

Tertiary and Vocational Education Commission



Research Cell

Influencing Policy & Practice of TVET in Sri Lanka

**A STUDY TO IDENTIFY PROBLEMS ASSOCIATED WITH
THE IMPLEMENTATION OF COMPETENCY BASED
TRAINING (CBT) CURRICULAR DEVELOPED FOR NVQ
SYSTEM**

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ABBREVIATIONS

UNIVOTEC	- University of Vocational Technology
TVEC	- Tertiary and Vocational Education Commission
TVET	- Technical and Vocational Education and Training
NVQ	- National Vocational Qualification
NAITA	- National Apprentice and Industrial Training Authority
NYSC	- National Youth Services Council
NITESL	- National Institute of Technical Education of Sri Lanka
VTA	- Vocational Training Authority
SMO	- Sewing Machine Operator

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EXECUTIVE SUMMARY

This report presents the findings of the **Study to identify problems associated with the implementation of CBT curricular developed for NVQ system** undertaken By University of Vocational Technology, During January – December 2009 for the Tertiary and Vocational Education Commission (TVEC).

This study was mainly focused on following two objectives.

- To determine factors affecting to the establishment of CBT curricula.
- To identify the problems of curriculum documents in learner's and trainer's view.

In this study, we selected 4 major occupations, which have high ranks according to their local demand. Those occupations are Baker, Sewing Machine Operator, Mason and Carpentry. We obtained sample from 3 districts, representing Rural and Urban population. Kalutara, Colombo and Badulla are the 3 districts concerned.

The study identified 4 factors which directly influence to the implementation of CBT curricula. Instructors/trainers skill level, use curriculum documents (by trainers) for all the modules, opportunity to use tools/equipment used in the industry and use updated tools/equipment for practical are the factors identified.

Negative or positive fluctuation of those factors will affect to the process accordingly.

Although there is no sudden need to modify the content of existing curricula, the study also found the necessity of considering the following points when preparing curriculum documents.

- Use of simple language
- Give an orientation to students about how to use curriculum documents for self learning
- Introduce a suitable method for illiterate students/ students with special needs

In addition it must be emphasized that the employment providers (Industry) should be made fully aware of the concept of NVQ and CBT, as in this study it is found that their awareness of aforementioned concepts are highly unsatisfactory.

Chapter 01 – Introduction

1.0 Introduction

In Sri Lanka, it is obvious that there is a common recognition in the society for the education under the formal education. Therefore the certificates obtained after successful completion of G.C.E. O/L, A/L and university degrees are highly accepted by the society. Although only a less than 2% of the school students enter universities for higher studies, it has been identified as a big problem that non availability of adequate opportunities for the expansion of Non-formal education as the society highly trusts on formal education system. In Sri Lanka, Vocational and Technical education is provided by both government and private organizations. But one of the major reasons for lacking the social recognition for the courses conducted by the above training institutions is discrepancies in curricula, assessment methods, assessment levels, training materials, instructors etc. So that the training providing institutions issue their own certificates to the participants of the training programmes. Therefore the necessity of maintaining the uniqueness of certificates has been identified.

To overcome the above problem, Tertiary and Vocational Education Commission (TVEC) has introduced the National Vocational Qualifications (NVQ) system. In this NVQ system, both locally and internationally accepted certificates are issued according to the competency levels of students, by taking the following factors into consideration.

- Scope of the occupation
- Knowledge ,skills and responsibility to accomplish the tasks of that occupation

Accordingly, there are 7 identified NVQ levels as follows;

- Level 1 – Core entry/basic skills
- Level 2 – Work under supervision
- Level 3 – Work under some supervision
- Level 4 – Work independently
- Level 5 – Supervise others
- Level 6 – Manage others
- Level 7 – Involve with planning

Identified occupations are categorized under above NVQ levels and competency standards are prepared for the occupations with the contribution of competent personnel in those occupations.

A competency standard is a document which includes competency units, sub units, industry standards, knowledge, skills and range of a particular occupation.

Competency Based Training (CBT) is introduced for the trainees under NVQ system. The objective of introducing CBT is to make personnel competent in their occupations. Curricula are developed for identified occupations in order to launch the Competency Based Training. NITE SL is the authorized body to develop CBT curricula. By now more than 45 CBT curricula have been developed. These curricula are used in training providing institutions such as VTA, DTET, NYSC and some of the private organizations as well. Therefore it is an essential requirement to identify issues concerned in implementing CBT for NVQ system in the Tertiary, Vocational Education and Training sector in Sri Lanka.

1.1 Research Problem

According to the information received from the trainers those who attend the teacher training programmes and some workshops conducted by the National Institute of Technical Education of Sri Lanka (NITE SL), it is said that the Competency Based Training curricula developed by NITE SL have not been properly implemented in the TVET institutions where those courses are conducted.

By now, the National Institute of Technical Education of Sri Lanka has prepared more than 60 CBT curricula to the National Vocational Qualification System. Therefore we believe that it is necessary to identify the problems/ constraints which interrupt the proper implementation of CBT curricula in the NVQ system.

By this research we are going to identify the problems/ constraints associated with the implementation of CBT curricula for the NVQ system

1.2 Objectives of the study

- To determine internal and external factors affecting to the establishment of CBT curricula.
- To identify the problems of curriculum documents in learner's and trainer's view.

Chapter 02 - Methodology

2.0 Literature Survey

A direct study of this matter has not been conducted in TVET sector before.

2.1 Population

In this study, we selected 4 major occupations, which have high ranks according to their local demand. Those occupations are,

- Manufacture of food products and beverages
- Manufacture of wearing Apparel
- Construction
- Manufacture of furniture

In the Labour Market Information Bulletin of Tertiary and Vocational Education Commission of Sri Lanka, the occupations under the above sectors have been ranked according to their local demands. For this study we selected the highest demanded job from each sector. Those occupations are as follows;

- Baker
- Sewing Machine Operator
- Mason
- Graphic Designer
- Painter Automotive
- Carpenter

The total population of the study consists of three major groups

- Training providers (Public and Private) who conducted training programmes on the above occupations.
- Learners of the above training programmes.

