DECLARATION

I, IGNES R. LALMUANPUII, hereby declare that the dissertation or subject

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Secondary School Students in Aizawl City: Status and Problems" is a record of work

done by me; that the content of this dissertation did not form basis of the award of

any previous degree to me or to the best of my knowledge, to anybody else, and that

the dissertation has not been submitted by me for any research degree in any other

University/Institute.

This is being submitted to the Mizoram University, Aizawl for the award of Master

of Philosophy in Education.

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CERTIFICATE

This is to certify that the that the work incorporated in this Dissertation entitled "Vocational Guidance and Counseling among Secondary School Students in Aizawl City: Status and Problems" is the bonafide research work carried out by Miss Ignes R. Lalmuanpuii, scholar of M. Phil. Programme, Mizoram University, in partial fulfillment of the requirement for the award of the degree Master of Philosophy under my guidance & supervision and that the dissertation has not formed the basis for the award of any degree, fellowship or any other similar title previously.

Place: Aizawl (Dr. Nitu Kaur)

Dated: Supervisor

ACKNOWLEDGEMENT

First and foremost, praises and thanks to the God, the Almighty, for His showers of blessings, guidance and protection throughout my research work to complete the research successfully.

Undertaking this M .Phil. has been truly a life changing-experience for me and it would not have been possible to do without the support and guidance from many people. Throughout the writing of this dissertation I have received a great deal of support and assistance.

I would first like to thank my supervisor, Dr. Nitu Kaur, whose expertise was invaluable in formulating the research questions and methodology. Her insightful feedback and advice pushed me to sharpen my thinking and brought me to a higher level. I want to thank her for her patience, support and for all the opportunities I was given to further my studies. She is my inspiration and has provided me with the tools that I needed to choose the right direction and successfully complete my dissertation.

I am indebted to all my family, my Mom and Dad, and my siblings, Sarah Vanlalhruaitluangi, Malsawmzuala, Fredy Vanlalruata, who were always so helpful and supportive in numerous ways. I am very grateful to them for believing me and encouraging me to follow my dreams and helping me in whatever way they could during this challenging period of Covid-19 pandemic.

A very special gratitude to my friend Vanlalchhuana(Machhuana) for his invaluable advice and feedback on my research and for always being supportive to my work especially, with the task of doing editing and for lending me a hand whenever I needed help.

My deep appreciation goes out to the Headmasters, Principals, Teachers and Students of vocational education from secondary schools in Aizawl city for giving me a chance to explore the field of my research work and by giving me an opportunity to obtain my data despite limited circumstances of class period due to Covid-19. I wish my sincere thanks to MBSE officials, who allowed me to collect data related to secondary schools of vocational education of Mizoram from the MBSE office.

And finally, I like to say a heartfelt thanks to the Head of Department, Professor H. Malsawmi, for granting me a six months extension for my M. Phil. Research and allowing me to be able to complete my work despite certain limitations and disadvantages induced by Covid-19 pandemic.

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LIST OF ABBREVIATIONS USED

AG Agriculture

AICTE All India Council for Technical Education

AKS Academy of Korean Studies

AMHF Apparel Made-ups & Home Furnishing

APA American Psychological Association

ATM Automative / Automobile

B.Voc. Bachelor of Vocational Education

BCA Bachelor of Computer Application

CABE Central Advisory Board of Education

CBSE Central Board of School Education

CPD Continuing Professional Development

CSS Centrally Sponsored Scheme

CTE Career and Technical Education

CTS Craftsmen Training Scheme

CWSN Children with Special Needs

DIET District Institutes of Education and Training

DIY Do It Yourself

DVET Diploma Programme in Vocational Education and Training

EVCS Electronic Vocational Counselor System

FIVCQ Factors Influencing Vocational Choice Questionnaire

G/C Guidance and Counseling

GCC Group Career Counseling

GCG Group Career Guidance

GNM General Nursing and Midwifery

ICSE Indian Certificate of Secondary Education

ICT Information and Communication Technologies

IT/ITES Information Technology & Information Technology Enabled Service

ITI Industrial training institutes

KRIVET Korean Research Institute for Vocational Education and Training

KRP Key Resource Persons

MBSE Mizoram Board of School Education

MCVT Mizoram Council for Vocation Training

MHRD Ministry of Human Resource Development

MOU Memorendum of Understanding

NCERT National Council of Educational Research and Training

NCVT National Council for Vocation Training

NCWP National Certificate for Work Preparation

NEP National Education Policy

NGO Non-Government Organizations

NIELIT National Institution of Electronics & Information Technology

NIEPA National Institute of Educational Planning and Administration

NIOS National Institute of Open Schooling

NISHTHA National Initiative for School Heads and Teachers Holistic Advancement

NSDC National Skill Development Corporation

NSQF National Skills Qualification Framework

NVEQF National Vocational Education Qualification Framework

PAB Project Approval Board

PSSCIVE Pandit Sunderlal Sharma Central Institute of Vocational Education

RIE Regional Institute of Education

RMSA Rashtriya Madhyamik Shiksha Abhiyan

RPL Recognition of Prior Learning

SCERT State Council of Educational Research and Training

SKP Skill Knowledge Providers

SRP State Resource Persons

SSA Sarva Shiksha Abhiyan

SSC Sector Skill Council

SSS2 Senior Secondary School Class Two

TET Teacher Eligibility Exam

TE Teacher Education

UNESCO United Nations Education Commission

UNEVOC International Centre for Technical and Vocational Education and Training

UT Union Territory

VET Vocational Education and Training

VE Vocational Education

VGMS Vocational Guidance Management System

VO Voluntary Organizations







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CERTIFICATE

This is to Certify that *Ms. Ignes R. Lalmuanpuii*, Research Scholar, Department of Education, Mizoram University, Aizawl, has presented a paper titled "*Vocationalization* of *Curriculum at Lower Secondary Level of Schooling: An Analysis Through Review of Related Literature*" in the Two Day National Webinar on '*Contemporary Issues and Trends in Indian Education – II*', Organized by Mizoram Educational Foundation on 18th and 19th November, 2020.

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(Dr.LALZARMAWII) Gen. Secretary

(Prof. LALBIAKDIKI HNAMTE)
President

CHAPTER-I

Background of the Study

1.1 Introduction

Etymologically the word 'vocation' has a theological association which means a call to special religious work, such as to the ministry. According to Webster's revised unabridged dictionary, the word 'vocation' means a summons, a citation, especially, a designation or appointment to a particular state, business, or profession or strong inclination to a particular state or course of action such as a divine call to the religious life. Traditionally the role of vocational schools was to provide training for a certain trade or craft and prepare human resources with adequate knowledge, skills, values, beliefs, and habits in that trade or craft.

According to All India Council for Technical Education (AICTE), the national-level apex advisory body to facilitate, promote and monitor technical education, "Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology." Vocational education has helped the students to acquire readiness to enter the world of the work while they are in the world of studies. It also helped them to visualize their future ahead in order to avoid certain problems that can hinder their goals or that can pose problems to mental turmoil at their studies and in their job. So, it is very necessary to introduce the importance of vocational education at an early age to get the child for building up her/his future. Vocational education includes all kinds of employment wherever specialized education is needed.

The terms 'guidance' and 'counseling' are used frequently in relation to the needs of the learners at various levels. Guidance is a term used to denote the process of helping an individual to gain self understanding and self direction (self decision making) so that he/she can adjust maximally at home, schools or community environment (Biswalo, 1996). It is providing occupational or career information to

the students. It consists of collection, classification, filing and dissemination of occupational information by use of several media of communication such as bulletin board, career corner, career pamphlets, films, documentaries, individual and group discussions. Guidance thus provides information, suggestion and direction for future action. There are a number of theories of vocational development which explains how vocational choices and preferences develop in an individual. For example, Ginzberg suggests three stages: fantasy, tentative and the realistic stages in vocational choice. First, the individual makes choice at the fantasy level that is he/she wishes to be an artist or space scientist without taking into account the reality. At the tentative stage the person thinks about certain vocations on a tentative basis, but at the realistic stage he/she takes a decision based on his/her real abilities, aptitude, interest etc.

According to The National Vocational Guidance Association of America 1937, "The vocational guidance is the process of assisting the individuals to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decision and choices involved in planning a future, and building a career decision, and choices necessary in affecting satisfactory vocational adjustment."According to APA dictionary of psychology it is the process of helping an individual to choose an appropriate vocation through such means as (a) in-depth interviews; (b) administration of aptitude, interest, and personality tests; and (c) discussion of the nature and requirements of specific types of work in which the individual expresses an interest. Further the APA dictionary of psychology defines that, "a service provided to employees who seek guidance on such matters as adjusting to new jobs or roles, developing their careers within organizations, or any personal or other problems affecting job satisfaction or job performance is vocational counseling." Vocational counseling facilitates this decision by providing appropriate counseling to the individual. Placement counseling is an important part of vocational counseling. The counselor makes the individual aware about his abilities, aptitude, attitude and interests; and helps him in a proper placement suitable to his abilities and from which he derives job satisfaction. Vocational counseling aims to assist and empower an individual in order to achieve her/his career goals. A vocational counselor should know about the different theories of vocational development in order to provide better and comprehensive counseling to the individual. Vocational

counseling today has become a process in which the experienced and trained person assists an individual: a) to understand himself and his opportunities, b) to make appropriate adjustments and decisions in light of his understanding, c) to accept the responsibility for his choice, d) to follow a course of action in harmony with his choice.

Generally guidance is provided in advance to the students and clients so that they do not face any kind of problem in taking decision, for e.g. in deciding their future career, profession and vocations. However counseling of any kind is generally provided to clarify doubts, solve any problem the students or clients are facing or may face subsequently upon a decision. Though information giving is also there in counseling, however, the major focus is on bringing about changes in personality and behavior with an aim to solve the problem. Thus counseling is more remedial in nature with a goal to help the person deal with the conflicts and problems in life. Everyone is different and unique, blessed with individual strengths and weaknesses. This is reflected in the choices one make, decisions one take and plans one execute for his/her life with regard to the educational and vocational aspects. Vocational counseling helps to find solution to the individual problem. Vocational counseling is basically more concerned with the vocational development of an individual. Vocational guidance and counseling aims at helping the person select a proper vocation and prepare for it. Deciding on a career/vocation is crucial as it involves lots of time, effort and money. Entering into a career which turns out to be inappropriate for the person will lead to job dissatisfaction, unhappiness and maladjustment in work life. All these will affect negatively the personal life of the individual. Hence deciding on a vocation is very important task. Vocational counseling facilitates this decision by providing appropriate counseling to the individual. Placement counseling is an important part of vocational counseling. The counselor makes the individual aware about his abilities, aptitude, attitude and interests; and helps him in a proper placement suitable to his abilities and from which he derives job satisfaction. Vocational counseling aims to assist and empower an individual in order to achieve her/his career goals. Thus a proper guidance and counseling often helps learners to take right decisions in daily life. The formal counseling and guidance is provided by a person trained in counseling in a professional setting with an aim to enable the person to address his or her problems and difficulties. The goal of professional counseling and guidance is self direction, self realization, self dependence, ultimately leading to become a fully functioning person. Guidance and counseling is thus a helping relationship which enables the person to help him/herself. The guidance counselor helps the person to understand his or her needs, interests, aptitudes, aspirations and goals on the one hand, and his/ her situation and role in the family, community and the society on the other hand. The person then arrives at an appropriate decision, choice and action.

1.2 Vocational Education in India

Wood's Despatch (1854) suggested for the provision of practical education to Indians which may help them in contributing the sphere of national development. With new pattern of education 1936-37, two experts in the field of vocational education Abbot and Wood were invited by the central government. They came from London, to give expert guidance on certain problems pertaining to vocational education. They suggested for the establishment of new type of technical institutions called 'Polytechnic'. After their recommendations different provinces started technical, commercial, and agriculture institutions for imparting instruction in nonliterary courses. The Hunter Commission (1882) analyzed the status of secondary education and recommended the introduction of diversified courses at the secondary stage and categorically mentioned that in the upper classes of high schools there should be two diversions-one leading to the entrance examination of universities, and the other of a more practical aspect, training the youths for commercial or other nonliterary pursuits. But the suggestion did not receive any appreciation from the government and public and it was completely ignored. Hartog Committee (1929), suggested for the diversion of more boys to industrial and commercial career at the end of middle school stage and adding more courses to impart special instruction in technical and industrial schools. However, these suggestions were not seriously carried out. Mahatma Gandhi also had a concern for manual and productive work in his scheme of Basic Education (1937). The idea behind the scheme was to provide education through some form of craft or productive work. It was to relieve the child from the tyranny of purely academic and theoretical instruction and to break down the existing barriers of prejudice between manual and intellectual work.

After independence, the Secondary Education Commission (1952-53), recommended for implementation of the diversified courses at the secondary level and

establishment of higher secondary schools only to vocationalize the education at the secondary level. As a result, a large number of existing high schools were converted into higher secondary multipurpose schools and the number is keeping on increasing year by year. But still it can be seen that society give much emphasis on general education at higher stages and it is still in a rush making vocational education a subsidiary position. As per 1960-61, nearly 4.22 lakhs students enrolled in varied vocational schools in the country against an enrolment of 31.59 lakhs in general secondary education. This clearly shows that only 12% students of secondary education level were enrolled in vocational courses while 88% of students are in general education. Although vocational education across the country does not receive enough support and attention till then, there are several countries in which vocational education is being utilized by the people and successfully implemented. Countries like Northern European countries reach the highest position in providing adequate educational opportunities and thereby producing maximum skills for its citizen. Similarly, Finland occupies the 2ndposition in providing overall quality education system for the students; thirdly Switzerland provides the most desirable vocational training and quality education system as well. Denmark, Sweden, Norway, Germany, New Zealand, Slovenia, Austria are known for acquiring quality education and training system and for generating highly educated citizens. Thus it can be seen that such countries gave proper attention to that path of vocational aspects resulting in producing highly educated and skilled manpower of the country having low unemployment rate among the youths. Compared to other countries the enrolment rate of secondary students in vocational education is very low in India. For instance, in West-Germany, the percentage of students in vocational schools was 70%, while in general education it was 30%. In Japan this percentage was 60% and 40% respectively. In a meanwhile, it is surprising to mention that the ratio of enrolment in vocational and technical courses in high and higher secondary schools of India was only 5.5% as compared to 17% in China, 24% in France, 29% in Italy, 59% in USSR, 65% in U.K and 80% or more in Switzerland, Denmark and Germany. The main reason for the imbalance in secondary education in India was the traditional attraction for the white collared professions and the general aversion among educated people to work with their hands. Moreover general education institutions were much cheaper to establish and easy to maintain than vocational education. Lack of infrastructure and inadequate facilities are the major problems face by vocational education which leads to imbalances in education resulting in the growth of unemployment rate among the youths. Therefore realizing the importance of vocational education, the Indian Education Commission (1964-66), recommended that secondary education should be increase to a large extent and higher education should focus on vocationalization. Also there should be a provision of variety of part-time and full-time facilities in vocational education at secondary and higher secondary stages of boys and girls in urban and rural areas in order to meet their needs on vocational education.

Thus, from the above mentioned history of vocational education, it can be seen that particularly in India, government and public sector had been neglecting vocational education and attention has not been paid for vocationalization of curriculum. Furthermore, parents are more biased with general education in the fact that it is more likely to attract prestige and professional jobs that can place an individual at a more higher status that is respected by the society and this may be the main reason for higher enrolment in general education against vocational courses. Since then, the rate of skilled manpower is very low in India as compared to other countries due to the neglect of vocationalization, which shows the need to enhance skill development among the students at the school level. So, the teacher, student, parents, society, government and NGO's should effectively collaborate in the propagation of awareness in vocational education across the country.

1.3 Centrally Sponsored Scheme (CSS) of Vocationalization of Secondary Education

The Centrally Sponsored Scheme (CSS) of Vocationalization of Secondary Education was launched in year 1988 which was implemented through State/UTs and NGOs/VOs (Non-Government Organizations/Voluntary Organizations) in the formal and non-formal sector respectively. The main objectives of the scheme, as mentioned in the National Policy on Education 1986, were to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher education. Vocational Education was made a distinct stream intended to prepare students for identified occupations spanning several areas of activities. The scheme provides broad guidelines in respect of

management structure, curriculum infrastructure development, vocational surveys, instructional material, teachers and their training, school-industry linkage, examination and certification, modification of recruitment rules, financial assistance to NGOs and other aspects.

The national policy planners considered higher secondary stage of school education more important in comparison to lower secondary stage as the former stage finds direct entry into the world of work by acquiring necessary skills and competencies (GOI, 2011). Later the Centrally Sponsored Scheme was revised and renamed as 'Vocationalization of Secondary and Higher Secondary Education' in 2013 and was later subsumed under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme. Later in 2014, the Centrally Sponsored Scheme of Vocationalization of Secondary Education approved by the Government. It was further re-revised in order to align with the National Skill Qualification Frame work into which the NVEQF has been assimilated issued by the Government in 2012. According to the scheme now vocational education should be covering mandatorily Class IX & X as well along with class XI & XII.

1.4 National Vocational Education Qualification Framework (NVEQF)

The task of preparing National Vocational Education Qualification Framework (NVEQF) was assigned to a group of State Education Ministers from 12 States. The working document on NVEQF prepared by a coordination committee was presented to the Group of State Education Ministers in May, 2011 which was followed up with detailed discussions on issues and concerns from the perspective of the States and to prepare a roadmap for implementation of the NVEQF. Finally the framework developed by the Central Advisory Board of Education (CABE) was unanimously endorsed June, 2011. All India Council for Technical Education (AICTE) provided the NVEQF and laid down major recommendations on vocationalization of curriculum. The NVEQF is anchored in the Ministry of Human Resource Development for assisting and synergizing efforts of different players in the vocational education sector. Further the framework suggests on State level coordination committees for vocational education and skill development under the chairpersonship of the State Chief Secretary and with representation from Departments of Education, Labour and Industry and State chapters of NSDC

(National Skill Development Corporation)/SSC (Sector Skill Councils)/industry associations.

As per NVEQF, 2012 the main goals and objectives on vocational education is to remove the imbalances upon the demand and supply of skilled workforce, increase employment rates among the youth and to establish and maintain more vocational schools and stressed that vocationalization should be introduce and implemented right from Class IX – XII standards. It envisaged that vocational courses would ordinarily be provided at the higher secondary +2 stage, but flexibility was provided to start vocational education after class VIII. It aims to provide guidelines for vocational education to meet international standards, bridge the gap between vocational and general education and job markets, stress on progression of vocationalization from secondary level and ultimately building a partnership with industry and employers so that the students can develop curiosity in the world of the work and thereby enhancing their creativity and abilities to a great extent.

NVEQF is a descriptive framework that organizes qualifications according to a series of levels of knowledge along with skills. It suggests that vocational courses should be designed, developed, delivered, assessed and certified in consultation with industry and employers. These levels are defined in terms of learning outcomes i.e., the competencies which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training. Qualifications are made up of occupational standards for specific areas of learning units. This would provide the stakeholders such as the learners, education and skill training providers and employers to gain information about the broad equivalence of qualifications across specific skill sectors. It is, therefore, a nationally integrated education and competency based skill framework that will provide for multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system. The key elements of the NVEQF are to provide (a) national principles for providing Vocational Education (VE) leading to international equivalency, (b) multiple entry and exit between VE, general education and job markets, (c) progression within VE, (d) transfer between VE and general education, and (e) partnership with industry/employers

NVEQF is now subsumed into the National Skills Qualification Framework. The NVEQF has set common principles and guidelines for a nationally recognized qualification system, covering schools, vocational education institutes and institutes of higher education with qualifications ranging from secondary to doctorate level, leading to international recognition of national standards. Students now have the scope for vertical and horizontal mobility with multiple entry and exits. This would be especially useful to promote the creative genius of every child including children with special needs. The corner stone of the NVEQF is the close partnership and collaboration with the industry/potential employers at all stages starting from identification of courses, content development, training and provision of resource persons, assessment, accreditation, certification and placement.

1.5 Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE)

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) is an apex research and development organization in the field of vocational education. It is a constituent unit of the National Council of Educational Research and Training (NCERT), established by the Ministry of Human Resource Development (MHRD), Government of India. The PSSCIVE is a UNESCO-UNEVOC Centre in India. The Institute advises and assists the central and state governments on the various aspects of planning and implementation of vocational education and training programmes. The Institute has a long historical contribution in the development of policy perspectives on work experience, socially useful productive work, vocationalization of education and vocational education and training. The institute has a vision of being the leading organization in the country to strengthen Vocational Education and Training (VET) system so as to meet the challenges and needs of future workforce development. This is to be insured by building the capacity of VET institutions, being the mission of the institution. The institute laid down two fold strategic goals to achieve its mission. Firstly by developing VET professionals and preparing the skilled workforce of the 21st century. Secondly by enhancing synergistic partnership and networking with VET organizations and agencies. PSSCIVE serves various functions for the ministry with regard to vocational education such as:

- (i) Advise and assist the Central and State/UT Governments in the implementation of vocationalization of education in schools.
- (ii) Provide research inputs for policy making and planning and directions to the delivery system of instructions and support services.
- (iii) Develop guidelines, curricula, courseware and e-learning materials for a wide spectrum of target groups for various occupations and self-employment opportunities in the world-of-work, including children with special needs.
- (iv) Develop vocational courses and programmes under the National Skills

 Qualification Framework (NSQF) courses covering secondary and higher secondary education.
- (v) Offer a wide spectrum of courses and training programmes for capacity building of key functionaries and vocational teachers.
- (vi) Ensure better regulation and quality assurance of delivery of Vocational Education and Training.
- (vii) Reduce the mismatch between supply and demand of skilled human resource through industry engagement and demand driven learning programmes.
- (viii) Develop a National system of Vocational Education and Training (VET) to provide nationally recognized vocational courses and programmes for seamless career pathways and school-to- work transition.
- (ix) Enhance the status and quality of vocational education and training by mobilizing support of various stakeholders for popularisation and effective implementation of VET.
- (x) Collaborate with national and international organizations/institutions/ agencies for promotion of VET.
- (xi) Undertake research projects in collaboration with national and international organizations.
- (xii) Organize national and international seminars, conferences, and workshops to provide a forum for discussion and strategic directions for effective implementation of skill development programmes.
- (xiii) Develop and provide a database of VET system in schools for effective monitoring and supervision.

In the span of last 28 years since its establishment in 1993 lot of landmark contributions has been done by the institute. Some of them being:

- 1. **Development of NVEQF**: Contribution to the development of National Vocational Education Qualifications Framework (NVEQF), which is subsumed in National Skills Qualifications Framework (NSQF). The institute is addressing the bottom of the skills pyramid from the perspective of (NSQF) by creating skill awareness and exposing students at an early age. It is working on the model of 'catch them young' which will help in making young population aware and equipped with skills required for the world of work.
- 2. Leveraging government's scheme of Samagra Shiksha: The new integrated scheme of school education i.e. Samagra Shiksha introduced vocationalization as an integrated component at both higher and lower secondary level aligned with NSQF.
- 3. Courseware Designing: Designing and developing guidelines, curricula and teaching-materials for the States/UTs. The institute has mandated to look into various aspects of curriculum and pedagogy for grades 9 to 12. It has prepared 26 pre-vocational education modules for Class 9 and 10 and 100 learning outcome based curricula for Classes 9 to 10 as per the job roles under the NSQF along with Multimedia materials, video films for popularization of vocational education and teaching-learning in various vocational subjects.
- 4. Introducing Employability Skills in school curriculum for Class 9 to 12:

 The institute has already prepared job specific vocational contents with employability skills and is made available as e-contention its website. To facilitate smooth learning both textbook on Employability Skills for student and teachers' handbook to help translate the ideas into real actions have been prepared. In order to implement the employability skills effectively, orientation and training programmes for vocational teachers are organized to make them aware and how to implement the ideas. Contribution to the development of a framework for Recognition of Prior Learning (RPL)
- **5. Industry collaboration and school linkages:** To enhance industry engagement and collaboration, the institute is actively engaging industry while designing the curriculum of the vocational programs by inviting respective Sector Skill Councils (SSCs) and industries who nominate their

- representatives to be consulted while designing the curricula and learning material of the vocational program.
- Making guideline document: The institute is involved in making guideline documents on various aspects of VET, including work education, guidance and counselling, field visits, student portfolio, quality of vocational trainers, etc.
- 7. MOU with the Academy of Korean Studies (AKS), South Korea: NCERT has signed a MOU as a collaborative endeavour where vocational demonstration multipurpose school are to be set up in Bhopal in collaboration with Korean Research Institute for Vocational Education and Training (KRIVET) in Beauty and Wellness and Mechatronics domains. The Korean experts are helping in designing the curriculum, learning materials and pedagogy.
- 8. Making young minds open to skill-based learning: The institute is committed to make vocational education aspirational and promising. 10 model vocational schools across India will be established under the Innovative Model of Vocational Education in Schools Project. For same six states have been identified viz., Tripura, Orissa, Madhya Pradesh, Rajasthan, Karnataka and Meghalaya including our 4 Demonstration School located in Ajmer, Bhopal, Mysore and Bhubaneswar each attached to respective Regional Institute of Education (RIEs). In every project school, practical labs for 2 job sectors and 2 job roles will be established. This is first of its kind an experimental initiative which will make Vocational Education more aspirational to the new generation.

The institute has been the leading institute to strengthen the foundations of vocational education in schools through teacher training, research and development. The vocational courses are being implemented in the government schools, CBSE schools, National Institute of Open Schooling (NIOS). One of the major challenges is the availability of trained teachers. Hence, now the institute is more focused in conducting orientation programs for the key functionaries including Principals to make them understand the course requirements, including infrastructure and support to the programs. So far the institute has conducted many orientation programmes and capacity-building programmes on vocationalization of education for key

functionaries and vocational teachers. The institute has successfully organized innumerable teacher training programmes on vocational pedagogy and domain specific learning. The practising teachers are being trained on aspects related to vocational pedagogy and how they can integrate employability skills into their teaching. The institute is also offering Diploma programme in Vocational Education and Training (DVET), a full time course by NCERT aimed at improving teacher's capacity for effective execution of vocationalisation of senior secondary program. Still a lot needs to be done at school level to involve industry in implementing of the vocational education. There is a need for creating awareness and making right information available is essential for strengthening school- industry linkages. There is a need to create awareness regarding the nature of industries nearby available near to schools and developing teachers to collaborate with industry is equally important.

1.6 NISHTHA: Teachers' Training Programme

The Department of School Education and Literacy has launched a National Mission to improve learning outcomes at the elementary level through an Integrated Teacher Training Programme called 'National Initiative for School Heads and Teachers Holistic Advancement' NISHTHA under the Centrally Sponsored Scheme of Samagra Shiksha in 2019-20. NISHTHA is the largest teachers' training programme of its kind in the world to popularize and strengthened Vocational education through Pre-vocational courses from class 6 to class 8 before secondary stage. Pre-vocational education has been conceptualized in Samagra Shiksha as the integration of work based activities with teaching-learning processes, rather than a separate add on to the existing scheme of studies of education from Classes VI-VIII. Pre-vocational education will help students to: a) Identify the productive activities, plan and organise productive work; b) Identify the tools, equipment and material, used in the production of goods and services; c) Develop basic skills to observe, manipulate and participate in work practice; d) Inculcate socially desirable values, such as cooperativeness, teamwork, perseverance, tolerance, etc.; and e) Develop respect for manual work (dignity of labour) and regard for workers. NISTHA aimed that teachers will get awareness and develop their skills on various aspects of elementary curriculum related to learning outcomes, competency-based learning and testing, learner-centered pedagogy, school safety and security, personal-social qualities, inclusive education, ICT in teaching-learning including artificial intelligence, health and well-being including yoga, initiatives in school education including library, eco-club, youth club, kitchen garden, school leadership qualities, environmental concerns, pre-school, pre-vocational education and school-based assessment. The scheme is determined to cover all teachers and heads of schools at the elementary level in all Government schools, Faculty members of State Councils of Educational Research and Training (SCERTs) and District Institutes of Education and Training (DIETs), Block Resource Co-ordinators and Cluster Resource Coordinators in all States and UTs. Training progammes have been conducted nationwide and was organized in Aizawl in December, 2019 at DIET, Aizawl. Key Resource Persons (KRPs) and State Resource Persons (SRP) were identified by the State and UTs, who were trained by National Resource Persons identified from National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), etc. States and UTs were given the option to contextualize the training modules and use their own material and resource persons also, keeping in view the core topics and expected outcomes of NISHTHA.

1.7 Vocationalization of Secondary Education in Mizoram

In Mizoram initially way back in 1988, State Council of Educational Research & Training (SCERT) was taking care of vocational education under the centrally sponsored scheme as per the recommendations of National Policy of Education (1986).SCERT implemented vocational courses at higher secondary level only. A number of higher secondary schools vocational teachers were employed and were provided salary by SCERT. After the launching of RMSA, the scheme then covered all classes of secondary level i.e. from class IX-XII. This scheme of vocationalization of secondary education has been under the umbrella of RMSA since then and in Mizoram it started from 2012. The scheme was stopped by the Ministry of Education for a while, but after that the scheme is implemented again from the year 2015-16 under Samagra Shiksha covering Classes IX-XII of lower and higher secondary level. The School Education Department under Mizoram State Government took over this responsibility and the department is the new academic authority of vocationalization of secondary education. Now the scheme is one of the interventions under Samagra Shiksha, an overarching programme for the school education sector extending from pre-school to class XII under the Department of School Education & Literacy, Ministry of Education, GOI. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA, 2001), Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009) and Teacher Education (TE). The scheme of vocational education and how it is carried is very much the same in Samagra Shiksha as it used to be in RMSA. As per NSQF and ministry guideline the scheme of vocationalization of secondary education is introduced from class IX-X. Since 2015-2016 few batches have passed out starting from class IX. The scheme has been implemented so that the mission of universalization of education could be seen in the field of vocational education. At present Mizoram has been approved to offer Vocational Education (VE) in six trades in 46 selected schools all over Mizoram. Maximum schools have been approved in Aizawl district (See Table 1.1). Trades are separately approved for Level 1 (Classes IX-X) and Level 2(Classes XI-XII) (see Table 1.2). All selected schools are of government management where enrollment is higher. The six trades which have been approved are IT/ITES, Agriculture, Automotive, Health Care, Apparel Made-ups & Home Furnishing (AMHF) and Beauty & Wellness by the central government. It is implemented both at secondary and higher secondary level of education as Level 1 & Level 2 respectively. Students completing Level 1 are eligible for admission to Level 2.

Table No. 1.1

District-wise count of Vocation Education (VE) schools under Samagra Shiksha,

Mizoram as on Sept. 2020 (as per PAB approval from 2015-16 to 2020-21)

Sl. No.	District	No. of schools
1	Aizawl	15
2	Champhai	2
3	Hnahthial	3
4	Khawzawl	2
5	Kolasib	5
6	Lawngtlai	3
7	Lunglei	5
8	Mamit	3
9	Saiha	3

10	Saitual	3
11	Serchhip	2
Total	-	46

Source: Samagra Shiksha Office, Mizoram (Sept., 2020)

Table 1.2

Existing Vocational Trades with Qualification Pack I.D. till 2020-21 in Mizoram

Sl. No	Trades	Job Roles	Concerned Classes	Qualification Pack I.D.
1	Agriculture	Solanaceous Crop Cultivator	IX & X	AGR/Q0402
2	Apparel Made ups and Home Furnishing	Hand Embroiderer	IX & X	AMH/Q1001
3	Automotive	Auto Service Technician L3	IX & X	ASC/Q1410
4	Beauty & Wellness	Assistant Beauty Therapist	IX & X	BWS/Q0101
5	IT&ITES	Domestic Data Entry Operator	IX & X	SSC/Q2212
6	Agriculture	Floriculturist (Open Cultivator)	XI & XII	AGR/Q0205
7	Apparel Made ups and Home Furnishing	Self Employed Tailor	XI & XII	AMH/Q1947
8	Automotive	Auto Service Technician L4	XI & XII	ASC/Q1402
9	Healthcare	General Duty Assistant	XI & XII	HSS/Q5101
10	IT&ITES	CRM Domestic Voice	XI & XII	SSC/Q2210
11	Agriculture (DSE)	Gardener	XI & XII	AGR/Q0801

Source: Samagra Shiksha Office, Mizoram (Sept, 2020)

The state cannot introduce any native trade on its own unless it is approved from ministry, however the concerned authority of state can demand various trades according to demand and feasibility for each academic block year. All the courses are approved by concerned skill council and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal. The courseware which is approved by PSSCIVE is used for classes IX-XII. Every particular trade has a set of pre-defined job roles for which students are prepared. Under the current scheme schools are being approved since block year 2015-16 and latest approval was for the block year 2020-2021 (See Table 1.3) by the Project Approval Board (PAB). Vocational Education is optional and under this scheme the underprivileged, poor and those who are poor in their scholastic studies, are to be given priority so that they find some way of employment. Also those who drop out from school and could not continue their schooling after class X or XII are given benefit of scheme. As far as vocational guidance and counseling is concerned students are provided dedicated teachers for teaching and guidance. As per the latest National Education Policy (NEP) 2020, Vocational Education will be introduced in the elementary section starting from this academic year i.e. 2021-2022. However it will not be kept optional like at secondary level. The students at elementary level will be given the chance to explore in the field of vocational education so that they develop interest in it right from elementary stage. Local craftsman, local artisans will be providing them knowledge and training. The latest training programme of NISHTHA was organized in Aizawl in December, 2019 at DIET, Chaltlang in the series of programme to motivate and equip elementary teachers to encourage and foster critical thinking in student's right through elementary stages. NISHTHA is another parallel intervention under the umbrella scheme of Samagra Shiksha.

