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A study on the present status and condition of vocational education at the highter secondary level with special reference to Kamrup Metro District of Assam, India.

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Abstract

This study explores the infrastructural facilities and enrollment of the student under vocational stream at higher secondary level. Generally every lover of education in our country feels that our education has little utility to life, because it does not prepare a person for earning a living because of this inadequacy the necessity of vocationalization of education has been keenly felt. it should be particularly noted that by vocationalization of education we do not intense to make the child a carpenter , an artisan , a weaver , a goldsmith or businessman or producer of some article. By this education we only mean to give a self-dependence to the student in life after wards. At the same, by the vocationalized education we want the development of the total personality of the child. This study is conducted in six vocationalized higher secondary schools of Kamrup metro district of Assam.

Keywords: vocationalized higher secondary school, enrollment, infrastructural facilities, status

1. Introduction

Our system of education, its policies and programmers are always influenced by the socio-economic, cultural, scientific and technological developments that take place in the society from time to time. In the present society providing proper education catering to the needs of the learners has became matter of great concern for the educationist and educational policy makers. The learners of today are exposed to the developments taking place all over the world as education today is not confined to the classrooms only today's students are conscious about their career from a very early age. On the other hand, we also need skilled people in every field i.e. we do not need jack of all tricks but a complete expert master in one's own field for example, if somebody became a driver he has to know about everything related to driving as where to learn how to drive, know about the parts, their uses and how to repair them, also about the parts of different types of cars and so on.

Vocational education is the education or training of workers. This concept implies that any type of education or training in which a worker participates in vocational education. Vocational education is designed to make a person an efficient producer. The term vocational education is comprehensive and all embracing in nature. Apart from general education it indicates acquisition of knowledge and practical skills in different sectors and social life.

Vocationalization means learning of a skills or a range of skills through study of technologies, related sciences or other practical work. Vocationalization education cannot be equated with mere technician training; it is essentially education in the broader sense of term.

It prepares and cultivates the individual to understand the social reality and to realize his own potential within the framework of economic development to which the individual contributes.

The UNESCO Report of 1974 defined it as a comprehensive term embracing those aspects of the education process involving in addition to general

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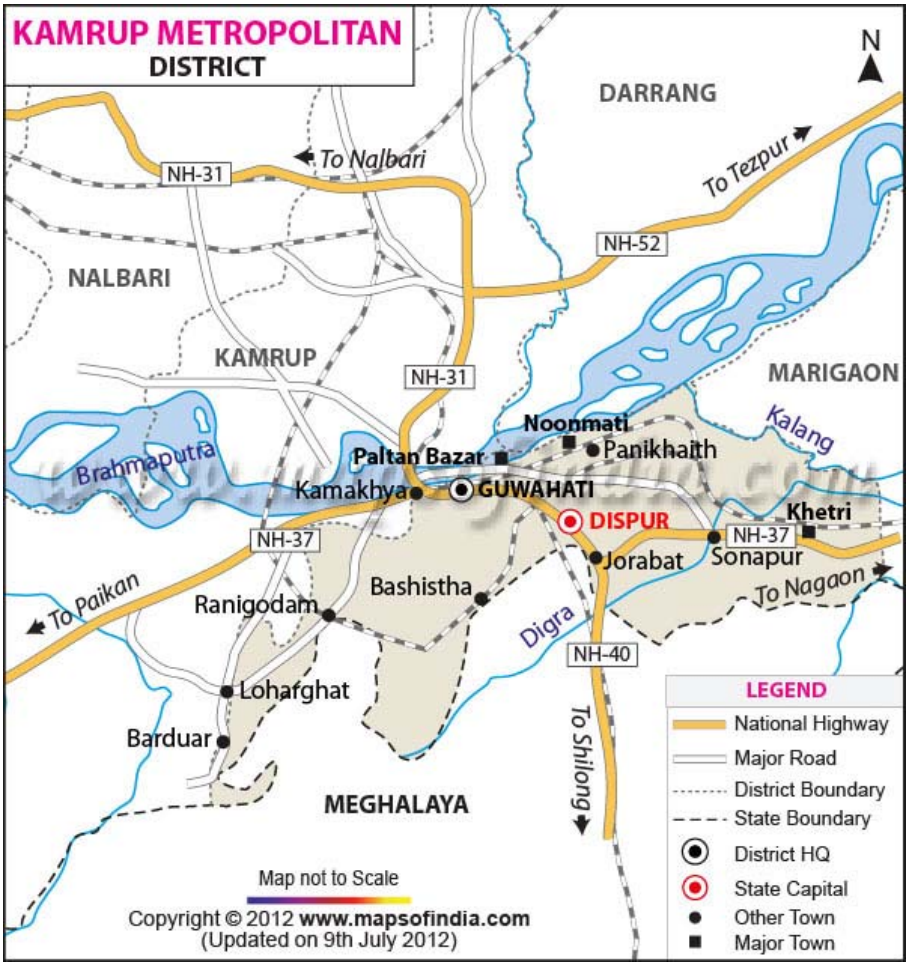
education the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in the various sectors of economic and social life. Such as education would be an integral part of general education and a means of preparing for an occupational field and an aspect of continuing education.

