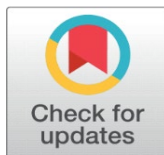
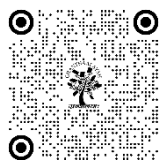


TO STUDY THE VOCATIONAL EDUCATION OF SECONDARY LEVEL GIRL STUDENTS STUDYING IN ENGLISH & HINDI MEDIUM OF DISTRICT GHAZIABAD AND BAGHPAT

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ABSTRACT

Vocational education helps to prepare students for a specific career. This type of education can take place in trade schools, technical schools or on-the-job training programs. These trades or crafts include, but are not limited to, plumbing, nursing and architecture. Vocational education usually consists of a mix of theory and practical, hands-on experience. Typically, instructors use competency-based grading, over a standard grading scale, to check if students have mastered a skill. Modern vocational education allows students to develop transferable creative and personal development skills specific to a chosen job. The objective of this study is to know the difference in context to vocational education between female students studying in English and Hindi medium in district Ghaziabad and Baghpat.

Keywords: Vocational Education, Hindi Medium Students, English Medium Students.

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1. INTRODUCTION

Vocational Education refers to a system or course of study which prepares individuals for jobs that are based on manual or practical activities. Vocational Education is traditionally non-academic in nature and is totally related to a specific trade, occupation or vocation. Because it is Vocation based, it is called Vocational Education. Recently until the end of the twenty first century, the aim of vocational education was to focus on specific trades such as automobile mechanic or welder and was therefore associated with the activities of lower social classes. Because of this, it attracted a level of stigma. Vocational education, in fact, is closely related to the age-old apprenticeship system of learning.

But with the development of economies worldwide, the labour market became more specialized. The demand for higher levels of skill both in government and business sector started increasing. This lead to the further development of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level vocational education is typically provided by an institute of technology, or by a local community college. Vocational education has also diversified over the 21th century. Demand

for Vocational Professionals is required more than ever in various industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries.

Vocational Education helps people in the better performance of their jobs as they acquire a great learning experience. Working professionals get a chance to hone their skills while making money. Vocational education and training is a sort of introduction as it gets employees ready for the workplace which comes in handy while performing various tasks.

Due to the nature of the skills it imparts, a student doesn't consider it a futility as compared to academic education. Vocational Education as the term itself denotes the students are specialized and therefore they have more chances of employment as compared to others. Many students who are in a dilemma whether they should attend college or not, Vocational education really opens a completely new door.

2. NEED & SIGNIFICANT OF VOCATIONAL EDUCATION FOR GIRLS STUDYING IN SECONDARY LEVEL:

The International Labor Bureau has reviewed the reasons for women's participation in employment. "Impoverishment of middle class plays a big part in compelling girls with as elementary or even advanced education to seek office work. In case of women in the poorer sections of the community, needless to say, it is nothing but their utter poverty, which has pushed them into the labor force". In our country, the earning of women generally supplements the earnings of the family and contributes towards meeting the demands on the family purse.

Another important reason why women want to work is, they want to develop their personalities taking active part in social and economic life of the community according to their interests and abilities. The technical and social development of the recent past has resulted in a great increase in the degree of social freedom enjoyed by women. Along with the emergence of freedom, the necessity for men and women to work and earn has also increased due to the rising standards of living and infinitely multiplying wants and desires.

The responsibility for providing vocational counseling services to women has to be shared by colleges and universities, the National Employment Service, community agencies and other social welfare organizations. Economic necessity, as well as changing concepts of women's roles, motivates women to join the labor force in increasing numbers, show the need of vocational education. Vocational education for girls should impart the following realizations and experiences-

- 1) Discovering that work can be pleasurable.
- 2) Developing the qualities of perseverance, reliability and responsibility.
- 3) Comprehending the importance of work in one's life
- 4) Comprehending the places of the workers in the nation's development.
- 5) Growing in the ability to get along with other in work relationships.
- 6) Understanding one's own abilities and work fitness.
- 7) Understanding one's own temperamental needs in relation to the kind of work.
- 8) Knowing the types of work available to suit one's capabilities and interests.

Objectives:

To study the vocational education of secondary level girl students in context of medium of Ghaziabad and Baghpat district.

Hypothesis: There is no significant difference between the mean vocational education score of English medium and Hindi medium secondary level girl's students studying in Ghaziabad and Baghpat district.

