



VOCATIONAL AWARENESS AMONG THE SECONDARY SCHOOL STUDENTS IN PAPUM PARE DISTRICT OF ARUNACHAL PRADESH

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Abstract

The rate of unemployed youth is growing fast year by year in our country. Every year number of youths completes their education but most of them remain unemployed. Many a time unemployment or unproductiveness leads the frustrations among youths which may result in anti-social activities or crime. Lack of proper guidance and counselling in the career matter may contribute adding to unemployment problem besides other factors. Therefore, investigator was interested to carry out a study among the secondary school level students to find out their vocational awareness in the district of Papum Pare, Arunachal Pradesh. The researchers have taken 100 secondary level school students as sample adopting random sample method from 5 different secondary schools located in the district. A self developed questionnaire was administered on the sample. Percentage analysis of data was employed to draw result and interpretation of the study. The finding of the study revealed that although students are well aware of the benefits and utilitarian aspects of vocational education, lack of appropriate information or no information on their chosen vocation or any vocation may results in clueless pursue of general education. Finding of study presents the existing lack of vocational guidance and counselling in schools across state. There is a need to prioritise vocational guidance and counselling in the schools to assist each student to choose for him/herself better career options in front of vast professional information which would ultimately develop human resources to cater to national economic needs.

Keywords: *Vocational Education, Awareness, Vocational Guidance and Counselling, Secondary School, Papum Pare*

Introduction

In present day myriads of carrier options have caused much confusion among the youngsters, lack of knowledge on choosing right career may easily deviate students from their field of interest or more so students may lost uninformed for eternity. In the absence of proper vocational guidance there is an added confusion to students' perplexed situation. Lack of proper vocational or educational guidance may incur huge loss on the way to the development of state economy as there is high probability of losing the right brain for the right place and thus waste of talents. "Manpower is the basic resource; it is the indispensable means of converting other resources to mankind's use and benefit.(Enemali,2006). However, in the presence of countless career options many youths are still unemployed and living an unproductive life. The unprecedented unemployment problem among youths today in the age of liberalization, globalisation, and privatisation is of much concern for the state and as well as for the nation. There is high chance of loss to nation's progress if huge amount of human resources go in waste. The dire consequences of the increasing unemployment among the young generation will be fatal for the overall growth and development of state economy. It has been observed that a nation's economic growth and the living standard of its people can be positively influenced by the quality and quantity of its human resources.(Atsumbe, Emmanue, Igwe & Atsumbe,2012). Present situation called for vocational guidance and counselling to the young students by the teachers in the schools. It may help direct considerable number of students to choose for vocation and thereby reducing the strain on general education as wished by the Kothari Commission (1964-66) if proper vocational guidance and counselling is given to the student.

Need for vocational Guidance and Counselling

The government of India is all set to implement vocational Education throughout the Country on CBSE pattern from the year 2013-14 in the courses under Commerce based :- Office Secretary ship, Stenographer and Computer application, accountancy & auditing, marketing & salesmanship, banking, retailing, financial Market Management, Business Administration, Engineering based :-Electrical Technology ,Auto Mobile Technology, Civil Engineering, Air Conditioning & Refrigeration Technology, Electronics Technology, Geo Spatial Technology, Foundry, IT Application Health& Para :-Medical based:- Ophthalmic Techniques, Medical Laboratory Techniques, Auxiliary Nursing & Midwifery Practical Technology, X-Ray Technician, Health Care Sciences, Health & Beauty Studies, Medical Diagnostics, Home Science based:- Fashion Design & Clothing Construction, Textile Design, Design fundamental, Music Technical Production, Beauty Services Other based :- Transportation System & logistic Management, Life Insurance, Library & information Sciences Agriculture bases :- Poultry Farming, Horticulture, Dairying Science & Technology Hospitality & Tourism based :- Food Production, Food & Beverage Services, Mass Media Studies & media production, Bakery & Confectionary, Front Office, Travel & Tourism. To do this they must have education and training that equips them for the labour market. Out of the above courses, two courses namely I



T Application and Travel & Tourism have been proposed for introducing at Secondary level (Cl-IX & X) in 6 (Six) Government Hr/Sec. Schools from the academic session 2013-14 in 5 (five) Districts.