In addition we have taken the points of views of employment providers in the above fields also in to the consideration

2.2 Sample of the study and collection of data

For this study we obtain sample from 3 districts, representing Rural and Urban population. Kalutara, Colombo, and Badulla are the 3 districts concerned.

Structured questionnaires were used as the data collection tool. Based on the experience of the pilot survey, the questionnaire was further modified and presented to the TVEC for

approval. Data were collected from present students and trainers by giving a questionnaire personally by research team members and also through the staff members of LRUCs. Postal questionnaires were used to collect data from past students. Direct interviews were held to obtain data from some of the selected industries. Data were received from 256 randomly selected students (both past and present students) , 32 trainers/ instructors and 10 employment providers.

2.3 Composition of the sample

In our sample of students (present and past), 65.6% are male students and 34.4% are female students.

Gender classification of student sample can be expressed as follows;

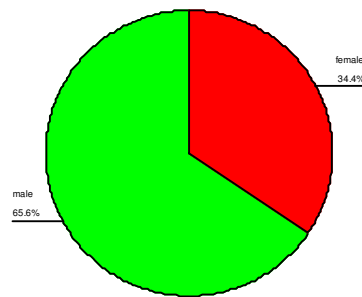


Figure 1- Gender classification of students' sample

According to the training institute, student sample can be classified as follows;

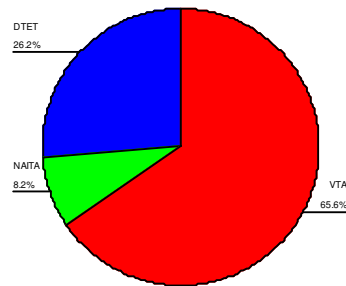


Figure 2- Classification of students' sample according to the training institute

65.6% from VTA, 26.2% and 8.2% from DTET and NAITA respectively.

In addition, we have classified the student sample according to the district and training programme, as follows;

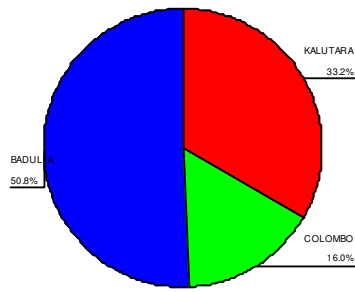


Figure 3- Classification of students' sample according to the district

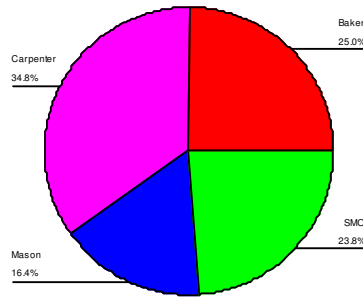


Figure 4- Classification of students' sample according to the training programme

Classifications of trainers sample according to the district, institute and field are as follows;

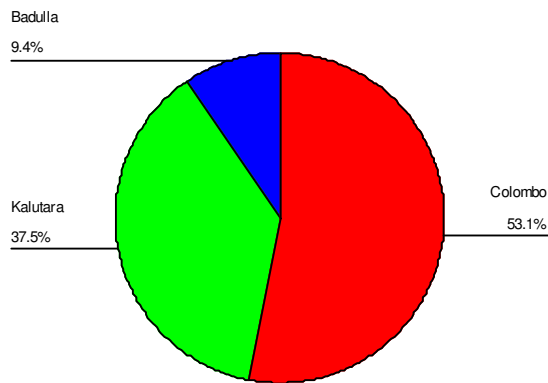


Figure 5- Classification of trainers' sample according to the district

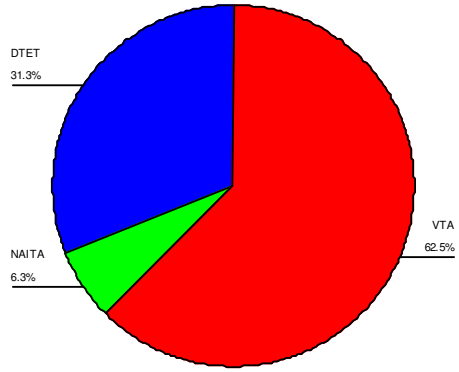


Figure 6- Classification of trainers' sample according to the training institute

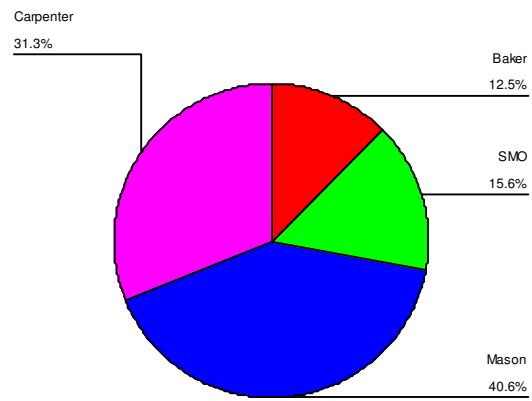


Figure 7- Classification of students' sample according to the training programme

Chapter 03 – Analysis of Data

3.0 Analysis of Data

By our questionnaires (see appendix 1), we mainly addressed following research questions with respect to the implementation of CBT curricular of the above mentioned fields.

- Quality of existing curriculum documents
- Necessity of modifying the existing curriculum documents
- Support received from the authorities and other staff of the institutions when work according to the CBT curricular
- Instructors skill level
- Availability of adequate tools and equipment
- Availability of adequate material
- Use of updated tools and equipment
- Opportunity to use tools and equipment related to the industry
- Matching the content of curriculum with the requirements of industry
- Other weaknesses from students' and trainers' view

Both the students' questionnaire and trainers' questionnaire consist of questions to obtain the responses about the above statements. To analyze the responses, a combination of both the questionnaire has been used.