3. RESEARCH METHODOLOGY:

Keeping in view the nature and purpose of the study, the descriptive survey method of educational research is preferred. Survey method has its own importance. Survey studies are conducted to collect data of the existing phenomena with a view to employ data to justify current conditions and practices. The decision about the method depends upon the nature of the problem selected and the kind of data necessary for its objectives, the selection of adequate methods, tools and

techniques is very difficult task and must be handled with every caution, care and profound consideration in respect of time, cost, ability, experience and need of the investigation.

PLACE OF THE STUDY

Ghaziabad District:

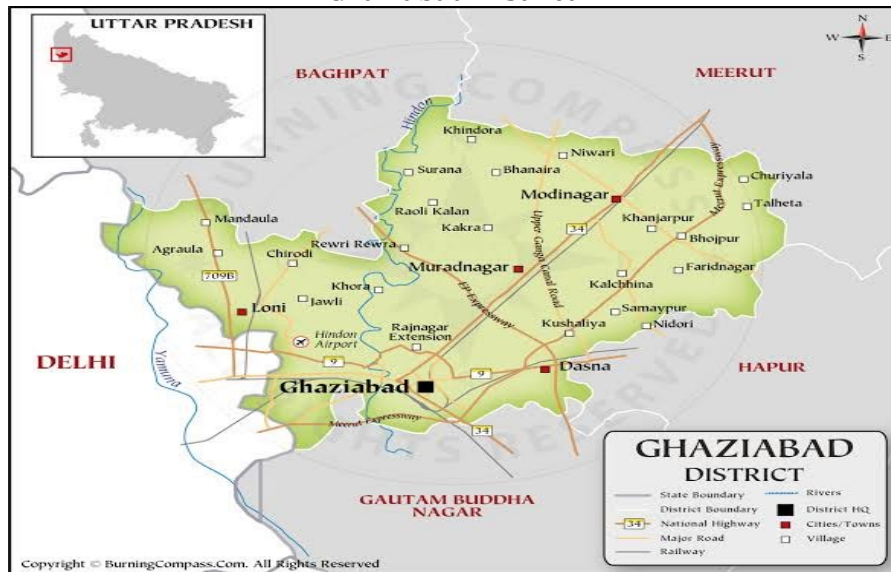


Figure No. 3.1

Ghaziabad district is a largely suburban district of Uttar Pradesh state in northern India of National capital Region. There are 3,406,061 populations; it is the third most populous district of Uttar Pradesh. Literacy rate is 85% of which male and female literacy was 89.54 and 79.45% and sex ratio 885 per 1000 males and child sex ratio of girls is 835 per 1000 boys of Ghaziabad district. Total JR Basic School 2463, SR. Basic School 763 and Higher Secondary School are 193 in the district.

Baghpat District:



Figure No. 3.2

Bagpat is a town of NCR and a Municipal board in Bagpat district in western Uttar Pradesh, India. It is the administrative headquarters of Bagpat District. Prior to the establishment of Bagpat district in 1997, Bagpat town is located on the banks of river Yamuna. There are 13.03 lakh populations of district Bagpat. Literacy rate is 73.54% of which male and female literacy was 81.54 and 63.95% and sex ratio 885 per 1000 males and child sex ratio of girls is

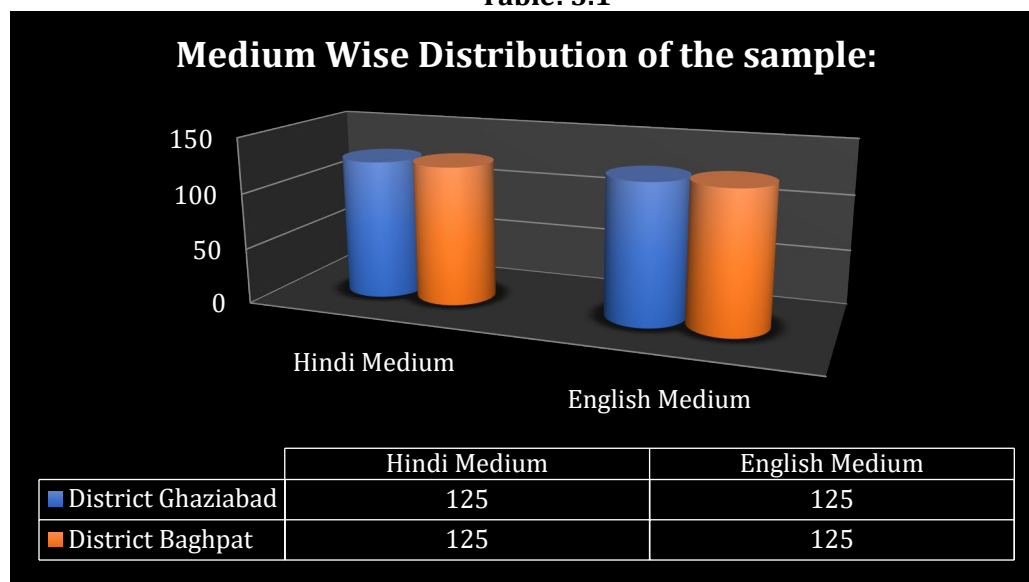
837 per 1000 boys of Bagpat district. Child population in the age 0-6 is 154,270 in rural areas of which males were 83,995 and females were 70,275.

