

## CHAPTER VI

### IN - DEPTH STUDY OF SCHOOLS

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## IN DEPTH STUDIES OF SCHOOLS

In the previous chapter, the researcher has analysed all the issues of Vocationalisation of Education with reference to Union Territory of Delhi. But it does not throw much light on the working of the schools where every policy of the vocationalisation is put into practice. To put in Kothari Commissions words 'Where India's destiny is being shaped'. Therefore, the researcher has tried to study all these issues which are mentioned in Chapter V, again, with reference to the schools. For the in-depth study, Schools have been selected on the basis of the courses. Care has been taken to cover all the courses and to prefer those schools which are running vocational courses since 1977. If a particular course is not covered, new schools have been added for the study.

These in-depth studies are not case studies because these studies are limited to the aspects of Vocationalisation only and not concerned with other streams which are being taught in a school along with vocationalised stream. These in-depth studies reveal details regarding enrolment, result, syllabus, type of students, staff, infrastructure, orientation, text books, mobility and employment, in that particular school. All the schools are also compared on issues such as effectiveness, merits and limitations.

To explain these in-depth studies of the Schools, some basic facts are being presented in the following paragraphs.

Vocationalised stream was introduced in the Higher Secondary

Schools in 1977 besides the already existing academic streams like Science, commerce and Humanities.

25 seats were allotted to each course in a school to admit students. But a school may have one or more vocationalised course according to the infrastructure available and Principals' willingness.

With the introduction of vocational Courses, Principals of these schools have an additional burden and responsibility to run these courses in their schools.

In 1977, 12 Vocational Courses were started in 15 schools. List of these Courses is in Appendix XII. By 1980, two courses namely (1) Basic Electronic technology and (2) Air-conditioning & Refrigeration were dropped. As a result the two schools offering only these two courses i.e. G.Tech SSE Okhla and G.Tech SSE Kashmere Gate were no more running any vocational course. Thus the teaching in these two schools got confined to academic courses. At the same time one school i.e. Anglo Arabic Sr. S School Ajmeri Gate dropped the teaching of Accountancy and Auditing. Thus in the year 1986, there were in all 12 schools imparting 10 vocationalised courses. However in the year 1986, 33 more schools started Vocational Courses and two new courses were also started in Delhi Schools. Therefore, the researcher had selective sampling for case studies and she chose 10 old schools for in-depth studies leaving two schools out since courses offered in these two schools had been fully covered in the case studies of the other 10 schools. In place of these left out schools, two new schools, with new courses, have been included so that all voca-

tional courses running in the Union Territory of Delhi can be covered and the requirements of all the courses can be highlighted.

The number of courses offered in a school is not fixed. There are schools which introduced only one course and there are schools which are running two, three, or four vocational courses. The number of courses introduced depended on the willingness of the Principal of the school and the infrastructure facilities available.

**1. Government Girls Senior Secondary School, Lajpat Nagar No.1**

While driving on Mool Chand Fly-over, one can see a grand long building of the school surrounded by Railway Station on one side and by Lajpat Nagar Market on the other side. The school has a good location and also a good look. To reach the school, one can get DTC buses from any central point going towards South Delhi (in particular towards Kalakji).

Outwardly small looking School building is quite large from inside. There is a separate wing for the vocational courses. The investigator on reaching the wing, contacted the teacher incharge of the Course, interviewed him and the beneficiaries and gathered information for the case studies.

This school is running a Course in Textile & Design (Weaving Group) since 1977. Duration of the Course is 2 years.

This school was recommended for introducing a few other courses by the Working Group. These courses were :- (1) Business Management, (2) Marketing & Salesmanship, (3) Hotel Reception and

Book Keeping, (4) Restaurant & Canteen Management. Justification for the suggestion was that Moll Chand Hospital and Lodhi Hotel was situated in the vicinity of the school. But the recommendations were not followed and only in Textile & Design course was started in the School. The reason of introducing the Course could not be explained by the Principal. The number of students attracted by this course can be understood from the Table below which also explains the number of students appeared, passed since the beginning of the course in the school.

**Table No. 6.1**

Table showing the number of students appeared, passed along with merit ( if any ) since the year 1977 to 1986.

Session	Appeared	Passed
1977-78	-	-
1978-79	07	07
1979-80	09	09
1980-81	11	11
1981-82	15	15
1982-83	19	19
1983-84	22	22
1984-85	14	14
1985-86	17	17

According to the table the result of the school in the Course has through out been 100 percent and there has been merit

positions also in the Board . The teacher further mentioned that school has obtained such good results inspite of the fact that only average intelligence students seek admissions in the Course. Principal of the school also expressed the same view. The data for the present batch (1986) shows that 50 percent students had secured IInd Division and 50 percent IIIrd Division in their 10th Class examination.

This course is being taught by three teachers out of which one is full time regular teacher while the other two are employed on part time basis. There is no lab boy or peon for the course. Work load on the regular full time teacher is of 48 period per week. He takes 16 periods of theory and 32 periods of Practicals. The researcher noted three practical classes running simultaneously in three rooms and only one teacher was looking after all the three classes, moving from one room to another after giving instructions and keeping students busy in practicals.

The wing allotted to the course consists of 8 rooms. Five of these rooms are being used as Class rooms and three as Laboratories. The Teacher expressed the view that rooms are not sufficient for the course and specific subjects like Chemistry, Technology, Studio, Museum etc. need separate rooms and there is also need of a separate Assembly Hall.

There were 20 handlooms, 15 motor operated machines, 4 Jaycguard machines, 2 Dobby machines, 12 carpet looms' and 10 sample looms. However according to the teacher, these machines were not sufficient. He further added that the raw material

supply was also inadequate and therefore students were asked to bring raw materials themselves. According to the teacher, reasons for the insufficiency of materials were, a) in-adequacy of grants, b) lack of proper policy and c) lack of arrangements for selling out the products produced in the school. Researcher found that the products made by students were lying in the school.

Besides the insufficiency in machines and raw materials time provided for practicals is also in-sufficient. The Teacher informed that the students are asked to stay back in the school after the schools hours for practicals, for which their parents' acceptance had been taken at the time of admissions. The researcher saw students doing practicals even during the lunch interval.

Guest lecture are arranged in the school. These lectures are taped transcribed and then cyclostyled and distributed among students. There are no prescribed books. Course contents are studied from foreign literature. In place of text books tapes, photostat and cyclostyled notes are used.

Field trips for the students are arranged. They are taken to the Textile Engineering Department of the I.T.I., Hauz Khas. However, the teacher expressed difficulty of conveyance in arranging for conveyence for these field trips.

This school, being a Government School, gets 100 percent expenditure from the Government. According to the teacher, though grants are sufficient, yet it becomes difficult to meet day to day expenditure particularly for field trips, visits and display and exhibitions of the articles produced, because of the delayed

sanctions and procedural difficulties.

No teacher of the school has been given any orientation regarding the Course through any agency. The investigator feels that Teacher-Orientation is essential. In fact various types of Orientation Courses need to be arranged by the Ministry Cell on Technical Education.

