

3.0 INTRODUCTION

This chapter explains the methodology regarding the present study. Any good research that is needed for an effective investigation depends solely on the methodology adopted in the stepwise execution. Good research always follows a sound methodology, else way, the findings of the study may not be useful for generalizations of fact. According to Kothari, 2004, the research methodology is the systematic, theoretical analysis of the procedures applied to a field of study. It involves procedures or techniques of conducting research.

3.1 DESIGN OF THE STUDY

The first step in the design of the study was to decide the most appropriate technique for the collection of data. Preliminary information for this was collected from CTA, TCV, TCC, and different Tibetan vocational training institutes. After much thought, it was decided to adopt the survey method for research. Among various types of surveys, the researcher opted for the descriptive survey.

A descriptive survey seemed more appropriate for this research as it is intended to study the typical conditions at contemporary times. The descriptive method of survey is also concerned with the analysis of the relationships between non-manipulated variables and the development of generalizations, extending its conclusion beyond the sample observed. The type of information procured by the survey method gives an in-depth idea of the present scenario and trends. It also suggests the source of future developments and contributes to the advancement of knowledge since it enables insight into the nature of what one is dealing with. In this research, the survey was conducted to study the status of Tibetan vocational training institutes in India.

3.2 METHODOLOGY

The term methodology holds a special place in research. Methodology means a system of methods used in a particular field. Human behavior is goal-oriented. To achieve various goals, we try to remain busy by performing different activities. This process helps us in amassing diverse

knowledge about different things, events, and situations that are available in the nearby surrounding. The process of procuring knowledge is very natural and systematic; hence, the survey method is used for the present study.

3.3 POPULATION

A population refers to any collection of a specified group of human beings or non-human entities such as objects, training institutions, geographical areas, price of machines or salaries drawn by trainers, syllabus of training, and so on. A population constitutes a whole training institute's trainer and trainee along with the other staff. A population is properly defined so that there is no ambiguity in the given units belonging to the population. The present investigation was directed to a population comprising the trainers and the trainees in seven vocational training institutes in India. The total number of trainers came to around 50 and the total enrolment of those vocational institutes during the time of investigation was around 270 including boys, girls, monks, and nuns. The given table shows the population of the trainers as well as the trainees in their respective training institutes. The population for the study comprises seven different Tibetan vocational training centers from all over India.

TABLE 3.1

TOTAL TIBETAN VOCATIONAL TRAINING INSTITUTES/CENTRES

Sr.No	Training Institute	Location	No. Trainers	No.Trainees
1	Tibetan Private Industrial Training Institute	Selaqui	19	100
2	Institute For Small Trade Learning	Neelamangla	8	70
3	Sherab Gatsel Lobling School	Dharamsala	5	10
4	Norbulinga Institute	Norbulinga	5	12
4	TCV Handicrafts Training Centre	Patlikul	5	51
5	SOS Vocational Training Centre	Mussoorie	4	6
6	Tibetan Career Center	Mcloedgunj	4	21
TOTAL			50	270

3.4 SELECTION OF SAMPLE

All the Tibetan vocational training institutes are covered under this section inclusive of all the trainers and trainees along with other staff in the training institute which consists of a large population of 350. Because of the large size of the population and the different location of these vocational centres in India ranging from north India to south India it either became impractical or impossible for the investigator to produce statistics based on all members but the researcher tried her best to justify it without any biases.

By observing the characteristics of the population, one can make certain inferences about the characteristics of the population from which it is drawn. The selection of the representative sample was drawn from the entire population stated above.

3.4.1 SAMPLE SIZE CONCERNING GENDER

Table 3.2 shows the sample size concerning gender. From the table, it can be seen that the total sample consisted of 50 trainers serving in these vocational institutes of which 141 (52.2 percent) were males and 129 (47.8 percent) were female trainers. This is depicted in the given pie graph as well.

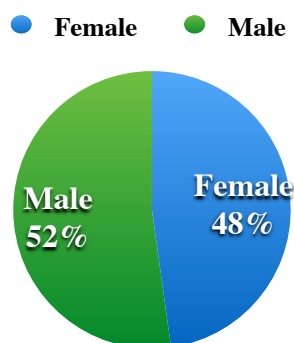
TABLE 3.2

SAMPLE SIZE WITH RESPECT TO GENDER

SR.NO	GENDER (Trainees)	TOTAL NUMBER	PERCENTAGE
1	Female (Inclusive of Nuns)	129	47.8
2	Male (Inclusive of Monks)	141	52.2

FIGURE 3.1

SAMPLE SIZE WITH RESPECT TO GENDER



3.5 RESEARCH TOOL USED

After the research design has been selected to decide who will be included in the study, the next step is to identify or develop suitable tools for the collection of the desired information. Tools are crucial instruments that help the researcher gather data. Naturally, the type of information you gather depends upon the kind of tools you use for this purpose. The selection of the tool depends upon the objective and design of the study and the type of respondents you intend to cover. Data are gathered using readily available tools or those which are modified or developed by the researcher.