Table 1.3
List of Vocation Education Schools under Samagra Shiksha, Mizoram (with Job Roles)

	10 H/S a	pproved for 1	Implementation	of Vocationa	l Scheme b	y PAB 2015-	16
Sl.	Name of	Name of	U-DISE	Vocational	Job Role	Vocationa	Job Role
No	District	School	Code	Trade 1	of	l Trade 2	of Trade
					Trade 1		2
1	Aizawl	Govt. Mizo H/S	15030200109	IT & ITES	Domestic Data Entry Operator	Healthcare (Discontin ued)	General Duty Assistant
2	Aizawl	Govt. Zemabaw k H/S	15030400418	IT & ITES	Domestic Data Entry Operator	Healthcare (Discontin ued)	General Duty Assistant
3	Saitual	Govt. Saitual H/S	15030500119	IT & ITES	Domestic Data Entry Operator	Healthcare (Discontin ued)	General Duty Assistant
4	Champhai	Govt. G.M. H/S	15040100106	IT & ITES	Domestic Data Entry Operator	Healthcare (Discontin ued)	General Duty Assistant
5	Kolasib	Govt. Kolasib H/S	15020100605	IT & ITES	Domestic Data Entry Operator	Healthcare (Discontin ued)	General Duty Assistant
6	Lawngtlai	Govt. Region H/S	15070200407	IT & ITES	Domestic Data Entry Operator	Healthcare (Discontin ued)	General Duty Assistant
7	Lunglei	Govt. Lunglei H/S	15060200230	IT & ITES	Domestic Data Entry Operator	Healthcare (Discontin ued)	General Duty Assistant

8	Mamit Saiha	Govt. Mamit H/S Govt.	15010104306 15080100706	IT & ITES	Domestic Data Entry Operator Domestic Data	Healthcare (Discontin ued) Healthcare (Discontin	General Duty Assistant General Duty
		Saiha H/S	10000100700	11 60 11 20	Entry Operator	ued)	Assistant
10	Serchhip	Govt. Serchhip H/S	15050101711	IT & ITES	Domestic Data Entry Operator	Healthcare (Discontin ued)	General Duty Assistant
	1 H/S ap	proved for 1	mplementation	of Vocational		Y PAB 2016-1	
Sl.	Name of	Name of School	U-DISE Code	Vocational Trade 1	Job Role of Trade	Vocationa 1 Trade 2	Job Role of Trade
No	District	SCHOOL	Code	1 rade 1	1	1 1 rade 2	2
					Domestic		Auto
1	Aizawl	Govt.	15030600410	IT & ITES	Data	Automotvi	Service
		K.M. H/S			Entry	e	Technici
					Operator		an L3
	3 H/S ap	proved for I	mplementation	of Vocational	_	y PAB 2017-1	
Sl.	Name of	Name of	U-DISE	Vocational	Job Role	Vocationa	Job Role
No	District	School	Code	Trade 1	of Trade 1	l Trade 2	of Trade 2
		Govt.		Healthcare	General		Solanece ous
1	Aizawl	Central	15030200807	(Discontinu	Duty	Agriculture	Crop
		H/S		ed)	Assistant		Cultivato
							r
2	Aizawl	Govt. Mamawii H/S	15030601325	IT & ITES	Domestic Data Entry Operator	Apparel Made-ups and Home Furnishing	Hand Embroid erer
3	Aizawl	Govt. Republic H/S	15030100907	IT & ITES	Domestic Data Entry	Apparel Made-ups and Home	Hand Embroid erer

					Operator	Furnishing	
	13 HSS a	pproved for 1	Implementation	of Vocationa	l Scheme b	y PAB 2017-	18
Sl. No	Name of District	Name of School	U-DISE Code	Vocational Trade 1	Job Role of Trade	Vocationa 1 Trade 2	Job Role of Trade 2
1	Aizawl	Govt. Mizo HSS	15030200111	IT&ITeS	CRM Domestic Voice	Healthcare	General Duty Assistant
2	Aizawl	Govt. Zemabaw k HSS	15030400419	IT&ITeS	CRM Domestic Voice	Healthcare	General Duty Assistant
3	Saitual	Govt. Saitual HSS	15030500121	IT&ITeS	CRM Domestic Voice	Healthcare	General Duty Assistant
4	Champhai	Govt. G.M. HSS	15040100108	IT&ITeS	CRM Domestic Voice	Healthcare	General Duty Assistant
5	Lawngtlai	Govt. Region HSS	15070200406	IT&ITeS	CRM Domestic Voice	Healthcare	General Duty Assistant
6	Lunglei	Govt. Lunglei HSS	15060200223	IT&ITeS	CRM Domestic Voice	Healthcare	General Duty Assistant
7	Mamit	Govt. Mamit HSS	15010104305	IT&ITeS	CRM Domestic Voice	Healthcare	General Duty Assistant
8	Siaha	Govt. Saiha HSS	15080100606	IT&ITeS	CRM Domestic Voice	Healthcare	General Duty Assistant
9	Serchhip	Govt. Serchhip HSS	15050101710	IT&ITeS	CRM Domestic Voice	Healthcare	General Duty Assistant
10	Aizawl	Govt. Central HSS	15030200809	Healthcare	General Duty Assistant	Agricultur e	Floricult urist (Open Cultivati

							on)
11	Aizawl	Govt. Mamawii HSS	15030601328	IT & ITES	CRM Domestic Voice	Apparel Made-ups and Home Furnishing	Self Employe d Tailor
12	Aizawl	Govt. Republic HSS	15030100908	IT & ITES	CRM Domestic Voice	Apparel Made-ups and Home Furnishing	Self Employe d Tailor
	1 HSS ap	proved for l	Implementation	of Vocational	Scheme by	PAB 2018- 1	19
1	Aizawl	Govt. K.M. HSS	15030600411	IT & ITES	CRM Domestic Voice	Automotiv e	Auto Service Technici an L4
	2 H/S approved for Implementation of Vocational Scheme by PAB 2019-20						
Sl. No	Name of District	Name of School	U-DISE Code	Vocational Trade 1	Job Role of Trade	Vocationa 1 Trade 2	Job Role of Trade 2
1		Govt.			Auto	Apparel	Hand
	Hnahthial	Hnahthial H/S	15060100420	Automotiv e	Service Technici an L3	Madeups and Home Furnishing	Embroid erer
2	Hnahthial Khawzawl		15060100420 15040200408		Technici	and Home	Embroid
	Khawzawl	H/S Govt. Khawzawl H/S		e Automotiv e	Technici an L3 Auto Service Technici an L3	and Home Furnishing Apparel Madeups and Home Furnishing	Embroid erer Hand Embroid erer
	Khawzawl	H/S Govt. Khawzawl H/S	15040200408	e Automotiv e	Technici an L3 Auto Service Technici an L3	and Home Furnishing Apparel Madeups and Home Furnishing	Embroid erer Hand Embroid erer

2	Aizawl	Govt. Compreh ensive Model High School	15030601327	IT & ITES	Domestic Data Entry Operator	Beauty & Wellness	Assistant Beauty Therapist
3	Aizawl	Govt. JL High School	15030600713	IT & ITES	Domestic Data Entry Operator	Beauty & Wellness	Assistant Beauty Therapist
4	Hnahthial	Govt. Pangzawl H/S	15060100113	IT & ITES	Domestic Data Entry Operator	Agriculture	Solanaceo us Crop Cultivator
5	Hnahthial	Govt. Southern H/S	15060100417	IT & ITES	Domestic Data Entry Operator	Agriculture	Solanaceo us Crop Cultivator
6	Khawzawl	GOVT MIZO H/S, KHAWH AI	15040201610	IT & ITES	Domestic Data Entry Operator	Agriculture	Solanaceo us Crop Cultivator
7	Kolasib	Govt. C.Zakhu ma HSS	15020100217	IT & ITES	CRM Domestic Voice	Healthcare	General Duty Assistant
8	Kolasib	Govt. Diakkaw n H/S	15020100412	IT & ITES	Domestic Data Entry Operator	Beauty & Wellness	Assistant Beauty Therapist
9	Kolasib	Govt.T.R obert H/s, Bilkhawt hlir	15020301309	IT & ITES	Domestic Data Entry Operator	Agriculture	Solanaceo us Crop Cultivator
10	Kolasib	Govt.	15020200212	IT & ITES	Domestic	Agriculture	Solanaceo

		High School,			Data Entry		us Crop Cultivator
		Kawnpui			Operator		
11	Lawngtlai	Govt. Kamalan agar-I H/s	15070400109	IT & ITES	Domestic Data Entry Operator	Agriculture	Solanaceo us Crop Cultivator
12	Lunglei	Govt. Leitlangp ui H/S	15060200118	IT & ITES	Domestic Data Entry Operator	Beauty & Wellness	Assistant Beauty Therapist
13	Lunglei	Govt. Tlabung H/S	15060303213	IT & ITES	Domestic Data Entry Operator	Agriculture	Solanaceo us Crop Cultivator
14	Lunglei	Govt. Zobawk H/S	15060203514	IT & ITES	Domestic Data Entry Operator	Beauty & Wellness	Assistant Beauty Therapist
15	Mamit	Govt. Kawrteth awveng H/S	15010101307	IT & ITES	Domestic Data Entry Operator	Agriculture	Solanaceo us Crop Cultivator
16	Saitual	GOVT. NGOPA H/S	15040400112	IT & ITES	Domestic Data Entry Operator	Agriculture	Solanaceo us Crop Cultivator
17	Siaha	Govt. Siaha H/S	15080100104	IT & ITES	Domestic Data Entry Operator	Agriculture	Solanaceo us Crop Cultivator

Source: Samagra Shiksha Office, Mizoram (Sept, 2020)

1.8 Rationale of the Study

There is a strong felt need for high school students to enter the highersecondary stream with a clear understanding of vocational field which they wish to choose. This need fits in very aptly in the present state of unemployed youth in the country and lack of proper implementation of different schemes related to vocationalization of secondary curriculum. Especially during lower secondary classes when curriculum is still undifferentiated and students need proper guidance and counseling on selection of their higher secondary streams out of traditional academic and vocational streams. There is a serious lack of implementation of vocationalization of lower secondary curriculum which results in very little percentage of students entering this skill based field. Moreover, the country had been witnessing the gradual under-popularization of vocational courses since independence. However, the latest National Education Policy, 2020 is very precise in laying down the modalities of the vocationalization of curriculum right through early intervention in school education in order to enroll more students to various vocational courses. The educational stakeholders must understand what are the factors that really motivate students to take up vocational field as there career and why the traditional academic streams still hold a major attraction for students during higher secondary streaming.

As a human being, we all need some kind of career to earn our own livelihood, to make our lives better, to feed the families, and for certain kinds of needs. Therefore, right from the childhood, it is very vital for us to receive right kind of education, in which we can fully obtain a clear perception of learning, which will in turn help us to choose subjects and career wisely, particularly from secondary stage. Vocational education helps one to become a useful and responsible citizen who will contribute for the welfare of the society and nation. Hence it is advisable to improve students understanding about vocational education through proper vocational guidance and counseling services for students and understand their aspirations for future. Vocational education helps the students to acquire readiness to enter the world of the work while they are in the world of studies. It also helps them to visualize their future ahead, in terms of benefit of vocational education over traditional academic subjects. So, it is very necessary to introduce the importance of vocational education at an early age to get the child for building up his future. Thus,

a provision of desirable vocational & educational guidance and counseling right from elementary level will certainly reduce the rate of unemployment among the youths. It will also help them in realizing their strength and limitation and to respect manual work before they enter the world of work. More importantly in Indian education system students are in great need of vocational guidance and counseling services at secondary level as they are going to benefit from these services for their future choice of streams at higher secondary level. When streaming has already happen, the vocational guidance and counseling services become more specific to the streams of students, whereas at the secondary level its relevance is much more important as it may lead to important and correct career related decisions of the students based in their vocational competencies. Hence it is more apt to study the vocational education status and problems at secondary level of schooling. Also, it is very important to stress on practical aspects rather than the theoretical part, improving and developing their skills to the best as possible to be able to be fit enough to earn a living. So in order to understand the situation and perception of vocational education among secondary school students, and also the awareness and preparedness of secondary school teachers the following research questions need to be answered:

1.9 Research Questions

- 1. Is career guidance an aspect of curriculum at secondary level of education?
- 2. What are the modalities of providing guidance and counseling at secondary level?
- 3. Do the schools contain adequate infrastructure and facilities with regard to vocational education?
- 4. Does the present system of vocational education focus on the practical aspect of learning/training?
- 5. What is the awareness level of teachers of secondary schools regarding vocational education?
- 6. How far the provisions of national vocational education curriculum are implemented at secondary level of education?

Thus in order to find answers to the above stated research question the investigator proposed the following problem for investigation:

1.10 Statement of the Problem

The present study is entitled as "Vocational Guidance and Counseling among Secondary School Students in Aizawl City: Status and Problems"

1.11 Operational Definitions of Key Terms

Vocational Guidance: It is an assistance provided to an individual in choosing a career or profession or in making employment or training decisions that suits ones' ability. It is providing occupational or career information to the students.

Vocational Counseling: It is concerned with the discovery of one's potentialities, interests and attitudes such that he/she is helped to actualize himself in the pursuit of his/her vocation. Vocational counseling uses several techniques of client appraisal and assessment and assists the individual in his self actualization.

Secondary School Students: Here the term refers to all the Mizo students studying at secondary level of education within Aizawl city of Mizoram.

1.12 Objectives of the Study

For the present research proposal all the research questions have been not addressed through the objectives of the study due to limitation of time. Following are the chosen objectives:-

- 1. To find out the status of vocational guidance and counseling services offered at secondary level of education.
- 2. To explore the vocational guidance and counseling needs of secondary school students.
- 3. To examine the problems faced by secondary schools in providing vocational guidance and counseling services to secondary school students
- 4. To suggest measures for proper implementation of guidance and counseling provisions at secondary level of education.

1.13 Delimitations of Study

The present study is delimited to High Schools of Aizawl city of Mizoram.

1.14 Limitations of Study

Due to upsurge of Covid-19 pandemic limited data could be collected owing to complete lockdown almost for entire school academic session of 2020-2021.

CHAPTER-II

Review of Related Literature

2.1 Introduction

Review of related literature means to acquire comprehensive information about what has already been done in a particular area of research which the researcher wishes to take up. It thus enables the researcher to discover the existing gaps, new queries raised by various researchers and most importantly a holistic understanding of the field of study. The process results is selecting appropriate and relevant problem in relation to space and time. The redundancy of problem is escaped and best is sought for the purpose of investigation. Therefore review of related literature is a very key part of any research as the researcher can take ample advantage from previously obtained findings and minutely take every detail into consideration before conducting a new research.

Related researches based on studies of vocational education especially in independent India started only in the decade 1960-70s and gained momentum after 1980s. As far as the research outside India is concerned plenty of research has been done. Present research is focusing on lower secondary level of schooling specifically with regard to vocational guidance and counseling services as this stage of education is vital for deciding on future careers, vocations, and professions for students. School education may sometimes be found to incline towards scholastic aspects of education alone and may at times seem irrelevant to day to day living in lack of practical exposure. The discoveries from the researches done in this field are suggestive of positive contribution of vocational education at school level, which when religiously delivered can solve the problems of unemployment and poverty.

There are several studies on various aspects of vocational education that guide to choose measures to improvise this vital aspect of education. A considerable amount of research is available and lot more is yet to be explored. In the present study the researcher aims to explore the extent to which vocational guidance and counseling services are provided in Aizawl city, the capital of Mizoram at lower secondary level of schooling i.e. at grade IX & X. Both guidance and counseling are

of vital significance to school going adolescent with regard to their correct career choices and decisions and same is sought to explore in context of Mizo adolescents.

2.2 Reviewed Studies

Review of related researches suggested that there are several studies done in Indian subcontinent and abroad related to vocational and technical education, vocational guidance and counseling of students. Following are some reviewed studies focusing these areas.

2.2.1 Studies in India

"The history of Indian education is testimony to the fact that the need for introduction of occupational education for students was highlighted as far back as in 1854" (Fifth Survey of Educational Research, 1988-1992). It was Wood's Dispatch (1854) that suggested for the provision of practical education to Indians which may help them in contributing the sphere of national development. The Hunter Commission (1882) analyzed the status of secondary education and recommended the introduction of diversified courses at the secondary stage and categorically mentioned that in the upper classes of high schools there should be two diversionsone leading to the entrance examination of universities, and the other of a more practical aspect, training the youths for commercial or other non-literary pursuits. But the suggestion did not receive any appreciation from the government and public and it was completely ignored. Hartog Committee (1929), suggested for the diversion of more boys to industrial and commercial career at the end of middle school stage and adding more courses to impart special instruction in technical and industrial schools. However, this suggestion were not seriously carried out immediately but later because of the growth in the number of educated unemployed greater attention was paid to the problems of practical and vocational education. Furthermore Mahatma Gandhi also had a concern for manual and productive work in his scheme of Basic Education (1937). The idea behind the scheme was to provide education through some form of craft or productive work. It was to relieve the child from the tyranny of purely academic and theoretical instruction and to break down the existing barriers of prejudice between manual and intellectual work.

After independence, the Secondary Education Commission (1952-53), recommended for implementation of the diversified courses at the secondary level and establishment of higher secondary schools only to vocationalize the education at the secondary level. As a result, a large number of existing high schools were converted into higher secondary multipurpose schools and the number kept on increasing year by year. But still it can be seen that society give much emphasis on general education at higher stages and it is still in a rush making vocational education a subsidiary position. As per 1960-61 national data, nearly 4.22 lakhs students enrolled in varied vocational schools in the country against an enrolment of 31.59 lakhs in general secondary education. This clearly shows that only 12% students of secondary education level were enrolled in vocational courses while 88% of students are in general education. Although vocational education across the country does not receive enough support and attention till then, there were several countries by that time in which vocational education was being utilized by the people and successfully implemented. Countries like northern European countries reach the highest position in providing adequate educational opportunities and thereby producing maximum skills for its citizen. The most comprehensive suggestions towards vocationalization of higher secondary education came from recommendations of Education commission (1964-66), which presented a complete blueprint for complete transformation of educational system in the country (Fifth Survey of Educational Research, 1988-1992). These recommendations received due acceptance in National policy of Education, 1968 and 1986 and finally Centrally Sponsored Scheme (CSS), in 1988 was widely implemented across nation for providing diversification of educational opportunities so as to enhance employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education (Fifth Survey of Educational Research, 1988-1992). As per NVEQF (National Vocational Educational Quality Framework), 2012 provided by All India Council for Technical Education (AICTE), the main goals and objectives on vocational education is to remove the imbalances upon the demand and supply of skilled workforce, increase employment rates among the youth and to establish and maintain more vocational schools and stressed that vocationalization should be introduce and implemented right from Class IX - XII standards. It envisaged that vocational courses would ordinarily be provided at the higher secondary +2 stage, but flexibility was provided to start vocational education after class VIII.

So far the share of vocationalized courses available at lower secondary level is much less in comparison to higher secondary level, and even if they are implemented they are just for name sake. There is highly felt need for guiding and counseling students at lower secondary level for choosing their future stream of education, with special emphasis on vocational courses which remained a neglected avenue of prospective higher education until very recently where its importance is reiterated (NVEQF, 2012). As per the Fourth Survey of Research in Education it is revealed that research in vocational and technical education was undertaken only from 1960 onwards, which gathered momentum after 1970 and stabilized after 1980 (Fifth Survey of Educational Research, 1988-1992). Table 2.1 depicts the various themes which emerged as an area of research in this field during the 80s revealing that most of the researches gathered data from higher secondary stages of diversified curriculum and higher education institutions. The trend report on research in context of our country suggests that very few handfuls of studies have been taken at lower secondary level owing to lack of proper implementation of various schemes of vocational education all this time.

Table 2.1

Research in Different Thematic Areas of Vocational Education from India

Sl. No.	Thematic Areas of Vocational Education
1.	Evaluative studies of the ongoing governmental schemes of vocational
	education
2.	Work experience programmes of schools
3.	Study of students' educational and vocational aspirations
4.	Attitude and behavior studies
5.	Role of industries in promotion of vocational and technical education
6.	Entrepreneur and entrepreneurship
7.	Students' performance
8.	Vocational interest and occupational choices
9.	Students' future-problems and priorities

10.	Issues related to policy, management and planning
11.	Issues related to curriculum and instructional materials
12.	Issues related to teachers and their training
13.	Issues related to school-industry linkages
14.	Other miscellaneous studies

Source: Fifth Survey of Educational Research (1988-1992)

During the periods of 80s and 90s many studies were documented on students' vocational and occupational interest which generally develops between 13-15 years.

Jayapoorani (1982) in her study *Vocational interests of higher secondary school students* found that majority of higher secondary students preferred natural sciences, mathematics and English language over other subjects, with boys having interest in engineering and girls in being a doctor. Boys were found to be superior in mechanical reasoning. Both gender developed vocational interest in the age range of 13-15 years. Teachers had favourable attitude towards vocational education as it is job-oriented.

Gautam (1988) in his study An investigation into the educational and vocational interests of students at the delta stages and its implications for their future curricula found that students at delta stage (class VIII & X) varied in their vocational preferences significantly with regard to gender. However no significant difference in correlation of preference order of girls was found but significant difference was observed for boys. Also in most of the areas significant difference was observed between the two classes.

Makhiza (1988) in her study *A study of risk-taking, self esteem and family status in relation to vocational interests* found that risk-taking and vocational interest were significantly related, self esteem was positively related to social jobs over constructive and agricultural jobs and family status was found to be a significant determinant of artistic and agricultural interests.

Robert (1988) in his study *A study of the socio-economic status and vocational choice of students* further found vocational interest of higher-secondary students

depended upon socio-economic status, with no difference with regard to gender except for preference of house-hold work by girls.

In a similar study by **Sodhi** (1988) named as *Vocational interests and occupational choices of adolescent girls of Chandigarh*, it has been found that amongst the girls of class X very few adolescent girls were able to make correct occupational choices. Also urban higher-income group girls were comparatively better in taking congruent decision than their counterparts.

Pattinsthsr (1989) in the study *Economic parameters and interests of vocational stream students* found that parents' income and expenditure is the main determining factors of a student's vocational interest.

Bhatnagar & Gulati (1989) in their study *Vocational behavior of creative adolescents: A proposed framework for research* proposed a framework on vocational behavior of creative adolescents and suggested that they are more vocationally mature than their less creative counterparts; however lack of sufficient empirical evidence could not support their findings immediately. Further, they found that creative person are characterized by a number of abilities and personality attributes.

Choudhary (1990) in the study *A study of vocational aspirations of Standard IX students of English medium schools in Pune city* conducted a survey to find out the vocational, occupational and academic choices of class IX students and found that about 40% of students aspired to become doctors or engineers. Majority of them preferred science stream over other streams.

Javed (1990) in his study A critical study of the vocational interests of the students of arts, science and commerce studying graduation level in senior colleges in the rural areas found that rural students were disinterested in vocations based on agriculture over science based vocations. Students of all streams preferred white collared jobs over social jobs which demand more physical labour, with arts and commerce students showing more inclination towards persuasive and executive vocations.

Mohan & Gupta (1990) in their study Factors related to choice of vocational courses identified interest, motivation, personal concerns, values, level of self-

concept, attitudinal aspect, career maturity and future prospects of vocation as the major factors related to the choice of vocational courses.

Bhatnagar (1991) found in his study *Role of industries in promotion of vocational* education among rural women: a feasibility study in the state of Haryana sampling students, teachers and parents in Haryana and found that more girls were keen to learn about modern trades but due to lack of systematic training, textbooks, scholarships and human resource development policy there were many hurdles in pursuing it.

Bhargava (1991) in the study *A study on the interest and difficulties faced by the students studying in vocational education stream* studied the interests of students studying in the Rajasthan and found in spite of students' interest in vocational courses because of their employment-preparatory nature, lack of trained teachers, non-release of funds in time are the major shortcomings of these courses.

From the teachers' perspective **Das** (1991) in the study *An analytical study of vocational interests of primary teachers* found that female primary teachers had higher vocational interest than the males. Whereas male teachers preferred commercial vocational interest, the female teachers had more family function and aesthetic vocational interest. However rural teachers, both male and female, showed more interest in teaching profession than their urban counterparts.

Further **Saraswathi** (1992) in the study *Relationship between personality* dimensions and vocational interests of pupils of standard X found that personality dimensions and vocational interests of class X students did not matched. Further the vocational interests are also not related to their academic achievement.

With regard to technical education some study revealed that vocational and technical education was not in good shape right from its inception stage.

Nakatana & Srinivasan (1988) in their study *A correlative analysis of the performance of students of monotechnic institutions* found in their study that combined mean score for the students performance in monotechnic diploma courses was not better than their school final examination indicating an underperformance of student in vocational trades of commercial practice, chemical technology and printing technology.

Natarajan & Mukhopadhyay (1988) in their study *A study of the influence of factors influencing the performance of diploma in commercial practice students in women's polytechnics in Kerala* found that a total of 90% students felt that curriculum was difficult and lengthy, lacking demonstrative method with few practicums, lack of infrastructural and instructional materials. Nearly 60% of students were disinterested in the course mainly because of meager unemployment opportunities.

With regard to vocational guidance and counseling services to students very few studies have been documented with more recent studies in this field compared to last decades.

Kochar (1984) in the study *Educational and vocational guidance in secondary schools*, studied the rapid dynamic educational and occupational scene which lead to conflicts and grip of personal adjustment problems among the youth. The study reveals that the students need some mentor and guide, and the need for strengthening guidance programme in the schools to canalize the energies of the youth in productive channels. It is suggested to look upon the downward trend of academic standards in order to ease the emotional tensions and anxieties and make the student's journey smooth and successful. The study also recommends ensuring separate discussion upon guidance and counseling programme in order to make it successful.

Arulmani, Van Larr & Easton (2003) in the study *The influence of career beliefs* and socio-economic status on the career decision-making of high school students in *India*, studied the situation on career psychology that focus on the importance of comprehending how socio-economic backgrounds and how social-cognitive environments affect career development. It studies the interaction between career beliefs and socio-economic status among the sample of Indian high school students. The findings revealed that there is a significant difference between socio-economic statuses with lower socio-economic status, showing higher levels of negative career beliefs.

Kumar (2010) in the study *Guidance in the secondary school* studied how secondary school students face problems during adolescent stage in their mental and physical aspects. The findings revealed the importance and needs of proper guidance and

counseling services to tackle their own problems and to assist them in achieving self direction and educational, vocational and personal adjustment individually and help them to take positive steps in light of new orientations. They recommended strengthening the guidance services in secondary schools as it is an important aspects in molding the personality of future leaders in the nation.

Henry (2012) conducted his study *A comparative study of vocational guidance services in various secondary schools* on principals, teachers and students from schools of ICSE, CBSE, SSC aided, unaided schools and assistant officer of vocational guidance and counseling services of Mumbai. The finding revealed that there is an urgent need of introducing and strengthening vocational guidance services to meet the various requirements of the students, administration, and educational system for optimum development of the individual, society and most importantly for national development. In overall vocational guidance services in SSC aided schools that have an in-house vocational guidance teacher and counselor is definitely better, much more systematic and scientific than ICSE and CBSE Schools.

Sirohi (2013) in his study of *Vocational guidance and career maturity among secondary school students: an Indian experience* examined the career maturity of secondary students according to gender, type of school and vocational guidance provisions. The findings revealed that females possess higher career maturity than males, private school students show higher career maturity than government school students, and lastly students belonging to school with vocational guidance and counseling provision show much higher career maturity attitude than the underprivileged counterpart.

Kodad & Kas (2014) conducted a survey on *Emerging area of counseling in schools in India*. The study aimed to trace the problems faced by the students caused by the dynamic family structure and evolving social trends which negatively affect the physical, mental and social needs of the child and how the counseling services in schools helps to resolve those needs of the children. They adopted a review of literature method for this study. The findings revealed that there is definitely a need for counseling in schools in India and due to the breakdown of the traditional support systems in the society, it results in the suicidal of the child, changing family trends results in emotional turmoil upon the students and technological advances and

increased social life lead to drug abuse which contributed to stress and strain upon the students.

Chaudhari (2015) in her study *Need of guidance programme at secondary school level* explored on guidance needs of students at secondary school level revealing that majority of students pursue higher education without proper planning that leads to hamper proper selection of career choice which further results in wastage of human services. She recommended assisting students to identify their abilities.

Upadhyaya &Sisodiya (2016) in their study *A study of interest of secondary students in selection of subject and sources of guidance* conducted an investigation on interest of secondary students in selection of subjects in Mandsaur (Madhya Pradesh), revealing that most students are interested in fine arts and science subjects and students are very much in need of guidance for selecting the subject at 10+2 level. They suggested that there should be a career counselor in every school for guiding students and helping in selection of right career according to their interest.

Rao (2017) in his study *Guidance needs of high school students*, sampled students of IXth grade to identify their guidance needs. He highlighted the need of guidance in areas of physical, social, psychological, educational and vocational needs. The findings revealed that both boys and girls of high school students have almost the same guidance needs. Furthermore, he found that pupil studying in government schools need more social and psychological guidance needs compared to pupil studying in private schools.

Nivedita & Singh (2016) in their study Comparative study of guidance needs of secondary school students determined the guidance needs of secondary school students in Sirsa District of Haryana. The population consisted of all students of Sirsa district collected through random sampling technique consisting of 200 students from different rural and urban government and private schools. The findings indicated that guidance needs of female secondary school student are more than guidance needs of male secondary school students. Moreover, the guidance needs of rural secondary school students are more than urban secondary school students.

Mishra & Chaudhary (2018) in their study Guidance and counseling at secondary school: a review of literature, reviewed the guidance and counseling at school across

India in order to have better perspective of this field and aims to find orientation solutions to Indian rural contexts. The study analyzes various works done on the importance of establishing guidance at schools and found that India is still deprived of the true spirit of guidance, counseling and lack of vigorous research. Guidance has not been paid proper attention and has not yielded desired objectives as compared with other countries. So, the study recommends that only willing and motivated staffs should be recruited for providing guidance and counseling services and be given professional training and special courses in order to achieve desired goals and objectives.

Zafar (2019) in his study *Career guidance in career planning among secondary* school student using cross sectional sample found that correct decision in students life will help them to acquire success in choosing right profession. The findings also states that parent's educational level made a huge impact on career selection. He also suggests spreading the importance of awareness in career guidance through media, workshops and seminar for promoting guidance among the students.

2.2.2 Studies outside India

Okwelle (2007) conducted a study *Vocational guidance in secondary schools: the* case for a cooperative staff team strategy. His purpose is to focus on the Nigerian philosophy of education that shapes the individual into a sound and effective citizen. The main aim was to prepare the students of secondary school into a useful citizen of the society and to make them acquire a clear perception of the world of the work while at school. It also highlights the importance of cooperation and teamwork in order to reach goals in vocational guidance programme. It also involves guiding the students to recognize their strength and limitation to usefully choose occupation. A productive teamwork with the school principal in the field of implementation and evaluation will effectively help in improving the programme.

Gysbers (2008) in the study *Career guidance and counseling in primary and secondary educational settings* revealed that the need for career guidance and counseling in elementary and secondary schools has never been greater but began to emerge in countries around the world in the first part of the 19th century as a result of the growth of industrialization. It is seen that career guidance and counseling is increasingly a part of public policy agenda in countries around the world. The results

has caused countries to join together to discuss common themes in theory and practices in order to improve career guidance and counseling.

Eyo, Joshua & Esuong (2010)in the study Attitude of secondary school students towards guidance and counseling services in Cross River state investigated the attitude of secondary students towards guidance and counseling services using descriptive research design sampling 400 secondary school students from 10 schools through stratified random sampling technique. The study revealed that student's attitude towards guidance and counseling services were significantly positive, and reveals that gender and school locations had also significantly influence student's attitude. Also there is significant difference between the attitude of male and female students in rural and urban areas. Thus, the study recommended that there should be proper counseling services and a well-equipped counseling unit in both rural and urban areas with qualified counselors and creates more awareness upon guidance and counseling services.

Basham (2011)in his study *The role of career education and guidance for students in year 13 and its implications for students' career decision making* selected a sample of senior career advisor and year 13 students from secondary school in New Zealand incorporating state, private, town and city schools. He used three research tools for conducting his research i.e. a questionnaire for career advisors, a focus group interview of year 13 students and a semi-structured interview for Year 13 students and two years post-school students. The findings revealed that there is a slight difference in the opinion of students and post-students in terms of the need to inform career decision and what the career advisors are willing to be able to deliver in secondary level.

Odhiambo (2012) in the study Influence of guidance and counseling on academic performance of students in selected public secondary schools in Moto Sub County, Nakuru County, Kenya studied the influence of guidance program on academic performance of students in secondary school and employed an ex-post facto design. 1385 form four students and 24 teacher counselors in 24 public secondary schools were the population and through random sampling 86 students and 12 teacher counselors were selected. Questionnaire was used to collect data. The study indicated that guidance and counseling programmes have a positive impact on the academic

performance of the students and recommended that the teacher counselors should implement all the services needed for the strengthening of the program which will result in the improvement on academic performance of secondary schools in the area.

