



“A study on the functioning of vocational education as evaluated by students of vocational education stream in Chandigarh”

Dr. Upma Sharma

**Principal, Ganpati Institute of Education, Bilaspur, Distt. Yamuna Nagar
(Haryana)**

Introduction

At present, modern India is on the way of industrialization, vocationalisation, perhaps is a ground of efficient workers for the fast developing country and on the other hand develops dignity of labour in the students. In vocationalisation, particularly at the +2 stage the important aim is to change the educational system from the one which was oriented to knowledge's sake and clerkdom in a colonial administration to a process which specifically prepares children for a wide range or avenues in work life. The goal is not that of testing specific manpower planning needs. It is rather to orientate pupils to a range of work areas in technical, commercial, agricultural, pre-primary teaching, home-management, Para-medical and other areas to determine the range in response to local employment needs. Hill (1922) stated, "Vocational education is a phase of education wherein emphasis is laid on preparation and participation in occupations of social value. It means all both within and outside the school.

In this connection the Indian education commission (1964-66) has observed, "We visualize the future trend of school education to be towards a fruitful mingling

of general and vocational education, general education containing some elements of pre-vocational and technical education and vocational education in them, having an element of general education." Roy (1978) revealed that there was an increase in the mean vocational development index with increase in vocational status.

Evans (1986) concluded that vocational training in the United States involves five areas - secondary schools, post secondary schools, proprietary schools, formal apprenticeships and employee training programmes. Course areas divided into type of institutions, race and sex. Females are represented most in office and health occupations. Males are overrepresented in agriculture, technical trades and industrial occupation training programmes. Mu(1998) surveyed 500 Chinese vocational school students about their views and opinions concerning the values of receiving a vocational education. The students preparing for jobs in diverse fields, including computer, finance, business support, Kindergarten teaching and fashion design. Indices of educational engagement, optimism and perceived social support are created to measure the important aspects of lives for

adolescents. Educational engagement reveals that educationally successful vocational students tend to perceive as great deal of utilities in their education. Parental education does not have any effect on vocational students' educational goals or motivation to learn in school.

Vocational education is often terminal. The vocational education stream enables the students to become more employment worthy, when they leave higher secondary school. The vocational education stream at +2 rests on the truth that while general education cannot produce jobs, vocationalised education makes it more likely for an individual to get a job or to be his own master by either starting new productive activity or a service which may satisfy a felt need of the community. By broadening the educational horizon of the individual it enables him to reach higher levels of achievement through self-learning.

Objectives of the Study:

1. To do the situational analysis and classify the present school students according to their different options for different courses.
2. To study sex differences in choosing vocational courses provided in the school.

Analysis:

Data was analyzed by using statistical techniques like counting of frequencies, calculating of percentages and significance of difference between the percentages.

Table 1:

3. To evaluate vocational education programmes and practices in their respective schools through students.

Hypotheses:

1. Vocational education is being effectively carried out in the senior secondary schools of Chandigarh as evaluated by students.
2. Differentials would be there in preferences of students for various vocational courses.

Methodology:

Sample: The data consists of 565 students belonging to the 11 senior secondary schools of Chandigarh.

Tools Used:

Questionnaire for on-going (present) students was used for conducting the study. Tests were developed at a National level workshop (Misra, 1986) and finally modified for administering. Questionnaire for students consisted of 28 items.

Procedure:

Descriptive Survey Method was used for collecting the data. The study was designed to collect data from the students of Government Senior Secondary schools of Chandigarh.

Evaluation of vocational education by vocational students

Sr. NO.	Statements	Percentages of responses Total samples (N=565)
	Selection of the course	
1	Why did you join the vocational course	
	1. Economic reasons a. You have to get job early to support your family b. Necessity due to economic support in their vocation. c. Better scope for self-employment d. To get employment early	17.69 0.53 18.41 68.67
2	Other reassures a. I like it b. It was suggested to me by i. Parents ii. Teachers/counsellor iii. Friends	33.63 57.35 12.57 8.85
Q.2	What do you intend to do on completion of the course? a. Join a service b. Start my own business c. Join the parental business d. Seek admission for higher studies i. In vocational stream ii. Not yet decided	50.97 25.13 5.31 11.50 8.85 2.65
Q. 3	Are you getting incentive in any form?	100.00(No)

