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VOCATIONAL EDUCATION AT THE
SECONDARY LEVEL IN BANGLADESH

BY
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400054

THE THESIS IS SUBMITTED TO THE FACULTY
OF EDUCATION, UNIVERSITY OF DACCA, IN
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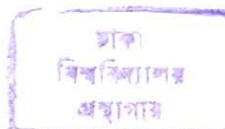
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P R E F A C E

This thesis is an attempt at exploring some of the problems relating to Vocational Education in Bangladesh. It cannot claim to be a complete and exhaustive study. But inspite of its shortcomings, the researcher hopes that it will be of great value to those involved in vocational education in Bangladesh considering the following factors.

The research :

- 1) gives an understanding of the importance of vocational ambitious of the youth of the country.
- 2) provides suggestions aimed at solving economic and social problems through the utilization of human resources.
- 3) suggests that the vocational education would help to reduce unemployment of educated and uneducated, male and female, rural and urban people.
- 4) presents a kind of vocational education which can help to make people self reliant in employment and enable him or her to live honourably in society.

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CHAPTER I

INTRODUCTION

Vocational education which develops technical skills in the learner and prepares him for future employment, should play a very important and significant role as a complement to the general education of the learner. This type of vocational education as a component of general education ensures a balanced development of the mental and physical abilities of the learner. Besides, vocational education creates opportunities for the recipients of education to become self-sufficient and independent workers who are capable of making an effective contribution to the economic and social life of a country. So vocational education ensures employment to the learner. A society, which can develop a system of education by integrating vocational education with general education, is capable of utilising the natural resources and the manpower resources to the maximum extent. Thus through the introduction of an effective system of vocational education, the development of skilled manpower can be ensured resulting in the economic prosperity of the country. The vocational education must be evaluated from time to time with a view to ensuring the effectiveness of the programme.

In support of this Dean Rusk says, "Education is not a luxury which can be afforded after development has occurred; it is an integral part, inescapable and essential part of the development process itself" (Bibliography, Sl.No. 17)

Vocational education is an integral part of the total education system. Without the proper development of vocational education no nation can become developed and can prosper.

The social and economic well-being of a nation depends on the total wealth available for its people. The wealth and prosperity of any nation lies in its capabilities to develop its human resources, its youth and its adults. Introduction of vocational education as an aspect of general education is a necessary step towards developing the human resources of a country. So vocational education is essential for using the natural resources of a society. The above purpose can be materialised by the efficient workers living in a society systematically if they have an opportunity for vocational education. The pace of accelerating industrial growth can be sustained and continued success can be assured only through the proper development of human resources.

Development of industry, commerce and other natural resources can be expedited through the introduction of proper vocational education as significant aspect of the education

system. This ensures practical experience and professional competence for the educated citizens, who then become capable of making greater contributions to the economic growth and social prosperity of a country within the shortest possible time.

Bangladesh is a developing nation confronted with gigantic problems of poverty, rapidly increasing population and unemployment. This challenging situation can be met by maximising production in different sectors of the economy through proper utilisation of the skilled manpower raised by an efficient system of vocational education. This calls for critical review of the present vocational education system, which being of rather recent origin is understood to be not without drawbacks and weaknesses. Careful and continuous evaluation of the vocational education system and introduction of corrective measures as and where necessary will make it upto-date and more responsive to the needs of the society.

But the existing system of vocational education in Bangladesh is said to be insufficient in terms of its capacity for raising the skilled manpower needed for economic development of the country.

Importance of and need for the study

For improvement of life and living conditions in any social setting, proper education of the youth is a pre-requisite. Such an education system should necessarily ensure a balanced development of the intellectual and physical skills of the individual according to his potential abilities for intellectual and physical growth. In order to achieve this objective many systems of education in the modern world include as an aspect of general education some amount of vocational education of various forms depending upon the current and peculiar needs of the respective society.

It is, therefore, assumed for valid reasons that vocational education as an aspect of general education increases the possibility for maximum utilization of the natural resources of a country and ultimately brings about the needed social and economic development; that such an education lessens the possibility of unemployment in the country where the pressure of increasing population tends to create acute unemployment problems; that this kind of education is known to create and prepare self-reliant individuals as well as self-sufficient societies; that vocational education is capable of motivating the youth in a society to love manual labour and thus to create a social atmosphere where the dignity of physical labour is respected and upheld; and that vocational education as an

integral part of general education is capable of creating a manpower sufficient for economic, social and cultural development of a country.

"Many young people discontinue their education before completing their matriculation examination are not readily absorbed in productive work in their communities, because they have not been suitably prepared for such responsibilities. Because of these and other consideration there is wide recognition of the imperative need for the establishment of diversified programmes of secondary education adapted to the needs and aptitude of youth." (Bibliography, Sl.No.13)

The present study is devoted to discover the extent to which the objectives of vocational education are being materialised through the existing programme of such an education in the secondary level in Bangladesh.

It is also expected that the study will bring to light the real weaknesses and problems of the prevailing system of vocational education as it is provided in classes IX and X of secondary schools and in the classes for vocational education in Vocational Training Institutes in Bangladesh through the courses on agriculture, commerce and industrial arts and trade courses. The information to be thus collected and the critical analysis to be made on the basis of this information will help

educational planners and decision makers in the process of making necessary modification of the systems of vocational education.

The investigation is expected to accumulate a body of knowledge useful for proper understanding of the effect of vocational education on the pace of social and economic development of Bangladesh.

Review of the Related Literature

Vocational Education is an essential component of the education system specially in the context of developing countries. Although considerable research work has been done in other countries in order to evolve an efficient system of Vocational Education, little work has been undertaken in this regard in Bangladesh in the past. The system of vocational education in whatever form it exists today, was introduced without any organised research study. However, research studies though sketchy in many cases are available in the bulletins of different organisations. A review of these studies is presented as follows :

Bari (1966) gave especial emphasis to the particular role of Vocational Education in solving unemployment problem of Bangladesh. He further stressed the inclusion of subjects like stenography, typewriting, shop-management, office work etc. in Vocational Education. He also made an attempt to identify the basic problems in the field of Vocational Education. In this connection he also mentioned about the shortage of qualified teachers. He suggested the following ways and means for minimising the problems and increasing production with the existing facilities.

1. Double shift programme

Many of the educational institutions in the country work about seven hours a day and about nine months in a year.

For an appreciable amount of time these institutions remain idle which is not at all desirable for a poor country like Bangladesh. So it is adviseable for starting a double shift programme in these institutions.

2. Cooperative programme with industries

In the interest of vocational education cooperative programme should be made with industries for creating technical and vocational manpower.

It is a fact that the number of educational institution is far below our requirement. In this respect our industries can play a vital role to bridge the gap between the demand and supply of skilled workers by arranging apprenticeship training programme.

Aziz (1966) analysed the importance of vocational Education that play a great role in the development of the country. He also stated that the Vocational Education would prepare persons for socially useful occupations. The necessity of this education along with necessary trades is needed to be determined through community survey and survey of local requirements. The prosperity of our country depends on the improvement of the quality and quantity of our workers,

We cannot afford to use our talents like engineers and supervisors to do the work of our craftsmen. So, in his opinion, proper vocation training of these workers should be organised.

Yousuf (1967) made an attempt to identify the interest of girl students of the Dacca metropolitan area. It has been mentioned that the occupation is the means of livelihood as well as a way of life. The community needs educated and efficient women just as it needs educated and efficient men for solving the political, social and economical problems.

In the conclusion she stated that (i) The girls preferred the Vocations of prestige, economic and social status ; (ii) The girls are interested in teaching ; (iii) They do not get proper vocational guidance.

Ahmed (1968) saw vocational education as the panacea for acute unemployment problem arising out of large number of dropouts at the secondary education level. He defines dropouts as withdrawal of students before completing the stage leading to a huge wastage in terms of man, money and energy. In the secondary stage during 1965-1966 the dropout rate for boys was about 51 percent of the total enrolment in the secondary level and for girls about 74 percent of total enrolment. Besides, large number of failures in the secondary stage made the problem of unemployment much more acute. In his opinion this national loss should be stopped by means of introducing some sort of vocational education.

Khan (1968) suggested that the higher education should be made selective based on merits and interests, so that a poor country like ours be relieved from the acute unemployment problem.

Bari (1968) observed that industrial economy requires a definite ratio of skilled workers, technicians and engineers. This varies according to the nature of industries. In a developing country like ours development works are predominantly constructional by nature and as such a large proportion of technicians and craftsmen are required. In his opinion in the field of technical and vocational education greater attention should, therefore, be paid to the training facilities for the technicians and craftsmen.

Jahangir (1976) made an attempt to indicate the reasons of poor attendance of the students in the Vocational Training Institutes. According him the aim of education is to acquire knowledge and the aim of acquiring knowledge is to improve man both physically and mentally. The education or knowledge is useless if it cannot play a vital role in the progress of a nation. Our Vocational Education failed to serve these purposes. The reasons for poor attendance of students in our Vocational Training Institutes are : (i) Employment problems ; (ii) Lack of recognition of the society for such education ; (iii) Lack of dignity of Labour ; and (iv) Large gap between the Vocational Education and practical life.

In his opinion, due to these reasons, the Vocational Education could not enhance national prosperity. Moreover it causes a great loss of national wealth. So following the principles of the developed countries and considering our circumstances, the vocational education in our country should be reorganised so that the students are attracted to this kind of education.

Reports of National Foundation For Research On Human Resource Development (1979) emphasized the utilization of unutilized capacity of the Vocational Training Institutes. This report further states that the Technical and Vocational Education play a vital role in the modern utilization and economic development of the country by providing skilled hand and technical man. Since 1950 the role and importance of technical and vocational education has been emphasized by the report of various Government Committees and the development plan.

The necessity of Technical and Vocational Education has been increasing to a great extent to provide professional training and experiences to different cadres of manpower. But the number of trainees is much smaller than the intake capacity of the various Vocational Institution where substantial amount of the capacity of the various Vocational Institutes remains unutilized although in varying degree. Therefore the capacity

of the existing Vocational Training Institutes should be properly and fully utilized by providing required number of skilled teachers, adequate finance and effective and honest administration.

Vocational education is an important research topic in many countries of the world. Because of its relevance to the development of human resource quite a few research publications appeared in the international research bulletins and journals.

Venn (1966) attached a great degree of importance on the role of Vocational Education in the total education system of the country and also as a tool for solving the problem of unemployment. The author indicates in his article that it is necessary to keep pace with the changing situation of the country by developing some improved system of education. The application of science and technology should be introduced through vocational education in the fields of commerce, Agriculture and industry which is so great as to create a revolution in the social, economic and education operation of the country.

According to him, work enables man to eat and to live in the society. Without work a man has little place and respect in the society. Occupational education is the part and parcel of general education. But now a days having general education

the individual has become the victim of unemployment. For the solution of unemployment and for providing food, clothing and shelter, occupational education has become a basis for general welfare. Because any man " Who cannot work becomes a drag in the society — economically, politically and psychologically, so we arrive at the premise that occupational education now becomes a fundamental part of the total education system for every individual". The American Institute of Research under Ford Foundation shows that "Vocational graduates get their first full time job faster than academic graduates who earn less and have less job security than the occupationally trained workers".

Thomas (1968) states that the wealth and greatness of a nation depends on its capabilities to develop its human resources — its youth and its adults. The pace of development can only be sustained and continued success of which be assured only through the proper and speedy development of resources through vocational education.

He further observed that the present system of education serves the limited interests of an elite minority in the society. This is the great obstacle on the way to develop the nation. So it is advisable to change the policy of education by giving emphasis on vocational education.

At the conference of CENTO held in the year 1968, Athans stressed the importance of vocational education.

According to him development is a very purposive undertaking. In a developing country a large proportion of the population must be given practical skill within the time limits established by the national goals — training must be only for requirement.

It is a part of the responsibility of manpower planning to determine the real needs of the economy, economic use of resources and producing the kind of manpower really required for national goals. The existence of an employment service can help better in analysing occupations, classify them generally and at the same time analyse the skill a man possesses so that he can be referred for job and data may be gathered.

Kerwin (1968) highlighted the role of Vocational Education in the manpower planning. He made an attempt to identify the importance of Vocational education in the national development of a country.

As he mentioned in his paper, "Vocational education as a programme and philosophy offers the opportunity to a person in accordance with his interest and abilities to become a participating, contributing, productive, self-supporting citizen of his country with reference to personal and national economic, social and cultural development".

It is recognised that Vocational Education in a broad sense is the foundation of a nation's development. It helps as

the nation derives on to higher levels of economic growth. It aims at immediate and future social and technical needs of society in fulfilling the needs and aspirations of students and parents.

Education through the schools has three primary objectives and one of them is to serve the individual and his aim. The dynamic concept of the work of individual must be taken into account.

The above observations lead us to conclude that Vocational Education is one of the most important aspects for the development of human resources and overall economic development of a developing country. This also holds true in the case of Bangladesh where the rate of dropouts and failure at the secondary level is very high. In this context the need for introduction of a suitable system of Vocational Education in the country can hardly be over emphasized. As reviewed earlier no organised research study was undertaken in the past to evolve an appropriate system of education relevant to our needs. The present study was, therefore, undertaken in order to critically examine our present system of Vocational Education to assess its suitability and suggest suitable measures to our requirements.

Statement of the problem and the purpose of the study

The extent of adequacy and sufficiency of the prevailing system of vocational and practical arts education as an aspect of the current diversified secondary education in Bangladesh is required to be determined in order to explore how it contributes to the economic and social development of the country by the process of creating the skilled manpower and thus transforming the manpower resources of the country for such development.

The purposes of the study are (1) to review the history of vocational education in Bangladesh and its present status; (2) to determine the extent to which students of classes IX and X of High Schools in Bangladesh get opportunity for vocational education through courses in the areas of commerce, agriculture and industrial arts (3) to evaluate the curricula for commerce, agriculture and industrial arts in terms of the extent of their feasibility and adequacy for preparing vocationally skilled manpower, (4) to review the extent of adequacy of the educational institutions in terms of their capacity for rendering vocational education and (5) to review the extent to which the current vocational education is consistent with the economic and social development of the country.

Hypotheses

1. The existing system of vocational education in classes IX and X is not sufficient and adequate for economic development of the country.
2. It is not adequate and sufficient for social development of the country.
3. The coverage is not sufficient. That is, the participation rate in such education is very negligible.
4. The curriculum is not quite adequate for developing vocational competence of the students.
5. The syllabuses and the text-books are not consistent with curricular objectives.
6. The secondary level vocational education courses in the Vocational Training Institutes are not adequate for economic development of the country.
7. The environment for vocational education is not favourable.
8. There is an inadequate social recognition and a low status in the society for those who are engaged in manual work.
9. There is inadequacy of physical facilities for developing skills.
10. Technically qualified persons sometimes remain unemployed due to social injustice.

Definition of important terms used

(a) Education : The term education means learning by which a man can develop his abilities, attitudes, and other forms of behaviour of positive value to the society in which he lives.

According to Webster's International Dictionary the word "Education" means the process or manner of training youth for their station in life. The impartation or acquisition of knowledge, skill or discipline of character. The totality of the information and qualities acquired through instruction and training which further the development of an individual, physically mentally and morally.

(b) Vocational Education: Vocational education means sufficient training in a particular trade to enable a person to earn an honourable and profitable livelihood in the society.

(c) Vocational School : It means a school where subjects relevant to vocational education are taught which help the trainees to be successful in their job. In such a school the students acquire knowledge and skill in practical fields by doing some works which become a resource in their practical life.

(d) Curriculum : The term curriculum in a wider sense means the specified course of study, consisting of experiences through which children achieve self-realization and at the same time contribute to the building of better communities. Curriculum

includes all the activities of a particular course. It acts as the guide line on the basis of which particular syllabuses are determined. It identifies the subjects to be read and the activities to be performed by the students within a particular period of time.

(e) Dropout : The term dropout refers to learners who leave schools before completion of their course.

(f) Unemployment : Individuals with skill and ability to work in certain areas or vocations remain out of employment for reasons beyond their control can be said to be unemployed. Various reasons are there for unemployment and the major being the lack of job opportunity.

(g) Secondary level : The term is used to mean the stage in the educational system of Bangladesh between the primary level and the higher secondary level or class VI to X.

(h) Trade : The word trade means technical/mechanical/technological nature of work, which is fully performed by the machineries in a definite field of vocation. As for example Electrical trade, Blacksmithy, Welding, Radio and Television trade, Carpentry, etc.

(i) Vocational skill: The term vocational skill is used to mean the dexterity that a person can attain through some particular jobs. It appears that the more an individual gather experiences the more he will be skilled in that skill.

Delimitations of the study

This study evaluating vocational education at the secondary level in Bangladesh is limited to :

1. Sixteen Pilot High Schools in Bangladesh, consisting of eleven Government Boys High Schools and Five private High Schools which offer diversified courses in Classes IX and X.
2. Thirty-five Vocational Training Institutes of Bangladesh.
3. A review of the curricular objectives, syllabuses and reading and teaching materials of the vocational education course programme of the selected institutions in the light of the existing environmental conditions in those institutions.
4. A survey of a sample of students, teachers and Heads of the selected educational institutions with appropriate questionnaires and inventories sent through mail.
5. An analysis of the data regarding enrolment in completion of and participation in final and public examinations by the students in the area of commerce, agriculture and industrial arts of general high schools and secondary level vocational and trade course of vocational training institutes.
6. Analysing the participation rates in the area of vocational education in terms of the number of the students who were registered in the relevent courses in 1976, who appeared

at the S.S.C. Examination of the Board of Intermediate and Secondary Education, Dacca in 1978.

7. Collecting relevant data by the use of data gathering instruments, such as, questionnaires and inventories designed and tried out specially for the purpose of this study.

8. Survey of opinions of currently enrolled students of the selected institutions, their teachers and Headmasters.

CHAPTER 2

METHODS OF STUDY

Methods and Procedures of the study are as follows :

- (i) Analysis of documents relating to the existing objectives of vocational education in Bangladesh.
- (ii) Analysis of Curriculum, Syllabus, Text Books and available research study.
- (iii) Interviewing with the Headmasters, Subject teachers and Students for their opinion.
- (iv) Analysis of Practice and facilities available in the Vocational Training Institutes and High Schools in general.

Sources of data

Existing curriculum and syllabi of Vocational Training Institutes and diversified Courses in High Schools were gathered. Reports of different National Education Commissions relating to vocational education were consulted. Essays and writings of eminent scholars on the subject published and unpublished were collected. Selection of representatives, sample of respondents were made from amongst the teachers and students. Comprehensive data gathering instruments were devised so that they could be administered to various types of respondents.

Description of Data gathering Technique and Instruments

The instruments for gathering data for this study were of two types. The first-one was a set of questionnaires dealing with items requesting the respondents to contribute their opinions. The second one was an inventory sent to the Board of Intermediate and Secondary Education, Dacca requesting them to furnish with the particulars as the instruments required.

Data gathering instruments used for the research work are a number of questionnaires which are divided into two parts: one for the vocational training institutes and another for High Schools where diversified courses are offered. Before preparing the questionnaire the researcher consulted some persons on the subjects as well as the existing curriculum and syllabus. The researcher personally developed the questionnaire and placed it before the guides who took the trouble of examining them thoroughly. According to their valuable advice and suggestions, the final questionnaires were made. The questionnaires made for the High Schools were again divided into three parts. One for the headmasters, the second for the subject teachers and the third for the students which were also mailed to the heads of the institutions requesting them to administer the questionnaire to a sample of students in relevant subject areas in their respective institutions.

Questionnaire for the Headmasters

The questionnaire for the Headmaster contains 10 questions regarding the general objectives of vocational education (Agriculture, Commerce, Industrial Arts). He was requested to state how far these objectives were being realised through the course programme in his school. He was given option to check any of the three boxes put against each question, such as "To a great extent", "To some extent" and "Not at all" (Sample questionnaire is given in appendix-"A").

Headmasters were requested to provide the general information of their school in a separate proforma. They were also requested to mention whether facilities of vocational education in their opinion are adequate or not; if not adequate, what other facilities in their opinion are essentials for running the course successfully.

Questionnaire for teachers

Six questions were included in the questionnaire for teachers. They were mostly on the general objectives of vocational educational. The same questions were given to teachers of Agriculture, Commerce and Industrial Arts Groups. The teachers were requested to express their opinion as per instruction given on the question paper (Sample question is given in appendix-"B")

Questionnaire for the students

The questions prepared for the teachers were applied to the students also except in the case of Industrial Arts Group students. They are given only first four of the same set of question. If the answer to a question were in the negative, the respondents were asked to state the reason and also to suggest probable solution (sample of questions placed in Appendix - "C").

The inventory was used for the purpose of collecting data from the Board of Intermediate and Secondary Education, Dacca. This instrument was used mainly for the purpose of collecting information about participation rates of students in the vocational aspects of secondary education and secondary level vocational education in Bangladesh.

Questionnaires for the Superintendents and Teachers of Vocational Training Institute.

Ten questions were presented to the superintendents and teachers regarding the fulfillment of the objectives of their institutes. According to the same procedure they were requested to express their opinions. (Sample of questions given in Appendix - "D").

Questionnaires for the Students of Vocational Training Institute.

The questionnaire contains twelve questions regarding the achievement of their objective in the Vocational Training Institute and they were also asked to give their opinion in the same manner. (Sample of question placed in Appendix - "E").

Procedure for Collection and Analysis of Data

In most cases the questionnaires were sent by post to the respondents with a request to answer the questionnaire in writing and send it back to the researcher for which stamped envelopes were supplied. At some places personal interviews were taken. As the sample respondents were selected from all over Bangladesh, it was not possible for the researcher to attend them personally for want of time and other facilities.

There are 35 vocational training institutes in the country at present. All these institutes were selected for collecting data. Of these, 22 vocational training institutes are in operation and the rest are not functioning for want of proper facilities. Questionnaires were sent to the Heads of these 22 Institutes of which 17 only were received back duly answered.

Three hundred high schools providing diversified courses from different parts of the country were selected as sample respondents and questionnaires were sent to the Heads of all these schools.

The Headmasters were requested to answer the questionnaire meant for them and to ask one teacher and two students of each group of their schools to answer the questionnaires prepared for them and finally to return all the questionnaires to the researcher in the envelope provided for by post.

Out of these three hundred respondents, 108 returned questionnaires to the researcher.

Data Analysis and Interpretation

For the purposes of this study, data collected were duly analysed and presented mostly in the form of descriptive statistics. In some cases the chi-square test was used for the purpose of drawing inferences and in such cases the observed chi-square values were tested for significance at the five percent level.

CHAPTER - 3

STUDY

History of vocational education in Bangladesh :

Bangladesh was famous for its traditional skills even before the Coming of the British rule. Textile of Bangladesh was known all over the world. Goldsmith blacksmith and carpenter of this country were famous for their skills. Pottery was well known to everybody. These professional skills, however, based on family tradition.

The introduction of factory system of production replacing the family based unit started in Bangladesh during British regime.

The first industrial school of the country offering courses in fittings, machine-shop, electroplating and foundry was established as early as 1890 at Barisal. Next year in 1891 the Elliot Bonamali technical school was established at Pabna. Bali Gobinda Lal technical school which was established in 1912 was the first technical school of 20th century. Surma Valley technical school was started in 1923 in the eastern part of the then Bengal. The present University of Engineering and technology which was originally a survey school was established in 1870 at Dacca.

In the year 1944, the Surgent Report stressed importance on Vocational Education by quoting the following works of Mr. Abbott, an educational expert of England who visited India in the winter of 1936-37 "No country can initiate and carry on industries on a large scale unless it has an adequate supply of men especially trained for the direction and management of large industrial concerns as well as of other qualified for the minor but very important supervisory post in them. On the other hand it cannot be expected that capable and ambitious men will devote themselves to acquiring this special knowledge and skill unless they see a reasonable prospect of exercising it and gaining a decent livelihood thereby ". (Bibliography, Sl.No. 10)

After the creation of Pakistan a great demand for technicians was felt. As a result the need for the creation of new institutions for providing technical and vocational education was realised. So a committee was set up in June 1948 for the purpose of creating a scheme for the development of Vocational education. The Committee proposed five kinds of institutions for preparing of technical manpower such as :

- (i) "Factory executives and specialists, educated upto degree level at Universities ;
- (ii) Supervisory staff educated upto diploma level ;
- (iii) Skilled workers, mostly educated in trade school ;

- (iv) Semi-skilled workers, having craft training;
- (v) Trained enterpreneours who intended to establish small scale industry of their own and who would need all round knowledge of materials, methods of production marketing and accounting." (Bibliography-7)

The recommendations of the committee were accepted with minor modifications and it was included in Pakistan's Six Year National Plan of educational development and consequently it gave birth to the Dacca Polytechnic in 1955. The task of producing specialists and executives was undertaken by the Engineering College.