Hoest, Jensen & Nielsen (2013) in their study Increasing the admission rate to upper secondary school: the case of lower secondary school student career guidance focus on the intervention effect sizes. The investigation was carried out through a high-quality administrative data. Exploiting policy-induced variation in Denmark and using high-quality administrative data, they investigated the effects of a school intervention that introduces structured student career guidance in lower secondary school on upper secondary school admission. The studies revealed that the reform increases admission to upper secondary schools for immigrants, but shows at best small improvements for the native students.

Dabula & Makura (2013) in the study *High schools students' perception of career guidance programs for University access* investigated the situations regarding the efficacy of career guidance and counseling services among high school students in Eastern Cape using their perceptions and lived experiences. A qualitative approach was adopted and a convenient sample consisting 50 participants were selected. Data were thematically analyzed. The study revealed that the participants were satisfied with the current career guidance programs even though the efficacy can't be quantified. The study suggests the researchers to adopt a qualitative approach in compiling career counseling data along with diverse population such as Africa

Babatunde & Osakirle (2013) in their study Effects of group guidance and counseling techniques on students' vocational maturity in Ekiti State secondary schools, Ekiti State, Nigeria investigated the effects of group guidance and counseling techniques on students' vocational maturity. The problem of the study was to find out whether the Group Career Guidance (GCG) and Group Career Counseling (GCC) techniques will enhance vocational maturity of secondary school students. For this study, quasi experimental pre-test-post-test design was used upon 120 students from senior secondary school class two (SSS2) through purposive sampling method. The selected students were split into two groups. The groups were exposed to GCG and GCC respectively in their respective locations. The findings

revealed that both the two techniques were effective in the improvement of students' vocational maturity.

Francis & Prosser (2014) in the study *Exploring vocational guidance and gender in construction* investigated the knowledge of career counselor's perceptions on construction as a career for young people. This is to inform decisions to the secondary students about the world of the work. Here the counselor's client population consisted mostly of secondary school students. A questionnaire was used to examine their perceptions. The findings revealed that counselor perceived construction to be a better career for male than female. However, construction career had a positive impact on counselors encouraging young women to consider construction as career. The findings also indicate that counselors, who gain first-hand knowledge from people working in industry, encounter negative gender- stereotypes encourage more young women to consider a career in construction.

Hughes (2014) in the study *Guidance and counseling in schools: a response to change* is a comprehensive account on the origins and basis of guidance and counseling in British schools, and the principle underlying developments in guidance and counseling as well. The study mainly consists of historical overview of vocational guidance in Britain and assessments of its current and future prospects, selection of examination at secondary education as a major act of educational guidance in Britain. Paying attention to the criticisms and changes in public attitudes towards selection of examination and the influence of social class on educational opportunity is also discussed. It also explores the practice of classifying children by streaming on the basis of ability and aptitude along with teaching evaluation and classroom management. The study suggest that such monograph should be of interest to parents, teachers, students as well as educational psychologist, school administrator and of policy makers.

Ogwokhademhe, Aijibola, Kayode & Sheu (2014) in their study, *Factors influencing vocational choice of secondary school students in Ilorin Meteopolis, Nigeria* investigated the factors which have an impact on vocational choice of senior secondary school students in Ilorin Metropolis. A sample of 200 senior secondary students in Metropolis was selected randomly. The instruments used for collecting data was a self-developed instrument called 'Factors Influencing Vocational Choice

Questionnaire'(FIVCQ), which contain a sub-scale of – parental, personal/social and school related factor with 10 items for each. The findings revealed that, among the four sub areas, personal/social factors obtain the highest factor that influence secondary school students the most on vocational choice. They further recommended a provision of adequate training of school counselor for effective implementation of vocational guidance to students.

Umar & Muhammad Nasiru (2014)in their study *The impact of guidance and counseling services on students academic performance and career choice in selected secondary schools of Sokota Metropolis* determined the effectiveness of Counseling services in Sokota Metropolis of Northern Nigeria using descriptive survey research method. The population consists of students of secondary schools in Sokota Metropolis of boarding, day and private schools. A sample of four schools was selected and 50 students were collected from each school in order to represent the population through random sampling techniques. The findings revealed that majority of females prefer medical profession and that parents have no direct influence on the career choice of students. They also recommended that more priority and focus on guidance and counseling services should be given and resource person should be made to give lectures in various professions especially to final year students.

Ngeno & Magut (2014) in their study Students' perception of the impact of guidance and counseling programmes on the satisfaction of vocational needs in selected Kenyan secondary schools determined students' perception of guidance and counseling programmes. The research study was guided by Gestalt theory of perception. All the students from secondary schools in North and South Rift Valley region of Kenya were selected through stratified random sampling. Self-developed questionnaires were used for data collection. The findings revealed that the students perception was uncertain (neutral perception) which meant that the impact of services were not significant; students feels that they do not need guidance and counseling programme for self-employment skills and nurturing their talents and career available outside Kenyan and career mentoring. However, the study suggested that vocational guidance should be entrenched in the regular school curriculum and promoting awareness on the value of vocational guidance and counseling.

Mihaela & Cristina (2014) in their study A research on the educational counselling and career guidance in Romania aimed to present the main results of a sociological research conducted in two regions of Romania upon 900 students to determine the need and importance of counselling and vocational guidance. They thought that career guidance and counselling should be made permanent from primary to secondary education to be able to discover students' abilities and to outline their future. For collecting data, questionnaire was responded by the students in the last year of high school and by people who have finished high school in South-West and Wallachia South Regions. The findings indicated that counselling and career guidance services are 'underdeveloped' in South-West Ottina and Wallichia South Regions of Romania and lack of qualified counsellors was the main problem. So they recommended providing qualified counsellors and at the same time to focus on the implementation of career guidance services as compulsory programs in high schools.

Loan & Van (2015) conducted research on Career guidance in secondary schools-a a literature review and strategic solutions for Vietnamese rural areas. They suggested that willing and motivated staff should be recruited and professional and adequate training should be given to them in order to achieve desired goals and objectives. They reviewed the vocational guidance in schools through literature review in order to raise these matters into consideration. They felt the need to enhance the quality of education in career value as per the needs and interests of the pupils with the ongoing change in the society due to certain variables. Furthermore it is found that Vietnam is still in deprivation of the true spirit of career guidance and career has not yet been paid proper and adequate attention. So they suggest that more attention should be given to the setting up of adequate career education or vocational guidance at secondary schools in Vietnam.

Torunoğlu& Gençtanırım (2015) in their study *The perception of school counselors about counselling and guidance programs of vocational high schools* aimed to study the opinion of school counselors about the counseling and guidance program implemented by vocational high schools at Turkey. They conducted a survey on eight school counselors working in five vocational high schools in Kirsihir, Turkey. For this simple random sampling technique was used and semi-structured interview was prepared. The findings revealed the positive and negative opinions of the counselors about the guidance and counseling program implemented

at vocational high schools. On positive side school counselors find the program powerful in terms of the guidance program activities, the program's compatibility with students' development levels, educational, vocational and personal counseling and guidance domains, flexibility of the program and its sufficiency for intervention of problems. On the negative side factors like inappropriateness of guidance activities for the structure of vocational high schools, insufficiency of time for implementation, not including vocational and personal guidance domains enough, inappropriateness for students' level of development, difficulty in implementing guidance activities in classrooms and no inspection concerning the implementation of the program were the main hurdles. One of the main concerns expressed by the counselors in the current study was that the guidance and counseling services requires more adequate time for effective implementation of the program.

Amoah, Kwofie &Kwofie (2015) in the study *The School counsellor and students'* career choice in high school: the assessor's perspective in a Ghanian case aimed to examine whether the school counsellor has any influence upon the students in setting their goals and choosing their career and if there is any significant relationship between the role of school counsellors and student's career choice. The population comprised of all senior secondary school students in the Agona West Municipality and the sample consisted of all final year students in municipality totaling 2328 students. Results from the study showed that the school counsellor has a huge influence upon the students and they strongly agreed that career guidance and counseling, career goal identification, organization of career days and conferences, administration of occupational inventory on students were the career intervention roles by the school counselor positively influencing the student career choices. They recommended that for promotion of awareness about vocational choices there should be frequent intervention programmes in order to make the students well informed about their career choices.

Rashid & Bakar (2015) in the study Career development interventions implemented by secondary school counsellors in Malaysia aimed to investigate the career development interventions that had been implemented by secondary school counsellors in Malaysia. The research design used for this study was a qualitative approach. Semi-structured interview was adopted to collect data from the counsellors. A cluster sampling technique was used to choose the target schools. A

total of 104 secondary school counsellors were selected. The findings showed that a set of 39 types of career development interventions which included 9 subtypes was found implemented by secondary school counsellors. Counsellors from Science school and MARA Junior Science College had implemented more career development intervention compared to other type of school counsellors.

Kimova, Budaeva and Dagbaeva (2016), in their research *On the high school career guidance in Trans-Baikal Territory* found that majority of respondents among secondary students are in need of additional information about the content of the professional guidance and however traditional methods of teaching and forms of activities are dominate. In order to collect information, they used sociological survey on secondary school graduates in Trans-Baikal Territory of Russia and a specially designed questionnaire to investigate the high school students' awareness in current world. The analysis of the obtained results revealed that the school graduates are facing problems in choosing a professional career and this is mainly due to lack of information about the list of modern professions and also for not realizing their own interest and abilities. So they suggest raising awareness among secondary school graduates about the importance of receiving higher professional education to meet their own needs and to improve their abilities.

Ho & Leung (2016) in their study Career guidance in Hong Kong: from policy ideal to school practice reviewed the recent development of career guidance in Hong Kong. In this study, the researchers responds to reveal global and local factors, taking evidence from 2 surveys to understand the perception of career guidance educators towards the policy makers and school responses on the basis of changes in resource and service deployment. The findings suggest providing insights into career opportunities through school in order to make life planning education and career guidance better in Hong Kong in the future.

Egbo (2017) in the study *Impact of vocational guidance on career choice of secondary school students in Enugu South local government area of Enugu State, Nigeria* examined the impact of vocational guidance on career choice of secondary school. Extensive research review was done from both primary and secondary sources. The tools used for collecting data were a questionnaire containing 23 items to be responded by the students. Respondents were randomly selected JSS3 and SSS

students as subject. The findings revealed that several factors have a huge impact on career choice selection of secondary students and that vocational guidance has reduces the level of unemployment rate among school leavers. Furthermore, he also recommended that adequate training, awareness on the importance of vocational guidance, adding guidance counseling in school's curriculum, and provision of proper funding by the government should be given attention in order to achieve desired objectives.

Yates & Bruce (2017) in their study *The future of career education in New Zealand secondary schools: a review of literature* focused on examining several approaches to career education in order to recommend a desirable model for students future. They reviewed 14 articles and found out that career education had a huge impact and need for the students. They recommended to provide adequate training and provision of vocational guidance among the career advisors, principals and teachers and to provide increased resourcing. Researchers suggested that although the review focused on New Zealand issues concerning career education for secondary school students, it is apparent that other countries are grappling, similarly, with the issue of career education for secondary school students.

Abualkishik& Al-Abri (2018), in their study Electronic councellor system for Omani secondary schools sought to help secondary school students to recognize their professional orientation by proposing vocational guidance model based on qualitative research methods. The study aimed to help students in decision-making and provide vocational maturity so that they will be able to choose the right profession by discovering themselves. A comprehensive review and thorough investigations related to work, psychological and educational scales and vocational guidance theories was performed. Researchers validated the proposed model by building Electronic Vocational Counsellor System (EVCS) for Omani secondary school. EVCS maps all scales in the proposed model. The findings revealed that there is lack of vocational guidance for third world countries. Electronic Vocational Counsellor System (EVCS) was adopted for evaluation and was tested by 60 students and equating questionnaire was answered by 43 of them. All the questions got high scores and there were no medium or weak scores. So, EVCS considers it as a highly effective online system.

Njogu, Kibaara & Gichohi(2019) in their study on *How career guidance services* affect career choice among public secondary school students in Meru County, Kenya utilizing a descriptive survey method. They selected a sample of 377 form four students and 11 parents, making a total of 460 respondents. The study reveals that most public secondary schools, 78.8% do not have professional qualified career guidance teachers while 57.6% allocated less than 5% of operational budget to cater for career oriented activities. So, they suggest establishing full-fledged career guidance with well-trained teachers and adequate funding in order to achieve planned career-oriented activities.

Supriyanto, Widiaty, Abdullah & Yistiana (2019) in their study Application expert system career guidance for students aimed to analyze results upon the impact of the application of expert systems in student guidance in terms of educational guidance, educational evaluation, and in the aspect of academic career guidance and work guidance. The findings revealed that the application of expert systems in educational guidance definitely help the students achieve learning success, specialization in education and training, their performances, as well as their achievements and self-evaluation. It also suggests to strengthened career guidance for students and continuous development of career guidance services.

Ji Young Won (2019)in the study Effects of family income and career guidance and counseling experience on adolescents' career maturity studied the effects of family income and career guidance and counseling experience upon the changes in career maturity during the transition stage from high school to college. The study used data from Youth Panel 2007 collected by Korea Employment Information Service. The data included 456 adolescents who were high school students in the first and third waves of survey and college students in the fifth wave of survey. The results suggested that family income was a significant factor affecting the career maturity of adolescents. Provision of career guidance while in high school had a positive impact on the career maturity of high school students even after entering colleges. Thus, the study recommends expanding career education in secondary level continuously.

Namai & Manyasi (2019) conducted a research on Effectiveness of guidance and counseling procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya. For this purpose, they investigated the

effectiveness of Guidance and Counseling (G/C) policies and procedures in the development of values among students in public secondary schools in Nakuru County. The population consists of 285 principals, 2458 teachers and 285 student leaders in the 285 public secondary schools in that county using random sampling method for teachers and purposive sampling for principals and students. Questionnaire was used for data collection. The findings revealed that – the (G/C) procedures were effective in developing values among the students and that the G/C procedures was negatively affected by undisclosed information by the students due to fear of teachers knowing their personal life, lack of adequate guiding and counseling offices, untrained counsellors and insufficient time for implementing G/C. So, they recommended the principals in the county to be more considerate in the uptake of G/C services and to provide requisite support such as office and materials, and recruiting more qualified trained councellors. Thus, it is necessary to take a keen interest in G/C services. Also, students' information should be kept confidential in order to gain their trust by the teachers and to focus on the development of infrastructure and recruiting more trained personnel in G/C services.

Antelm-Lanzat, Gil, Cacheiro-González, Pérez-Navío & Fonseca-Pedrero (2020) in their study *Learning styles and vocational guidance in secondary education*, addressed the relationship between learning styles and the student's career choice to finish secondary education in Spain. They selected a sample of 590 participants from the province of Valencia in Spain. 'Honey-Alonso Learning Styles Questionnaire' was used to collect data. The predominate learning styles of students were reflective, followed by the active, pragmatic, and theoretical styles. It was found that students with a reflective style preferred to continue their baccalaureate studies but students with an active or pragmatic learning style chose vocational training.

Suryadi, Sawitri, Hayat & Putra (2020) performed a study *The influence of adolescent-parent career congruence and counselor roles in vocational guidance on the career orientation of students.* For this study, they selected a sample of 278 students who aged between 15 – 18 years old using a purposive sampling technique. The participants were from senior secondary school or vocational high school in Jakarta (Indonesia). Multiple regression and confirmatory factor analysis (CF) were adopted for analyzing data. The results indicate that both adolescent-parent career congruence and role of guidance counselors have a significant correlation with that

of a student career orientation. The study also has practical implications for school counselors who provide vocational guidance services to the students.

Mahir, Kohler, Seonarto & Slamet(2021) in their study *The online model of the Vocational Guidance Management System (VGMS) for vocational high school* aimed to develop a model of vocational guidance management system (VGMS) based on online information system for vocational high school, that linked to the labour market. The study employed Borg and Gall's research and development methodology. In this study, they built the online model of VGMS's architecture which consists of hardware, software, cloud, network or database. The results of the findings conclude that VGMS model was feasible and reliable to vocational guidance process in vocational high school. It helps to manage their activities related career and job problems for students, school parties as well as vocational counselors. The online system is also effective for the industry to access vocational high school to be employed. However, it suggests further development in order to improve the capacity of information system for career counseling.

2.3 Conclusion drawn from Review of Related Literature

The review of related literature both in India and abroad suggested that majority of students and counselors felt the need to develop and strengthen guidance needs and intervention programs and adequate infrastructure for a smooth functioning of the services to help the students and there is also a strong suggestions of appointing a well-trained and qualified counselors whom the students can trust to tell all their problems and help to solve their problems in order to have a bright future. The review also suggested that guidance and counseling programs help young adolescents in their adjustment problems and help them to cope with their mental, emotional, physical and sociological aspects. Students at this age face a lot of adversities and difficulties in their environment, the most common problems may be peer pressure and family problems which may lead to wrong career choices. Negligence of guidance and counseling programs also blinded the students ability and their talents which lead to choosing subjects which do not suits their abilities and this results in failure of education and again results in increasing the rate of unemployment among the youths. This causes a huge depression among the young adults who are the foundation and economic backbone of the country. Especially in third world countries this problem is deeply proliferating because of lack of vocational guidance and counseling services for students in these countries in comparison to developed countries which are reaping the benefits of early vocationalization and streaming provisions for students at secondary stages of education.

India has been not able to in-cash the advantages of vocational and technical education in-spite of having a clear vision lane laid down at the very outset of postindependent era by great visionaries and leaders of the time. Be it University commission (1948), Secondary Education Commission (1952) or the Education Commission (1964-66), all did not forget to measure the impact of vocationalization of school curriculum especially through lower to higher secondary stages but lack of proper implementation in the top-down model of Indian administration things collapsed. Of lately with the introduction of decentralized policy of education things have started to come in order, however there is still a strong felt need of vocationalization of curriculum right through middle years of schooling, as proposed recently through national campaign of NISTHA(National Initiative for School Heads and Teachers Holistic Advancement), to support pre-vocational courses in school curriculum. The latest National Education Policy, 2020 is very precise in laying down the modalities of the vocationalization of curriculum right through early intervention in school education in order to enroll more students to various vocational courses. The 12th Five-Year Plan (2012-2017) estimated only a small percentage of the Indian workforce in the age group 19-24 (less than 5%) receiving formal vocational education whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96% (National Education Policy, 2020). Moreover, our country had been witnessing the gradual underpopularization of vocational courses since independence.

Majority of students across the country needs guidance in the selection of subjects for choosing their profession. Equal weightage to both general and vocational stream especially at secondary level is must to solve the crises of employment and problem of wastage and stagnation in education. The main reason derived for the imbalance in secondary education in India was the traditional attraction for the white collared professions and the general aversion among educated people to work with their hands. Moreover general education institutions were much

cheaper to establish and easy to maintain than vocational education. Lack of infrastructure and inadequate facilities are the major problems face by vocational education which leads to imbalances in education resulting in the growth of unemployment rate among the youths. So, it is suggested by most researches that there should be provision of trained and professional qualified career guidance teacher for successful implementation and for acquiring overall quality education for achieving goals in education. It will also save the lives and future of young adults who will lead the coming generation and enable them to become a productive citizen. There is a serious lack of implementation of vocationalization of lower secondary curriculum which results in very little percentage of students entering this skill based field. Similarly, there is lack of adequate infrastructure and facilities and research needs to be done in this gray area with utmost priority. Therefore, from the above mentioned reviews, it is clear that vocational education definitely reduces unemployment among the school leavers and there is an urgent need of introducing and strengthening vocational guidance services and the establishment of a fullfledged career guidance services at the same time.

CHAPTER-III

Research Methods and Procedure

The methodology of the research holds an important position as it outlines the path and procedure to be carried in formal research. It guides, directs and cautions the investigator in choosing suitable steps and methods to find relevant answers to the research problem undertaken by him/her.

In a research, after deciding the research objectives and research hypotheses, research methods and procedures are to be followed in order to gather the data based on the tools of data collection and sampling technique. Further tabulation of data and application of appropriate statistical technique is done to analyze the data. The investigator thus needs a blueprint of methodology in advance so that h/she does not miss out any crucial step of research. Thus the present chapter holds a significant value in deciding the faith of the present study. The chapter deals with following important heads:

- 3.1 Method of Study
- 3.2 Sources of Data
- 3.3 Population
- 3.4 Sample and Sampling technique
- 3.5 Tools and Techniques of Data Collection
- 3.6 Procedure of Data Collection
- 3.7 Statistical Techniques for Data Analysis

3.1 Method of Study

A mixed approach with both quantitative and qualitative aspect in data analysis has been used for the present study. Thus the present study falls within the domain of descriptive research. The present study can also be regarded as a status check on vocational education programme at lower secondary level of schooling with special emphasis on guidance and counseling services.

3.2 Sources of Data

For the present study both primary and secondary sources of data were used for collection of valid information. The primary and secondary sources for collection of data for the present study are described as follows.

A. Primary sources: Since the investigation of the study is about status and problems of vocational guidance and counseling among secondary school students in Aizawl city, the primary source of data are the secondary school students and their vocational education teachers.

B. Secondary sources: Since Vocationalization of Secondary Education is one of the important interventions under the Samagra Shiksha, some academic and project officers under the scheme, official data at state and national level were considered to be an appropriate secondary source for the collection of further valid and valuable data.

3.3 Population

For the present study investigator is interested to know about the status and problems of vocational guidance and counseling among secondary school students in Aizawl city, the present study thus comprised of two prime populations of investigation which are

Population 1: The first population comprise of all the government secondary school students of Aizawl city of Mizoram.

Population 2: The second population comprise of all the government secondary school vocational education teachers of Aizawl city of Mizoram.

For the present study initially the investigator gathered information about the secondary schools where vocational education was part of curriculum. Mizoram Board of School Education (MBSE) official data was procured regarding this (see Table-3.1 & Table-3.2)

Table No. 3.1
List of Govt. Lower Secondary Schools (IX-X) offering Vocational Courses

S/N	Name of School	No.	of Stud	lent-Actua	ıl	TOTAL
		IT-ITES	AG	AMHF	ATM	
1	Govt. Mizo HS	28	-	-	-	28
2	Govt. Zemabawk	14	-	-	-	14
	HS					
3	Govt. Saitual HS	34	-	-	-	34
4	Govt. KM HS	9	-	-	2	11
5	Govt. Central HS	-	34	-	-	34
6	Govt. Mamawii HS	29	-	38	-	67
7	Govt. Republic HS	33	-	36	-	69
8	Govt. GM HS,	34	-	-	-	34
	Champhai					
9	Govt. Kolasib HS	24	_	-	-	24
10	Govt. Region HS,	17	-	-	-	17
	Lawngtlai					
11	Govt. Lunglei HS	5	-	-	-	5
12	Govt. Mamit HS	14	_	-	-	14
13	Govt. HS, Siaha	7	-	-	-	7
14	Govt. Serchhip HS	27	-	-	-	27
	TOTAL	275	34	74	2	385

Note: IT: Information Technology, ITES- Information Technology Enabled Service, AG: Agriculture, AMHF: Apparel Made ups & Home Furnishing, ATM: Automotive

Table No. 3.2

List of Govt. Higher Secondary Schools (XI-XII) offering Vocational Courses

S/N	Name of School	No. of	TOTAL		
		IT-ITES	HC	AG	
1	Govt. Saitual HSS	26	31	-	57
2	Govt. GM HSS, Champhai	70	58	57	185
3	Govt.Region HSS, Lawngtlai	32	15	-	47
4	Govt. Lunglei HSS	62	140	-	202

^{*}Source: MBSE Office (December, 2019)

	TOTAL	288	312	65	665
6	Govt. Serchhip HSS	43	32	8	83
5	Govt. Mamit HSS	55	36	-	91

Note: IT: Information Technology, ITES- Information Technology Enabled Service, HC: Health

Care, AG: Agriculture

Source: MBSE Office (December, 2019)

However, according to latest data there are 46 schools approved and 29 schools implementing Vocational Education under Samagra Shiksha from grades 9 to 12 for 6 approved sectors for vocational subjects i.e. Agriculture; Apparels, Made ups and Home Furnishing; Automotive; Beauty & Wellness; Healthcare; IT-ITeS in the state of Mizoram (Current_VE_status_09.03.21.pdf, PSSCIVE, Bhopal). However for data collection the school data set obtained from MBSE in 2019 was used (See Table 3.1) comprising of 6 High Schools.

Table 3.3 shows the latest list of approved schools till 2020-21 where number of schools in Aizawl district increased to 15 from 6 which were sampled for the present study.

Table No. 3.3

Increase in Vocation Education (VE) schools under Samagra Shiksha in Aizawl
District, Mizoramas per PAB approval from 2018-19 to 2020-21

Block Year	District	No. of schools
2018-2019	Aizawl	6
2020-2021	Aizawl	15
Total Schools in all		
Districts in Mizoram	-	46
(2020-21)		

Source: Samagra Shiksha Office, Mizoram (Sept, 2020)

3.4 Sample and Sampling Technique

Purposive sampling technique is employed for the purpose of sampling as specifically those secondary schools which offer the vocational education was chosen for data collection. According to MBSE data (till block year 2019-2020), there are

six high schools in Aizawl city namely, Govt. Mizo HS, Govt. Zemabawk HS, Govt. KM HS, Govt. Central HS, Govt. Mamawii HS and Govt. Republic HS which are offering vocational courses at lower secondary level (see Table 3.3). Therefore these six schools were selected for initial investigation all under government management. The vocational education teachers in all of these schools were sampled on the basis of their availability.

Therefore in relation to the population there are two samples for the present study.

Sample1: A total of 94 secondary school students are sampled for the present study from four government schools which are Govt. Zemabawk HS, Govt. KM HS, Govt. Central HS, Govt. Mamawii HS. Govt. Mizo HS and Govt. Republic HS students could not be sampled due to their non-availability in post Covid-19 reopening of schools from March 2021. Further schools were again shut down from April, 2021 till date of final data compilation (See Table 3.4).

Sample 2: A total of 14 secondary school teachers are sampled for the present study belonging to the government schools and an industrial training institution. Also some teachers were purposively interviewed from private schools as well to know about their experiences about status of vocational guidance and counseling services at lower secondary level (See Table 3.4).

Table No. 3.4

Distribution of Sample in terms of Students and Teachers

Name of School	Class	No. of	Vocational	No. of	Vocational
		Students	Course	Teachers	Course
		Sampled		Sampled	
Govt. KM HS	X	15	IT/ITES,	2	IT/ITES,
			Automotive		Automotive
Govt. Zemabawk HS	X	27	IT/ITES	1	IT/ITES
Govt. Central HS	X	19	Agriculture	1	Agriculture
HS Govt. Mamawii	IX	33	IT/ITES	2	IT, AMHF
HS					
Govt. Republic HS				2	AMHF, IT

Govt. Mizo HS		1	IT
Holy Trinity School		1	IT
Mice High School		1	-
Govt. Industrial		3	Plumber
Training Institute			instructor,
			Stenography
			and
			Principal of
			Institute
TOTAL	94	14	

Sample 3: Further during data collection some academic and project officers under the Samagra Shiksha scheme were contacted through the technique of snowball sampling. This was done to extract further information about the status of the vocationalization of secondary education intervention of the scheme.

3.5 Tools and Techniques of Data Collection

To find out about the status of vocational guidance and counseling services under vocationalization of secondary education scheme following tools and techniques were used:-

- Firstly a self-constructed questionnaire on vocational guidance and counseling services offered at secondary level of education in light of NVEQF (National Vocational Education Quality Framework) was constructed.
- 2. Secondly, a self-constructed questionnaire on 'Vocational Guidance and Counseling Needs' was made for Secondary School Students.
- 3. Lastly, a semi-structured interview schedule was prepared for secondary school teachers to find out the problems of vocational guidance and counseling services offered at secondary level of schooling. An un-structured interview was also conducted with some of the academic and project officers under the Samagra Shiksha. Both telephonic and face to face modes of interview were conducted based on the suitability for prevailing circumstances of covid-19 pandemic.

3.6 Method and Procedure of Data Collection

In the very beginning the investigator constructed the checklist; questionnaire and a semi-structured interview schedule mentioned as various tools and got its content validity approved through experts in the field of vocational education. Following is the description of all the tools and techniques used in the present study.

i. The Questionnaire in light of NVEQF, 2012

The checklist was approved by the experts for its content in the first draft itself comprising of 12 items. These items were made on the basis of provisions as mentioned in NVEQF (National Vocational Education Quality Framework), MHRD, GOI, 2012. A sample of checklist is attached vide **Appendix I.**

ii. The Questionnaire for vocational guidance and counseling needs

A questionnaire was constructed to know about vocational guidance and counseling needs of secondary school students was made. The first draft of the questionnaire was constructed after review of related literature comprising of 33 items on vocational guidance and 23 items on vocational counseling services at secondary level of schooling. The first draft of questionnaire was sent to experts in the field of education in general and vocational education in specific through google form. They were asked to respond against each item by ticking against 'highly valid', 'valid' or 'not valid' option. 16 experts responded upon the validity of items. Based on the feedback of the experts final draft was constructed discarding maximum not so valid items. The final draft comprised of 22 questions on vocational guidance and 10 items on vocational counseling services at secondary level of schooling. The final form of the questionnaire consisting of 32 statement items was administered on 114 secondary school students. The instructions to respond the questionnaire were clearly specified to the students. Also the respondents were given enough time to provide their responses. Almost all questions were to be answered in Yes/No format except few of open-ended types. A sample of the questionnaire is attached vide **Appendix II.**

iii. The Semi-structured Interview Schedule

Also a semi-structured interview was constructed to know about the status and problems of vocational guidance and counseling services at lower secondary level of schooling. The first draft of the interview was constructed after review of related literature comprising of 27 items on status and problems of vocational guidance and counseling services at secondary level of schooling. The first draft of questionnaire was sent to experts in the field of education in general and vocational education in specific through Google form. They were asked to respond against each item by ticking against 'highly valid', 'valid' or 'not valid' option. 16 experts responded upon the validity of items. Based on the feedback of the experts final draft was constructed discarding maximum not so valid items. The semi-structured interview in its final form comprised of 14 questions where 10 questions were on status and rest 4 on problems. The interview was conducted with 14 secondary school teachers. The teachers were requested of their time and the purpose of the study was adequately explained. Also some telephonic interviews were conducted with teachers when they were not able to provide time in schools. A sample of the semistructured interview is attached vide Appendix III.

The whole data was collected in the month of March, 2021 (session 2020-2021 for Class IX & X) when schools were reopened almost after a year due to Covid-19 pandemic.

iv. The Un-structured Interview: The technique of un-structured telephonic interview was also used to extract further information from some of the Govt. officials under the Samagra Shiksha intervention of vocationalization of secondary education.

3.7 Statistical Techniques for Data Analysis

The collected data was tabulated and was classified for quantitative and qualitative analysis carefully. The recording of responses of teachers and students were accurately done in statistical terms. Quantitative data is analyzed using appropriate statistical techniques such as percentages, measures of central tendencies. For qualitative analysis some basic statistics involving frequencies, percentages etc along with two important qualitative analysis techniques was used. Content analysis

of open ended responses of the students & teachers and interview schedule were done for qualitatively analyzing their responses.

CHAPTER-IV

Data Analysis and Interpretations

The present study was undertaken to study the status and problems of vocational guidance and counseling services among secondary school students in Aizawl city. The prime objective of the study is therefore to study the current state of vocational education with special emphasis on guidance and counseling services for IXth & Xth grade government secondary school students. Sample of the study consists of 94 students (25 boys, 69 girls) from purposively visited secondary schools affiliated to MBSE (Mizoram Board of School Education) board. Also the primary sample comprised of 14 Vocational Education (VE) teachers (7 male, 7 female) from the government approved schools for offering VE at secondary level, a private school and an industrial training institute as well. Some academic and project officers under the Samagra Shiksha are also the sample of the study.

This chapter mainly deals with analysis and interpretation of data regarding the status of vocational guidance and counseling services at lower secondary education, problems faced by secondary schools in providing vocational guidance and counseling services to secondary school students and exploring the vocational guidance and counseling needs of secondary school students in Aizawl city. Therefore the chapter is divided into following sections:

- 4.1 Status of the vocational guidance and counseling services at secondary level of education in Aizawl city.
- 4.2 Vocational guidance and counseling needs of secondary school students in Aizawl city.
- 4.3 Problems faced by secondary schools in providing vocational guidance and counseling services to secondary school students of Aizawl city.
- 4.4 Suggestions of measures for proper implementation of vocational guidance and counseling provisions at secondary level of education.

4.1 Status of the vocational guidance and counseling services at secondary level of education in Aizawl city

4.1.1 Semi-structured Interview with secondary School teachers

To find out the status of the vocational guidance and counseling services at secondary level of education in Aizawl city, a semi structured interview was conducted with the secondary teachers who were appointed for vocational education subject. Under the Samagra Shiksha, vocational education is offered as the 6th subject from 9th to 12th grade which is an optional paper. Altogether there are 36 appointed teachers under the Samagra Shiksha in Mizoram with on average 1 or 2 teachers in each school offering vocational education. Present information was collected from 14 teachers out of which one was also principal of the vocational institute in Aizawl city.