According to the teacher, the students have great potential for employment if proper arrangements are made. He gave the names of a few organisations where the passed out students can be absorbed. Some of organisations are National Textile Corporation; All India Hand Loom Board; Weaver Service Center ( Ministry of Commerce); Training Center (Ministry of Labour); Handicraft Board; National Museum; Exhibitions of Textiles; T.T.Ts ( as Asstt. Instructor). Textile Mills ( as Textile purchasers etc. ), Export, Import Promotion Board; Cotton Board, Jute Board, Silk Board; Teaching for S.U.P.W.

Regarding mobility, the teacher informed that they can go for higher studies in professional courses like interior decoration, fashion design, art etc. and also in academic stream like B.Sc. Honours. And they can be self employed as well. They can make design of various garments, clothings, carpets etc.

The teacher's view is that these students are better trained than the students of I.T.Is, and are equivalent to second year of Polytechnics. If a bridge courses is formulated, these students can compete with pass out of polytechnics.

The researcher contacted 14 students who had passed this

course in the year 1984 from the school. Out of 14, only 4 sent their replies. Only one of these four is employed as Fashion designer; she got this job after finishing Fashion Designing Course from YMCA in september 1985. She is working at Elizabeth Hi Fashion, E-162 Greater Kailash II New Delhi-48.

Another student is unemployed and could not get employment even after her registration with the Employment Exchange and doing further 6 months appreticeship training in Textile Course at Bharat Nagar, New Delhi and now in desperation, she is learning typing to get a job.

The other two are pursuing further education. One is studying Commercial art at Women' Polytechnic Maharani Bagh New Delhi and the other is undergoing three years' diploma course in Textile & Design at International Polytechnic for Women A-3, South Extension, Part 1, Ring Road, New Delhi-49.

From the above facts , following merits and limitations of the scheme are understood .

#### **MERITS :**

- 1.Result of the school is cent percent and students have secured position of merit while only average (IInd & IIIrd Divisioners ) students were admitted to the Course.
2. The teacher of the Vocationalised Course is very enthusiastic and devoted. He works beyond the school hours. He is very concerned with the future placement of passed out students and is making efforts to explore employment opportunities for them.

3. Though books are not available, guest lectures are arranged and these lectures are taped and then cyclostyled. These cyclostyled notes are not only distributed among the students of this school but also given to other schools where Textile & Designing course is being taught.

4. This school has sufficient infrastructure facilities such as- building, machines etc.

5. Products of the school were found either employed or pursuing higher professional courses.

This school has become a Model school in Textile & Designing Courses.

#### **LIMITATIONS :**

1. The Courses offered do not correlate with the economic activity of the area. There is limited scope for Textile & designing in that locality. Mool Chand Hospital being very close to the school, para medical courses are more appropriate for this school.

2. The School is inadequately staffed. More regular full time teachers and at least one lab boy and one peon are required.

In spite of above limitations, this school is an ideal school for vocational course in Textile & Design. It can be said that the other schools should emulate the functioning of this school. With all the flaws of the scheme, the Course is being taught well in the school. Credit goes to the permanent full time teacher of the course in the School.

## 2. D.C.M. BOYS S.S. School Kishan Ganj.

In the crowded narrow lanes of old Delhi, one finds a school. D.C.M. Kishan Ganj, situated in unclean surroundings, in the interior part of the city, quite away from the main road. It is a famous school and every passer-by knows exactly where it is, as the investigator, in order to reach the school, had to ask number of persons on the way. Built up on a small piece of land the school building has number of stories.

The Investigator found that the Courses offered in the school were quite different from those which were suggested by the Working Group Report. The report had recommended 'Food preservation', 'Marketing and Salesmanship', Electronics', Costume Designing & Tailoring', 'Textile Design & Block Printing'. This school, however introduced only the commerce based course viz. Marketing and Salesmanship, Auditing & Accountancy, and Office management and Secretarial Practice, and Stenography. The Principal of the school gave the reason of the difference that the courses have been introduced in the school on the basis of the availability of teaching staff.

The School introduced these commerce based courses one after the other during the year 1977 to 1986. Auditing & Accountancy was the first vocational course started in the school in the year 1977. In 1979, it introduced Office-management and Secretarial Practice and in the year 1981, Marketing and Salesmanship course started and the 4th Course in 'Stenography' has been implemented since 1986.

The researcher got the numbers of passed out students of

this school from the Directorate of Education. The information ,  
(available upto 1983 only), is as shown in the following Table :

**Table No. 6.2**

**Table showing the result of the school**

Year	COURSES					
	Auditing & Accounts		Office management & Secretarial practice		Marketing & Salesmanship	
	App.	Pass.	App.	Pass.	App.	Pass.
1979	18	14				
1980	22	15				
1981	15	08	15	10		
1982	38	32	38	26		
1983	34	34	34	34	34	34

The Investigator found that enrollment of students in Class XIth in each course had been around 40 but there had been quite a few drop out by the time of final examinations of class XII. The results of students have also not been quite encouraging Though there was cent percent pass result in the year 1983, in all the three courses, there had not been any case of merit. The Principal said that the reason of this poor performance of students is that that they were of average intelligence, and only those who had failed to get admission in regular academic course because of their poor result in class X , sought admission to the vocational course. The previous record of students also shows that only

30 percent of them were IInd divisioners and remaining 70 percent were IIIrd divisioners. None of them was first divisioner.

With regard to teachers of the Courses, there were three full time regular Postgraduate Teachers of Commerce who besides taking the regular academic classes of commerce, have to take nine periods per week per teacher in the Vocational course. There is no practical work in the course, though the teachers and students feel that practicals should also be included in the courses.

The School has made only two class rooms available for all the four courses and the rooms are well furnished with simple chairs & tables to meet the requirement of theory classes. Classes of all the courses run jointly with regard to the common papers and thus the class rooms and periods are being managed for all the four courses.

This is a Government aided school and 95 percent of the expenditure is provided by the Government and the remaining 5 percent is to be met by the management of the school. As there are no practicals in the Course, the funds do not pose any problem .

There is no guidance cell . The Principal expressed the necessity of such a cell or officer. The Researcher found that students are aware about the utility, the prospects and the scope of the course.

According to the Principal, the Syllabi of the Courses are extensive and there are some unnecessary topics, which need to be

eliminated. In his view, topic of Office Secretaryship should be dropped from the course of Office management and Secretarial Practice. However, the Teacher of the Course is of the opinion that few topics need to be added. He suggested the topics of Post-Office working, telegram, telephone accounting etc. for inclusion in the Courses.

Teaching is only through Lectures. There is no provision for arranging demonstrations. Students are not taken to fields to get first hand knowledge and experience. The Principal was of the view that the course being too wide it was difficult to cover the course within the session and there was no time left for organising field trips.

No text book has been written for these courses so far. Materials are collected from different Commerce books, which are available. According to the Principal because of these Commerce books, there is no immediate need for preparing text books for these courses .

About the employability of the passed out students, the Principal told the researcher that the courses are not at all helpful in getting jobs. It is just a matter of chance if one gets a job. Most of the students go for higher studies in the general academic stream.

Two students, who had passed Commerce based courses in 1984 had informed the researcher about their position after passing out. One, who passed the course of Auditing and Accountancy, was studying in B.Com through Correspondence Course and was employed at Attachi House, 132 Sadar Bazar Main Road Delhi. The other, who

passed Marketing & Salesmanship Course, was studying in B.A. (Pass) at G.D. Salwan College.

