CHAPTER XIII

SUMMARY AND CONCLUSIONS
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Introduction

Education becomes meaningful when coupled with the idea of vocational education through which a large segment of student population can be diverted from purposeless pursuit of University education to more meaningful education combined with training for gainful employment at the secondary and higher secondary stages without sacrificing the fundamental aim of education of preparing youth for fuller life in society. The fundamental purpose of vocational education is to help individuals to become increasingly employed, self-employed and capable of creative and purposeful living.

STATEMENT OF THE PROBLEM.

The problem under study reads as follows "Evaluation of Vocational Education stream in Senior Secondary Schools of Chandigarh".

OBJECTIVES OF THE STUDY

The Objectives of the present study were.

1. To classify the present school students according to their different options for different courses.
2. To study the sex differences on choosing vocational Courses provided in the school.
3. To evaluate students, teachers and administrators regarding vocational education programmes and practices.
4. To compare the vocational maturity of boys and girls.
5. Follow-up the passed-out-students opting for vocational Courses in Senior Secondary Schools of Chandigarh.
6. Survey the Job placement of passed-out students.
7. Find out the Job-satisfaction of those placed in different Jobs.
8. Identify various difficulties encountered by the students, teachers and administrators.
DESIGN OF THE STUDY

The present study was oriented to evaluate the effectiveness of Vocational education programmes and practices in the Senior Secondary Schools of Chandigarh. The purpose is to find out the present situation of the number of Courses offered, infrastructural facilities, and instructional facilities available, problems faced by the students, teachers and administrators, to find out the benefits of Vocationalization of education.

Descriptive survey method was followed to conduct the study which involved collection of data through administering seven tools and techniques such as (i) Questionnaire for on-going (present) students (ii) Questionnaire for passed out students (iii) Questionnaire for teachers (iv) Questionnaire for administrators (v) Interview schedule for teachers (vi) Check-list for students and (vii) Inventory for on-going present students.

The study was designed to collect data from the students, teachers and administrators. Data was to be collected from the Government Senior Secondary Schools of Chandigarh and the students passed-out from these schools were followed up at their residence.

SAMPLE

Purposive Sampling technique was used for the selection of the sample. The sample for the present study included

(i) All the 11 Senior Secondary Schools of Chandigarh under the Vocational stream.
(ii) All the 565 students belonging to the 11 senior secondary schools of Chandigarh.
(iii) All the 56 teachers i.e. full-time and part-time teacher teaching in the schools
(iv) 11 administrators from the schools covered by the study
(v) Approximately 50 students who passed-out successfully during the session 1991-92 were followed-up.
HYPOTHESES

To achieve the objectives set forth for the present study and to evaluate the programme in the light of criteria formulated for the study following hypotheses were formulated:

I. Vocational education is being effectively carried out in the senior secondary schools of Chandigarh as evaluated by students.

II. Differentials would be there in preferences of students for various vocational courses.

III. Gender differentials would be there in opting for different vocational courses.

IV. Gender differentials would be there in the evaluation of vocational education.

V. Vocational education is being effectively carried out in the senior secondary schools of Chandigarh as evaluated by teachers.

VI. Vocational education is being effectively carried out in the senior secondary schools of Chandigarh as evaluated by administrators.

VII. Institutional differentials would be there with regard to the vocational maturity of students opting for vocational stream.

VIII. Course-wise differentials would be there with regard to the vocational maturity.

IX. Sex-differentials would be there with regard to vocational maturity.

X. There would be gainful employment of youths who opted for vocational courses during 1991-92.

XI. Differentials would be there in job placement of students opting for different vocational courses.
XII Sex differentials would be there with regard to job-placement of students opting for different vocational courses.

XIII Differentials would be there in Job-satisfaction of students placed in different jobs.

TOOLS USED

Tools used for the collection of data were mainly questionnaires, interview schedule, checklist and inventory. Questionnaire were used for the on-going (present) students, passed-out students, teachers and administrators. Interview schedule was used for the teachers. Checklist and inventory were used for the on-going (present) students.

METHOD AND PROCEDURE

Survey method was followed in conducting the study. The data were collected by administering questionnaires, to the on-going (present) students, teachers, administrators and passed-out students. Teachers were interviewed by administering interview schedule. Check-list and inventory for on-going (present) students were also used.

STATISTICAL ANALYSIS

Data were analysed by using statistical techniques like counting of frequencies, calculating of percentages and significance of difference between the percentages. t-ratios were also carried out.

RESULTS

The results obtained from the present study can be categorised as follows:
Vocational education was functioning effectively in the Senior Secondary Schools of Chandigarh. Different students opted for different preferences as there were 20 different vocational courses.