Table 4.1 shows the number of appointed teachers in each of the sampled school

Table No. 4.1

No. of appointed teachers for Vocational Education

	No. of appointed Teachers in various Vocations						
School	IT/	Automotive	Agriculture	AMHF	Stenography	Total	Sampled
	ITES				/ Plumber		Teachers
					instructor		(14)
Govt.	1	1				2	2
KM H/S							
Govt.	1			1		2	2
Mamawii							
H/S							
Govt.			1			1	1
Central							
H/S							
Govt.	1					1	1
Zemaba							
wk H/S							
Govt	2					2	1
Mizo							
H/S							
Govt.	1			1		2	2
Republic							
H/S							

Holy	1			1	1
Trinity					
H/S					
Mice H/S				0	1
Industrial			24	24	3
Training					
Institute,					
ITI Veng					

Table No. 4.2

Teachers' responses on status of vocational guidance and counseling services at lower secondary level

Questions of the semi-	Vocational Subjects(IT/ITES, Automotive,
structured interview	Agriculture, AMHF, Stenography & Plumbing
	Trade)
1. Who is appointed at	All teachers including principal (14) informed that
lower secondary	every school has been assigned to appoint dedicated
level for providing	teachers for approved vocations with assigned
vocational guidance	qualification of teachers under the national policy of
to students and how	vocationalization of secondary education. They
many teachers are	provide vocational guidance to students according to
taking care of	the intervention of vocational education (VE) for
vocational education	grade IX-XII under the aegis of Samagra Shiksha
at your school?	scheme of GOI since 2015 in Mizoram. VE at grade
	IX-X is treated as Level 1 and is continued at grade
	XI-XII as Level 2. Regarding no. of appointed
	teacher see Table 4.1
2. Do students visit you	All teachers including principal informed that
for vocational	students often visit them apart from regular classes
guidance and	for seeking information on vocational courses. Since
counseling?	under Samagra Shiksha VE is more prioritized for
	Children with Special Needs (CWSN), girl child
	students and students who are not much scholastic in

normal academic course were given top priority to join Vocational Education, it is often they who seek guidance and counseling in this.

3. Do you think that pupil take the vocational curriculum seriously?

Almost all teachers, including principal (11) agreed that students take the vocational curriculum seriously and treat it equal to other general subjects; they are interested and feel it important for their career. However few teachers (3) felt that many students lacks interest and only 50% of them are really serious about the course. They compromise with interest, the major reason being it an additional subject.

4. Do the students receive upto dated information regarding recent fields in vocation?

Almost more than half teachers including principal (8) agreed that student received latest information and training about vocations. The syllabus is regularly updated and they are following, up to dated syllabus prescribed by PSSCIVE, Bhopal (2019) for Govt. schools and NCVT (National Council for Vocation Training) affiliated trade for the institute (2014 regulation). But rest teachers (6) felt that there is a need to update syllabus, especially needs some alteration regarding addition of some information about injector in automobile courses, updating in agriculture courses and in vocational subjects of IT/ITES English language needs to be dropped as there is separate English subject in general courses and this affects their matriculation results. Also most students considered vocation of subsidiary value. Also one teacher of Apparel course mentioned since the course is designed by PSSCIVE, Bhopal containing salwar, saree etc as garment designing; it is not relevant to Mizoram as it is not the dress code for Mizos.

5. Do you face difficulty on getting permission from industries, institutions in case of field visits?

Majority of teachers (10) reported that field visits for students is not possible due to problems related to school and industries. Only 2 teachers from KM H/S informed that it is easy to get permission from respective institutions and industries in case of automative trade and IT/ITES. For IT/ITES the field visits are at NIELIT generally. Another 2 teachers including principal of industrial institute informed that they visited Tuirial Hydel Project and performed excursion in Kolkata (Plumbing trade).

6. Are there any shortages in financial funds from the Government for conducting vocational courses?

Out of all teachers only 5 Govt. school teachers, namely Govt. KM, Mizo and Mamawii and Zemabawk H/S reported that they received adequate fund from the government. They belonged to trade of IT/ITES and Automotive. 4 teachers from Govt. Republic, Mamawii & Central H/S reported that they don't receive adequate funds as it is not sufficient for the vocational trade they offer viz. AMHF & Agriculture. Rest all 5 teachers from private schools and vocational institute said that they do not receive any fund from government under Samagra Shiksha. However. the principal of industrial institute informed that for training material, there is insufficient fund. Mizoram Council for Vocation Training (MCVT) provides us funds but do not meet the needs. Plumbing instructor informed that there are problems in buying trainee materials as our course is mainly on practical basis. There is shortage of consumable material for trainee learning material. There are lots of facility requirements but the govt. did not meet any.

7. Do you need more	Most govt. school teachers reported that at present
fund for vocational	sufficient fund is available but they would like to get
training?	more funds for maintenance of computers, up-
	gradation of equipments and laboratories, as per the
	prescribed manual of course. But few govt. school
	teachers think that more fund is required for
	automotive practical and on the spot analysis.
	However, all 5 teachers from private schools and
	vocational institute said that they need lot of fund for
	buying equipments, some computers need their
	repairing, up-gradation of equipments and
	infrastructures.
8. Does your school	Except for 1 govt. school, laboratories are still under
provide good quality	construction in all govt. schools. Only in i.e. Govt.
of laboratory for	Mamawii school, IT/ITES teacher reported that there
vocational practices?	is high quality lab and the computers are in good
	condition in their school. Even in 1 private school
	condition of computer lab is good. As far as
	industrial institute is concerned the quality of
	laboratory is not satisfactory. A teacher there

9. Are you aware of NVEQF (National Vocational Education Quality Framework)?

Only 3 teachers, 2 from KM H/S and Republic H/S and 1 from industrial institute were aware of NVEQF. Majority of teachers are not aware of NVEQF.

informed that since 2013, nothing is upgraded and

renovated. Overall all teachers are not satisfied with

the current status of laboratories and equipment of

various vocations.

10. Are you aware of a nationwide programme called NISHTHA (National Initiative for School Heads and Teacher Holistic Advancement) with regard Pre-Vocationalization module Vocationalization of Education? Did anyone from school participate in any workshop (NISHTHA) held 2019 in Mizoram?

None of the secondary school teachers are aware of NISHTHA program nor were they part of any workshop related to it. According to Samagra Shiksha portal (samagramizoram.nic.in/page17.html) NISHTHA training in Mizoram commenced from 25th November, 2019 inaugurated by Hon.ble Minister, School Education. As per PAB 2020-2021, in-service training for 2255 Elementary School Teachers, 2818 Secondary School Teachers and 29 Resource persons & Master Trainers were approved. NISHTHA is another intervention under Samagra Shiksha and Vocational Education; however they share common objectives at different level of school education.

Source: Field Data

Table 4.2 depicts teachers' views about the status of vocational education in terms of vocational guidance and counseling services. As perceived by maximum percent of teachers that they are involved in providing vocational guidance and counseling services to students. In all government high schools almost all students are taking vocational education as their 6th paper. All teachers have perceived the shortage of funds and facilities in various vocations approved with the schools and they feel the need of more funds and facilities. The students find vocational course beneficial in general but they feel more secure to pursue general education in comparison to it as they are not very sure of future prospects of the vocational knowledge. Since under Samagra Shiksha Vocational Education (VE) is more prioritized for Children with Special Needs(CWSN), girl child students and students who are not much scholastic in normal academic course were given top priority to join VE, it is often they who seek guidance and counseling in this. Very limited

number of students pursuing vocational courses wants to continue it further as it is treated as subsidiary subject.

4.1.2 Questionnaire on provisions mentioned in NVEQF, 2012

To dig in further about the status of vocational services and teachers' awareness on the same a questionnaire was constructed on the basis of provisions mentioned in NVEQF (National Vocational Education Quality Framework), MHRD, GOI, 2012. Teachers from six sampled Govt. schools, one private school and one industrial institute were asked regarding important provisions as depicted in Table 4.3.

Table No. 4.3

List of provisions on vocational guidance and counseling services offered at secondary level of education in light of NVEQF (National Vocational Education Quality Framework)

S/N	Items of Questionnaire	Responses of Teachers
1	Availability of trained	Almost all teachers were aware of this
	vocational teacher at	clause under NVEQF, and almost all
	secondary level	teachers from the sampled school said that
		it is fulfilled except for 2 govt. and 1
		teacher from industrial institute
2	Availability of workshop	Only 2 govt. school and 1 industrial
		institute teachers said there is availability
		of workshop area. Other teachers denied its
		availability as it is under construction or
		never used in curriculum
3	Availability of library books	Only 1 govt. school and 1 industrial
	on vocational education	institute teacher mentioned about the
		availability of the library books on
		vocational education and rest 6 school
		teachers mentioned that adequate books
		aren't available

4	Availability of syllabus for	All govt. school teachers informed that
	prescribed vocations	they are following the syllabus made by
		PSSCIVE Bhopal for the approved
		vocational subjects. The private and
		industrial institute teachers also agreed
		about the availability of syllabus for
		vocational subjects
5	Is there student manual,	All teachers agreed on availability of
	trainers guide, training manual	student manual, trainers guide, training
	and multimedia package & e-	manual and multimedia package & e-
	material developed by school	material developed by school board/
	board/ technical board?	technical board. For govt. school
		courseware is designed by PSSCIVE
		Bhopal and for industrial institute is
		approved under Craftsmen Training
		Scheme (CTS), Ministry of Labour &
		Employment, Government of India.
		However for private schools it was not
		mentioned.
6	Is vocational guidance &	All teachers agreed that there is presence of
	counseling cell functional in	vocational guidance & counseling cell/
	the school?	body and they are part of it. The govt.
		school teachers said that it is responsibility
		of school to provide mentoring and
		dedicated guidance and counseling to
		students.
7	Is making of Sector skill	All govt. school teachers agreed that they
	council (SSC) with	have heard of sectors of various approved
	representative from industry	vocations but except one of them none of
	and employers developed by	them were aware whether any of Sector
	school board or technical	skill council (SSC) with representative
	board done?	from industry and employers developed by

		school board or technical board in
		Mizoram.
8	Is national certificate for work	Only 3 teachers 2 from govt. and 1 from
	preparation (NCWP 1 & 2)	industrial institute knew about NCWP.
	issued by school board/	Rest 5 teachers are not clear about this
	technical board or SSC?	provision.
9	Is recognition of prior learning	Only 2 govt. school teachers were aware of
	(RPL) done at elementary	the provision of RPL but did not ever
	level of V to VIII issued by	participate in the process. Rest all teachers
	school board/ technical board	are not aware of this provision.
	or SSC?	
10	Is industry engagement done	All teachers mentioned that there is no
	and are skill knowledge	availability of SKPs from industry for
	providers (SKPs) from	students during their course.
	industry are available?	
11	Is teachers' qualification	All teachers agreed that teachers'
	specified by school board/	qualification is already specified by school
	technical board?	board but teacher from industrial institute
		mentioned it is specified by National
		Council for Vocational Training(NCVT)
12	Is the developed curriculum	6 teachers agreed with the provision except
	aligned with credit framework	for 1 govt. school teacher who said that
	i.e. equivalent level of	they are not aware of any credit framework
	education for a particular level	of the vocational curriculum.
	of skill competency?	
13	Is the credit transferred from	Most teachers except for 1 govt. school
	equivalent program/ degree?	teacher are not aware of the provision of
		credit transfer from equivalent program/
		degree.

The Table 4.3 above reflects teachers' view on various aspects of vocational guidance and counseling services under the provision of vocational education framework, (NVEQF), which is subsumed in National Skills Qualifications

Framework (NSQF). It is clear that teachers are aware very little about various provisions laid down by NVEQF. Although they are teachers of vocational education, they are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes except for industrial training institutes (ITIs) and poly techniques. Guidance and counseling services are not adequate according to standard norms mentioned in vocational curriculum framework.

4.1.3 Telephonic conversation with some Govt. officials under SCERT, MBSE & Samagra Shiksha

Furthermore a Lecturer at SCERT, academic officer at MBSE and project officers under the Samagra Shiksha, Mizoram were contacted and telephonic conversations were conducted with them to get further information on status of vocational education. Following is the extract of important part of the conversations which threw some more light on the status of vocational guidance and counseling services at secondary level of education.

4.1.3.1 Conversation with Vocational Education Lecturer, SCERT, Mizoram

As reported by the official, in the beginning SCERT was taking care of vocational education under the centrally sponsored scheme way back in 1988 as per the recommendations of National Policy of Education (1986). After that in number of higher secondary schools vocational teachers were employed but in between 2000-2010 the scheme ended. At that time all vocational teachers were provided salary by SCERT. Later School Education Department under Mizoram State Government took over some 50-40 teachers as contract employees. The current year (2021) might be the last year of their contract and they are now regularized. The department is taking care of organizing TET (Teacher Eligibility Exam) and teacher appointment at school level. As per the latest National Education Policy (NEP), 2020 the department is the new academic authority of vocationalization of secondary education.

4.1.3.2 Conversation with Academic Officer, Scheme of Examination, MBSE

The official shared that the role of MBSE is mainly to conduct theory examination of vocational courses just like MBSE board examination. Since 2015-16

MBSE is conducting these examinations. We are having more schools now at secondary level than higher secondary level. Generally schools are chosen in such a way that both secondary and higher secondary offering the same vocations are placed in same locality or same school with higher secondary classes so that vertical entry from level 1 at secondary level to level 2 at higher secondary level is facilitated. Otherwise student may fail to continue with the vocational course owing to difficult circumstances like distance of school, lack of teachers' motivation and interaction with peers. Therefore in the chosen schools almost all students are enrolled in the vocational subject; however it is still kept as their optional 6th subject excluding the five core paper at secondary level. A similar attempt is being tried at higher secondary level in Arts stream where the vocational course is introduced as 4th subject after three core subject. Here also it is kept as optional so that student still have the freedom to continue their general academic line of education, if they are not interested to pursue vocational courses in higher education. This is also a big lacking as the options for vertical entry as envisaged in NVEQF are very limited in Mizoram. Initially some deficit schools like Helen Lowery, Saint Paul were also offering vocational education at higher secondary level in IT/ITES but they may drop due to wastage and stagnation problem. The students may not find vertical entry in the state and hence most probably would not like to continue with the course. The syllabus and courseware is decided by central government. PSSCIVE (Pandit Sunderlal Sharma Central Institute of Vocational Education), Bhopal is the institute deciding the trades for vocations and design curriculum. Presently in Mizoram six vocational trades have been approved. The examinations are conducted by MBSE with class X & XII board examinations with 2 approved job roles at each level. The students need to pass the level 1 examination to get admitted to level 2. The theory end-term exam is of 30 marks which we conduct and practical exams are conducted by external examiners appointed by the approving authority. The question paper for theory exam is decided by MBSE. The mode of examination is of course face to face but since last year due to prevailing Covid-19 pandemic permission for online practical viva is granted and this year it has been already conducted using Google meet platform. Theory exams were conducted however in both offline and online mode. The latest data pertaining approved trades with schools, total students enrolled, appointment of teachers under vocational trade and fixation of salary is taken care by Directorate of School Education, Govt. of Mizoram. The directorate identifies schools where they can put the approved vocational subjects. Not all schools are suitable for offering all vocations. There are several limitations as per approved by the ministry norms like availability of instructors, vertical mobility, availability of industries to absorb the eligible students and many more. The directorate is being funded under the Samagra Shiksha scheme and they have a dedicated website also where all the latest data related to the various interventions of the scheme are updated. Mizoram government is doing everything with regard to vocationalization of school education in compliance with NVEQF and the governing central authority PSSCIVE, Bhopal.

4.1.3.3 Conversation with Deputy State Project Director, Samagra Shiksha, Directorate of School Education, Mizoram

As per NSQF and ministry guideline the scheme of vocationalization of secondary education is introduced in class IX-X. In Mizoram we introduced the scheme only in government schools where enrolment is better, for e.g. where it is more than 60. In hilly areas, population is very scarce, in every town and village so all schools are not chosen. We have introduced one or two trades in those selected secondary schools as per MHRD norms. Till now at secondary and higher secondary level we have introduced it in around 40 schools all over Mizoram. In some schools we introduced IT/ITES and health care and in some schools we have introduced agriculture, apparel made ups. Now health care is only offered at higher secondary level, not any more at secondary level. So this year we are asking another trade, may be beauty and wellness to replace it. However, we cannot introduce any native trade ourselves because all the courses are approved by concerned skill council and PSSCIVE, Bhopal. The courseware which is approved by PSSCIVE, only that can be used for classes IX-XII.

It is not that courses are more organized at higher secondary level, it is done in the same way at secondary level from 2013-14, as per the ministry guidelines, we have started only from class IX and then further to higher classes as one cannot jump to a level without completing the prior level. One important suggestion in this regard is that for completion of higher levels, more courses needs to be approved at college and university level in B.Voc. (Bachelor of Vocational Education), like IT, Automotive, Apparel, made ups and home furnishing also called garment designing, beauty and wellness which include knowledge of spa & massage therapies. It is

always better to introduce B.Voc. courses that are being offered at secondary levels, and not just anything randomly i.e. the bottom up approach of offering courses which is already offered at the lower classes and not just any course from higher classes. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. If this is done then a student who completes level 1 and 2 successfully has a chance of vertical mobility in higher education as well if he/she is wish to continue. Universities should take this point under consideration and facilitate the process. Since there are six trades approved by ministry which runs through class IX to XII since 2013-14, so if same trade can be continued in Mizoram University then that will be a very good initiative to strengthen vocational education. Now we have students pursuing one of the six approved trades, so after class XII, if university does not have same B.Voc. courses, students do not have any vertical mobility. The university right now is offering only B.Voc. courses in Agriculture and Handloom weavers which is quite inadequate to accommodate the class XII pass outs. B.Voc. (Handloom weaver) course however is offering garment designing and has a overlapping with apparel and made ups vocational course as tailoring is part of it. We are asking trades from ministry not randomly, but where we can find the instructor easily. We cannot introduce automotive course in villages because the required qualification of instructor is B.Tech. or B.E. (Mechanical) and it is not possible to get the desired qualification in villages especially. Similarly in agriculture/horticulture the desired qualification is B.Sc. (Agri.) and in villages it is a difficult to get instructors. Here in Mizoram IT/ITES is being offered in many schools as the qualification is BCA and since we have NIELIT (National Institution of Electronics & Information Technology) and other institutions we have so many instructors. Another course which is mostly offered is Health Care because GNM Nursing is the eligibility i.e. trained nurses are also eligible to be an instructor for the course, and in Mizoram they are available. We are asking Beauty and Wellness this year because we have women poly techniques in Durtlang. They are producing trained persons and also for garment designing the polytechnic college is preparing instructors.

Since in Mizoram the chances of vertical mobility in the field of vocational education are limited, Mizoram government has decided to offer Vocational Education as an additional subject at secondary level. Additional means after taking

compulsory three core courses, students can take it as their 4th subject at +2 levels in Arts stream. They can take the trade which is being offered in their school. In most of the school students are taking IT/ITES as 4th subject. This provision is made so that if the student is not having any possibility to continue with the vocation they still have a chance to study B.A. (Education, Political Sc.etc). Since we see there is no preparedness at college/university level as the desired trades are not available in B.Voc. programmes, student must still should be able to continue his study in general academic line. So lot of experimentations are being done as in each higher secondary stream it is not easy to accommodate all vocations easily. And as per the NSQF we need higher education institutions to offer M.Voc. and Ph.D. programme as well, it is long way when we get highly organized hierarchy of vocational education levels at different level of education. Right now the utmost priority is the need of continuing Bachelor degree programs in the centrally approved trades of Mizoram which can happen only in collaboration and exchange of ideas in-between Mizoram Government & Mizoram University.

4.1.3.4 Conversation with Project Officer, Samagra Shiksha, Directorate of School Education, Mizoram

At present Mizoram has been approved to offer Vocational Education (VE) in six trades in 46 selected schools all over Mizoram. Maximum schools have been approved in Aizawl district. All selected schools are of government management. The six trades which have been approved are IT/ITES, Agriculture, Automotive, Health Care, Apparel Made-ups & Home Furnishing (AMHF) and Beauty & Wellness by the central government. It is implemented both at secondary and higher secondary level of education as Level 1 & Level 2 respectively. VE is optional and under this scheme the underprivileged, poor and those who are poor in their scholastic studies, are to be given priority so that they find some way of employment. Also those who drop out from school and could not continue their schooling after class X or XII are given benefit of scheme. As far as vocational guidance and counseling is concerned students are provided dedicated teachers for teaching and guidance. As per the latest NEP (2020), Vocational Education will be introduced in the elementary section starting from this academic year i.e. 2021-2022. However it will not be kept optional like at secondary level. The students at elementary level will be given the chance to explore in the field of vocational education so that they develop interest in it right from elementary stage. Local craftsman, local artisans will be providing them knowledge and training. Before Samagra Shiksha scheme the vocationalization of secondary education was undertaken by RMSA (Rashtriya Madhyamik Shiksha Abhiyan), launched in 2009 after a good response to SSA, launched in 2001. The scheme of vocational education and how it was carried was very much the same in Samagra Shiksha as it was in RMSA. From the very beginning in Mizoram SCERT (State Council of Educational Research and Training) undertook the vocational education campaign under the centrally sponsored scheme but it was implemented and vocational courses started only at higher secondary level. After the launching of RMSA it then covered all classes of secondary level i.e. from class IX-XII. This scheme of vocationalization of secondary education has been under the umbrella of RMSA since then and in Mizoram it started from 2012. The scheme has been stopped by the Ministry of Education for a while, but after that the scheme is implemented again from the year 2015-16 under Samagra Shiksha covering Classes IX-XII of lower and higher secondary level. So since then few batches have passed out starting from class IX. The scheme has been implemented so that the mission of univesalization of education could be seen in the field of vocational education. If the student could acquire certification after proper examination, the certificate is approved in every part of the world. The certification is undertaken by Skill India. So in Mizoram the work in vocational education at secondary level is also happening in the way it is happening in the other parts of the country. Since the scheme of vocationalization of education is changing every now and then, with change in trades and norms, it is not smooth process to ensure getting things done. Mizoram would also like to go for some more trades which are aboriginal/native nature. The approved trades are good but the problem we are facing is that we do not have any kind of structures, industries or anything like that which can recruit the class XII pass out students. So in the minds of students there is always a doubt. This happens also due to ignorance or lack of good career or vocational guidance at early stages of education. The students therefore generally don't prefer to take up vocational education in school. All they are having in their mind is that they need to pursue general academic line only. So this is the basic tendency everywhere i.e. lacks of student motivation toward the course. Definitely they would like to get the benefit of the course if they are doing it, but due to limited benefits they don't go for it. So we are not having a good infrastructure, resources and industries to absorb them. Therefore, currently the scheme is targeting the under privileged, someone who are not good in general studies so that they can find a source of earning their living through vocational education.

4.2 Vocational guidance and counseling needs of secondary school students in Aizawl city

In order to know about vocational guidance and counseling needs of secondary school students in Aizawl city a questionnaire was prepared for students of class IX & X and purposefully data was collected from Govt. school students where vocational education is offered. The data collection was only possible in the month of March, 2021 when secondary schools were opened for face-to-face mode of teaching-learning process during post Covid-19 times. However students from Govt. Mizo and Republic H/S could not be reached due to their non-availability owing to class engagements in the limited time period of March 2021 when schools were opened for a short while and closed again in April, 2021. So finally data could be collected only from students of four Govt. schools and of Aizawl city out of population of six schools. The distribution of sample with respect to gender is depicted in Table 4.4

Table No. 4.4
School wise distribution of sampled students (Session 2020-2021)

Name of	Sampled	No. of	Gende	r	Vocational
School& Total	Class	Students	n.	G: L	course
students (IX-		Sampled	Boys	Girls	offered
X)					
Govt. KM HS	X	15	5	10	IT/ITES,
(T=274;B=123)			(4 Automotive,	(IT/ITES)	Automotive
, G=151)			1 IT/ITES)		
Govt.	X	27	12	15	IT/ITES
Zemabawk HS					
(T=258;B=116)					
, G=142)					
Govt. Central	X	19	8	11	Agriculture
HS					
(T=241; B=95,					
G=146)					
Govt.	IX	33	-	33	IT/ITES
Mamawii HS					
(T=189; B=0,					
G=189)					
Govt. Mizo HS	-	-	-	-	IT/ITES
(T=729;B=327)					
, G=402)					
Govt. Republic	-	-	-	-	IT/ITES,
HS					AMHF
(T=190;B=87,					
G=103)					
Total			25	69	
Frequency					
Percentage			26.6%	73.4%	

Note: *T=Total, B=Boys, G=Girls* (*Source:* tist.mizoram.gov.in/public/schools/)

A reference to Table 4.4 shows that more girls (73%) and fewer boys (27%) are enrolled for vocational courses in the sampled school. Among all the schools Govt. Mamawii H/S is a girls' school and all its students are taking vocational course of IT/ITES. Rest all schools and institute is co-educational. In Govt. Zemabawk and Govt. Republic H/S also all students are taking vocational education. In Govt. Zemabawk school all students are taking IT/ITES and in Govt. Republic all boys are takingIT/ITES and all girls are taking AMHF. However few students have dropped by end of the course. Unlike the aforementioned government schools, in Govt. KM, Govt. Mizo and Govt. Central high schools only interested students are opting for vocational courses. In Govt. KM H/S only few boys are taking automotive course and few boys & girls are taking IT/ITES. Similarly in Govt. Mizo H/S due to its large strength more than 100 students were enrolled in IT/ITES course but in current session of class X nearly 50, half of them continued the course. Also in Govt. Central school only interested students both boys and girls have enrolled for agriculture vocational course. As already mentioned due to non-availability of students in Govt. Mizo and Republic H/S, they are not sampled in the current data.

Following is table wise analysis of student's responses for each item of the questionnaire

Table No. 4.5

What kind of vocational programmes are offered at your school?

Vocation/Trade	Frequency	Percentage
Agriculture	19	20.21%
Automotive	4	4.25%
IT/ITES	71	75.53%
Total	94	100%

Source: Field Data

The table above shows that maximum students in Govt. schools are pursuing IT/ITES vocational course and approximately 4 % of them are pursuing automotive course.

i) Questions related to vocational guidance

Table No. 4.6

Are you enrolled in any of the vocational course being offered at your school?

Response	Frequency	Percentage
Yes	94	100%
No	0	-

Source: Field Data

The table above shows that all the students are taking vocational subject offered at their school.

Table No. 4.7

Do you need vocational guidance in school besides your regular class?

Response	Frequency	Percentage
Yes	71	75.5%
No	23	24.4%

Source: Field Data

The table shows that almost 76% of students feel the need of vocational guidance at school and remaining 24% of students do not feel the need of vocational guidance besides regular classes of school subjects.

Table No. 4.8

Do you think your vocational courses will lead you to find a suitable job that suits your ability?

Response	Frequency	Percentage
Yes	89	94.6%
No	5	5.31%

Source: Field Data

The table above shows that a majority of 95% of students believe that the vocational course they are enrolled in will help them to find suitable job opportunity in future if they take it further in higher studies. Remaining 5%, maximum of them being from agriculture vocation did not think in the same line.

Table No. 4.9

Do you receive sufficient education and training for the vocational course?

Response	Frequency	Percentage
Yes	71	75.5%
No	23	24.4%

The table above shows that nearly 76% of students felt that they are satisfied with the vocational education and training in their respective vocational courses. However nearly 24% of them believed that they are not receiving sufficient education & training, also no adequate guidance and counseling is being provided. It was important to note that most of the respondents were from Govt. Mamawii School for IT/ITES course. Few students of agriculture were also not much satisfied.

Table No. 4.10

Do you have trained teachers with necessary skills required for your vocation?

Response	Frequency	Percentage
Yes	90	95.7%
No	4	4.25%

Source: Field Data

Majority 96% of students responded that they have well qualified trained teachers for their vocational subjects, majority of them being from IT/ITES and automotive course. Exceptionally nearly 4% of them did not think so. Again all of the respondents belonged to agriculture vocation.

Table No. 4.11

Does the school provide sufficient equipments and infrastructure for various practical lessons?

Response	Frequency	Percentage
Yes	73	77.65%
No	21	22.3%

Source: Field Data

The above table suggests that majority of students (78%) think that school provides sufficient equipments and infrastructure facilities for practical lessons. However, almost 22% of them felt that the school facilities are inadequate. Most of

unsatisfied students belonged to Govt. Mamawii School for IT/ITES. Also four students from automotive and agriculture also felt that there is lack of infrastructural facilities for practical lessons.

Table No. 4.12

Do you feel the need to suggest ways and means to strengthen vocation based courses in Mizoram?

Response	Frequency	Percentage
Yes	75	79.78%
No	19	20.21%

Source: Field Data

Almost 80% of students agreed that they feel the need of strengthening vocation based courses in Mizoram to generate more job opportunities but 20% of them did not feel the same.

Table No. 4.13

Do you need adequate vocational seminar, career talks and guidance services to help you to choose appropriate stream and career of your choice in future?

Response	Frequency	Percentage
Yes	85	90.42%
No	9	9.57%

Source: Field Data

A huge majority of students (90%) said that they need adequate vocational seminars, career talks and guidance services to help them choose appropriate stream and career in future but remaining 10% did not think so.

Table No. 4.14

Is there any need for upgrading equipments of your vocational practice?

Response	Frequency	Percentage
Yes	65	69.1%
No	29	30.85%

Source: Field Data

The above table suggests that 69% of students mentioned the need of upgrading equipments of vocational courses meant for practical work. The rest 31% did not mentioned the need of upgrading practical equipments.

Table No. 4.15

Do your teachers take you out to field visits, field work or industrial visit?

Response	Frequency	Percentage
Yes	25	26.59%
No	69	73.40%

The above table shows that only 27% of students mentioned that in their vocational courses the teachers take them to field/industrial visits and field work. Rest 73% of students mentioned that they never visited field or industries. Especially in automotive and agriculture vocational courses were field visits are compulsory, this provision is missing. As far as IT/ITES practical classes are concerned students are pretty satisfied with the computer facilities in the laboratories.

Table No. 4.16

Is the duration of vocational training enough for you to acquire the desired skills?

Response	Frequency	Percentage
Yes	49	52.12%
No	45	47.87%

Source: Field Data

In response to the above question almost half of them (52%) felt that the duration of training is enough for them to acquire practical skills but the rest other half (48%) felt that the duration is not enough for them, belonging from all vocations.

Table No. 4.17

Is there a need to change vocational practical in accordance with vocational theory?

Response	Frequency	Percentage
Yes	31	32.97%
No	63	67.02%

Source: Field Data

Only 33% of the students felt the need of changing vocational practical in accordance with the theory and they belonged to all the vocations. However majority

of them (67%) of them did not felt to change the vocational practical aspect of vocational education.

Table No. 4.18

Is there any problem in your school's vocational lab?

Response	Frequency	Percentage
Yes	24	25.53%
No	70	74.46%

Source: Field Data

Again in response to above question only 26% of students felt that there are problems in the vocational laboratories meant for practical. Remaining 74% think that there are no problems in the vocational labs.

Table No. 4.19

Do you face difficulty in finishing the whole vocational syllabus before examination?

Response	Frequency	Percentage
Yes	46	48.93%
No	48	51.06%

Source: Field Data

In response to the above question the table above shows that again half of the majority (49%) felt that they face difficulty in completion of course before examinations. Although due to current pandemic situation their responses could be affected due to shutting down of schools and regular face to face mode classes. However another half (51%) of them did not feel the same.

Table No. 4.20

Does your school offer a high quality of vocational training?

Response	Frequency	Percentage
Yes	61	64.89%
No	33	35.10%

Source: Field Data

The table above shows that 65% of students agreed that their school/institute is offering a high quality vocational training. But 35% of them also felt that the

quality of training is not satisfactory. The students belonged to all the vocational courses.

Table No. 4.21

Is there an opportunity for continuous skill up gradation at your school?

Response	Frequency	Percentage
Yes	44	46.80%
No	50	53.19%

Source: Field Data

The table above shows that nearly 47% of students agreed that they are given opportunities for continuous up gradation in their vocational skills but the other half majority (53%) felt just the opposite.

Table No. 4.22

Is there sufficient number of library text and reference books on vocational courses?

Response	Frequency	Percentage
Yes	55	58.51%
No	39	41.48%

Source: Field Data

The table above shows that almost more than half of students (59%) mentioned that there are sufficient number of library text and reference books on vocational courses but the other half (41%) were not satisfied with the available text and reference books on vocational education in the school library.

Table No. 4.23

Do you feel that more importance to arts-based vocations should be given?

Response	Frequency	Percentage
Yes	61	64.89%
No	33	35.10%

Source: Field Data

On being asked that whether arts-based vocations like painting, crafts, handloom etc should be given more importance, the above table shows around 65% of students wanted so and the remaining 35% did not felt so.

Table No. 4.24

Do you feel that more importance to technology-based vocations should be given?

Response	Frequency	Percentage
Yes	76	80.85%
No	18	19.14%

Upon asking a similar question like the last one, regarding the importance of technology-based vocations almost 81% of students felt that more weightage should be given to them, but the rest 19% of students did not feel the same.

ii) Questions related to vocational counseling

Table No. 4.25

Have you ever been to a vocational counselor?

Response	Frequency	Percentage
Yes	38	40.42%
No	56	59.57%

Source: Field Data

The above table depicts that only 40% of students mentioned that they went for vocational counseling to a counselor. Remaining majority of 60% did not receive any counseling.

Table No. 4.26

Do you often need to consult someone to clear your doubts about various professions and occupations you can select in your future?

Response	Frequency	Percentage
Yes	46	48.93%
No	48	51.06%

Source: Field Data

Around 49% of students feel the need to consult someone to clarify their doubts related to vocational education and its future prospects but the remaining 51% did not feel the same.

Table No. 4.27

Do your teachers sensitize you about unemployment problem the youth are facing today?

