INTRODUCTION:

Work education is seem to be very important, meaningful and the purposeful manual work organised as important part of teaching learning process which results into product and goods which is useful to the society in addition to the pleasure of doing work. It is very necessary for all the section of the education i.e. primary, secondary, higher secondary and for the higher education. Work education can be provided through well developed, channelled and structured programme. It should include the knowledge, various life skills, observation, and moral values through basic life activities. Work education can be categorised into various categories in which we need to work upon:

Categories of work education should be:

a) Work which we do at home.
b) Work which we do in our classroom.
c) Work which we do in our society.
d) Work related to the need of an individual, such as health, clothing, cleanliness etc.

1.2 Historical perspective

In India Mahatma Gandhi was the first one who insisted the practice of doing work with education. Describing work education Mahatma Gandhi once said "work education concept which is suggested by education commission (1964-66) is similar to the concept of philosophy of basic education. For the last forty years or so there is an accumulative demand to include work education with regular syllabus at every stages of education. This will give respect and respect and dignity to all type of manual work, it will also remove distinction between manual worker and white collar worker, promote independency in fulfilling daily needs and the requirement of the humanity, increasing efficiency through the improvement of proper services, work and values, and will help in the economic development of the country through social work and community work by the students.

1.3 Concept of Work Education
National curricular framework for school education as developed by the NCERT (2000) has given a new term work education instead of earlier name work experience. The national policy on education (1986) has concluded work experience as meaningful work which results into goods and services that are beneficial to the people. Work education includes of activities consisting of services, food, clothing, social services and recreation according to the mental level and skill of the children on the basis of availability of the local resources. The policy on education suggested the active participation of primary and secondary students in production and service oriented projects along with an “earn while you learn” for needy students on a optional basis. It provides an equal importance to community services by creating social awareness for the welfare of society. The most important attribute of work education is its manual character which means that children will work with their hands while they will learn. By this they develop personal, social qualities, skills, values related to work. Work education must require a self-importance of place in the school syllabus as a means of attaining self-sufficiency and as a training for future life. School is a place which acts as a mediator between child and the community. School not only conserve our culture but also nurturing and progressing at the same time. School is a place from where we can bring change in the society. An honest execution of work education in schools can bring the student closer to the community/society and make them a responsible citizen.

Psychologically also it will balance the practical and intellectual part of education. It will help to develop the skills, values and dignity for the work and on the other hand child can apply his mind and intelligence for some constructive/productive work which is good for the child and for the society too.

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

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

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

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

1.4 Limitations

The researcher used the standardized questionnaire based on 5-point likert scale.

The investigation did not develop any psychological tests for investigative purpose.

The study is only limited to the CBSE schools wherein the subject is taught to them.

Reference and research paper on the subject are limited.

The researcher has no control over the response of the students on the subject.

The research is restricted to only 30 questions in the questionnaire.

The researcher did not take into consideration the attitude of the teachers.