

## CHAPTER - III

### THE PROBLEM AND PROCEDURE

#### Contents:-

1. Statement of the problem
2. Objectives of the study
3. Scope and limitations
4. Methodology
5. Sources of Data
6. Method of Analysis of Data

This Chapter is written to describe the problem undertaken and the procedure used for the study. It is seen in the previous chapter that vocationalisation of education is the need of the hour and No Ph.D. study has been conducted on this subject (1984) so far. Few projects have been carried out with limited aims by few institutions, therefore this study has been undertaken with the aim of studying Vocationalisation of education in a broader and deeper perspective.

**Statement of the Problem :- " VOCATIONALISATION OF EDUCATION AT PLUS TWO STAGE IN THE UNION TERRITORY OF DELHI."**

**Definition of the Term :-** The term 'Vocationalisation' in this study, means Vocational Courses introduced in Higher Secondary Schools at the Plus Two Stage on the recommendations of the National Education Commission.

**Scope & Limitation:-** Scope of this study includes all those Higher Secondary Schools of Delhi where Vocational Courses have been introduced since the year 1977 to 1984. It also includes all students of ,Class XII, teachers of vocationalised Courses and Principals of these schools; It also includes in-depth study of 10 schools which are running Vocational stream. Library study, document analysis regarding concept, history policy and regulations of implementation of vocationalisation of education.

This study is limited to Vocational Courses taught at Plus Two Stage of education in Higher Secondary Schools in Delhi.

Institutions meant for pure vocational education like I.T.I. and Polytechnics are not included in this study.

**Significance of the study :-** Scheme of Vocationalisation of Education at the plus two stage, has been implemented in States with certain aims, expectations and demands. An in-depth study of the system, as it operates would offer a clear and comprehensive picture which would help in further planning, implementing and improvement.

#### **AIMS AND OBJECTIVES OF THE STUDY :**

The problem undertaken will be carried out with the aim of understanding the concept of Vocationalisation and of suggesting improvement in the internal efficiency of the system. For detailed investigation on the above lines, the following specific objectives have been formulated :-

1. To make a study of Vocationalisation of education from historical point of view:- its emergence and difference from other types of education.
2. To study the implementation of the scheme of vocationalisation of education in Higher Secondary Schools at Plus Two Stage introduced in the year 1977 in the Union Territory of Delhi. This objective includes following aspects to be studied:- management, funds, selection of schools, infrastructural facilities, Staff, types of students, selection of courses, course structure (syllabus), Instructional material (Text Books)

linkage, Guidance & admission and employment.

3. To make an in depth study of 12 Schools where these courses are being taught.

First objective was not originally in the plan at the time of registration. But in the seminar at CASE, M.S.U., Baroda, where the researcher presented her Synopsis as a pre-requisite for registration, it emerged out of discussions amongst faculty members and research scholars of the M.S. University who were present on the occasion that the study of concept and its development should be made as an objective since it was very confusing and ambiguous and not much work had been done in this direction. Therefore, study of concept and its development has been included as an objective in the study.

Objective no. 2 has emerged from the study of Project Reports carried out by different institutions on this subject of vocationalisation. National Document (published by NCERT) 'Higher Secondary Education and its vocationalisation' had published all the aspects/issues of Vocationalisation. These points have been taken from the National document in order to study the disparity.

Objective no. 3 has emerged due to researcher's experience of working on project as Research Associate on 'Vocationalisation of education in Karnataka, Maharashtra and Gujrat', sponsored by Planning Commission, Government of India. It was seen that survey of all the institutions does not fulfill the desired objective. If an in-depth study of few institutions is made, it can throw light on few vital aspects of the scheme and can highlight few

weak and strong points of the scheme at the institutional level which is the Crux of the scheme. Therefore, in depth study of few institutions has also been included.

To study these three objectives, study has been divided in three phases :-

#### **Phase I - Library Study :**

First phase is related to library study where investigator has probed deep into the concept, definition of Vocationalisation, different shades of meanings and its development through recommendations of various commissions and committees upto the level of its acceptance in India's National Education Policy. It has enabled the researcher to throw some light on its concept, development and difference from other kind of education.

#### **Phase II - Document Analysis :**

This phase includes collection of Documents containing information, rules, regulations, policy decisions regarding Vocationalisation of education. It enables the researcher to study structure of the Education and its position compared to other professional and technical education prevalent in the country.

#### **Phase III - Survey :**

This phase involves collection of information from Administrators, Planners, Principals, Teachers and Students regarding Vocationalisation of education. This includes tool construction,

collection of data, analysis of it and report writing.

#### **Sources of Data and Samples :-**

Data for the phase one is collected from the Libraries of NCERT, M.S. University Baroda, I.I.E. Pune, J.N.U. University and NIEPA.

For Phase II, sources of data are Publications of Directorate of Education, Delhi, Ministry of Education, Planning Commission, Directorate of Technical Education, NCERT and NIEPA.

For Phase III, sources of Data have been schools of Delhi where these vocational courses are running. In the Year 1983-84, only 15 schools had offered and introduced vocational Courses in Delhi. Researcher planned to study all the 15 schools. In the year 1986-87, 34 more schools were supposed to start Vocationalised courses. Out of these 15 old schools two dropped teaching of these courses. The researcher has tried to cover all the ten Vocationlised Courses in old as well as new schools. 23 Schools were selected by the Researcher for collecting data. The list of these schools is in Annexure I.

All students of XII class in the year 1986 who were pursuing Vocationalised Courses are the sample of study. Their total number was 332.