Response	Frequency	Percentage
Yes	82	87.23%
No	12	12.76%

A huge majority of students (87%) said that their teachers are sensitizing them about unemployment problems in the state and informing them about possibilities of employment in their vocational fields however, remaining 13% of them did not mention so.

 $\label{eq:continuous_section} Table No.\ 4.28$ Do you prefer vocational education over general academic education for yourself after the completion of class X?

Response	Frequency	Percentage
Yes	49	52.12%
No	45	47.87%

Source: Field Data

The table above indicates that around 52% of students prefer to continue with vocational stream after completion of class X but another 48% of students wished to continue with general academic education.

Table No. 4.29

Do you feel the need for carrying up vocational courses in the future?

Response	Frequency	Percentage
Yes	89	94.6%
No	5	5.31%

Source: Field Data

On being asked a similar question that whether students feel the need to carry on with vocational courses in future studies, a huge majority, almost 95% of them wanted so. Only 5% of students did not want to carry on further education with their vocational course.

Table No. 4.30

Do your teachers provide information about part-time and self-employable jobs?

Response	Frequency	Percentage
Yes	47	50%
No	47	50%

Source: Field Data

The above table shows that half majority of students (50%) said that their teachers provide information about part-time and self-employable jobs but the other half (50%) did not think so.

Table No. 4.31

Are you aware of different careers open to you after your completion of the secondary level?

Response	Frequency	Percentage
Yes	59	62.76%
No	35	37.23%

Source: Field Data

The above table shows that nearly 63% of the students are aware of different career options available after completion of class X but 37% of students are not aware of the career options.

Table No. 4.32

Are you afraid of going for getting vocational counseling/advice from counselor/teachers due to lack of privacy?

Response	Frequency	Percentage
Yes	55	58.51%
No	39	41.48%

Source: Field Data

The above table shows that nearly 59% of students responded that they fear getting counseling due to lack of privacy but the rest 41% did not feel the same fear.

Table No. 4.33

Do you have an opportunity to give teacher's feedback during your vocational courses?

Response	Frequency	Percentage
Yes	49	52.12%
No	45	47.87%

Source: Field Data

The above table shows that shows that nearly 52% of students responded that they have freedom to give feedback regarding vocational course to their teachers but the rest 48% responded that they are not given opportunity to give feedback.

Table No. 4.34

Do you think that the knowledge you received at secondary level is sufficient for your vocational course?

Response	Frequency	Percentage
Yes	58	61.7%
No	36	38.29%

Source: Field Data

According to the above table it is shown that nearly 62% of students feel that knowledge they receive at secondary level about their vocational course is quiet sufficient for them but the remaining 38% of them did not feel the same.

4.3 Problems faced by secondary schools in providing vocational guidance and counseling

In order to know about the problems faced by secondary schools in providing vocational guidance and counseling services to secondary school students of Aizawl city, content analysis of open ended responses of students and teachers was done. The problems were studied under two heads stated as follows:

4.3.1 Problems faced by Secondary School Teachers

This section deals with responses of secondary school teachers to four questions related to problems faced by them in providing vocational guidance and counseling to students. Table 4.35 depicts their responses.

Table No. 4.35
Teachers' response to open-ended questions

S/N	Items	Responses of Teachers
1	What kind of	Following are the comments shared by some teachers.
	problems are	"Classes are taken once in a week and periods are very
	there in	limited, VE are taken in the last period and students lose
	implementing	their interest, besides students staying at distant location are
	vocational	late to reach home and most parents do not like it, so the
	education?	students are the one who suffer"
		Comment from IT/ITES teacher in Govt. Mizo H/S:
		"We are not able to cover much syllabus as only two
		consecutive period are allotted once in a week for each of
		class IX & X. For class IX the classes are held on Thursdays
		and for class X on Fridays. Also it is in convenient because
		classes are held in last two periods only and student by that
		time lose their interest even if they are interested they get so
		tired after regular subjects. This is not a favourable
		circumstance to popularize the course. Therefore although
		all 125 students were enrolled in current session, some
		dropped by the end those who find it a burden to handle. In
		general all boys are very enthusiastic about the course. And
		all girls are enrolled for AMHF course where they learn
		about tailoring."
		Comment from IT/ITES teacher in Govt.
		Republic H/S
		"It is more effective to separate from other streams and learn
		it as mere vocation, as it is additional subject, theory is
		emphasized but practical is considered subsidiary, theory is
		also very limited in terms of class, equipment shortage and
		no appropriate awareness. Also no sufficient room,
		inadequate equipments and infrastructure, lack of proper
		awareness, emphasis on theoretical basis only are some
		other major problem. We have workshop with sewing

		machines only, funds fall short."	
		Comment from AMHF teacher in Govt.	
		Republic H/S	
		"There is shortage of funds for buying learning materials	
		and obsolete infrastructure and equipments and we receive	
		low remuneration as compared to general teacher."	
		Comment from a plumbing instructor in ITI	
		"Shortages of funds and old equipments and infrastructure,	
		renovation is done since 5 years ago and nothing is repair	
		till then. Students cannot meet the desired learning goals."	
		Comment from stenography instructor in ITI	
		"Problems of obsolete buildings and infrastructure, more	
		fund is needed for training material."	
		Comment from Principal in ITI	
		"Practical and workshop building needs to be established	
		and they are still in progress."	
		Comment from Automotive teacher in Govt.	
		KM H/S:	
		"Syllabus is very obsolete, outdated. It needs to be revised."	
		Comment from IT/ITES teacher in Govt.	
		Zemabawk H/S:	
		"More funds are needed, equipments and infrastructure are	
		obsolete and there is unavailability of textbooks for class	
		10."	
		Comment from Agriculture teacher in	
		Govt. Central H/S:	
		Remaining teachers said that they are not facing any problem	
		and are provided with sufficient material and infrastructure.	
2	What kind of	Following are the comments shared by some teachers.	
	problems are	The teachers of Govt. KM H/S informed that labs are still in	
	there in	progress. The teachers of Govt. Mamawii H/S informed that	
	workshops	they have high quality lab and the computer are in good	
	and	condition but due to limited funding tools and equipments are	

	laboratories		not up to dated and needs to be upgrade as soon as possible.	
		that hamper	IT teacher of Govt. Zemabawk H/S informed that they do not	
	smooth		have lab at present, but later laboratory will be needed for	
conduct of		conduct of	practical aspects. Similarly teacher of Govt. Central H/S	
		course?	informed that lab is not in good condition for performing	
			practical of agriculture. Govt. republic H/S AMHF teacher	
			said some equipments and machinery require high voltage of	
			electricity and so they cannot be used. IT teacher from Govt.	
			Mizo H/S said that many students share computer with their	
			classmates and facilities are not good enough as the strength	
			of students is huge. Hence, more printers, projector screens	
			and computers are needed. However, the teacher from Holy	
			Trinity private school mentioned that quality of computer lab	
			is good and computers are in good condition.	
			Finally the teachers and principal of industrial training	
			institute said that the quality of labs is seriously not in a good	
			condition. Since 2013, nothing is upgraded and renovated	
			and there is no adequate infrastructure.	
	3	Is there any	Teachers also shared some other problems with regard to	
		other specific	vocational education. Some of the issues and concerns raised	
		problem you	by them are as follows:	
		would like to	"We do not receive sufficient funds from the government.	
		mention?	Besides, we are not paid monthly remuneration but instead	
			we are paid every three months and sometimes these cause	
			problems in managing our lives."	
			Issue raised by Automotive teacher in Govt.	
			KM H/S	
			"We face serious problems in buying trainee materials as our	
			course is mainly on practical basis. There is shortage of	
			consumable material for trainee learning material. No funds	
			were received from the government. There are lots of facility	
			requirements but the govt. did not meet any. For training	

material, there are insufficient funds. Some programmes pertaining to NVEQF have been attended twice at Calcutta by IT institution but still needs more clarity." Issue raised by plumbing instructor in ITI "Private schools do not receive any funds from the government. Some share should be given to them." Issue raised by private school teacher "Principal belongs to member of NISHTHA program but none of the teachers are part of it. Still we are very unclear on various provisions laid down for VE under the scheme." Issue raised by teachers of Govt. KM H/S 4 What All teachers came some productive and constructive are your suggestion which should be incorporated for better suggestions implementation of vocational education services at high for improving school level. There suggestions are as follows: the quality of "Awareness about the importance of vocational education vocational should be raised among the students at the earliest. In order education? to avoid loss of precious years, students need to make aware that vocational education can be learnt from secondary stage itself and not just at the completion of 12th standard. Also the teachers should try to orient the parents as well because they ignore vocational education for their children as they think that it is just a waste of time. Since they do not know much about the importance and advantages of vocational education and acquisition of skills they need to be targeted first. Lastly diversification of vocational education is important for diverse learners to increase their skills and aptitude through providing different courses in vocational education." Suggestion by Automotive teacher from Govt. KM H/S

"More vocational institutions should be established in Mizoram. If possible, all students in college should be given an opportunity to select vocational education of any kind as per their interest. Lastly, more diverse vocational education should be emphasized at the earliest."

Suggestion by IT teacher from Govt. KM H/S "Vocational education should be made as main/ compulsory

subject so that students will pay more attention and computer course should be emphasized at high school level for future

career."

Suggestion by IT teacher from Govt.

Mamawii H/S

"Earlier vocationalization should be emphasized. The vocational training should start from middle school level only. Besides for students the suggestion is that they are made more self aware about various vocations."

Suggestion by Apparel teacher from Govt.

Mamawii H/S

"More awareness among education about the importance of vocational education should be given so that students will select vocation at their future studies as it is needed for better career opportunities."

Suggestion by IT teacher from Holy Trinity H/S

"One of the important requirements in agriculture vocation is the revision of syllabus and up gradation of equipments. The students fail to generate interest in lack of adequate resources."

Suggestion by Agriculture teacher from Govt. Central H/S

"Government should provide us with the latest information with regard to rapid and dynamic technological advancement in the IT sector so that student gain maximum benefit and sustain their interest in the vocations."

Suggestion by IT teacher from Govt. Zemabawk H/S

"Government should visit the institution more often and should pay more attention to shortage of facilities. Renovation of the campus for students is seriously needed. If this is fulfilled students will definitely acquire skill development."

Suggestion by Instructors in ITI

"For upgrading the quality of instructor, Refresher Course Training Institute needs to be established and it should be relevant. Other states have this kind of institution but there is none in Mizoram. Industry needs to be established and given importance because recently the quality of available sector in this field does not meet expectations."

Suggestion by Principal in ITI

"Rather than making it optional it is more effective when it is made into a separate course, more awareness on vocational education is needed; the school should ensure vertical mobility (continuity) for further learning; follow up programme is needed. Lack of awareness lead to ignorance VE among the students.VE is taken as additional course because previously students, who cannot pursue general line or science stream, could find an alternative of jobs. Also studying the vocation alone may not be the first choice due to lack of vertical mobility, Hence for ensuring vertical mobility, VE is taken as additional courses but there are

certain disadvantages as well, like limited classes, no proper knowledge and shortage of infrastructure and equipments. But there are a lot of successful students who started their careers and open their own business."

Suggestion by AMHF teacher from Govt.

Republic H/S

"More awareness among the community is needed, students opt for VE only for the sake of peer influence, government should pay more attention on vocational courses"

Suggestion by AMHF teacher from Govt.

Republic H/S

"It is preferable to have more classes with more free time and if possible facilities need to be upgraded."

Suggestion by IT teacher from Govt.

Mizo H/S

"It is effective for high school dropouts and those who want to pursue vocational education after secondary level; it is an ideal course for them. Besides it is very effective to acquire previous knowledge so that they can continue their course at higher level. So institutions and schools offering it need to take care of this part before new knowledge is imparted."

Suggestion by a teacher from Mizoram Institute of Comprehensive Education (MICE)

Furthermore the teachers have also expressed their general liking towards the course but raised questions against the pertaining situations in their schools and institutions. Like for instance in this study all teachers have agreed that majority of efforts under Samagra Shiksha have brought lot of good changes in conducting such courses, but still lot of more inputs and improvements are required.

4.3.2 Problems faced by Secondary School Students

The table below depicts students responses to some of the questions related to problems faced by them in vocational education.

Table No. 4.36
Students' response to open-ended questions

S/N	Items	Responses of Students
1	Is there any problem in your	Only 26% of students felt that there are
	school's vocational lab?	problems in the vocational laboratories
	If Yes, of what kind? (open	meant for practical. They mentioned the need
	ended)	of more computers for laboratories as they
		have to share. Most of them belonged to
		IT/ITES vocation where they mentioned
		shortage/repairing of computers and few
		from agriculture vocational course
		mentioned that they do not have enough
		equipment for practical training.
2	Do you feel that more	More than half of students, around 65%
	importance to arts-based	wanted that more arts-based vocations should
	vocations should be given?	be offered in vocational training because of
	Yes/No	their interest. They suggested vocations in
	If Yes, of what kind?	garment designing, graphics, makeup artist,
		tailoring, dancing, entertainment, drawing,
		crafting, painting, knitting, music, cultural
		craft etc to be offered in vocational education
		for better career opportunities.
3	Do you feel that more	Almost 81% of students responded 'yes' to
	importance to technology-	this question and suggested that vocations
	based vocations should be	based on electronics, IT, computers &
	given? Yes/No	internet, software development, mechanical
	If Yes, of what kind?	training, mobile repairing, electric
		engineering, BCA, hacking program should

		be offered under technology-based vocations.
		Maximum students suggested electronic,
		mechanical training and few wanted mobile
		repairing course.
4	Which vocational courses	Students suggested plenty of vocational
	will be effective for better job	courses to the best of their knowledge which
	placement inside and outside	are useful for better career opportunities. The
	Mizoram?	main vocations mentioned by them are IT,
		designing, computer operations &
		techniques, tailoring, automobile trade,
		business, mistiri, electrician, mechanical
		engineer, farming, animal farming,
		computer technician, crafts & DIY,
		carpentry, arts-based vocations, fashion
		designing, engineering, sericulture,
		agriculture, horticulture, beautician, applied
		science and mathematical vocations, English
		language coaching, call centre operators,
		painting, knitting, music and physical
		education.
5	Why do you prefer to choose	Students responded to this question giving
	vocational education? Give	various reasons. The most common reason
	reasons.	mentioned by them was to get a job. Some
		others mentioned, 'for self independence',
		'self-learning', 'for better job placement',
		'for future career'. Others chose the reason
		of it being interesting subject, for increasing
		knowledge and technical skill, for gaining
		experience, because it is good and favourite
		subject and they are eager to learn something
		new. Also since most current jobs require
		computer certificate the IT/ITES student felt
		it to be important but some other mentioned

that they are pursuing it because their teachers told them to do so. Few students felt it is important for making Mizoram economically independent, for improving agriculture in Mizoram and Mizoram's overall development. Mostly wished for themselves a bright future, self-sustainable daily living, and exciting career, hence they choose to do so. It is fun for few, for some fun, strengthen knowledge and generating more job opportunities, hence they like and prefer the vocational course.

In general all students felt positive about the course and are hopeful that they will have better job prospectus in future.

4.4 Suggestions of measures for proper implementation of vocational guidance and counseling provisions at secondary level of education

On the basis of cumulative assessment of status and problems of vocational education in secondary schools of Aizawl city some very important suggestions surfaced out for the proper implementation of vocational guidance and counseling provisions at secondary level of education which are as follows:

- i) Awareness about the importance of vocational education should be raised among the students at the earliest right through elementary years. Teachers should try to orient the parents as well about the benefits of vocational education.
- Earlier vocationalization of curriculum should be emphasized. The students at elementary level should be given the chance to explore in the field of vocational education so that they develop interest in it right from then.
- Wastage and stagnation of students after completion of vocational education at higher secondary level should be immediately checked.

In general students do not find vertical entry into higher education institutions.

- Vertical mobility needs to be ensured for students of vocational education at every level of education in all the approved trades. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. More courses needs to be approved at college and university level in B.Voc. especially in the six approved trades at secondary level of education in Mizoram i.e. IT/ITES, Automotive, AMHF, Beauty and Wellness, Health Care and Agriculture by concerned and allied departments. B.Voc. courses should be introduced in fields which are already being offered at secondary levels. Mizoram University should take this point under consideration and facilitate the process.
- v) There should be more coordination between various interventions for vocational courses at different levels of education i.e. the prevocational initiative at elementary level NISHTHA should be aligned with vocational trades offered at secondary and higher secondary level. At present there is lack of awareness among teachers about the interconnections of these various interventions.
- vi) Diversification of vocational education is important for diverse learners to increase their skills and aptitude through providing different courses in vocational education.
- vii) Rather than making vocational education optional both at secondary and higher secondary level it has to be made into a separate course. In the present curriculum very limited classes, 2 classes per week are provided. Also they are kept at the end of all classes. Classes are mostly theory ridden and students fail to generate interest in them in present mode.
- viii) Proper vocational guidance and counseling should be provided to the students as they generally don't prefer to take up vocational education in school. Students are having in their mind that if they take general academic courses they are safe in their career choice in comparison to vocational courses.

- It is clear that teachers are aware very little about various provisions laid down by NVEQF. They are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes
- x) All teachers have perceived the shortage of funds and facilities in various vocations approved with the schools and they feel the need of more funds and facilities. The students find vocational course beneficial in general but they feel more secure to pursue general education in comparison to it as they are not very sure of future prospects of the vocational knowledge.
- Vocational education should be widened in terms of its reach.

 Currently the scheme is targeting the under privileged, someone who are not good in general studies so that they can find a source of earning their living through vocational education which is kept as optional course only.
- More funding is required to establish good infrastructure, adequate resources and industries to absorb students. More vocational institutions should be established in Mizoram. If possible, all students in college should be given an opportunity to select vocational education of any kind as per their interest.
- Government should try to mitigate the extent of developments in the field of vocational education from time to time. More instructors should be provided both in urban and rural locations so that students have more diverse range of vocations to choose.

CHAPTER-V

Major Findings, Discussions, Recommendations and Suggestions for further Studies

This chapter presents the major findings of the study followed by discussions, recommendations and suggestions for further studies. The order of the chapter is thus as follows:

- 5.1 Major Findings
- 5.2 Discussions
- 5.3 Recommendations
- 5.4 Suggestions for Improving Vocational Education
- 5.5 Suggestions for further Studies
- 5.6 Conclusion

5.1 Major Findings

Major findings are arranged in the following order:

- 5.1.1 Findings Related to Status of Vocational Education at Secondary Stage of Education in Mizoram
- 5.1.2 Findings related to the Vocational Guidance and Counseling needs of Secondary School Students
- 5.1.3 Findings related to the needs of Secondary School Vocational Teachers for providing Vocational Guidance and Counseling
- 5.1.4 Findings Related to Problems faced by Students in Vocational Guidance and Counseling services
- 5.1.5 Findings Related to Problems faced by Teachers in providing Vocational Guidance and Counseling services
- 5.1.6 Findings Related to Measures for proper implementation of Vocational Guidance and Counseling provisions at Secondary level of Education

5.1.1Findings Related to Status of Vocational Education at Secondary Stage of Education in Mizoram

i) Courses offered at secondary level

These were four vocational courses offered at 14 secondary schools in Mizoram as per MBSE data (December, 2019). These were:

- A. Informative Technology & Information Technology Enabled Service (IT/ITES)
- B. Agriculture (AG)
- C. Apparel Made Ups and Home Furnishing (AMHF)
- D. Automotive / Automobile (ATM)

ii) Vocational Courses are more prioritized for underprivileged students

Since under Samagra Shiksha VE is more prioritized for Children with Special Needs(CWSN), girl child students and students who are not much scholastic in normal academic course were given top priority to join Vocational Education, it is often they who seek guidance and counseling in this.

iii) Level of seriousness on the course:

Almost all teachers, including principal (11) agreed that students take the vocational curriculum seriously and treat it equal to other general subjects; they are interested and feel it important for their career. However few teachers (3) felt that many students lacks interest and only 50% of them are really serious about the course. They compromise with interest, the major reason being it an additional subject.

iv) Awareness on NVEQF among the teachers:

Majority of teachers are not aware of NVEQF. Only 3 teachers in the sample were aware of NVEQF.

v) Awareness on NISHTHA scheme among the teachers;

None of the secondary school teachers are aware of NISHTHA program nor were they part of any workshop related to it.

vi) Functioning of vocational counseling service:

40% of students mentioned that they went for vocational counseling to a counselor. Remaining majority of 60% did not receive any counseling.

vii) Awareness regarding world of the work:

Majority of students (87%) said that their teachers are sensitizing them about unemployment problems in the state and informing them about possibilities of employment in their vocational fields however, remaining 13% of them did not mention so.

viii) Pursuance of vocational education:

52% of students prefer to continue with vocational stream after completion of class X but another 48% of students wished to continue with general academic education.

ix) Awareness provided by teachers regarding available jobs:

Almost half majority of students (50%) said that their teachers provide information about part-time and self-employable jobs but the other half (50%) did not think so. Nearly 63% of the students are aware of different career options available after completion of class X but 37% of students are not aware of the career options.

x) Seeking counselling/advice from counsellor/teachers:

59% of students responded that they fear getting counseling due to lack of privacy but the rest 41% did not feel the same fear.

xi) Feedback by students:

52% of students responded that they have freedom to give feedback regarding vocational course to their teachers but the rest 48% responded that they are not given opportunity to give feedback.

xii) Sufficiency of knowledge received by the students:

62% of students feel that knowledge they receive at secondary level about their vocational course is quiet sufficient for them but the remaining 38% of them did not feel the same.

xiii) Desired duration of training session by the students:

(52%) felt that the duration of training is enough for them to acquire practical skills but the rest other half (48%) felt that the duration is not enough for them whom belonged to all vocations.

5.1.2 Findings related to the Vocational Guidance and Counseling needs of Secondary School Students

i) Needs of vocational guidance:

76% of students feel the need of vocational guidance at school and remaining 24% of students do not feel the need of vocational guidance besides regular classes of school subjects.

ii) Needs of vocation based course:

Almost 80% of students agreed that they feel the need of strengthening vocation based courses in Mizoram to generate more job opportunities but 20% of them did not feel the same.

iii) Needs of vocational guidance services:

A huge majority of students (90%) said that they need adequate vocational seminars, career talks and guidance services to help them choose appropriate stream and career in future but remaining 10 % did not think so.

iv) Need of vocational equipments:

69% of students mentioned the need of upgrading equipments of vocational courses meant for practical work. The rest 31% did not mentioned the need of upgrading practical equipments.

v) Needs on alteration and updating of vocational practices:

Only 33% of the students felt the need of changing vocational practical in accordance with the theory and they belonged to all the vocations. However majority of them (67%) of them did not felt to change the vocational practical aspect of vocational education.

vi) Needs on arts-based vocations:

More than half of students, around 65% wanted that more arts-based vocations should be offered in vocational training because of their interest. They suggested vocations in garment designing, graphics, makeup artist, tailoring, dancing, entertainment, drawing, crafting, painting, knitting, music, cultural craft etc to be offered in vocational education for better career opportunities.

vii) Needs on technology-based vocations:

Almost 81% of students responded 'yes' to this question and suggested that vocations based on electronics, IT, computers & internet, software development, mechanical training, mobile repairing, electric engineering, BCA, hacking program should be offered under technology-based vocations. Maximum students suggested electronic, mechanical training and few wanted mobile repairing course.

viii) Needs for clarifying doubts related to vocation:

Around 49% of students feel the need to consult someone to clarify their doubts related to vocational education and its future prospects but the remaining 51% did not feel the same.

ix) Needs for vertical mobility in vocational courses:

Students feel the need to carry on with vocational courses in future studies, a huge majority, almost 95% of them wanted so. Only 5% of students did not want to carry on further education with their vocational course.

5.1.3 Findings related to the needs of Secondary School Vocational Teachers for providing Vocational Guidance and Counseling

i) Need of awareness regarding vocational courses:

Teachers felt that they are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes except for industrial training institutes (ITIs) and poly techniques.

ii) Need of adequate guidance and counseling services:

Guidance and counseling services are not adequate according to standard norms mentioned in vocational curriculum framework. This service is needed to motivate and encourage students as well as teachers.

iii) Making vocational subjects as a separate course:

Rather than making vocational education optional, both at secondary and higher secondary level, it has to be made into a separate course. This will make the teachers help the students to develop interest in the subjects.

iv) Need of resources:

Most teacher believed that they play a vital role in providing vocational guidance and counseling as a part of their jobs but due to lack of certain resources, facilities and infrastructure, students regard the subject as a subsidiary and they lack seriousness.

v) Establishing relevant training institution for teacher/instructor:

The teacher/ instructor are very much in need of relevant training institution to upgrade and equip their quality. Refresher course training industry or training institute should be implemented as soon as possible.

vi) Providing adequate credit framework for the teacher:

Most teachers faced limited period as the classes are held only once a week and that most classes are kept at the end of the period. This made the teacher as well as student unable to meet the desired objectives of vocational courses. So, teachers should be provided with appropriate and adequate teaching learning hours.

5.1.4Findings Related to Problems faced by Students in Vocational Guidance and Counseling services

i) Problems regarding the vocational course they pursue

5% of students, all from agriculture vocation think that their courses will not help them find suitable jobs. Half of the majority (49%) felt that they face difficulty in completion of course before examinations.

ii) Problems on training:

(52%) of students felt that the duration of training is enough for them to acquire practical skills but the rest other half (48%) felt that the duration is not enough for them whom belonged to all vocations. Nearly 24% of them believed that they are not receiving sufficient education &training, also no adequate guidance and counseling is being provided. It was important to note that most of the respondents were from Govt. Mamawii School for the vocation IT/ITES. Few students of agriculture were also not much satisfied.

iii) Problems related to material and facilities:

Almost 22% of them felt that the school facilities are inadequate. Most of unsatisfied students belonged to Govt. Mamawii School and industrial training institute for IT/ITES. Also four students from automotive and agriculture also felt that there is lack of infrastructural facilities for practical lessons.

iv) Problems related to Field Work:

Rest 73% of students mentioned that they never visited field or industries. Especially in automotive and agriculture vocational courses were field visits are compulsory, this provision is missing. As far as IT/ITES practical classes are concerned students are pretty satisfied with the computer facilities in the laboratories.

v) Problems related to textbook:

Half of students (59%) mentioned that there are sufficient number of library text and reference books on vocational courses but the other half (41%) were not satisfied with the available text and reference books on vocational education in the school library.

vi) Problems with regards to practical work:

26% of students felt that there are problems in the vocational laboratories meant for practical. 33% of the students felt the need of changing vocational practical in accordance with the theory and they belonged to all the vocations.

vii) Problems related to teachers

Majority 96% of students responded that they have well qualified trained teachers for their vocational subjects, majority of them being from IT/ITES and automotive course. Exceptionally nearly 4% of them did not think so. Again all of the respondents belonged to agriculture vocation.

viii) Problems on knowledge of world of the work:

A huge majority of students (88%) said that their teachers are sensitizing them about unemployment problems in the state and informing them about possibilities of employment in their vocational fields however, remaining 12% of them did not mention so.

ix) Problems on Laboratories:

26% of students felt that there are problems in the vocational laboratories meant for practicals. Remaining 74% think that there are no problems in the vocational labs.

x) Problems on completion of syllabus:

Majority (49%) felt that they face difficulty in completion of course before examinations. Although due to current pandemic situation their responses could be affected due to shutting down of schools and regular face to face mode classes. However another half (51%) of them did not feel the same.

5.1.5 Findings Related to Problems faced by Teachers in providing Vocational Guidance and Counseling services

i) Problems on syllabus:

Almost half of the teachers (6) felt that there is a need to update syllabus, especially needs some alteration regarding addition of some information about injector in automobile courses, updating in agriculture courses and in vocational subjects of IT/ITES English language needs to be dropped as there is separate English subject in general courses and this affects their matriculation results. Also

most students considered vocation of subsidiary value. Also one teacher of Apparel course mentioned since the course is designed by PSSCIVE, Bhopal containing salwar, saree etc as garment designing; it is not relevant to Mizoram as it is not the dress code for Mizos.

ii) Problems regarding funds and facilities:

Four teachers from Govt. Republic, Mamawii & Central H/S reported that they don't receive adequate funds as it is not sufficient for the vocational trade they offer viz. AMHF & Agriculture. Rest all 5 teachers from private schools and vocational institute said that they do not receive any fund from government under Samagra Shiksha. However, the principal of industrial institute informed that for training material, there is insufficient fund. Mizoram Council for Vocation Training (MCVT) provides us funds but do not meet the needs. Plumbing instructor informed that there are problems in buying trainee materials as our course is mainly on practical basis. There is shortage of consumable material for trainee learning material. There are lots of facility requirements but the govt. did not meet any.

Most government school teachers reported that at present sufficient fund is available but they would like to get more funds for maintenance of computers, upgradation of equipments and laboratories, as per the prescribed manual of course. But few govt, school teachers think that more fund is required for automotive practical and on the spot analysis. However, all 5 teachers from private schools and vocational institute said that they need lot of fund for buying equipments, some computers, their repairing, up-gradation of equipments and infrastructures.

iii) Problems related to laboratories:

Except for 1 govt. school, laboratories are still under construction in all govt. schools. Only in i.e. Govt. Mamawii School, IT/ITES teacher reported that there is high quality lab and the computers are in good condition in their school. Even in 1 private school condition of computer lab is good. As far as industrial institute is concerned the quality of laboratory is not satisfactory. A teacher there informed that since 2013, nothing is upgraded and renovated. Overall all teachers are not satisfied with the current status of laboratories and equipment of various vocations.

iv) Problems related to Remuneration:

A lot of Teacher experiences difficulty in receiving remuneration on a regular basis. Some teachers receive their pay once every three months which enable them to meet their needs as the breadwinner of the family.

v) Problems related to equal payment:

Vocational teacher experiences low salary as compared to general teacher. This poses problems to the vocational teachers which hinder their motivation.

vi) Lack of training institution in Mizoram:

It is found that there is no training institution for Vocational teacher in Mizoram while other states acquire certain kinds of this institution. There is no opportunity to improve and encourage the skills acquired by the teachers.

vii) Problems related to practical work:

Some teachers faced difficulty in implementing practical work for the students due to limited teaching hours and limited classrooms. Inadequate spacious classrooms also play a vital role that hinders practical work.

5.1.6 Findings Related to Measures for proper implementation of Vocational Guidance and Counseling provisions at Secondary level of Education

On the basis of cumulative assessment of status and problems of vocational education in secondary schools of Aizawl city some very important suggestions surfaced out for the proper implementation of vocational guidance and counseling provisions at secondary level of education which are as follows:

- i) Awareness about the importance of vocational education should be raised among the students at the earliest right through elementary years. Teachers should try to orient the parents as well about the benefits of vocational education.
- ii) Earlier vocationalization of curriculum should be emphasized. The students at elementary level should be given the chance to explore in the field of vocational education so that they develop interest in it right from then.

- iii) Wastage and stagnation of students after completion of vocational education at higher secondary level should be immediately checked. In general students do not find vertical entry into higher education institutions.
- Vertical mobility needs to be ensured for students of vocational education at every level of education in all the approved trades. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. More courses needs to be approved at college and university level in B.Voc. especially in the six approved trades at secondary level of education in Mizoram i.e. IT/ITES, Automotive, AMHF, Beauty and Wellness, Health Care and Agriculture by concerned and allied departments. B.Voc. courses should be introduced in fields which are already being offered at secondary levels. Mizoram University should take this point under consideration and facilitate the process.
- v) There should be more coordination between various interventions for vocational courses at different levels of education i.e. the pre-vocational initiative at elementary level NISHTHA should be aligned with vocational trades offered at secondary and higher secondary level. At present there is lack of awareness among teachers about the interconnections of these various interventions.
- vi) Diversification of vocational education is important for diverse learners to increase their skills and aptitude through providing different courses in vocational education.
- vii) Rather than making vocational education optional both at secondary and higher secondary level it has to be made into a separate course. In the present curriculum very limited classes, 2 classes per week are provided. Also they are kept at the end of all classes. Classes are mostly theory ridden and students fail to generate interest in them in present mode.
- viii) Proper vocational guidance and counseling should be provided to the students as they generally don't prefer to take up vocational education in school. Students are having in their mind that if they take general academic courses they are safe in their career choice in comparison to vocational courses.

- ix) It is clear that teachers are aware very little about various provisions laid down by NVEQF. They are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes
- x) All teachers have perceived the shortage of funds and facilities in various vocations approved with the schools and they feel the need of more funds and facilities. The students find vocational course beneficial in general but they feel more secure to pursue general education in comparison to it as they are not very sure of future prospects of the vocational knowledge.
- vi) Vocational education should be widened in terms of its reach. Currently the scheme is targeting the under privileged, someone who are not good in general studies so that they can find a source of earning their living through vocational education which is kept as optional course only.
- xii) More funding is required to establish good infrastructure, adequate resources and industries to absorb students. More vocational institutions should be established in Mizoram. If possible, all students in college should be given an opportunity to select vocational education of any kind as per their interest. Government should try to mitigate the extent of developments in the field of vocational education from time to time. More instructors should be provided both in urban and rural locations so that students have more diverse range of vocations to choose.