Education And training		To great extent	Small extent	Very small extent
Q.4	Do you think			
	a. The course is relevant of job opportunities.	63.89	15.76	18.94
	b. Course is sufficiently practice oriented for the job.	71.50	21.6	7.43
	c. I receive proper instruction in the class.	88.85	7.96	3.54
	d. I participate in the actual practical work.	76.46	16.28	7.26
	e. I have enough reading material for my course.	61.77	25.66	9.56
	f. The content of their course is to my satisfaction.	33.81	49.73	11.86
	g. My time in the school /junior college e is fruitfully utilized.	39.29	52.04	6.53

	Infrastructural Facilities	Adequate	Inadequate	
Q.5	Q. Do you have			
	a. Workshop facilities	87.08	12.92	
	b. Laboratory facilities	90.09	9.91	
	c. Library facilities	94.16	5.66	
	d. Class rooms	93.81	6.19	

	Instructional materials	Yes%	No%	
Q.6	Do you have			
	a. Text books	97.35	2.65	
	b. Practical manuals	95.93	4.07	
	c. Note-books	89.20	1.24	
	d. Instructional aids	92.04	4.78	

Q.7	Which of the following are used for examining you in the course? a. Written paper b. Oral examination c. Practical test d. Record Notebook e. Performance test	100.00 81.77 100.00 84.07 90.62		
-----	---	---	--	--

Results :

Table 1 revealed that 17.69 percent students stated that they joined the vocational course to get job early to support their family. 0.53 percent students responded that they joined the vocational course because of necessity due to economic support in their vocation. 18.41 percent students joined the vocation course for better scope of self-employment. The greater percentage of students i.e. 68.67 percent students joined the vocational course because they liked their vocational course. 57.35, 12.57 and 8.85 percent students joined this course as it was suggested by their parents, teachers/councillors and friends respectively.

50.97 percent students intended to join a service, 25.13 percent students intended to start their own business and 5.31 percent aspired to join their parental business on completion of their course. 11.50 percent students seek admission to higher studies. 8.85 percent students seek admission for higher studies in vocational stream. 2.65 percent students had not yet decided. 100 percent students were not getting incentives in any form. Regarding the education and training facilities 63.89,

15.75 and 18.94 percent students found the course was relevant to job opportunities to a great extent, small extent and very small extent respectively. 71.50, 21.06 and 7.43 percent students reported that course was sufficiently practice oriented for the job to a great extent, small extent and very small extent. 88.85, 7.96 and 3.54 percent students received proper instruction in the class to a great extent, small extent and very small extent. 76.46, 16.28 and 7.26 percent students participated in the actual practical work to a great extent, small extent and a very small extent. 61.77, 25.66 and 9.56 percent students had enough reading material for their course to a great extent, small extent and very small extent. 33.81, 49.73 and 11.86 percent students found the content of the course to their satisfaction to a great extent, small extent and very small extent. 39.29, 52.04 and 6.55 percent students had fruitfully utilized their time in the school/Junior college to a great extent, small extent and very small extent.

87.08, 90.09, 94.16 and 93.81 percent students had adequate workshop facilities, laboratory facilities, library facilities and classrooms respectively. 12.92, 99.12, 5.66 and 6.19 percent students had inadequate workshop facilities, laboratory facilities,

library facilities and classrooms respectively.

97.35, 95.93, 89.20 and 92.04 students had test books, practical manual, note-books and instructional aids respectively. Only 2.65, 4.07, 1.24 and 4.78 percent students

had no text-books, practical manual, note-books and instructional aids. Table 1 depicts that 100, 81.77, 100, 84.07 and 90.62 percent students were examined by written paper, oral examination, practical test, record notebook and performance tests is the course.

Sr. No.	Statements	Percentages of Responses Total sample (N=565)
Q. 8	Are you examined by a. Only external teacher b. Only your teacher and external examiner c. Both teacher and external examiner	8.14 20.88 72.74

Self-assessment of the course		
9	Do you now think that your decision to join this course was right? If yes, then a. I am getting good training b. I will get job immediately c. I can now set up my own business d. I can now employ myself in the parental business e. I can now get admission in a higher course	100.00 100.00 15.93 4.95 42.93
Q.10	Views on the course a. The course is not useful and should be discontinued	100.00(No)
Q.11	Do you now think is it necessary to involve the students in course formulation?	91.50
Q.12	Do you now think your training will match the students for skilled manpower?	95.04
Q.13	Would you like to enroll for In-service training?	97.17
Q.14	Will you recommend this course to others?	100.00

8.14 percent students were examined by only external teacher. 20.88 percent students were examined by only their teacher and external examiner. 72.74 percent students were examined by both teacher and external examiner.

The results shows that 100, 100, 15.93 and 4.95 and 42.83 percent students were getting good training would get job immediately could set up their own business, could employ themselves in the parental business and they could get admission in a higher course respectively.

