of fast changing socio-economic condition of the society. Work Experience recommended by Education Commission (1966) was a laudable effort to bridge the gap between work and education. The concept of SUPW accepted in 1977-78 envisaged purposive, meaningful manual work resulting in either goods or services useful to the community as an integral part of the entire spectrum of school education.

Specially, while the SUPW concept of participation in a large number of activities down from the areas of human needs may continue for the elementary stages of education for the time being, there is a need to develop certain programme of pre-vocational character for structured and effective implementation. A school can select an area of community specific production process around which the theoretical learning and practical work within the school and outside may resolve. This may allow for closer linkages between theories and skills acquired and their real life application.

### **Objectives of SUPW**

In order to give proper direction to Work Education activities, it is necessary to be clear about the objectives of Social Service/Work Education. A list of the overall objectives of Social Service/Work Education is given below:

#### **A. Cognitive Domain (Knowledge and Understanding)**

Work Education/SUPW helps the pupil to

- i. Identify his needs and those of his family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service.
- ii. Acquaint himself with productive activities in the community.
- iii. Know the sources of raw materials and understand the use of tools and equipment in the production of goods and services.
- iv. Understand scientific facts and principles involved in various forms of work.
- v. Understand the process of planning and organizing productive work.
- vi. Understand his role in productive situations.
- vii. Understand the needs of a technologically advancing society in terms of productive processes and skills.

#### **B. Affective Domain (Attitude and Values)**

It helps the pupil to

- i. Develop respect for manual work and regard for manual workers .
- ii. Inculcate socially desirable values such as self-reliance, helpfulness, co-operativeness, team-work, tolerance, etc.
- iii. Develop proper work habits and values such as regularity, punctuality, discipline, honesty, efficiency, love of excellence and dedication to duty.
- iv. Develop self-esteem and confidence through achievements productive work and services.
- v. Develop a deeper concern for the environment and a sense of belonging, responsibility and commitment to the society.
- vi. Develop awareness of socio-economic problems of society.
- vii. Appreciate the utility of productive work and service to the community.

#### **C. Psychomotor Domain (Skills)**

It helps the pupil to

- i. Develop skills for the selection, procurement, arrangement and use of tools and materials for different forms of productive work.
- ii. Develop skills for the application of problem solving methods in productive work and social service situations.
- iii. Develop skills for greater productive efficiency.
- iv. Use his creative faculties for devising innovative methods and materials.

NCERT's curriculum for the ten-year school- A framework (1976) highlighted the need of WE/SUPW. This was the first systematic intervention by a national level R&D body, wherein WE was given a status of a curricular area. NCERT prepared syllabi and textbooks. The Regional College of Education (now redesigned as Regional Institute of Education) Bhubaneswar, one of the constituents of NCERT, brought out a Handbook on SUPW in schools to help schools and teachers and educational administrators in implementing various aspects of SUPW. In 1979, the CBSE published a booklet on Socially Useful Productive Work-Guidelines for teachers which were circulated to the schools. The CBSE also published another booklet entitled 'The Third Dimension of Education – Socially Useful Productive Work – Its Scope

and Outreach' in continuation with the earlier booklet. Kendriya Vidyalaya Sangathan brought out a separate booklet on SUPW, especially for use of students.

The national curriculum for Elementary and Secondary Education- A Framework (1988) allocated 20 percent time to WE/SUPW at primary stage, 12 percent at upper primary stage and 13 percent at secondary stage of education. The National Curriculum Framework for School Education (2000), brought by the NCERT, has suggested that school should decide about the number of hours/periods. Time allocated for a subject area/activity should not be encroached upon as per the individual or individual's perception.

National Education Policy 2020, Reimagining Vocational Education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives for across Ministries, in collaboration with industry, to oversee this effort. The National Skills Qualification Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classifications maintained by the International Labour Organisation. This Framework will provide the basis for Recognition of Prior Learning. Through this, dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

### **Programme of Classes V/VI to VII/VIII**

#### **Health and Hygiene**

Making of tooth powder, soap, disinfectants, detergent powder, hair oil, brooms, waste-paper baskets, dustbins, compost manure, first aid boxes, health posters, booklets on health and hygiene, keeping health records, keeping the neighbourhood clean, working at health centre.