5.2 Discussions

The present study states that the scheme of Samagra Shiksha has been implemented the major aim of universalization of education and the scheme targets to see this universalization in the field of vocational education as well giving an edge to the Skill India movement. In the state of Mizoram the work in vocational education at secondary level is also happening in the way it is happening in the other parts of the country since 2015-16 under the scheme. The School Education Department i.e. Directorate of School Education under Mizoram State Government has been acting as the academic authority of vocationalization of secondary education under the scheme. The latest data pertaining to approved trades with schools, total students enrolled, appointment of teachers under vocational trade and

fixation of their salary is taken care by the department. At present the scheme of vocationalization of secondary education is functional as Level 1& Level 2 for classes IX-X & XI-XII respectively. Schools are chosen in such a way by the department that both secondary and higher secondary offering the same vocations are placed in same locality or same school with higher secondary classes so that vertical entry from level 1 at secondary level to level 2 at higher secondary level is facilitated. The syllabus and courseware is decided by central government. PSSCIVE (Pandit Sunderlal Sharma Central Institute of Vocational Education), Bhopal is the institute deciding the trades for vocations and design curriculum. Presently in Mizoram six vocational trades have been approved. Although there is a need to introduce more trades at secondary level that suits one's culture or are native in nature, nothing can be implemented without the consent of central government. So the Government should pave a way for implementing more trades to enable the students to facilitate them. The department should take care of the management of vocational courses efficiently and government should pay attention to the various needs of teachers and students and meet their needs accordingly. The examinations are conducted by MBSE with class X & XII board examinations with 2 approved job roles at each level. Such approved jobs enable the student to get employed and resourceful. More job roles needs to approved and introduced to attract students towards vocational courses and for the benefit of students. If the student could acquire certification after proper examination, the certificate is approved in every part of the world. The certification is undertaken by Skill India Mission, GOI. The share of vocationalized courses available at lower secondary level is much less in comparison to higher secondary level so far, and even if they are implemented they are just for name sake. Mere knowledge of vocation needs to be reduced by maximum practical exposure so that student can absorb quality skills provided to them. Encouraging prior learning in order to smoothly getting anchored to the level 1 & level 2 of vocational training is an essential requirement to popularize vocational courses. The students need to pass the level 1 examination to get admitted to level 2. As such, the students need knowledge of basics hands on experience right from elementary level in order to pursue vocational courses. As per the latest National Education Policy (NEP), 2020 vocationalization of secondary education is to be further expanded to elementary stages as well. NISHTHA is one of the initiatives under the umbrella scheme of Samagra Shiksha in this direction which is targeting the elementary years of school from classes 6-8. Under NISHTHA Pre-vocational education is one of the interventions out of other competency and learning outcome based interventions.

Provisions should be further made to ensure the possibility of vertical mobility of class XII pass out students to higher education into the vocational trade they learnt at secondary stages in order to ensure higher learning for vocational courses. The study reveals that the chances of vertical mobility in Mizoram particularly in the field of vocational education are immensely limited. Vertical mobility needs to be ensured for students of vocational education at every level of education in all the approved trades. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. As per the NSQF we need higher education institutions to offer M.Voc. and Ph.D. program as well, it is long way when we get highly organized hierarchy of vocational education levels at different level of education. The biggest problem encountered in selection of trades is the current state of in-availability of trained instructors specified for each trade. Especially, in agriculture and automotive trades, getting trained instructors with desired qualifications is quite difficult. The problem aggravates more in rural tough stations. There are impediments towards implementing vocational courses in villages of Mizoram. The present study conclude that successful introduction of courses such as agriculture and automotive in villages is quiet difficult because the required qualification of instructor is B.Sc. (Agriculture) and B.Tech. /B.E. (Mechanical) respectively. This cause disadvantages in expanding vocational courses in the state. Most secondary schools are offering IT/ITES as it is easy to get instructors with desired qualification BCA due to presence of NIELIT and other institutions. Another course which is mostly offered is Health care presently at higher secondary level only because GNM Nursing degree which is the eligibility of instructor is possible in Mizoram. The study suggest the introducing trade related to aesthetic as it is more in demand and has native connection as well. It was found that vocational course on Beauty and Wellness especially for girl child will be introduced in the current year (2021-2022) because possibility of vertical entry into women polytechnic college in Durtlang and also the polytechnic is producing trained persons for instruction. Currently it is also preparing instructors for garment designing the polytechnic.

The present study of vocational education among secondary level indicates there are lots of challenges in running vocational courses in all secondary schools. The government is also selectively targeting only few government secondary and higher secondary schools where enrollment is higher. According to latest data there are in all 46 schools in whole state which have been approved for offering approved six vocational trades at secondary and higher secondary level. The other types of schools like private, deficit etc. are not kept within the purview of Samagra Shiksha scheme as its puts extra load on the government. Also it is found that that the general education institutions were much easier to run and maintain than vocational education institutions. This may be one of the reasons behind less popularization and lesser enrolment in vocational courses is observed. The present study found that most of the students in India preferred white collared jobs over skilled jobs which demand more physical labour. white-collared jobs by the students is may be due to the fact that blue-collar worker tends to earn less and requires more physical labour than the white-collar and this makes the students uncomfortable to prefer general education over vocational education. Even parents are of the similar mindset that seems to be induced in their wards. It is found that parents' income and expenditure as well as their educational level made a huge impact on career selection and vocational interest upon the student. Most of the Indian parents disapprove vocational course for their children as they regard it as a hurdle that cause low achievement in their academic studies. As such, spreading the importance of awareness in career guidance through media, workshops and seminar for promoting guidance among the parents is very much essential.

5.3 Recommendations

Following are some important recommendation for the improvement of vocational education in Mizoram:

1. Up-to-date Syllabus: Although the syllabus is regularly updated, some areas of vocational courses still deprived of updating syllabus as per the needs and trends in the society. Some courses still follows syllabus which is obsolete and that can't be implemented and facilitate in current society which results in giving the students mere results and certificate in vocational education without having a proper knowledge. So, syllabus needs to be checked thoroughly.

- **2. Practicing more Field Visits:** The study finds that Field Visits cannot be properly implemented due to certain reasons, so this should be checked as soon as possible. Field Visits will encourage the students to become more active and creative and thus developed interest in their study.
- **3. Providing sufficient funds from the Government:** Proper and adequate funds should be ensure as there are lots of facility requirement which the Government do not meet and for providing training material for the trainee.
- **4. Renovation for quality laboratory:** The present laboratory in the school does not meet satisfaction. The material needs to be properly equipped for better condition.
- 5. Making the teachers aware of several programs and schemes related to vocational education: There are certain programs benefitting vocational education to a great extent. Vocational Framework & programs like NVEQF and NISHTHA needs to be explained to all the teachers so that vocational education can meet desired goals and objectives.
- **6. Promoting Workshop:** Seminars, workshops and conferences for teachers, students and parents hold a great importance for the success of the study. This will help them to explore new ideas and encourage them to be motivated.
- 7. Recruiting qualified Teacher: It is crucial to provide the schools and institution with trained, qualified and dedicated vocational teachers. This will help the students to achieve success in their lives
- **8.** Popularizing a Placement Cell: Schools and institutions should provide a Placement Cell for the students as it is crucial for locating job opportunities by keeping in touch with reputed firms and industrial establishments. The number of students placed through Campus Interview is continuously rising. As such, on invitation, many reputed industries visit the institute to conduct interviews and recruit students.
- **9.** Clarifying doubts related to various professions: Teacher should be available and approachable for the students to solve their problems related to their career paths.
- **10. Ensuring Credit Transfer:** Switching learning institution and transferring courses from one school to another across the state is inevitable for some students. Transfer may occur for many reasons that are out of control for the

- students. So, credit transfer across the state should be taken into consideration in order to encourage and motivate to pursue their education.
- **11. Ensuring certificate for work preparation:** Certificate issued should be made acceptable at state and national level to raise employment rate among the youth to gain new experiences and perspective.
- 12. **Promoting industry engagement (Internship):** This will help the students to gain valuable work experiences, explore a career path that will help the to handle more responsibilities and to gain confidence before entering the world of the work.
- 13. **Proper Remuneration:** Teachers should be paid proper remunerations regularly. Some teachers receive their pay once every three months which unable them to meet their needs as the breadwinner of the family.
- 14. **Encouraging Prior Learning:** Recognition of Prior Learning should be encouraged right from elementary level to get engage in the field of vocation to help them built interest. Students should be made aware of 3R's (Reading, Writing and Arithmetic) to pursue vocation subjects. Also prior learning of related vocational skills needs to be recognized before student join a vocational course at a particular level.
- 15. Checking appropriate Credit Framework: Number of teaching-learning hours specified should be thoroughly checked. It is seen that most schools offering vocational education faced limited period of classes and classes are held only once a week and are kept at the end of periods. This made the students lose interest in the subjects.
- 16. **Ensuring Vertical Mobility:** Vertical Mobility of vocational education in Mizoram is not possible. The vocation subjects offered at secondary and higher secondary level ends it itself. Vertical Mobility should be made possible at Bachelor degree. Since we have 6 trades, approved by the Ministry which runs through class IX-XII since 2013-2014, so if same trade can be continue in MZU, then it will be a good initiative to strengthened vocational education.
- 17. **Emphasis on Practical Work:** It is found that vocational education in Mizoram is mainly on Theoretical basis and this made the students hinder to reach goals of vocational education. So it is necessary to emphasize practical work to built their own career in future.

- 18. **Diversification of vocational courses:** Different courses in vocational education should be made diverse or diverse learners to help them increase their skills and aptitude.
- 19. **Establishing relevant training institution in Mizoram:** It is found that there is no training institution for Vocational teacher in Mizoram while other states acquire certain kinds of this institution. So, in order to upgrade and equip the quality of instructor, 'Refresher course training industry and training institute is needed and should be implemented immediately.
- 20. **Focus on Skill Development:** Shortage of material should be met as soon as possible so that there will be skill development.
- 21. **Ensuring equal pay:** Vocational teacher experiences low salary as compared to general teacher. Government should pay attention to the salary and pay vocation teacher as they deserve.
- 22. **Introducing more trades which are aboriginal/native nature:** More trades which are related one's culture should be introduced and emphasize. But since courses are approved by concerned skill and PSSICVE, Bhopal, introduction of any native trade by ourselves is not possible.
- 23. Collaboration: The utmost priority we need now is continuation of Bachelor degree Programs of vocational courses in the centrally approved trades of Mizoram. This can happen only in collaboration and exchange of ideas inbetween Mizoram Government and Mizoram University.

5.4 Suggestions for Improving Vocational Education

5.4.1 Vocational guidance and counseling needs of secondary school students:

i) It has been found from different studies that there are many young people who have entered in different occupations by chance and not in accordance of their interest, aptitude, capacity and suitability. This results in an economic loss to the young workers in particular and to the society in general. This problem can be avoided through organization of vocational guidance and counseling program in school because through this programme an individual opts his/her vocation in accordance to his suitability. So he/she selects suitable occupation or job from the job market.

- ii) It has been confirmed and accepted in psychological perspective that no two individuals are alike. They differ in their different traits and aspects due to individual differences. Therefore in order to fulfill this need of individual differences in the field of occupation or job market it is necessary to organize vocational guidance program right from lower secondary stage.
- iii) The modern society is undergoing a constant change because of the influence of science and rapid growth of technology. Due to this the areas of specialization have emerged in order to cope with the changes that have taken place in social, political, economic and cultural structure of the society. For this we require technologists, doctors, engineers, scientists, technicians, educationists, philosophers, administrators etc. Besides all together new occupations are coming to the forefront for meeting these needs. Therefore, there is the need of organizing vocational guidance and counseling program in secondary schools.
- iv) Vocational Guidance is most needed at the secondary and at the higher secondary stage of education. It is needed when the student is required to choose subjects and decide his future occupation. Besides it is also needed at the stage of college education and university education. After the completion of college and university education the student has to join an occupation to earn his livelihood and to lead a way of life.
- v) For the development of insights of the individuals, an organized programme of vocational guidance is needed to assist the individual to develop insight into what he wants to be in life, what he is best capable of doing, his abilities, interests, aptitudes and his limitations.
- vi) Implementing proper placement cells as a part of vocational guidance and counseling services in an urgent need of the hour. Many round pegs are placed in square holes and square pegs in round holes simply because occupational choices are not made in accordance with what one can do and what one can't do. For avoiding this and realizing the very statement that round peg are placed in round hole, square peg are placed in square hole there is the need of vocational guidance.
- vii) Vocational guidance is needed for the purpose of ensuring proper utilization of human resources. The need and importance of vocational guidance refers the fact that

through organization of vocational guidance programme individuals opt their vocations in accordance to their suitability. As a result of this they become a positive, valuable, and useful asset for the society instead of becoming a burden on the society.

- viii) Vocational Guidance should be seen as an instrument for the qualitative improvement of education. There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years. This has resulted to the fall of educational standards to some extent. So, there is a great need of providing vocational guidance services in the school for the qualitative improvement of education.
- ix) Knowledge explosion has lead to the increase in the types of courses offered in the schools. The increased knowledge has taken over into the course contents of our textbooks. It is not possible for every student to learn all that is available in the field of knowledge. Single track education for all is out-moded concept. At the secondary stage, the courses of studies have been diversified to include several optional groups. Therefore, a special type of service is needed very much in our schools which will assist the individual pupil in the choice of course suiting to his needs and abilities that will help the school authorities in the proper allocation of the diversified courses to the pupils of the school.
- x) Education that can provide for the development of the whole child is needed. It is now commonly accepted that education should also lead to the promotion of the emotional, social and civic life of the student. Problems of social adjustment and personality orientation require the services of a competent counselor and availability of appropriate guidance services. This can be achieved by expanding educational objectives.
- xi) We are facing problem in achieving the target of Universal and compulsory education, increasing enrolment of students, bringing down high percentage of dropout rate, overcoming wastage and stagnation etc. These problems require the need of proper guidance services in the school. Special guidance services are also required for the gifted, backward, handicapped and delinquent children for providing solution of educational problems.

- xii) Vocationalisation of Education and Guidance services for same is very important. Improvement of vocational efficiency is one of the aims of education. Secondary Education Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses at secondary stage so that a large number of students may take up agriculture, technical, commercial or other practical courses to enable them to go for vocational pursuits. All this calls for proper guidance services in the school.
- xiii) Guidance is also seen as an instrument of national development: Guidance by helping, identifying and developing human potential which is the richest source of a nation can help to reduce the wastage of educational facilities and abilities, which is so prevalent in our country. Thus there is a need to establish a close link between education and the manpower needs of the country. The sound guidance programme can help to achieve this objective in a systematic way.
- xiv) There has been an expanding complexity of the world of work with tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspect of life. Thus there is a problem of choice. It is highly important to acquaint the secondary school students with this variety of jobs and with their different requirements. This is possible only by providing organized guidance services in the school system of our country.
- xv) Increasing need for man-power and its planning and utilization has to be prioritized. For the planned development of a nation like ours, conservation of human resources and manpower planning is very important. A careful balance has to be struck between the manpower needs and the various educational and training programmes. To meet the rapidly rising demands of various types of personnel for the various developmental projects, the younger generation of the country will have to be systematically guided into courses of training which will equip them for urgent national needs.
- xvi) A well-organized guidance programme is essential for creating occupational awareness among the pupils of the country. The students must be made aware of the various types of jobs available in the employment market so that they may be able to opt those courses during the secondary stage. Therefore, assistance has to be given for making a right choice of the courses at the secondary stage.

xvii) Fast changes are taking place, today in the conditions of industry and labour. Specialization has become the word of the present age. Moreover, professions have multiplied in numbers that it has become difficult for a common man to make a right choice out of them. Hence it has become essential to get help of vocational guidance services in the school.

xviii) Our country is in the era of economic planning where lot of thinking goes into changed economic pattern of the country: We require scientists, industrialists, Software Engineers, Bankers etc., to meet the growing demands of the progressive country. The craze for white-collared jobs must come to an end.

Thus, if proper guidance programme is not introduced at the secondary stage in the choice of studies and various vocations, the nation will remain poor and our youth will continue to be frustrated and disgusted.

5.4.2 How to solve problems of lack of training institution in Mizoram:

- i) Vocational Education Training shortages are related to the limited attractiveness of the teaching career. High workloads, poor management of institutions and lack of career development opportunities also have an effect on job satisfaction, which in turn impacts teacher retention.
- ii) Vocational education training often face barriers to accessing training due to a lack of support or incentives, and conflicts with their work schedule. Relevant, customised and engaging training can be offered to provide such opportunities and support participation including institutions, teacher and school networks, local companies, universities and other associations.
- iii) The COVID-19 crisis underlined the need for strong digital skills, but also strong basic and soft skills to be able to navigate a changing labour market. Teachers can develop these skills in through innovative pedagogical approaches. Fostering the capacity of teachers to take advantage of new technologies can encourage this. Online learning and virtual/augmented reality can offer flexible, cost-effective and safe learning opportunities.

- iv) Vocational education training institutions need well-prepared leaders, who understand the vocational education training sector and the labour market, and have strong organisational and pedagogical leadership skills.
- v) Relevant training, including peer-learning opportunities, is just as crucial for teachers. Governmental support and the backing from well-trained leaders better cope with their many responsibilities, including supporting teachers and students and improving the quality of vocational training institution.
- vi) A lack of technical equipment and infrastructure and shortage of funding resulted in a little scope for improvement. It also noted a shortage of trained instructors and few opportunities for in-service training.
- vii) A study by the National Skill Development Corporation of initial and continuing training for instructors (NSDC n.d.) found that most instructors at India's ITIs have received no pedagogical training and are not, therefore, adequately prepared to teach.
- viii) Policies to improve learning outcomes must focus on teachers, reshaping their training and career pathways, as well as educational resources and school management. Such policy-making will require better empirical data on learning outcomes.
- ix) Improving educational outcomes requires improving the quality of teaching. The first step is to reshape teachers' career pathways. It is necessary to attract talent and raise the status of teaching to ensure that the best candidates enter and remain in the profession. This includes rethinking mechanisms for selection, but also incentives (salaries, social recognition, etc.). Additionally, incentives for development and improvement should be strengthened, with a stronger link between performance and reward, using the performance measurement mechanisms that are being put in place. Therefore, it is necessary to strengthen and systematize teachers' evaluations, to monitor progress, identify limitations and overcome them.
- x) The other priority is to raise the quality of the Teacher Training Institutions to improve the quality of teaching. A process should begin for accrediting and strengthening the institution to guarantee its ability to perform these tasks effectively. This improved teacher training should apply to both initial training and continuing professional education.

xi) Establishing relevant refresher course training industry/training institute in Mizoram: For upgrading and improving the quality of vocational instructor/teacher, a relevant refresher course training industry or training institution should be establish and implement immediately. Majority of states in India have this kind of institution with a well equipped infrastructure but there is none in Mizoram. So, the government should pay attention to this area and take action as soon as possible.

5.4.3 Ways to ensure trained and qualified vocational education teachers are appointed:

- i) Structure and relevance: Effective teacher training systems are those that have a meaningful structure which includes different distinct stages of teacher preparation, those that train recruits according to good practice and in ways coherent with local contexts. In addition, both high quality and relevance are indispensable characteristics of contemporary teacher training systems.
- ii) Innovation and progress: In order to remain relevant to manpower demand and technological changes, teacher-training systems should incorporate innovative practices, both in course content and instructional pedagogy, into existing programmes. Teachers must be exposed and trained to utilize emerging technologies in the classroom through systematic and continuing professional development (CPD). In addition, the concept of innovation should extend to pedagogical practices in the classroom; teachers and trainers should be encouraged and supported as they incorporate innovative instructional methods to meet the needs of trainees and integrate emerging technologies into curricula in new ways. Innovative partnerships between training institutions and industry are also key mechanisms for acquiring practical knowledge and experience.
- iii) Responsiveness and inclusion: Teacher training systems need to build the entrepreneurial capacities of teachers and guarantee inclusive teacher training systems. Teachers and trainers need to adopt differentiated teaching strategies and inclusive programmes that respond to unique student needs and a variety of employment tracks, including the option of entrepreneurship. Moreover, these actions are necessary to extend educational and social rights to all persons, including those with disabilities.

5.5 Suggestions for further Studies

Following are some suggestive studies which should be further undertaken with regard to vocational education

- 1. A comparative study of national and international level on seeing how family income plays a significant factor in affecting the career maturity of adolescents will be beneficial.
- A specific study on parental views upon vocational education and ways to tackle their doubts and to develop optimistic reliance for their children on the courses.
- 3. A confined study of ways to implementing more modern trades with systematic training, textbooks, scholarships and human resource development policy.
- 4. An in-depth study of granting equal weightage to both general and vocational stream at secondary level to solve the crises of employment and problem of wastage and stagnation in education.
- A follow up study on pass out students of class XII with vocational training 2016 onwards after the implementation of vocational education intervention under Samagra Shiksha Scheme in Mizoram.
- 6. A study of occupational aspirations of young Mizo population when they enter higher education.
- 7. A comparative study of Vocational Education intervention of Samagra Shiksha in north-eastern states of India.
- 8. A case study of some chosen schools implementing vocational education in Mizoram.

5.6 Conclusion

The findings suggest that there was a serious lack of implementation of vocationalization of lower secondary curriculum but since 2015-16 since the onset of RMSA and Samagra Shiksha mission the conditions have improved in the state of Mizoram. Initially the scheme of vocationalization of secondary education was a centrally sponsored scheme taken care by State SCERT targeting the higher secondary education specifically. Due to negligence of vocational guidance and

counseling services very little percentage of students are entering skill based field after completion of lower secondary education. The educational stakeholder must understand what are the factor that really motivate student to take up vocational field as their career and why the traditional academic streams still hold a major attraction for students during higher secondary streaming. Findings emphasize to improve students understanding about vocational education through proper vocational guidance and counseling services for students and understanding their aspirations for future. As far as vocational guidance and counseling is concerned students are provided dedicated teachers for teaching and guidance. As per the latest NEP (2020), Vocational Education will be introduced in the elementary section starting from this academic year i.e. 2021-2022. However it will not be kept optional like at secondary level. The students at elementary level will be given the chance to explore in the field of vocational education so that they develop interest in it right from elementary stage. Entering into a career which turns out to be inappropriate for the person will lead to job dissatisfaction, unhappiness and maladjustment in work life. All these will affect negatively the personal life of the individual. Hence deciding on a vocation is very important task. Thus a proper vocational guidance and counseling helps learners to take right decision in their career choices.

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APPENDIX I

List of provisions on vocational guidance and counseling services offered at secondary level of education in light of NVEQF (National Vocational Education Quality Framework)

ITE	MS FOR QUESTIONNAIRE	YES/ NO	SCHOOL	Have heard of this provision YES/NO
1	Availability of trained vocational			
	teacher at secondary level			
2	Availability of workshop			
3	Availability of Library books on			
	vocational education			
4	Availability of syllabus for			
	prescribed vocations			
5	Is there syllabus, student manual,			
	trainers guide, training manual			
	and multimedia package & e-			
	material developed by school			
	board/ technical board?			
6	Is making of Sector skill council			
	(SSC) with representative from			
	industry and employers			
	developed by school board or			
	technical board done?			
7	Is national certificate for work			
	preparation (NCWP 1 & 2)			
	issued by school board/ technical			
	board or SSC?			
8	Is recognition of prior learning			
	(RPL) done at elementary level			
	of V to VIII issued by school			
	board/ technical board or SSC?			

9	Is industry engagement done and		
	are skill knowledge providers		
	(SKPs) from industry are		
	available?		
10	Is teachers' qualification		
	specified by school board/		
	technical board?		
11	Is the developed curriculum		
	aligned with credit framework		
	i.e. equivalent level of education		
	for a particular level of skill		
	competency?		
12	Is the credit transferred from		
	equivalent program/ degree?		

APPENDIX-II

QUESTIONNAIRE FOR STUDENTS OF SECONDARY SCHOOL

STUDENTS		
NAME OF STUDENT	:	
NAME OF SCHOOL	:	
CLASS	:	
GENDER	:	
1. What kind of vocational	l programmes are offered at your school?	
		•
2. Are you enrolled in any Yes/ No	ny of the vocational course being offered at your scho	ol'
If Yes, then mention them_		
3. Do you need vocation Yes/ No	ional guidance in school besides your regular cla	lSSʻ
4. Do you think your vocat your ability?	ntional courses will lead you to find a suitable job that so	uit
Yes/ No		

5. Do you receive sufficient education and training for the vocational course? Yes/ No
6. Do you have trained teachers with necessary skills required for your vocation? Yes/ No
7. Does the school provide sufficient equipments and infrastructure for various practical lessons? Yes/ No
8. Do you feel the need to suggest ways and means to strengthen vocation based courses in Mizoram?
Yes/ No
9. Do you need adequate vocational seminar, career talks and guidance services to help you to choose appropriate stream and career of your choice in future? Yes/ No

10. Is there any need for upgrading equipments of your vocational practice? Yes/ No
11. Do your teachers take you out to field visits, field work or industrial visit? Yes/ No
12. Is the duration of vocational training enough for you to acquire the desired skills? Yes/ No
13. Is there a need to change vocational practical in accordance with vocational theory? Yes/No
14. Is there any problem in your school's vocational lab? Yes/No
If Yes, of what kind?
15. Do you face difficulty in finishing the whole vocational syllabus before examination?
Yes/No
16. Does your school offer a high quality of vocational training? Yes/No
17. Is there an opportunity for continuous skill up gradation at your school? Yes/No

18. Do you feel that more importance to arts-based vocations should be given? Yes/No
If Yes, of what kind?
19. Is there sufficient number of library text and reference books on vocational courses? Yes/No
20. Which vocational courses will be effective for better job placement inside and outside Mizoram?
21. Do you feel the need for carrying up vocational courses in the future? Yes/No
22. Have you ever been to a counselor? Yes/No
22. Do you often need to consult someone to clear your doubts about various professions and occupations you can select in your future?
Yes/No
23. Do your teachers sensitize you about unemployment problem the youth are facing today?
Yes/No

completion of class X?
Yes/No
25. Do you think that the knowledge you received in secondary level is sufficient for your profession?
Yes/No
26. Do your teachers provide information about part-time and self-employable jobs Yes/No
27. Are you aware of different careers open to you after your completion of the secondary level? Yes/No
28. Are you afraid of going for getting counselling/advice from counsellor/teacher due to lack of privacy? Yes/No
29. Do you have an opportunity to give teacher's feedback during your learnin courses?
Yes/No
31. Why do you prefer to choose vocational education? Give reasons.

32.	Do	you	feel	that	more	importance	to	technology-based	vocations	should	be
giv	en?										
Yes	s/No										
If Y	es, c	of wh	at ki	nd? _							_

APPENDIX-III

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR TEACHERS

- 1. Do you think the pupil take the vocational curriculum seriously?
- 2. Do the students receive upto-dated information regarding recent fields in vocation?
- 3. Do you face difficulty on getting permission from industries, institutions in case of field visits?
- 4. Are there any shortages in financial funds from the government for conducting vocational courses?
- 5. Do you need more fund for vocational training?
- 6. Are you aware of NVEQF?
- 7. Are you aware of nationwide programme called NISHTHA?
- 8. Did anyone from school participated in any workshop (NISHTHA) held 2019 in Mizoram?
- 9. How many teachers are taking care of vocational education?
- 10. What kinds of problems are there in implementing vocational education?
- 11. What are your suggestions for improving the quality of vocational education?
- 12. What is the quality of laboratory?

APPENDIX-IV

Certificate of Paper Presentation in a Seminar

PARTICULARS OF THE CANDIDATE

NAME OF CANDIDATE : IGNES R. LALMUANPUII

DEGREE : MASTER OF PHILOSOPHY

DEPARTMENT : EDUCATION

TITLE OF DISSERTATION: Vocational Guidance and Counseling among

Secondary School Students in Aizawl City:

Status and Problems

DATE OF ADMISSION : 02. 08.2019

COMMENCEMENT OF FIRST SEMESTER : 01.08.2019

COMMENCEMENT OF SECOND SEMESTER : 01.02.2020

APPROVAL OF RESEARCH PROPOSAL -

DRC : 5thMarch, 2020

BOS : 15thMay, 2020

SCHOOL BOARD : 29thMay, 2020

MZU REGISTRATION NO. : 3138 of 2014

M.PHIL. REGISTRATION NO. & DATE : MZU/M.Phil./620 of 29.05.2020

DATE OF SUBMISSION : 31st JULY2021

EXTENSION, IF ANY : One Semester

Head of Department

Department of Education

BRIEF BIO-DATA OF THE CANDIDATE

NAME : IGNES R. LALMUANPUII

FATHER'SNAME : R. LALRINCHHUANGA

ADDRESS : BETHLEHEM VENGTHLANG

PHONE : +917627907707

E-MAIL : <u>ignesmuanpuii@gmail.com</u>

EDUCATIONALQUALIFICATIONS:

CLASS	BOARD/UNIVERSITY	YEAROF	DIVISION/
		PASSING	GRADE
X	MBSE	2012	I
XII	MBSE	2014	II
B.A. (Education)	MIZORAM UNIVERSITY	2017	I
M.A. (Education)	MIZORAM UNIVERSITY	2019	I
M.PHIL	MIZORAM UNIVERSITY	Course work	A
(Education)		completed in	
		2020	



Document Information

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Submitted 8/14/2021 11:42:00 AM

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W	URL: https://web.iima.ac.in/assets/snippets/workingpaperpdf/19123566942015-02-03.pdf Fetched: 8/14/2021 11:43:00 AM	88	3
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CHAPTER-I

Background of the Study

1.1 Introduction

Etymologically the word 'vocation' has a theological association which means a call to special religious work, such as to the ministry. According to Webster's revised unabridged dictionary, the word 'vocation' means a summons, a citation, especially, a designation or appointment to a particular state, business, or profession or strong inclination to a particular state or course of action such as a divine call to the religious life. Traditionally the role of vocational schools was to provide training for a certain trade or craft and prepare human resources with adequate knowledge, skills, values, beliefs, and habits in that trade or craft.

According to All India Council for Technical Education (AICTE), the national-level apex advisory body to facilitate, promote and monitor technical

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https://www.aicte-india.org/education/vocation...

education, "Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology."

Vocational education has helped the students to acquire readiness to enter the world of the work while they are in the world of studies. It also helped them to visualize their future ahead in order to avoid certain problems that can hinder their goals or that can pose problems to mental turmoil at their studies and in their job. So, it is very necessary to introduce the importance of vocational education at an early age to get the child for building up her/his future. Vocational education includes all kinds of employment wherever specialized education is needed.

The terms 'guidance' and 'counseling' are used frequently in relation to the needs of the learners at various levels. Guidance is a term used to denote the process of helping an individual to gain self understanding and self direction (self decision making) so that he/she can adjust maximally at home, schools or community environment (Biswalo, 1996). It is providing occupational or career information to the students. It consists of collection, classification, filing and dissemination of occupational information by use of several media of communication such as bulletin board, career corner, career pamphlets, films, documentaries, individual and group discussions. Guidance thus provides information, suggestion and direction for future action. There are a number of theories of vocational development which explains how vocational choices and preferences develop in an individual. For example, Ginzberg suggests three stages: fantasy, tentative and the realistic stages in vocational choice. First, the individual makes choice at the fantasy level that is he/she wishes to be an artist or space scientist without taking into account the reality. At the tentative stage the person thinks about certain vocations on a tentative basis, but at the realistic stage he/she takes a decision based on his/her real abilities, aptitude, interest etc.

According to The National Vocational Guidance Association of America 1937, "The

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https://www.slideshare.net/SatishRaj4/educatio ...

vocational guidance is the process of assisting the individuals to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decision and choices involved in planning a future, and building a career decision, and choices necessary in affecting satisfactory vocational adjustment."

According to APA dictionary of psychology it



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https://www.slideshare.net/sundasparacha3/voca...

is the process of helping an individual to choose an

appropriate vocation through such means as (a) in-depth interviews; (b) administration of aptitude, interest, and personality tests; and (c) discussion of the nature and requirements of specific types of work in which the individual expresses an interest. Further the APA dictionary of psychology defines that, "a service provided to employees who seek guidance on such matters as adjusting to new jobs or roles, developing their careers within organizations, or any personal or other problems affecting job satisfaction or job performance is vocational counseling." Vocational counseling facilitates this decision by providing appropriate counseling to the individual. Placement counseling is an important part of vocational counseling. The counselor makes the individual aware about his abilities, aptitude, attitude and interests; and helps him in a proper placement suitable to his abilities and from which he derives job satisfaction. Vocational counseling aims to assist and empower an individual in order to achieve her/his career goals. A vocational counselor should know about the different theories of vocational development in order to provide better and comprehensive counseling to the individual. Vocational counseling today has become a process in which the experienced and trained person assists an individual: a) to understand himself and his opportunities, b) to make appropriate adjustments and decisions in light of his understanding, c) to accept the responsibility for his choice, d) to follow a course of action in harmony with his choice.

