

A Study of Vocational Education Stream towards Teacher Trainees of Diploma in Elementary Education (D.El.Ed) In Kurnool (DT,) Andhra Pradesh

Dr.K.C.SHANKARAI AH

Assistant Professor, Dept of Education, Rayalaseema University,
Kurnool, Andhra Pradesh, INDIA

Abstract: The purpose of study is to know attitudes of vocational interests through education towards D.El.Ed Teacher Trainees in KURNOOL(Dt) Everybody wants to settle with job their vocational interest in one's life. The Investigator has collected the data about 150 samples in Kurnool town among D.El.Ed Teacher Trainees. The Researcher used the simple Random Sampling Method to make Sample Design for his study. As per statistical analysis, The Result indicates that Gender and Locality would be significant difference between the Vocational Education streams towards Teacher Trainees of D.El.Ed in KURNOOL(Dt) Besides, Independent Variables like Management and students Educational Qualifications, do not differ significant different regarding Vocational Education streams towards Teacher Trainees of D.El.Ed in KURNOOL(Dt) The Researcher did apply statistical techniques like Mean, S.D, 't'-test and ANOVA test for result finding .

Key Words: Vocational Education, Teacher Trainees, Management and Diploma in Elementary Education.

Date of Submission: 29-01-2020

Date of Acceptance: 14-02-2020

I. Introduction

Education is considered as key to national development. But today, the education system, in most of the countries of the world hardly suits to the individual and community needs. In India also there is an imbalance between education and the world of work. The education system is not responsive to the life, needs and expectations of majority of young people because of wrong priorities placed in the educational system. It fails to sustain higher economic growth and also unable to arrest economic independence of the masses. The certificates and degrees have become in fructuous for the students. Hence it is imperative to have such an education system which can bring a sound social and economic life having characteristics of competitive economy.

Vocationalisation of Education: A Conceptual Framework : Vocationalisation of education is a major thrust in the reconstruction of present educational system, particularly at the +2 stage. It is the cornerstone of the new system of education. It is a systemic change in our system to accelerate better economic development. Its concept has been defined in many ways by various national and international agencies. It has also taken different forms and the emphasis also varied at different times and in different countries .Vocational education may be seen as the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living. It refers to all formal as well as non-formal instruction for children at the secondary and senior secondary level which prepare them for initial entrance and advancement within an occupation or group of related occupations. So the term "vocationalisation" refers to efforts by school to include in their curriculum these 'practical' subjects which are likely to generate among the students some basic knowledge, skills, attitudes, motivation and dispositions that might prepare them to think of becoming skilled workers or to enter other manual occupations in the world of work. The inclusion of practical or industrial arts subjects especially in the curriculum of higher secondary levels as part of a programme of general education is considered as essential element in the vocationalisation of education.

II. Review of the Literature

Vocation means a skill-based economic activity. Vocationalisation of education implies an organized way of developing job-related skills. It aims at laying foundation for the world of work..Carter V. Good in the Dictionary of Education defines that vocational education is a programme of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers, including such divisions as trade and industrial education, business education and home economic education. The American Vocational Education Association (1954) holds that vocational education is education designed to develop skills, abilities, understanding, attitudes, work habits and appreciations needed by workers to enter