In order to produce skilled and semi-skilled workers, Vocational Training Institutes were established during the sixties at different sub divisional Head quarters of the country. Later on, a Directorate of Technical Education was established in 1960 in order to provide guidance in the field of vocational technical education. Thereafter a policy of establishing polytechnics in most of the district Headquarters was undertaken.

The Dacca Survey School was transformed into Ahsanullah Engineering College in 1948 as a faculty of Engineering of the University of Dacca. It was upgraded to the status of a University in 1962.

One of the objectives of the Third Five Year Plan (1965-70) was to prepare the young generation of the country with their individual capacities and character, so that they could take active part in the development of the country.

As mentioned in the Third Five Year Plan, the immediate and multifarious needs of a developing country might be met by the secondary schools which provide the students with the requisite skills and knowledge and intellectual ability. It would be wise to see this stage education as terminal rather than merely preparatory to University. So the secondary level of education should be revolutionary type. It should be vocational rather than bookish for the cause of meeting the needs of agriculture, commerce and industry so that it may solve the problems of educated and uneducated unemployment.

The commission on National Education set up in 1958, recommended for the introduction of diversified courses in the secondary schools and consequently it was started in 1962 on experimental basis in 21 secondary pilot high schools. Ford Foundation provided necessary equipment for these schools according to the agreement made in 1958. Teaching appliances and other equipment were brought through the University of Chicago and were distributed among them. Later on, many high schools both government and private introduced the course as a part of their regular programme.

Due importance was however not given to the development of Vocational Education. This became clear from the following words of the Report of Education Commission (1974) which runs as follows :

"The system of Vocational Education which is in existence at present is insufficient and of low standard in comparison to the requirements of the country. The previous commission on education and economist attached importance on the expansion of High standard Vocational Education. But till today vocational education was not given its right place in our education system. As a result, there is scarcity of skilled workers in one side and on the other the country faces the problem of educated unemployment. The country is confronted with different problems due to reasons of increasing population and scarcity of agricultural land. One of the ways of solving the problems is to make the youth action minded by expanding vocational education among the general mass, so that they may render active help for the financial development of their families from their boyhood."

At present there is one University of Engineering and Technology and three Engineering Colleges in the country, which offer degree courses in various branches of engineering. At the diploma level there are 20 Polytechnic Institutes, Four polytechnics have attached commercial training sections also for producing stenographer, office assistants and typists. These training

institutes also offer different trades of various duration. One training college is offering courses for imparting training to the teachers of polytechnic institutes.

Diversified vocational courses such as Commerce, Agriculture and Industrial Arts are offered in different high schools of the country. The following table will indicate the number of high schools offering the diversified courses :

Divisions	Total number of schools	Commerce	Agriculture	Industrial Arts
Dacca Division	1630	207	34	8
Khulna Division	1575	205	53	7
Rajshahi Division	1510	65	26	8
Chittagong Division	1241	474	43	19
	5956	951	156	42

The Ministry of Education of the Government is the highest authority responsible for planning and developing vocational education at the secondary level. Responsibility for the operational activities is delegated in administrative organs of the Ministry - The Directorate of Public Instruction and Director of Technical Education. Institutions of secondary level which offer Commerce, Agriculture and Industrial Arts as diversified course are directly under the control and supervisions of the Director of Public Instruction. Vocational training institutes which offers different technical and vocational trades are controlled and supervised by the Director of Technical Education. Public Examinations of the high school are conducted by the four Education Boards and those of Vocational Training Institutes by the Technical Education Board.

There are large scale drop-outs and failures in the diversified vocational courses of the high schools. It could be clearly understood by studying the results of the public examinations (Board of Intermediate and Secondary Education, Dacca.)

APPENDIX - 'F' (Page Number 236 - 238).

CHAPTER - 4
ANALYSIS OF DATA AND FINDINGS

Opinions of Headmasters Regarding Effectiveness of
Vocational Aspects of Curricula :

Headmasters of High Schools were asked to indicate the extent of realisation of the general curricular objectives of Commerce, Agriculture and Industrial Arts Course offerings in their schools. A list of ten objectives with three possible scaled responses for each was provided to each of the 108 responding Headmasters and the respondents were asked to choose one of the three possible responses for each stated objective. The data are summarised and presented in Table 1.

Table 1

Percentage Distribution of Headmasters According to Type of Response Regarding Realisation of Curricular Objectives for Commerce, Agriculture and Industrial Arts Courses in their Schools with Corresponding Chi-square

Objective	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To produce students who will be better prepared to take up useful vocation in their respective Communities.	66	32	2	12.03

(Continued)

Table 1 (Continued)

Objective	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To reduce the wastage caused by dropout and failure.	44	51	5	40.72
To prepare the younger generation who should be able to minimise unemployment problem of the country.	65	33	2	10.74
To produce students who can seek self-employment	55	38	7	37.16
To produce citizens who should be able to contribute to the Agricultural, Commercial and Industrial development of the country.	51	48	1	0.09
To produce a generation of youngmen with a favourable attitude towards manual labour.	48	42	10	26.72
To produce workers who should be able to contribute to the commercial development of the country.	62	37	1	6.75
To produce students who should be able to contribute to the agricultural development of the country.	50	43	7	33.55

(Continued)

Table 1 (Continued)

Objectives:	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To produce workers who should be able to contribute to industrial development of the country.	38	52	10	29.16
To produce students who should be able to seek higher professional education in the field of Commerce, Agriculture and Industrial Arts.	56	43	1	2.09

It is revealed that an overwhelming majority of the responding Headmasters (more than 90 percent in most of the cases) were of the opinion that the listed curricular objectives of the Vocational aspects of the secondary school certificate level course offerings in Commerce, Agriculture and Industrial Arts were being realised either to a great extent or to some extent. Only an insignificant minority maintained the opinion that the objectives were not at all being realised through these courses for reasons which some of this category of respondents furnished. Again a few respondents of this last category also suggested measures for improvement of the situation.

The hypothesis that the three response categories were random was tested for significance at the 5 percent level by

using chi-square test for each objective. All observed chi-square values were found to be significant. This shows that the differences among the three categories of respondents were substantially larger than what can be accounted for by chance alone.

A majority of the Headmasters (66 percent) were of the opinion that the curricular objective, "To produce students who will be better prepared to take up useful vocations in their respective communities", was being realised through the vocational course programme to a great extent. The chi-square value is found to be significant. This shows that a significantly larger number of the respondents maintained this opinion. Only 2 percent of the respondents were of opinion that the objective had not at all been realised through the course offerings, due to lack of equipment such as Type-writers, reference books, inadequate Government grants and practical training. Moreover, these kinds of vocations do not command social status and dignity according to some of the respondents.

To solve these problems, they suggested that the arrangements should be made to provide proper equipment and sufficient Government grants. The general attitude of the society regarding dignity of labour ought to be changed.

About 51 percent of the Headmasters were of the opinion that the curricular objective, "To reduce the wastage caused by

dropout and failure," was being realised through the vocational course programme to some extent whereas 44 percent of them stated that the objective was being realised to a great extent. The chi-square value is found to be significant. Only 5 (five) percent of the respondents expressed that the objective was not being materialised at all due to extreme poverty of the guardians and lack of trained and resourceful teachers who could attract the learners to this kind of education.

They recommended for the provision of financial help in the form of stipend for poor and meritorious learners and with better pay and facilities for the teachers.

Most of the respondents (65 percent) stated that the curricular objective, "To prepare the younger generation who should be able to minimise the unemployment problem of the country," had been realised through the course offerings to a great extent. On the other hand 33 percent of the respondents stated that the objective in question was being realised to some extent. The chi-square value is found to be significant which indicates that a majority of the respondents were of the opinion that the objective was being realised to a great extent. According to only 2 percent of the Headmasters the objective in question was not being materialised at all due to insufficient provision for practical training in the class-room and more emphasis on bookish knowledge. Moreover the period of the course is too short and hence the

learners are not provided with sufficient knowledge of the vocation.

According to them practical training in the class-room and allocation of more time would solve the problem to a great extent.

Majority of the Headmasters (55 percent) were of the opinion that the curricular objective, " To produce students who can seek self-employment," was being obtained through the vocational course programme to a great extent, whereas 38 percent of the responding Headmasters stated that the objective in question was materialised only to some extent. The chi-square value is found to be significant. Seven percent of the respondents expressed the view that the objective in question was not being attained at all for want of physical facilities and trained teachers and as such the learners get little practical knowledge of the job. Consequently they cannot seek self employment in the society. Moreover, the present curriculum and syllabus do not help the students to acquire knowledge of any practical vocation. Poor economic condition of the learners also stands on their way to seek self employment in the society after the completion of their education in these institutes.

They thought that necessary arrangements for the provision of appropriate physical facilities and trained teachers should be made. The curriculum and syllabus should be modified

in accordance with the availability of environmental resources and the requirement of the society. Loans on easy terms should be provided to the persons who have completed the course successfully so that they may seek self employment in the society.

About half of the respondents (51 percent) expressed the view to the effect that the curricular objective "To produce citizens who should be able to contribute to the agricultural, commercial and industrial development of the country," was being realised through the course content to a great extent. On the other hand 48 percent of the Headmasters stated that the objective was being realised only to some extent. The chi-square value is found to be significant. Only 1(one) percent of the respondents was of the opinion that the objective had not been fulfilled at all for want of proper practical knowledge of teachers in the respective field. Hence sufficient provision for practical work in the class-room should be made in the respective field.

A majority of the respondents (48 percent) expressed the opinion that the curricular objective, "To produce a generation of youngmen with favourable attitude towards manual labour," was being materialised to a great extent. On the other hand 42 percent of them expressed that the objective was being realised to some extent. The chi-square value is found to be significant. Only 10 percent of the responding Headmasters were of the opinion that the

objective was not being achieved at all. The curriculum and syllabus are not prepared on the line that may produce such a generation of youngmen. Moreover, there is no provision of manual labour in the secondary school curriculum and the teachers have an attitude hostile to it. Physical facilities for providing manual labour is also lacking to some extent.

They suggested that the curriculum and syllabus should be prepared in such a way that the students get sufficient opportunity to be engaged in manual labour. Secondary school syllabus needs to be revised accordingly. Workshops should be set up in every school so that the students may get favourable environment for practical work which will ultimately help to develop a proper attitude towards manual labour in them. Attitudes of the teachers should be changed through periodical training.

Most of the respondents (62 percent) were of the opinion that the curricular objective, "To produce workers who should be able to contribute to the commercial development of the country," was being fulfilled through the course offering to a great extent. But 37 percent of the responding Headmasters stated that the objective in question was being fulfilled to some extent. The chi-square value is found to be significant. Only 1(one) percent of the respondents stated that the objective was not being materialised at all due to scarcity of trained teachers, equipment and practical knowledge.

They recommended that necessary arrangements for providing equipment and trained teachers should be made. Students are required to have practical knowledge through regular visits to farms, banks, shops and offices.

About half of the Headmasters were of the opinion that the curricular objective, "To produce students who should be able to contribute to the agricultural development of the country," was being realised to a great extent. On the contrary, 43 percent of them stated that the objective was being accomplished to some extent. The chi-square value is found to be significant. About 7 percent of them indicated that the objective of the curriculum was not being realised at all for want of trained teachers, agricultural equipment and land under the possession of the school. Moreover, the attitude of the society towards agricultural education is not favourable. The educated younger generation is interested in mostly white collar job rather than agricultural work. Students get little opportunity to acquire practical knowledge in agriculture.

This group suggested that agricultural equipment and trained teachers should be provided for in the school. A school must have sufficient land in its possession, where the students may get the opportunity of working for agricultural purposes. The young generation should be motivated towards agricultural education.

About more than half of the respondents (52 percent) were of opinion that the curricular objective, "To produce workers who should be able to contribute to the industrial development of the country," was being realised through the vocational course programme to some extent. Whereas 38 percent of the Headmasters stated that the objective in question was being realised to a great extent. The chi-square value is found to be significant.

Only 10 percent of the respondents were of the opinion that the objective had not been fulfilled at all for want of equipment, workshop, trained teachers. The students get no chance to work in industry for acquiring practical knowledge.

They suggested for providing sufficient equipment and trained teachers. Every school must have a workshop where the learners may practice what they learn in the classroom. Provision may be made in such a way that the students may get the opportunity to work in industry.

Most of the respondents (56 percent) were of the opinion that the curricular objective, "To produce students who should be able to seek higher professional education in the field of commerce, agriculture and industrial arts," was being realised through the vocational course programme to a great extent. On the other hand 43 percent of the Headmasters expressed the view that the objective was being realised to some extent. The chi-square

value is found to be significant. Only 1(one) percent of the respondents indicate that the objective of the curriculum was not being materialised at all for want of professional institutions, favourable attitude of the society, financial support to the learners, and proper support from the Government in this respect.

They recommended that the number of professional institutions should be increased. The students should be helped through a system of stipends and scholarships. Lastly, Government should take proper steps in this respect.

Opinion of Commerce Teachers in Respect of Effectiveness
of Vocational Aspects of the Curriculum :

Commerce teacher of High Schools were asked to give their opinion on the realisation of general curricular objectives of commerce course offering in their schools. Six objectives with three possible responses for each was given to each of the responding teacher and they were requested to select one of the three possible responses for each given objective. The summary of the data is presented below in Table 2 .

Table 2

Percentage Distribution of Commerce Teachers According to Type of Response Regarding Realisation of Curricular Objectives of the Commerce Course in their Schools with Corresponding Chi-square

Objective	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To produce efficient manpower in respect of Commerce education for the economic development of the country.	75	25	0	18.75
To appoint efficient workers in various organisations through the teaching of Typewriting.	48	42	10	18.85

(Continued)

Table 2 (Continued)

Objective	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To create aptitude towards work through practical teaching.	64	30	6	38.29
To make the learner interested in higher education in the field of commerce.	70	29	1	12.34
To make the youth of the society interested in and respectful to physical labour.	45	55	0	0.68
To make the youth of the society interested in and respectful to mental labour.	44	55	1	0.67

It is found that an overwhelming majority of the responding commerce teachers (more than 90 percent in almost all the case) were of the opinion that curricular objectives of the commerce course at secondary school certificate level were being achieved either to a great extent or to some extent. Only a few of the respondents stated that the objectives were not being realised at all through this course due to certain problems. They put forward a few recommendations for the solution of the problems.

The hypothesis that the three response categories were random was examined for significance at 5 percent level with the help of chi-square test for each objective. All chi-square values were observed to be significant. It indicates that the difference among the three categories of responding teachers was larger than what can be due to chance alone.

In all 73 (Seventy three) commerce teachers were approached. A majority of them (75 percent) expressed that the curricular objective, "To produce efficient manpower in respect of commerce education for the economic development of the country" was being realised through the commerce course programme to a great extent. On the other hand 25 percent of them were of opinion that the objective concerned was being fulfilled to some extent. None of the respondents was of the view that the objective had not at all been realised through the course. The chi-square value is observed to be significant.

About half of the respondents (48 percent) were of the opinion that the curricular objective "To appoint efficient workers in various organisations through the teaching of type-writing" was being achieved to a great extent. On the other hand 42 percent of them maintained the view that the objective was being realised to some extent. The chi-square value is relatively high. Only 10 percent of the responding teachers indicated that the objective in

question had not been realised at all for want of facilities for Type-writing, trained teachers and financial difficulties.

According to them the problem may be solved if typewriters and trained teachers are provided to these schools. Adequate Government grant to the schools may remove financial difficulties.

Most of the responding teachers (64 percent) expressed the view that the curricular objective "To create aptitude towards work through practical teaching" was being materialised to a great extent. On the other hand 30 percent of them indicated that the objective in question was being materialised to some extent. Only 6(six) percent of the responding commerce teachers maintained the opinion that the objective had not at all been realised for want of sufficient number of typewriters and inadequate number of educational institutions offering commerce course.

In their opinion the position would be improved if required number of institutions were established and adequate number of typewriters were supplied to the schools concerned.

Majority of the commerce teachers (70 percent) stated that the curricular objective "To make the learners interested in professional higher education in the field of commerce" was being materialised through the vocational course programme to a great extent. On the other hand 29 percent of them expressed the

opinion that the objective was being realised to some extent. The chi-square value is found to be significant. Only 1(one) percent of the commerce teachers indicated that the objective in question had not been materialised at all as the syllabus and curriculum was not prepared in accordance with the need and demand of the society. Uncertainty of employment and financial difficulties are other problems in this regard.

In their opinion the curriculum and syllabus should be modified relevant to the needs and demands of the society. Security and certainty of the employment should be ensured and the Government should provide additional grants to the institutions for solving financial problems.

More than half of the commerce teachers (55 percent) expressed the view that the curricular objective "To make the youth of the society interested in and respectful to physical labour" was being realised through vocational course programme to some extent. On the contrary 45 percent of the respondents stated that the objective in question was being realised to a great extent. But nobody was of the opinion that the objective in question was not being achieved at all. The chi-square value is found to be non significant.

About 44 percent of the commerce teachers were of the opinion that the curricular objective "To make the youth of the society interested in and respectful to mental labour" was being

materialised through vocational course programme to a great extent and 55 percent of them stated that the objective in question was realised to some extent. The chi-square value is found to be non-significant. Only 1(one) percent of the respondents were of the opinion that the objective in question had not been fulfilled through the course due to introduction of more than one optional subject along with typewriting.

The respondents suggested that there should be no optional subject parallel to type writing.

Opinions of Commerce Students in Respect of Effectiveness of Vocational Aspects of the Curriculum :

Commerce students of high schools were asked to indicate the extent of realisation of the general curricular objectives of commerce course offerings in their schools. On the whole six objectives with three probable scaled responses for each were provided to them and they were asked to choose one of the three responses for each objective. In all 146 students expressed their opinions in this respect. The data are summarized and presented in Table 3.

Table 3

Percentage of Distribution of Commerce Students According to Type of Response Regarding Realization of Curricular Objectives for Commerce Course in their Schools with Corresponding Chi-square

Objectives	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To produce efficient manpower in respect of commerce education for the economic development of the country.	77	23	0	43.83
To appoint efficient workers in various organisations through the teaching of Typewriting.	53	43	4	14.52

(Continued)

Objectives	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To create aptitude towards work through practical teaching.	71	24	5	102.43
To make the learners interested in higher education in the field of commerce.	65	34	1	14.52
To make the youth of the society interested in and respectful to physical labour.	60	36	4	8.56
To make the youth of the society interested in and respectful to mental labour.	54	42	4	2.15

It is found that a good number of students (more than 90 percent in most of the cases) were of the opinion that all the curricular objectives of the commerce group in the secondary school certificate level were being realised either to some extent or to a great extent. Only an insignificant minority stated that the objectives were not at all being materialised due to various reasons mentioned by them. Some of the respondents of this group recommended measures for the improvement of the position.

The three response categories were random and it was stated for significance at the 5(five) percent level with the help

of chi-square test for each objective. All chi-square values were observed to be significant. It indicates that mere chance did not make the difference among the three categories of respondents.

About 77 (seventy seven) percent of commerce students were of the view that curricular objective "To produce efficient manpower in respect of commerce education for the economic development of the country" was being materialised through the course programme to a great extent. On the contrary 23 percent of them expressed the view that the objective was being realised to some extent. The chi-square value is significant. None of the respondents stated that the objective had not at all been realised through the course programme.

More than 53 (fifty three) percent of respondents expressed the view that curricular objective "To appoint efficient Workers in various organisations through the teaching of typewriting" was being realised through the course programme to a great extent. On the other hand 43 percent of them stated that the objective was being realised to some extent. The chi-square value is found to be significant. Only 4(four) percent of the respondents were of the opinion that the objective in question had not at all been realised through the course programme in the school for want of trained and experienced teachers and typewriters .

They suggested that the Government should provide experienced and trained teachers and the teachers should be trained through short course training programmes. About all typewriters should be made available in every school where commerce courses have been introduced.

A large number of respondents 71 (Seventy one) percent stated that the curricular objective "To create aptitude to manual work through practical teaching" was being realised through the course programme to a great extent. 24 percent of them maintained the view that the objective was being achieved to some extent. The chi-square value is found to be significant. Only 5 percent of the responding students were of the view that the objective had not at all been realised for want of trained and efficient teachers and typewriters.

They recommended that trained and efficient teachers should be employed in the schools and provision for supply of typewriter should be made.

A majority of the commerce students (65 percent) were of the opinion that the curricular objective "To make the learners interested in professional higher education in the field of commerce" was being realised through the vocational course programme to a great extent. On the other hand 34 percent of them were of the opinion that the objective in question was being realised to some extent. The chi-square value is found to be

significant. Only 1(one) percent was of the opinion that the objective in question had not at all been realised due to want of adequate finance, trained teachers institutional facilities and appropriate curriculum materials.

They suggested that the situation would improved if arrangements for finance, trained teachers and institutional facilities are made. The curriculum and syllabus should also be revised in an appropriate manner.

Most of the responding students (60 percent) were of the view that curricular objective "To make the younger generation of the society interested in and respectful to manual labour" was being realised through the course programme to a great extent. On the contrary, 36 percent of them stated that the objective was being fulfilled to some extent. The chi-square value is found to be non-significant. Only 4 percent of the respondents were of the opinion that the objective had not at all been materialised due to inadequacy of appropriate curriculum and syllabus.

According to them the curriculum and syllabus should be revised and reviewed in accordance with the needs of the present day society.

About half of the commerce students (54 percent) expressed the view that the curricular objective "To make the youth of the

society interested in and respectful to mental labour" was being realised to a great extent. 42 percent of them, however, stated that the objective was being materialised to some extent. The chi-square value is noted to be non-significant. Only 4(four) percent of the responding students maintained the opinion that the objective in question had not, at all, been realised for want of adequate number of books on commerce and commercial museums.

They recommended that the situation would change if provision of sufficient number of books on commerce and commercial museums could be made in the institutions.

Opinions of Agriculture Teacher Regarding Effectiveness
of Vocational Aspects of the Curriculum :

Agriculture teachers of High Schools requested to give their opinion as to the extent of fulfilment of the general curricular objectives of agriculture course offerings in their schools. A list of six objectives with three possible scaled responses for each was provided to each of the 25 responding teachers and they were asked to choose one of the three possible responses. The data are summarized and presented below in Table 4.

Table 4

Percentage of Distribution of Agriculture Teacher According to Type of Responses Regarding fulfilment of Curricular Objectives of Agriculture Courses in their schools with the Corresponding Chi-square

	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To prepare effective manpower who may apply scientific methods of agriculture for economic development of the country.	64	36	0	1.96
To prepare self reliant citizenery introducing vocational education in the different fields of agriculture such as crop cultivation, gardening, animal husbandry, pisciculture etc. as a means to solve unemployment problem.	52	40	8	7.75

(Counted)

Table 4 (Continued)

	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To make employment opportunity in government and private establishments for those who acquire knowledge in different aspects of agriculture.	36	56	8	8.72
To create interest in agricultural activities through practical training.	60	32	8	10.16
To make the learners interested in higher agricultural education.	52	40	8	7.75
To make the younger generation respectful towards manual labour to participation in various (economic) development activities.	56	40	4	0.04

Most of the responding teachers (more than 90 percent) expressed the view that the curricular objectives of the vocational aspects of secondary school certificate level in agriculture course were being realised either to a great extent or to some extent. Only a minority of respondents were of the opinion that the objectives were not being realised at all through this course for reasons indicated by them. A few of them recommended some measures for the improvement of the position.

The three response categories were random and this hypothesis was tested for significance at the 5 percent level with the help of chi-square test for each objective. All chi-square values except one were observed to be significant. It indicates that the differences among the three categories of respondents were not due to chance alone, rather it is notably high.

A majority of the Agriculture teachers (64 percent) stated that the curricular objective "To prepare effective manpower who may apply scientific methods of agriculture for economic development of the country" was being realised through vocational course programme to a great extent. About 36 percent of the respondents stated that the objective was being materialised to some extent. On the contrary, nobody was of opinion that the objective was not being fulfilled at all. The chi-square value was found to be non-significant. It indicates that a significantly larger majority of the respondents maintained the above opinion.

About 52 percent of the respondents stated that the curricular objective "To prepare self-reliant citizenery introducing vocational education in the different fields of agriculture, such as crop cultivation, gardening, animal husbandry, pisciculture etc. as a means to solve unemployment problem" was being realised through the agricultural programme to a great extent. 40 percent of them expressed the opinion that the objective was being achieved to some extent. Only 8 percent of the

respondents were of opinion that the objective was not being realised at all for want of agricultural tools, trained teachers, favourable attitude of the society, towards agricultural education, agricultural farms, and practical teaching.

They suggested that agricultural tools and implements should be made available in schools offering agriculture courses. Agricultural farms should also be attached to the institution for organizing practical classes in agriculture. Provision for trained teachers should also to be made.