2. Area of the study

Kamrup metro district administrative headquarter is in Guwahati. It is located 21 km east towards state capital Dispur. It is 9th largest district in the state by population. It is located at altitude 26.1, longitude 91.5. Kamrup metro district is sharing boarder with Darrang district to the east, Kamrup district to the north. Kamrup metro district occupies an area of approximately 1527.84 square kilometers. This district belongs to Eastern India.

Kamrup metro district total population is 1260419 according to census 2011. Males are 655785 and females are 604634. Literate people are 833893 among total. Its total area is 1527.84 km



3. Need of the study

In a country like India, where prevails a great problem of unemployment, vocationalization of education can be the only answer to its solutions. Vocationalization of secondary education is very much important to shape the personality of the student, to reduce unemployment, to give some financial benefits and to suit the aptitude. Vocationalization of education is required in our country for the following reasons

3.1. To provide economic self sufficiency

Vocational education makes a student more self confident and develop moral strength and mental freedom in them.

3.2. To prepare middle level man power

In a developing country like India production, science and technology, trade commerce are in a

growing stage, we require a middle level of manpower trained in certain specific work.

3.3. Economic prosperity of the society and nation

Through vocational education student can be trained to make maximum utilization of the available natural resources of the country. This will increase production and help in the economic prosperity of the country.

3.4. Makes education a purposeful activity

When a child is given vocational education he or she feels very motivated to learn because here he engaged in some type of activity which is productive.

3.5. Develops dignity of labour

Vocationalization of education develops a sense of dignity of labour in the student. The students are required to do some manual work for learning some vocational skills.

3.6. Integral development of personality

Vocationalization of education ensures an integral development of the personality of the student and not development of a mere technician or mechanic.

3.7. Beneficial for children with lower intelligence

It is really difficult to give general education to the children whose I.Q is below average. Therefore, if such children are provided vocational education at the secondary level, they will be highly benefitted and earn their living in future life.

In a developing country like India where agricultural and industrial production is gathering momentum, where sciences as well as technology have opened new vistas and where trade and commerce are expanding rapidly, vocational education have been felt extremely important. It is required for optimizing the utilization of manpower resources and improving potentiality of individuals for increasing production and improving services at various level and quarters.

Due to the above reasons the investigator feels to take up such a study.

4. Objectives

4.1 To know the status and conditions of vocationalized secondary education.

4.2. To study the enrollment of the students in vocational stream.

4.3. To identify the problems which are faced by the students under vocational stream.

5. Delimitation of the study

Delimitation is the definition that is set as the boundaries of the enquiry. Following are the delimitation in the development of present study

5.1. The study is conducted at the area of kamrup metro district.

5.2. Six govt. vocationalized higher secondary schools are selected for conducting the study namely Cotton collegiate govt. H.S school, T.C govt. girls H.S & M.P school, Arya Vidyapith H.S & M.P school, Vidyamandir H.S school, Sonapur H.S school, Bhaskar vidyapith H.S school.

5.3. 30 samples were selected along with 20 teachers for the study belonging from the six vocational schools of Kamrup metro district of Assam.