As regards views on the course, 100 percent students depicted that the course

was useful and should be continued. 91.50 percent students felt it to be necessary to involve the students in course formulation. 95.04 percent students responded that their training would match the demand for skilled manpower. The greater percentage of student's i.e.97.17 percent opined that they would like to enroll for in-service training. 100 percent students would recommend this course to others.

In the light of the above results it can be concluded that vocational education is being effectively carried out in Chandigarh. Hence, the first hypothesis has been fully supported.

Table 2: Evaluation of vocational education by vocational students (N=565)

Sr. No. of Items	Statements	Percentages of responses		Comparison of difference between percentages'
		Boys (N=281)	Girls (N=284)	
1	Basic electrical technology	9.96	-	-
2.	Basic electronics technology	5.34	2.11	2.02
3	Refrigeration and Air conditioning	11.03	-	-
4.	Automobile technology	8.89	-	-
5	Structure and fabrication	5.34	-	-
6	Dress designing and making	-	25.00	-
7	Textile designing	-	7.75	-
8	Health care and beauty culture	-	4.56	-
9	Hotel management and catering	3.56	-	-
10	Bakery and confectionary	-	0.70	-
11	X-Ray technology	1.78	1.76	0.01

12	Medical laboratory Technology	6.05	4.58	0.77
13	Ophthalmic technology	2.85	1.41	1.18
14	Auxiliary nursing medical	-	5.98	-
15	Computer technology	6.41	6.69	0.13
16	English Stenography	7.12	7.39	0.12
17	Banking	2.49	1.76	0.60
18	Hindi typing	6.41	2.46	** 2.28
19	Life Insurance Course (LIC)	10.32	14.79	1.60
20	General Insurance Course (GIC)	12.10	9.51	0.99

*Significant at 0.05 level of significance.

**Significant at 0.01 level of significance.

Table 2 depicted that 9.96 percent boys opted for basic electrical technology course. 5.34 percent boys and 2.11 percent girls selected basic electronics technology as their vocational course. 11.03, 8.89 and 5.34 percent boys opted for refrigeration and air conditioning automobile technology and structure and fabrication. 25, 7.75, 4.56 percent girls selected dress designing and making, textile designing, health care and beauty culture as their vocational course. 3.56 percent boys opted for hotel management and catering and 0.70 percent girls opted for bakery and confectionary. 1.78, 2.85, 6.05 percent boys and 1.76, 1.41, 4.58 percent girls opted for X-ray technology, ophthalmic technology, medical laboratory technology. 5.98 percent girls opted for auxiliary nursing medical, 6.41, 7.12, 2.49, 6.41, 10.32, 12.10 percent

boys and 6.69, 7.39, 1.76, 2.46, 14.79, 9.51 percent girls opted for computer technology, English stenography, banking, Hindi typing, Life Insurance Course (LIC) and General Insurance Course (GIC) as their vocational course.

The result shows that differentials were there in preferences for students opting for various vocational courses. As there were 20 different preferences for students and different students opted for different preferences. Hence, the second hypotheses have been accepted.

Conclusion:

The results based on questionnaire meant for evaluation as judged in the light of criteria formulated for evaluation in the present study, revealed that the vocational education was functioning effectively.

There were 20 different vocational courses in the Senior Secondary schools of Chandigarh. Different students opted for different preferences. Hence, the first and second hypotheses have been confirmed.

Roy, B. (1978) A study of some social-psychological factors associated with vocational development. PhD. Psy.ITT, New Delhi.

References:

Best, J.N. (1981) Research in Education (Fourth Edition), Prentice Hall, India, Englewood Cliffs, N.J.U.S.A, P25.

Evans, R. (1986) Vocational and Occupational Training of Non-College Bound Youth Journal P73.

Hill, D.S. (1922) Introduction to Vocational Education. The Macmillan Company P34

Misra, O.K.(1986) Guidelines for evaluating the implementation of vocational circulation (December, 2 to 5, 1986) developed in a workshop held at NCRT, New Delhi.

MU (1999), The psychological adjustment of vocational high school students: A study of Chinese adolescents. PP:153, Pro Quest-Dissertation Abstracts.

Kohli, T.(1992) Evaluation of Guidance Programmes and Practices in Chandigarh Res. Bull. arts. (P.U., Chandigarh) XXIII (2), (co-author, S.Kaur).

Kohli, T. (1994) Evaluation of Guidance Programmes and Practices in High/Higher Secondary Schools of Punjab (co-author swaranjit Kaur).