Table 1.1: Showing Schools Implementing Vocational Courses in districts of AP

Sl.No	District	Name of the School
1.	Tawang	Govt.Hr.Sec.School, Tawang
		Govt.Hr.Sec.School, Lumla
2.	Lower subansiri	Govt.Hr.Sec.School, Ziro
3.	East Siang	Govt.Hr.Sec.School, IGJ, Pasighat
4.	West Siang	Govt.Hr.Sec.School, Mechuka
5.	Tirap	Govt.Hr.Sec.School,Khonsa Town

Source- Vocational Education AWP&B 2013-14

This is a welcoming step by the GoI, introduction of other courses as well will benefit the students in particular and society as a whole. There is a dire need for vocational guidance and counselling to the students to apprise about multifarious courses and its scope for better job opportunity. The necessary guidance must be provided at early stage so as to help the students opt for right course which will enable him/her pursue the chosen field for further mastering.

Vocational education has been an important area for developmental list for its versatility and utility since the set up of formal system of education. It is gaining much more attention at present day. The current phenomenal changes due to explosion of knowledge besides other major factors has put stress for specialisation and mastering on diversified fields. Stressing on the importance of vocational education Kothari commission (1964-66) laid down that for a mass of professions, university degrees were not essential, and these careers could be capably executed by educated higher secondary students. The commission felt it should be possible to redirect at least 50 percent of students finishing 10 year education to the vocational stream, thereby lessen the strain on the universities on one hand and train students for profitable employment on the other. Vocational education reduces the over crowd of general education creating numbers of avenues for employability. It is a job oriented education which creates better job opportunity to one equips with basic skills and experience. The underlying idea about vocational education is to make one self independent and self reliant, to develop skills and expertise to reduce the lacuna or miss-match between the demands and requirement of labour market since it prepares the individual for any specific profession. In other term, vocational education is learning to do, learning for productivity and learning for employability.

A majority of the youth passing out from universities and colleges do not have exact skill sets needed by different sectors in the market. The students who have no information or with little information about any vocation get into works unfit for them or many remained jobless. Therefore, there is a dire need for vocational guidance and counselling to the students at right stage to tackle problem ahead. It would be more fruitful to the students if they are equipped with necessary information of various newly emerging and technical courses, criterion for entry into those courses and their prospects beforehand they actually take up any vocation. The information is to be provided at prospective stage of students i.e. at secondary school stage as the Mudaliar Commission states that, The Secondary Education is a complete unit by itself and not merely a preparatory stage that at the end of this period the students should be in a position, if he wishes, to enter into responsibilities of life and take up some vocations.

According to the 68th Round of National Sample Survey (2011-12) by Directorate of Economics and Statics on employment and unemployment situation in Delhi revealed that , about 2.66 lakh persons are unemployed in national capital, out of 2.66 lakh unemployed person, about 2.50 lakh were in the category of 15-29 years and remaining persons were in other age groups. Of the numbers of unemployed persons, about 0.07 lakh were illiterate. About 0.15 lakh were literate but below primary level, around 0.89 lakh were primary, middle and secondary pass and number of unemployed recorded more for higher secondary and above with 1.56 lakh as survey stated. (Arunachal times, Oct 11.2014) this data presents a grave case which is true to other parts of the country as well and the state Arunachal Pradesh is no exception.



Table 1.2: Showing Number of Unemployed Population Registered with Employment Exchanges in Arunachal Pradesh in the year 2004-05 to 2010-11.

Year	Number of Job Seekers		
	Male	Female	Total
2004-05	15684	7696	23380
2005-06	18141	8163	26304
2006-07	17329	8312	25648
2007-08	17329	8319	25648
2008-09	18908	9994	28902
2009-10	20469	11656	32125
2010-11	21375	13418	34793
2011-12	23486	16125	39611
2012-13	22115	20120	42235

Source: Statistical Abstract of A.P, 2012 & 2014

Table 1.2 depicts gloomy picture of the state's condition of unemployed generation which is ever growing over years. In the year 2004-05 the number of job seeking population registered with employment exchanges were 23380 which increased to 42235 in the year 2012-13 which indicates vast growth of unemployed youths in the state. Soon threatening numbers of population will take its toll in the economic condition of the state if the numbers keep increasing at the same pace.