Generally guidance is provided in advance to the students and clients so that they do not face any kind of problem in taking decision, for e.g. in deciding their future career, profession and vocations. However counseling of any kind is generally provided to clarify doubts, solve any problem the students or clients are facing or may face subsequently upon a decision. Though information giving is also there in counseling, however, the major focus is on bringing about changes in personality and behavior with an aim to solve the problem. Thus counseling is more remedial in nature with a goal to help the person deal with the conflicts and problems in life. Everyone is different and unique, blessed with individual strengths and weaknesses. This is reflected in the choices one make, decisions one take and plans one execute for his/her life with regard to the educational and vocational aspects. Vocational counseling helps to find solution to the individual problem. Vocational counseling is basically more concerned with the vocational development of an individual. Vocational guidance and counseling aims at helping the person select a proper vocation and prepare for it. Deciding on a career/vocation is crucial as it involves lots of time, effort and money. Entering into a career which turns out to be inappropriate for the person will lead to job dissatisfaction, unhappiness and maladjustment in work life. All these will affect negatively the personal life of the individual. Hence deciding on a vocation is very important task. Vocational counseling facilitates this decision by providing appropriate counseling to the individual. Placement counseling is an important part of vocational counseling. The counselor makes the individual aware about his abilities, aptitude, attitude and interests; and helps him in a proper placement suitable to his abilities and from which he derives job satisfaction. Vocational counseling aims to assist and empower an individual in order to achieve her/his career goals. Thus a proper guidance and counseling often helps learners to take right decisions in daily life. The formal counseling and guidance is provided by a person trained in counseling in a professional setting with an aim to enable the person to address his or her problems and difficulties. The goal of professional counseling and guidance is self direction, self realization, self dependence, ultimately leading to become a fully functioning person. Guidance and counseling is thus a helping relationship which enables the person to help him/herself. The guidance counselor helps the person to understand his or her needs, interests, aptitudes, aspirations and goals on the one hand, and his/ her situation and role in the family, community and the society on the other hand. The person then arrives at an appropriate decision, choice and action.

1.2 Vocational Education in India

Wood's Despatch (1854) suggested for the provision of practical education to Indians which may help them in contributing the sphere of national development. With new pattern of education 1936-37, two experts in the field of vocational education Abbot and Wood were invited by the central government. They came from London, to give expert guidance on certain problems pertaining to vocational education. They suggested for the establishment of new type of technical institutions called 'Polytechnic'. After their recommendations different provinces started technical, commercial, and agriculture institutions for imparting instruction in non-literary courses. The Hunter Commission (1882) analyzed the status of secondary education and recommended the introduction of diversified courses at the secondary stage and categorically mentioned that in the upper classes of high schools there should be two diversions-one leading to the entrance examination of universities, and the other of a more practical aspect, training the youths for commercial or other non-literary pursuits. But the suggestion did not receive any appreciation from the government and public and it was completely ignored. Hartog Committee (1929), suggested for the diversion of more boys to industrial and commercial



career at the end of middle school stage and adding more courses to impart special instruction in technical and industrial schools. However, these suggestions were not seriously carried out. Mahatma Gandhi also had a concern for manual and productive work in his scheme of Basic Education (1937). The idea behind the scheme was to provide education through some form of craft or productive work. It was to relieve the child from the tyranny of purely academic and theoretical instruction and to break down the existing barriers of prejudice between manual and intellectual work.

After independence, the Secondary Education Commission (1952-53), recommended for implementation of the diversified courses at the secondary level and establishment of higher secondary schools only to vocationalize the education at the secondary level. As a result, a large number of existing high schools were converted into higher secondary multipurpose schools and the number is keeping on increasing year by year. But still it can be seen that society give much emphasis on general education at higher stages and it is still in a rush making vocational education a subsidiary position. As per 1960-61, nearly 4.22 lakhs students enrolled in varied vocational schools in the country against an enrolment of 31.59 lakhs in general secondary education. This clearly shows that only 12% students of secondary education level were enrolled in vocational courses while 88% of students are in general education. Although vocational education across the country does not receive enough support and attention till then, there are several countries in which vocational education is being utilized by the people and successfully implemented. Countries like Northern European countries reach the highest position in providing adequate educational opportunities and thereby producing maximum skills for its citizen. Similarly, Finland occupies the 2ndposition in providing overall quality education system for the students; thirdly Switzerland provides the most desirable vocational training and quality education system as well. Denmark, Sweden, Norway, Germany, New Zealand, Slovenia, Austria are known for acquiring quality education and training system and for generating highly educated citizens. Thus it can be seen that such countries gave proper attention to that path of vocational aspects resulting in producing highly educated and skilled manpower of the country having low unemployment rate among the youths. Compared to other countries the enrolment rate of secondary students in vocational education is very low in India. For instance, in West-Germany, the percentage of students in vocational schools was 70%, while in general education it was 30%. In Japan this percentage was 60% and 40% respectively. In a meanwhile, it is surprising to mention that the ratio of enrolment in vocational and technical courses in high and higher secondary schools of India was only 5.5% as compared to 17% in China, 24% in France, 29% in Italy, 59% in USSR, 65% in U.K and 80% or more in Switzerland, Denmark and Germany. The main reason for the imbalance in secondary education in India was the traditional attraction for the white collared professions and the general aversion among educated people to work with their hands. Moreover general education institutions were much cheaper to establish and easy to maintain than vocational education. Lack of infrastructure and inadequate facilities are the major problems face by vocational education which leads to imbalances in education resulting in the growth of unemployment rate among the youths. Therefore realizing the importance of vocational education, the Indian Education Commission (1964-66), recommended that secondary education should be increase to a large extent and higher education should focus on vocationalization. Also there should be a provision of variety of part-time and full-time facilities in vocational education at secondary and higher secondary stages of boys and girls in urban and rural areas in order to meet their needs on vocational education.

Thus, from the above mentioned history of vocational education, it can be seen that particularly in India, government and public sector had been neglecting vocational education and attention has not been paid for vocationalization of curriculum. Furthermore, parents are more biased with general education in the fact that it is more likely to attract prestige and professional jobs that can place an individual at a more higher status that is respected by the society and this may be the main reason for higher enrolment in general education against vocational courses. Since then, the rate of skilled manpower is very low in India as compared to other countries due to the neglect of vocationalization, which shows the need to enhance skill development among the students at the school level. So, the teacher, student, parents, society, government and NGO's should effectively collaborate in the propagation of awareness in vocational education across the country.

1.3 Centrally Sponsored Scheme (CSS) of Vocationalization

of Secondary

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http://www.scdl.net/pdf/PhDThesis.pdf

Education The Centrally Sponsored Scheme (CSS) of Vocationalization of Secondary Education was launched in year 1988 which was implemented through State/UTs and NGOs/

VOs (Non-Government Organizations/Voluntary Organizations) in the formal and non-formal sector respectively.



88%

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http://www.scdl.net/pdf/PhDThesis.pdf

The main objectives of the scheme, as mentioned in the National Policy on Education 1986, were to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative

for those pursuing higher education.

83%

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https://itpd.ncert.gov.in/mss/course_content/p ...

Vocational Education was made a distinct stream intended to prepare students for identified occupations spanning several areas of

activities.

The

scheme provides broad guidelines in respect of

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https://web.iima.ac.in/assets/snippets/working ...

management structure, curriculum infrastructure development, vocational surveys, instructional material, teachers and their training, school-industry linkage, examination and certification,

modification of recruitment rules, financial assistance to NGOs and other aspects.

95%

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https://niti.gov.in/planningcommission.gov.in/ ...

The national policy planners considered higher secondary stage of school education

more important in comparison to lower secondary stage as the former stage finds direct entry into the world of work by acquiring necessary skills and competencies (GOI, 2011). Later the Centrally Sponsored Scheme was revised and

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renamed as 'Vocationalization of Secondary and Higher Secondary Education' in 2013 and was later subsumed under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme.

Later in 2014.

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the Centrally Sponsored Scheme of Vocationalization of Secondary Education approved by the Government.

It was further re-revised in order

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to align with the National Skill Qualification Frame work into which the NVEQF has been assimilated issued by the Government in 2012. According to the scheme now vocational education

should be covering mandatorily Class IX & X as well along with class XI & XII.

1.4 National Vocational Education Qualification Framework (NVEQF)



The task of preparing National Vocational Education Qualification Framework (NVEQF) was assigned to a group of State Education Ministers from 12 States. The working document on NVEQF prepared by a coordination committee was presented to the Group of State Education Ministers in May, 2011 which was followed up with detailed discussions on issues and concerns from the perspective of the States and to prepare a roadmap for implementation of the NVEQF. Finally the framework developed by the Central Advisory Board of Education (CABE) was unanimously endorsed June, 2011. All India Council for Technical Education (AICTE) provided the NVEQF and laid down major recommendations on vocationalization of curriculum. The NVEQF is anchored in the Ministry of Human Resource Development for assisting and synergizing efforts of different players in the vocational education sector. Further the framework suggests on State level coordination committees for vocational education and skill development under the chairpersonship of the State Chief Secretary and with representation from Departments of Education, Labour and Industry and State chapters of NSDC (National Skill Development Corporation)/SSC (Sector Skill Councils)/industry associations.

As per NVEQF, 2012 the main goals and objectives on vocational education is to remove the imbalances upon the demand and supply of skilled workforce, increase employment rates among the youth and to establish and maintain more vocational schools and stressed that vocationalization should be introduce and implemented right from Class IX – XII standards. It envisaged that vocational courses would ordinarily be provided at the higher secondary +2 stage, but flexibility was provided to start vocational education after class VIII. It aims to provide guidelines for vocational education to meet international standards, bridge the gap between vocational and general education and job markets, stress on progression of vocationalization from secondary level and ultimately building a partnership with industry and employers so that the students can develop curiosity in the world of the work and thereby enhancing their creativity and abilities to a great extent.

NVEQF

83% **MATCHING BLOCK 16/68**

https://en.wikipedia.org/wiki/Vocational_education

is a descriptive framework that organizes qualifications according to a series of levels of knowledge

along with skills. It suggests that vocational courses should be designed, developed, delivered, assessed and certified in consultation with industry and employers. These levels are defined in terms of learning outcomes i.e., the competencies

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https://en.wikipedia.org/wiki/Vocational_education

which the learners must possess regardless of whether they were acquired through formal, non-formal or informal

education and training. Qualifications are made up of occupational standards for specific areas of learning units. This would provide the stakeholders such as the learners, education and skill training providers and employers to gain information about the broad equivalence of qualifications across specific skill sectors. It is, therefore, a nationally integrated education and competency based skill framework that will provide for

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https://web.iima.ac.in/assets/snippets/working ...

multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system.

The key elements of the NVEQF are to provide (a) national principles for providing Vocational Education (VE) leading to international equivalency, (b)

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W https://web.iima.ac.in/assets/snippets/working ...

multiple entry and exit between VE, general education and job markets, (c) progression within VE, (d) transfer between VE and general education, and (e) partnership with industry/employers

NVEQF is now subsumed into the National Skills Qualification Framework. The NVEQF has



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https://niti.gov.in/planningcommission.gov.in/ ...

set common principles and guidelines for a nationally recognized qualification system, covering schools, vocational education

institutes and institutes of higher education with qualifications ranging from secondary to doctorate level, leading to international recognition of national standards. Students now have the scope for vertical and horizontal mobility with multiple entry and exits. This would be especially useful to promote the creative genius of every child including children with special needs. The corner stone of the NVEQF is the close partnership and collaboration with the industry/potential employers at all stages starting from identification of courses, content development, training and provision of resource persons, assessment, accreditation, certification and placement.

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Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) The

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Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) is an apex research and development organization in the field of vocational education.

It is a

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constituent unit of the National Council of Educational Research and Training (NCERT),

established

by

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http://14.139.60.153/bitstream/123456789/10079 ...

the Ministry of Human Resource Development (MHRD), Government of India. The

PSSCIVE is a UNESCO- UNEVOC Centre in India. The Institute advises and assists the central and state governments on the various aspects of planning and implementation of vocational education and training programmes. The Institute has a long historical contribution in the development of policy perspectives on work experience, socially useful productive work, vocationalization of education and vocational education and training. The institute has a vision of being the

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http://www.psscive.ac.in/Employability_Skills.html

leading organization in the country to strengthen Vocational Education and Training (VET) system so as to meet the challenges and needs of future workforce development. This is to be insured by building the capacity of VET institutions,

being the mission of the institution. The institute laid down two fold strategic goals to achieve its mission. Firstly by developing VET professionals and preparing the skilled workforce of the 21st century. Secondly by enhancing synergistic partnership and networking with VET organizations and agencies. PSSCIVE serves various functions for the ministry with regard to vocational education such as:

(i) Advise and assist the Central and State/UT Governments in the implementation of vocationalization of education in schools.



- (ii) Provide research inputs for policy making and planning and directions to the delivery system of instructions and support services.
- (iii) Develop guidelines, curricula, courseware and e-learning materials for a wide spectrum of target groups for various occupations and self-employment opportunities in the world-of-work, including children with special needs.
- (iv) Develop vocational courses and programmes under the National Skills Qualification Framework (NSQF) courses covering secondary and higher secondary education.
- (v) Offer a wide spectrum of courses and training programmes for capacity building of key functionaries and vocational teachers
- (vi) Ensure better regulation and quality assurance of delivery of Vocational Education and Training.
- (vii) Reduce the mismatch between supply and demand of skilled human resource through industry engagement and demand driven learning programmes.
- (viii) Develop a National system of Vocational Education and Training (VET) to provide nationally recognized vocational courses and programmes for seamless career pathways and school-to- work transition.
- (ix) Enhance the status and quality of vocational education and training by mobilizing support of various stakeholders for popularisation and effective implementation of VET.
- (x) Collaborate with national and international organizations/institutions/ agencies for promotion of VET.
- (xi) Undertake research projects in collaboration with national and international organizations.
- (xii) Organize national and international seminars, conferences, and workshops to provide a forum for discussion and strategic directions for effective implementation of skill development programmes.
- (xiii) Develop and provide a database of VET system in schools for effective monitoring and supervision.

In the span of last 28 years since its establishment in 1993 lot of landmark contributions has been done by the institute. Some of them being:

- 1. Development of NVEQF: Contribution to the development of National Vocational Education Qualifications Framework (NVEQF), which is subsumed in National Skills Qualifications Framework (NSQF). The institute is addressing the bottom of the skills pyramid from the perspective of (NSQF) by creating skill awareness and exposing students at an early age. It is working on the model of 'catch them young' which will help in making young population aware and equipped with skills required for the world of work.
- 2. Leveraging government's scheme of Samagra Shiksha: The new integrated scheme of school education i.e. Samagra Shiksha introduced vocationalization as an integrated component at both higher and lower secondary level aligned with NSQF.
- 3. Courseware Designing: Designing and developing guidelines, curricula and teaching-materials for the States/UTs. The institute has mandated to look into various aspects of curriculum and pedagogy for grades 9 to 12. It has prepared 26 prevocational education modules for Class 9 and 10 and 100 learning outcome based curricula for Classes 9 to 10 as per the job roles under the NSQF along with Multimedia materials, video films for popularization of vocational education and teaching-learning in various vocational subjects.
- 4. Introducing Employability Skills in school curriculum for Class 9 to 12: The institute has already prepared job specific vocational contents with employability skills and is made available as e-contention its website. To facilitate smooth learning both textbook on Employability Skills for student and teachers' handbook to help translate the ideas into real actions have been prepared. In order to implement the employability skills effectively, orientation and training programmes for vocational teachers are organized to make them aware and how to implement the ideas. Contribution to the development of a framework for Recognition of Prior Learning (RPL)
- 5. Industry collaboration and school linkages: To enhance industry engagement and collaboration, the institute is actively engaging industry while designing the curriculum of the vocational programs by inviting respective Sector Skill Councils (SSCs) and industries who nominate their representatives to be consulted while designing the curricula and learning material of the vocational program.



- 6. Making guideline document: The institute is involved in making guideline documents on various aspects of VET, including work education, guidance and counselling, field visits, student portfolio, quality of vocational trainers, etc.
- 7. MOU with the Academy of Korean Studies (AKS), South Korea: NCERT has signed a MOU as a collaborative endeavour where vocational demonstration multipurpose school are to be set up in Bhopal in collaboration with Korean Research Institute for Vocational Education and Training (KRIVET) in Beauty and Wellness and Mechatronics domains. The Korean experts are helping in designing the curriculum, learning materials and pedagogy.
- 8. Making young minds open to skill-based learning: The institute is committed to make vocational education aspirational and promising. 10 model vocational schools across India will be established under the Innovative Model of Vocational Education in Schools Project. For same six states have been identified viz., Tripura, Orissa, Madhya Pradesh, Rajasthan, Karnataka and Meghalaya including our 4 Demonstration School located in Ajmer, Bhopal, Mysore and Bhubaneswar each attached to respective Regional Institute of Education (RIEs). In every project school, practical labs for 2 job sectors and 2 job roles will be established. This is first of its kind an experimental initiative which will make Vocational Education more aspirational to the new generation.

The institute has been the leading institute to strengthen the foundations of vocational education in schools through teacher training, research and development. The vocational courses are being implemented in the government schools, CBSE schools, National Institute of Open Schooling (NIOS). One of the major challenges is the availability of trained teachers. Hence, now the institute is more focused in conducting orientation programs for the key functionaries including Principals to make them understand the course requirements, including infrastructure and support to the programs. So far the institute has conducted many orientation programmes and capacity-building programmes on vocationalization of education for key functionaries and vocational teachers. The institute has successfully organized innumerable teacher training programmes on vocational pedagogy and domain specific learning. The practising teachers are being trained on aspects related to vocational pedagogy and how they can integrate employability skills into their teaching. The institute is also offering Diploma programme in Vocational Education and Training (DVET), a full time course by NCERT aimed at improving teacher's capacity for effective execution of vocationalisation of senior secondary program. Still a lot needs to be done at school level to involve industry in implementing of the vocational education. There is a need for creating awareness and making right information available is essential for strengthening school- industry linkages. There is a need to create awareness regarding the nature of industries nearby available near to schools and developing teachers to collaborate with industry is equally important.

1.6 NISHTHA: Teachers' Training Programme

The Department of School Education and Literacy has launched a National Mission to improve learning outcomes at the elementary level through an Integrated Teacher Training Programme called '

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National Initiative for School Heads and Teachers Holistic Advancement' NISHTHA

under the Centrally Sponsored Scheme of Samagra Shiksha in 2019-20. NISHTHA is the largest teachers' training programme of its kind in the world to popularize and strengthened Vocational education through Pre-vocational courses from class 6 to class 8 before secondary stage.

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Pre-vocational education has been conceptualized in Samagra Shiksha as the integration of work based activities with teaching-learning processes, rather than a separate add on to the existing scheme of studies of education from Classes VI-VIII. Pre-vocational education will help students to: a) Identify the productive activities, plan and organise productive work;

b)



92%

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Identify the tools, equipment and material, used in the production of goods and services; c) Develop basic skills to observe, manipulate and participate in work practice; d) Inculcate socially desirable values, such as cooperativeness, teamwork, perseverance, tolerance, etc.; and

e)

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Develop respect for manual work (dignity of labour) and regard for workers.

NISTHA aimed that teachers will get awareness and develop their skills on various aspects of elementary curriculum related to learning outcomes, competency-based learning and testing, learner-centered pedagogy, school safety and security, personal-social qualities, inclusive education, ICT in teaching-learning including artificial intelligence, health and well-being including yoga, initiatives in school education including library, eco-club, youth club, kitchen garden, school leadership qualities, environmental concerns, pre-school, pre-vocational education and school-based assessment. The scheme is determined to cover all teachers and heads of schools at the elementary level in all Government schools, Faculty members of State Councils of Educational Research and Training (SCERTs) and District Institutes of Education and Training (DIETs), Block Resource Co-ordinators and Cluster Resource Co-ordinators in all States and UTs. Training progammes have been conducted nationwide and was organized in Aizawl in December, 2019 at DIET, Aizawl. Key Resource Persons (KRPs) and State Resource Persons (SRP) were identified by the State and UTs, who were trained by National Resource Persons identified from

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National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (

NIEPA), etc.

States and UTs were given the option to contextualize the training modules and use their own material and resource persons also, keeping in view the core topics and expected outcomes of NISHTHA.

1.7 Vocationalization of Secondary Education in Mizoram

In Mizoram initially way back in 1988, State Council of Educational Research & Training (SCERT) was taking care of vocational education under the centrally sponsored scheme as per the recommendations of National Policy of Education (1986).SCERT implemented vocational courses at higher secondary level only. A number of higher secondary schools vocational teachers were employed and were provided salary by SCERT. After the launching of RMSA, the scheme then covered all classes of secondary level i.e. from class IX-XII. This scheme of vocationalization of secondary education has been under the umbrella of RMSA since then and in Mizoram it started from 2012. The scheme was stopped by the Ministry of Education for a while, but after that the scheme is implemented again from the year 2015-16 under Samagra Shiksha covering Classes IX-XII of lower and higher secondary level. The School Education Department under Mizoram State Government took over this responsibility and the department is the new academic authority of vocationalization of secondary education. Now the scheme is one of the interventions under Samagra Shiksha, an overarching programme for the school education sector extending from pre-school to class XII under the Department of School Education & Literacy, Ministry of Education, GOI. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA, 2001), Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009) and Teacher Education (TE). The scheme of vocational education and how it is carried is very much the same in Samagra Shiksha as it used to be in RMSA. As per NSQF and ministry guideline the scheme of vocationalization of secondary education is introduced from class IX-X. Since 2015-2016 few batches have passed out starting from class IX. The scheme has been implemented so that the mission of universalization of education could be seen in the field of vocational education. At present Mizoram has been approved to offer Vocational Education (VE) in six trades in 46 selected schools all over Mizoram. Maximum schools have been approved in Aizawl district (See Table 1.1). Trades are separately approved for Level 1 (Classes IX-X) and Level 2(Classes XI-XII) (see Table 1.2). All selected schools are



of government management where enrollment is higher. The six trades which have been approved are IT/ITES, Agriculture, Automotive, Health Care, Apparel Made-ups & Home Furnishing (AMHF) and Beauty & Wellness by the central government. It is implemented both at secondary and higher secondary level of education as Level 1 & Level 2 respectively. Students completing Level 1 are eligible for admission to Level 2.

Table No. 1.1

District-wise count of Vocation Education (VE) schools under Samagra Shiksha, Mizoram as on Sept. 2020 (as per PAB approval from 2015-16 to 2020-21)

Sl. No. District No. of schools 1 Aizawl 15 2 Champhai 2 3 Hnahthial 3 4 Khawzawl 2 5 Kolasib 5 6 Lawngtlai 3 7 Lunglei 5 8 Mamit 3 9 Saiha 3 10 Saitual 3 11 Serchhip 2 Total - 46

Source: Samagra Shiksha Office, Mizoram (Sept., 2020)

Table 1.2 Existing Vocational Trades with Qualification Pack I.D. till 2020-21 in Mizoram Sl. No Trades Job Roles Concerned Classes Qualification Pack I.D. 1 Agriculture Solanaceous Crop Cultivator IX & X AGR/Q0402 2 Apparel Made ups and Home Furnishing Hand Embroiderer IX & X AMH/Q1001 3 Automotive Auto Service Technician L3 IX & X ASC/Q1410 4 Beauty & Wellness Assistant Beauty Therapist IX & X BWS/Q0101 5 IT&ITES Domestic Data Entry Operator IX & X SSC/Q2212 6 Agriculture Floriculturist (Open Cultivator) XI & XII AGR/Q0205 7 Apparel Made ups and Home Furnishing Self Employed Tailor XI & XII AMH/Q1947 8 Automotive Auto Service Technician L4 XI & XII ASC/Q1402 9 Healthcare General Duty Assistant XI & XII HSS/Q5101 10 IT&ITES CRM Domestic Voice XI & XII SSC/Q2210 11 Agriculture (DSE) Gardener XI & XII AGR/Q0801 Source: Samagra Shiksha Office, Mizoram (Sept, 2020)

The state cannot introduce any native trade on its own unless it is approved from ministry, however the concerned authority of state can demand various trades according to demand and feasibility for each academic block year. All the courses are approved by concerned skill council and

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Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal.

The courseware which is approved by PSSCIVE is used for classes IX-XII. Every particular trade has a set of pre-defined job roles for which students are prepared. Under the current scheme schools are being approved since block year 2015-16 and latest approval was for the block year 2020-2021 (See Table 1.3) by the Project Approval Board (PAB). Vocational Education is optional and under this scheme the underprivileged, poor and those who are poor in their scholastic studies, are to be given priority so that they find some way of employment. Also those who drop out from school and could not continue their schooling after class X or XII are given benefit of scheme. As far as vocational guidance and counseling is concerned students are provided dedicated teachers for teaching and guidance. As per the latest National Education Policy (NEP) 2020, Vocational Education will be introduced in the elementary section starting from this academic year i.e. 2021-2022. However it will not be kept optional like at secondary level. The students at elementary level will be given the chance to explore in the field of vocational education so that they develop interest in it right from elementary stage. Local craftsman, local artisans will be providing them knowledge and training. The latest training programme of NISHTHA was organized in Aizawl in December, 2019 at DIET, Chaltlang in the series of programme to motivate and equip elementary teachers to encourage and foster critical thinking in student's right through elementary stages. NISHTHA is another parallel intervention under the umbrella scheme of Samagra Shiksha.

Table 1.3

List of Vocation Education Schools under Samagra Shiksha, Mizoram

(with Job Roles)

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approved for Implementation of Vocational Scheme by PAB 2015-16 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1



Job Role of Trade 1 Vocational Trade 2 Job Role of Trade 2 1 Aizawl Govt. Mizo H/S 15030200109 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 2 Aizawl Govt. Zemabawk H/S 15030400418 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 3 Saitual Govt. Saitual H/S 15030500119 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 4 Champhai Govt. G.M. H/S 15040100106 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 5 Kolasib Govt. Kolasib H/S 15020100605 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 6 Lawngtlai Govt. Region H/S 15070200407 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 7 Lunglei Govt. Lunglei H/S 15060200230 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 8 Mamit Govt. Mamit H/S 15010104306 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 9 Saiha Govt. Saiha H/S 15080100706 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 10 Serchhip Govt. Serchhip H/S 15050101711 IT & ITES Domestic Data Entry Operator Healthcare (Discontinued) General Duty Assistant 1 H/S

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approved for Implementation of Vocational Scheme by PAB 2016-17 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

Job Role of Trade 1 Vocational Trade 2 Job Role of Trade 2 1 Aizawl Govt. K.M. H/S 15030600410 IT & ITES Domestic Data Entry Operator Automotvie Auto Service Technician L3 3 H/S

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approved for Implementation of Vocational Scheme by PAB 2017-18 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

Job Role of Trade 1 Vocational Trade 2 Job Role of Trade 2 1 Aizawl Govt. Central H/S 15030200807 Healthcare (Discontinued) General Duty Assistant Agriculture Solaneceous Crop Cultivator 2 Aizawl Govt. Mamawii H/S 15030601325 IT & ITES Domestic Data Entry Operator Apparel Made-ups and Home Furnishing Hand Embroiderer 3 Aizawl Govt. Republic H/S 15030100907 IT & ITES Domestic Data Entry Operator Apparel Made-ups and Home Furnishing Hand Embroiderer 13 HSS

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approved for Implementation of Vocational Scheme by PAB 2017-18 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

Job Role of Trade 1 Vocational Trade 2 Job Role of Trade 2 1 Aizawl Govt. Mizo HSS 15030200111 IT&ITES CRM Domestic Voice Healthcare General Duty Assistant 2 Aizawl Govt. Zemabawk HSS 15030400419 IT&ITES CRM Domestic Voice Healthcare General Duty Assistant 3 Saitual Govt. Saitual HSS 15030500121 IT&ITES CRM Domestic Voice Healthcare General Duty Assistant 4 Champhai Govt. G.M. HSS 15040100108 IT&ITES CRM Domestic Voice Healthcare General Duty Assistant 5 Lawngtlai Govt. Region HSS 15070200406 IT&ITES CRM Domestic Voice Healthcare General Duty Assistant 6 Lunglei Govt. Lunglei HSS 15060200223 IT&ITES CRM Domestic Voice Healthcare General Duty Assistant 7 Mamit Govt. Mamit HSS 15010104305 IT&ITES CRM Domestic Voice Healthcare General Duty Assistant 8 Siaha Govt. Saiha HSS 15080100606 IT&ITES CRM Domestic Voice Healthcare General Duty Assistant 9 Serchhip Govt. Serchhip HSS 15050101710 IT&ITES CRM Domestic Voice Healthcare General Duty Assistant 10 Aizawl Govt. Central HSS 15030200809 Healthcare General Duty Assistant Agriculture Floriculturist (Open Cultivation) 11 Aizawl Govt. Mamawii HSS 15030601328 IT & ITES CRM Domestic Voice Apparel Made-ups and Home Furnishing Self Employed Tailor 12 Aizawl Govt. Republic HSS 15030100908 IT & ITES CRM Domestic Voice Apparel Made-ups and Home Furnishing Self Employed Tailor 1 HSS approved for Implementation of Vocational Scheme by PAB 2018-19 1 Aizawl Govt. K.M. HSS 15030600411 IT & ITES CRM Domestic Voice Automotive Auto Service Technician L4 2 H/S



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approved for Implementation of Vocational Scheme by PAB 2019-20 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

Job Role of Trade 1 Vocational Trade 2 Job Role of Trade 2 1 Hnahthial Govt. Hnahthial H/S 15060100420 Automotive Auto Service Technician L3 Apparel Madeups and Home Furnishing Hand Embroiderer 2 Khawzawl Govt. Khawzawl H/S 15040200408 Automotive Auto Service Technician L3 Apparel Madeups and Home Furnishing Hand Embroiderer 16 HS & 1 HSS

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approved for Implementation of Vocational Scheme by PAB 2020-21 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

Job Role of Trade 1 Vocational Trade 2 Job Role of Trade 2 1 Aizawl Govt. Chaltlang High School 15030100221 IT & ITES Domestic Data Entry Operator Beauty & Wellness Assistant Beauty Therapist 2 Aizawl Govt. Comprehensive Model High School 15030601327 IT & ITES Domestic Data Entry Operator Beauty & Wellness Assistant Beauty Therapist 3 Aizawl Govt. JL High School 15030600713 IT & ITES Domestic Data Entry Operator Beauty & Wellness Assistant Beauty Therapist 4 Hnahthial Govt. Pangzawl H/S 15060100113 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator 5 Hnahthial Govt. Southern H/S 15060100417 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator 6 Khawzawl GOVT MIZO H/S, KHAWHAI 15040201610 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator 7 Kolasib Govt. C.Zakhuma HSS 15020100217 IT & ITES CRM Domestic Voice Healthcare General Duty Assistant 8 Kolasib Govt. Diakkawn H/S 15020100412 IT & ITES Domestic Data Entry Operator Beauty & Wellness Assistant Beauty Therapist 9 Kolasib Govt.T.Robert H/s, Bilkhawthlir 15020301309 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator 10 Kolasib Govt. High School, Kawnpui 15020200212 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator 11 Lawngtlai Govt. Kamalanagar-I H/s 15070400109 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator 12 Lunglei Govt. Leitlangpui H/S 15060200118 IT & ITES Domestic Data Entry Operator Beauty & Wellness Assistant Beauty Therapist 13 Lunglei Govt. Tlabung H/S 15060303213 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator 14 Lunglei Govt. Zobawk H/S 15060203514 IT & ITES Domestic Data Entry Operator Beauty & Wellness Assistant Beauty Therapist 15 Mamit Govt. Kawrtethawveng H/S 15010101307 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator 16 Saitual GOVT. NGOPA H/S 15040400112 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator 17 Siaha Govt. Siaha H/S 15080100104 IT & ITES Domestic Data Entry Operator Agriculture Solanaceous Crop Cultivator

Source: Samagra Shiksha Office, Mizoram (Sept, 2020)

1.8 Rationale of the Study

There is a strong felt need for high school students to enter the higher-secondary stream with a clear understanding of vocational field which they wish to choose. This need fits in very aptly in the present state of unemployed youth in the country and lack of proper implementation of different schemes related to vocationalization of secondary curriculum. Especially during lower secondary classes when curriculum is still undifferentiated and students need proper guidance and counseling on selection of their higher secondary streams out of traditional academic and vocational streams. There is a serious lack of implementation of vocationalization of lower secondary curriculum which results in very little percentage of students entering this skill based field. Moreover, the country had been witnessing the gradual underpopularization of vocational courses since independence. However, the latest National Education Policy, 2020 is very precise in laying down the modalities of the vocationalization of curriculum right through early intervention in school education in order to enroll more students to various vocational courses. The educational stakeholders must understand what are the factors that really motivate students to take up vocational field as there career and why the traditional academic streams still hold a major attraction for students during higher secondary streaming.

As a human being, we all need some kind of career to earn our own livelihood, to make our lives better, to feed the families, and for certain kinds of needs. Therefore, right from the childhood, it is very vital for us to receive right kind of education, in which we can fully obtain a clear perception of learning, which will in turn help us to choose subjects and



career wisely, particularly from secondary stage. Vocational education helps one to become a useful and responsible citizen who will contribute for the welfare of the society and nation. Hence it is advisable to improve students understanding about vocational education through proper vocational guidance and counseling services for students and understand their aspirations for future. Vocational education helps the students to acquire readiness to enter the world of the work while they are in the world of studies. It also helps them to visualize their future ahead, in terms of benefit of vocational education over traditional academic subjects. So, it is very necessary to introduce the importance of vocational education at an early age to get the child for building up his future. Thus, a provision of desirable vocational & educational quidance and counseling right from elementary level will certainly reduce the rate of unemployment among the youths. It will also help them in realizing their strength and limitation and to respect manual work before they enter the world of work. More importantly in Indian education system students are in great need of vocational guidance and counseling services at secondary level as they are going to benefit from these services for their future choice of streams at higher secondary level. When streaming has already happen, the vocational guidance and counseling services become more specific to the streams of students, whereas at the secondary level its relevance is much more important as it may lead to important and correct career related decisions of the students based in their vocational competencies. Hence it is more apt to study the vocational education status and problems at secondary level of schooling. Also, it is very important to stress on practical aspects rather than the theoretical part, improving and developing their skills to the best as possible to be able to be fit enough to earn a living. So in order to understand the situation and perception of vocational education among secondary school students, and also the awareness and preparedness of secondary school teachers the following research questions need to be answered:

- 1.9 Research Questions
- 1. Is career guidance an aspect of curriculum at secondary level of education?
- 2. What are the modalities of providing guidance and counseling at secondary level?
- 3. Do the schools contain adequate infrastructure and facilities with regard to vocational education?
- 4. Does the present system of vocational education focus on the practical aspect of learning/training?
- 5. What is the awareness level of teachers of secondary schools regarding vocational education?
- 6. How far the provisions of national vocational education curriculum are implemented at secondary level of education?

