

A Study of Vocational Education at High Schools under Senapati District of Manipur

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Abstract

Vocational education is education within schools that prepares students for a specific trade. It directly develops expertise in techniques related to technology, skill and scientific technique to span all aspects of the trade. Vocational education is classified as using procedural knowledge. It prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a high professional practitioner position in careers such as engineering, accountancy, nursing, medicine, architecture, law etc. Craft vocations are usually based on manual or practical activities and are traditionally non-academic but related to a specific trade, occupation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques.

1. Introduction

Senapati district is located between 93.29°-94.15° East Longitude and 24.37°-25.29° North Latitude. The District is bounded on the south by Imphal district, on the west by Tamenglong district, on the east Ukhrul district and on the north by the state of Nagaland. Geographically Senapati district is under Humid -subtropical climate. The soil is moderately fertile either little patches of clay and loam. The temperature range from a minimum of 3.36° C to a maximum of 34.14° C. The annual rainfall ranges from 671 mm to 1454mm. Senapati District covers an area of 3271.00 sq. kms. which is mostly hilly and rural.

2 Need and Importance of Vocational Education

The primary needs of man are food, shelter and clothing. If education does not enable us to provide these, other ideals of education are useless. Industrialization and mechanization of the present age has further emphasized the claim of vocational aim of education, which is also called the bread and butter aim and the utilitarian aim of educating a person. The child of today is a citizen of tomorrow and as such he has to earn his living. He cannot and should not be a parasite or a burden on the society. Every parent, when sending his child to school, prays and wishes that his son should be so educated that he is able to earn a decent living. No one can deny the truth of economic needs of man. It should be satisfied and education must be the chief means to satisfy them. It is the economic self-sufficiency of a person which makes him a worthy

and contributing citizen. Civic efficiency includes economic independence and social competence. Education, therefore, must prepare the child for some future professional calling or trade.

In order to cater to the future needs of children educational and vocational guidance should be provided in the school. The capacities and aptitudes of children should be studied and then they should be advised to choose careers and subjects which are in accord with their abilities and interest and serve them usefully in adult life.

3 Areas of the Study

The problem under study is stated as: "A Study of Vocational Education at High Schools under Senapati District of Manipur". The aim or purpose of present study is to make a comprehensive survey of vocational education programs being carried out in the High Schools stages of education in Senapati district of Manipur. The objectives of the study as follows; i). To study the different vocational courses or training provided to students of High Schools, ii). To study the functioning of programs of vocationalization of education at High Schools in Senapati District of Manipur, and iii). To assess the vocational interest of High School students.

The areas of the study cover high schools under Senapati district of Manipur. The population of the present study covers 29 (Twenty Nine) Teachers, and 59 (Fifty Nine) Students. It covered 9 (Nine) High Schools from Senapati Districts of Manipur State. Random sampling techniques was adopted to select the respondents From 9 (Nine) High School from different part of Senapati district of Manipur that spread over urban and semi-urban areas. The investigator had followed descriptive method. This method will describe and interpret concerns with the condition and relationships that exist, that prevail, attitude that are held program that are going on. The study has enabled the investigator to discover effective ways of study of vocational education at High Schools in Senapati Districts of Manipur.

Descriptive method was used to analyze the data's. Data's were analyzed and interpreted employing appropriate statistical measure. Responses to the questionnaires and interviews were classified, tabulated and counted into percentage. Interpretations of data were made basing on the responses given in the questionnaires and interviews.

4 Finding of the Study

Occupational awareness created in class room through audio-visual is 40.45%, career postcard and charts is 53.93%, and employment news paper is 50.56%. Vocational education activities

conducted in schools as follows: flower arrangement is 56.96%, knitting is 35.96%, handicrafts is 52.18%, campus beautification is 73.03%, and science laboratory demonstrations is 55.06%. Students' interest are as follows; good academic skills is 56.18%, good work habits is 56.18%, personal meaningful work values is 60.67%, planning and making career decision is 68.54%, self-understanding and edification is 61.80%, and locating and securing employment is 60.67%.

Vocational guidance provided to students by different persons in the schools are as follows: 73.07% by principal, 49.44% by head master, 51.69% by class teachers, 69.66% by teaching faculties, and 31.46% by students themselves. Methods of teaching vocational education are as follows: 49.44% use competitive refresher books, 37.08% use causes of social and family living, 35.93% use physical and health education, 44.94% use teacher and student conference, and 47.19% use of guidance and counseling services. 95.50% reveal that basic skills of vocational education provide students efficient and effective in learning. Methods of teaching vocational education as follows; 49.44% use competitive refresher books, 37.08% use causes of social and family living, 35.93% use physical and health education, 44.94% use teacher and student conference, and 47.19% use of guidance and counseling services. 95.50% reveal that basic skills of vocational education provide students efficient and effective in learning. 88.76% reveal that vocational education provide better jobs opportunities for students. 78.65% indicating that vocational information and education can help student be well equipped in a world of competition. 91.65% saw that professionalism preparation had more motivational forces and positive attitude developed in students. 88.76% reveal that vocational education provides dignity of labor and enable students to understand the deeper knowledge of craftsmanship.

5 Suggestions for Improvement

The curriculum of High Schools should be framed according to the needs of the student's attitude, knowledge and skill for entrepreneurship and self employment. Career awareness should be created in the schools, so, that the students can decide and take the right kind of profession in their life. The schools must have planning construct in and programming step for vocational education for backward students, differently able students, gifted and creative student. Major thrust should be given to mathematics, science, technology, agriculture, home science, technology, agriculture, health and Para-medical, engineering, computer, others subjects of interest for high school students must be made available. There should be trained vocational education teachers in High Schools. There should be a link between education and productivity, economic development and individual prosperity.

Vocational education must be to meet the skilled and middle level manpower needs of growing sectors of the economy - both organized and unorganized. High School courses of vocational educational subjects must include courses like- industrial relations and small business department, tourism, book publishing, office management etc. Training institution for vocational education must be provided in the district for High School course, like the industrial training institution and polytechnics offering engineering and non-engineering vocational courses etc. Short term vocational educational courses of training institution should be set up in the district, courses like fashion designing, interior designing, textile designing, cutting and tailoring, computer courses in High School. Students of High Schools should be made to understand the vocational opportunities. Vocational guidance should be made clear for the job markets. Teachers must make High School students, aware of the courses and effects of unemployment.

Conclusion

By introducing vocational educational education at the middle or secondary level, we can enhance the level of motivation and employability of our youth. However, the importance of general education cannot be undermined because it provides the foundation of channelizing an individual's intellect and moulding a person as one capable of doing jobs available in the job market. The two streams of education have to merge at certain points so as to carry the person towards a happy and socially useful life. It is therefore necessary for imparting scientific knowledge in integrated form and vocational training for economic independence of skills and desirable attitude among young, capable, driven individuals.

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