3.1 Content of the existing curriculum documents are clear and in order

Content of curriculum documents are clear and in order						Total
		Strongly agree	Agree	No idea	Disagree	
DISTRICT	Kalutara	3	61	31	7	102
	Colombo	3	29	13	8	53
	Badulla	34	80	16	3	133
Total		40	170	60	18	288

Table 1- Responses for the content of existing curriculum documents

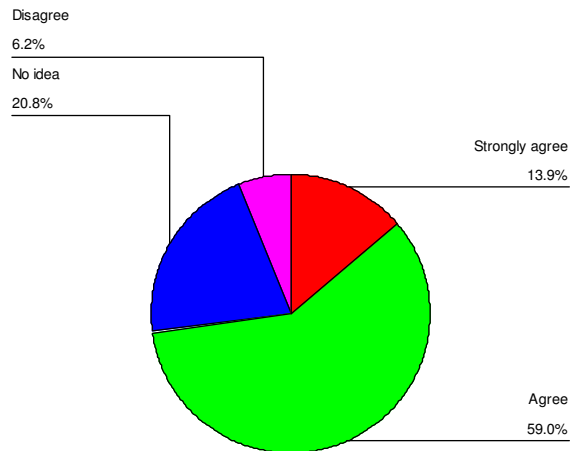


Figure 8- Responses for the content of existing curriculum documents

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.502	6	.000
Likelihood Ratio	46.385	6	.000
Linear-by-Linear Association	31.575	1	.000
N of Valid Cases	288		

Table 2- Chi square test for the content of existing curriculum documents

All together 62.9% of respondents agreed to the statement that "the content of existing curriculum documents are clear and in order". Chi square test indicates that these results could be generalized without depending on the district (Rural or Urban).

3.2 Necessity of modifying the content of existing curriculum documents

Content of existing curriculum documents should be modified							Total
		Strongly agree	Agree	No idea	Disagree	Strongly disagree	
DISTRICT	Kalutara	6	22	28	44	2	102
	Colombo	9	20	13	11		53
	Badulla	9	21	21	82		133
Total		24	63	62	137	2	288

Table 3- Responses for the necessity of changing the content of existing curriculum documents

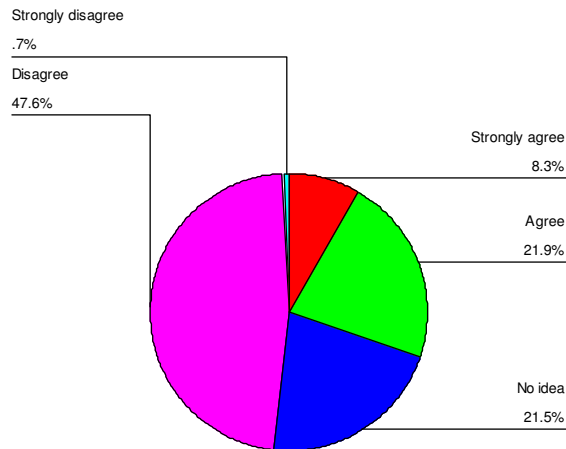


Figure 9- Responses for the necessity of changing the content of existing curriculum documents

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.779	8	.000
Likelihood Ratio	36.199	8	.000
Linear-by-Linear Association	5.321	1	.021
N of Valid Cases	288		

Table 4- Chi square test for the necessity of changing the content of existing curriculum documents

The above analysis indicates that there is no sudden need of modifying the content of existing curriculum documents, as the majority of respondents have not agreed to the above statement, without depending on the district (Rural or Urban).

3.3 Support received from the authorities and the other staff of the institute

Adequate support received from the authorities and other staff of the institute						Total
		Strongly agree	Agree	No idea	Disagree	
DISTRICT	Kalutara	16	55	27	4	102
	Colombo	10	25	13	5	53
	Badulla	2	72	52	7	133
	Total	28	152	92	16	288

Table 5- Responses for support received from the authorities and the other staff

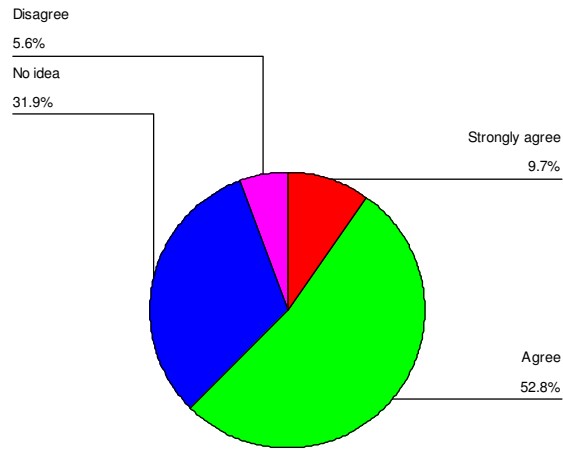


Figure 10- Responses for support received from the authorities and the other staff

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.864	6	.001
Likelihood Ratio	27.250	6	.000
Linear-by-Linear Association	10.311	1	.001
N of Valid Cases	288		

Table 6- Chi square test for support received from the authorities and the other staff

The above analysis indicates that the support received from the authorities and other staff is adequate when implementation the CBT training programmes, as the majority of respondents have agreed to the above statement, without depending on the district (Rural or Urban).

