Future Awareness and Vocational Interest of Senior Secondary Students.

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Abstract

After completing primary and elementary education when students enter in to a secondary and Senior secondary level, They start thinking in terms of their future carriers. With availability of modern tools of information technology like internet facility etc, students already acquire to on going demand of industries, business, technologies and other fields which enough awareness. They start evaluating the future employment scenario with respect provide ready employment as soon as they passed a particular professional/vocational course.

Awareness is again is not a sole criteria to decide by students that in which field they want to enter after senior secondary level but besides awareness other factors like interest of student, family income group, urban/rural bag round, school atmosphere, are some other factors which plays an important role in deciding future carrier of students.

This paper contains an informative overview of the problem concerned along with the observations of the study conducted in form of sample survey of various Government and Private schools. The results so far indicated that the existing trends about the vocational aspirations of students in different categories and levels are variable and depends on awareness and other facilities and training factors. Keywords: Vocational Aspirations, Secondary and Senior secondary level, Professional/vocational course.

Introduction

1. Background of the Study and Relevance

Human beings are seekers of truth and knowledge because of their intelligence and emotional superiority. The main aim of education is of gaining knowledge of every sphere of life including social, economical, environmental, technical, agricultural,
medical and commercial. After completing elementary education when students enter in to secondary and senior secondary level they start thinking of courses with better employment opportunity through which they can fulfill their life long need by earning money and sustain in this competing world. Now a days the education is seen in terms of its productivity specially in terms of its use in employment scenario. After independence of India the traditional Indian small scale house hold industries system becomes lethal in which the fathers occupation is automatically learned and transfers to their next generations. In the present era where the whole socio-economic system undergoing drastic change under the influence of globalization, results in remarkable changes in the educational policies, pattern, planning and management. There will increasing demand of professionally trained main power by industries and other employment agencies. This results in change in school curriculum at senior secondary level.

2. Significance with education
In the post-independence era, the Education Commission (1964-66), popularly known as Kothari Commission, recommended the diversification of students at +2 stage of education to a variety of vocational courses. One of the recommendations of the Education Commission (1964-66) was that “an immediate beginning should be made to develop a wide range of vocational and technical courses In 1976, the National Council of Educational Research and Training brought out a document entitled ‘Higher Secondary Education and Its Vocationalisation’, which deals with various issues pertaining to diversification, flexibility (including the semester system approach), district surveys, identification of important vocational courses, admission, integration of part-time courses into the system, teacher orientation and evaluation (NCERT, 1976). The Vocational Education Programme (VEP) at the higher secondary stage was launched in India in 1976-77, with the following objectives:

(i) To reduce the mismatch between the demand and supply of skilled manpower in the country;
(ii) To enhance individual employability;
(iii) To provide an alternative for those pursuing higher education, without particular interest or purpose. Under the programme, a variety of vocational courses of two years duration are offered at the +2 stage.

At the tertiary stage of education, the University Grants Commission introduced vocational courses on the recommendations of the revised National Policy on Education (1986) and its Programme of Action(1992). About 38 courses are running since 1994-95 in selected Colleges and Universities under the scheme of ‘Career Orientation to Education’.

After knowing the various kinds of professional requirements in the employment world and after accessing students interests in these professional field government introduces various kind of vocational courses at senior secondary level.

Recently under the integrated Rashtrya madhyamic shiksha abhiyan Government of India sponsored various schemes for introducing and implementing vocational courses at Secondary and Senior secondary level.
Statement of the Problems
After introducing vocational courses long back since now, today there is also need to review and evaluate the whole pattern of vocational courses in terms of its success, getting employments, students aspirations towards various courses, infrastructural needs, trained teachers availability, courses offered by various private and government schools, attitude of private and govt. school administration towards enhancement of these vocational courses and most importantly the relevance of courses offered in today's employment scenarios.

Observations and Findings
A brief survey was conducted regarding vocational aspirations among senior secondary students with particulars reference to schools of National capital Delhi. This includes a sampling of almost 500 students from private and Government schools of Delhi and evaluated the data in terms of parameters listed in table-1.

Table-1

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Parameters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Present vocational courses available.</td>
</tr>
<tr>
<td>2.</td>
<td>Facilities of Training</td>
</tr>
<tr>
<td>3.</td>
<td>Availability of Trained Teachers</td>
</tr>
<tr>
<td>4.</td>
<td>Employment getting records.</td>
</tr>
<tr>
<td>5.</td>
<td>Students aspirations towards these programs.</td>
</tr>
</tbody>
</table>

The survey was conducted in different categories and level as mentioned in table-2.

Table-2

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students from Private and Government,</td>
</tr>
<tr>
<td>2.</td>
<td>Students from High Income Group and Low Income Group,</td>
</tr>
<tr>
<td>3.</td>
<td>Students from Urban and Rural background.</td>
</tr>
<tr>
<td>4.</td>
<td>High Achievers and Low Achievers.</td>
</tr>
</tbody>
</table>
Fig. 1 Survey Results of Private Schools

Fig. 2 Survey Results of Government Schools
Findings & Conclusion
1. As per survey results presented in fig. 1 & 2, students from Government school are more interested in vocational courses as compared to private schools however number of vocational courses offered are more in private schools. The availability of trained teachers are however more in government schools but in absence of infrastructure and other facilities students are not able to peruse their vocational courses.
2. The students from low income groups are more inclined towards vocational streams in compare to students of high income group. (Fig.3)

3. Students from rural background are more inclined towards doing vocational courses after intermediate level (Fig.4).

In view of current employment scenario where students are not able to get good jobs even after acquiring higher degrees, which is now forces students to opt some vocational courses which guarantees the future employment through skill development. However the availability of courses, trained teacher, infrastructures and student background are other important factors and constraints which largely need to address by policy makers.

REFERENCES