6. Methodology

In the present study descriptive survey method is followed. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena. In this study school survey were done to know the present condition and status of the vocational stream.

7. Sample

As the student belonging from vocational stream is less, so, 30 samples were selected along with 20 teachers from vocational stream to know the exact picture of vocational stream.

8. Tools

The tools are the weapons for gathering data. In this study the investigator had selected the following tools-

8.1 Questionnaire- In this study the investigator collects needed information by using questionnaire which consists of ten questions.

8.2 Interview- The investigator also made verbal interaction with the sample to collect the information.

9. Data interpretation

Students view

9.1. 17% students are satisfied but 83% are not with the infrastructural facilities of the school. It is positive sign that cent percent respondent express the views that they are satisfied with the quality of teaching. Where 3% are highly satisfied and 97% are satisfied.

Table 1 : Infrastructure of the school

Sl.No	Views	In %
1	Highly satisfied	0
2	Satisfied	17%
3	Dissatisfied	83%

Graphical representation of table No- 1

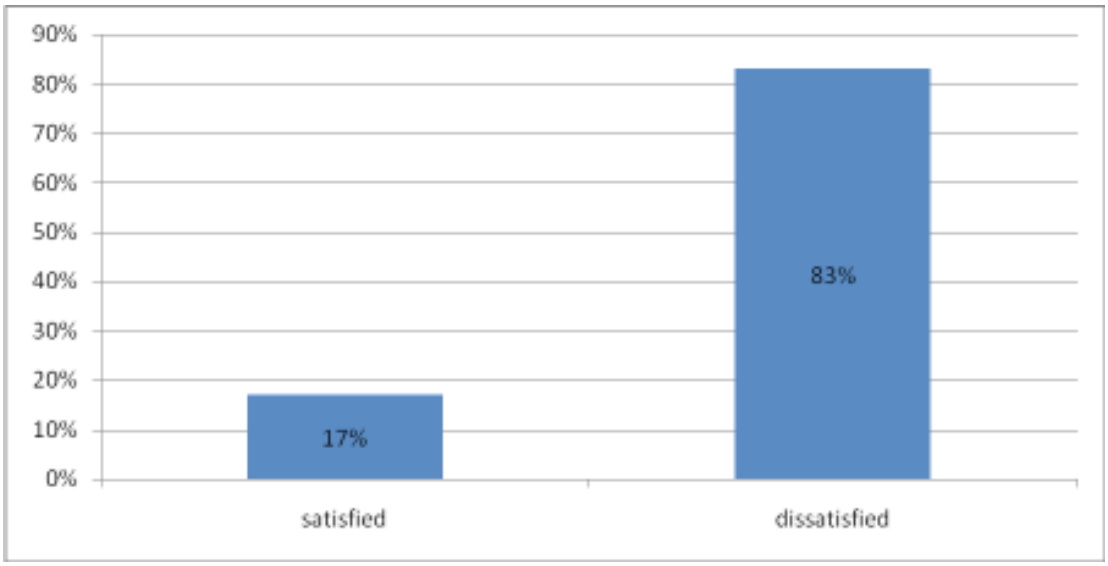
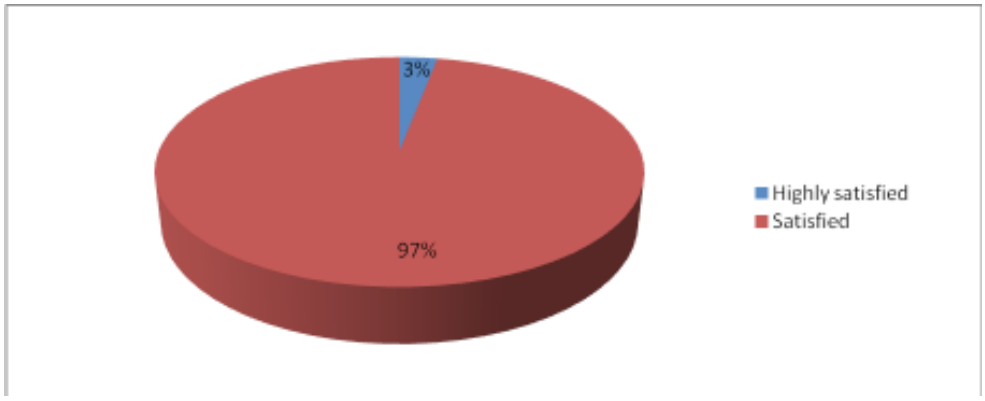