3.4 Whether the new knowledge/ technology is included in the curricular

New knowledge/ technology is included in curriculum documents							Total
		Strongly agree	Agree	No idea	Disagree	Strongly disagree	
DISTRICT	Kalutara	24	47	25	2	4	102
	Colombo	5	25	18	2	3	53
	Badulla	33	86	13	1		133
	Total	62	158	56	5	7	288

Table 7- Responses for new knowledge included in curriculum documents

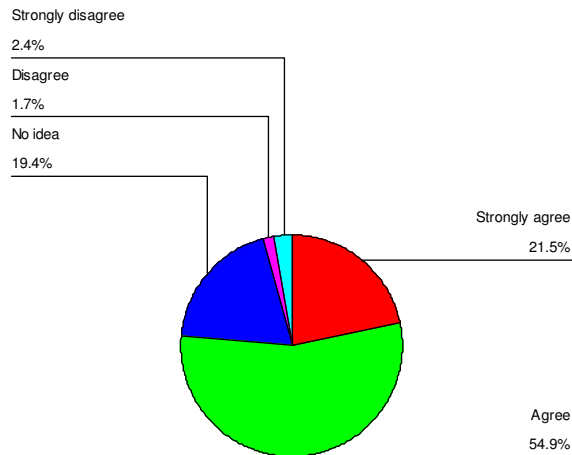


Figure 11- Responses for the new knowledge included in curriculum documents

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.757	8	.000
Likelihood Ratio	34.295	8	.000
Linear-by-Linear Association	12.070	1	.001
N of Valid Cases	288		

The above analysis indicates that the new knowledge/ technology is included in curriculum documents, as the majority of respondents have agreed to the above statement, without depending on the district (Rural or Urban).

3.5 Other weaknesses from the students' and trainers' view

When carefully analyzing the responses, three types of weaknesses could be identified from students' and trainers' view. Those are,

1. Language used in curriculum documents is complex
2. *Table 8- Chi square test for the new knowledge included in curriculum documents*
Students are not aware of how to use the curriculum for self learning
3. Physically/ mentally disabled students find it difficult to handle the curriculum documents

Analyzes of the responses are as follows;

Students' responses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Language used is complex	29	11.3	11.3	11.3
Students don't know how to use	24	9.4	9.4	20.7
Physically/ mentally disabled students can't handle	10	3.9	3.9	24.6
Not commented	193	75.4	75.4	100.0
Total	256	100.0	100.0	

Table 9- Responses for the other specified weaknesses (from students' view)

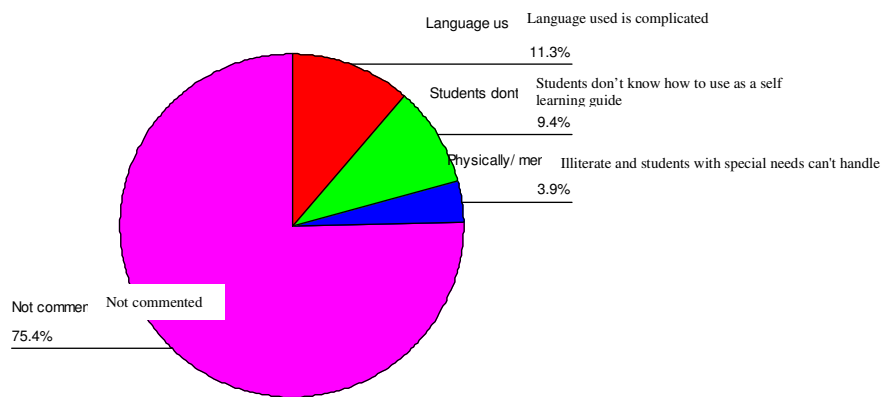


Figure 12- Responses for the other specified weaknesses (from students' view)

Trainers' responses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Language used is complex	17	53.1	53.1	53.1
Students don't know how to use	12	37.5	37.5	90.6
difficult for physically/ mentally disabled students	3	9.4	9.4	100.0
Total	32	100.0	100.0	

Table 10- Responses for the other specified weaknesses (from trainers' view)

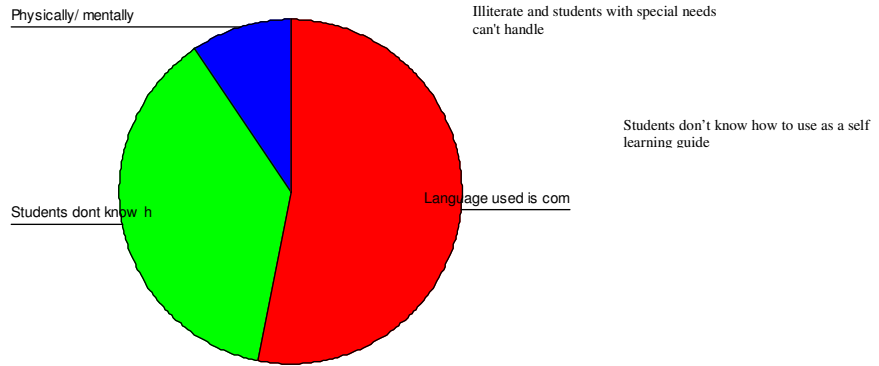


Figure 13- Responses for the other specified weaknesses (from trainers' view)

Students' and trainers' view (combined)

Other weaknesses

	Frequency	Percent	Valid Percent	Cumulative Percent
Language used is complex	37	12.8	12.8	12.8
Students don't know how to use	30	10.4	10.4	23.3
Physically/ mentally disabled students can't handle	13	4.5	4.5	27.8
Not commented	208	72.2	72.2	100.0
Total	288	100.0	100.0	

Table 11- Responses for the other specified weaknesses (from students' and trainers' view)

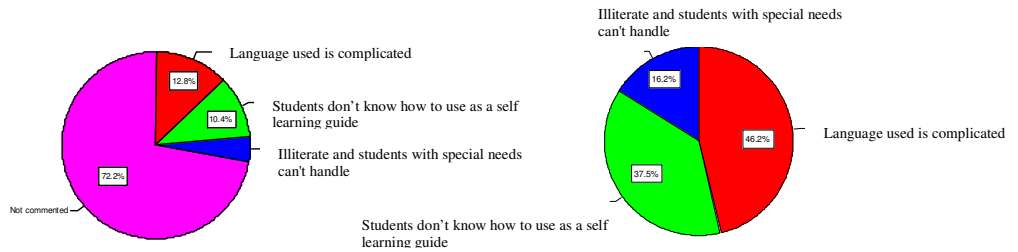


Figure 14- Responses for the other specified weaknesses (from students' and trainers' view)

In order to identify the factors affecting to the successful implementation of CBT curricular, a factor analysis was performed.