**Merits :**

1. New Courses are being introduced in the school. One school which started with one course in 1977, was having four different courses by 1986.
2. There are regular full time P.G. Teachers to teach the Courses.
3. The number of students seeking admissions to these courses is increasing every year.
4. The principal of the School is taking keen interest in vocational courses and is introducing them in the school.

**De-merits :**

1. DCM Mill being situated nearby, School should have introduced courses based on the needs of the Mill but it had not done the same.
2. Even for the Courses being run in the school presently, some practical knowledge and experience could be imparted to the students through the D.C.M. Mill, factories and Offices.
3. There has been no effort in getting employed the passed out students with the Mills, factories and other offices. So there is nothing to motivate the students.
4. The unemployed students are compelled to pursue higher academic courses, even after passing out these courses.

On the whole, it can be concluded that even though the teaching of the courses is quite satisfactory it can be more

useful if the teaching is job linked . With a little initiative the Management of the School can establish contacts with employers. Steps in this direction are still awaited.

### **3. Government Girls Sr. Secondary School No. 3 Sarojni Nagar**

Sarojini Nagar is one of the Govt. Colonies of Delhi. The investigator was surprised to see a chain of schools amid market and residential flats. Government Girls SSS No. 3 is situated in a very clean and open surroundings. Wide and clean roads lead to this school. It is not difficult to reach this school as Buses almost from all the corners of Delhi come to Sarojini Nagar Bus terminal. The school has a grand building which looks the same from outside as well as inside. The Principal of the school is quite interested and enthusiastic towards vocational stream. She gladly helped the researcher in letting her gather data in her school.

This school is running two vocational courses ; Viz :- (1) Office management and secretarial Practice, and (2) Health care and Beauty Culture. The first course was started in the year 1977 and the later was introduced since 1983.

Students are given admissions on the basis of marks obtained by them in their 10th class examination. According to the Principal the students generally are of average intelligence. From the data collected it was gathered that 37 percent students were first Division holders of class X , 63 percent were second divisioners in the Course of Office Management & Secretarial

Practice, but in the course of Health Care and Beauty culture, 14 percent were third divisioners and remaining 86 percent were holding IInd division. Admissions were not based on the attitude or aptitude of the student as there was no facility of guidance and nothing to test the aptitude of the candidates.

As regards the teaching staff of the courses, there was no regular full time teacher for the courses. There were six part-time teachers for both the courses. During the discussion, the principal revealed that it is difficult to find part time teachers on the salaries prescribed for them. Even the full time teachers are not available on the pay scales prescribed. The teachers and the principals are of view that regular teachers on full time basis with attractive pay scales should be appointed.

The position of the passed out students of this school is explained in the following table :-

**Table No. 6.3**

**Table showing results of the School**

Year	Number appeared	Number passed
1983	38	38
1984	37	37
1985	46	46
1986	47	47

(Information about the years 79 to 82 could not be available inspite of all efforts made by the researcher.)

The table above shows that the result of the school has constantly been cent percent.

The school accommodation appears to be adequate. One room is being used as Laboratory for 'Health Care & Beauty Culture'. Another class room is used for office management and secretarial practice course. Equipments are kept in Almirahs made in the walls of the Class rooms. Thus the School does not suffer insufficiency in respect of class rooms.

Regarding infrastructure facilities available in the school for the courses, though the researcher was told that there was no deficiency, but during discussion the Principal admitted that apparatus and equipments required for the courses are inadequate in comparison to the number of students enrolled.

Regarding syllabus, Principal was of the view that it was deficient of practical training which needs to be improved and pulled upto the mark.

The Principal of the School had undergone the orientation training of the vocational scheme at NCERT but none of the teachers had undergone any such training since all these teachers were on part time basis.

Principal told the researcher that field trips are not being organised because it involves lots of problem as they need sanction and permission from Directorate, parents of students, and also from the place of visits. To have collaboration with all these three agencies is difficult and troublesome. Moreover, the trips involve financial liability which creates further difficul-

ties.

Text books are not available, but the teachers do not face any problem as they say that they themselves prepare notes from reference books and then provide notes to the students.

Regarding employment opportunities, the Principal gave a very dim view. She said that students' of Health care and Beauty Culture can be self employed but it is not possible in the case of students of Office Management and Secretarial practice. There is no provision for the students to get on the job training.

Four passedout students of 1984 replied to the questionnaire. According to their responses it was found that One, who had passed Health Care & Beauty Culture courses, joined YWCA for Diploma Course in Medical Laboratory Technology. At present she is working in Medi-Lab 7 (V) Netaji Nagar Market New Delhi. This lab, however, was opened by her in 1986 with the support of her guardians. The nature of work was routine clinical type. Other three students were from Office management and Secretarial Practice Courses. All the three are studying B.Com. Course in different colleges, i.e. Jesus & Mary and Maitreyi College. These students feel that Vocational Course was of no use to them, as there is no job opportunity after completion of this course.

**Merits :**

1. Result of the school is cent percent and the number of students are increasing every year. Even the first Divisioners are attracted towards the course.
2. Principal of the school is taking keen interest in the

Course and because of her interest she is managing the Course with part time teacher only.

3. Schools has got sufficient equipment and accommodation to run the Course.

**Limitations :**

1. There is no regular staff to teach the course, no field trips or guest lectures are arranged even the students of Health Care and Beauty culture are not taken to Beauty Parlors of the locality for first hand knowledge or experience.

2. Courses offered in the school are not based on local needs.

3. No guidance service is provided to the students in order to help them to start their own career or in seeking employment.

To get the desired results and to improve the functioning of vocationalised courses, this school needs full time regular staff and bigger labs for Health Care and Beauty Culture Course. If these limitations are removed, this institution can be amongst the good schools.

**4. Government Girls Senior Secondary School Punjabi Bagh :**

This school is situated in the residential colony of Punjabi Bagh, at a little distance from the main and biggest Road of Delhi known as Ring Road. The school has a large building. On entering the school, the researcher found it quite neat and tidy, with long galleries. After crossing one gallery the investigator entered the Principal's Office. Principal of the school was well informed about the Vocational courses and she extended all co-operation to the investigator to know about the school and courses running in the school.

The Working Group report had recommended as many as four courses to be introduced in this schools, viz :- (1) Receptionist and P.B. Operator, (2) Costume Designing & Tailoring, (3) Commercial art and (4) Nutrition and Food Preparation, as the facilities were available at Karampura and Mayapuri localities nearby. But the School started only one course of the Dress Designing and making.

According to the principal good students offer these courses. Students are rather forced to take up these courses when they are denied admission to the general academic course because of poor marks in their class X examination. Thus only weak students seek admission to the course. From the data of the result of the students of class X, pursuing the course in the school, it was learnt that only 15 percent of the students were IInd divisioners and remaining 85 percent were third division holders. The investigator was very happy to see that one deaf and dumb girl was also admitted to the course in the year 1986 and teachers were found putting a lot of extra effort to teach the girl.