and make progress in employment on a useful and productive basis. The NCERT “Higher Secondary Education and its Vocationalisation” accepted the UNESCO’s definition of vocationalisation of education as a comprehensive term embracing those aspects of the educational process involving in addition to general education, the study of technologies and related science, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in the various sectors of economic and social life. Such an education would be an integral part of general education and a means of preparing for an occupational field and an aspect of continuing education. The National Working Group on Vocationalisation of Education (1985), Ministry of Education, Government of India stated vocational education as education designed to prepare skilled personnel at lower levels of qualification for one or more groups of occupations, trades or jobs. Vocational education is generally provided at upper secondary level. It includes general education, practical training for the development of skills required for the occupation and related theory. the National Policy on Education (1986) gave a new impetus to the programme of the vocationalisation of education at the +2 stage and set a target to cover 10 percent of diversification of senior secondary students to vocational stream by 1990 and 25 percent by 1995. However, in view of the constraints experienced in implementation, the 1992 modified version of the National Policy on Education revised the target of vocational education. The new time frame for the purpose was to bring 10 percent students under the vocational education fold by 1995 and 25 percent by 2000. The Ramamurthy Committee (1990) in its review of the National Policy on Education proposed that work should be the medium of education and it should be reflected through the content and process of education at all levels. Vocational education to all schools will increase social mobility for the so called “blue-collared” professions. Also, the vocational education programmes should be directed both at the organized and unorganized sectors of employment. Further, impetus to the programme was provided when the Central Government decided to assume a major decisive role in promoting vocationalisation in the states and union territories by launching Centrally Sponsored Scheme (CSS) on vocationalisation. Under this scheme substantial financial assistance has been made available to the states and union territories for implementation of the programme. The scheme was launched in February, 1988 with the following objectives : 1.Enhancing individual employability 2. Reducing mis-match between demand and supply of skilled workforce 3. Providing an alternative to those pursuing higher education without any aim or purpose. Acharya Ramamurthy Committee (1991) and Reddy Committee (1992) who have given emphasis on planning, implementation and periodic evaluation of the scheme so as to make it more effective and meaningful.

Methodology of the study: The Researcher has opted entitle is “ A Study of Vocational Education Stream Towards Teacher Trainees of Diploma In Elementary Education (D.El.Ed) In Kurnool(Dt)”

Purpose of the study: The purpose of the study to find out , whether there is any significant difference between Independent variables and Vocational education streams among Diploma In Elementary Education (D.El.Ed) Teacher Trainees in KURNOOL(Dt)

Objectives of the Study: The Investigator should be mentioned objectives on the basis of Dependent and Independent variables as below

- 1.To identify the Gender and locality differences of Vocational education attitude towards in D.El.Ed Teacher trainees in KURNOOL(Dt)
- 2.To know relationship between various Management and students Educational Qualifications regarding Vocational education streams towards Diploma In Elementary Education (D.El.Ed) Teacher Trainees in KURNOOL(Dt)
- 3.To assess the significance of the vocational education for the job opportunities between the Dependent variables and Independent Variables among Diploma In Elementary Education (D.El.Ed) Teacher Trainees in KURNOOL(Dt)

Hypothesis of the study: The Researcher have been formed Hypotheses with the objectives as follow

1. There would be no significant difference between the Male and Female Teacher Trainees of Diploma in Elementary Education regarding Vocational education in KURNOOL(Dt)
2. Teacher trainees who are studying in different Management, do not differ significance regarding Vocational education in Kurnool Town of Diploma In Elementary Education.
3. Teacher trainees who belong to their Locality, do not significant difference between the Vocational education of Diploma In Elementary Education in Kurnool town
4. There would be no significant difference between the students educational qualifications and vocational education among Diploma In Elementary Education Teacher Trainees in KURNOOL(Dt)

Sample of the Study: The Investigator was taken 150 samples from different Management in Kurnool town through Data collection of Diploma In Elementary Education Teacher Trainees regarding Vocational education

attitude scale .The Researcher used Survey method during data collection from Rural and Urban Locality of Kurnool (DT)

Sample Design of the Study: Among the population the study was conducted on Diploma In Elementary Education Teacher Trainees regarding Vocational education both Government and Private schools in Teacher Trainees from Kurnool (District) A.P. Students who are studying from different localities like Rural and Urban Regions data collected simple stratified Random Sampling procedure in Diploma In Elementary Education Teacher Trainees regarding Vocational education. The total sample of 150 Diploma In Elementary Education Teacher Trainees regarding Vocational education from the Government schools and Private Schools of the coming different localities in Kurnool. The sample Design has given as below table1.

Table-1: Sample Design of study

S.NO	GENDER	MANAGEMENT		TOTAL
		PRIVATE SCHOOL	GOVERNMENT SCHOOL	
1	MALE	38	38	76
2	FEMALE	44	30	74
TOTAL		82	68	150

TOOL FOR THE STUDY: The Investigated has adopted tool of Ross C.C. and Julian Stanley, 1954.VOCATIONAL ATTITUDE SCALE: To assess the degree of acceptance of the new system as revealed by the attitudes of pupils, teachers and parents a 'Vocational Attitude Scale' was constructed with forty statements.