3.6 Factor analysis for identification of factors Sample size – 256 (present and past students)

4 Factors have been identified

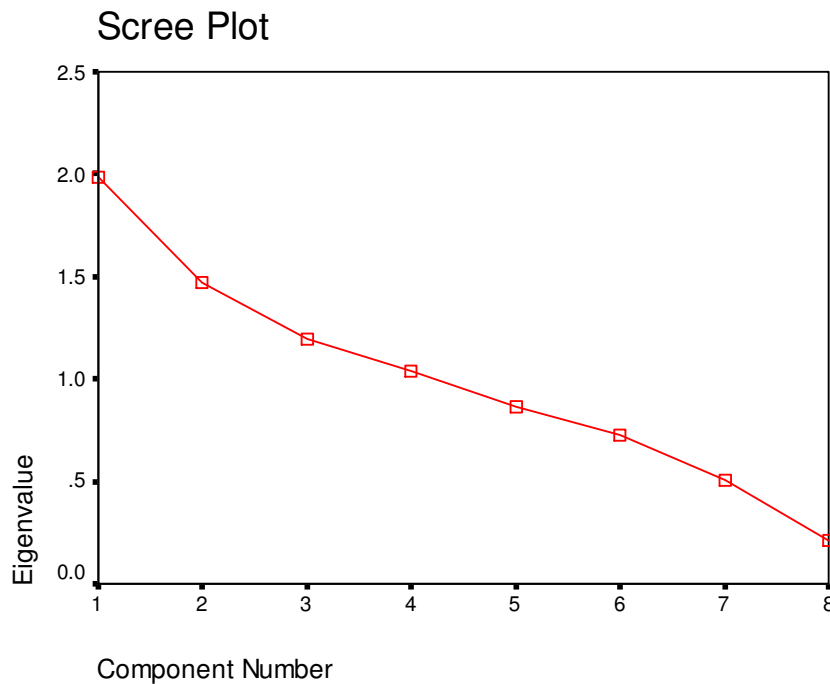


Figure 15- Scree plot diagram for the factor analysis

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
Identified Factors

- ❖ Instructors/trainers skill level
- ❖ Use curriculum documents (by trainers) for all the modules
- ❖ Opportunity to use tools/equipment used in the industry
- ❖ Use updated tools/equipment for practical

These factors should be kept optimal for a successful implementation of CBT curricula. Negative or positive fluctuation of those factors will affect to the process accordingly.

Chapter 04 – Conclusion and Discussion

4.1 Research Findings

According to the analyzes of the data obtained from the students and trainers, the following observations can be pointed out.

- There is no sudden need of changing the content of existing curriculum documents for the fields concerned.
- Languages used in curriculum documents are somewhat complex
- Although students are provided with learner's guides, most of the students don't know how to use them as a self learning guide.
- Illiterate students and also mentally disabled students (very few) in training centers can't handle these curriculum documents.

Identified key factors which directly influence to a successful implementation of CBT training programmes.

- Instructors/trainers skill level
- Use curriculum documents (by trainers) for all the modules
- Opportunity to use tools/equipment used in the industry
- Use updated tools/equipment for practical

Direct discussions were held with some of randomly selected industries (Employment provider) in our fields of studies to enrich our study. But it is observed that their awareness about CBT training programmes and NVQ system. Therefore they don't have a special interest in recruiting NVQ certificate holders.

4.2 Recommendations

- When preparing curriculum documents, it is useful to use a simple language whenever possible. Technical terms included in the curriculum could be defined.
- Students should be provided with an orientation about how to use the learner's guides for an effective self study.
- When preparing curriculum documents, a special attention should be paid on illiterate students and students with special needs (eg. blind students). Suitable

methods should be introduced for those students to assist the use of curriculum documents.

- Instructors'/ Trainers' skill level should be maintained optimal. They should be provided with periodical trainings and updated knowledge in respect of their fields. Opportunities should be given them to use the modern tools/ equipment used in the industry.
- Curriculum documents are prepared with the contribution of industry experts. Therefore it is assumed that the real industry requirement is included in the curriculums. So it is advisable to follow curriculum documents for all the modules.
- To be in par with the industry requirement, students should be given opportunities in their trainings to use the tools/ equipment used in the industry. If those equipment are not available in training institutions it is required to have a link with relevant organizations in the industry.
- Available tools and equipment in training centers should be duly updated. Proper maintenance of tools/ equipment also required for their optimal performance.
- Employment providers should be made fully aware of the NVQ system and their advantages

4.3 Discussion

This study was conducted to identify problems associated with the implementation of CBT curricular developed for the NVQ system. Data should have been obtained from all the fields for which the CBT curricula have been developed. But due to the financial and time constraints we had to limit this study only for 4 fields which have high ranks according to their local demand. Also only 3 districts were concerned assuming that those 3 districts represent the whole rural and urban population. Therefore when we generalize results for the population there might be slight fluctuations. In future there will be opportunities to conduct more precise studies on this topic.

In this study we have identified some factors which directly influence to the successful implementation of CBT curricula. But we have not studied the extent of effects of the above factors. For the future development of this study, one can study the effects of those factors in the NVQ system.