3.2 Sample size:

Medium Wise Distribution of the sample:

Ghaziabad District		Baghpat District	
Hindi Medium	English Medium	Hindi Medium	English Medium
125	125	125	125
250		250	

Table: 3.1



3.3 Statistical techniques used to analyze the data:

The collected data through administration of the tests, the investigator tabulated the data keeping in view the objectives of his present study. It is through appropriate the use the following statistical techniques to analyze the data as per its nature:

- In order to know the nature of data, the Measures of central Tendencies and Dispersion like Mean and S.D. were employed.
- In order to test the null hypotheses i.e. no significant difference between means of two large and independent group t- test was used.
- In order to test the null hypotheses i.e. no significant difference between means of more than two large and Anova test was used.

4. DATA ANALYSIS AND INTERPRETATION:

The present research was proposed to study the *'To study the vocational education of secondary level girl students studying in English & Hindi medium of District Ghaziabad and Baghpat'*. After collection, data was coded with proper numbers, tabulated, analyzed and interpreted by means of descriptive and inferential statistics. All the statistical Mean, SD, t -test and Anova test were carried out by SPSS 16 version. It makes inferences and draws conclusions about the relationship between one's own research and the conclusions of other researches or with the expectations of theory.

DESCRIPTIVE ANALYSIS OF MEAN VOCATIONAL EDUCATION SCORE OF ENGLISH
MEDIUM AND HINDI MEDIUM SECONDARY LEVEL GIRL'S STUDENTS
TUDYING IN GHAZIABAD AND BAGHPAT DISTRICT

	N	Mean	Std. Deviation
EnglishMedium(GZB)	250	15.884	3.6656
HindiMedium(GZB)	250	11.772	3.5056
EnglishMedium(BAGHPAT)	250	12.396	3.1874
HindiMedium(BAGHPAT)	250	10.152	3.4977
Total	1000	12.551	4.0462

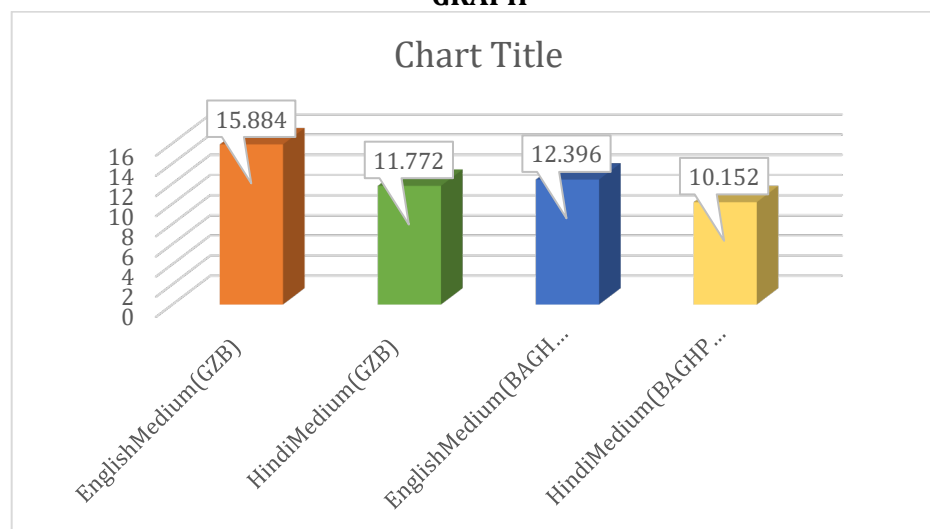
Table 3.2

Table III shows that Vocational Education score of English medium and Hindi medium secondary level total girls' students of Ghaziabad and Baghpat District both are 250. The mean and Std. Deviation score of Vocational Education score of English medium in Ghaziabad District are 15.884 ± 3.6656 .