There are many types of tools and each type has its unique characteristics.

In the present study, a separate set of questionnaires containing 13 items and 15 items of questions were prepared to be answered by the trainers and the trainees respectively. The questions were constructed by the investigator herself with the help of the guide. Some of the questions were subjective while some questions were having sub-questions, those questions were only for specification.

The preparation of the questionnaire was handled in such a way where all the possible factors influencing the educational, vocational, and personal aspects of the trainees were taken into consideration. After the draft questionnaire was completed, it was shown to the guide for crucial comments and suggestions about it. Necessary rectifications of errors were made in the light of her comments and only those items which were considered to be most appropriate were finally included in the questionnaire. Relevant and appropriate items for the final questionnaire were collected and selected. The selected items of the questions were carefully reviewed and were properly arranged in a systematic order in the tool after all necessary modifications were made. Simple English was used in preparing the questionnaire and all the items were worded to make it more interesting for the respondents.

Necessary instructions were incorporated at the beginning of the questions to facilitate the mode of responding and for obtaining correct responses from the students. The questionnaire was framed appropriately and all the items were properly placed in their respective captions in a closed form and open form to elicit specific and unambiguous answers. To indicate their response to a particular term, the trainees were supposed to give a tick mark (√) in the column of any one of the two or more ranging alternatives. Necessary instructions were given to avoid mistakes as far as possible. No rigid time limit was fixed for administering the questionnaire. Establishing a good rapport is one of the most important procedural techniques in all cases of research work, and to a large extent, the success of the collection of data depends on the rapport of the persons concerned. Beforehand, the investigator obtained a letter from the university authorities addressed to the headmaster/principal

of each of these training institutes that had been selected for the data. The letter explained clearly the purpose of the present study and indicated that the investigation was self-sponsored and permitted to collect data by the university in which the investigator was studying. The same copy of the accompanying letter was handed over to each of the headmaster/principles of the selected training institute. The rapport was fully established and necessary arrangements regarding date, time, etc for the administration of the questionnaire were made by the authorities of the selected institute following the best conveniences of the investigators.

3.6 SOURCES OF DATA

As we know that there are two sources of data, Primary sources of data and Secondary sources of data. Primary sources are eyewitness accounts. They are reported by an actual observer or participant in an event. A primary source is used in the present study. Whereas, secondary sources of data are retrieved from their official websites or through telephonic or to send the soft copies of the questionnaire to collect data with the researcher's questionnaire and other tools.

3.7 COLLECTION OF DATA

Data has been collected by administering the tool. This questionnaire was given by the investigator to the seven vocational training institutes located in different areas in India. The 50 trainers and 270 trainees have been chosen as respondents. The tests were administered personally by the investigator. On the day the questionnaire was administered, the headmaster/principal introduced the investigator to the trainees. The trainees gave their honest attention and replies to all the items of the questionnaire without any fears, suspicions, embarrassments, or hostility on their part. In this, a good rapport was established on the part of the trainees as well. The questionnaire was distributed to the subjects as if they were going to write some formal examination. First of all, they were asked to fill up the necessary background information. Then they were requested to read the instructions carefully and necessary clarifications were made orally in case of doubts of the trainees regarding any aspects of the questionnaire. They were also asked not to leave any items unanswered. The trainees were properly and clearly instructed to give their answers to each item on their own, from their innermost thinking and the investigator gave her full attention to see that no discussions among them and no copying business took place while answering the questions. After the trainees finished answering the questions the investigator collected the answer sheets carefully to see that not a single item was left unanswered. The questionnaire was administered in the class during

training/lecture hours. There was no fixed time to respond to the questionnaire distributed to all. A total of 458 and 66 questionnaire sheets after being administered and collected from the trainees and trainers respectively were carefully checked, counted, and found all right in every respect. But few questionnaires needed to be discarded as they were not filled appropriately.

3.8 ANALYSIS OF THE DATA

The data so obtained through the questionnaire was organized, tabulated, and classified. It was then subjected to necessary statistical computation and analysis to bring out from the results certain conclusions regarding the trainee's educational, vocational and personal aspects (aspirations). The data were analyzed in terms of percentage. Item-wise analysis was the main procedure followed by the analysis of the data. Observation and perceptions of the trainers and the trainees were noted down and presented in anecdotal forms and exactly to support the data. The detailed procedure of analysis of the data has been done through is given in the next chapter.

3.9 CHAPTER SUMMARY

The methodology is the most important part of the research. It may be understood as a science of studying how research is done scientifically. In methodology, the researcher studies the various steps that are generally adopted. It means that the research must design a methodology for the problem as the same may differ from problem to problem. The descriptive research method is adopted in the present study. All trainees of the sampled Tibetan vocational institutes during the session 2018-2021. As the study is limited to only Tibetan vocational training institutes, 270 trainees have been selected from seven vocational training centers by adopting a descriptive research method. Data were collected personally with the help of the head trainers and principals from the concerned individuals and trainees. Different self-designed tools are adopted in the present study. To testify the objectives of the study some statistical techniques are adopted in the present study.