Appendix I

ජාතික වෘත්තීය සුදුසුකම් රාමුව තුළ නිපුණතා පාදක පුහුණු විෂයය මාලා ක්‍රියාත්මක කිරීමේදී බලපාන ගැටළු හඳුනා ගැනීමේ සමීක්ෂණය.

උපදෙස්:

ප්‍රතිචාර කිහිපයක් ඉදිරිපත් කර ඇති අවස්ථාවලදී වඩාත්ම ගැලපෙන ප්‍රතිචාරය/ප්‍රතිචාර ඉදිරියේ ✓ , ලකුණ යොදන්න. පිළිතුරු ලිවිය යුතු ප්‍රශ්න සඳහා පැහැදිලි කෙටි පිළිතුරු සපයන්න.

මෙම සමීක්ෂණය සඳහා ඔබ ලබාදෙන සියලු තොරතුරු රහසිගත සේ සලකන අතර ඔබ ලබාදෙන සහයෝගයට බෙහෙවින් කෘතචේදී වෙමු.

අ) කොටස - පාඨමාලාව හදාරන සහ හැදෑරූ සිසුන් සඳහා

1. ස්ත්‍රී පුරුෂ භාවය

1.ස්ත්‍රී 2.පුරුෂ

2. 2009 අප්‍රේල් මස 30 වන දිනට වයස අවුරුදු

1. 15ට අඩු 2. 16-20 3. 21-25 4. 26-30 5. 30ට වැඩි

3. පාඨමාලාව හදාරන/ හැදෑරූ ආයතනය

1. VTA 2. NAITA 3. NYSC 4. DTET

වෙනත්

4. ආයතනය අයත් දිස්ත්‍රික්කය

1. කළුතර 2. කොළඹ 3. නුවරඑලිය 4. බදුල්ල

5. හදාරන/ හැදෑරූ පාඨමාව

- 1. Baker
- 2. Sewing Machine Operator
- 3. Mason
- 4. Carpenter
- 5. Graphic Designer
- 6. Painter Automotive

6. පාඨමාලාවේ ස්වභාවය

1. පූර්ණ කාලීන 2. අර්ධ කාලීන

7. ඔබ මේවන විට පාඨමාලාව,

1. අවසන් කර ඇත 2. හදාරමින් සිටි අනහරුගොස් ඇත

8. පාඨමාලාවට අදාළව පහත එක් එක් කරුණ පිළිබඳව ඔබගේ ප්‍රතිචාරය ඔබට හැඟෙන පරිදි සලකුණු කරන්න.

	තදින් එකතුවේ	එකත වේ.	අදහසක් නොමැත	එකත නොවේ	කිසියේත් එකත නොවේ
පුහුණු කරුවන්ගේ නිපුණතා මට්ටම ඉතා ඉහලය					
විෂය මාලාවට අවශ්‍ය මෙවලම් ප්‍රමාණවත් පරිදි පවතී					
ප්‍රායෝගික පුහුණුව සඳහා අවශ්‍ය අමුද්‍රව්‍ය ප්‍රමාණවත්ය					
පවතින උපකරණ ශාච්ඛාලිත කර ඇත.					
කර්මාන්ත ක්ෂේත්‍රයට අදාළ යන්ත්‍ර සූත්‍ර භාවිතයට අවකාශ ලැබේ.					
වෘත්තීය අවශ්‍යතා සඳහා විෂය මාලාවේ අඩංගු කරුණු ඉතා හොඳින් ගැලපේ					

(ආ) කොටස - පාඨමාලාව හදාරා අවසන් වූ සිසුන් සඳහා

9. පාඨමාලාව අවසන්වූ වර්ෂය

10. ඔබ දැනට රැකියාවක නිරතවන්නේද?

1. ඔව් 2. නැත

11. දැනට රැකියාවක නිරත වන්නේ නම් එය ඔබ හඳුනා පාඨමාලාවට අදාළ රැකියාවක්ද?

1. ඔව් 2. නැත

ඉහත ප්‍රශ්නයට ඔබගේ පිළිතුර ඔව් නම්,

12. ඔබ රැකියාගතවූයේ,

- 1. පාඨමාලාව අවසන් වූ වහාම
- 2. පාඨමාලාව අවසන්වී මාස 3-6 අතර කාලයකදී
- 3. පාඨමාලාව අවසන් වී මාස 6 කට පසුව
- 4. පාඨමාලාව අවසන් වී වසරකට පසුව
- 5. පාඨමාලාව අවසන් වී වසරකට වඩා වැඩි කාලයකට පසුව

13. පාඨමාලාව හඳුනාමෙන් ලබාගත් දැනුම හා කුසලතා ඔබ නිරත රැකියාව සඳහා බෙහෙවින් ප්‍රයෝජනවත් වේ.

- 1. නදින් එකතවේ 2. එකතවේ 3. අදහසක් නොමැත
- 4. එකතනොවේ 5. කිසිසේත් එකත නොවේ.

(ඇ) කොටස - විෂයය මාලා ලේඛන

14. විෂයය මාලා සහ මාර්ගෝපදේශන කලට වේලාවට ඔබ වෙත ලැබේ.

- 1. නදින් එකතවේ 2. එකතවේ 3. අදහසක් නොමැත
- 4. එකතනොවේ 5. කිසිසේත් එකත නොවේ.

15. ඔබගේ පරිහරණය සඳහා ලබා දී ඇති මාර්ගෝපදේශන භාවිතය ඔබගේ දැනුම වර්ධනයට බෙහෙවින් උපකාරී වී ඇත.

- 1. නදින් එකතවේ 2. එකතවේ 3. අදහසක් නොමැත
- 4. එකතනොවේ 5. කිසිසේත් එකත නොවේ.