Most of the agriculture teachers (56 percent) were of the opinion that the curricular objective "To make employment opportunity in government and private establishments for those who acquire knowledge in different aspects of agriculture" was being achieved through agriculture programme to some extent. On the other hand 36 percent of them observed that the objective in question was being realised to a great extent. The chi-square value is found to be significant. 8 percent of the respondents expressed the view that the objective was not being fulfilled due to lack of practical knowledge of the learners and due to defective examination system. Moreover, the unskilled labourer with lower wages often get preference from the employer to those from the agriculture courses.

According to them the situation will improve if adequate provision for practical work for the learners could be made throughout the whole course of study. Care should also be taken

so that no learner can complete the course without acquiring practical skill required in actual field conditions.

About 60 percent of the respondents were of opinion that the curricular objective "To create interest in agricultural activities through practical training" was being realised through vocational course programmes to a great extent. On the other hand 32 percent of them observed that the objective was being materialised to some extent. The chi-square value is noted to be significant. Only 8(eight) percent of the teachers maintained the view that the objective was not being fulfilled through the course offerings as less importance is given to practical work. Shortage of trained teachers and equipment. No other factors mentioned by the respondents in this regard.

They suggested that the syllabus should be revised in such a way that more importance is attached to practical work. Provision so agriculture equipment and trained teachers should also be made in the institutions.

Nearly half of the agriculture teacher (52 percent) were of the view that the curricular objective " To make the learner interested in higher agriculture education" was being materialised to a great extent. On the other hand, 44 percent of them maintained the opinion that the objective was being achieved to some

extent. The chi-square value is found to be significant. Only 8 percent of the respondents observed that the objective was not being realised on account of shortage of trained teachers, educational institutes offering agriculture course, equipment and other physical facilities.

In their opinion the situation will improve if more institutes with adequate physical facilities and trained teachers could be provided for higher agricultural education.

A majority of the respondents (56 percent) were of the opinion that the curricular objective "To make the younger generation encouraged and respectful towards manual labour through participation in various developmental (economic) activities" was being realised to a great extent through the existing programme. About 40 percent of the respondents expressed the opinion that the objective was being materialised to some extent. The chi-square value is observed to be non-significant. Only 4 percent of the respondents stated that the objective was not being realised at all as there is little scope of physical labour in the school programme. The attitude of the teachers was also not favourable, so they could not change the attitude of the learners. Moreover the society itself is not respectful to physical labour.

They recommended that the school programme should be designed in such a way that the learner might get opportunity for adequate physical labour. The attitude of the teachers might be modified by giving them appropriate professional orientation.

Opinions of Agricultural Students Regarding Effectiveness of Vocational Aspects of Curricula :

Students reading in agriculture group were asked to give their opinion on the realisation of the curricular objective in their schools. They were provided with six objectives (same as for the agriculture teacher) with three possible responses for each objective and were asked to choose one of the three possible responses for each mentioned objective. In all 54 students expressed their opinion which are summarized and presented in Table 5.

Table 5

Percentage Distribution of Agriculture Students According to Types of Response Regarding Materialisation of Curricular Objectives of Agriculture Courses in their Schools with the Corresponding Chi-square

	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To prepare effective manpower who may carry on agriculture in a scientific method for economic development of the country.	76	24	0	14.14

(Continued)

Table 5 (Continued)

Objectives	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To prepare self-reliant and self-employable citizenry by introducing vocational education in the different fields of agriculture such as crop cultivation, gardening, animal husbandry, pisciculture etc. with a view to solving unemployment problems.	57	39	4	1.92
To make employment opportunity easy in Government and private establishments for those acquiring knowledge in different aspects of agriculture.	36	56	8	9.61
To create interest in agricultural activities through practical works.	67	33	0	6.00
To make the learners interested in higher agricultural education.	63	37	0	3.62
To make the younger generation encouraged and respectful towards manual labour through various economic developmental activities.	63	33	4	4.92

It is observed that more than 90 percent of the responding students were of the opinion that the listed curricular objective of the agricultural aspect of the secondary school level course

were being realised either to a great extent or to some extent. Only an insignificant minority stated that the objectives were not at all being fulfilled through the agricultural course for reasons which some of them furnished. They also recommended measures for the improvement of the situation. As the three response categories were random, the chi-square test for each objective was used for finding out significance at the 5 percent level. All observed chi-square values were noted to be significant. This shows that the variation among the three categories of respondents were substantially larger than what can be accounted for by chance alone.

An overwhelming majority of the agricultural students (76 percent) were of the opinion that the curricular objective " To create skilled manpower who may carry on agriculture in a scientific way for the economic development of the country" was being materialised through the agricultural course programme to a great extent. Only 24 percent of them expressed the view that the objective concerned was being realised to some extent. The chi-square value is found to be significant. None of the respondents stated that the objective was not fulfilled at all.

About half of the respondents (57 percent) were of the view that the curricular objective " To prepare self-reliant and self-employable citizenry by introducing vocational education in

the different fields of agriculture, such as crop cultivation, gardening, animal husbandry, pisciculture etc. with a view to solving unemployment problem" was being achieved to a great extent. On the other hand 39 percent of them were of the opinion that the objective was being fulfilled to some extent. The chi-square value is found to be non-significant. It shows that a large majority of the respondents maintain this opinion. Only 4 percent of the students, however, expressed their opinion that the objective had not been realised at all due to the scarcity of agricultural farms, modern tools and training centres.

They suggested that the situation will improve if agricultural farms and modern tools are supplied to every school and centres for training agriculturists are established on a large scale in different parts of the country.

About 56 percent of the agricultural students were of the opinion that the curricular objective "To make employment opportunity easy both in Government and private establishments for those acquiring knowledge in different aspect of agriculture" was being fulfilled to some extent. On the other hand, 36 percent of them maintained that the objective was being materialised to a great extent. The chi-square value is noted to be significant. Only 8 percent of the respondents were of the opinion that the objective had not at all been realised through the course offerings on

account of shallow practical knowledge in the respective field. The employers are also not fully aware that maximum benefit may be derived by employing agriculture students who complete the course.

They recommended that provision for imparting practical knowledge should be made in every institution.

The majority of the agricultural students (67 percent) viewed that the curricular objective " To create interest towards agricultural work through practical training" was being materialised through the course programme to a great extent. 33 percent of them stated that the objective was being realised to some extent. The chi-square value is observed to be significant. It showed that a greater number of respondents maintained this view. None of the respondents, however, was of the opinion that the objective had not at all, been realised through the course offerings in the secondary school certificate level.

About 63 percent of the respondents expressed the opinion that the curricular objective "To make the learner interested in higher agriculture education" was being realised through the course programme to a great extent. On the other hand, 37 percent were of the opinion that the objective in question was being realised to some extent. Here the chi-square value is found to be non-significant. None of the respondents was of the opinion that

the objective was not being materialised at all.

The majority of the agriculture students (63 percent) expressed the opinion that the curricular objective "To make the younger generation encouraged and respectful towards manual labour through various economic developmental activities" was being achieved to a great extent. On the other hand 33 percent of them were of the opinion that the objective was being realised to some extent. The chi-square value is found to be significant. Only 4 percent of the respondents stated that the objective had not been realised at all, as the education system is basically not production oriented and the attitude of the society is unfavourable in this regard.

They suggested that education system should be made production oriented and the social outlook as dignity of labour might be developed by spreading education.

Opinions of Industrial Arts Teachers Regarding Effectiveness of Vocational Aspects of the Curricula.

Teachers of Industrial Arts Group of High Schools were requested to give their opinion to the extent of fulfilment of the curricular objective of Industrial Arts Course offering in their school. As many as six objectives with three possible answer for each was provided to each of the 26 responding teachers and they were asked to mark one of the three possible answers for each given objective. The data are summarized and presented below in Table 6 .

Table 6

Percentage Distribution of Industrial Arts Teachers According to Type of Response Regarding Fulfilment of Curricular Objectives of Industrial Arts Courses in their School with the Corresponding Chi-square

Objectives	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To produce efficient manpower through industrial arts education for the overall economic development of the country.	54	35	11	7.00

(Counted)

Table 6 (Counted)

Objectives	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To prepare skilled citizens through the provision of various kinds of training in Industrial Arts for the purpose of reducing unemployment problem.	65	23	12	12.54
To provide appointment in the government and non-government organizations after imparting the learners adequate practical experience in Industrial Arts.	62	19	19	9.31
To make the learners interested in producing day to day necessary articles with minimum labour and capital through Industrial Arts education.	65	27	8	13.46
To make the learners interested in professional higher education in the field of Industrial Arts.	73	19	8	19.01
To make the students hard working, interested and respectful to manual labour through participation in different income generating activities using bamboo, cane, iron etc.	65	27	8	13.46

More than 85 percent of the responding teachers in most of the cases were of the opinion that the listed curricular objective of the Industrial Arts group were being realised to a great or some extent. Only a few of the respondents stated that the objective had not at all been realised through the vocational course offerings in their schools and some of them indicated reasons for the short comings. Some of the responding teachers recommended ways and means for the improvement of the condition.

The chi-square test was used for testing the significance at 5 percent level for each objective and it was found that the three response categories were random. In each case the chi-square value was found to be significant. It indicates that the differences among the three categories of respondents were larger than what can be accounted for by chance alone.

In all 26 Industrial Arts teachers were approached. More than 50 percent of Industrial Arts teachers stated that the curricular objective "To produce efficient manpower through Industrial Arts education for the overall economic development of the country " was being realised through the Industrial Arts Programme to a great extent. On the other hand, 35 percent of them were of the opinion that the objective in question was being fulfilled to some extent. The chi-square value is found to be significant.

Only 11 percent of the responding teachers indicated that the objective in question had not been materialised at all for want of modern teaching appliances, workshops and due to shortage of practical class.

They suggested that the situation would improve if workshops with modern teaching appliances could be established in each school and more importance could be attached to practical work.

Majority of the Industrial Arts teachers (65 percent) were of the opinion that the curricular objective "To prepare skilled citizens through the provision of various kinds of training in Industrial Arts for the purpose of reducing unemployment problem" was being realised through the vocational course programme to a great extent. On the other hand 23 percent of them stated that the objective was being realised to some extent. The chi-square value was found to be significant. Only 12 percent of the Industrial Arts teachers stated that the objective in question had not been materialised at all for want of trained teachers, due to uncertainty of employment and absence of adequate administrative support.

According to them the teachers should be trained, provision for employment should be made, and administrative support should be given.

The majority of the Industrial Arts teachers (62 percent) stated that the curricular objective "To provide appointment in the government and non-government organizations after imparting the learners adequate practical experience in Industrial Arts" was being achieved to a great extent. On the contrary, 19 percent of the industrial arts teachers were of the opinion that the objective in question was being realised to some extent. The chi-square value was found to be significant. Only 19 percent of them indicated that the objective in question had not, at all, been realised through the course offerings on account of indifference of the employer, inefficiency of the learners and short comings of the curriculum and syllabus.

They suggested that the curriculum and syllabus should be revised according to the needs of the present day society. Learners should be given proper training.

Most of the Industrial Arts teachers (65 percent) expressed the opinion that the curricular objective "To make the learners interested in producing day to day necessary articles with minimum labour and capital through Industrial Arts education" was being materialised through the vocational course programme to a great extent. On the other hand, 27 percent of them stated that the objective in question was being realised to some extent. The chi-square value is found to be significant. Only 8 percent of

the responding teacher stated that the objective in question had not, at all, been fulfilled through the course offerings in their schools for want of equipment which the school authority could not provide due to shortage of fund. Thus the learners become discouraged to take up the course.

To improve the situation, in their opinion, the schools should be given sufficient fund so that they might provide necessary equipment and the learners should be given short term loan on easy term after the completion of the course.

An overwhelming majority of the respondents (73 percent) were of the opinion that the curricular objective "To make the learners interested in professional higher education in the field of Industrial Arts" was being realised through the course programme to a great extent. On the contrary, 19 percent of the respondents stated that the objective in question was being realised to some extent. The chi-square value is found to be significant. Only 8 percent of the respondents were of the opinion that the objective in question had not, at all, been materialised through the course programme offerings in the school for want of modern equipment, shortage of institutions, limitation of seats and unfavourable attitude of the government towards higher education in Industrial Arts.

They recommended that the schools should be provided with modern equipment, Industrial Arts group should be opened in more schools, and higher educational Institutions in the line should be established.

About 65 percent of the Industrial Arts teachers stated that the curricular objective "To make the students hard working, interested and respectful to manual labour through participation in different income generating activities using bamboo, cane, iron etc." was being realised through the vocational course programme to a great extent and 27 percent of the respondents were of opinion that the objective in question was being fulfilled to some extent. The chi-square value is found to be significant. 8 percent of them were of the opinion that the objective in question had not, at all, been realised due to the scarcity of text books and trained teachers. Social attitude towards this kind of work was also unfavourable.

In their opinion, the situation would improve if the schools were equipped with trained teachers and sufficient number of text books. The attitude of the society might be changed through education.

Views of the students of Industrial Arts Group in respect
of Effectiveness of Vocational aspect of their Curriculum:

Industrial Arts students of classes IX & X of high schools were asked to indicate the extent of fulfilment of the curricular objectives of their group. A list of 4 objectives with three suitable scaled responses for each was presented to each of the 52 responding students and they were instructed to select one of the three responses for each given objectives. The summary of the data is presented in Table 7.

Table 7

Percentage Distribution of Industrial Arts Students According to Type of Responses Regarding Realisation of Curricular Objectives of Industrial Arts Courses in their Schools with the Corresponding Chi-square

Objectives	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To produce efficient manpower through the training of Industrial Arts subjects for the overall development of the country.	63	23	15	19.07
To prepare skilled citizens through the provision of various kinds of training in Industrial Arts for the purpose of reducing and solving unemployment problem.	67	29	4	7.76

(Contd)

Table 7 (Counted)

Objectives	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To provide appointment in the Government and non-government organisations after having practical experience in Industrial Arts.	48	38	14	9.95
To make the learner interested in producing day to day necessary articles with minimum labour and capital through Industrial Arts Education.	75	21	4	15.15

It is found that most of the responding students (more than 80 percent in almost all cases) were of the view that the listed curricular objectives of the vocational aspect of secondary school certificate level in Industrial Arts group were being achieved either to a great extent or to some extent. Only a minority of the students stated that the objectives were not, at all, being materialised due to various reasons which some of them were mentioned. Again some of the responding students put forward suggestions for removing the hindrances. The three response categories were random and as such it was tested for finding out significance at the 5 percent level with the assignment of chi-square test. The resultant chi-square values were observed to be significant. From this, it can be concluded that the difference among

the three categories of respondents were not due to chance alone, rather it was substantially larger.

More than (60 percent) of Industrial Arts students were of the opinion that the curricular objective "To produce efficient manpower through the training of Industrial Arts subjects for the overall development of the country" was being materialised through the course programme to a great extent. On the other hand, 23 percent of the respondents stated that the objective in question was realised to some extent. The chi-square value is found to be significant. Only 15 percent of the responding students expressed the view that the objective in question had not at all been realised for want of modern teaching appliances, finance and indifference of the school authority, short coming of the curriculum and syllabus was also responsible to some extent in this respect.

They recommended that the situation would improve if modern teaching appliances and sufficient fund were provided to the school, curriculum and syllabus should also be reviewed and revised and the attitude of the school authority should be changed through a greater awareness of utility of this kind of education.

Most of the Industrial Arts students (67 percent) stated the opinion that the curricular objective " To prepare skilled citizens through the provision of various kinds of training in

Industrial Arts for the purpose of reducing and solving unemployment problem" was being realised to a great extent on the contrary 29 percent of the responding students stated that the objective in question was being realised to some extent. The chi-square value is found to be significant. Only 4 percent of them stated that the objective in question had not, at all, been materialised due to scarcity of modern equipment, trained teachers and uncertainty of employment.

In order to solve the problems they suggested that the provision for modern equipment and trained teachers should be made. Provision for the employment of the products of Industrial Arts group should also be made by creating new avenues for them.

About 48 percent of the Industrial Arts students were of the opinion that the curricular objective " To provide appointment in the Government and non-government organisations after having practical experience in Industrial Arts" was being materialised to a great extent. On the other hand, 38 percent of them stated that the objective in question was being realised to some extent. The chi-square value is found to be significant. Only 14 percent of the responding students expressed the opinion that the objective in question had not at all been fulfilled as there is little scope for acquiring sufficient practical knowledge and uncertainty of employment.

According to them, sufficient time should be earmarked for giving practical knowledge to the learner and provision should be made for easily available employment after the successful completion of the course.

The majority of the industrial arts students (75 percent) expressed the opinion that the objective "To make the learner interested in producing day to day necessary articles with minimum labour and capital through Industrial Arts education" was being materialised to a great extent and 21 percent of them stated that the objective in question was being fulfilled to some extent. The chi-square value was found to be significant. Only 4 percent of the respondents expressed the view that the objective in question had not at all, been materialised as they could not start any business in the line for want of capital and the products made are not marketed properly. Again, the learners prefer white collar jobs to professions involving manual labour.

They suggested the provision of easy term small loans to them after the completion of the course and also emphasized that the attitude of the learner should be changed through constant training.

Opinions of Headmasters, Teachers, and Students Regarding
Non-Realization of Curricular Objectives in Commerce,
Agriculture and Industrial Arts Courses.

Headmasters, teachers and students who indicated that the different objectives were not realized at all, were requested to indicate the reasons in that connection. They were further asked to suggest measures to be taken in order to ensure realization of the objectives. The findings are summarized below :

Respondents	Reasons for non-realization of objective	Suggested measures
Headmasters	<p>Want of :</p> <ol style="list-style-type: none"> 1. (a) Equipment such as Typewriter, reference books, practical work. (b) Inadequate Government grants. (c) Social status and dignity. (d) Both the teacher and the taught are not getting interest in it. 	<ol style="list-style-type: none"> (a) Provision for supplying equipment such as Typewriter, books etc. should be made. (b) Government grants may be increased. (c) Social status and dignity may be improved through educating people. (d) Interest of both the teacher and taught to be created through offering some reward to the best teacher and students.

Respondents	Reasons for non-realization of objective	Suggested measures
Headmasters	Want of :	
	2. (a) Lack of financial support of the guardian.	(a) Provision for financial help in the form of stipend should be made for poor and meritorious students.
	(b) Trained and resourceful teacher.	(b) More training institutes should be established and better pay and facilities should be provided for the teacher.
	3. (a) More stress on bookish knowledge than practical work.	(a) More stress should be given on practical work than bookish knowledge.
	Want of :	
	4. (a) Physical facilities and trained teacher.	(a) Provision for physical facilities and training of the teacher should be made.
	(b) Self employed in the society for want of capital.	(b) The successful candidates should be provided with short term loan so that they can seek self employment in the society.
	(c) The present curricula and syllabus do not help the students in and vocation.	(c) The present curricula and syllabus should be modified according to environmental resources and the requirement of the society.

Respon- dents	Reasons for non-real- ization of objective.	Suggested measures	
Head- masters.	5. (a) Want of practical knowledge in the respective field.	(a) More time should be allowed for acquiring practical knowledge in the respective field.	
	6. (a) Curricula and syllabus are not prepared according to need and demand of the society and there is no provision for manual labour.	(a) Curricula and syllabus should be prepared in such way as to students get sufficient opportunity to be engaged in manual labour.	
	Want of :		
	7. (a) Trained teacher,	(a & b) Provision should be made for supplying necessary equipment & appointing trained teacher in the school.	
	(b) Equipment.		
	(c) Commercial museum.	(c) Commercial museum should be made by the students under the guidance of the teacher.	
	(d) Financial grants.	(d) Govt. should provide some financial grants to schools concerned.	
	Want of :		
8. (a) Trained teacher,	(a & b) Agriculture equip-ment and trained teach-er should be provided for in the school and sufficient should be provided the school for practical work in the field.		
(b) Agricultural equip-ment and land under the possession of the school.			

Respon- dents	Reasons for non-reali- zation of objective	Suggested measures
Head- masters.	<p>Want of :</p> <p>8. (c) The younger genera- tion is not in favour of agricultural educa- tion rather they are interested in white collar job.</p>	<p>(c) The younger generation should be motivated through various incen- tive towards agriculture education rather than white collar job.</p>
	<p>Want of :</p> <p>9. (a) Equipment.</p> <p>(b) Workshop.</p> <p>(c) Trained teacher.</p> <p>(d) Practical training in the industry.</p>	<p>(a) Provision for supplying equipment should be made.</p> <p>(b) Every school should have workshop.</p> <p>(c) Provision for imparting training to the teacher should be made.</p> <p>(d) There should be further provision for imparting practical training to the teacher in running industry.</p>
	<p>Want of :</p> <p>10. (a) Professional Institu- tions.</p> <p>(b) Extreme poverty of the learner.</p> <p>(c) Absence of Government steps.</p>	<p>(a) Number of professional institutions should be increased.</p> <p>(b) The learner should be helped in the form of stipend and scholarship.</p> <p>(c) Government should take proper steps in the respect.</p>

Res-pondents	Reasons for non-realization of objective	Suggested measures
Asstt. teacher. (Commerce group)	Want of : 2.(a) Shortage of educational institutions and typing equipment.	(a) Provision for establishing institutions, supplying typing equipment and arrangements should be made for imparting training to commerce teachers by way of introducing the subject in Teachers' Training Colleges and also making adequate Government grants.
	(b) Scarcity of fund.	(b) Fund should be increased.
	(c) Uncertainty of employment for the learner.	(c) Increased job opportunity for the learner.
	(d) More than one optional subject along with typewriting.	(d) Typewriting should be made compulsory.
	3.(a) Inadequate number of Typewriters.	(a) Provision should be made for supplying typewriters.
	(b) Educational Institution.	(b) Establishing more educational institutions in the line.
	4.(a) Curriculum and syllabus defective.	(a) Curriculum and syllabus should be revised and reviewed according to needs and demands of the society.
	(b) Uncertainty of employment.	(b) Provision should be made for certainty of employment of the learners.

Respon- dents	Reasons for non-reali- sation of objective	Suggested measures
Asstt. teacher. (Commerce group)	4. (c) Financial difficul- ties.	(c) Adequate Government grants should be made.
	6. (a) More than one optional subject along with typewriting.	(a) Typewriting should be made compulsory.
Students (Commerce group)	Want of :	
	2. (a) Trained and experien- ced teacher.	(a) Government should appoint trained and experienced teacher.
	(b) Type writers.	(b) Provision of supplying typewriters to every school where commerce course has been intro- duced.
(c) Absence of practical training.	(c) More classes should be introduced for practical training.	
Want of :		
3. (a) Trained and efficient teacher.	(a) Trained and efficient teachers should be employed in the school by the government.	
(b) Typewriters.	(b) Provision should be made for supplying Typewriters.	
4. Inadequacy of :		
(a) Fund, Trained teachers and professional higher educational institutions.	(a) Provision should be made for adequate fund, appoint- ment of trained teachers and establishing profess- ional higher educational institutions.	

Respon- dents.	Reasons for non-reali- sation of the objective.	Suggested measures.
Students		
(Commerce group)		
Inadequacy of :		
4.	(b) Limitation of curricula and syllabus.	(b) Curricula and syllabus should be revised and revised in accordance with the requirements.
5.	(a) Unsuitability of curri- cula and syllabus.	(a) Curricula and syllabus should be made accord- ing to the need of the present day society.
6.	(a) Shortage of: Books on Commerce subjects.	(a) Sufficient books on commerce subjects should be provided in the school library.
	(b) Commercial museum.	(b) Commercial museum should be established in every school.
Want of :		
Asstt. teachers (Agricul- ture group)	2. (a) Trained teachers, Agricultural farms, equipment, tools and Practical teaching.	(a) Practical teaching should be given along with theoretical knowledge by providing agricultural farms, equipment and tools.
	(b) Favourable attitude of the society.	(b) Favourable attitude of the society should be created by introducing formal and non-formal education.
	3. (a) Practical knowledge.	(a) Provision should be made for adequate practical training.

Respon- dents.	Reasons for non-realisa- tion of the objective.	Suggested measures.
Asstt. teachers (Agricul- ture group)	Want of : 3. (b) Unskilled labourers get preference to skilled labour as the former is available at lower wages.	(b) Skilled labourers should get preference in res- pect of employment.
	4. (a) Less importance is given on practical work in the syllabus.	(a) The syllabus should be revised and reviewed giving more importance on practical work.
	(b) Want of agricultural equipment and trained teachers.	(b) Provision for agricul- tural equipment and trained teachers should be provided by the government.
	Absence of :	
	5. (a) Trained teachers educational institut- ions, equipment and other physical facilit- ies.	(a) Arrangements should be made for giving training to agricultural teachers by way of introducing the subject in Teachers Training Colleges and physical facilities and proper equipment should be supplied.
	Want of :	
	6. (a) Scope of physical labour in the school programme.	(a) Scope of physical labour should be developed in the curriculum and in the school programme.