STATISTICAL TECHNIQUES USED: The data was analysed using relevant statistical techniques are The descriptive statistics like Mean, Median, Mode, S.D, 't' test and correlation etc., to find out whether the differences in the independent variables accounted for significant differences in the dependent variables. The usual levels of significance viz., 0.05 levels had employed to test the significance of the obtained values.

ANALYSES AND INTERPRETATION OF THE DATA: The investigator should be taken Dependent variables and Independent variables which used to interpret and analysis with the data by using relevant statistical techniques as below

Hypothesis 1: To find the relationship between Male and Female of Vocational education stream towards Diploma In Elementary Education Teacher Trainees. The relationship was tested with the help of Mean and S.D from Table-2

Table-2: Mean and S.D of vocational education stream towards Diploma In Elementary Education Teacher Trainees with the Gender

S.NO	GENDER	N	MEAN	S.D
1	Male	76	53.62	5.57
2	Female	74	55.74	6.33

On the above ,Table-2 refers to the Mean of Female(55.74) is greater than the Mean of Male (53.62) .so, Females have more significant than the male of Vocational education streams towards Diploma In Elementary Education Teacher Trainees. Hence, as per S.D Vale also indicate Female value(6.33) is greater than the Male S.D Value. So, there is a significant difference between the male and female on Vocational education streams towards Diploma in Elementary Education Teacher Trainees.

Hypothesis II: To find the significance relationship between the Government schools and Private Schools of the Management on Vocational education streams towards Diploma In Elementary Education Teacher Trainees. The relationship was tested with the help of 't'-test from Table -3

Table-3: Mean, S.D and 't'-Value of Management regarding Vocational education streams towards Diploma In Elementary Education Teacher Trainees.

Management	N	Mean	S.D	't'-Value
Private schools	82	55.04	6.73	0.80@
Government schools	68	54.22	5.81	

Note: @ 't'-Value is Not significant at 0.05 level

It could be seen from table-3, that the Mean of Private Schools (55.04)was greater than The Government School (54.22) of their values. The obtained 't' value is 0.08 was not significant at the 0.05 level . It indicates that obtained value is less than the table value .Therefore, The Null Hypothesis was accepted. Hence, There is a significant difference between the Private schools and Government schools of Vocational Education stream towards Diploma In Elementary Education Teacher Trainees.

Hypothesis III: To find, is there any significant relationship of the Locality regarding Vocational education streams towards Diploma In Elementary Education Teacher Trainees. It can be tested with the ‘t’-test from the table-4

Table-4: Mean, S.D and ‘t’-Values of vocational education streams towards Diploma In Elementary Education Teacher Trainees, according to Locality

Locality	N	Mean	S.D	‘t’-Value
Rural	132	55.23	6.38	4.22@
Urban	18	50.56	4.06	significant

Note: @‘t’-Value is significant at 0.05 level

From the table-4, it revealed that the Mean value of Rural students (55.23) have more than the Urban students Mean value at the df of 30. The ‘t’ calculated value(4.22) is greater than the table value(1.96). It refers that the Null hypothesis was rejected at the 0.05 level.

Hence, “There would be no significant difference between the Rural and Urban students on vocational education streams towards Diploma In Elementary Education Teacher Trainees”

Hypothesis IV: To examine whether is there any significant relationship of vocational education stream towards Diploma in Elementary Education Teacher Trainees, according to their Educational qualifications with the table of 5

Table-5: Mean and S.D of vocational education stream towards Diploma in Elementary Education Teacher Trainees, classified according to their Educational qualifications

S.NO	Educational qualifications	N	MEAN	S.D
1	1 to 10 th class	64	51.64	3.19
2	Intermediate	64	58.81	6.85
3	Degree and above	22	51.41	4.59

On the above Table -5, it can be shown Trainee Teachers who had educational qualifications to their 10th class Mean Value was 51.64, students those who had Intermediate Qualification of Mean value was 58.81 and that of those whose students had Degree qualifications ,the Mean value was 51.41.It is clear that the Mean score of Trainee Teachers , Whose had intermediate qualifications was Higher than that of the other two-groups.