All the teachers of these sampled schools were the units of data collection. 33 teachers were contacted personally on various visits made by the researcher to schools.

24 Principals were the units of data collection but due to

non-co-operation, researcher could contact only 12 Principals.

Data was collected from passed out students of various schools, of the year 1984. 177 students were the unit of the study, out of which only 56 students replied to the questionnaire. Their list is in Annexure II.

Seven eminent personalities from the Ministry of Education. NCERT and other institutions of national importance were interviewed. List of their names etc. is in Annexure III.

#### **Description of Tools**

As mentioned above, Samples being of varied nature, and the data required was to be of different types, so the tools were to be of different kinds too. The researcher, therefore, constructed five tools to collect data from the aforesaid sources. These tools are :-

1. **General Information Sheet :-** This sheet was prepared to collect factual data from School Offices. Items were constructed on different aspects such as admission, fee structure, enrolment, result, courses offered, funds, infrastructure etc.. A list of passed out students was also collected from the schools.

To construct this sheet, researcher enlisted those facts on which information can be given by office staff. These items were checked by 5 professors/researchers of M.S. University Baroda. After selection of facts, they were put in the form of questions. This questionnaire sheet was first administered to a staff member

in a school. As a result of this experience some items like area of School building, division of funds etc. were eliminated . It was found that it is difficult for office staff to provide these kind of information. Since this information was not directly related to the study they were struck off.

**2.Questionnaire for Principals & Teachers :** This questionnaire was developed to get factual information about their qualifications, work load and opinions. Questionnaire has closed type of items. Opinion statements have two types of choices - Yes or No. Because the response to factual statements could only be either in Yes or No, these two choices were in the questionnaire.

This questionnaire contains nine problem statements and with each problem three reasons are given as alternatives. Beneficiaries were asked to tick one alternative so that most appropriate reason can be found from the survey.

Few suggestions are given in the questionnaire and teachers/Principals were asked to mark them in order of preference, so that most sought suggestion can be drawn for implementation.

To-construct factual statements items were enlisted from the implementation document published by NCERT entitled "Higher Secondary Education and it's vocationalisation. From this document, type of students, teachers, teaching methods, equipments, text books, syllabus, evaluation, employment, linkage, orientation, were enlisted and on each item 3 statements were made. In that fashion, a total of 31 statements were noted down to be put in

the questionnaire.

Few research projects had been carried out by NCERT and CASE MSU Baroda on vocationalisation of education. Reports of these projects highlighted few problems and had presented few suggestions. On the basis of that, problems and suggestions were included in the questionnaire.

After enlisting all the items in the form of questionnaire it was tried out in three schools and later it was finalized and administered for data collection for this study.

**3. Questionnaire for Students :** This questionnaire was divided in three parts. Part A was meant for identification data. Part B contained items on their socio-economic background and Part C was opinion statement. These are the same statements as of teachers' questionnaire, so that comparison could be made. This was also constructed on the same lines as in case of teachers' questionnaire.

**4. Questionnaire for Passed out Students :-** This questionnaire was prepared to study the present activity in which these students are engaged in. It was divided in four parts according to activities and each part consisted of detailed items on that particular activity. These questionnaires were mailed under Postal Certifications to the passed out students at their residential addresses with self addressed envelopes duly stamped for return. 130 letters were posted and only 66 could be received back. List of mailed envelopes is in Annexure.11.

**5. Interview Schedule :** One semi structured interview schedule was prepared for the teachers, principals and planners. It was constructed mainly to get their free opinion regarding various aspects of vocationalisation which was not possible in Structured questionnaire.

**Methods of Collecting Data :** To collect data from schools, first of all, researcher met the Deputy Director of Education (Vocationalisation Unit) and got permission letter to visit Schools in Delhi. After that researcher acquired list of addresses and phone numbers of all schools and sought prior appointment from all the schools' principals for data collection. On getting appointment date, researcher visited that particular institution and administered questionnaire to the students and teachers of the schools, herself, in face to face situation. Next day she conducted interviews with teachers and Principals and on third day she conducted interviews with the students. In this fashion these questionnaires were filled directly in presence of the researcher. On an average the researcher spent three to four days on a school.

To interview planners and administrators, the researcher again sought prior appointment and then on the said date interviewed them personally and directly meeting them and putting questions to them and noting their responses and editing these responses later on in the evenings.

To collect data from Directorate, researcher went through

all the files of correspondence and records for implementing vocationalised relevant data for her study, since printed information was not at all available in the Directorate of Education. Data for the study was collected in this fashion. To collect data from passed out students, questionnaires were mailed to them with self addressed envelopes under certificate of posting at their last known residential addresses.

**METHOD OF ANALYSIS :** Data collected from all the sources was of two types :- (i) Qualitative and (ii) Quantitative. To analyze Quantitative data scoring keys were developed. Each response was given a score. These scores were noted down in data sheets and then these were counted in the terms of frequency. After that percentages were calculated. Tables of these scores were formulated course-wise, school-wise, and each aspect or issue-wise to draw conclusions.

In the similar way, qualitative data from the interviews or open ended questions was noted down aspect-wise and source-wise. After completion of all the data it was edited and used in the Study.

*Contd.*

**SCHEME OF CHAPTERS :**

- Significance..... 1st Chapter,
2. Review of Related Literature..... 2nd Chapter,
3. Problem & Procedure..... 3rd Chapter,
4. Concept & Development of Vocationalisation..... 4th Chapter,
5. Survey..... 5th Chapter,
6. In-depth Study of Schools..... 6th Chapter,
7. Review, observations & Suggestions..... 7th Chapter.