Res-pondents	Reasons for non-realisa-tion of the objective.	Suggested measures.
Asstt. teachers. (Agricul- ture group)	Want of :	
	6. (b) Unfavourable attitude of the teacher.	(b) Attitude of the teacher should be changed through constant practical work in the field.
	(c) Dignity of physical labour in the society.	(c) Physical labour is to be made dignified in the eye of society though the work of teacher and taught together with Headmaster and guardian in the agriculture field.
Students. 2. (Agricul- ture group)	2. (a) Scarcity of : Agricultural farm, modern tools and training centres.	(a) Sufficient land should be provided for agricul-tural farm, modern tools should be supplied and training centres should be opened on large scale.
	3. (a) Shallow practical knowledge in the field of agriculture.	(a) Provision should be made for imparting knowledge about agriculture and this ought to be made compulsory.
	6. (a) Educational system is unproductive and the attitude of the society is unfavour-able.	(a) Educational system should be made production orien-ted and the attitude of the society should be changed through the introduction of formal and non-formal education.

Res-pondents	Reasons for non-realization of objective	Suggested measures
Asstt. Teacher. (Industrial Arts group)	Want of :	
	1. (a) Modern teaching appliances and workshop.	(a) Modern teaching appliances should be supplied and workshops should be established.
	(b) Practical knowledge.	(b) Arrangement should be made for imparting more-practical knowledge.
	Want of :	
	2. (a) Trained teacher and administrative support.	(a) Provision for appointing trained teachers should be made and administrative support should be made stronger.
	(b) Certainty of employment.	(b) There would be a certainty of employment of the agriculture trained teacher.
	3. (a) Inefficiency of the learner and short-coming of the curricula and syllabus.	(a) Learners should be given more practical training for making them efficient; Curricula and syllabus should be revised.
	Want of :	
	4. (a) Equipment and shortage of fund of both the school as well as the learners.	(a) Schools should be provided with sufficient fund to purchase agricultural equipment and learners should be helped in the form of stipend.

Res-pondents	Reasons for non-realisation of objective.	Suggested measures.
Asstt. Teacher. (Industrial Arts group)	Want of :	
	5. (a) Modern equipment. (b) Shortage of Institution and limited seats in the schools. (c) Steps of the government.	(a) Schools should be supplied with modern equipment. (b) Industrial Arts Course should be opened in more high schools and number of seats should be increased. (c) Government should take proper steps in this respect.
	Want of :	
Students.	6. (a) Trained teacher and text books. (b) Social attitude not in favour of this kind of education.	(a) Provision should be made to appoint trained teachers and sufficient books on the subject should be supplied in the school library. (b) Social attitude may be changed by introducing formal and non-formal education.
	Want of :	
	1. (a) Modern teaching appliances, finance and indifference of the school authority.	(a) Modern teaching appliances and sufficient funds should be provided by the government. Attitude of the school authority should be changed through wide publicity of the utility of this kind of education.

Res-pondents	Reasons for non-realization of objective.	Suggested measures.
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Students.

Want of :

- | | |
|--|--|
| 1. (b) Proper curriculum and syllabuses. | (b) Curriculum and syllabuses should be revised and reviewed according to the need of the society. |
|--|--|

Want of :

- | | |
|---|---|
| 2. (a) Modern equipment, trained teacher and uncertainty of employment. | (a) Modern equipment and trained teachers should be provided in the school. New avenues should be created for employment. |
| 3. (a) No scope for acquiring practical knowledge. | (a) Students should be given more time for acquiring practical knowledge in the field. |
| 4. (a) Want of fund, products are not marketed properly. | (a) Funds should be provided to the learners after successful completion of the course to enable them to seek self employment in the society. Products made by the learner should be marketed properly. |

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Comparative study of the opinion of Headmasters and teachers (Commerce Group) regarding realization of curricular objective :

The opinion of Headmasters and teachers of commerce group in respect of realisation of curricular objectives were compared by using chi-square test for the frequency distribution of the two types of respondents in accordance with the response category. The chi-square value is calculated on the basis of response categories for which a large number of responses (at least 5) was available.

The frequency distribution of responses concerning the realization of this objective is changed into corresponding percentage distribution in order to indicate the extent of disagreement between the two groups of respondents.

1. Curricular objective : To produce workers who should be able to contribute to the commercial development of the country.

The estimated chi-square was 3.18 which is non-significant. It indicates that there is not real disagreement concerning the degree of realization of the objective between the two types of respondents. The percentage distribution is furnished in Table 8 .

Table 8

Percentage Distribution of the two categories of Respondents Regarding Realisation of the Objective of Commerce (Headmaster and teacher) curricula and the chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent.	To some extent.	Not at all	
Headmaster	62	37	1	3.18
Commerce teacher	75	25	0	

The data furnished in this table tell that although a large majority of each category of respondents tends to claim that the objective has been achieved to a great extent, more teacher than the Headmaster advocate the idea that the introduction of Commerce group in High School has made a remarkable contribution to the commercial development of the country by producing skilled workers.

2. Curricular objective : To produce students who should be able to seek higher professional education in the field of commerce.

The calculated chi-square is 3.49 which is non-significant. It indicates that there is no real disagreement regarding the degree of realisation of the objective between the types of respondents. It is to be noted here that the chi-square

value is evaluated on the basis of response categories for which sufficient number of responses was available. The percentage distribution is furnished in Table 9.

Table 9

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objective of Commerce (Headmaster and Teacher) Curricula and the Chi-square Value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	56	43	1	3.49
Commerce teacher	70	29	1	

The data presented in this table show that a majority of each group of respondents tends to claim that the objective has been realised to a great extent, more teachers than the Headmasters support the idea that the introduction of commerce group in High School has made a considerable contribution by producing students who should ^{be} able to seek higher professional education in the field of Commerce.

Comparative study of the views of Headmasters and teachers (Agriculture group) regarding realization of Curricular Objective.

The responses of Headmasters and agriculture teachers in connection with the realisation of curricular objectives were compared by using chi-square test for determining the frequency distribution of the two groups of respondents. The chi-square value is evaluated on the basis of response categories for which a sufficient number of responses was (at least 5) available.

The frequency distribution of responses concerning the fulfilment of this objective is changed into the corresponding percentage distribution for determining the degree of disagreement between the two categories of respondents.

1. Curricular objective : To produce students who should be able to contribute to the agricultural development of the country.

The estimated chi-square is 1.31 and it is non-significant at the chosen level of significance. This is indicative of the fact that there is no real disagreement regarding the extent of realisation of the objective between the two groups of respondents. The percentage distribution is shown in Table 10.

Table 10

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objective of Agriculture (Headmaster and teacher) Curricular and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	50	43	7	0.08
Agriculture teacher	64	36	0	

The data furnished in this table state that although a majority of each category of respondents claim that the objective has been achieved to a great extent, more teachers than the Headmasters advocate the idea that the introduction of agriculture group in High school has made a remarkable contribution to the agricultural development of the country by producing skilled workers.

2. To produce students who should be able to seek higher professional education in the field of agriculture.

The observed chi-square is 0.08 which is non-significant. From this, it may be concluded that there is no real disagreement about the degree of fulfilment of the objective between the two types of respondents. The chi-square value is

calculated on the basis of available responses which was more than sufficient (at least 5) for the purpose. The percentage distribution is furnished in Table-11.

Table-11

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objective of Agriculture (Headmaster, teacher) Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	56	43	1	0.08
Agriculture teacher	52	40	8	

From the data presented in this table, it is seen that though a majority of each group of respondents tends to claim that the objective has been realised to a great extent, more Headmasters than teachers of agriculture group maintained that the introduction of agriculture in secondary school has made a remarkable contribution to the agricultural development of the country by producing students who would be able to seek higher professional education in the field of agriculture.

Comparative study of the opinion of Headmaster and teacher
(Industrial Arts Group) Regarding Realisation of Curricular
Objective.

The responses of Headmaster and teachers of Industrial arts group in respect of realisation of curricular objectives were matched by using chi-square test for the frequency distribution of the two types of respondents according to the response category. The chi-square value is determined on the basis of response category for which a required number of responses (at least 5) was available.

The frequency distribution of responses about the realisation of this objective is changed into corresponding percentage distribution for finding out the extent of disagreement between the two categories of respondents.

1. Curricular objective : To prepare the younger generation who should be able to minimise unemployment problem of the country.

The calculated chi-square 0.69 and it is non-significant at the chosen level of significance. It means that there is no real disagreement concerning the extent of achievement of the objective between the two types of respondents. It is to be noted here that the chi-square value is determined on the basis of

response category for which required number of responses (at least 5) was available. The percentage distribution is presented in Table 12.

Table 12

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objective of Industrial Arts (Headmaster, teacher) Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	65	33	2	0.69
Teacher of Industrial Arts group	65	23	12	

The data indicates that both the groups of respondents equally support the idea that the introduction of Industrial Arts Group in High School has made a substantial contribution to the industrial development of the country by producing skilled workers.

2. Curricular objective : To produce students who should be able to contribute to the industrial development of the country.

Here the chi-square which is estimated at 0.89 is non-significant. From the fact it is indicated that there is no real dis-agreement concerning the extent of fulfilment of the

objective between the two types of respondents. It may be mentioned here that the chi-square value is calculated on the basis of response categories for which sufficient number of responses (at least 5) was at hand. The percentage distribution is presented in Table 13.

Table 13

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objective of Industrial Arts (Headmaster and teacher) Curricular and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	51	48	1	0.89
Teacher of Industrial Arts Group	54	35	11	

The data shown in the table indicates that though a majority of each group of respondents expresses that the objective has been realised to a great extent, more teachers than Headmasters supported the view that the introduction of industrial arts group in secondary high school has made a remarkable contribution to the industrial development of the country.

Comparative study of the Opinion of Headmasters and Students (Commerce Group) Regarding Realisation of Curricular Objectives.

The opinion of Headmasters and students of Commerce Group in connection with the realisation of curricular objectives were compared by using chi-square test for the frequency distribution of the two types of respondents according to response category. The chi-square value is computed on the basis of response categories for which a good number of responses (at least 5) was available.

The frequency distribution of responses regarding the realisation of this objective is transformed into the corresponding percentage distribution with a view to indicating the extent of disagreement among the two categories of respondents.

1. Curricular objective : To produce workers who should be able to contribute to the commercial development of the country.

The calculated chi-square was 6.55 and it is significant at the chosen level of significance. This is indicative of the extent of realisation of the objective in accordance with the two types of respondents. The percentage distribution is presented in Table 14.

Table 14

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objective of Commerce (Headmaster, Students) Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	62	37	1	6.55
Student of Commerce Group.	77	23	0	

The data presented in this table indicate that although a large majority of each category of respondents tends to claim that the objective has been realised to a great extent, more students than Headmasters supported the view that the introduction of Commerce group in secondary high school has made a substantial contribution to the commercial development of the country by producing skilled workers.

2. Curricular objective : To produce students who should be able to seek higher professional education in the field of commerce.

The estimated chi-square is 1.81 and non-significant at the chosen level of significance. It means that there is no real disagreement about the extent of achievement of the objective between the two types of respondents. It is to be noted here that the chi-square value is determined on the basis of response

category for which a required number of responses (at least 5) was available. The percentage distribution is furnished in Table 15.

Table 15

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objectives of Commerce (Headmaster, Commerce Students) Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	56	43	1	1.81
Students of Commerce Group.	65	34	1	

The data presented in this table indicate that although a majority of each category of respondents claimed that the objective has been materialised to a great extent, more Commerce students than Headmasters advocated the idea that the introduction of Commerce Group in the secondary level has made a substantial contribution to the Commercial development of the country by producing skilled workers.

Comparative study of the opinions of Headmasters
and students (agriculture group) regarding realisa-
tion of curricular objective.

The opinions of Headmasters and students of agriculture group in respect of realization of the curricular objectives were compared by using chi-square test in order to indicate the frequency distribution of the two types of respondents in accordance with the response category. The chi-square value is computed on the basis of response categories for which sufficient number of responses (at least 5) was available.

The frequency distribution of responses concerning the realisation of this objective is changed into a corresponding percentage distribution with a view to indicating the extent of disagreement between the two groups of respondents.

1. Curricular objective : To produce students who should be able to contribute to the agricultural development of the country.

The observed chi-square was 8.83 and it is significant at the chosen level of significance. It means that there is some disagreement about the degree of realisation of the objective between the two groups of respondents. The percentage distribution is presented in Table 16.

Table 16

Percentage Distribution of Two Categories of Respondents Regarding Realization of the Objective of Agriculture Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	50	43	7	8.83
Student of Agriculture	76	24	0	

The data presented in the above table show that though a majority of each group of respondents indicates that the objective has been realised to a great extent, more students of agriculture than Headmasters are in favour of introduction of agriculture group in High school. According to them this course programme in high school has contributed a lot to the agricultural development of the country.

2. Curricular objective : To produce students who should be able to seek higher professional education in the field of agriculture.

The estimated chi-square is .52 and non-significant at the chosen level of significance. This is indicative that of the fact that there is no real disagreement regarding the extent

of realisation of the objective between the two groups of respondents. It may be mentioned that chi-square value is calculated on the basis of response categories and for this a good number of responses (at least 5) was available. The percentage distribution is furnished in Table 17.

Table 17

Percentage Distribution of the Two Categories of Respondents Regarding Realization of the Objective of Agriculture Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	56	43	1	.52
Student of Agriculture	63	37	0	

The data presented in this table show that although a majority of each group of respondents expressed that the objective has been fulfilled to a great extent, more students than Headmasters support the idea that the introduction of agriculture group in the High School has made a considerable contribution to the agricultural development of the country by producing skilled workers.

Comparative study of the opinion of Headmaster and students (Industrial Arts Group) regarding realisation of curricular objective.

The responses of Headmasters and students of Industrial Arts group in respect of realisation of the curricular objectives were compared by using chi-square test for the frequency distribution of the two types of respondents in accordance with response category. The number of responses were sufficient (at least 5) for determining the chi-square value which is calculated on the basis of response category.

The frequency distribution of responses concerning the fulfilment of this objective is converted into corresponding percentage distribution for finding out the extent of disagreement between the two classes of respondents.

1. Curricular objective : To prepare the younger generation who should be able to minimise the unemployment of the country.

The estimated chi-square value is 0.24 and it is non-significant. It indicates that there is no real disagreement between the two types of respondents concerning the extent of fulfilment of the objective. The percentage distribution is presented in Table 18.

Table 18

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objective of Industrial Arts Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	65	33	2	0.24
Students of Industrial Arts group	67	29	4	

2. Curricular objective : To produce citizens who should be able to contribute to the Industrial development of the country.

The calculated chi-square is 15.13 which is significant at the chosen level of significance. It means that there is some amount of disagreement about the degree of realisation of the objective between the two groups of respondents. It may be indicated that the chi-square value is computed on the basis of response categories for which a good number of responses (at least 5) was available . The percentage distribution is presented in Table-19.

Table 19

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objective of Commerce (Headmaster, Students) Curricula and Chi-square Value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	51	48	1	15.13
Students of Industrial Arts Group.	63	23	14	

The data furnished in this table tell that although a majority of each category of respondents tend to claim that the objective has been fulfilled to a great extent, more students than Headmasters advocate the idea that the introduction of commerce group in the High School has made a remarkable contribution to the industrial development of the country by producing skilled workers.

Comparative study of the opinion of teachers and students of (Commerce group) regarding realization of curricular objective.

The answers of teacher and students of commerce group in respect of realisation of curricular objective were compared by using chi-square test for the frequency distribution of the

two types of respondents according to response category. The chi-square value is computed on the basis of response categories for which a good number of responses (at least 5) was available.

The frequency distribution of responses concerning the realization of this objective is changed into corresponding percentage distribution with a view to indicating extent of disagreement between the two groups of respondents.

1. Curricular objective : To produce efficient manpower in respect of commerce for economic development of the country.

The observed chi-square value is 11.53 which is significant at the chosen level of significance. This is indicative of the extent of realization of the objective according to three types of respondents. The percentage distribution is furnished in Table 20.

Table 20

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objective of Commerce (Commerce Teacher and Student) Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Commerce teacher	75	25	0	11.53
Students of Commerce Group.	77	23	0	

The data furnished in this table states that although a large majority of each category of respondents tends to claim that the objective has been fulfilled to a great extent, more students than teachers (commerce group) advocate the idea that the introduction of Commerce group in the high schools has made a remarkable contribution to the economic development of the country by producing efficient manpower.

2. Curricular objective : To appoint efficient workers in various organisations through the teaching of typewriting.

The Observed Chi-square is 2.75 which is non-significant. It indicates the fact there is no real disagreement about the extent of realisation of the objective between the two types of respondents. It is to be noted here that the chi-square value is computed on the basis of response categories for which sufficient number of responses (at least 5) was available, The percentage distribution is given in Table 21.

Table 21

Percentage Distribution of the Two Categories of Respondents Regarding Realisation of the Objectives of Commerce (Commerce Teacher and Students) Curricula and Chi-square value

Category of Response	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Commerce teacher	48	42	10	2.72
Student of Commerce Group	53	43	4	

The data furnished in this table states that although a majority of each category of respondents claim that the objective has been achieved to a great extent, more students than teachers (commerce group) advocate the idea that the introduction of commerce group in the high schools has made a remarkable contribution to the economic development of the country by producing skilled hands through the teaching of Typewriting.

3. Curricular objective : To create aptitude towards work through practical teaching.

The calculated chi-square value is 1.06 which is non-significant. It indicates the fact that there is no real disagreement about the extent of realization of the objective between the two types of respondents. It is to be noted here that the chi-square value is computed on the basis of response categories for which sufficient number of responses was (at least 5) available. The percentage distribution is presented in Table 22.

Table 22

Percentage Distribution of the Two Categories of Respondents Regarding Realization of the Objective of Commerce Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Commerce teacher	64	30	6	1.06
Students of Commerce Group	71	24	5	

The data presented in this table states that although a large majority of each category of respondents tends to claim that the objective has been fulfilled to a great extent, more students than teachers (commerce group) support the idea that the introduction of commerce group in the high schools has made a remarkable contribution to the economic development of the country by creating aptitude for work among the learners.

4. Curricular Objective : To create interest the learners for professional higher education in the field of commerce.

The observed chi-square value is 0.48 and it is non-significant. It indicates the facts that there is no real disagreement about the extent of realization of the objective between the two types of respondents. It is to be noted here that the chi-square value is computed on the basis of response categories for which sufficient number of responses was (at least 5) available. The percentage distribution is given in Table 23.

Table 23

Percentage Distribution of the Two Categories of Respondents Regarding Realization of the Objective of Commerce Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher of Commerce	70	29	1	0.48
Students of Commerce Group	65	34	1	

The data shown in this table state that a large majority of each category of respondents, tends to claim that the objective has been realised to a great extent, more teachers than students (commerce group) advocate the idea that the introduction of commerce group in the high schools had made a remarkable contribution to economic development of the country by making the learner interested in higher professional education in the field of commerce.

5. Curricular objective : To make the youth of the society interested in and respectful to physical labour.

The estimated chi-square value is 5.9 which is significant at the chosen level of significance. It means that there is some amount of disagreement about the degree of realization of the objective between the two groups of respondents. The percentage distribution is furnished in Table 24.

Table 24

Percentage Distribution of the Two Categories of Respondents Regarding Realization of the Objective of Commerce Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher of Commerce Group	45	55	0	5.9
Student of Commerce Group	60	36	4	

The data furnished in this table shows that although a majority of each category of respondents claim that the objective has been fulfilled to a great extent, more students than teachers maintained the idea that the introduction of commerce group in the high schools has made remarkable contribution to economic development of the country by making the youth of the society interested in and respectful to physical labour.

6. Curricular objective : To make the youth of the society interested in and respectful to mental labour.

The calculated chi-square value is 0.33 which is non-significant. It indicates the fact that there is no real disagreement about the extent of realisation of the objective between the two types of respondents. It is to be noted here that the chi-square value is computed on the basis of response categories for which sufficient number of responses was (at least 5) available. The percentage distribution is given in Table 25.

Table 25

Percentage Distribution of the Two Categories of Respondents Regarding Realization of the Objectives of Commerce Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher of Commerce Group	56	40	4	0.33
Students of Commerce Group	63	33	4	

The data presented in the table state that although a majority of each category of respondents claim that the objective has been realised to a great extent, more students than teachers support the idea that the introduction of commerce group has made a remarkable contribution to economic development of the country by making the youth of the society interested in and respectful to mental labour.

Comparative study of the opinions of teachers and students (Agriculture group) regarding realization of curricular objectives.

The responses of teachers and students of agriculture group in connection with the realization of curricular objectives were compared by using chi-square test for the frequency distribution of the two types of respondents in accordance with response category. The chi-square value estimated on the basis of response categories for which a large number of responses was (at least 5) available.

The frequency distribution of responses concerning the achievements of this objective is transformed into corresponding percentage distribution for the purpose of indicating the extent of disagreement between the respondents.

1. Curricular objective : To prepare effective manpower who may adopt scientific methods of agriculture for economic development of the country.

The available chi-square value is 1.56 which is non-significant. It indicates that there is no real disagreement about the extent of realisation of the objective between the two types of respondents. It is to be noted here that the chi-square value is computed on the basis of response categories for which good number of responses was (at least 5) available. The percentage distribution is presented in Table 26.

Table 26

Percentage Distribution of the Two Categories of Respondents Regarding Realization of the Objective of Agriculture (Agriculture teacher and students) and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher	64	36	0	1.56
Student	76	24	0	

The data presented in this table state that although a majority of each category of respondents claim that the objective has been achieved to a great extent, more students than teachers

(agriculture group) support the idea that the introduction of agriculture group in secondary schools has contributed to the economic development of the country by producing efficient manpower.

2. Curricular objective : To prepare self confident citizens by introducing vocational education in the different fields of agriculture-gardening, animal husbandery, pisciculture etc., with a view to solving the unemployment problem.

The available chi-square value is 7.75 which is significant at the chosen level of significance. It indicates that there is some amount of disagreement about the degree of realisation of the objective between the two groups of respondents. The percentage distribution is furnished in Table 27.

Table 27

Percentage Distribution of the Two Categories of Respondents (Teacher and student) Regarding Realisation of the Objective of Agriculture Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher of agriculture	52	40	8	7.75
Students of agriculture	57	39	4	

The data furnished in this table indicate that although majority of each category of respondents tends to claim that the objective has been achieved to a great extent, more students than teachers (agriculture) advocate the idea that the introduction of agriculture group in the high schools has made a remarkable contribution to the economic development of the country by solving the unemployment problems in different fields.

3. Curricular objective : To create employment opportunity in Government and private farms for those who acquire knowledge in different aspects of agriculture.

The observed chi-square is 0.04 and non-significant. It indicates the fact that there is no real disagreement about the extent of realisation of the objective, between the two types of respondents. It is to be noted here that the chi-square value is computed on the basis of response categories for which a good number of response was (at least 5) available. The percentage distribution is shown in Table 28.

Table 28

Percentage Distribution of the Two Categories of Respondents (Teacher and Student) Regarding Realization of the objective of Agriculture Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher of Agri. group	36	56	8	0.04
Students of Agri. group	36	56	8	

The data presented in this table indicate that although a majority of respondents tends to claim that the objective has been fulfilled to some extent and the number of respondents, both the teacher and the students, are equal and they support the idea that the introduction of agriculture group in high school has made a remarkable contribution to the economic development of the country by producing skilled workers.

4. Curricular objective : To create interest towards agricultural work through practical training.

The observed chi-square value is 0.1 which is non-significant. It indicates the fact that there is no real disagreement about the extent of realisation of the objective between the two types of respondents. It is to be noted here that the chi-square value is computed on the basis of response categories for which sufficient number of responses was (at least 5) available. The percentage distribution is furnished in the Table 29.

Table 29

Percentage Distribution of the Two Categories of Respondents (Teachers and Students) Regarding Realisation of the Objective of Agriculture Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher of Agri. group	60	32	8	0.1
Students of Agri. group	67	33	0	

The data furnished in this table indicate that although a majority of each category of respondents claimed that the objective has been achieved to a great extent, more students than teachers (agriculture group) advocate the idea that the introduction of agriculture in the high schools has made a remarkable contribution to the economic development of the country by creating interest in practical agricultural work.

5. Curricular objective : To make the learner interested in higher agricultural education.

The observed chi-square value is 0.37 which is non-significant. It indicates the fact that there is no real disagreement about the extent of realisation of the objective between the two types of respondents. It is to be noted here that the chi-square value is calculated on the basis of response categories for which sufficient number of responses was (at least 5) available. The percentage distribution is presented in Table 30.

Table 30

Percentage Distribution of the Two Categories of Respondents (Teachers and Students) Realization of the Objective of Agriculture Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher	52	40	8	0.37
Students	63	37	0	

The data presented in the above table indicate that although a majority of each category of respondents tends to claim that the objective has been realised to a great extent, more students than teacher (Agriculture group) support the idea that the introduction of agriculture in high schools has made a remarkable contribution to the economic development of the country by making the learner interested in practical agricultural work.

6. Curricular objective : To make the younger generation encouraged and respectful towards manual labour through various development activities.