Table No-2 : Quality of teaching

Sl.No	Views	In %
1	Highly satisfied	3%
2	Satisfied	97%
3	Dissatisfied	0

Graphical representation of table No-2



9.2. Out of 30 respondents 90% have mentioned that they did not faced any kind of problems and 10% students had faced financial problems. 70% students mentioned that they actively participate in co-curricular activities and 30% have mentioned that they do not participate.

Table No 3 : Problem faced by the students during admission.

Sl. No	Views	In %
1	Yes	10%
2	No	90%

Graphical representation of table No.3

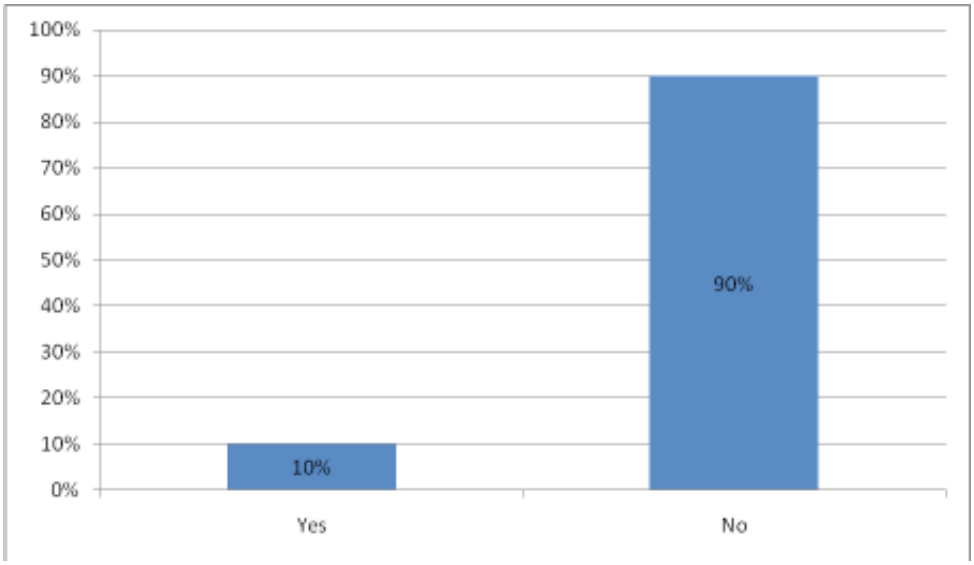
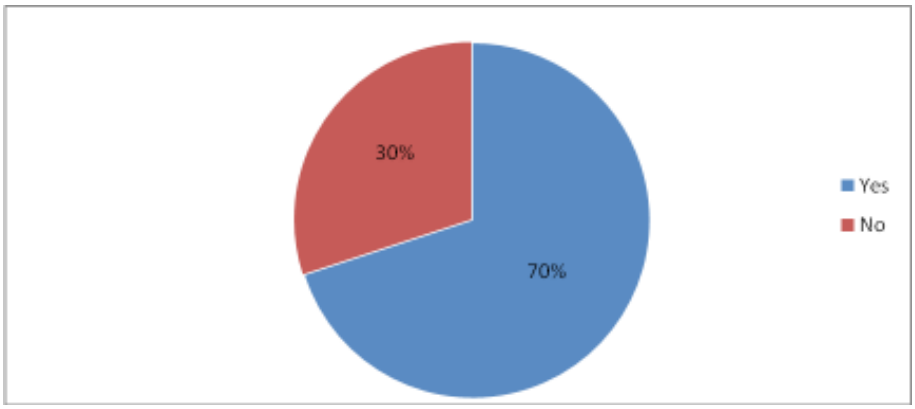


Table No. 4 : Participation of the students in co- curricular activities.

Sl.No	Views	In %
1	Yes	70%
2	No	30%

Graphical representation of table No- 4



Teachers views

9.3 Teachers viewed regarding the performance of the students are that, 70% students are not so good in their academic performance; only 30% students are good in their studies. 40% students regularly attend the classes but 60% are not regular.