#### **Food**

Growing of selected vegetables and ornamental plants in plots or pots, where possible for sale. Seed collecting, soil testing, experimentation with different kinds of soil, different types of seeds, different kinds of manure, vegetative reproductively, layering, soil conservation. Making of jam, jelly, ketchup sauce, pickles, fruit juices, confectionery or bakery items. Working in canteens or stalls for a specified period, packing of food materials.

#### **Shelter**

Making articles of use with the help of any material, making stationery items, white washing, polishing doors, windows and furnitures, caning, chairs, repairs of furniture and casual labour work in the school.

#### **Clothing**

Spinning, making school bags, school uniforms, handkerchiefs, table cloths, pillow cases, knitting and making mats etc.

#### **Culture and Recreation**

Top making, artificial flower, pottery painting, making games materials, cards for festivals, fancy cover for books and bookbinding and fancy candle making etc.

#### **Community Work and Social Service**

Helping adults in their work as project such as keeping a specified area clean, helping in the care of the sick, helping at functions and during festivals, traffic control, helping in the literacy campaign.

#### **Need of the Study**

Socially Useful Productive Work as an integral part of general education is one of the programmes or factors that can forge a link between education and productivity so that the existing immense resources of the country are generated for increasing the national income. Again, it is designed to bridge the gap between the world of work and the world of study. It also aims at building healthy attitudes and strengthening character through co-operation and group work. The work experience programme in schools will help student in the process of their vocational development. Because in this programme, the teacher will give information about the different types of occupations and will bring in the practical field. By analysing ability aptitude, interest and personality trait of the individual, the teacher can help the students in developing a vocation which is very much rich in him. The work experience programme will provide equality of opportunity and learning for working all children irrespective of caste, creed, sex and economic status. It makes to follow the natural instinct of men to translate into activity and through.

Kendriya Vidyalaya (Central School), is a system of central government schools under the Ministry of Human Resource Development (India) and has been affiliated with the CBSE since then. Its original objective was to educate children of the Indian defense services personnel who are often posted to the remote places. The uniform curriculum followed by these schools all over India ensures that the children of government employees do not face educational disadvantages

when their parents are transferred by providing a common syllabus and system of education. In 1979, the CBSE published a separate booklet on Socially Useful Productive Work, especially for use of students. Thus, the child can learn about different vocations of his environment and can develop his vocation. This programme gives vocational training from the early childhood period and the child is familiar with the world of work. But nowadays, most of the schools are not implementing SUPW programme. If it is launched successfully in our country, the unemployment problem of our country will be minimized. Keeping these views, the investigator chose this topic to study on the socially useful productive work at the Kendriya Vidyalayas in Manipur.

### Objectives of the Study

1. To study the theoretical concept of socially useful productive work programme.
2. To find out the opinion of the students regarding the functioning of SUPW programme in relation to management and administration, community and social service, clothing, health and hygiene, food, culture and recreation and shelter conducted at the Kendriya Vidyalayas in Manipur.
3. To suggest measures for effective implementation of SUPW programme at the Kendriya Vidyalayas in Manipur.

### Hypotheses of the Study

1. There exists significant functioning of the management and administration of SUPW programme conducted at the Kendriya Vidyalayas in Manipur..
2. There exists significant functioning of the community and social service activity of SUPW programme.
3. There exists significant functioning of the clothing activity of SUPW programme.
4. There exists significant functioning of the health and hygiene of SUPW programme.
5. There exists significant functioning of the food of SUPW programme.
6. There exists significant functioning of the culture and recreation of SUPW programme.
7. There exists significant functioning of the shelter of SUPW programme.

## II. Method of the Study

For the present study, the descriptive survey method will be adopted. Descriptive survey method is preferred over other methods as it enables to make investigation with, narration of events, comparisons and drawing conclusions based on the information obtained from relatively large and representative sample of the target population. It is an organized attempt to analyse, interpret and report the present status of a social institution, group area.

### Population

The population for the present study was confined to the students from Class VI to VIII of Kendriya Vidyalayas in Manipur.