Likewise, the mean and Std. Deviation score of Vocational Education score of Hindi medium in Ghaziabad District are 11.772 ± 3.5056 .

Likewise, the mean and Std. Deviation score of Vocational Education score of English medium in Baghpat District are 12.396 ± 3.1874 .

Likewise, the mean and Std. Deviation score of Vocational Education score of Hindi medium in Baghpat District are 10.152 ± 3.4977 .

GRAPH

ANALYSIS OF ANOVA FOR MEAN VOCATIONAL EDUCATION SCORE OF ENGLISH MEDIUM AND HINDI MEDIUM SECONDARY LEVEL GIRL'S STUDENTS STUDYING IN GHAZIABAD AND BAGHPAT DISTRICT

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4373.739	3	1457.913	121.192	.000
Within Groups	11981.660	996	12.030		
Total	16355.399	999			

Significant at 0.05 level, F-Value required to be significant at 0.05(3, 996) = 2.605

The table showed that the obtained F-value is 121.192, which is higher than the tabulated value of 2.605 for df 3 and 996 required for significance at a 0.05 confidence level.

Therefore, the study's results indicated a significant difference in vocational education score of English medium and Hindi Medium of secondary level girls' students studying in Ghaziabad and Baghpat District.

5. DISCUSSION AND CONCLUSION:

Nature of School	N	Mean	Std. Deviation
EnglishMedium(GZB)	250	15.884	3.6656
HindiMedium(GZB)	250	11.772	3.5056
EnglishMedium(BAGHPAT)	250	12.396	3.1874
HindiMedium(BAGHPAT)	250	10.152	3.4977
Total	1000	12.551	4.0462

Table 5.1

Girl's students may have an association with the vocational education on the students studying in English medium and Hindi medium secondary level girl's students studying in Ghaziabad and Baghpat district. More precisely, Girl's students of district Ghaziabad studying in English medium schools have more conscious as compared to girl's students studying in Hindi medium schools of district Ghaziabad and Girl's students of studying in English medium of district Baghpat have more conscious as compared to girl's students studying in Hindi medium schools of district Baghpat vice a versa. The result shown that girl's students of studying in English medium school as compared to hindi medium school of both districts have more conscious. In order to understand the significance of difference in the mean vocational scores of district wise and nature of schools (English medium & Hindi medium) groups, the Girl's students of district Ghaziabad and girls students of district Baghpat, were compared using t statistics. Alpha level has been set at 0.05. It was hypothesized that (H_{03}), "There is no significant difference between the mean vocational education score of English medium and Hindi medium secondary level girl's students studying in Ghaziabad and Baghpat district." Results are presented in Table 5.1and table 5.2.

Table 5.1 & 5.2. shows that Vocational Education score of English medium and Hindi medium secondary level total girls' students of Ghaziabad and Baghpat District both are 250. The mean and Std. Deviation score of Vocational Education score of English medium in Ghaziabad District are 15.884 ± 3.6656 .

Likewise, the mean and Std. Deviation score of Vocational Education score of Hindi medium in Ghaziabad District are 11.772 ± 3.5056 . Likewise, the mean and Std. Deviation score of Vocational Education score of English medium in Baghpat District are 12.3964 ± 3.1874 . Likewise, the mean and Std. Deviation score of Vocational Education score of Hindi medium in Baghpat District are 10.152 ± 3.4977 .

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4373.739	3	1457.913	121.192	.000
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Therefore, the study's results indicated a significant difference in vocational education score of English medium and Hindi Medium of secondary level girls' students studying in Ghaziabad and Baghpat District. Due to the following reasons students studying in English medium schools have more awareness than students studying in Hindi medium.

1. Global Communication Skills.
2. Academic Excellence.
3. Career Opportunities and Marketability.
4. Access to Quality Educational Resources.
5. Critical Thinking and Analytical Skills.
6. Wide curriculum and co-curricular activities.
7. One of the main reasons for the students studying in English medium in Ghaziabad district to be more aware about vocational education could be that this area is a developed district adjacent to the national capital.

CONFLICTS OF INTEREST

None.

ACKNOWLEDGMENTS

None.

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