The observed chi-square value is 0.33 and non-significant. It indicates the fact that there is not real disagreement about the extent of realisation of the objective between the two types of respondents. It is to be noted here that the chi-square value is estimated on the basis of response categories for which sufficient number of responses was (at least 5) available. The percentage distribution is furnished in Table 31.

Table 31

Percentage Distribution of the Two Categories of Respondents (Teacher and Student) Regarding Realisation of the Objective of Agriculture Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher	56	40	4	0.33
Students	63	33	4	

The data furnished in the above table state that although majority of each category of respondents tends to claim that the objective has been fulfilled to a great extent, more students than teachers (agriculture group) advocate the idea that the introduction of agriculture group in the high schools has made a remarkable contribution to the economic development of the country by making the younger generation encouraged and respectful towards manual labour.

Comparative study of the views of Teachers and Students (Industrial arts group) regarding realisation of curricular objective.

The opinions of teachers and students of Industrial arts group in connection with the realization of curricular objectives were matched by using chi-square test for the purpose of finding out frequency distribution of the two types of respondents according to response category. The chi-square value is computed on the basis of response categories for which sufficient number of responses (at least 5) was available.

The frequency distribution of responses regarding the realization of this objective is transformed into corresponding percentage distribution for the purpose of indicating the extent of disagreement between the respondents.

1. Curricular objective : To produce efficient manpower through the training of Industrial arts subjects for overall economic development of the country.

The estimated chi-square was 1.18 which is non-significant and it indicates that there is no real disagreement about the two types of respondents. It is to be noted here that the chi-square value is calculated on the basis of response categories for which a good number of responses (at least 5) was available. The percentage distribution is furnished in Table 32.

Table 32

Percentage Distribution of the Two Categories of Respondents (Teacher and Student) Regarding Realization of the Objective of Industrial Arts Curricular and Chi-square

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher	54	35	11	1.18
Students	62	23	15	

This data presented in this table state that although a majority of each category of respondents tends to claim that the objective has been fulfilled to a great extent, more students than teachers (Industrial arts group) advocate the idea that the introduction of Industrial arts group in the high schools has

made a remarkable contribution to the economic development of the country by producing efficient manpower.

2. Curricular objective : To make efficient citizens through the various kinds of training in Industrial arts for the purpose of solving unemployment problems.

The available chi-square is 2.25 which is non-significant and it indicates that there is no real disagreement about realisation of the curricular objective between the two types of respondents. It is to be noted here that the chi-square value is estimated on the basis of response categories for which sufficient number of responses was (at least 5) available. The percentage distribution is presented in Table 33.

Table 33

Percentage Distribution of the Two Categories of Respondents (Teachers and Students) Regarding Realisation of the Objective (Industrial arts) Curricula and Chi-square value.

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teachers	65	23	12	2.25
Students	67	29	4	

The data shown in this table indicates that although a large majority of each category of respondents tends to claim that the objective has been achieved to a great extent, more students than teachers (Industrial arts group) advocate the idea that the introduction of Industrial arts group in the high schools has made remarkable contribution to the economic development in the country.

3. Curricular objective : To arrange for appointment in the Government, non-government and private farms after having practical experience in Industrial arts.

The observed chi-square is 2.95 which non-significant and it indicates that there is no real disagreement about the two types of respondents. It is to be noted that the chi-square value is calculated on the basis of response categories for which good number of responses was (at least 5) available. The percentage distribution is shown in Table 34.

Table 34

Percentage Distribution of the Two Categories of Respondents (Teacher and Students) Regarding Realisation of the objective of Industrial arts Curricula and Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teacher	62	19	19	2.95
Students	48	38	14	

The data presented in this table state that although a majority of each category of respondents tends to claim that the objective has been fulfilled to a great extent, more teachers than students (Industrial Group) advocate the idea that the introduction of Industrial Arts curricular and chi-square value in the high schools had made a remarkable contribution to the economic development of the country by producing efficient workers for solving unemployment problems.

4. To make the learner interested in producing the day to day necessary articles with the help of minimum labour and capital through Industrial arts education.

The observed chi-square is 0.87 which is non-significant and it indicates that there is no real disagreement about the two types of respondents. It is to be noted here that the chi-square value is estimated on the basis of response categories for which a good number of responses was (at least 5) available. The percentage distribution is presented in Table 35.

Table 35

Percentage Distribution of the Two Categories of Respondents (Teachers and Students) Regarding Realisation of the Objective of Industrial Arts Curricula and Chi-square Value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Teachers	65	27	8	0.87
Students	75	21	4	

The data presented in this table state that although a majority of each category of respondents tends to claim that the objective has been fulfilled to a great extent, more students than teachers (Industrial Arts Group) advocate the idea that the introduction Industrial Arts in the high schools has made a remarkable contribution to the economic development of the country by producing skilled worker.

Comparative study of the opinion of Headmaster, teachers and students (commerce group regarding realization of curricular objective.

The responses of Headmasters, teachers and students of commerce group in respect of realization of the curricular objectives were compared by using the chi-square test for the frequency distribution of the three types of respondents according

to response category. The chi-square value is computed on the basis of response categories for which a sufficient number of responses (at least 5) was available.

The frequency distribution of responses regarding the realization of the objective is transformed into the corresponding percentage distribution in order to indicate the extent of disagreement among the three categories of respondents.

1. Curricular objective : To produce workers who should be able to contribute to commercial development of the country.

The observed chi-square was 7.09 and it is significant at the chosen level of significance. This is indicative of the extent of realization of the objective according to the three types of respondents. The percentage distribution is presented in Table 36.

Table 36

Percentage Distribution of the Three Categories of Respondents Regarding Realization of the Objective of Commerce Curricular and the Chi-square value

Category of Respondents	Respondents			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	62	37	1	7.09
Teacher	75	25	0	
Students	77	23	0	

The data presented in this table indicate that although a large majority of each category of respondent tends to claim that the objective has been realised to a great extent, more students of the commerce group than commerce teachers and more commerce teachers than Headmasters support the idea that the introduction of course programme for the commerce group in schools has made a substantial contribution to the commercial development of the country by producing skilled workers.

2. Curricular objective : To produce students who should be able to seek higher professional education in the field of commerce.

The observed chi-square was 18.04 and it is significant at the chosen level of significance. This is indicative of the extent of realisation of the objective according to three of respondents. The percentage distribution is presented in Table-37.

Table 37

Percentage Distribution of the Three Categories of Respondents Concerning Realisation of the Objective of Commerce Curricula and the Chi-square

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	56	43	1	18.04
Commerce teacher	70	29	1	
Students of the commerce group	65	34	1	

From the data presented in the table it will be seen that though a large majority of each group of respondents express that the objective has been realised to a great extent, more teachers of the commerce group than commerce students and more commerce students than Headmasters support the idea that the introduction of diversified course programme in High school has made a substantial contribution to the production of students who would be able to seek higher professional education in the field of commerce, agriculture and industrial arts.

Comparative study of the opinions of Headmasters teachers and students (agriculture group) regarding realization of curricular objective.

The opinion of Headmasters, teacher and students of commerce group in connection with the realisation of curricular objectives were compared by using the chi-square test for the frequency distribution of the three types of respondents according to response category. The chi-square value is calculated on the basis of response categories for which a sufficient number of responses (at least 5) was available.

The frequency distribution of response regarding the realization of objective is transformed into the corresponding percentage distribution in order to indicate the extent of disagreement among the three category of respondents.

1. Curricular objective : "To produce students who should be able to contribute to the agricultural development of the country".

The calculated chi-square was 10.02 which is significant at the chosen level of significance. This is indicative of the extent of realisation of the objective in accordance with the three types of respondents. The percentage distribution is showed in Table 38.

Table 38

Percentage Distribution of the Three Category of Respondents, Regarding Realisation of the Objective of Agriculture Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmasters	50	43	7	
Agriculture teacher	64	36	0	10.02
Students of Agri. group	76	24	0	

The data presented in this table indicate that although a large majority of each category of respondents expressed the view that the objective has been realised to a great extent, more students of the agriculture group than agriculture Teachers and more agriculture teachers than Headmasters support the idea that the introduction of course programme for the agriculture group in high schools has made a remarkable contribution to agricultural development of the country by producing efficient workers.

2. Curricular objective : To produce students who should be able to seek higher professional education in the field of agriculture.

The estimated chi-square was 0.69 and it is non-significant at the chosen level of significance. It indicates that there is no real disagreement as to the extent of realization of the objective among the three types of respondents. The difference between the two types of response categories was a chance difference. The percentage distribution is given below in Table 39.

Table 39

Percentage Distribution of the Three Categories of Respondents Regarding Realization of Objective of Agriculture Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	56	43	1	
Agriculture teacher	56	40	4	0.69
Students	63	37	0	

The data presented in this table show that although majority of each category of respondents express the view that the objective has been realised to a great extent, more students

of the agriculture group than agriculture teachers and Headmasters accept the idea that the introduction of agricultural programme in High school has made a substantial improvement to the agricultural development of the country by producing students for higher agricultural education.

3. To produce a generation of youngman with favourable attitude towards manual labour.

The observed chi-square is 3.2 and it is non-significant. It indicates the fact that there is no real disagreement about the extent of realization of the objective among the three types of respondents. It is to be noted here that the chi-square value is computed on the response of categories for which sufficient number of response (at least 5) was available. The percentage distribution is presented in Table 40.

Table 40

Percentage Distribution of the Three Categories of Respondents Regarding Realisation of the Objective of Commerce Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	48	42	10	
Agriculture teacher	56	40	4	3.2
Student of Agri. group	63	33	4	

The data presented in this table show that though a large number of respondents of each category expressed their opinion the objective has been realised to a great extent, yet more students of the agricultural group than teachers and more teachers than the Headmasters advocate the idea that the introduction of course programme for the agricultural group in High school has made a considerable progress to the agriculture development of the country by producing a generation of youngmen with favourable attitude towards manual labour.

Comparative study of the opinions of Headmasters, teachers and students (Industrial Arts) group regarding realization of curricular objective.

The responses of Headmasters, teachers and students of Industrial Arts group in respect of realisation of the curricular objectives were matched by using the chi-square test for the frequency distribution of the three types of respondents according to response category. The chi-square value is computed on the basis of response categories for which sufficient number of responses (at least 5) was available.

The frequency distribution of responses concerning the fulfilment of this objective is transformed into corresponding percentage distribution for finding out the extent of disagreement

among the three classes of respondents.

1. Curricular objective : To prepare the younger generation who should be able to minimize the unemployment problem of the country.

The calculated chi-square is 0.8 and it is non-significant. It indicates that there is no real disagreement among the three types of respondents concerning the fulfilment of the objective. It may be mentioned that the number of responses was sufficient (at least 5) for determining the chi-square value which is calculated on the basis of responses categories. The percentage distribution is given below in Table 41.

Table 41

Percentage Distribution of the Three Categories of Respondents Regarding Realisation of the Objective of Industrial Arts Curricula and the Chi-square value

Category of Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Headmaster	65	33	2	
Industrial arts teacher	65	23	12	0.8
Student of Industrial Arts group	67	29	4	

It is evident from the data presented in the above table that although a majority of each group of respondents claims that the objective has been realised to a great extent, more students of the Industrial arts group than both the teachers and the Headmasters support the idea that the introduction of Industrial group in High Schools has made a substantial contribution to industrial development of the country by producing pupils who should be able to minimize the unemployment of the country.

Opinions of Superintendents of Vocational Training
Institute, Regarding Effectiveness of Vocational
Aspects of Curricula.

Superintendents of Vocational Training Institutes were asked to express their opinion as to the fulfilment of the general curricular objectives of their Institutes. A list of the objectives with three possible scaled responses for each was provided to each of the twenty responding Superintendents and they were asked to choose one of the three possible responses for each given objective. The data are summarised and presented in Table 42.

Table 42

Percentage Distribution of Superintendents of Vocational Training Institutes According to Type of Response Regarding Realisation of Curricular Objectives in the Vocational Training Institutes with Corresponding Chi-square

Objective	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To produce skilled workers in different trades for economic development of the country.	65	35	0	1.8
To produce workers who shall be able to contribute to the development of the local industries.	45	30	25	.86

(Continued)

Table 42 (continued)

Objective	To a great extent	To some extent	Not at all	Chi-square
To produce skilled workers for development of agriculture in the country.	70	30	0	3.2
To produce vocationally skilled persons who should be able to generate self-employment.	40	40	20	0.8
To produce workers who should be able to lessen the extent of unemployment in the country.	45	45	10	0.2
To produce a generation of youngmen with favourable attitude towards manual labour.	65	35	0	1.8
To produce efficient technicians capable of contributing towards the development of rural technology.	60	40	0	0.8
To produce skilled workers capable of creative innovative devices in their respective field.	40	45	15	0.5
To produce skilled personnel who can initiate and run joint enterprises.	40	60	0	0.8
To produce skilled manpower who can work abroad and earn foreign exchange for the country.	60	40	0	0.8

It is observed that an overwhelming majority of the responding Superintendents (more than 80 percent in most of the cases) were of the opinion that the stated curricular objectives of the Vocational Training Institutes were being realised either to a great extent or to some extent. Only an insignificant minority expressed that the objectives were not at all being realised through the courses. They, however, suggested measures for improvement of the situation.

The hypothesis that the three response categories were random was tested for significance at the 5 percent level by the use of Chi-square test for each objective. All observed Chi-square values were found to be non-significant. So it may be concluded that the apparent differences between the two response categories can only be accounted for by chance.

A majority of the Superintendents (65 percent) were of the view that the curricular objective "To produce skilled workers in different trades for economic development of the country" was being realised through the course offerings in their Institutes to a great extent whereas 35 percent of the respondents stated that the objective was being realised to some extent and the Chi-square value is found to be 1.8 which is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was only

a chance difference. Nobody was of opinion that the objective had not at all been realised through the course.

About half of the Superintendents(45 percent) were of opinion that the curricular objective "To produce workers who shall be able to contribute to the development of the local industries" was being realised through the vocational course programme offerings in their institutes to a great extent and 30 percent of them stated that the objective was being realised to some extent. The Chi-square value is found to be 0.86 and it is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was only a chance difference. On the contrary, 25 percent of the respondents expressed the view that the objective was not materialised at all due to lack of trained and resourceful teachers who could attract the learners to this kind of education and also due to lack of equipments and machinery.

According to them the situation will improve if trained and resourceful teachers are employed and proper equipment and machinery are supplied to these institutions.

Most of the Superintendents (70 percent) were of the opinion that the curricular objective "To produce skilled workers for development of agriculture in the country", was being realised through the vocational course programme to a great extent. About

30 percent of the respondents were of opinion that the objective in question was materialised to some extent. The Chi-square value is found to be 3.2 which is non-significant at the 5 percent level. This is indicative of the fact that the apparent difference between the two response categories was merely a chance difference. None of the responding Superintendents was of opinion that the objective had not at all been realised through this course.

A large number of the responding Superintendents (40 percent) stated that the curricular objective "To produce Vocationally skilled persons who should be able to generate self-employment." had been realised to some extent. The Chi-square value is found to be 0.8 and it is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was merely a chance difference. According to only 20 percent of the Superintendents the objective in question had not been realised at all because of weak background of both teachers and students and also because of want of capital to generate self-employment of students who pass out. In their opinion the condition will improve if teachers and students of better calibre are attracted to the course and arrangement for capital is made available to the students after completion of courses.

A large number of the respondents (45 percent) expressed the opinion that the curricular objective "To produce workers who

should be able to lessen the extent of unemployment in the country" was being realised to a great extent. On the other hand 45 percent of them expressed that the objective was being realised to some extent. The Chi-square value is found to be 0.2 and it is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was merely a chance difference. Only 10 percent of the respondents were of opinion that the objective was not being achieved at all. According to a number of respondents occupations corresponding to the vocational education are still low in status in the society. There is no scope for higher education of the students who pass out under the current curriculum. Hence they recommend that efforts should be made to change public opinion through motivation and to ensure higher educational possibilities for the capable students.

A large majority (65 percent) of the responding Superintendents expressed their opinion that the curricular objective "To produce a generation of young man with favourable attitude towards manual labour." was being materialised to a great extent. On the contrary, 35 percent of them were of the opinion that the objective was being realised to some extent. The Chi-square value is found to be 1.8 and it is non-significant at the 5 percent level. This is indicative of the fact that the apparent difference

between the two response categories was merely a chance difference. None of the respondents was of opinion that the objective in question had not at all been realised through this programme.

A majority of the respondents (60 percent) were of the opinion that the curricular objective "To produce efficient technicians capable of contributing towards the development of rural technology." was being fulfilled to a great extent only 40 percent of the responding Superintendents stated that the objective in question was being realised to some extent. The Chi-square value is found to be 0.8 which is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was only a chance difference. Nobody was of opinion that the objective in question had not been realised at all.

About 40 percent of the responding Superintendents of Vocational Training Institute were of opinion that the curricular objective "To produce skilled workers capable of creative innovative devices in their respective fields" was being realised to a great extent, whereas 45 percent were of opinion that the objective in question was being realised to some extent. The Chi-square value is found to be 0.5 and it is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was merely a chance difference. Only 3 percent of them expressed the opinion that the objective in question had not at all been realised for

want of proper practical training, equipment and machinery, well trained teachers and suitable curriculum and syllabus.

According to them the problem will be solved if trained teachers and necessary equipment and machinery are made available in the institutes. Provisions for more practical work should be made. The curriculum and syllabus needed to be reviewed and revised as per requirement of the present day society.

A majority of responding Superintendents (60 percent) were of opinion that the curricular objective "To produce skilled personnel who can initiate and run joint enterprises" was being realised through the course introduced in vocational training institutes to some extent, whereas 40 percent of them expressed the view that the objective was being realised to a great extent. The Chi-square value is found to be 0.8 which is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was only a chance difference. None of the responding Superintendents viewed that the objective had not at all been fulfilled.

A large majority of respondents (60 percent) expressed their views that the curricular objective "To produce skilled manpower who can work abroad and earn foreign exchange for the country" was being materialised through this course to a great extent. On the other hand, 40 percent of the responding Superintendents viewed that the objective in question was being realised

to some extent. The Chi-square value is found to be 0.8 and it is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was only a chance difference. None of the respondents were of opinion that the objective in question had not at all been realised.

Opinions of Teachers of Vocational Training Institute
in Respect of Effectiveness of Vocational Aspect of
Curricula.

Teachers of Vocational Training Institutes were asked to give their opinion as to the realisation of general curricular objectives of Vocational courses offered in their Institutes. Ten objectives with three possible responses for each was given to each of the responding teachers and they were requested to select one of the three possible responses for each given objective. The summary of the data is presented in Table 43.

Table 43

Percentage Distribution of Teachers of Vocational Training Institutes Regarding Realisation of Curricular Objectives of the Vocational Course in their Institutes with the Corresponding Chi-square

(Continued)

Table 43 (Continued)

Objective	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To produce skilled workers in different trades for economic development of the country.	50	48	2	0.5
To produce workers who shall be able to contribute to the development of the local industries.	60	32	8	3.25
To produce skilled worker for development of agriculture in the country.	65	28	7	5.85
To produce vocationally skilled persons who should be able to generate self-employment.	62	28	10	15.3
To produce workers who should be able to lessen the extent of unemployment in the country.	63	32	5	3.7
To create interested and encouraged young workers.	50	40	10	0.8
To produce efficient technicians capable of contributing towards the development of rural technology.	53	35	12	9.67
To produce skilled workers capable of creative innovative devices in their respective field.	58	25	17	10.15

(Continued)

Table 43 (Continued)

Objective	Extent of Realisation			Chi-square
	To a great extent	To some extent	Not at all	
To produce skilled personnel who can initiate and run joint enterprises.	53	35	12	9.66
To produce skilled manpower who can work abroad and earn foreign exchange for the country.	55	40	5	1.00

It is observed that an overwhelming majority of the responding teachers of Vocational Training Institutes (more than 85% in most of the cases) were of opinion that the listed curricular objectives of Vocational Training Institutes were being materialised either to a great extent or to some extent. Only an insignificant minority expressed the view that the objectives were not at all being realised through this course. They, however, recommended some suggestions for improvement of the situation.

The hypothesis that the three response categories were random was tested for significance at the 5 percent level by the use of chi-square test for each objective. All observed chi-square values were found to be non-significant. So it may be concluded that the apparent differences between the two response categories can only be accounted for by chance.

In all 40 (forty) teachers of Vocational Training Institutes were approached. A majority of them (50 percent) viewed that the curricular objective "To produce workers in different trades for economic development of the country" was being realised through the vocational course programme to a great extent. Whereas 48 percent of them were of opinion that the objective concerned was being materialised to some extent. The chi-square value is found to be 0.5 percent and it is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was merely a chance. Only 2 percent of them stated that the objective in question had not at all been realised for want of trained teachers, necessary machinery and proper employment after training.

In their opinion the condition will improve if necessary machinery are supplied, trained teachers are employed for the institutions and provision for employment is made for the products of the Vocational Training Institutes.

A majority of the teachers (60 percent) expressed the view that the curricular objective "To produce workers who shall be able to contribute to the development of the local Industries" was being realised to a great extent through the vocational course programme, whereas 32 percent of the responding teachers

of Vocational Institutes were of opinion that the objective in question was materialised to some extent. The chi-square value is found 3.25 and it is non-significant. 8 percent of the respondents stated that the objective had not been realised at all for want of efficient teachers, background and knowledge of the students, and sufficient number of industries.

They suggested to employ efficient teachers in the Vocational Training Institutes and to admit students having better education so that they may be benefitted through the course programme. Further industrialization will also solve the problem.

An overwhelming majority of the responding teachers (65 percent) of Vocational Training Institutes viewed that the curricular objective in question "To produce skilled workers for development of agriculture in the country" was being realised to a great extent. On the contrary 28 percent of the responding teachers stated that the objective in question was materialised to some extent. The chi-square value is found 5.85 which is significant at the 5 percent level. 7 percent of them expressed the opinion that the objective had not at all been realised on account of paucity of modern machinery and workshop, provision for imparting training for the development of agriculture, and insufficient training for repairing machinery.

Most of the responding teachers (62 percent) of Vocational Training Institutes stated that the objective "To produce Vocationally skilled persons who should be able to generate self-employment" was materialised to a great extent. On the other hand 28 percent of the respondents were of opinion that the objective was being realised to some extent. The chi-square value is found 15.3 and it is significant. Only 10 percent of the responding teachers indicated that the objective in question had not at all been realised due to scarcity of capital and apathy of both the government and private employers to employ the products of Vocational Training Institutes as they are not fully trained in the job.

They stated that the situation will improve if loans on easy terms are made available and the students are provided with better training so that they may acquire perfect knowledge of the trade.

Majority of the responding teachers (63 percent) of Vocational Training Institutes were of opinion that the curricular objective "To produce workers who should be able to lessen the extent of unemployment in the country" was being realised through vocational course programme to a great extent. On the contrary 32 percent of them stated that the objective in question was being realised to some extent. The chi-square value is found

to be 3.7 and it is non-significant at the 5 percent level. This is indicative of the fact that the observed difference between the two response categories was merely a chance difference. Only 5 percent of respondents expressed that the objective was not being realised at all, because of the fact that the students are not getting perfect training for the job, there is little opportunity for employment after completion of the course and for want of capital, there is no opportunity to run private farms for want of capital.

They suggested that the training facilities should be improved in such a way as the students might get perfect knowledge in the trade they are trained and capital on easy terms should be provided to them so that they might run private farms even if they get no employment.

Most of the responding teachers (50 percent) of Vocational Training Institutes were of opinion that the curricular objective "To create interested and encouraged young workers" was being realised through the course programme to a great extent. On the contrary, 40 percent of the responding teachers of Vocational Training Institutes were of opinion that the objective in question was realised to some extent. The chi-square value is found to be 0.8 which is non-significant at the 5 percent level. This is indicative of the fact that the observed difference.

between the two response categories was merely a chance difference. But only 10 percent of the responding teachers of vocational Training Institute expressed their opinion that the objective in question had not at all been fulfilled due to the facts that the books on the subjects are written in English which the students cannot understand, the products are not getting employment after completion of the course and the society attaches no honour to this kind of job.

According to them the situation will improve if the books are written in Bengali and the attitude of society is changed through the introduction of mass education.

About 53 percent of the teachers of Vocational Training Institutes were of opinion that the curricular objective " To produce efficient technicians capable of contribution towards the development of rural technology" was being materialised through Vocational Course programme offered in their Institutes to a great extent. On the other hand, 35 percent of them stated that the objective in question was fulfilled to some extent. The chi-square value is found to be 9.67 and it is significant. Only 12 percent of them expressed their opinion that the objective in question was not being realised at all as the students are not being trained on the methods of village development, the products prefer white collar job to this kind of work for which

they are trained and poor students are getting no chance to study in these Institutes as they are situated in the towns.