### Sample

The sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totality is made. In other words, it is the process obtaining information about an entire population by examining only a part of it. The sample for the present study consists of 225 students from five (5) Kendriya Vidyalayas i.e. (1) Kendriya Vidyalaya Lamphelpat, (2) Kendriya Vidyalaya Langjing, (3) Kendriya Vidyalaya Leimakhong, (4) Kendriya Vidyalaya Loktak, (5) Kendriya Vidyalaya Churachandpur in Manipur among the Kendriya Vidyalayas in Manipur. Out of these 225 students, 45 from each school with 5 each from the Class VI, VII and VIII will be studied. The simple random sampling method is applied for the present study.

### Tools Used

For the present study, the major tool used was questionnaire, the researcher used a self-developed questionnaire consists of 60 statements for his study on Socially Useful Productive Work Programme.

### Statistical Analysis

In order to analyse and interpret the list scores, the investigator adopted Chi-square test and percentage as the data analysing statistical method.

## III. Result and Discussion

### 1. Functioning of Management and Administration of SUPW Programme Conducted at the Kendriya Vidyalayas in Manipur.

Table – 1

N=225

Categories	Observed frequency	Chi-square frequency	Chi-square
Strongly agree	72	45	16.2
Agree	92	45	49.09
Undecided	43	45	0.09
Disagree	15	45	20
Strongly disagree	3	45	39.2
Total	225	225	Obtained=124.58

From the table 1, it is observed that the obtained chi-square is 124.58 and the table value of chi-square at 4df and 0.05 level of significance is 9.488 and 0.01 level of significance is 13.277. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 72.89% of the students were satisfied with the functioning of management and administration of SUPW programme conducted at the Kendriya Vidyalayas in Manipur.

## 2. Functioning of Community and Social Service SUPW Programme

Table – 2

N=225

Categories	Observed frequency	Chi-square frequency	Chi-square
Strongly agree	98	45	62.49
Agree	95	45	55.55
Undecided	25	45	8.89
Disagree	5	45	35.55
Strongly disagree	2	45	41.09
Total	225	225	Obtained=203.5

From the table 2, it is observed that the obtained chi-square is 203.5 and the table value of chi-square at 4df and 0.05 level of significance is 9.488 and 0.01 level of significance is 13.277. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 85.78% of the students were satisfied with the functioning of community and social service of SUPW Programme.

## 3. Functioning of Clothing of SUPW Programme

Table – 3

N=225

Categories	Observed frequency	Chi-square frequency	Chi-square
Strongly agree	59	45	4.35
Agree	98	45	62.42
Undecided	5	45	35.55
Disagree	43	45	0.09
Strongly disagree	20	45	13.89
Total	225	225	Obtained=116.3

From the table 3, it is observed that the obtained chi-square is 116.3 and the table value of chi-square at 4df and 0.05 level of significance is 9.488 and 0.01 level of significance is 13.277. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 69.78% of the students were satisfied with the functioning of clothing of SUPW Programme.

## 4. Functioning of Health and Hygiene of SUPW Programme

Table – 4

N=225

Categories	Observed frequency	Chi-square frequency	Chi-square
Strongly agree	69	45	12.8
Agree	124	45	138.69
Undecided	0	45	45
Disagree	25	45	8.89
Strongly disagree	7	45	32.09
Total	225	225	Obtained=237.47

From the table 4, it is observed that the obtained chi-square is 237.47 and the table value of chi-square at 4df and 0.05 level of significance is 9.488 and 0.01 level of significance is 13.277. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 85.78% of the students were satisfied with the functioning of health and hygiene of SUPW Programme.

## 5. Functioning of Food of SUPW Programme

Table – 5

N=225

Categories	Observed frequency	Chi-square frequency	Chi-square
Strongly agree	29	45	5.69
Agree	73	45	17.42
Undecided	10	45	27.22
Disagree	80	45	27.22
Strongly disagree	13	45	3.2
Total	225	225	Obtained=80.75

From the table 5, it is observed that the obtained chi-square is 80.75 and the table value of chi-square at 4df and 0.05 level of significance is 9.488 and 0.01 level of significance is 13.277. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. Also 45.33% of the students were not satisfied with the functioning of food of SUPW Programme.