There were only two teachers for the course in the school and both of them were part time teachers. Even though they were not on the regular staff list of the school they were holding full responsibility to run the course . The teachers were ordinary graduates with one of them holding a diploma in cutting, tailoring and knitting and the other having diplomas in cutting, tailoring and in Dress Designing besides a certificate in Teacher's Training. Both the part time teachers are serving since the

beginning of the institution and they are getting fixed remuneration of Rs. 450/- per month. The teachers as well as the principal of the school were of the opinion that the teachers should be regular, full time and given a prescribed scale of pay. The Principal said that regular and full time teacher could not be appointed so far because trained teacher for the course were not been available while the part time teachers said that they had been writing to the Director of Education for the last nine years to make them permanent and full time but nothing has been done in that direction. At the directorate level no criteria for appointment of regular and full time teachers had been fixed. These teachers were working as part time teachers in the hope that one day their services would be made regular and full time. Teacher further said that though they were part time on paper they were working full time and each teacher had to take 24 periods per week out of which 6 periods are of theory and 18 are of practicals.

The researcher got the information about the result of the students of this school from the Directorate of Education from since the year 1979 upto the year 1985 ( but no information for the year 1984 could be available). The results of the school are shown in the following table :-

Table No. 6.4

Table showing the number of students appeared and passed year-wise :

Year	Appeared	Passed
1979	5	5
1980	15	15
1981	17	17
1982	8	8
1983	20	17
1985	20	20
1986	24	24

Table above shows that the result of the school is cent percent.

As regards accommodation provided for the course in the school, there are two room allotted for practicals and theory lectures. Same rooms are used for both the purposes. While the course involves working on sewing machines and on big tables for drafting and cutting, use of the same room for theory lessons and for practicals is neither proper nor adequate. The Teachers also expressed the necessity for a well planned separate laboratory for practicals.

As far as the apparatus and the machines are concerned, they appear to be sufficient . Students said that there was no problem with respect to the availability of the materials and machines to

work and each student gets enough time to work upon. Regarding other instructional materials, the investigator was told that there were no text books for the course. The Teachers had to dictate notes from reference books. The Principal expressed the view that the syllabus of the course is neither clear nor suitable. The course is not linked with employment. The Principal complained that exporters are not-cooperative. More over there are no clear cut and well defined strategies regarding running of the course( like how to arrange field trips and how much could be spent on it). According to the Principal, the course is very expensive. Garments stitched by the students keep lying in the school in the absence of disposal policy. If there would have been a defined policy and procedure regarding sale of these garments, it could help in raising money on one hand and there would not have been accumulation of garments on the other.

This being a Government School, all expenses are met by Government and there appears to be no funding deficiency . Rs.9,000/- were given to this school as grant for the course in the year 1985.

The Principal expressed the view that to make the course popular, it should be linked with employment. She further said that one other school just two kilometers away from this school, has also started this course. That school should have started some other course so that students interested in this course would not have been divided in two schools. The researcher could not find any passed out student of this school employed anywhere. There was no Guidance service in the school either.

**Merits :**

1. The Principal and the Teachers are devoted and hard working.
2. The number of the students is increasing year by year.
3. Result of the school has been cent percent all through the years.
4. There is no deficiency regarding equipment.

**Limitations :**

1. Separate rooms for practicals/Laboratory is needed.
2. Linkage with factories for giving first hand knowledge, experience and training can make the course more useful and can increase employment potentiality.
3. There is no guidance available to students to start their own business in the trade.
4. No book or reference material is available to students.
5. Part time teachers are teaching the course.

To conclude, it can be said that inspite of the lacunae the school is running the course quite efficiently and is a fine example of the devotion and the hard work being put in by the part time teachers who are sticking to the job for the last nine years on a meager salary. To make the school a model school for the course, regularisation of service of part time teachers and setting up a separate laboratory are needed.

5. Government Girl's Senior Secondary School No. 1, Tilak Nagar

Tilak Nagar Colony is in North Delhi. This school is situated in the interior part of the colony quite far away from the main road but very near to the Tilak Nagar I.T.I.. The School building is quite old. Investigator found the Principal's room quite simple and the office working efficiently.

The Investigator was informed that this school is imparting instructions in two vocations viz. (1) Textile Design and (2) Health Care & Beauty Culture. Textile & Design course was introduced in 1977-78 and the other course was started in 1980.

As regards to enrollment of students, the teacher said that all types of students are enrolled in the Course. The Principal, however, was of the view that only those students, who fail to get admissions to academic courses opt for these courses.

The results of both the courses, year wise, as collected from the Directorate of Education, are given in the table below:

Table No. 6.5

Table showing the result of the school from 1982 to 1984.

.Courses

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<u>Year</u>	<u>Textile &amp; Designing</u>		<u>Health Care &amp; Beauty Culture</u>	
	Appeared	Passed	Appeared	Passed
1982	6	6	14	12
1983	12	10	10	10
1984	7	7	5	5

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Thus the results of the Course had been cent percent.

Regarding the teaching staff, there was one full time teacher and four part time teachers. The full time teacher and two of the part time teachers were for the Textile and Design Course. The full time teacher is M.A. in Painting with Diploma in Teaching of Art. The part time teachers are B.A. with Diploma in Textile and Designing. The other two part time teachers teaching Health and Beauty care are B.A. with Diploma in Beauty culture. One of them had worked as Senior Hair Dresser in a Beauty Parlor for seven years.

Work load of almost all the teachers (Full time or part time) is about 26 periods per week:- 2 periods of theory and 24 periods of practicals. As regards class rooms, two rooms, one lab and one workshop has been provided for the course of Textile & Design Course and only one big room is given to the Course of Health Care & Beauty Culture. Accommodation to run the course is not sufficient. The Furniture and the machines are adequate to meet the needs of the Course but provision of electricity and raw material is not sufficient.

The Teacher of Textile and Design complained about the inadequacy of the space and the researcher found students working in Verandah. According to the teacher, different sections and different rooms are essential for printing designing and craft works of the course, and one separate room for stores is also needed and above all one tap of running water is absolutely necessary.

According to the teacher, the practicals require long sittings and for that two or more periods in continuation are needed

to run the practical instructions.

The teacher felt that the school needs a better trained staff for the course. There should be different teachers trained in different skills such as Printing, Designing, Craft etc. as the each such work requires specialised knowledge. For example Designing requires expertise in Fine Arts, while Dying needs intensive knowledge of Chemicals. Present teachers of the Course in the school do not have that expertise and one teacher teaches all the subjects of the Course.

Text Books are not available. The teachers either dictate or distribute cyclostyled notes. The reference books being in English are of no use to the students. The teachers feel paucity of funds for arranging guest lecturers. However, for the topics which the teacher finds difficult to teach, the experts from outside are called. Dyeing Chemistry was one such topic.

The Teacher of Health Care & Beauty Culture Course reported that the Syllabus of the Course is very wide and cannot be completed within the time prescribed. She also recommended that the students of this course should be given lessons in English speaking and conversation because after the course, if one takes up the trade and works in a Beauty Parlour in Delhi, she will have to deal with customers from different parts of the world. In that case conversation in English becomes an essential part of their training.

It was suggested by the Delhi Administration that these students should be given Apprenticeship training through Beauty

Parlours. Names of few parlours are suggested for this purpose too.

There is no provision for models in the school. Students are asked to get some persons as models from their homes or neighborhood on whom they practice.

