CHAPTER 4
HYPOTHESES & RESEARCH METHODOLOGY

Hypotheses

1. There is a progressive growth in Vocational Education, Training and Skill Development in India and Maharashtra. However the need for a unified system and a single regulatory authority towards qualitative development in this sector is imperative.
2. Creation of a clear, well defined vocational education and training system, providing vertical mobility from school to post graduation level will give birth to a popular alternate system of education.
3. Quality of the vocational teaching-learning pedagogy is dependent on continuous faculty training and development.
4. Active industry participation is critical for success of the Vocational Education, Training & Skill Development Sector.
5. Over 90% of the India’s workforce is in the unorganized sector. For this large section of population, attainment of formal Vocational Education and Training is crucial.

4.1 Research involves 4 p’s

1. People
2. Problems
3. Programs
4. Phenomena

In practice most recent studies are based upon at least a combination of two p’s as below:-

1. Study population
2. Subject area, problems

An opinion oriented survey of students and faculty from ITI/ITCs and Vocational Junior Colleges across select cities of Maharashtra was carried out by the researcher. As the subject matter deals with the Vocationalization of Education & Skill Development in India vis-à-vis State of Maharashtra, it was essential that the
descriptive methods along with qualitative methods would exhaustively explain Vocationalization of Education in consonance with the objectives and hypotheses of this thesis. The descriptive aspect includes detailed explanation of the existing ITI/ITC and VJC institutes in Maharashtra. The sampling procedure was representative of the entire estimated population of ITI/ITC and VJC students. Also opinion survey was extended to the faculty in the ITI/ITC and VJC institutes. The Methodology is essentially based on the problems, programs and prospects. The qualitative aspect of the research was restricted to describing the present structure and scenario of educational system.

4.2 Developing the Objectives

“To study the Significance of Vocationalization of Education and Skill Development in India with special reference to the State of Maharashtra.”

From the viewpoint of Objectives this study is Descriptive research as it attempts to describe systematically the situation, the problem, the study discusses the present structure and scenario of the education system, problems of existing system, trend in the labour market, the international perspective of VET system, the changing objectives of VET system.

The study is an inquiry study and is a qualitative research since it is describing the present structure and scenario of the education system.

4.3 Method of Data Collection

The Survey method used for collecting the data was a pre – prepared questionnaire given to the participants.

4.3.1 Two types of data were collected:

1. Primary data
2. Secondary data

Primary data was collected through structured survey method by using formal lists of questions asked to all the respondents in the same way.
4.4 Source of information-

4.4.1 Sample design

The sample:
Since the study is basically related to the State of Maharashtra, the sample of students was drawn from all parts of this state; though it was limited by the number of the ITI/ITC institutions in different regions.

4.4.2 The type of sampling:

Stratified random sampling, as the population is divided into mutually exclusive groups.

The tools for data collection are the structured survey by interviews. The closed ended questions-multiple choice questions were used to get the response of the respondents.

4.4.3 Piloting the questionnaire:

The questionnaire was piloted to a sample of respondents from select cities across Maharashtra, to understand if the desired response was as per the objectives of the study.

4.4.4 The sample size

In all, a sample of 2818 students responded, i.e. 1888 from ITI/ITC and 930 from VJC, students were selected from 21 ITI/ITC 40 VJC spread all over Maharashtra. In the ITI/ITC 90% were boys and 10% were the girls. In the VJC, boys accounted 83% while the rest, 17% were girls.

4.5 Collecting the Data

The data was collected from the various parts of Maharashtra, namely

- Western Maharashtra
- Konkan (Coastal belt)
- Vidarbha
- Marathwada

The State of Maharashtra can be broadly divided into four regions, i.e. Western Maharashtra, Konkan (Coastal belt), Vidarbha and Marathwada. Since the regions of Western Maharashtra and Konkan are relatively better off educationally they have a
larger number of ITIs/ITCs and hence the number of students selected from the regions is in relation to the number of institutions.

4.5.1 The following information was collected through the questionnaire from the students:

- Educational Qualifications
- Computer Literacy
- Aspirations for higher education
- Vocational stream preferences in Higher Education
- Seeking employment
- Seeking self-employment
- VJC student’s interest in consultancy, research, skill development etc.

The survey research was direct approach which involved direct questions to the respondents. Information was collected by mail questionnaire and also through personal interviews.

4.6 Data analysis: Qualitative

4.6.1 Processing and analyzing the data:

The data processing operations are: Editing & Classification.

Classification as per attributes such as literacy.

Classification can be either:

1. Simple classification where we consider only one attribute and divide the universe
2. Into two classes where we consider two or more attributes simultaneously and divide the data into a number of classes

The raw data was formatted in a table form. Tabulation is the process of summarizing the raw data and displaying the same in the compact form for further analysis. It is an orderly arrangement of data in columns and rows.

Qualitative data analysis: In case of interviews

The content analysis was carried out in order to identify the main themes that emerge from the responses of the respondents. The main steps carried were as follows:
1. Identification of the main themes: The content needs to be structured, and broken down into meaningful themes the next step is to integrate into the text of the report.

2. Manual data analysis been carried out in the research study.

Writing the report was the last step.