Table 5 : Academic performance of the students

Sl.No	Views	In%
1	Good	30%
2	poor	70%

Graphical Presentation of the table No- 5

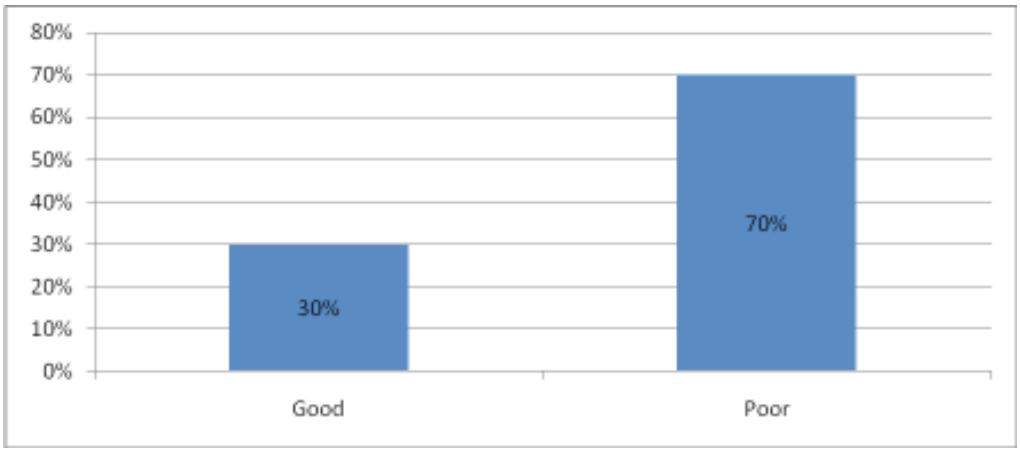
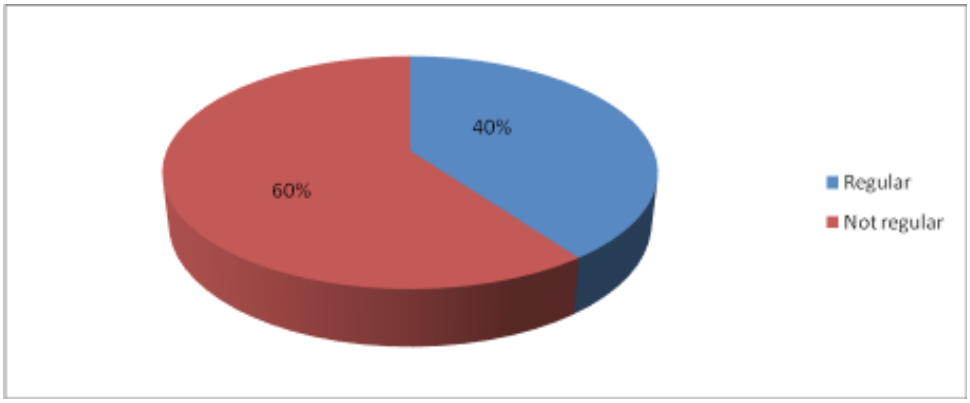


Table No. 6 : Attendance of the students

SL No	Views	In %
1	Regular	40%
2	Not regular	60%

Graphical presentation of the table No. 6



9.4. The parents of the students are not also concern about their children's studies. Teachers under vocational stream mentioned that most of the subjects in vocational stream are not in demand in this modern era. The students getting passed out from H.S under vocational stream face a lot of problem during admission in degree because they have not studied any arts and science subject like chemistry, physics, science, political science etc.

9.5. Number of students taking admission under vocational stream in the present year [2016]

Table 7 :

Name of the schools	Number of students in 1st year	Number of student in 2nd year
Cotton collegiate govt.H.S school	8	2
T.C govt. Girls H.S & M.P school	8	10
Arya vidyapith H.S & M.P school	7	14
Vidyamandhir H.S school	2	2
Sonapur H.S school	7	3
Bhaskar vidyapith H.S school	0	0

Number of students under vocational stream is very less. In Cotton Collegiate govt. H.S school, there are 8 students in first year and 2 students in 2nd year. In T.C govt. girls H.S and M.P school, 8 students in 1st year and 10 students in the 2nd year. In Arya Vidyapith there are 7 students in first year and 14 students in 2nd year. In the Vidyamandhir H.S school 2 students in first year and 2 students in the second year. In Sonapur H.S school there are 7 students in the first year and 3 students in the second year. In Bhaskar Vidyapith H.S school there are no students in the first and second year.