16. මාර්ගෝපදේශයන් වල නුතන දැනුම අන්තර්ගත වී ඇත

- 1. නදින් එකතවේ 2. එකතවේ 3. අදහසක් නොමැත
- 4. එකතනොවේ 5. කිසිසේත් එකත නොවේ.

17. උපදේශකවරුන් සඳහා නිර්දේශිත මාර්ගෝපදේශයන් සියළු මොඩියුල සඳහා භාවිතයට ගනී.මෙයට ඔබ

- 1. නදින් එකතවේ 2. එකතවේ 3. අදහසක් නොමැත
- 4. එකතනොවේ 5. කිසිසේත් එකත නොවේ.

18. මාර්ගෝපදේශයන්වල අන්තර්ගත කරුණු ඉතා පැහැදිලි පිළිවෙලකට ඇත.මේ සඳහා

- 1. නදින් එකතවේ 2. එකතවේ 3. අදහසක් නොමැත
- 4. එකතනොවේ 5. කිසිසේත් එකත නොවේ.

19. මාර්ගෝපදේශයන්ගේ අන්තර්ගත කරුණු නැවත සංශෝධනය කල යුතුයි.ඔබ මෙයට

- 1. නදින් එකතවේ 2. එකතවේ 3. අදහසක් නොමැත
- 4. එකතනොවේ 5. කිසිසේත් එකත නොවේ.

20. මාර්ගෝපදේශයන්ට අනුව ඉගෙනුම් කටයුතු කිරීමේදී එයට අදාල ප්‍රයෝගික පුහුණුව සඳහා අවශ්‍ය උපකරණ හා ද්‍රව්‍ය

- 1. අවශ්‍ය ප්‍රමාණයට වඩා ඇත
- 2. අවශ්‍ය ප්‍රමාණයට ඇත
- 3. ඇතැම් මොඩියුල සඳහා ප්‍රමාණවත්
- 4. ප්‍රමාණවත් නොවේ
- 5. කිසිසේත් ප්‍රමාණවත් නොවේ

21. මාර්ගෝපදේශයන්ගේ අන්තර්ගත ප්‍රායෝගික පරීක්ෂණ ආදී කටයුතු වලදී ආයතනයේ අදාල අංශ වලින් අවශ්‍ය සහාය ප්‍රමාණවත් පරිදි ලැබේ.

- 1. නදින් එකතවේ
- 2. එකතවේ
- 3. අදහසක් නොමැත
- 4. එකතනොවේ
- 5. කිසිසේත් එකත නොවේ.

22. මාර්ගෝපදේශයන්ගේ තත්වය උසස් කිරීම සඳහා ඔබ යෝජනා කරන්නේ

- 1. නැවත සම්පූර්ණයෙන්ම සකස්කල යුතු බවයි
- 2. ඇතැම් මොඩියුල පමණක් සංශෝධනය කල යුතු බවයි
- 3. සමහර කාර්යයන් සංශෝධනය කල යුතු බවයි
- 4. පවතින මොඩියුලවලට තවත් මොඩියුල එකතුකල යුතු බවයි

23. මීට අමතරව මාර්ගෝපදේශන අඩංගු, ඔබ විසින් හඳුනාගත් දුර්වලතා මොනවාද?

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24. ඉහත දුර්වලතා මගහරවා ගැනීමට ගතයුතු යැයි ඔබ විසින් යෝජනා කරන ක්‍රියා මාර්ග මොනවාද?

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Appendix II

ජාතික වෘත්තීය සුදුසුකම් රාමුව තුළ නිපුණතා පාදක පුහුණු විෂයය මාලා ක්‍රියාත්මක කිරීමේදී බලපාන ගැටළු හඳුනා ගැනීමේ සමීක්ෂණය.

උපදේශකවරුන් සඳහා ප්‍රශ්ණාවලිය

උපදෙස්:

ප්‍රතිචාර කිහිපයක් ඉදිරිපත් කර ඇති අවස්ථාවලදී වඩාත්ම ගැලපෙන ප්‍රතිචාරය/ප්‍රතිචාර ඉදිරියේ ,√ , ලකුණ යොදන්න. පිළිතුරු ලිවිය යුතු ප්‍රශ්න සඳහා පැහැදිලි කෙටි පිළිතුරු සපයන්න.

මෙම සමීක්ෂණය සඳහා ඔබ ලබාදෙන සියලු තොරතුරු රහසිගත සේ සලකන අතර ඔබ ලබාදෙන සහයෝගයට බෙහෙවින් කෘතචේදී වෙමු.

1. ස්ත්‍රී පුරුෂභාවය

- 1. ස්ත්‍රී
- 2. පුරුෂ

2. විවාහක අවිවාහකඛව

- 1. විවාහක
- 2. අවිවාහක

3. ආසන්නතම උපන්දිනයට වයස

- 1. 30 ට අඩු
- 2. 30-40
- 3. 41-50
- 4. 50ට වැඩි

4. උපදේශකවරයෙක්/වරයක් ලෙසට දැනට ක්‍ෂේත්‍රයේ ලබා ඇති පළපුරුද්ද

- 1. අවුරුදු 5ට අඩු
- 2. 5-10
- 3. 10-15
- 4. 15-20
- 5. 20ට වැඩි

5. ඔබ උපදේශකවරයෙක් ලෙස නියැලී සිටින ක්ෂේත්‍රය/ ක්‍ෂේත්‍ර

- 1. Baker
- 2. Sewing Machine Operator
- 3. Mason
- 4. Carpenter
- 5. Graphic Designer
- 6. Painter Automotive

6. ඔබ සේවය කරන පුහුණු ආයතනය

- 1. VTA
- 2. NAITA
- 3. NYSC
- 4. DTET

වෙනත්

7. එම ආයතනය පිහිටා ඇති දිස්ත්‍රික්කය

- 1. කළුතර
- 2. කොළඹ
- 3. නුවරඑළිය
- 4. බදුල්ල

8. ඔබ පදිංචි ස්ථානයේ සිට ආයතනයට ඇති දුර ආසන්න වශයෙන් කිලෝමීටර

9. උපදේශකවරුන් සඳහා නිර්දේශිත මාර්ගෝපදේශයන් සියළු මොඬ්සුල සඳහා භාවිතයට ගනී. මෙයට ඔබ

- 1. තදින් එකඟවේ
- 2. එකඟවේ
- 3. අදහසක් නැත
- 4. එකඟනොවේ
- 5. කිසිසේත් එකඟ නොවේ

10. විෂයය මාලා සහ මාර්ගෝපදේශන කලට වේලාවට ඔබ වෙත ලැබේ.