Objective of the study

1. To find out vocational awareness among the secondary school level students in Papum Pare district of Arunachal Pradesh.

Methodology

For the present study researcher has used random sampling technique to select 100 secondary schools students (Class IX & X) as sample studying in different secondary schools located in district of Papum Pare, Arunachal Pradesh. A self developed questionnaire was used and administered on the selected sample to identify vocational awareness among the secondary school students. In the present study, the researcher has given value as '1' and '0' to all the answers in 'Yes' and 'No' respectively and tabulated the scores for interpretation and critical analysis.

Findings of the Study

The result, interpretation and analysis of collected data from the secondary school students of Papum Pare districts is given below-

- Majority of the students (78.57%) are aware of the term "vocation" and "vocational education".
- Majority of the student (91.27%) agreed that vocational education helps in equipping one with desired skills.
- Majority of the students (82 %) responded positively that getting white collar job is not only the means for secured life.
- Lesser number of students (36.25%) responded that vocational education can make them self independent and self reliant.
- Majority of the sample (80%) believed that vocational guidance will help them choosing right vocation.
- Majority of the students are not aware of most of the vocational avenues available to them after passing secondary stage.
- Majority of the students (70%) are confused about choosing the right career options ahead in life due to lack of vocational guidance and counselling.
- About (41 %) of the sample students want to continue their general education and 58 % want to go for some vocational courses.
- 42.5 % of the sample students responded that their parents cannot afford to send them for any vocational courses.
- Majority of the sample students (65 %) opined that vocational education would be better than general education as there is better chance for employability.
- -Almost half of the sample (50%) students are not aware of any vocational institutions in the state.



- Majority of the schools do not have any vocational guidance and counselling cell or unit to guide their students regarding any vocational area.
- Majority of the students (59.00%) felt they should be provided vocational guidance programmes in their school at their early stage.
- Majority of the students (67.00 %) feel that they require vocational guidance and counselling.
- Majority of the students accept that they get vocational information through their family or friends.
- Almost half numbers of the students (49.00 %) responded that vocational guidance is provided either by their parents or relatives. Only (15 %) of the sample responded that they are guided by their teachers with regard to their career matter.
- Majority of the sample (60 .00%) is not aware of entrance exams for different courses and the type of preparation needed for those examinations.

To summarise the findings it may be mentioned that although students are well aware of the benefits and utilitarian aspects of vocational education, lack of appropriate information or no information on their chosen vocation or any vocation may lead them to continue their general education clueless. The problem is pointing to the unavailability of vocational guidance and counselling in schools. Although most of the students are interested to opt for some vocation but due lack of knowledge on any vocation students rather find themselves in perplexed state. Most of the time parents or relatives are the only accessible source they get idea on any vocation or profession. In a nutshell it may be mentioned that lack of proper vocational guidance and counselling is badly felt by students. There is a need for vocational guidance and counselling to be prioritised in the schools to assist each student to choose for him/herself better career options in front of vast professional information so as to make life productive and meaningful and thus, building a developed nation.

Conclusion

Proper vocational guidance and counselling can be an effective channel to reduce the unprecedented unemployment problem in the state. The finding of the study presents the existing lack of vocational guidance and counselling in schools across state and the difficulty face by the students in opting for right way without any guidance. Facilitating Vocational guidance and counselling to the students in the schools by the teachers is the need of the time. Providing the students with right vocational information may help them take up right vocation suits them and thereby reducing wastage of human resources as well as fulfilling the demands of employee market. Also creating awareness among the students about importance of vocational education is much important. Young students need vocational guidance and counselling at their appropriate schooling period to reduce clueless general study pursuance, to make utilisation of human potential to the utmost extent for the development of the state and nation as a whole.

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