Principal of the School feels the necessity of regular full time teachers instead of part time teachers and emphasises that avenues for higher studies and employment should be opened for the pass out students.

All the 12 passed out students of the year 1984 replied to the questioner. Out of these 12, 5 had passed the Course of Health Care & Beauty Culture. Two of them were working in Beauty Parlours at Bellina, Rajouri Garden and Ram Partap Bagh; the third is doing B.A. Pass course. Fourth one was married and did not want to take up job and 5th was waiting for a job for the last two years. Seven passed the Textile & Designing Course. Six of them were pursuing academic education i.e. B.A. Course in various colleges either as a regular students or through Correspondence, and the seventh was pursuing Professional Course in Commercial art at Maharani Bagh Polytechnic.

**Merits :**

1. Result of the school had been almost cent percent.
2. A few students have got jobs.
3. Staff appears to be adequate, though part time teachers are made to work full time.
4. The Equipment needed for the course are available.
5. Lectures by experts are arranged.

**Limitations :**

1. Number of students on rolls is quite low. The main reason appears to be the presence of I.T.I. in that locality.
2. Students of the Vocational courses are not given field experience. They are not taken even to the I.T.I. which is close-by.
3. No liaison with employers is being established.
4. Space for the practical classes is insufficient .
5. There is a need to appoint full time trained teachers .

On the whole it can be concluded that the school is making good efforts in the right direction . If the limitations mentioned above are removed, this school may become one of the very good schools as far as the vocational courses are concerned.

**6. Government Boys Senior Secondary School Pooth Khurd.**

Poothkurd can be called rural part of Delhi. It was formerly a village situated near Delhi. It is now a part of Delhi. It, still had characteristics of a village. One will be surprised to note that in this part of the city, there is no traces of cosmopolitan life. To reach this part of the city, one can board a bus from Azadpur Bus Depot. From Poothkhurd Bus Stop, the investigator had to walk a long distance to reach the school. This school runs in the evening. The investigator was given a warm welcome by the Vice Principal and was also provided with the desired information desired by her.

Course of 'Applied Horticulture' was introduced in this

school in the year 1984. The duration of the Course, like other vocational courses, is two years.

The students admitted to the course, had a comparatively better academic record. 85 percent of the students were second divisions of class X, 5 percent were first divisioners and only 10 percent were IIIrd division holders. Teacher was of the view that very few brilliant students come for this course. Only one batch had passed out of the Course by the 1986. The result of that batch had been cent percent. Only eighteen students appeared in final ( XIIth Class ) examination 1986 and all of them were declared passed.

There are two teachers for this course in the school. One is full time and the other is a part time teacher, Qualifications of the full time teacher, are M.Sc. B.Ed. He takes 18 periods per week - 6 of theory and 12 of practicals. The teacher had undergone orientation for the Course. The Vice Principal and the teacher did not express any insufficiency of the teaching staff in the school. However, the teacher said that if one lab boy and one instructor were added to the staff, the course would run better.

To run the course on Horticulture, a vast space of open land is required. The school being situated in rural surroundings is having a big piece of land for horticulture. There is no problem as regard to the space, furniture, machines and even raw materials. According to the teacher, the funds are more than enough and at times it becomes difficult to utilize them. The investigator, however, noted that space in terms of class rooms

and store rooms was in-sufficient. There was a need for a store-room to keep the produce of the farm grown by the students. There was only one room where the stock of the produce was kept at the back portion of the room and in the same room students were sitting on ground floor in the front portion, taking their lectures. There was no furniture for the students to sit on. The Investigator noted that neither the teacher, nor the students had any complaint regarding the furniture.

Regarding the syllabus, the teacher said that a few topics, such as Zinger Crop and Chew nut should be eliminated from the Course as these crops are not grown in this part of the country.

The text books are not available in Hindi. Syllabus of this course was prepared on all India basis. Books are written in English which is not the medium of instruction of the students. Students, thus totally depend on the lectures. The teacher informed the investigator that it was not possible to write text books in Hindi for this course because there are only three schools in Delhi teaching the Course and the total number of students is not very large. So the cost of a Text Book would be too high to be afforded by a student. Therefore, the teacher has to dictate notes to the students in their language.

As regards to vertical mobility, students of this course face great difficulties. Agriculture or Horticulture Courses are not there in any college or University of Delhi. Therefore passed out students of this course shall have to go out of the Union Territory if they want to continue their studies.

Students are taught food preservation alongwith Horticul-

ture. The Investigator was offered 'Squash' made by the students and was shown other preparations such as Pickles Jam etc. However, during the discussion, it was revealed that students were not aware of the scope of employment opportunities. They are not being given any apprenticeship training either. Teacher of the course was of the view that with the knowledge of food preservation, these students can go in for self employment.

**Merits :**

1. The School is situated in appropriate surroundings .
2. The Teacher is motivated and devoted . And he also feels confident and well qualified to teach the course.
3. Students too appeared to be satisfied by the Course and they seem to have been given proper practical training.
4. The Land is sufficient for running the course and practical training.

**Limitations :**

1. Class room and store room for the produce should be made separate.
2. Sitting arrangement is required during theory lectures.
3. The Courses should be linked with employment and there is also a need for mobility.

On the whole, it can be said that Horticulture is being taught in the school quite efficiently and though the students are not aware of their future prospect, they are taking keen interest in the course and are highly motivated.

## 7. Government Boys Senior Secondary School No. 4 Sarojini Nagar

Sarojini Nagar Colony can be called a city of schools. After passing by a number of school-buildings, and entering into several other buildings looking like schools, investigator reached the correct building of the School No. 4. The school building is not very different from other private building and special effort was required in reading the name plate on part of the investigator before entering the school. The Principal of the school appeared to be very busy and all efforts of the investigator to fix an appointment with him turned futile. Anyhow he permitted the investigator to meet the teachers and students of the Vocational courses. And so the investigator reached the school.

This school is running two vocational courses : viz :- (1) Stenography was introduced in 1977 and the Ophthalmic Technique was started in 1980. The later courses was discontinued in the year 1983 but it was soon, in the very next year, re-started.

Students admitted to these courses appeared to be of average past academic record. They were generally IInd division holders. The number enrolled in the Stenography Course had been 35 while only 15 students were enrolled for Ophthalmic Course. But in the year 1985, only 6 students sought admission in Ophthalmic Course.

The year wise result of the students who appeared and passed is shown in the Table below :

Table No. 6.6

Table showing yearwise result of students of both the Courses:

<u>Year</u>	<u>Stenography</u>		<u>Ophthalmic Technique</u>	
	<u>Appeared</u>	<u>Passed</u>	<u>Appeared</u>	<u>Passed</u>
1979	25	25	--	--
1980	26	26	--	--
1981	13	13	--	--
1982	35	35	13	13
1983	35	35	15	15
1984	35	35	15	15
1985	35	35	--	--
1986	35	35	12	12

There are three part time teachers to teach these two courses. One is for the Course of Stenography and two are for the course of Ophthalmic Technique. Stenography teacher is M.A. B.Ed with Certificate in Stenography. One teacher of Ophthalmic Technique is M.Sc. M.Ed. and another is Senior School Certificate holder with diploma in Ophthalmic Techniques. Stenography teacher takes 36 periods-18 of theory and 18 of the practicals per week. One teacher of Ophthalmic takes 16 periods - 8 of theory and 8 of a practicals per week and the other teaches 15 periods-7 of theory and 8 of practical per week.