9.6. Number of teachers, subjects, computers available in vocational stream of six vocationalized schools is shown below.

Table 8 :

Name of the school	Number of teachers	Subject under vocational stream	Number of computers available
Cotton collegiate govt. H.S school	3	Computer technique Commercial art	10
T.C govt.girls H.S & M.P school	5	Computer technique Commercial art	14
Arya Vidyapith H.S & M.P school	5	RMRTR MREDA	0
Vidyamandhir H.S school	5	RMRTR MREDA	10
Sonapur H.S school	3	Indian Fisheries, RMRTR, Office Secretaryship	0
Bhaskar vidyapith H.S school	1	RMRTR	0

In cotton collegiate govt. H.S school 3 teachers are appointed under vocational stream, 10 computers are available and 2 subjects are taught to the students namely computer Technique and Commercial Arts. In T.C govt. girls H.S school & M.P school 5 teachers are there, 2 subjects namely Computer Technique, Commercial Art and 14 computers are available. In Arya Vidyapith H.S & M.P school 2 subjects are introduced for the vocational stream namely RMRTR and MREDA, 5 teachers are appointed and computer is not available for the students. In Vidyamandhir H.S school 5 teachers are there to teach the 2 subjects namely RMRTR, MREDA and 10 computers are available for the students. In Sonapur H.S school 3 teachers are appointed to teach the 3 subjects, these are Indian Fisheries, RMRTR, Office Secretaryship, and there is no computer for the students. In Bhaskar Vidyapith H.S school only 1 teacher is appointed for vocational stream to teach the subject RMRTR.

10. Suggestion

The following suggestions can be provide for improvement of the vocational education.

1. The more prominent in the study is unsatisfactory infrastructural facilities which discourage the students to take admission under this vocational stream. So some initiative should be taken on the part of the school as well as government to develop the infrastructural facilities.
2. The amount of fees for admission under vocational stream should be less than other stream.
3. The government should provide some special grants for the development of vocational stream and scholarship should provide to the students to motivate them towards the vocational stream.
4. Under vocational stream more teachers should be appointed for development of vocational education.
5. There is a need to create awareness among the parents as well as the students about the importance of vocational course
6. At present there is a need to introduce arts and science subjects under vocational course to cope up with the changing world.
7. Training facilities for the teachers should introduce yearly or quarterly.
8. The classroom climate should be made motivational, effective and joyous.

11. Conclusion

Vocational education has been accorded high priority in the National Policy on education, 1986. The NPE, 1986 set the target to cover 10% higher secondary students under vocational courses by 1990 and 25% by 1995. The POA, 1992 reset the targets of diversification of students in vocational streams at + 2 level to 10% by 1995 and 25% by 2000. But still the problems are prominent under vocational stream.

It is anticipated from the study that in order to develop the vocational education, the infrastructural facilities of vocational courses should be improved.

From this field survey we have come to know about that the enrollment of the students under vocational course is very less. So, it is very essential to create sufficient awareness among the students as well as parents about the fruitfulness of such vocational courses.

When national development is defined in non-monetary and non institutional terms, it is essentially a human resource development process. It implies the provision and augmentation of skills and capabilities of people of the country. This is possible through a well designed and efficient executed programme of vocational and technical education.

Quite a number and variety of problems have been experienced in the implementation of the programmes of vocational education. Most of them are micro-level problems which deserve the attention of research workers.

It is well known that there is a scarcity of resources for education in general. This is even more true of vocational, it is easier to organize courses in general education than in vocational education involve heavier capital costs for laboratory workshop, equipment etc. Expenditure on library will not be much as adequate books for vocational education are not available. Even maintenance costs for vocational and technical education are relatively high.

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