Vocationalization of education was implemented in the government senior secondary schools mainly for the purpose of employment. Students joined the vocational course to get job early and it had better scope for self-employment. On the completion of their course, students intended to join service, start their own business, join the parental business, seek admission for higher studies.

As regards differentials, vocational education was significantly different as evaluated by boys and girls.

Responses given by the students, teachers and administrators were somewhat the same regarding infrastructural and instructional facilities.

Teachers received in-service training after the completion of their education. They were satisfied with their job and had adequate funds made available to them when they need for their programme. Teachers had also reported that their students were aware of the purpose of vocational education. They actively, willingly and enthusiastically participated in the practical classes. They were willingly preferred to go in for employment and study further in their vocational field after the completion of the course. Students were making effective use of resources like books, instructional materials, library facilities and practical work facilities. Teachers also clearly perceived the objectives of the vocational curriculum.

Administrators had also attended programme on vocationalization of education as organised by TTTI and polytechnic respectively. These vocational courses had impact
on education for self-employment, wage employment and to join higher courses in colleges/university/ polytechnics both academic and professional as reported by administrators.

* Administrators needed the grant for workshop, laboratory, library, class rooms, equipment and on the job training facilities respectively. The provision for the on-the-job training were made by holding exhibitions, different institutions concerning the vocations, various computer institutions and GIC offices.

* Competent vocational teachers were available. Administrators were getting proper support for effective implementation of the courses by the State government. Apprenticeship facilities were partially available.

* Students, teachers and administrators recommended that this course was useful and it should be continued.

* Students had an average level of career maturity. In some of the institutions they had low and below average level of vocational maturity. Whereas students of various institutions had an above average level of vocational maturity regarding problem solving. Girls were more matured about their career than boys.

* As regards differentials, significant differential were found between the institutions with regard to vocational maturity. Significant differentials also existed with regard to the courses. Significant sex-differentials were also found with regard to vocational maturity.

* Regarding differentials in job-placement of students, students belonging to the same vocational course i.e. GIC got similar job placements. As concerns the self
employment of students, only a few boys got self-employment whereas more girls started working in their own business. But significant differences did not exist.

* More girls as compared to the boys got job-placement. Majority of the students were satisfied with their jobs. Significant differentials were not found regarding job satisfaction of students placed in jobs. Boys and girls were equally satisfied with their jobs.

* Various Difficulties were encountered by students, teachers and administrators with regard to shortcomings in the syllabus, inadequate instructional materials such as books, practical manual, note books, shortage of staff had been the hurdle in the effective functioning of vocational education programme.

* Shortage of staff, tough language of the Insurance books, inadequate and obsolete equipment and furniture, insufficient duration of on-the-job training and no job guarantee had also obstructed the effective functioning of the programme.

* Besides, teachers had also reported difficulties which were being faced such as students had some difficulties in understanding the vocational course—both content and practice-wise, lack of publicity about the utility of vocational education programme and short duration of inservice training courses whereas administrators also faced some problems which include lack of grant for equipment and lack of orientation programmes for teachers.

CONCLUSIONS

In the light of the results of the present study following major conclusion can be drawn...
Vocational education was being effectively carried out in Chandigarh as evaluated by students, teachers and administrators. Differentials were there in preferences of students opting for the different vocational courses. As regards differentials, significant gender differentials were found with regard to the evaluation of vocational education.

Institutional differentials existed with regard to vocational maturity of the students. Course-wise differentials were also found with regard to vocational maturity. Girls had more vocational maturity than boys. Significant sex-differentials existed with regard to vocational maturity of students.

Regarding differentials in job-placement of students, significant differences did not exist. More girls as compared to the boys got job-placement. Boys and girls were equally satisfied with their jobs. Significant differentials were not found regarding job-satisfaction of students placed in jobs.

The major hinderances in the effective functioning of the vocational education programme include shortcomings in the syllabus, inadequate instructional materials such as books, practical manual, note books, shortage of staff, tough language of the insurance books, inadequate and obsolete equipment and furniture, insufficient duration of on the job training, no job guarantee, understanding the vocational course both content and practice-wise, lack of publicity, short duration of the in-service training courses, lack of grant for equipment and lack of orientation programme for teachers.
SUGGESTIONS FOR FURTHER RESEARCH

* The present study was confined only to the evaluation of 'vocational education stream in Chandigarh.' A similar study can be conducted covering more states of the northern region of India.

* A comparison on study of academic and vocational stream can be conducted.

* A comparative study with regard to the evaluation of vocational education stream by policy makers, implementers and beneficiaries of the programmes can be undertaken.

* Impact studies in the form of 'follow up' of those who had received vocational education at school stage can be undertaken to find out the effectiveness of vocational education programme.