In their opinion the Vocational Training Institutes should be established in villages for providing opportunities to the poor students, they should be given proper training so that they might take part in the development of their villages and the attitude of the society should be changed towards this kind of jobs so that nobody hesitates to undertake them.

Most of the responding teachers (58 percent) of Vocational Training Institutes were of opinion that the curricular objective "To produce skilled workers capable of creative innovative devices in their respective field" was being realised through this course programme to a great extent. On the other hand 25 percent of them opined that the objective in question was fulfilled to some extent. The chi-square value is found to be significant which is 10.15. Only 17 percent of the responding teachers expressed the view that the objective had not at all been realised due to the facts that the curriculum and syllabus is defective, the boys of the town where these Institutes are situated do not prefer this kind of education and the poor but meritorious students of the villages cannot take advantage of this course programme for want of money required during the training period.

According to them the situation will improve if this kind of Institutions are established in the villages and poor but meritorious students are given sufficient stipends to cover their expenses during the period of study.

A majority of the responding teachers (53 percent) of Vocational Training Institutes were of opinion that the curricular objective "To produce skilled personnel who can initiate and run joint enterprises" was being fulfilled through this course programme to a great extent. On the contrary 35 percent of the responding teachers stated that the objective in question was being materialised to some extent. The chi-square value is found 9.66 and it is significant. Only 12 percent of the responding teachers of Vocational Training Institutes expressed the view that the objective in question had not at all been realised for want of sufficient Joint enterprise and capital for running independent farms on the part of the trainees after the completion of the course.

In their opinion the condition will improve if capital on easy term is provided to the trainees after the completion of the course and Joint enterprises are established at important commercial places of the country.

Most of the responding teachers (55 percent) of Vocational Training Institutes stated that the curricular objective "To produce skilled manpower who can work abroad and earn foreign exchange for the country" was being materialised to a great extent. On the other hand, 40 percent of the respondents were of opinion that the objective in question was being realised to some extent. The chi-square value is found to be 1 and it is non-significant at the 5 percent level. This is indicative of the fact that the apparent difference between the two response categories was a difference of chance alone. But only 5 percent of the responding teachers stated that the objective in question had not at all been fulfilled due to scarcity of trained and efficient teachers, modern equipment and machinery, and provision for meagre stipend during the training period. Both teachers and the taught are indifferent to practical work.

They suggested that trained and efficient teachers should be appointed in Vocational Training Institutes, modern equipment and machinery should be supplied, students should be provided with sufficient stipends to cover their expenses during the training period.

Opinion of students of Vocational Training Institutes
in Respect of Effectiveness of Vocational Aspect of
Curricula.

Students of Vocational Training Institutes were asked to give their views on the realization of general curricular objective of the Vocational course offered in their Institutes. Twelve objectives with two possible responses for each were given to each of the responding students and they were asked to select one of the two possible responses for each given objective. The responses were either "yes" or "no". The summary of the data is furnished below in Table 44.

Table 44

Percentage Distribution of the Students of Vocational Training Institutes Regarding Realization of Curricular Objectives of the Vocational Course in their Institute with the corresponding chi-square.

Objectives	Extent of Realisation		
	Yes	No	Chi-square
Do you think that the Vocational education will help you to work as an efficient worker ?	79	21	26.45
Do you think that the knowledge and skill which you have acquired will be beneficial in your personal and family life ?	77	23	15.7

(Continued)

Table 44 (Continued)

Objectives	Extent of Realisation		
	Yes	No	Chi-square
Have you acquired the skill for preparing and repairing tools used in agriculture ?	76	24	22.05
Will you be able to earn your livelihood without accepting any job by utilising Vocational skill that you have acquired in this Institute ?	76	24	22.05
Do you think your Vocational education will assist you to work in an industrial and commercial organisation ?	62	38	5
Do you think that you will be able to devise any machinery for agriculture, industry etc. in future because of your Vocational Education ?	71	29	14.45
Do you think that with the help of this kind of education you will be able to earn quite a good amount of money for your livelihood ?	75	25	20.00
Do you think that you will be able to utilize this kind of education for the developmental work of the country ?	76	24	22.05
Do you think that this sort of education will increase your interest and willingness towards manual labour ?	70	30	12.03
Will you be able to repair, drive and maintain efficiently equipment, vehicles or furniture ?	66	24	8.45

(Continued)

Table 44 (Continued)

Objectives	Extent of Realisation		
	Yes	No	Chi-square
Will you be able to acquire efficiency to work abroad with the help of this kind of education ?	75	25	20
Will you be able to work efficiently in agricultural farms, business organisations or industries by your Vocational education ?	65	35	7.2

It is seen that a large majority of the responding students of Vocational Training Institutes (more than 70% in most of the cases) were of opinion that the listed curricular objectives of Vocational Training Institutes were being materialized.

The hypothesis that the two response categories were random was tested for significance at 5 percent by using the chi-square test for each objective. All observed chi-square values were found to be significant. So it may be concluded that the apparent differences between the two response categories cannot be accounted for by mere chance alone.

A large majority of the students (79 percent) were of opinion that the curricular objective "Do you think that the Vocational education will help you to work as an efficient worker?" was being materialised through the course offerings in their

Institutes. The chi-square value is 26.45 which is significant. On the contrary 21 percent of the respondents expressed their views that the objective in question was not being realized on account of shortage of efficient teachers, finance and defective curriculum.

To improve the situation the syllabus and curriculum should be reviewed and revised according to the present day need and provision for efficient teachers, modern equipment and machinery and easily available finance should be made.

A majority of respondents (77 percent) were of opinion that curricular objective "Do you think that the knowledge and skill which you have acquired will be beneficial in your personal and family life?" was being realized through the course offerings in their Institutes. The chi-square value is 15.7 which is significant. On the contrary 23 percent of the respondents were of opinion that the objective was not being materialized for want of trained, efficient and experienced teachers and effective instruction is not imparted according to syllabus.

In their opinion the situation will improve if trained, experienced and efficient teachers are employed and instruction is given according to syllabus.

About 76 percent of the respondents expressed their views that the curricular objective "Have you acquired the skill for preparing and repairing tools used in agriculture?" was being fulfilled through the course offerings in their Institutes. The chi-square value is 22.05 and it is significant. On the other hand 24 percent of them was of opinion that the objective had not been realized due to lack of experienced and trained teachers, books in mother tongue and necessary equipment for making and repairing agricultural tools and the entire syllabus is not taught to the learners.

They suggested that trained and experienced teachers should be appointed, books should be written in mother tongue, arrangement should be made for supplying equipment for making and repairing of agricultural tools and the syllabus should be taught thoroughly.

Most of the respondents (76 percent) were of opinion that the curricular objective "Will you be able to earn your livelihood without accepting any job by utilizing Vocational skills that you have acquired in this Institute?" was being realized through the course offerings in the Vocational Training Institute. The chi-square value is 22.05 and it is significant. Whereas 24 percent of them expressed their views that the objective in question had not been fulfilled for want of efficient teachers,

necessary fund and equipments.

According to them the situation will improve if provision for efficient teachers, sufficient fund and equipments are made.

A majority of the responding students (62 percent) were of opinion that the curricular objective "Do you think that your Vocational education will assist you to work in an industrial or commercial organisation?" was being realized through the Vocational course programme. The chi-square value is 5 which is significant. On the other hand, 38 percent of them were of opinion that the objective in question had not been realized for want of efficient teachers, tools and machinery, financial difficulties of the students and unfavourable attitude of the society.

They recommended that efficient teachers should be employed, tools and machinery should be supplied, financial assistance should be given to the students in the form of stipend and scholarship and attitude of the society should be changed through motivation and mass education.

About 71 percent of the responding students of Vocational Training Institutes were of opinion that the curricular objective "Do you think that you will be able to devise any machinery for agriculture industry etc. in future because of your Vocational

education?" was being realized through the course programme in their Institutes. The chi-square value is 14.45 and it is significant. On the contrary 29 percent of the respondents viewed that the objective had not been fulfilled because the education offered in the Vocational Training Institute is not complete to the fullest term and it cannot produce persons capable of inventing any machinery.

According to the respondents the syllabus of the Vocational Training Institutes should be reviewed and revised in such a way that complete education in the line may be given through it.

A large majority (75 percent) of the responding students of Vocational Training Institutes expressed the view that the curricular objective "Do you think that with the help of this kind of education you will be able to earn a good amount of money for your livelihood?" was being materialised through the course offerings in their Institute. The chi-square value is 20 which is significant. Whereas 25 percent of them were of opinion that the objective had not been realized for want of standard workshop, proper training, fund and laboratory.

According to them the situation will improve if provision for standard work, proper training, laboratory and fund are made.

Most of the respondents (76 percent) viewed that the curricular objective "Do you think that you will be able to utilise

this kind of education for the developmental work of the country?" was being realized through the course programme. The chi-square value is 22.05 which is significant. On the other hand 24 percent of them opined that the objective in question had not been realized because the curriculum and syllabus was not prepared according to the need of the present day society.

They recommended that the curriculum and syllabus should be revised in accordance with the present day need of the society.

A large majority of the respondents (70 percent) were of opinion that the curricular objective "Do you think that this sort of education will increase your interest and willingness towards manual labour?" was being fulfilled through the course offerings in their institutes. The chi-square value is 12.03 and it is significant. On the contrary 30 percent expressed the view that the objective had not been realized for want of professionally higher educational institutions, cooperation of different organisations and favourable attitude of the society.

In their opinion the condition will improve if provision for higher education is made. Cooperation of different organisation is available and the attitude of the society is changed through mass literacy.

Majority of the responding students (66 percent) of the Vocational Training Institutes expressed their views that the curricular objective "Will you be able to repair, drive and maintain efficiently equipment, vehicles or furniture by your Vocational education?" was being materialised through the course programme of the Vocational Training Institutes. The chi-square value is 8.45 which is significant. On the contrary 34 percent of them were of opinion that the objective in question had not been fulfilled due to lack of practical education, unwillingness of the teachers for imparting practical knowledge and low standard of pre-education of both the teacher and the taught.

According to the opinion of the respondents the condition will improve if practical education is provided and teachers are made willing to impart practical knowledge through constant training. The standard of education of both the teacher and the taught should be improved.

An overwhelming majority of the responding students (75 percent) of Vocational Training Institutes were of opinion that the curricular objective "Will you be able to acquire efficiency to work abroad with the help of this kind of education?" was being fulfilled through the course offerings in their Institutes. The chi-square value is 20 and it is significant. On the contrary 25 percent of them expressed the view that the objective in question had not been fulfilled for want of equipment, teachers

and financial difficulties.

In their opinion the situation will improve if sufficient equipment are supplied and efficient teachers are appointed. The learner should be financed in the form of stipend and scholarship.

Most of the responding students (65 percent) of Vocational Training Institutes were of opinion that the curricular objective "Will you be able to work efficiently in agricultural farms, business organisations or industries by your Vocational education?" was being realized through the course programme in the Vocational Training Institute. The chi-square value 7.2 which is significant. On the contrary 35 percent of them expressed the view that the objective in question had not been fulfilled because there is little arrangement for practical education, teachers are not interested in practical works and no training is given in the line.

The situation will improve if arrangement for practical education is made, teachers are properly trained in the line and they are motivated to impart practical knowledge.

Opinion of Superintendents, Teachers and Students of Vocational Training Institutes Regarding Non realization of curricular Objectives in Vocational Training Courses.

Superintendents, teachers and students who indicated that the different objectives were not realized at all, were requested to indicate the reasons in that connection. They were further asked to suggest measures to be taken in order to ensure realization of objectives. The findings are summarised as follows:...

Vocational Training Course	Reasons for non realization of objective	Suggested measures
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Respondents

Superintendents

Want of :

- | | |
|--|--|
| <p>2.(a) Trained and Resourceful teachers</p> <p>(b) Equipment and machinery</p> | <p>(a) Trained and Resourceful teachers should be employed.</p> <p>(b) Equipment and machinery to be supplied in this Institution.</p> |
| <p>4.(a) Background of both the teacher and the taught is not up to mark.</p> <p>(b) For want of capital the product of this Institute can not be self employed.</p> | <p>(a) Both the teacher and students should be of better calibre.</p> <p>(b) Capital should be provided to the students who complete the course.</p> |

Vocational Training Course	Reasons for non realization of objective	Suggested measures
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RespondentsSuperintendents

- | | |
|--|---|
| 5.(a) This sort of course is unpopular in the society. | (a) This sort of course should be made popular. |
| (b) No opportunity for higher education in the field. | (b) Opportunity should be made for higher education in the field. |

Want of :

- | | |
|---|--|
| 7.(a) Well trained teachers, Equipment & Machinery. | (a) Trained teachers necessary equipment and machinery should be provided. |
| (b) Practical training, | (b) Practical training should be provided. |
| (c) Defective curriculum and syllabus | (c) Curriculum and syllabus should be revised and reviewed. |

Teacher

Want of :

- | | |
|-------------------------|---|
| 1.(a) Trained Teachers | (a) Trained teachers should be employed. |
| (b) Necessary machinery | (b) Necessary machinery should be supplied. |
| (c) Proper employment | (c) Opportunity for proper employment should be made. |

Vocational Training Course	Reasons for non realization of objective	Suggested measures
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- | | |
|--|---|
| 4.(b) Apathy of both the Private and Government employer to employ the products of Vocational Training Institutes. | (b) Better training should be provided to them so that they can earn perfect knowledge in the trade and can be employed in the private and Government projects. |
| 5.(a) Imperfect knowledge in the trade. | (a) Perfect knowledge in the trade should be provided. |
| (b) Lack of capital. | (b) Capital may be provided to the successful candidate for creating self employment opportunity. |
| Want of : | |
| 6.(a) Bengali books. | (a) Books in Bengali medium should be provided. |
| (b) Employment opportunity. | (b) Employment opportunity should be created. |
| (c) Society has no regard for such learning. | (c) Attitude of the society should be changed through the introduction of mass education. |

Vocational Training Course	Reasons for non realization of objective	Suggested measures
<u>Respondents</u>	Want of :	
<u>Teacher</u>	2.(a) Efficient teachers. (b) Background and knowledge of the students. (c) Industries.	(a) Efficient teachers should be employed. (b) Background and knowledge should be of better type. (c) Number of industries should be increased so that the students may get the chance of practical learning.
	Paucity of :	
	3.(a) Modern machinery and workshop. (b) Training for the development of agriculture. (c) Training for repairing machinery.	(a) Modern machinery and workshop should be supplied and established respectively. (b) More effective training for agricultural development should be provided. (c) Training for repairing machinery should be provided.
	4.(a) Scarcity of capital.	(a) Loan on easy terms should be provided to the successful students.

Vocational Training Course	Reasons for non realization of objective	Suggested measures
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Respondents

Want of :

Teacher

- 7.(a) Vocational Training Institutes are in the town. (a) This sort of Institutes should be established in rural areas so that the villagers may benefit from these.
- (b) Hostile attitude of the society. (b) The attitude of the society should be changed through education.

Want of :

- 8.(a) This kind of Institute in the village area. (a) This sort of Institutes should be established in the furthest corner of the village.
- (b) Curriculum and syllabus is defective. (b) Curriculum and syllabus should be revised and reviewed.

Want of :

- 9.(a) Joint Enterprise. (a) Joint enterprises should be established at different important commercial places of the country.
- (b) Capital. (b) Capital should be provided the successful candidate of the course to run the farm independently.

Vocational Training Course	Reasons for non reail- sation of objective	Suggested measures
<u>Respondents</u>	Want of :	
<u>Students :</u>	<p>3.(a) Books in mother tounge, necessary equipments for making and repairing agricultural tools.</p> <p>(b) Syllabus not comple- ted during the session.</p> <p>(c) Trained and experi- ence teachers.</p>	<p>(a) Books in mother tounge, necessary equipments for making and repairing agricultural tools should be supplied.</p> <p>(b) Syllabus should be completed during the session.</p> <p>(c) Trained and effici- ent teachers should be appointed.</p>
	Want of :	
	<p>4.(a) Efficient teachers.</p> <p>(b) Necessary fund.</p> <p>(c) Equipment.</p>	<p>(a) Provision for effi- cient teachers.</p> <p>(b) Sufficient fund should be provided.</p> <p>(c) Equipment should be made available.</p>
	<p>5.(a) Unfavourable atti- tude of the society.</p> <p>(b) Financial difficul- ties.</p>	<p>(a) Unfavourable atti- tude of the society should be changed through motivation and non formal education.</p> <p>(b) Students should be helped in the form of stipend and scholarship.</p>

Vocational Training Course	Reasons for non realization of objective	Suggested measures
<u>Respondents.</u>	Want of :	
<u>Teacher</u>	10.(a) Trained and efficient teachers. (b) Modern equipment and machinery. (c) Stipend during the training period.	(a) Trained and efficient teachers should be employed. (b) Modern equipment and machinery should be supplied. (c) Students should be provided with more fund in the form of stipend and scholarship.
<u>Students:</u>	Want of :	
	1.(a) Trained and efficient teachers. (b) Finance. (c) Defective curriculum and syllabus.	(a) Trained and efficient teachers should be provided. (b) Finance should be easily available for the school. (c) Curriculum should be reviewed and revised.
	2.(a) Trained, efficient and experienced teacher. (b) Knowledge not imparted according to syllabus.	(a) Trained, experienced and efficient teacher should be employed. (b) Instruction and knowledge to be imparted according to syllabus.

Vocational Training Course	Reasons for non realization of objective	Suggested measures
<u>Respondents</u>		
<u>Students :</u>	5.(c) Want of efficient teachers and machinery.	(c) Efficient teachers should be employed.
	6.(a) Syllabus and curriculum is not complete to the fullest term and it cannot produce any worker who can invent machinery.	(a) Syllabus should be reviewed and revised in such a way that complete education in the line may be given which will enable the trainees to invent machinery.
	Want of :	
	7.(a) Standard Workshop.	(a) Provision for standard workshop.
	(b) Proper training.	(b) Proper training.
	(c) Fund and laboratory.	(c) Fund and laboratory should be made available.
	8.(a) Curriculum and syllabuses not related to the need of the present day society.	(a) Curriculum and syllabus should be revised according to the needs of the society.
	Want of :	
	9.(a) Professional higher educational Institution.	(a) Provision for professional higher educational institution should be made.

Vocational Training Course	Reasons for non realization of objective	Suggested measures
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Respondents

Students :

- | | |
|---|---|
| 9.(b) Cooperation of different organisations. | (b) Cooperation of different organisations should be ensured. |
| (c) Favourable attitude of the society. | (c) Favourable attitude of the society should be created through mass literacy. |
| 10.(a) Lack of practical training. | (a) Practical training should be provided. |
| (b) Unwillingness of the teacher to impart practical knowledge. | (b) Teachers should be made willing to impart practical knowledge. |
| (c) Lower standard of education of both the teacher and the taught. | (c) Standard of education of both the teacher and the taught should be higher. |

Want of :

- | | |
|-------------------------|--|
| 11.(a) Equipment. | (a) Sufficient equipment should be supplied. |
| (b) Efficient teachers. | (b) Efficient teachers to be employed. |

Vocational Training Course	Reasons for non realization of objective	Suggested measures
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Respondents

Students :

- | | |
|--|---|
| 11.(c) Financial difficulties of the students. | (c) Students might be financed in the form of stipend and scholarship. |
| 12.(a) Very little arrangement for practical training. | (a) Arrangement should be made for practical training. |
| (b) Teacher not interested in practical work due to their lower standard of education. | (b) Teachers should be made interested by giving them higher education in the line. |

Comparative study of the opinion of Superintendents and teachers of Vocational Training Institutes regarding realization of curricular objective.

The views of Superintendents and teachers of Vocational Training Institutes in respect of realization of curricular objectives were compared by using chi-square test for the frequency distribution of the two types of respondents according to response categories for which a good number of response (at least 5) was available.

The frequency distribution of responses regarding the realization of the object is transformed into the corresponding percentage distribution with a view to indicate the extent of disagreement between the two categories of respondents.

1. Curricular objective : To produce skilled worker in different trades for economic development of the country.

The calculated chi-square was 0.84 and it is non-significant at the chosen level of significance. It indicates that there is no real disagreement as to the extent of realization of the objective between the two types of respondents. The percentage distribution is furnished below in table 45.

Table - 45

Percentage Distribution of the two categories of Respondents Regarding Realization of objectives of Vocational Training Institutes Curricula and chi-square value

Respondents	Responses			Chi-square
	To great extent	To some extent	Not at all	
Superintendent	65	35	0	0.84
Teachers	50	48	2	

The data presented in this table indicate that although the majority of each category of respondents claim that the objective has been fulfilled to a great extent, more superintendents than teachers supported the idea that the introduction of Vocational Training Course in Vocational Training Institutes has made a remarkable contribution by producing skilled workers.

2. Curricular Objective : To produce workers who should be able to contribute to the development of the local industries.

The calculated chi-square was 3.23 which is non-significant at the chosen level of significance. This is indicative of the extent of realization of the objective according to the two types of realization. The percentage distribution is presented in Table - 46

Table - 46

Percentage Distribution of the Two Categories of Respondents Regarding Realization of the Objective of Vocational Training Institutes Curricular and the chi-square Value

Respondents	Responses			Chi-square
	To great extent	To some extent	Not at all	
Superintendent	45	30	25	3.23
Teacher	60	33	7	

The data furnished in this table indicate that although a majority of each category of respondents claim that the objective has been fulfilled to a great extent, more teachers than superintendents support the idea that the introduction of Vocational Training Course in Vocational Training Institutes has made a remarkable contribution by producing efficient workers for the development of local industries.

3. Curricular Objective : To produce skilled workers for development of agriculture in the country.

The estimated chi-square was 0.05 and it is non-significant. This is indicative of the fact that there is no real disagreement as to the extent of realization of the objective between the two types of respondents. The difference between the two types of respondents was only a chance difference. The percentage distribution is presented in table - 47.

Table - 47

Percentage Distribution of the Two Categories of Respondents Regarding Realization of the Objective of Vocational Training Institutes Curricula and the chi-square value

Respondents	Responses			Chi-square
	To great extent	To some extent	Not at all	
Superintendent	70	30	0	0.05
Teacher	65	28	7	

The data shown in this table indicates that although majority of each category of respondents express their view that the objective has been realized to a great extent, more Superintendents of Vocational Training Institutes than teachers accept the idea that the introduction of Vocational Training Course in Vocational Training Institutes has made a remarkable contribution to the agricultural development of the country by producing skilled workers.

4. Curricular objective : To produce Vocationally skilled persons who would be able to generate self employment.

The estimated chi-square was 1.86 which is non-significant at the chosen level of significance. It indicates that there is no real disagreement as to the extent of realisation of the objective between the two types of respondents. The difference between the two types of response categories was only a chance difference. The percentage distribution is presented in Table -48.

Table - 48

Percentage Distribution of the two Categories of Respondents Regarding Realization of objectives of Vocational Training Institute Curricula with chi-square value

Respondents	Responses			Chi-square
	To great extent	To some extent	Not at all	
Superintendent	40	40	20	1.86
Teacher	63	27	10	

The data presented in this table indicates that although majority of each category of respondents stated that the objective has been fulfilled to a great extent more teachers than Superintendents of Vocational Training Institutes support the idea that the introduction of Vocational Training Course in the Vocational Training Course in the Vocational Training Institutes has made a remarkable contribution in the field of self employment by producing skilled persons.

5. Curricular Objective : "To produce citizens who could be able to contribute to the agricultural, commercial and industrial development of the country".

The calculated chi-square was 1.16 and it is non-significant at the chosen level of significance. It indicates that there is no real significant as to the extent of realization of the objective between the two types of respondents. The percentage of distribution is presented in Table - 49.

Table - 49

Percentage Distribution of the two Categories of Respondents Regarding Realization of objective of Vocational Training Institute Curricula and the chi-square value

Respondents	Responses			Chi-square
	To great extent	To some extent	Not at all	
Superintendent	45	45	10	1.16
Teacher	63	32	5	

The data furnished in this table indicate that although majority of each category of respondents demand that the objective has been fulfilled to a great extent, more teachers than Superintendents, support the idea that the introduction of Vocational Training Course in Vocational Training Institute has made a remarkable success by producing skilled worker.

Curricular Objective : "To produce efficient technicians capable of contributing towards the development of rural technology".

The estimated chi-square was 46.87 which is significant at the chosen of significance. This indicates the realization of the objective according to two types of realization. The percentage distribution is shown in Table - 50.

Table - 50

Percentage Distribution of the two Categories of Respondents Regarding Realization of the Objective of Vocational Training Institutes Curricula and the chi-square value

Respondents	Responses			Chi square
	To great extent	To some extent	Not at all	
Superintendents	60	40	0	46.87
Teacher	53	35	12	

The data showed in this table indicate that a large majority of each category of respondents claim that the objective has been achieved to a great extent, more Superintendents than teachers support the idea that the introduction of Vocational Training Course in Vocational Training Institutes has made a remarkable contribution by producing skilled workers.