To find out whether there was any significant relationship regarding student educational Qualifications towards Diploma in Elementary Education Teacher Trainees to their Vocational educational attitudes. The relationship has been calculated with the ‘F’-Test from the Table -6

Table-6: Results of ANOVA of the Trainee Teachers of Diploma in Elementary Education to their vocational education with the representation of educational Qualifications

Source of variation	Sum of Squares	df	Mean Sum of Squares	‘F’-Value
Between Groups	1919.53	2	959.77	34.8 ** Significant
Within Groups	4045.80	147	27.52	
Total	5965.33	149		

Note: **‘F’-‘Value is significant at 0.001 Level

It can be seen from table-6 that the obtained ‘F’ ratio (34.8) was highly significant at 0.001 levels. The calculated value was greater than the table value of 3.06.so, The Null hypothesis was rejected. It indicates that there would be a significant relationship between the student’s educational qualifications on vocational education stream towards Diploma In Elementary Education.

III. Summary And Conclusion

To sum up the above discussions it is concluded that the main approach to vocationalisation of education should aim at producing skilled and knowledgeable youth for self-employment. Therefore, a clear-cut path to be chosen which should be progressive, technical with social relevance. The young minds should be moulded to become socially responsible, self reliable with a responsibility towards the community Now-a – days, The Nation development depends upon the Teacher Education. The Teacher Education depends upon the Teacher Training Institutions.’ The Researcher find out the conclusions for applying statistical techniques from the Testing Hypothesis. As per statistical Analysis, The Investigator has been found the result as below.

A .Major findings: The Investigator find out result with the Statistical techniques as mentioned below

- ✓ There is a significant difference between the male and female on Vocational education streams towards Diploma in Elementary Education Teacher Trainees.

- ✓ There is no significant difference between the Private schools and Government schools of Vocational Education stream towards Diploma In Elementary Education Teacher Trainees.
- ✓ There would be no significant difference between the Rural and Urban students on vocational education streams towards Diploma in Elementary Education Teacher Trainees
- ✓ The Mean score of Trainee Teachers , Whose had intermediate qualifications was Higher than that of the other two-groups and
- ✓ There would be a significant relationship between the student's educational qualifications on vocational education stream towards Diploma In Elementary Education.

B. EDUCATIONAL IMPLICATIONS: The following educational implications may be made on the basis of the major deficiencies of the programme.

- High priority should be given to vocational education in the policy framework of our country in terms of planning and budget allocation by visualizing its long term effects on the national development.. –
- A Public-Private-Partnership (PPP) model can be also created where GOI and Industry can come together to invest in infrastructure and train students in latest skills.
- Public-private-Partnership (PPP) model should be encouraged to popularize Vocational education.
- Quality of training should be periodically evaluated in line with the needs of local market, Industry and self-employment.
- The vocational courses should be provided in colleges having Science Stream in active partnership with industry and other stakeholders in close collaboration with the Block Level Vocational Institutions

Reference Books:

- [1]. Carter, V. Good, et.al. Dictionary of Education, Me. Graw Hill Book Company, New York, 1978
- [2]. Government of India, National Policy on Education, 1986/1992, MHRD (Education), New Delhi, 1986.
- [3]. Journal of Vocational Education and Training. Vol 63, No. 2, June 2011, 115-127.
- [4]. NCERT (1981). A Critical Study of Vocationalisation of Education in Andhra Pradesh. New Delhi.
- [5]. NCERT (1989). Vocationalisation of Education, A Strategic Plan of the Department of Vocationalisation of Education, 1989.
- [6]. NCERT (1989). Vocationalisation of Education, Achievements of the Seventh Five-Year Plan. Report of National Seminar on Vocationalisation of Education, NCERT, New Delhi, 1989
- [7]. Wenrich R.C.(1970) Review of synthesis Research on the Administration of Vocational and Technical Education ,Columbus, OH, Centre for Vocational Education, The Ohio State University
- [8]. Young R.C., Clive.W.E and Miles B.E. (1972); Vocational Education Planning: Man power ,Priorities and Dollars, ,Columbus, OH, Centre for Vocational Education, The Ohio State University

Dr.K.C.SHANKARAIHAH. "A Study of Vocational Education Stream towards Teacher Trainees of Diploma in Elementary Education (D.El.Ed) In Kurnool (DT,) Andhra Pradesh." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(1), 2020, pp. 42-46.