School has made arrangement for practical training of Ophthalmic students, with A.I.I.M.S. in its Rajendra Prasad Centre

for Ophthalmic Science.

Two class rooms and two workshops each have been provided for the vocational courses in the school. Accommodation provided appears to be inadequate. However, more rooms are under construction and additional rooms are likely to be provided for the course. Furniture and machines etc. are adequate in the school.

The investigator could only get information about the ten passed out students. Out of these ten, two are employed one is a stenographer at Vijay Traders, 314 G.N.A.M. Kashmere Gate Delhi-6 and is also pursuing further education through correspondence Course; the another one is employed as a clerk at A.S.I. Building Janpath New Delhi. This student too is pursuing B.Com through Correspondence Course. Other eight students were pursuing either B.Com or B.A. Pass Course in various colleges of Delhi University. Out of these eight students 5 were registered with employment exchange. All these ten students were of Stenography Courses. None of the students of the Ophthalmic Course gave any information about himself. However the school's records show that none of them is employed.

**Merits :**

1. This institution is the only institution which has arrangement with A.I.I.M.S. for practical training and first hand experience for the Ophthalmic students.
2. The staff appeared to be well qualified. Even part time teachers are well qualified.
3. Equipments are adequate.

**Limitations :**

1. There is no link with the employers.
2. Because of non availability of employment, Ophthalmic Courses appears to be unpopular among students even though they get good training in the trade.

On the whole it is a good school. It is trying its best to make the courses useful. It has established its links with AIIMS.

#### **8. Guru Nanak Senior Secondary School, Sabzi Mandi.**

In the Crowded narrow lanes of Old City of Delhi, it is not easy to find the school and its entrance. Researcher against her usual expectation, found this school running in a small building with a small gate. It is a small double storey building.

This school is running only one vocational course of Textile and Designing which was introduced in 1983 .

The investigator was infomed by the teacher that bright students are seeking admission to the Courses. According to her some of the students of the course had secured merit position in their class X examination. She introduced one girl student who had a very bright educational career and who took the course against the wishes of her parents. Going through the past educational record , the researcher found that out of the total student population 84 percent had secured IInd Divisioner and 8 percent had secured First Division in their class X Examination . There were, however, 8 percent students who had obtained IIIrd division in their Xth class examination. Thus in this school, there were brilliant as well as dull students in the course while a great majority of students were of average academic achievement i.e.

11nd class. It can, therefore, be said that in this school all types of students had taken the course. The teacher said that poor past academic record is no hindrance to the students' performance in this course and all types of students were doing well in the course.

The results had been cent percent as is evident from the table shown below :

**Table No. 6.7**

Table showing the result of the students .

Year	Appeared	Passed
1985	14	14
1986	08	08

But the total number of the students in the course in this School shows that the course is not very popular and the enrollment has decreased in 1986 just after one batch has passed out of the course.

In the teaching staff for the course, there were two part time teachers. Besides them, one Home Science regular teacher was also taking some lecturer. Qualification of the one of the part time teacher is Higher Secondary with Diploma in art and craft. This teacher informed the researcher that as the practicals of the course require long sittings and can not be divided in peri-

ods so she takes practical class continuously for long period. The other teacher could not be contacted by the researcher in spite of her best efforts.

The School has provided two class rooms for the Course. For practical work the Home Science Laboratory is used. Class rooms are sufficient but for practicals, there is no proper arrangement. Students were seen working outside class rooms in the open compound/ terrace.

Grants for furniture, machines and electric appliances etc. were sufficient to run the course but provisions for raw material were inadequate. Students were asked to pay money for purchase raw materials.

In this school, garments prepared by students were sold and the money received is again invested on the Course. This arrangement was made by the teacher on her own initiative although there was no policy, orders, or instructions about the sale of produced items. The Students were also encouraged to buy these items.

In spite of Government grants and money received from the sale of produced items, the teacher complained about inadequacy of funds for transportation and repair purposes. The researcher was also told about the non-availability of the Printing Equipment. It was also pointed out that Discharge Printing and Roller Printing was not possible in the school because it requires large Plants and Machines which cost a lot, about Rs. one Lakh for a machine and the school could not afford that much. The Factories

also do not permit students to work with their machines because they do not want to take the risk of inexperienced handling of their machines. the school, however, has the Screen Printing Facility and the same was being taught to the students.

As regard field trips, Students had been taken to the National Roshanara Park and also to some factories.

The Text Books for the course are not available . The Teacher prepares notes from different books on different topics (which are in English) and gets them cyclostyled and distributs among students. The Teacher also informed the researcher that there is Cooperation amongst few of the schools with respect to Cyclo-styled notes. Notes of one school can be used by other schools.

Students of this course can go for higher studies in academic stream as well as in professional colleges like College of Arts of Maharani Bagh. According to the teacher, Students of this course can be self employed. They can make Greeting cards, Visiting Cards, Duppattas, Bed Sheets, Batiks etc. Printing may also be started if one has sufficient resources.

Regarding the evaluation system, the teacher pointed out that the time allotted for the paper is not proper, as in the examination, a candidate is asked to do printing which is a time consuming work, and that the paper setters do not have knowledge of the syllabus and therefore they set questions in the paper, which are not related to the syllabus . He showed a paper in which questions pertaining to Printing have been asked in Textile Craft Paper.

The investigator noted that there was no guidance service available to students. As the course had been introduced recently no data about placement of passed out students was available.

**Merits :**

1. The teachers are enthusiastic and capable of taking initiatives. It was because of the initiative of the teacher that prepared items are sold.
2. The Students too appeared to be interested and brilliant students seek admissions to the course.
3. Students are taken to the actual work plan and they are thus aware of the actual working conditions.
4. Arrangement of giving and taking Notes/cyclostyled Lectures from other schools and using them for the benefit of students, is there in the school, and thus there is a close touch and cooperation amongst schools running this course.

**Limitations :**

1. Enrolment is very low and it shows that the course is not popular.
2. Space for practical work is insufficient .
3. Students are not provided any guidance and they are not aware of their employment prospects.

To conclude, school is running efficiently and there is hope that it will improve in future.

**9. Government Girls Senior Secondary School, East of Kailash.**

In the secluded peaceful lanes of South Delhi, in East of Kailash locality, there stands one grand Building of red Colour, which is visible from quite some distance. This is the building of the Government Girls Senior Secondary School. The Principal's Office is very near to the entrance gate, where the investigator was directed to go to as soon as she entered the school campus. The Principal was kind enough to spare some time for the researcher.

She (The Principal) informed the investigator that for admissions in vocational courses in the schools, the eligibility condition is that the candidate seeking admission must have obtained a minimum of 40 percent marks in class X. The education record of the students of Xth class revealed that few IIIrd divisioners and quite a few Ist divisioners also opted for these courses. The Principal was of the view that only average students seek admissions to the course. However it seems that all types of students seek admission in the course.

Two course were introduced in this school in the year 1977. These are (1) Office Management and Secretarial Practice, and (2) Stenography. Result and number of students passed out of the Courses are given in the Table below :-

Table No.6.8

Table showing results of the school.