8. Curricular Objective : "To produce skilled workers capable of creative innovative devices in their respective field".

The observed chi-square was 2.56 and it is non-significant at the chosen level of significance. It indicates that there is no real disagreement as to the extent of realization of the objective between the two types of respondents. The percentage distribution is given below in Table - 51.

Table - 51

Percentage Distribution of the two Categories of Respondents Regarding Realization of Objective of Vocational Training Institutes Curricula and chi-square value

Respondents	Responses			Chi square
	To great extent	To some extent	Not at all	
Superintendents	40	45	15	2.56
Teacher	58	25	17	

The data furnished in this table indicate that although a majority of each category of respondents demand that the objective has been realized to a great extent, a greater number of teachers than of Superintendents accept the idea that the introduction of Vocational Training Course in Vocational Training Institutes has made a remarkable contribution by producing skilled workers.

9. Curricular Objective : "To produce skilled personnel who can initiate and run Joint Enterprise".

The estimated chi-square was 3.16 which is non-significant at the chosen level of significance. It indicates that there is no real disagreement as the extent of realization of the objective between the two types of respondents. The percentage distribution is presented in Table - 52.

Table - 52

Percentage of Distribution of the two Categories of Respondents Regarding Realization of Objective of Vocational Training Institutes Curricula and chi-square value

Respondents	Responses			Chi-square
	To great extent	To some extent	Not at all	
Superintendent	40	60	0	3.16
Teacher	53	35	12	

The data furnished in this table indicate that a large majority of each category of respondents opined that the objective in question has been achieved to a great extent. A greater number of teachers than of Superintendents accept the idea that the introduction of Vocational Training Course in Vocational Training Institutes has made a remarkable contribution by producing skilled personnel.

10. Curricular Objective : "To produce skilled manpower who can work abroad and earn foreign exchange for the country".

The observed chi-square was 0.09 and it is non-significant. It indicates that there is no real disagreement as to the extent of realization of the objective between the two types of respondents. The percentage distribution is presented in the Table - 53.

Table - 53

Percentage Distribution of the two Categories of Respondents Regarding Realization of the Objective of Vocational Training Institutes Curricula and chi-square value

Respondents	Responses			Chi-square
	To great extent	To some extent	Not at all	
Superintendents	60	40	0	0.09
Teachers	55	40	5	

The data presented in this table indicates that although a majority of the respondents demand that the objective has been realized to a great extent, a greater number of Superintendents than of teachers support the idea that the introduction of Vocational Training Course in Vocational Training Institutes has made remarkable contribution by producing skilled manpower.

Comparative study of the Opinion of Teachers and
Students of the Vocational Training Institutes Regarding
Realization of Curricular Objective.

The views of teachers and students of Vocational Training Institutes in respect of realization of curricular objectives were compared by using chi-square test for the frequency distribution of the two types of respondents in accordance with response category. The chi-square value is evaluated on the basis of response categories if a good number of response (at least 5) was available.

The frequency distribution of responses regarding the realization of the object is transformed into the corresponding percentage distribution in order to find out the extent of disagreement between the two categories of respondents.

1. Curricular Objective : "To produce workers who should be able to contribute to the development of the local industries.

The calculated chi-square is 9.30 and it is significant at the chosen level of significance. This indicates the extent of realization of the objective according to the two types of realization. The percentage distribution is shown in Table-54.

Table - 54

Percentage Distribution of the two Categories of Respondents Regarding Realization of the objective of Vocational Training Institutes Curricula and the chi-square value

Respondents	Responses			Chi-square
	To great extent	To some extent	Not at all	
Teachers	50	48	2	9.30
Students	79	21	0	

The data furnished in this table indicate that although an overwhelming majority of each category of respondents demand that the objective has been gained to a great extent, a greater number of students than of teachers support the idea that the introduction of Vocational Training Course in Vocational Training Institutes has made wonderful contribution by producing skilled workers.

Comparative study of the Verdicts of Superintendents
and Students of Vocational Training Institutes Regarding
Realization of Curricular Objective.

The responses of Superintendents and students of Vocational Training Institutes in connection with the realization of curricular objectives were compared by using chi-square test for the frequency distribution of the two types of respondents in accordance with the response category. The chi-square value is estimated on the basis of response categories for which a good number of response (at least 5) was available.

The frequency distribution of responses regarding the realization of the object is transformed into the corresponding percentage distribution for the purpose of indicating the extent of disagreement between the two categories of respondents.

1. Curricular Objective: "To produce skilled workers in different trades for economic development of the country."

The estimated chi-square was 1.63 which is non-significant at the chosen level of significance. This is indicative of the fact that the observed difference between the two types response categories was chance difference alone. The percentage distribution is shown in Table - 55.

Table - 55

Percentage Distribution of the two Categories of Respondents Regarding Realization of the Objective of Vocational Training Institutes Curricula and the chi-square value

Respondents	Responses			Chi-square
	To great extent	To some extent	Not at all	
Superintendents	65	35	0	1.63
Students	79	21	0	

The data shown in this table indicate that although a large majority of each category of respondents claims that the objective has been attained to a great extent, a larger number of students than of Superintendents support the idea that the introduction of Vocational Training Course in Vocational Training Institutes has made remarkable contribution by producing skilled workers.

Comparative study of the views of Superintendents,
teachers and Students of Vocational Training Institutes
Regarding Realization of Curricular Objectives.

The opinion of Superintendents, teachers and students of Vocational Training Institutes in connection with the realization of curricular objectives were matched by using the chi-square test for the frequency distribution of the three types of respondents according to response category. The chi-square value is calculated on the basis of response categories for which sufficient number of responses (at least 5) was available.

The frequency distribution of responses regarding the realization of the object is transformed into the corresponding percentage distribution with a view to indicate the extent of disagreement among the three categories of respondents.

1. Curricular Objective : "To produce skilled workers in different trades for economic development of the country".

The observed chi-square was 5.82 and it is significant at the chosen level of significance. This is indicative of the extent of realization of the objective according to the three types of respondents. The percentage distribution is presented in Table - 56.

Table - 56

Percentage Distribution of the three Categories of Respondents Regarding Realization of the objective of Vocational Training Institutes Curricula and the chi-square value

Respondents	Responses			Chi-square
	To a great extent	To some extent	Not at all	
Superintendents	65	35	0	5.82
Teachers	50	48	2	
Students	79	21	0	

The data presented in this table indicate that although a large majority of each category of respondents tends to claim that the objective has been realised to a great extent, more students than Superintendents and more Superintendents than teachers support the idea that the introduction of Vocational Training Courses in Vocational Training Institutes has made a remarkable contribution by producing skilled workers.

FINDINGS

A. Findings regarding the situation in High Schools.

(1) As good as 53.4 percent of Headmasters, 58.33 percent of teachers and 62.2 percent of students of High Schools offering vocational education stated that the objectives in the questionnaire had been fulfilled to a great extent. Only 42.0 percent of Headmasters, 35.0 percent of teachers and 32.9 percent of students expressed the view that the objectives were fulfilled to some extent. On the other hand 4.6 percent of Headmasters, 6.66 percent of teachers, 4.9 percent of students opined that the objectives had not been fulfilled at all. Some of the Headmasters, teachers and students of High Schools were of opinion that the objectives in questions were not fulfilled for the following main reasons.

- (i) Lack of trained teachers.
- (ii) Want of suitable curriculum and syllabuses.
- (iii) Shortage of modern teaching appliances.
- (iv) Uncertainty of employment.
- (v) Shortage of books (Bengali medium) on subject areas.
- (vi) Shortage of finance.

- (vii) Unfavourable attitude of the society towards this sort of education.

B. Findings regarding the situation in vocational training Institutes.

- (1) 53 percent of superintendents, 48 percent of teachers and 79 percent of students of Vocational Training Institutes offering vocational education stated that the objectives in the questionnaire had been fulfilled to a great extent. On the other hand 40 percent of superintendents, 44 percent of teachers and 21 percent of students expressed their views that the objectives had been fulfilled to some extent. Only 7 percent of superintendents and 8 percent of teachers opined that the objectives had not been fulfilled at all. But none of the students were of opinion that the objective had not been fulfilled at all.

The following are the reasons for nonfulfilment of objectives in the questionnaire by these differing in opinion:

- (i) Shortage of trained and resourceful teachers.
- (ii) Lack of suitable curriculum and syllabuses.
- (iii) Lack of favourable attitude of the society.
- (iv) Shortage of books in Bengali in the subject areas.
- (v) Lack of good back-ground of both the teachers and the taught.
- (vi) Uncertainty of employment.

CHAPTER - 5

SUMMARY, RECOMMENDATIONS AND CONCLUSIONSUMMARY

1. The objectives of this research study were to :-
 - (a) review the history and present status of vocational education in Bangladesh;
 - (b) discover the opportunities for studying vocational education by students of classes IX and X and by learners of vocational training institutes;
 - (c) evaluate the curricula for commerce, agriculture and industrial arts in relation to the preparation of vocationally skilled manpower;
 - (d) discover the capacity of the educational institutions engaged in offering vocational education;
 - (e) examine the consistency between the present vocational education and the economic and social development of the country.

2. The following procedures were employed during the investigation. Two sets of questionnaires were prepared: (a) one for headmasters, teachers and students of high schools for commerce, agriculture and industrial arts group and

(b) one set for the superintendents, teachers and students of vocational training institutes. The questionnaires were mailed. The results were tabulated and sample statistical tests applied. Along with the comments of the respondents these data were used as informations.

3. Study of the history of vocational education and its present status in Bangladesh showed that although vocational education was formerly introduced in the country as early as in 1890, it did not get due recognition till 1962. The present status of vocational education including its curriculum and system of administration were reviewed and found that it was an optional part of the curriculum in high schools in classes IX and X having four subjects containing 100 marks each. Out of 8956 high schools in the country 951 offer vocational education in commerce, 156 in agriculture and 42 in industrial arts in the existing curriculum . But the proposed curriculum which is yet to be introduced contained only 25 marks for commerce subjects and was made compulsory for all groups.
4. The curricular objectives of vocational education in agriculture, commerce and industrial arts were identified as follows:-
 - (a) Development of skilled manpower,

- (b) Development of agriculture, commerce and industry,
- (c) Solution of unemployment,
- (d) Making the learner interested in higher professional education in the field of commerce, agriculture and industrial arts,
- (e) Creation of aptitude towards work through practical teaching,
- (f) Making the youth of the society interested in and respectful to physical labour.

5. In the opinions of headmasters, teachers and students of different groups the objectives as noted are greatly fulfilled by the institutions with their existing facilities which are shown in the table - 57.

Table - 57

Respondents	Responses		
	To a great extent	To some extent	Not at all
Headmaster	53.4	42.0	4.6
Commerce teacher	57.7	39.3	3.0
Agriculture teacher	53.3	40.7	6.0
Industrial Arts teacher	64.0	25.0	11.0
Commerce students	63.3	33.7	3.0
Agriculture students	60.3	37.0	2.7
Industrial Arts students	63.0	28.0	9.0

6. The data presented in this table indicate that although a majority of each category of respondents stated that the objectives have been realised to a great extent, more commerce and industrial arts teachers and students advocate the above idea than the agriculture teachers, students and headmasters of high schools.

It is also found that the highest number of students and teachers of industrial arts group (in comparison with other groups) supported both the first and last (column) statement regarding the fulfilment of the objectives of the question. On the other hand the lowest number of agriculture teachers advocate the idea that the objectives have been achieved to a great extent.

7. Among the reasons for lack of success in achieving objectives the following were most frequently stated :-
- (a) Shortage of trained teacher,
 - (b) Lack of suitable curriculum and syllabuses,
 - (c) Absence of favourable attitude of the society towards this sort of education,
 - (d) Lack of modern teaching appliances,
 - (e) Uncertainty of employment,
 - (f) Shortage of books (Bengali medium) on subject areas,
 - (g) Shortage of finance.

According to respondents the following suggestions may be taken for solving the above mentioned problems.

- (a) Arrangement for training of teachers,
- (b) Revision of curriculum and syllabus according to the needs of the present day society,
- (c) Attitude of the society towards vocational education to be made favourable through mass education,
- (d) Arrangement for modern teaching appliances,
- (e) Provision for employment,
- (f) Arrangement for providing sufficient books on commerce, agriculture and industrial arts,
- (g) Provision for sufficient fund as per requirement.

8. In the opinion of the superintendents, teachers and students the objectives as mentioned are greatly fulfilled by the vocational training institutes with their existing facilities which are shown in the table - 58.

Table - 58

Respondents	Responses		
	To a great extent	To some extent	Not at all
Superintendents	53.0	40.0	7.0
Teachers	48.0	44.0	8.0
Students	79.0	21.0	Nil

9. The data presented in this table show that although a majority of each category of respondents expressed that the objectives have been fulfilled to a great extent, more students advocate the above idea than the superintendents and teachers. Although a negligible percent of superintendents and teachers stated that the objectives in question have not been fulfilled at all, none of the students supported the idea.
10. The reasons for the nonfulfilment of the objective in question as stated by the superintendents, teachers and students of vocational training institutes may be summarised as follows :-
- (a) Want of trained and resourceful teacher,
 - (b) Unsuitability of curriculum and syllabus,
 - (c) Unfavourable attitude of the society,
 - (d) Non-availability of books in Bengali on the subject area,
 - (e) Lack of proper back-ground of both the teachers and the taught,
 - (f) Uncertainty of employment.

The situation according to the respondents would improve if proper arrangements were made for the solution of above problems.

RECOMMENDATIONS

1. The greatest stated problem in teaching Vocational Subjects (like Commerce, Agriculture and Industrial Arts) is the lack of efficient and competent teachers. This situation is worst at the level where almost all the teachers are untrained. To remedy this problem vocational subjects like Commerce, Agriculture and Industrial Arts should be introduced in all teacher's training colleges immediately.
2. Large-scale short-term intensive training programme for the teachers should be undertaken immediately.
3. The present syllabus and curriculum should be reviewed and revised in order to ensure their continued relevance to locally available resources and the present day need of the society.
4. Most of the books used in vocational training institutes are written in English and, as a result, most of the students find them difficult. Necessary provisions should be made to translate them into Bengali and to write further books in Bengali.
5. The examination system should be changed in such a way that it might be reliable.

6. More practical classes should be organised than theoretical classes which will develop the skill and efficiency of the learners.
7. Vocational training institutes are generally concentrated within the town areas. Consequently the rural mass living in the remotest corner of the country are not getting the benefit of it.

In view of the above it is recommended that preferential treatment be given to the rural areas in future in establishing such institutions.

8. One of the national aims of education is to convert the population into national resources. For the purpose we should introduce work-oriented education which would help us in this regard. So it may be recommended that more vocational institutes be established in the country and vocational subjects be introduced in more high schools.
9. General education in the higher stage is expensive and it creates unemployment problems. So keeping this point in view it may be recommended that general education in the higher stage should be selective and arrangement for vocational education should be made in all stages of education.

10. More money is needed for establishing a vocational institute, for purchasing teaching aids, equipment, machinery etc. which is indispensable for it in comparison with a general institution. So it is recommended that sufficient money be made available in the national budget for vocational education.
11. It is also recommended that the rate and number of stipends should be increased in order to attract more students towards vocational education.

CONCLUSIONS

For proper development of a country like Bangladesh the importance of vocational education and the need for research in the field cannot be over-emphasized. But in fact since the introduction of vocational subjects in the high schools and establishment of vocational training institutes little research has been carried out.

The researcher must admit that he had to start afresh in the field and practically got little guidance from any previous works, and consequently he had to face many difficulties. His works will pave the path for the future researchers in the field.

He cannot claim that every aspect of vocational education has been taken care of in this small work. Here an attempt has been made to find out whether the objectives of vocational education have been achieved or not. Many other aspects of vocational education have been left behind which are no less important than this one and it is expected that future learners who will come to this field for their research will be benefited from this humble work.

The findings as envisaged here may be claimed to be true to the highest possibility and as such the condition of vocational education in Bangladesh will improve to a great extent if the recommendations made on the basis of the findings are accepted. In order to maximise the production in the field of Commerce, Agriculture and Industry importance should be given to vocational education and that can be done if due consideration could be given to these recommendations.

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APPENDIX - 'A'

QUESTIONNAIRE REGARDING EFFECTIVENESS OF COMMERCE,
AGRICULTURE AND INDUSTRIAL ARTS PROGRAMME OF HIGH
SCHOOL

Name of the Head Master.....

Address of the School

A list of general objectives regarding Commerce, Agriculture and Industrial Arts course offerings in your school is furnished below. Please indicate the extent to which each objective is being realised through the course programmes in your school. /Please put a cross mark (X) in one of the three boxes for each objective./

Objectives	To a great extent	To some extent	Not at all
1. To produce students who will be better prepared to take up useful vocations in their respective communities.			
2. To reduce the wastage caused by dropout and failure.			
3. To prepare the younger generation who should be able to minimize unemployment problem of the country.			
4. To produce students who can seek self employment.			
5. To produce citizens who should be able to contribute to the Agricultural, Commercial and industrial development of the country.			
6. To produce a generation of youngmen with favourable attitude towards manual labour.			

Objectives	To a great extent	To some extent	Not at all
7. To produce workers who should be able to contribute to the commercial development of the country.			
8. To produce students who should be able to contribute to the agricultural development of the country.			
9. To produce workers who should be able to contribute to the industrial development of the country.			
10. To produce students who should be able to seek higher professional education in the field of Commerce, Agriculture and Industrial Arts.			

Signature of the Headmaster

Seal.

1. If your response to any of the ten listed objectives is "Not at all" than please indicate the reasons for such non-realisation of those objectives :

Serial Number of
the objective :

Reasons:

2. In consideration of the reasons for non-realisation of the objectives as indicated by you, please suggest appropriate measures that need to be taken to solve the problems :

Serial Number of
the objectives:

Reasons:

Date & Seal

Signature of the Headmaster

APPENDIX - 'B'

মাধ্যমিক হাই স্কুলের বাণিজ্য শিক্ষকগণের জন্য প্রস্তাবনা

শিক্ষকের নাম : _____

স্কুলের ঠিকানা : _____

বাংলাদেশ মাধ্যমিক হাই স্কুল সমূহে সাধারণ কোর্সের সাথে যে যে বাণিজ্য, কৃষি ও ব্যবহারিক শিক্ষকরা কোর্স প্রচলিত আছে, ঐ সব কোর্সের সাধারণ উদ্দেশ্যাবলীর একটি তালিকা নিম্নে প্রদত্ত হল। আপনার স্কুলে কোর্স প্রোগ্রামের প্রত্যেকটি উদ্দেশ্য কতটুকু কার্যকরী হচ্ছে, তার নির্দেশ দিন। দৃষ্টি করে নিম্নের প্রত্যেকটি উদ্দেশ্যের ডান দিকের তিনটি ক্ষেত্র যে কোন একটিতে এই (X) নিম্নে আপনার মতামত ব্যক্ত করুন :

উদ্দেশ্যাবলী	খুব বেশী পরিমাণে	মাঝামাঝি পরিমাণে	মোটাই না
(১) দেশের অর্থনৈতিক উন্নতি সাধনে বাণিজ্য শিক্ষা সংক্রান্ত বিষয়ে দর জনশক্তি গড়ে তোলা।			
(২) মুদ্রাস্ফীত শিক্ষাদানের মাধ্যমে বিভিন্ন প্রতিষ্ঠানে দর কর্মী নিয়োগের ব্যবস্থা করা।			
(৩) হাতে কলমে শিক্ষাদানের মাধ্যমে কাজের প্রতি লোক সৃষ্টি করা।			
(৪) বাণিজ্যিক ক্ষেত্রে শিক্ষার্থীকে সেখানত উচ্চ শিক্ষা লাভে আগ্রহী করে তোলা।			
(৫) যুব সমাজকে শারীরিক পরিপ্রথের প্রতি আগ্রহশীল ও প্রদর্শন করে গড়ে তোলা।			
(৬) যুব সমাজকে মানসিক পরিপ্রথের প্রতি আগ্রহশীল ও প্রদর্শন করে গড়ে তোলা।			

- ১। তালিকাভুক্ত প্রদত্ত কোন উদ্দেশ্য সম্পর্কে যদি আপনার উত্তর "ঘোটেই না" হয়ে থাকে তা হলে ব্যাখ্যা করে উহা কার্যকরী না হওয়ার উপযুক্ত কারণ নির্দেশ করুন :-

উদ্দেশ্যের
ব্রহ্মবিক্রম নম্বর :

কারণ :

- ২। উদ্দেশ্য পূরণের ফলপ্রসূতার অভাব সম্পর্কে আপনি যে কারণ পূরণে নির্দেশ করলেন, তা বিবেচনা করে এ সময়ের উপযুক্ত সমাধান কি হতে পারে তা লিখুন :-

উদ্দেশ্যের
ব্রহ্মবিক্রম নম্বর :

সমাধান :

স্বাক্ষরের নাম :

শিফটের নাম :
পদবী :

মাধ্যমিক হাই স্কুলের কৃষি শিক্ষকগণের জন্য প্রস্তাবনা

শিক্ষকের নাম : _____

স্কুলের ঠিকানা : _____

বাধীনভাবে মাধ্যমিক হাই স্কুল সমূহে সাধারণ কোর্সের মাধ্যমে যে যে বাসিন্দা, কৃষি ও ব্যবহারিক শিক্ষকরা কোর্সে প্রচলিত আছে, এই সব কোর্সের সাধারণ উদ্দেশ্যাবলীর একটি ডানিকা নিম্নে প্রদত্ত হন। আপনার স্কুলে কোর্স প্রোগ্রামের প্রত্যেকটি উদ্দেশ্য কতটুকু কার্যকরী হচ্ছে, তার নির্দেশ দিন। দয়া করে নিম্নের প্রত্যেকটি উদ্দেশ্যের ডান দিকের তিনটি ঘরের যে কোন একটিতে এই (X) দিতে আপনার মতামত ব্যক্ত করুন।

উদ্দেশ্যাবলী	খুব বেশী পরিমাণে	মাত্রামাত্র পরিমাণে	মোটাই না
(১) দেশের অর্থনৈতিক উন্নতি সাধনে বিজ্ঞান সম্মত ও ক্ষমতিতে কৃষি কাজ করার জন্য দক্ষ জনশক্তি গড়ে তোলা।			
(২) বেকার সমস্যা সমাধানার্থে কৃষির বিভিন্ন শাখায় যেমন পশু উৎপাদন, বাগান করা, পশুপালন, মৎস্য চাষ ইত্যাদি বিষয়ে সুষ্ঠু মূলক শিক্ষার ব্যবস্থা করে আত্মনির্ভরশীল নাগরিক গড়ে তোলা।			
(৩) কৃষির বিভিন্ন বিষয়ে জ্ঞান লাভের মাধ্যমে সরকারী-বেসরকারী ও ব্যক্তি মালিকানাধীন খামারে নিয়োগ লাভের পথ সুগম করা।			
(৪) ব্যবহারিক শিক্ষাদানের মাধ্যমে কাজের প্রতি জোক সুষ্ঠু করা।			

উদ্দেশ্যাবলী	যুব বেসী পরিমার্ণে	মাকামাকি পরিমার্ণে	মোটাই না
(৫) কৃষি ক্ষেত্রে উচ্চ শিক্ষা লাভের প্রতি লক্ষ্যকে আগ্রহী করে তোলা।			
(৬) বিভিন্ন ধরনের অর্থনৈতিক উন্নয়ন মূলক কাজের মাধ্যমে সামাজিক পরিষ্কারের প্রতি যুব লোককে উৎসাহিত ও প্রস্তুত করে তোলা			

- ১। তালিকাভুক্ত প্রদত্ত কোন উদ্দেশ্য সম্পর্কে যদি আপনার উত্তর "মোটাই না" হলে তাকে
তা হলে সম্মত করে উহা কার্যকরী না হওয়ার উপযুক্ত কারণ নির্দেশ করুন :-

উদ্দেশ্যের
ক্রমিক নম্বর :-

কারণ :-

- ২। উদ্দেশ্য পূরণের ক্ষমতাসূচক অভাব সম্পর্কে আপনি যে কারণগুলো নির্দেশ করবেন, তা
বিবেচনা করে এ সমস্যার উপযুক্ত সমাধান কি হতে পারে তা লিখুন :-

উদ্দেশ্যের
ক্রমিক নম্বর :-

সমাধান :-

স্বাক্ষরের স্থান :-

শিক্ষকের নাম :-

বসবসী :-

মাধ্যমিক হাই স্কুলের ব্যবহারিক শিক্ষকতা শিক্ষকদের জন্য প্রস্তাবনা

শিক্ষকের নাম : _____

স্কুলের ঠিকানা : _____

বাংলাদেশে মাধ্যমিক হাই স্কুল সমূহে সাধারণ কোর্সের সাথে যে যে বাণিজ্য, কৃষি ও ব্যবহারিক শিক্ষকতা কোর্স প্রচলিত আছে, এই সব কোর্সের সাধারণ উদ্দেশ্যাবলীর একটি তালিকা নিম্নে প্রদত্ত হন। আপনার স্কুলে কোর্স প্রোগ্রামের প্রত্যেকটি উদ্দেশ্য কতটুকু কার্যকরী হচ্ছে, তার নির্দেশ দিন। দৃষ্টি করে নিজের প্রত্যেকটি উদ্দেশ্যের তালিকার তিনটি ঘরের যে কোন একটিতে এই (x) দিলে আপনার মতামত ব্যক্ত করুন।