## 6. Functioning of Culture and Recreation of SUPW Programme

Table – 6

N=225

Categories	Observed frequency	Chi-square frequency	Chi-square
Strongly agree	56	45	2.69
Agree	126	45	145.8
Undecided	7	45	32.09
Disagree	28	45	6.42
Strongly disagree	8	45	30.42
Total	225	225	Obtained=217.42

From the table 6, it is observed that the obtained chi-square value is 217.42 and the table value of chi-square at 4df and 0.05 level of significance is 9.488 and 0.01 level of significance is 13.277. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 80.89% of the students were satisfied with the functioning of culture and recreation of SUPW Programme.

## 7. Functioning of Shelter of SUPW Programme

Table – 7

N=225

Categories	Observed frequency	Chi-square frequency	Chi-square
Strongly agree	25	45	8.89
Agree	82	45	30.42
Undecided	40	45	0.56
Disagree	57	45	3.2
Strongly disagree	21	45	12.8
Total	225	225	Obtained=55.87

From the table 7, it is observed that the obtained chi-square is 55.87 and the table value of chi-square at 4df and 0.05 level of significance is 9.488 and 0.01 level of significance is 13.277. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. Also 47.56% of the students were not satisfied with the functioning of shelter of SUPW Programme.

## IV. Conclusions

1. Almost 85.78% of the students were satisfied with the functioning of the community and social service regarding the SUPW Programme. Thus, it can be concluded that the functioning of the community and social service regarding the SUPW programme were well organized and they knew how it could be benefited in their future.
2. Almost 85.78% of the students were satisfied with the functioning of the health and hygiene regarding the SUPW Programme. Thus, it can be concluded that the functioning of the health and hygiene were well organized. Also they knew about the maintenance for the good health.
3. Almost 80.89% of the students were satisfied with the functioning of the culture and recreation regarding the SUPW Programme. Thus, it can be concluded that the functioning of the culture and recreation activities regarding SUPW Programme were well organized. Most of the students and the teachers performed very well in interior design and decoration of the room.

4. Almost 72.89% of the students were satisfied with the functioning of the management and administration regarding the SUPW Programme. Thus, it can be concluded that the functioning of the management and administration of SUPW programme are well organized and they performed very well. Teachers were very co-operative with their students and also with the head of their institutions.
5. Almost 69.78% of the students were satisfied with the functioning of the clothing activities regarding the SUPW Programme. Thus, it can be concluded that the functioning of the clothing activities regarding the SUPW Programme were well organized and they also knew that the knowledge can be applied in the future.
6. Almost 47.56% of the students were satisfied with the functioning of the shelter activities regarding the SUPW Programme. Thus, it can be concluded that the functioning of the shelter activities regarding the SUPW Programme were not well organized. Most of the students were interested in the area of the electrical appliances.
7. Only 45.33% of the students were satisfied with the functioning of food activities regarding the SUPW Programme. Thus, it can be concluded that the functioning of the food activities regarding the SUPW Programme were not well organized. Also they got the knowledge of healthy and good food. But to compare with other activities of SUPW Programme, food activities is very low in functioning and organizing.

#### V. Suggestions

1. The SUPW Programme can be implemented through camp life where students can live together, work together and co-operate with each other in performing SUPW as an innovative approach. The innovative way of implementing SUPW Programme should be adopted.
2. The schools should keep extra classroom for the SUPW Programme so that the students can work easily.
3. The schools should call the resource persons sometimes to give speech about the educative value of SUPW. It can bring more awareness in the Programme.
4. National funds should be provided by the school authorities for the materials to be used in SUPW Programme.
5. The parents or guardians should come forward and co-operate with the teachers and head of institutions in moulding and identifying the creativity of the wards.
6. Every student should be made known about the prosperous and optimistic aims and objectives of the SUPW Programme.
7. Every student should give the opportunity or chance to create miraculous things or activities through these SUPW Programmes.
8. Every parents or guardians should keep in their minds about the importance and usefulness of SUPW Programme and also their benefits in the future.
9. These SUPW should be kept as compulsory subjects and be counted in the formative and summative assessments.
10. Every product should be displayed or organized the exhibition programme made by the students themselves.
11. Each and every school should organize in-service training programme from time to time for the teachers to bring more successful programme.
12. Research and Development support can be made in University level for SUPW Programme.

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