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Year	Stenography		Office Management & Secretarial Practice.	
	Appeared	Passed	Appeared	Passed
1979	13	06	08	04
1980	18	18	10	04
1981	08	07	06	06
1982	12	07	16	09
1983	05	--	12	05
1984	--	--	21	09

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Note: The aforesaid information was gathered from the records of Directorate of Education

The aforesaid record of result show that the performance of students in final i.e. XIIth class examination has been quite poor. It appears that the teaching of the vocational courses in the school has suffered because of the inadequacy of the teaching staff. There were two part time teacher to teach practical part of the courses. Theory part of the course is taught by two regular teachers of commerce, who are teaching commerce classes in the school as well. These commerce teachers are M.Com B.Ed but they do not hold responsibility of running the course in the school and part time teacher too are mobile and do not feel themselves responsible towards the course. Principal was of the

view that there should be separate full time regular teachers for the vocational courses and besides the teachers there should be one instructor for the course. Principal also admitted that the present remuneration of Rs. 450/- P.M. for the part time teachers is too low.

As regards to space and class rooms for the course, it was noted that the two courses run by the school are commerce based where most of the teaching can be done in class rooms. It is in the Stenography course that a room for typeing is needed separately. There was no separate room for type writing and students were seen putting Type writers on their desk and after finishing work, keeping the type writers back in the cup Board, but inadequacy of the space was not reported by any body.

In this school, the Students had neither been taken to a field trip nor any guest lectures had been arranged for them. None of the teachers of the school got orientation about the courses. However, this school has Guidance cell and a trained Counselor who can orient students about their job prospects but no follow-up studies are done. And no student of this school was found employed. The Principal of the school was of the view that the Course should be linked with jobs and opportunities of higher studies for those who want to study further and parents should also be made familiar with the advantages and use of the Vocational courses' trainings.

**Merits :** The only plus point in the school was that there was a

guidance cell with a counselor.

**Limitations :** Low Enrolment and poor results. No one feels responsible for the course. In spite of the guidance cell, no student is employed or self employed.

To conclude, it can be said that lot of improvement is required in the teaching of the Course in the school. Regular and responsible teacher/teachers need to be appointed for the Courses.

#### **10. Shri Guru Hari Kishan Girls Senior Secondary School**

##### **Bangla Sahib**

In the Center of Delhi, the beautiful Golden 'Chatra' of Bangla Sahib Gurdwara is visible from a quite distance. At the back of this famous Gurudwara, the aforesaid school is situated. Entrance to this school is from Ashoka Road. Though entrance gate is not very big and from outside school appears to be a small one, the school is quite big and spacious. After crossing a big court yard, the researcher entered the main building of the school. The Principal of the school was very co-operative and welcomed all the queries and helped the investigator in collecting data on every aspect regarding vocational courses run in the school.

There were two Vocational Courses running viz:- (1) Stenography and (2) Dress Designing & Making, which had been introduced in the very first year i.e. 1977. Students are admitted to these courses on the basis of their marks in their Xth class examina-

tion. Record of these students revealed that all categories of students sought admission to the course. Number of first Divisioners (33 percent), IInd Divisioners (33 percent) and IIIrd divisioners (34 percent) admitted to the course, was almost the same. The year wise result alongwith the number appeared in the final class of both the courses is shown in the table given below :-

**Table No. 8.9**

Table showing the results of the School

Year	<u>Stenography</u>		<u>Dress design &amp; making</u>	
	Appeared	Passed	Appeared	Passed
1979	07	04	07	06
1980	13	06	07	07
1981	17	15	02	02
1982	07	06	08	08
1983	20	20	14	14
1984	12	12	11	10
1985	11	11	10	10
1986	10	10	05	05

The table above shows that results in the course of stenography during the year 1979 to 1982 had not been very satisfactory in the later years though in the course of Dress Design & Making almost cent percent results are observed.

For the teaching of the Course, there were four teachers, but all of them were part time. Two teachers were for the course of Stenography and the other two for the another Course. Qualifications of teachers of Stenography were :- One -B.A. with P.C.T. and P.C.T.T. and the other B.A. English with Diploma in Typing. Qualifications of teachers of the Course of Dress Design & Making could not be known inspiteof all the efforts made by the investigator.

About the teaching staff of the Course, the Principal said that well trained & well qualified teachers were not available for the course of stenography particularly because Good stenographers who are employed in Government Services were not permitted to take up part time jobs. Principal was of the view that Government should permit its employees to take up part time jobs in Vocational institutions at least. She also felt there should be atleast one regular full time teacher and one lab boy besides the part time teachers ineach course, and also one technical hand for the maintenance of type writers and other machines.

The School appears to have a good laboratory and is well equipped with other requirements along with a workshop needed for the course. However, there was no provision for the on-the-job training and the institution did not care to take the students for field visits to get the students acquainted with the job.

The school is an aided institution and thus Government meets 95 percent expenditure but the management does not meet the remaining 5 percent and therefore there are financial problems for the course. According to the Principal, the Government must

bear 100 percent expenditure and the grant should be released well in advance.

The researcher drew attention of the Principal to the poor number of students in the course. The Principal replied that student's interest is lacking because the courses are not employment oriented. Employment opportunities for pass-out students of Dress Design & Making are almost nil and Stenography pass outs have to wait for a long time to get a job. Moreover, students said that this course can be learnt privately on a part time basis. She further added that if a stenography pass out does not get employment immediately after leaving the course, he or she is liable to forget the skill and type writing speed decreases which makes employment all the more difficult.

Only two students, who had passed the course, revealed their positions to the researcher. One was unemployed since 1984 inspite of her registration with employment exchange. Presently she was doing graduation through correspondence course. Another student was employed as full time Stenographer with the 'Society of Indian Computer User' 1738/55, Naiwala, Karol Bagh, New-Delhi-5. She was also doing graduation.

**Merits :** Researcher could not find anything worth mentioning about this school except that the school has improved its result in the later years and it shows that the teaching efficiency is increasing.

### *Limitations:-*

1. Number of students was found to be decreasing inspite of improvement in results.
2. All teachers were on part time basis and it appeared that teachers were neither confident about themselves nor were feeling secure about their job in the school.
3. There was no link with employing agencies nor any effort was intended in that direction.
4. Inspite of the central location the facilities available for taking students to actual work places were not being utilised.

It can be said that the school is not running efficiently despite its potential. It needs to appoint regular staff, enrich the course by arranging field visits and linking the course with employing agencies.

#### **11. Birla Boys Senior Secondary School, Kamla Nagar.**

In the north Delhi, very near to Delhi University, in the market place of Kamla Nagar, Birla Boys Sr. Sec. School is situated. From outside, it looks like an old crumbling building but inside one finds a large and a good double storeyed building. Though on the day of visit, the Principal of the school was on leave, she researcher was provided with all the information she needed.

In this school, two commerce based courses viz:- (1) Accountancy and Auditing, and (2) Office Management and Secretarial Practice, were introduced in the year 1977; and one Engineering based Course i.e. 'Basic Electrical Technology was started in the

year 1985.