উদ্দেশ্যাবলী	দুই বেসী পরিমাণে	সাধারণ পরিমাণে	যেটাই না
(১) দেশের সার্বিক উন্নয়নে শিক্ষকতা বিষয়ে প্রশিক্ষণের মাধ্যমে দক্ষ জনশক্তি গড়ে তোলা।			
(২) বেকার সমস্যা লাঘব ও সমাধান করার জন্য ব্যবহারিক শিক্ষকতার বিভিন্ন ধরনের প্রশিক্ষণ প্রদানের মাধ্যমে সুদক্ষ নাগরিক তৈরীর প্রস্তুতি নেওয়া।			
(৩) ব্যবহারিক শিক্ষকতার বাস্তব অভিজ্ঞতা লাভের পর সরকারী-বেসরকারী ও ব্যক্তি মালিকানাধীন সংস্থায় নিয়োগ লাভের ব্যবস্থা করা।			
(৪) ব্যবহারিক শিক্ষকতা শিক্ষাদানের মাধ্যমে অল্প পরিপ্রমে ও অল্প বুদ্ধিতে নিত্য প্রয়োজনীয় জিনিসপত্র তৈরী করতে শিক্ষার্থীকে আশ্রয়ী করে তোলা।			
(৫) শিক্ষকেরাে শিক্ষার্থীকে উচ্চতর সেবাগত শিক্ষার প্রতি উৎসাহী করে তোলা।			

উদ্দেশ্যাবলী	যুব বেলী পরিমাণে	মাধ্যমিক পরিমাণে	যেহেতুই না
৬) বিভিন্ন ধরনের অর্থনৈতিক উন্নয়ন মূলক কাজের মাধ্যমে শারীরিক পরিষ্কারের প্রতি যুব সমাজকে উৎসাহিত ও প্রদর্শন করে তোলা।			

১। ডায়েরী প্রদত্ত কোন উদ্দেশ্য সম্পর্কে যদি ডায়েরী উক্ত "যেহেতুই না" হয়ে থাকে
তা হলে এর কারণ কি তা লিখ :-

উদ্দেশ্যের
ক্রমিক নম্বর :

কারণ :

২। ডায়েরী যতে যে ব্যবস্থা গ্রহণ করলে এ সমস্যার সমাধান হতে পারে তা লিখ :-

উদ্দেশ্যের
ক্রমিক নম্বর :

সমাধান :

স্বাক্ষরের সীল :

ছাত্রের নাম :
রোল নম্বর -

APPENDIX - 'C'

মাধ্যমিক হাই স্কুলের বাণিজ্য ছাত্রদের প্রকৃতি

ছাত্রের নাম : _____

স্কুলের ঠিকানা : _____

বাংলাদেশে মাধ্যমিক হাই স্কুল সমূহে সাধারণ কোর্সের সাথে যে যে বাণিজ্য, কৃষি ও ব্যবহারিক শিক্ষকরা কোর্স প্রচলিত আছে, এই সব কোর্সের সাধারণ উদ্দেশ্যাবলী প্রেক্ষিতে নিম্নলিখিত উক্তগুলির ডানদিকে তিনটি স্তরের যে কোন একটিতে এই (X) দিয়ে তোমার অঙ্গীকৃত প্রকাশ কর ।

উদ্দেশ্যাবলী	যুব বেলী পরিমাণ	মাঝামাঝি পরিমাণ	যেহেতুই না
(১) দেশের অর্থনৈতিক উন্নতি সাধনে বাণিজ্য শিক্ষা সংক্রান্ত বিষয়ে দৃঢ় জনশক্তি গড়ে তোলা ।			
(২) মুদ্রাকর শিক্ষাদানের মাধ্যমে বিভিন্ন প্রতিষ্ঠানে দক্ষ কর্মী নিয়োগের ব্যবস্থা করা ।			
(৩) হাতে কলমে শিক্ষাদানের মাধ্যমে কাজের প্রতি মৌক সৃষ্টি করা ।			
(৪) বাণিজ্যিক ক্ষেত্রে শিক্ষার্থীকে পেশাগত উচ্চ শিক্ষা লাভে আগ্রহী করে তোলা ।			
(৫) যুব সমাজকে শারীরিক পরিপ্রমের প্রতি আগ্রহশীল ও প্রসারশীল করে গড়ে তোলা ।			
(৬) যুব সমাজকে মানসিক পরিপ্রমের প্রতি আগ্রহশীল ও প্রসারশীল করে গড়ে তোলা ।			

১। তালিকায় প্রদত্ত কোন উদ্দেশ্য সম্পর্কে যদি তোমার উত্তর "মোটাই না" হয়ে থাকে তা হলে এর কারণ কি তা লিখ :-

উদ্দেশ্যের
ক্রমিক নম্বর :

কারণ :

২। তোমার মতে যে ব্যবস্থা গ্রহণ করলে এ সমস্যার সমাধান হতে পারে তা লিখ :-

উদ্দেশ্যের
ক্রমিক নম্বর :

সমাধান :

স্বাক্ষরের স্থান :

ছাত্রের নাম :
রোল নম্বর -

মাধ্যমিক হাই স্কুলের কৃষি ছাত্রদের জন্য প্রশ্নাবলী

ছাত্রের নাম : _____

স্কুলের ঠিকানা : _____

বাংলাদেশে মাধ্যমিক হাই স্কুল সমূহে সাধারণ কোর্সের অঙ্কে যে যে বাণিজ্য, কৃষি ও ব্যবহারিক শিক্ষকরা কোর্স পুচ্ছিত আছে, এই কোর্সের সাধারণ উদ্দেশ্যাবলীর প্রেক্ষিতে নিম্নলিখিত উদ্দেশ্যগুলির ভিত্তিকে তিনটি ঘরের যে কোন একটিতে এই (X) দিচ্ছে তোমার অন্তিমত প্রকাশ কর ।

উদ্দেশ্যাবলী	খুব বেশী পরিমাণে	মাঝামাঝি পরিমাণে	দোটেই না
(১) দেশের অর্থনৈতিক উন্নতি সাধনে বিজ্ঞান সম্পন্ন পদ্ধতিতে কৃষি কাজ করার জন্য দর জনশক্তি গড়ে তোলা ।			
(২) বেকার সমস্যা সমাধানার্থে কৃষির বিভিন্ন শাখায় যেমন পশু উৎপাদন, বাগান করা, পশু পালন, ঘেঙ্গা চাষ ইত্যাদি বিষয়ে সুষ্ঠু মূলক শিক্ষার ব্যবস্থা করে আত্মবিশ্বাসী নাগরিক গড়ে তোলা ।			
(৩) কৃষির বিভিন্ন বিষয়ে জ্ঞান লাভের মাধ্যমে সরকারী-বেসরকারী ও ব্যক্তি মালিকানাধীন খামার নিয়োগ লাভের পথ সুগম করা ।			
(৪) ব্যবহারিক শিক্ষাদানের মাধ্যমে কাজের প্রতি লোক সৃষ্টি করা ।			
(৫) কৃষি সংক্রান্ত উচ্চ শিক্ষা লাভের প্রতি শিক্ষার্থীকে আগ্রহী করে তোলা ।			

উদ্দেশ্যাবলী	যুব বেসী পরিমানে	মাসিক পরিমানে	যেটাই না
১০) বিভিন্ন ধরনের অর্থনৈতিক উন্নয়ন মূলক কাজের মাধ্যমে শারীরিক পরিপ্রমের প্রতি যুব সমাজকে উৎসাহিত ও প্রদান করে তোলা।			

১। তালিকাভুক্ত প্রদত্ত কোন উদ্দেশ্য সম্পর্কে যদি তোমার উত্তর "যেটাই না" হয়ে থাকে তা হলে এর কারণ কি তা লিখ :-

উদ্দেশ্যের
ত্রৈমাসিক নম্বর

কারণ

২। তোমার মতে যে ব্যবস্থা গ্রহণ করলে এ সমস্যার সমাধান হতে পারে তা লিখ :-

উদ্দেশ্যের
ত্রৈমাসিক নম্বর

সমাধান

স্বাক্ষরের সীল :

ছাত্রের নাম :
রোল নম্বর -

মাধ্যমিক হাই স্কুলের ব্যবহারিক শিক্ষকনা ছত্রিগণের জন্য প্রস্তাবনা

ছাত্রের নাম : _____

স্কুলের ঠিকানা : _____

বাংলাদেশে মাধ্যমিক হাই স্কুল সমূহে সাধারণ কোর্সের সাথে যে যে বাণিজ্য, কৃষি ও ব্যবহারিক শিক্ষকনা কোর্স প্রচলিত আছে, ঐ সব কোর্সের সাধারণ উদ্দেশ্যাবলীর প্রেক্ষিতে নিম্নলিখিত উক্তিগুলির ডানদিকের তিনটি ঘরের যে কোন একটিতে এ চিহ্ন (X) দিয়ে তোমার অন্তিমত প্রকাশ কর ।

উদ্দেশ্যাবলী	খুব বেশী পরিমাণে	মারামারিক পরিমাণে	ঘোটেই না
(১) দেশের সার্বিক উন্নয়নে শিক্ষকনা বিষয়ে প্রশিক্ষণের মাধ্যমে দ্রুত জনশক্তি গড়ে তোলা ।			
(২) বেকার সমস্যা নাশ ও সমাধান করার জন্য ব্যবহারিক শিক্ষকনায় বিভিন্ন ধরনের প্রশিক্ষণ প্রদানের মাধ্যমে দ্রুত নাগরিক তৈরীর প্রস্তুতি নেওয়া ।			
(৩) ব্যবহারিক শিক্ষকনায় বাস্তু অতি জটিল ন্যস্তের পর সরকারী-বেসরকারী ও ব্যক্তি মালিকানাধীন ক্ষেত্রে নিয়োগ ন্যস্তের ব্যবস্থা করা ।			
(৪) ব্যবহারিক শিক্ষকনা শিক্ষাদানের মাধ্যমে অল্প পরিপ্রমাণে ও অল্প ব্যয়িত্রে নিত্য প্রয়োজনীয় জিনিসপত্র তৈরী করতে শিক্ষার্থীকে আশ্রয়ী করে তোলা ।			

উদ্দেশ্যাবলী	দ্রব বেনী পরিমানে	মাত্রাযান্ত্রিক পরিমানে	মোটাই না
৬) বাঁশ, বেত, মোহা লক্কর ইত্যাদির দ্বারা অর্ধ উপার্জন ঘূমক বিভিন্ন কাজের মাধ্যমে দৈনিকভাবে পরিচর্যা, ক্রমের প্রতি আশ্রয়ী ও প্রত্যাশীল করে গড়ে তোলা।			

১। তালিকাভুক্ত প্রদত্ত কোন উদ্দেশ্য সম্পর্কে যদি আপনার উত্তর "মোটাই না" হলে থাকে
তা হলে দয়া করে উহা কার্যকরী না হওয়ার উৎসাহ কারণ নির্দেশ করুন :-

উদ্দেশ্যের
বিশিষ্ট নম্বর :-

কারণ :-

২। উদ্দেশ্য পূরণের জন্য প্রস্তুততার অভাব সম্পর্কে আপনি যে কারণ পূরণে নির্দেশ করছেন, তা
বিশেষভাবে করে এ সময়ের উৎসাহ সমাধান কি হতে পারে তা লিখুন :-

উদ্দেশ্যের
বিশিষ্ট নম্বর :-

সমাধান :-

সম্মুখের খণ্ড :-

নিষ্কাশকের নাম :-

পদবী :-

APPENDIX - 'D'

QUESTIONNAIRE FOR SUPERINTENDENTS OF VOCATIONAL
TRAINING INSTITUTES

A list of general objectives regarding course offerings of the Vocational Institute in Bangladesh is furnished below. Please indicate the extent to each objective is being realised through the course programme of your Vocational Training Institute. (Please put cross mark(X) in one of the three boxes for each objective).

Objective	To a great extent	To some extent	Not at all
1. To produce skilled workers in different trades for economic development of the country.			
2. To produce workers who shall be able to contribute to the development of the local industries.			
3. To produce skilled workers for development of agriculture in the country.			
4. To produce vocationally skilled persons who should be able to generate self employment.			
5. To produce workers who should be able to lessen the extent of unemployment in the country.			
6. To produce a generation of youngman with favourable attitude towards manual labour.			

Objectives	To a great extent	To some extent	Not at all
7. To produce efficient technicians capable of contributing towards the development of rural technology.			
8. To produce skilled workers capable of creative innovative devices in their respective field.			
9. To produce skilled personnel who can initiate and run joint enterprises.			
10. To produce skilled manpower who can work abroad and earn foreign exchange for the country.			

Office Seal & Date.

Signature of the Superintendent _____

Name of the Superintendent _____

Name of the Institute: _____
with full address _____

1. If your response to any of the ten listed categories in question Number 6 'Not at all adequate' then please indicate the reasons for inadequacy of the facilities :

Serial Number
of Questions:

Reasons :

2. In consideration of the reasons for inadequacy of the facilities as indicated by you, please suggest appropriate measures that need to be taken to solve the problems :

Serial Number
of Questions:

Measures:

3. If your response to any of the ten listed objectives in question Number 7 is 'Not at all' then please indicate the reasons for such non-realisation of those objectives :

Serial Number
of Objectives:

Reasons :

4. In consideration of the reasons for non-realisation of the objectives, as indicated by you, please suggest appropriate measures that need to be taken to solve the problems :

Serial Number
of Objectives:

Measures:

Date & Seal

Signature of the Superintendent.

বাংলাদেশ ভোকেশনাল ট্রেনিং ইনস্টিটিউটের শিক্ষকদের জন্য প্রস্তাবনা

শিক্ষকের নাম : _____

ইনস্টিটিউটের ঠিকানা : _____

বাংলাদেশের বৃত্তিমূলক শিক্ষা প্রতিষ্ঠান সমূহে যে সব কোর্সে প্রচলিত আছে, ঐ সব কোর্সের সাধারণ উদ্দেশ্যাবলীর একটি তালিকা নিম্নে প্রদত্ত হইল আপনার প্রতিষ্ঠানে কোর্স প্রোগ্রামের প্রত্যেকটি উদ্দেশ্য কতটুকু কার্যকরী হচ্ছে, তার নির্দেশ দিন। দয়া করে নিম্নের প্রত্যেকটি উদ্দেশ্যের ডান দিকের ঠিকিটি ঘরের যে কোন একটিতে এক্স (X) চিহ্ন দিয়ে আপনার মতামত ব্যক্ত করুন।

উদ্দেশ্যাবলী	যুব বেলী পরিমানে	মারামারি পরিমানে	মোটাই না
(১) দেশের বিভিন্ন ব্যবসা বাণিজ্য ও অর্থনৈতিক উন্নয়নে দক্ষ কারিগর তৈরী করা।			
(২) শহানীয় শিল্পোন্নয়নে কাজ করার উদ্দেশ্যে উপযুক্ত ও সহায় কর্মী তৈরী করা।			
(৩) দেশের কৃষি উন্নয়নের ক্ষেত্রে দক্ষ কর্মী সৃষ্টি করা।			
(৪) সুনিয়োগ হওয়ার মত বৃত্তিমূলক শিক্ষায় দক্ষ কারিগর তৈরী করা।			
(৫) বেকার সমস্যা নাশ করতে পারে এমন দক্ষ কারিগর সৃষ্টি করা।			
(৬) আত্মরক্ষা ও উৎসাহি যুবক কর্মী সৃষ্টি করা।			
(৭) গ্রাম উন্নয়নের জন্য দক্ষ কন্যা কৌশলী তৈয়ার করা।			
(৮) নিজ নিজ ক্ষেত্রে নতুন নতুন কার্যের উদ্ভাবন করতে পারে এমন দক্ষ ও সহায় কর্মী সৃষ্টি করা।			

উদ্দেশ্যাবলী	ধর বেসী পরিমাণে	মাল্লিমালি পরিমাণে	মোটাই না
(৯) যৌথ খামার/ব্যবসায়/শিক্ষা চালানোর মত মহ জনশক্তি গড়ে তোলা ।			
(১০) এমন মহ কর্মী সৃষ্টি করা যারা বিশেষে কাজ করে দেশের জন্য বৈদেশিক মুদ্রা অর্জন করতে পারে ।			

১। তালিকায় প্রদত্ত কোন উদ্দেশ্য সম্পর্কে যদি আপনার উত্তর "মোটাই না" হয়ে থাকে
তা হলে দয়া করে উহা কার্যকরী না হওয়ার উপযুক্ত কারণ নির্দেশ করুন :-

উদ্দেশ্যের
বিশিষ্ট নম্বরঃ

কারণঃ

২। উদ্দেশ্যপূর্বের করণসূচীর অভাব সম্পর্কে আপনি যে কারণগুলো নির্দেশ করবেন তা বিবেচনা করে এ সময়ের উপযুক্ত সমাধান কি হতে পারে তা লিখুন :-

উদ্দেশ্যের
ব্রহ্মিক নম্বর :-

সমাধান :-

স্বাক্ষরের স্থান

শিক্ষকের দসুখত :-
ফ্রেড কোর্সের নাম :-

APPENDIX - 'E'

বাংলাদেশ ভোকেশনাল ট্রেনিং ইনস্টিটিউটের ছাত্রদের জন্য প্রস্তুতাবস্থা

ছাত্রের নাম : _____

ট্রেড কোর্সের নাম : _____

ইনস্টিটিউটের পুরা ঠিকানা : _____

বাংলাদেশের বৃত্তিমূলক শিক্ষা প্রতিষ্ঠান সমূহে যে সব কোর্স প্রচলিত আছে, ঐ সব কোর্সের সাধারণ উদ্দেশ্যাবলীর ক্ষেত্রে বিভিন্ন প্রশ্নের একটি তালিকা নিম্নে প্রদত্ত হন। প্রত্যেকটি প্রশ্নের সামনে খানি জায়গায় "হ্যাঁ" বা "না" বনে তোমার অভিমত দাও।

(১) তুমি যে বৃত্তিমূলক শিক্ষা গ্রহণ করছ, তা কি তোমাকে একজন দক্ষ কর্মী হিসাবে কাজ করতে সহায়তা করবে ?

(২) তুমি যে জ্ঞান ও দক্ষতা অর্জন করছ, তা কি তোমার ব্যক্তিগত ও পারিবারিক জীবনে উপকারে আসবে ?

(৩) তুমি কি কৃষি কার্যে ব্যবহারযোগ্য সাধারণ যন্ত্রপাতি তৈরী ও মেরামত করার দক্ষতা অর্জন করেছ ?

(৪) এ প্রতিষ্ঠানে শিক্ষা লাভের ফলে তুমি কি চাকরী না করে কেবল ঘরে বৃত্তিমূলক কাজ করে নিজের জীবিকা অর্জন করতে পারবে ?

(৫) তুমি যে বৃত্তিমূলক শিক্ষা গ্রহণ করছ, তা কি কোন শিল্প বা ব্যবসায় প্রতিষ্ঠানে কাজ করতে তোমার সহায়ক হবে ?

(৬) এ বৃত্তিমূলক শিক্ষা গ্রহণের ফলে তুমি কি মনে কর যে ভবিষ্যতে চেষ্টা করলে তুমি কৃষি, শিল্প ইত্যাদির জন্য কোন যন্ত্রপাতি উদ্ভাবন করতে পারবে ?

(৭) এ শিক্ষার ফলে তুমি কি মনে কর যে তুমি প্রচুর অর্থ উপার্জন করে জীবিকা নির্বাহ করতে পারবে ?

(৮) তুমি কি মনে কর যে তোমার এ শিফা দেশের কোন প্রকার উন্নয়নমূলক কাজে ব্যবহার করতে পারবে ?

(৯) তুমি কি মনে কর যে এ শিফার ফলে শারীরিক গুরিপ্রমের প্রতি তোমার ইচ্ছা ও আগ্রহ বাড়বে ?

(১০) তুমি কি মনে কর যে, এ শিফার ফলে কোন কোন বন্দনপাতি বা যান বাহন বা আলবাব পত্র রক্ষণাবেক্ষণ, পরিচালন, মেরামত, নির্মাণ ইত্যাদি কাজ তুমিনিপুন ভাবে করতে পারবে ?

(১১) তুমি কি মনে কর যে, এ শিফা লাভের ফলে বিশেষে এ ধরনের কাজ করার জন্য তুমি উপযুক্ততা অর্জন করতে পারবে ?

(১২) মুক্তি মূলক শিকায় শিক্ত হয়ে তুমি কি কৃষি বাসার, ব্যবসা প্রতিষ্ঠান বা শিল্পকারখানায় সুকৃতভাবে কাজ করতে পারবে ?

১। তারিকাত প্রদত্ত ১২টি প্রশ্নের যে কোনটির জন্য তোমার উত্তর যদি "না" হলে থাকে, তা হলে এর কারণ কি তা লিখ :-

প্রশ্নের ক্রমিক

নম্বর :-

কারণ :-

২। তোমার মতে যে ব্যবস্থা গ্রহণ করলে এ সমস্যার সমাধান কি হতে পারে
তা লিখ :-

প্রশ্নের অন্তিমিক
নম্বর :

সমাধান

স্বাক্ষরের সীল

ছাত্রের নাম :

ফ্রেড কোর্সের নাম :

APPENDIX - 'F'

Group wise result of Secondary School Certificate Examination
of Board of Intermediate and Secondary Education, Dacca for the
year 1978.

Group	No. of Students Registered	No. of Students Appeared	Drop out Students in percentage	Percent of Failure	Total drop out & failure	Performance			Percentage of pass
						1st Div.	2nd Div.	3rd Div.	
1	2	3	4	5	6	7	8	9	10
Commerce	5831	5441	6.68	42.80	49.48	2.81	21.36	33.03	57.20
Agriculture	2618	2387	8.82	29.12	37.94	3.69	30.79	36.40	70.88
Industrial Arts,	170	147	13.52	19.10	32.62	28.03	39.49	13.38	80.90
Science	20521	19051	7.16	27.16	34.32	25.98	34.02	12.84	72.84
Humanities	35975	30908	14.08	54.84	68.92	8.07	17.02	20.15	45.24
Home Economics	728	653	10.30	30.48	40.78	9.00	12.8	16.04	69.52

From the table (Page No) it is seen that in Commerce group 5831 students were registered in Class IX in the year 1976 and out of them 5441 students appeared at the S.S.C. examination of 1978. So there is a dropout of 6.68 percent. On the other hand 57.20 students of this group came out successful and as such 42.80 percent failed. So it may be stated here that the total percent of drop out and failure on the whole is $(6.68 + 42.80) = 49.48$.

In agricultural group total number of students 2618 were registered in class IX in the year 1976 and out of them 2387 students appeared at the S.S.C. examination in the year 1978. So there is a drop out of 8.82 percent. On the contrary 70.88 students of this group passed the examination and as such 29.12 percent failed. So it may be stated here that the total percent of drop out and failure on the whole is $(8.82 + 29.12) = 37.94$.

In case of Industrial Arts Group 170 students were registered in class IX in the year 1976 and out of them 147 appeared at the S.S.C. examination in the year 1978. So there is a drop out of 13.52 percent, where as 80.90 percent students came out successful and as such 19.10 percent failed. It may be mentioned here that the total percent of drop out and failure on the whole is $(13.52 + 19.10) = 32.62$.

In case of Science group 20531 students were registered in class IX in the year 1976 and out of the 19051 appeared at the S.S.C. examination in 1978. So there is a drop out of 7.16 percent on the other hand 72.84 percent of students came out successful and as such 27.16 percent failed. So it may be stated here that the total percent of drop out and failure on the whole is $(7.16 + 27.16) = 34.32$.

In the case of humanity's group 35975 students were registered in class IX in the year 1976 and out of them 30908 appeared at the S.S.C. examination in 1978. So there is a drop out of 14.08 percent. On the contrary 45.24 percent students of this group passed the examination and as such 54.84 percent failed. So it may be stated here that the total percent of drop out and failure on the whole is $(14.08 + 54.84) = 68.92$.

In case of home economics group 728 students were registered in home economics in the year 1976 in class IX and out of them 653 students appeared at the S.S.C. examination in 1978. So there is drop out of 10.30 percent. On the contrary 69.52 passed the examination and as such 30.48 percent failed. So it may be mentioned here that the total percent of drop out and failure on the whole is $(10.30 + 30.48) = 40.78$.