- 1. තදින් එකඟවේ
- 2. එකඟවේ
- 3. අදහසක් නොමැත
- 4. එකඟනොවේ
- 5. කිසිසේත් එකඟ නොවේ.

11. මාර්ගෝපදේශයන්ට අන්තර්ගත කරුණු ඉතා පැහැදිලි පිලිවෙලකට ඇත. මේ සඳහා ඔබ

- 1. තදින් එකඟවේ
- 2. එකඟවේ
- 3. අදහසක් නැත
- 4. එකඟනොවේ
- 5. කිසිසේත් එකඟ නොවේ

12. මාර්ගෝපදේශයන්ගේ අන්තර්ගත කරුණු නැවත සංශෝධනය කල යුතුයි. ඔබ මෙයට

- 1. තදින් එකඟවේ
- 2. එකඟවේ
- 3. අදහසක් නැත
- 4. එකඟනොවේ
- 5. කිසිසේත් එකඟ නොවේ

13. මාර්ගෝපදේශයන්ට අනුව ඉගෙනුම් කටයුතු කිරීමේදී එයට අදාළ ප්‍රයෝගික පුහුණුව සඳහා අවශ්‍ය උපකරණ හා ද්‍රව්‍ය

- 1. අවශ්‍ය ප්‍රමණයට වඩා ඇත
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-
-
-

2. අවශ්‍ය ප්‍රමාණයට ඇත
3. ඇතැම් මොඩියුල සඳහා ප්‍රමාණවත්
4. ප්‍රමාණවත් නොවේ
5. කිසිසේත් ප්‍රමාණවත් නොවේ

14. මාර්ගෝපදේශයන්ට අනුව ඉගෙනුම් කටයුතු කිරීමේදී එයට අදාළ ප්‍රයෝගික පුහුණුව සඳහා අවශ්‍ය කාලය ප්‍රමාණවත්ය

1. නදින් එකඟ වේ
2. එකඟවේ
3. අදහසක් නැත
4. එකඟ නොවේ
5. කිසිසේත් එකඟ නොවේ

15. මාර්ගෝපදේශන අනුව ක්‍රියාත්මක වීම සිසුන්ට උපදේශන දීමේදී වඩා පහසුය

1. නදින් එකඟවේ
2. එකඟවේ
3. අදහසක් නැත
4. එකඟනොවේ
5. කිසිසේත් එකඟ නොවේ

16. ඔබට භාවිතයට සපයා ඇති නව නිර්දේශිත මාර්ගෝපදේශයන් භාවිතයේදී සිසුන් දක්වන ප්‍රතිචාරය පෙරට වඩා ඉහළ මට්ටමක පවතී.

1. නදින් එකඟවේ
2. එකඟවේ
3. අදහසක් නැත
4. එකඟනොවේ
5. කිසිසේත් එකඟ නොවේ

17. ස්ථම්‍ය පාඨමාලා ක්‍රියාත්මක කිරීමේදී ආයතන ප්‍රධානියාගෙන්/ පාලනාධිකාරියෙන් ඔබට ප්‍රමාණවත් සහයෝගයක් ලැබේ.

1. නදින් එකඟවේ
2. එකඟවේ
3. අදහසක් නැත
4. එකඟනොවේ
5. කිසිසේත් එකඟ නොවේ

18. ස්ථම්‍ය පාඨමාලා ක්‍රියාත්මක කිරීමේදී ආයතනයේ අනෙකුත් අදාළ අංශ වල නිලධාරීන්ගෙන් ඔබට ප්‍රමාණවත් සහයෝගයක් ලැබේ.

1. නදින් එකඟවේ
2. එකඟවේ
-
-
-

- 3. අදහසක් නැත
- 4. එකඟනොවේ
- 5. කිසිසේත් එකඟ නොවේ

19. මාර්ගෝපදේශයන් වල නුතන දැනුම අන්තර්ගත වී ඇත

- 1. නදින් එකඟවේ
- 2. එකඟවේ
- 3. අදහසක් නැත
- 4. එකඟනොවේ
- 5. කිසිසේත් එකඟ නොවේ

20. මාර්ගෝපදේශයන්ගේ තත්වය උසස් කිරීම සඳහා ඔබ යෝජනා කරන්නේ

- 1ග නැවත සම්පූර්ණයෙන්ම සකස්කල යුතු බවයි
- 2ග ඇතැම් මොඩියුල පමණක් සංශෝධනය කල යුතු බවයි
- 3ග සමහර කාර්යයන් සංශෝධනය කල යුතු බවයි
- 4ග පවතින මොඩියුලවලට තවත් මොඩියුල එකතුකල යුතු බවයි

21. මීට අමතරව මාර්ගෝපදේශන වල හා ඒවා ක්‍රියාත්මක කිරීමේදී ඔබ විසින් හඳුනාගත් දුර්වලතා මොනවාද?

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22. ඉහත දුර්වලතා මඟහරවා ගැනීමට ගතයුතු යැයි ඔබ විසින් යෝජනා කරන ක්‍රියා මාර්ග මොනවාද?

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