Eligibility for admissions to these courses was Xth class pass with a minimum of 40 percent marks in the aggregate. Teacher of the Basic Electrical Technology told that good students were turning up to seek admission to the Vocational Courses, but the teacher of the other two courses said that only average students offered those courses. The previous educational record of the students showed that nearly half of the students of the Basic Electrical Technology were first divisioners and the remaining 50 percent had secured IIInd Division in Xth class. The performance of students of other two courses had been poor. Only 45 percent were IIInd Divisioners and the remaining all were third division holders.

Result of the two commerce based courses from 1977 to the year 1983 as collected from the Directorate of education is given in the table below.

Table No. 6.10

Table showing the number of students appeared and passed

Year	<u>Accountancy &amp; Auditing</u>		<u>Office Management &amp; Secretarial practice</u>	
	Appeared	Passed	Appeared	passed
1979	20	20	Figures no available	
1980	30	27	-Do-	
1981	40	32	-	-
1982	81	78	46	27
1983	Figures not available		81	32

There were three full time teachers -one for each course. There was No part time teacher for the courses. The Teacher for Auditing & Accountancy was M.Com B.Ed, Teacher of Office Management & Secretarial Practice was M.Com with L.T., and the teacher of Basic Electrical Technology was having the degrees of M.Sc. Maths, B.Ed and he had done Reference Course in Electronics.

Basic Electronic Technology, being a Practical oriented Course, the Work load on the teacher of these Courses was comparatively high as he had to take 20 period of theory and 20 periods of practicals and thus a total of 40 periods per week. The teacher of this course expressed difficulty in taking Practical classed for which he desired that a instructor should be appointed. He, however, told that under rules only a part time teacher could be appointed for practicals and for that no competent person was available on a meager salary of Rs. 450/-. According to him, one lab assistant to take care of gazets etc. also was needed for the course.

For the Basic Electric Technology, there were two Laboratories sufficiently equipped with gadgets like T.V. Radios etc. but the students complained that they were not allowed to touch these equipments. Commerce based courses were provided with class rooms ( as there was no practicals in these courses). Funds allotted for the courses appeared to be in-adequate, particularly because equipment for the course of Basic Electrical Technology were too costly. According to the teacher of Electrical Technology, the Syllabus of the course was not properly framed and books were not available and the details of the course had to be fixed up by

the teacher himself but inspite of all these handicaps, in the opinion of the teacher, the students of the course are better than those of I.T.Is because of their stronger theoretical back ground. There was also no arrangement for on-the-job training for the students. They were also not taken to field trips.

As regards to mobility, students, after passing out can go either for academic higher courses and also for Polytechnics as 15 percent seats are reserved for the students of Basic Electrical Technology in Polytechnics. But the students of this course are not allowed to seek admissions in B.Sc. because of their mathematics and science not being equivalent to XII standard.

Three passed out students gave their details to the researcher. One was pursing his ancestral/family shop-business, another was unemployed and in search of a job. The third was studying B.Com as an external cadidate.

**Merits :** The school was attracting a good number of students to the vocational courses. Teachers were regular and full time. Equipments and Space appeared to be sufficient.

**Limitations :** No arrangement was made to establish link for on-the -job training or for employment with Birla Mills which is not only situated nearby but also controlled by the same management. There was no trained instructor to teach Practicals though there was good laboratories for the course of Basic Electrical Technol-ogy. The school results also seems to be very discouraging.

However, it can be said that with the appointment of in-structors to teach practicals and with some arrangement made with

Birla Mills for the on-the-job training, this school can be a good example for other schools and the vocational courses can be more popular, fruitful and useful.

## **12. Government Boys Senior Secondary School, Rajouri Garden Main**

Rajouri Garden is one of the posh colonies of Delhi. A little away from the main road through the market, a way leads to this school. It is a new, big and grand building. Two shifts are running in this school. Morning shift is for the girls and the evening shift is for Boys. The Principal of the school appeared to be highly motivated and interested in the development and progress of vocationalisation of education. He gladly informed the researcher regarding functioning of the scheme in his school.

In this school, two vocational-commerce based courses were started in the year 1984. These were :- (1) Banking and (2) Stenography.

Students admitted to the courses were of average educational background. Previous educational record of students reveal that 16 percent students of the stenography had secured third division in their class X examination and remaining 84 percent students had secured second division in their Xth Class while in the banking course only 11 percent were holding IInd division in class X. No student was holding First Division. Only one batch of the two courses had passed out by the year 1986. Its result is stated in the table below :

Table No. 6.11

Table showing results of the School

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Year	Number Appeared	Number Passed
1986	36	35

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There were two part time teachers for stenography course, and Banking course was being taught by four P.G.T. Commerce teachers of the School. Each of these Commerce teacher was taking 9 periods per weak of the Course of Banking in addition to this teaching to the regular academic course of commerce in the school. According to the Principal trained staff for the vocational courses was not available. Teachers of these school had no orientation. There was no arrangement to take students to Banks or Offices for first hand knowledge.

There appeared to be no problem with respect to space, class rooms furniture, type machines etc. in the school.

No guidance service was in operation in the school. Text books were not available. Syllabus was not practical oriented. In the Principal's view the syllabus had been framed without considering requirements of a job.

It was not possible to study the placement of the passed out students since the course was recently introduced and no students had passed out till then (1986). However, the Principal

felt that students do not have any employment possibility as these courses are not linked with jobs. He suggested that job requirements should be surveyed from time to time so that course contents could be suitably modified.

**Merits :** Staff is adequate, Space, equipments sufficient. Result of the school was nearly 100 percent. Enrollment was also good.

**Limitations :** No effort was being made for the on-the-job training, field trips, linking with employment and for providing guidance to students.

This being a Government school, there is no problem as regards to funds. The Course can be made more fruitful and useful with some more efforts and motivation and if the students are taken to field trips and some link is established with employing agencies. It will be better if separate fulltime teachers are appointed exclusively for the Course instead of asking the regular teachers of academic stream to take up classes of vocational courses.

#### GENERAL CONCLUSIONS

From the study of in-depth studies of schools few conclusions may be drawn such as :-

School which started vocational courses are continuing with the same courses and some of the schools are introducing more courses.

Number of rolls on the course are increasing year to year

almost in every school (except the Gurdwara Bangla Sahib school).

Results of Vocationalised courses is almost cent percent in all schools though students of only average intelligence and average educational back ground sought admission to vocational courses.

Teaching of the vocational courses is mostly done by the teachers appointed on part time basis or by the regular teachers of academic stream.

Students in all schools depend upon the notes given by the teachers as there are no text books available.

It has been seen that if a teacher is devoted and energetic, he/she can make the course successful single handedly in the face of all odds.

No school has taken initiative to link the courses with jobs though few schools have established links with community for on the job training.

There are no qualifications laid down for the teachers of the courses. School have appointed teachers who could teach some part of the subject or some part related to the subject.

Part-time teachers are paid a meager salary of Rs. 450/- per month and in some schools they are asked to teach almost full time on the salary of a part time teacher.

Though almost every school is getting sufficient grants for running the courses, because of delayed sanctions and there being

no clear cut policies about the items of expenditure, there is confusion about the expenses and proper utilisation.

Students seeking admission to vocational courses in all schools (except one) are those who obtained either IInd division or IIIrd division in their Xth class examinations (there being one or two exceptional cases where Ist divisioners sought admission).