Thus in order to find answers to the above stated research question the investigator proposed the following problem for investigation:

1.10 Statement of the Problem

The present study is entitled as "Vocational Guidance and Counseling among Secondary School Students in Aizawl City: Status and Problems"

1.11 Operational Definitions of Key Terms

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https://www.yourdictionary.com/vocational-guidance

Vocational Guidance: It is an assistance provided to an individual in choosing a career or profession or in making employment or training decisions

that suits ones' ability. It is providing occupational or career information to the students.

Vocational Counseling: It is concerned with the discovery of one's potentialities, interests and attitudes such that he/she is helped to actualize himself in the pursuit of his/her vocation. Vocational counseling uses several techniques of client appraisal and assessment and assists the individual in his self actualization.

Secondary School Students: Here the term refers to all the Mizo students studying at secondary level of education within Aizawl city of Mizoram.

1.12 Objectives of the Study



For the present research proposal all the research questions have been not addressed through the objectives of the study due to limitation of time. Following are the chosen objectives:-

- 1. To find out the status of vocational guidance and counseling services offered at secondary level of education.
- 2. To explore the vocational guidance and counseling needs of secondary school students.
- 3. To examine the problems faced by secondary schools in providing vocational guidance and counseling services to secondary school students
- 4. To suggest measures for proper implementation of guidance and counseling provisions at secondary level of education.
- 1.13 Delimitations of Study

The present study is delimited to High Schools of Aizawl city of Mizoram.

1.14 Limitations of Study

Due to upsurge of Covid-19 pandemic limited data could be collected owing to complete lockdown almost for entire school academic session of 2020-2021.

CHAPTER-II

Review of Related Literature

2.1 Introduction

Review of related literature means to acquire comprehensive information about what has already been done in a particular area of research which the researcher wishes to take up. It thus enables the researcher to discover the existing gaps, new queries raised by various researchers and most importantly a holistic understanding of the field of study. The process results is selecting appropriate and relevant problem in relation to space and time. The redundancy of problem is escaped and best is sought for the purpose of investigation. Therefore review of related literature is a very key part of any research as the researcher can take ample advantage from previously obtained findings and minutely take every detail into consideration before conducting a new research.

Related researches based on studies of vocational education especially in independent India started only in the decade 1960-70s and gained momentum after 1980s. As far as the research outside India is concerned plenty of research has been done. Present research is focusing on lower secondary level of schooling specifically with regard to vocational guidance and counseling services as this stage of education is vital for deciding on future careers, vocations, and professions for students. School education may sometimes be found to incline towards scholastic aspects of education alone and may at times seem irrelevant to day to day living in lack of practical exposure. The discoveries from the researches done in this field are suggestive of positive contribution of vocational education at school level, which when religiously delivered can solve the problems of unemployment and poverty.

There are several studies on various aspects of vocational education that guide to choose measures to improvise this vital aspect of education. A considerable amount of research is available and lot more is yet to be explored. In the present study the researcher aims to explore the extent to which vocational guidance and counseling services are provided in Aizawl city, the capital of Mizoram at lower secondary level of schooling i.e. at grade IX & X. Both guidance and counseling are of vital significance to school going adolescent with regard to their correct career choices and decisions and same is sought to explore in context of Mizo adolescents.

2.2 Reviewed Studies

Review of related researches suggested that there are several studies done in Indian subcontinent and abroad related to vocational and technical education, vocational guidance and counseling of students. Following are some reviewed studies focusing these areas.

2.2.1 Studies in India

"The history of Indian education is testimony to the fact that the need for introduction of occupational education for students was highlighted as far back as in 1854" (Fifth Survey of Educational Research, 1988-1992). It was Wood's Dispatch (1854) that suggested for the provision of practical education to Indians which may help them in contributing the sphere of national development. The Hunter Commission (1882) analyzed the status of secondary education and recommended



the introduction of diversified courses at the secondary stage and categorically mentioned that in the upper classes of high schools there should be two diversions-one leading to the entrance examination of universities, and the other of a more practical aspect, training the youths for commercial or other non-literary pursuits. But the suggestion did not receive any appreciation from the government and public and it was completely ignored. Hartog Committee (1929), suggested for the diversion of more boys to industrial and commercial career at the end of middle school stage and adding more courses to impart special instruction in technical and industrial schools. However, this suggestion were not seriously carried out immediately but later because of the growth in the number of educated unemployed greater attention was paid to the problems of practical and vocational education. Furthermore Mahatma Gandhi also had a concern for manual and productive work in his scheme of Basic Education (1937). The idea behind the scheme was to provide education through some form of craft or productive work. It was to relieve the child from the tyranny of purely academic and theoretical instruction and to break down the existing barriers of prejudice between manual and intellectual work.

After independence, the Secondary Education Commission (1952-53), recommended for implementation of the diversified courses at the secondary level and establishment of higher secondary schools only to vocationalize the education at the secondary level. As a result, a large number of existing high schools were converted into higher secondary multipurpose schools and the number kept on increasing year by year. But still it can be seen that society give much emphasis on general education at higher stages and it is still in a rush making vocational education a subsidiary position. As per 1960-61 national data, nearly 4.22 lakhs students enrolled in varied vocational schools in the country against an enrolment of 31.59 lakhs in general secondary education. This clearly shows that only 12% students of secondary education level were enrolled in vocational courses while 88% of students are in general education. Although vocational education across the country does not receive enough support and attention till then, there were several countries by that time in which vocational education was being utilized by the people and successfully implemented. Countries like northern European countries reach the highest position in providing adequate educational opportunities and thereby producing maximum skills for its citizen. The most comprehensive suggestions towards vocationalization of higher secondary education came from recommendations of Education commission (1964-66), which presented a complete blueprint for complete transformation of educational system in the country (Fifth Survey of Educational Research, 1988-1992). These recommendations received due acceptance in National policy of Education, 1968 and 1986 and finally Centrally Sponsored Scheme (CSS), in 1988 was widely implemented across nation for providing

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diversification of educational opportunities so as to enhance employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education (

Fifth Survey of Educational Research, 1988-1992). As per NVEQF (National Vocational Educational Quality Framework), 2012 provided by All India Council for Technical Education (AICTE), the main goals and objectives on vocational education is to remove the imbalances upon the demand and supply of skilled workforce, increase employment rates among the youth and to establish and maintain more vocational schools and stressed that vocationalization should be introduce and implemented right from Class IX – XII standards. It envisaged that vocational courses would ordinarily be provided at the higher secondary +2 stage, but flexibility was provided to start vocational education after class VIII.

So far the share of vocationalized courses available at lower secondary level is much less in comparison to higher secondary level, and even if they are implemented they are just for name sake. There is highly felt need for guiding and counseling students at lower secondary level for choosing their future stream of education, with special emphasis on vocational courses which remained a neglected avenue of prospective higher education until very recently where its importance is reiterated (NVEQF, 2012). As per the Fourth Survey of Research in

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Education it is revealed that research in vocational and technical education was undertaken only from 1960 onwards,

which gathered momentum after 1970 and stabilized after 1980 (Fifth Survey of Educational Research, 1988-1992). Table 2.1 depicts the various themes which emerged as an area of research in this field during the 80s revealing that most of the researches gathered data from higher secondary stages of diversified curriculum and higher education institutions. The



trend report on research in context of our country suggests that very few handfuls of studies have been taken at lower secondary level owing to lack of proper implementation of various schemes of vocational education all this time.

Table 2.1

Research in Different Thematic Areas of Vocational Education from India

Sl. No. Thematic Areas of Vocational Education 1. Evaluative studies of the ongoing governmental schemes of vocational education 2. Work experience programmes of schools 3. Study of students' educational and vocational aspirations 4. Attitude and behavior studies 5. Role of industries in promotion of vocational and technical education 6. Entrepreneur and entrepreneurship 7. Students' performance 8. Vocational interest and occupational choices 9. Students' future-problems and priorities 10. Issues related to policy, management and planning 11. Issues related to curriculum and instructional materials 12. Issues related to teachers and their training 13. Issues related to school-industry linkages 14. Other miscellaneous studies Source: Fifth Survey of Educational Research (1988-1992)

During the periods of 80s and 90s many studies were documented on students' vocational and occupational interest which generally develops between 13-15 years.

Jayapoorani (1982) in her study Vocational interests of higher secondary school students found that majority of higher secondary students preferred natural sciences, mathematics and English language over other subjects, with boys having interest in engineering and girls in being a doctor. Boys were found to be superior in mechanical reasoning. Both gender developed vocational interest in the age range of 13-15 years. Teachers had favourable attitude towards vocational education as it is job-oriented.

Gautam (1988) in his study An investigation into the educational and vocational interests of students at the delta stages and its implications for their future curricula found that students at delta stage (class VIII ϑ X) varied in their vocational preferences significantly with regard to gender. However no significant difference in correlation of preference order of girls was found but significant difference was observed for boys. Also in most of the areas significant difference was observed between the two classes.

Makhiza (1988) in her study A study of risk-taking, self esteem and family status in relation to vocational interests found that risk-taking and vocational interest were significantly related, self esteem was positively related to social jobs over constructive and agricultural jobs and family status was found to be a significant determinant of artistic and agricultural interests.

Robert (1988) in his study A study of the socio-economic status and vocational choice of students further found vocational interest of higher-secondary students depended upon socio-economic status, with no difference with regard to gender except for preference of house-hold work by girls.

In a similar study by Sodhi (1988) named as Vocational interests and occupational choices of adolescent girls of Chandigarh, it has been found that amongst the girls of class X very few adolescent girls were able to make correct occupational choices. Also urban higher-income group girls were comparatively better in taking congruent decision than their counterparts.

Pattinsthsr (1989) in the study Economic parameters and interests of vocational stream students found that parents' income and expenditure is the main determining factors of a student's vocational interest.

Bhatnagar & Gulati (1989) in their study Vocational behavior of creative adolescents: A proposed framework for research proposed a framework on vocational behavior of creative adolescents and suggested that they are more vocationally mature than their less creative counterparts; however lack of sufficient empirical evidence could not support their findings immediately. Further, they found that creative person are characterized by a number of abilities and personality attributes.

Choudhary (1990) in the study

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A study of vocational aspirations of Standard IX students of English medium schools in Pune city

conducted a survey to find out the vocational, occupational and academic choices of class IX students and found that about 40% of students aspired to become doctors or engineers. Majority of them preferred science stream over other



streams.

Javed (1990) in his study A critical study of the vocational interests of the students of arts, science and commerce studying graduation level in senior colleges in the rural areas found that rural students were disinterested in vocations based on agriculture over science based vocations. Students of all streams preferred white collared jobs over social jobs which demand more physical labour, with arts and commerce students showing more inclination towards persuasive and executive vocations.

Mohan & Gupta (1990) in their study Factors related to choice of vocational courses identified interest, motivation, personal concerns, values, level of self-concept, attitudinal aspect, career maturity and future prospects of vocation as the major factors related to the choice of vocational courses.

Bhatnagar (1991) found in his study

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Role of industries in promotion of vocational education among rural women: a feasibility study in the state of Haryana

sampling students, teachers and parents in Haryana and found that more girls were keen to learn about modern trades but due to lack of systematic training, textbooks, scholarships and human resource development policy there were many hurdles in pursuing it.

Bhargava (1991) in the study

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A study on the interest and difficulties faced by the students studying in vocational education stream

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studied the interests of students studying in the Rajasthan and found in spite of students' interest in vocational courses because of their employment-preparatory nature, lack of trained teachers, non-release of funds in time are

the major shortcomings of these courses.

From the teachers' perspective Das (1991) in the study An analytical study of vocational interests of primary teachers found that female primary teachers had higher vocational interest than the males. Whereas male teachers preferred commercial vocational interest, the female teachers had more family function and aesthetic vocational interest. However rural teachers, both male and female, showed more interest in teaching profession than their urban counterparts.

Further Saraswathi (1992) in the study Relationship between personality dimensions and vocational interests of pupils of standard X found that personality dimensions and vocational interests of class X students did not matched. Further the vocational interests are also not related to their academic achievement.

With regard to technical education some study revealed that vocational and technical education was not in good shape right from its inception stage.

Nakatana & Srinivasan (1988) in their study A correlative analysis of the performance of students of monotechnic institutions found in their study that combined mean score for the students performance in monotechnic diploma courses was not better than their school final examination indicating an underperformance of student in vocational trades of commercial practice, chemical technology and printing technology.

Natarajan & Mukhopadhyay (1988) in their study A study of the influence of factors influencing the performance of diploma in commercial practice students in women's polytechnics in Kerala found that a total of 90% students felt that curriculum was difficult and lengthy, lacking demonstrative method with few practicums, lack of infrastructural and instructional materials. Nearly 60% of students were disinterested in the course mainly because of meager unemployment opportunities.



With regard to vocational guidance and counseling services to students very few studies have been documented with more recent studies in this field compared to last decades.

Kochar (1984) in the study Educational and vocational guidance in secondary schools, studied the rapid dynamic educational and occupational scene which lead to conflicts and grip of personal adjustment problems among the youth. The study reveals that the students need some mentor and guide, and the need for strengthening guidance programme in the schools to canalize the energies of the youth in productive channels. It is suggested to look upon the downward trend of academic standards in order to ease the emotional tensions and anxieties and make the student's journey smooth and successful. The study also recommends ensuring separate discussion upon guidance and counseling programme in order to make it successful.

Arulmani, Van Larr & Easton (2003) in the study The influence of career beliefs and socio-economic status on the career decision-making of high school students in India, studied the situation on career psychology that focus on the importance of comprehending how socio-economic backgrounds and how social-cognitive environments affect career development. It studies the interaction between career beliefs and socio-economic status among the sample of Indian high school students. The findings revealed that there is a significant difference between socio-economic statuses with lower socio-economic status, showing higher levels of negative career beliefs.

Kumar (2010) in the study Guidance in the secondary school studied how secondary school students face problems during adolescent stage in their mental and physical aspects. The findings revealed the importance and needs of proper guidance and counseling services to tackle their own problems and to assist them in achieving self direction and educational, vocational and personal adjustment individually and help them to take positive steps in light of new orientations. They recommended strengthening the guidance services in secondary schools as it is an important aspects in molding the personality of future leaders in the nation.

Henry (2012) conducted his study A comparative study of vocational guidance services in various secondary schools on principals, teachers and students from schools of ICSE, CBSE, SSC aided, unaided schools and assistant officer of vocational guidance and counseling services of Mumbai. The finding revealed that there is an urgent need of introducing and strengthening vocational guidance services to meet the various requirements of the students, administration, and educational system for optimum development of the individual, society and most importantly for national development. In overall vocational guidance services in SSC aided schools that have an in-house vocational guidance teacher and counselor is definitely better, much more systematic and scientific than ICSE and CBSE Schools.

Sirohi (2013) in his study of Vocational guidance and career maturity among secondary school students: an Indian experience examined the career maturity of secondary students according to gender, type of school and vocational guidance provisions. The findings revealed that females possess higher career maturity than males, private school students show higher career maturity than government school students, and lastly students belonging to school with vocational guidance and counseling provision show much higher career maturity attitude than the underprivileged counterpart.

Kodad & Kas (2014) conducted a survey on Emerging area of counseling in schools in India. The study aimed to trace the problems faced by the students caused by the dynamic family structure and evolving social trends which negatively affect the physical, mental and social needs of the child and how the counseling services in schools helps to resolve those needs of the children. They adopted a review of literature method for this study. The findings revealed that there is definitely a need for counseling in schools in India and due to the breakdown of the traditional support systems in the society, it results in the suicidal of the child, changing family trends results in emotional turmoil upon the students and technological advances and increased social life lead to drug abuse which contributed to stress and strain upon the students.

Chaudhari (2015) in her study Need of guidance programme at secondary school level explored on guidance needs of students at secondary school level revealing that majority of students pursue higher education without proper planning that leads to hamper proper selection of career choice which further results in wastage of human services. She recommended assisting students to identify their abilities.

Upadhyaya &Sisodiya (2016) in their study A study of interest of secondary students in selection of subject and sources of guidance conducted an investigation on interest of secondary students in selection of subjects in Mandsaur (Madhya Pradesh), revealing that most students are interested in fine arts and science subjects and students are very much in need of guidance for selecting the subject at 10+2 level. They suggested that there should be a career counselor in every school for guiding students and helping in selection of right career according to their interest.



Rao (2017) in his study Guidance needs of high school students, sampled students of IXth grade to identify their guidance needs. He highlighted the need of guidance in areas of physical, social, psychological, educational and vocational needs. The findings revealed that both boys and girls of high school students have almost the same guidance needs. Furthermore, he found that pupil studying in government schools need more social and psychological guidance needs compared to pupil studying in private schools.

Nivedita & Singh (2016) in their study Comparative study of guidance needs of secondary school students determined the guidance needs of secondary school students in Sirsa District of Haryana. The population consisted of all students of Sirsa district collected through random sampling technique consisting of 200 students from different rural and urban government and private schools. The findings indicated that guidance needs of female secondary school student are more than guidance needs of male secondary school students. Moreover, the guidance needs of rural secondary school students are more than urban secondary school students.

Mishra & Chaudhary (2018) in their study Guidance and counseling at secondary school: a review of literature, reviewed the guidance and counseling at school across India in order to have better perspective of this field and aims to find orientation solutions to Indian rural contexts. The study analyzes various works done on the importance of establishing guidance at schools and found that India is still deprived of the true spirit of guidance, counseling and lack of vigorous research. Guidance has not been paid proper attention and has not yielded desired objectives as compared with other countries. So, the study recommends that only willing and motivated staffs should be recruited for providing guidance and counseling services and be given professional training and special courses in order to achieve desired goals and objectives.

Zafar (2019) in his study Career guidance in career planning among secondary school student using cross sectional sample found that correct decision in students life will help them to acquire success in choosing right profession. The findings also states that parent's educational level made a huge impact on career selection. He also suggests spreading the importance of awareness in career guidance through media, workshops and seminar for promoting guidance among the students.

2.2.2 Studies outside India

Okwelle (2007) conducted a study Vocational guidance in secondary schools: the case for a cooperative staff team strategy. His purpose is to focus on the Nigerian philosophy of education that shapes the individual into a sound and effective citizen. The main aim was to prepare the students of secondary school into a useful citizen of the society and to make them acquire a clear perception of the world of the work while at school. It also highlights the importance of cooperation and teamwork in order to reach goals in vocational guidance programme. It also involves guiding the students to recognize their strength and limitation to usefully choose occupation. A productive teamwork with the school principal in the field of implementation and evaluation will effectively help in improving the programme.

Gysbers (2008) in the study Career guidance and counseling in primary and secondary educational settings revealed that the need for career guidance and counseling in elementary and secondary schools has never been greater but began to emerge in countries around the world in the first part of the 19th century as a result of the growth of industrialization. It is seen that career guidance and counseling is increasingly a part of public policy agenda in countries around the world. The results has caused countries to join together to discuss common themes in theory and practices in order to improve career guidance and counseling.

Eyo, Joshua & Esuong (2010)in the study Attitude of secondary school students towards guidance and counseling services in Cross River state investigated the attitude of secondary students towards guidance and counseling services using descriptive research design sampling 400 secondary school students from 10 schools through stratified random sampling technique. The study revealed that student's attitude towards guidance and counseling services were significantly positive, and reveals that gender and school locations had also significantly influence student's attitude. Also there is significant difference between the attitude of male and female students in rural and urban areas. Thus, the study recommended that there should be proper counseling services and a well-equipped counseling unit in both rural and urban areas with qualified counselors and creates more awareness upon guidance and counseling services.

Basham (2011)in his study The role of career education and guidance for students in year 13 and its implications for students' career decision making selected a sample of senior career advisor and year 13 students from secondary school in New Zealand incorporating state, private, town and city schools. He used three research tools for conducting his research i.e. a questionnaire for career advisors, a focus group interview of year 13 students and a semi-structured interview for Year 13 students and two years post-school students. The findings revealed that there is a slight difference in



the opinion of students and post-students in terms of the need to inform career decision and what the career advisors are willing to be able to deliver in secondary level.

Odhiambo (2012) in the study Influence of guidance and counseling on academic performance of students in selected public secondary schools in Moto Sub County, Nakuru County, Kenya studied the influence of guidance program on academic performance of students in secondary school and employed an ex-post facto design. 1385 form four students and 24 teacher counselors in 24 public secondary schools were the population and through random sampling 86 students and 12 teacher counselors were selected. Questionnaire was used to collect data. The study indicated that guidance and counseling programmes have a positive impact on the academic performance of the students and recommended that the teacher counselors should implement all the services needed for the strengthening of the program which will result in the improvement on academic performance of secondary schools in the area.

Hoest, Jensen & Nielsen (2013) in their study Increasing the admission rate to upper secondary school: the case of lower secondary school student career guidance focus on the intervention effect sizes. The investigation was carried out through a high-quality administrative data. Exploiting policy-induced variation in Denmark and using high-quality administrative data, they investigated the effects of a school intervention that introduces structured student career guidance in lower secondary school on upper secondary school admission. The studies revealed that the reform increases admission to upper secondary schools for immigrants, but shows at best small improvements for the native students.

Dabula & Makura (2013) in the study High schools students' perception of career guidance programs for University access investigated the situations regarding the efficacy of career guidance and counseling services among high school students in Eastern Cape using their perceptions and lived experiences. A qualitative approach was adopted and a convenient sample consisting 50 participants were selected. Data were thematically analyzed. The study revealed that the participants were satisfied with the current career guidance programs even though the efficacy can't be quantified. The study suggests the researchers to adopt a qualitative approach in compiling career counseling data along with diverse population such as Africa

Babatunde & Osakirle (2013) in their study Effects of group guidance and counseling techniques on students' vocational maturity in Ekiti State secondary schools, Ekiti State, Nigeria investigated the effects of group guidance and counseling techniques on students' vocational maturity. The problem of the study was to find out whether the Group Career Guidance (GCG) and Group Career Counseling (GCC) techniques will enhance vocational maturity of secondary school students. For this study, quasi experimental pre-test-post-test design was used upon 120 students from senior secondary school class two (SSS2) through purposive sampling method. The selected students were split into two groups. The groups were exposed to GCG and GCC respectively in their respective locations. The findings revealed that both the two techniques were effective in the improvement of students' vocational maturity.

Francis & Prosser (2014) in the study Exploring vocational guidance and gender in construction investigated the knowledge of career counselor's perceptions on construction as a career for young people. This is to inform decisions to the secondary students about the world of the work. Here the counselor's client population consisted mostly of secondary school students. A questionnaire was used to examine their perceptions. The findings revealed that counselor perceived construction to be a better career for male than female. However, construction career had a positive impact on counselors encouraging young women to consider construction as career. The findings also indicate that counselors, who gain first-hand knowledge from people working in industry, encounter negative gender- stereotypes encourage more young women to consider a career in construction.

Hughes (2014) in the study Guidance and counseling in schools: a response to change is a comprehensive account on the origins and basis of guidance and counseling in British schools, and the principle underlying developments in guidance and counseling as well. The study mainly consists of historical overview of vocational guidance in Britain and assessments of its current and future prospects, selection of examination at secondary education as a major act of educational guidance in Britain. Paying attention to the criticisms and changes in public attitudes towards selection of examination and the influence of social class on educational opportunity is also discussed. It also explores the practice of classifying children by streaming on the basis of ability and aptitude along with teaching evaluation and classroom management. The study suggest that such monograph should be of interest to parents, teachers, students as well as educational psychologist, school administrator and of policy makers.

Ogwokhademhe, Aijibola, Kayode & Sheu (2014) in their study, Factors influencing vocational choice of secondary school students in Ilorin Meteopolis, Nigeria investigated the factors which have an impact on vocational choice of senior



secondary school students in Ilorin Metropolis. A sample of 200 senior secondary students in Metropolis was selected randomly. The instruments used for collecting data was a self-developed instrument called 'Factors Influencing Vocational Choice Questionnaire' (FIVCQ), which contain a sub-scale of – parental, personal/social and school related factor with 10 items for each. The findings revealed that, among the four sub areas, personal/social factors obtain the highest factor that influence secondary school students the most on vocational choice. They further recommended a provision of adequate training of school counselor for effective implementation of vocational guidance to students.

Umar & Muhammad Nasiru (2014)in their study The

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impact of guidance and counseling services on students academic performance and career choice in selected secondary schools of Sokota Metropolis

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the effectiveness of Counseling services in Sokota Metropolis of Northern Nigeria using descriptive survey research method. The population consists of students of secondary schools in Sokota Metropolis of boarding, day and private schools. A sample of four schools was selected and 50 students were collected from each school in order to represent the population through random sampling techniques. The

findings revealed that majority of females prefer medical profession and

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that parents have no direct influence on the career choice of students.

They also recommended that more priority and focus on guidance and counseling services should be given and resource person should

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be made to give lectures in various professions especially to final year students.

Ngeno & Magut (2014) in their study Students' perception of the impact of guidance and counseling programmes on the satisfaction of vocational needs in selected Kenyan secondary schools determined students' perception of guidance and counseling programmes. The research study was guided by Gestalt theory of perception. All the students from secondary schools in North and South Rift Valley region of Kenya were selected through stratified random sampling. Self-developed questionnaires were used for data collection. The findings revealed that the students perception was uncertain (neutral perception) which meant that the impact of services were not significant; students feels that they do not need guidance and counseling programme for self-employment skills and nurturing their talents and career available outside Kenyan and career mentoring. However, the study suggested that vocational guidance should be entrenched in the regular school curriculum and promoting awareness on the value of vocational guidance and counseling.

Mihaela & Cristina (2014) in their study A research on the educational counselling and career guidance in Romania aimed to present the main results of a sociological research conducted in two regions of Romania upon 900 students to determine the need and importance of counselling and vocational guidance. They thought that career guidance and counselling should be made permanent from primary to secondary education to be able to discover students' abilities and to outline their future. For collecting data, questionnaire was responded by the students in the last year of high school and by people who have finished high school in South-West and Wallachia South Regions. The findings indicated that counselling and career guidance services are 'underdeveloped' in South-West Ottina and Wallichia South Regions of Romania and lack of qualified counsellors was the main problem. So they recommended providing qualified counsellors



and at the same time to focus on the implementation of career guidance services as compulsory programs in high schools.

Loan ϑ Van (2015) conducted research on Career guidance in secondary schools-a a literature review and strategic solutions for Vietnamese rural areas. They suggested that willing and motivated staff should be recruited and professional and adequate training should be given to them in order to achieve desired goals and objectives. They reviewed the vocational guidance in schools through literature review in order to raise these matters into consideration. They felt the need to enhance the quality of education in career value as per the needs and interests of the pupils with the ongoing change in the society due to certain variables. Furthermore it is found that Vietnam is still in deprivation of the true spirit of career guidance and career has not yet been paid proper and adequate attention. So they suggest that more attention should be given to the setting up of adequate career education or vocational guidance at secondary schools in Vietnam.

Torunoğlu& Gençtanırım (2015) in their study The perception of school counselors about counselling and guidance programs of vocational high schools aimed to study the opinion of school counselors about the counseling and guidance program implemented by vocational high schools at Turkey. They conducted a survey on eight school counselors working in five vocational high schools in Kirsihir, Turkey. For this simple random sampling technique was used and semi-structured interview was prepared. The findings revealed the positive and negative opinions of the counselors about the guidance and counseling program implemented at vocational high schools. On positive side school counselors find the program powerful in terms of the guidance program activities, the program's compatibility with students' development levels, educational, vocational and personal counseling and guidance domains, flexibility of the program and its sufficiency for intervention of problems. On the negative side factors like inappropriateness of guidance activities for the structure of vocational high schools, insufficiency of time for implementation, not including vocational and personal guidance domains enough, inappropriateness for students' level of development, difficulty in implementing guidance activities in classrooms and no inspection concerning the implementation of the program were the main hurdles. One of the main concerns expressed by the counselors in the current study was that the guidance and counseling services requires more adequate time for effective implementation of the program.

Amoah, Kwofie &Kwofie (2015) in the study The School counsellor and students' career choice in high school: the assessor's perspective in a Ghanian case aimed to examine whether the school counsellor has any influence upon the students in setting their goals and choosing their career and if there is any significant relationship between the role of school counsellors and student's career choice. The population comprised of all senior secondary school students in the Agona West Municipality and the sample consisted of all final year students in municipality totaling 2328 students. Results from the study showed that the school counsellor has a huge influence upon the students and they strongly agreed that career guidance and counseling, career goal identification, organization of career days and conferences, administration of occupational inventory on students were the career intervention roles by the school counselor positively influencing the student career choices. They recommended that for promotion of awareness about vocational choices there should be frequent intervention programmes in order to make the students well informed about their career choices.

Rashid & Bakar (2015) in the study Career development interventions implemented by secondary school counsellors in Malaysia aimed to investigate the career development interventions that had been implemented by secondary school counsellors in Malaysia. The research design used for this study was a qualitative approach. Semi- structured interview was adopted to collect data from the counsellors. A cluster sampling technique was used to choose the target schools. A total of 104 secondary school counsellors were selected. The findings showed that a set of 39 types of career development interventions which included 9 subtypes was found implemented by secondary school counsellors. Counsellors from Science school and MARA Junior Science College had implemented more career development intervention compared to other type of school counsellors.

Kimova, Budaeva and Dagbaeva (2016), in their research On the high school career guidance in Trans-Baikal Territory found that majority of respondents among secondary students are in need of additional information about the content of the professional guidance and however traditional methods of teaching and forms of activities are dominate. In order to collect information, they used sociological survey on secondary school graduates in Trans-Baikal Territory of Russia and a specially designed questionnaire to investigate the high school students' awareness in current world. The analysis of the obtained results revealed that the school graduates are facing problems in choosing a professional career and this is mainly due to lack of information about the list of modern professions and also for not realizing their own interest and abilities. So they suggest raising awareness among secondary school graduates about the importance of receiving higher professional education to meet their own needs and to improve their abilities.



Ho & Leung (2016) in their study Career guidance in Hong Kong: from policy ideal to school practice reviewed the recent development of career guidance in Hong Kong. In this study, the researchers responds to reveal global and local factors, taking evidence from 2 surveys to understand the perception of career guidance educators towards the policy makers and school responses on the basis of changes in resource and service deployment. The findings suggest providing insights into career opportunities through school in order to make life planning education and career guidance better in Hong Kong in the future.

Egbo (2017) in the study Impact of vocational guidance on career choice of secondary school students in Enugu South local government area of Enugu State, Nigeria examined the impact of vocational guidance on career choice of secondary school. Extensive research review was done from both primary and secondary sources. The tools used for collecting data were a questionnaire containing 23 items to be responded by the students. Respondents were randomly selected JSS3 and SSS students as subject. The findings revealed that several factors have a huge impact on career choice selection of secondary students and that vocational guidance has reduces the level of unemployment rate among school leavers. Furthermore, he also recommended that adequate training, awareness on the importance of vocational guidance, adding guidance counseling in school's curriculum, and provision of proper funding by the government should be given attention in order to achieve desired objectives.

Yates & Bruce (2017) in their study The future of career education in New Zealand secondary schools: a review of literature focused on examining several approaches to career education in order to recommend a desirable model for students future. They reviewed 14 articles and found out that career education had a huge impact and need for the students. They recommended to provide adequate training and provision of vocational guidance among the career advisors, principals and teachers and to provide increased resourcing. Researchers suggested that although the review focused on New Zealand issues concerning career education for secondary school students, it is apparent that other countries are grappling, similarly, with the issue of career education for secondary school students.

Abualkishik& Al-Abri (2018), in their study Electronic councellor system for Omani secondary schools sought to help secondary school students to recognize their professional orientation by proposing vocational guidance model based on qualitative research methods. The study aimed to help students in decision-making and provide vocational maturity so that they will be able to choose the right profession by discovering themselves. A comprehensive review and thorough investigations related to work, psychological and educational scales and vocational guidance theories was performed. Researchers validated the proposed model by building Electronic Vocational Counsellor System (EVCS) for Omani secondary school. EVCS maps all scales in the proposed model. The findings revealed that there is lack of vocational guidance for third world countries. Electronic Vocational Counsellor System (EVCS) was adopted for evaluation and was tested by 60 students and equating questionnaire was answered by 43 of them. All the questions got high scores and there were no medium or weak scores. So, EVCS considers it as a highly effective online system.

Njogu, Kibaara & Gichohi(2019) in their study on How career guidance services affect career choice among public secondary school students in Meru County, Kenya utilizing a descriptive survey method. They selected a sample of 377 form four students and 11 parents, making a total of 460 respondents. The study reveals that most public secondary schools, 78.8% do not have professional qualified career guidance teachers while 57.6% allocated less than 5% of operational budget to cater for career oriented activities. So, they suggest establishing full-fledged career guidance with well-trained teachers and adequate funding in order to achieve planned career-oriented activities.

Supriyanto, Widiaty, Abdullah & Yistiana (2019) in their study Application expert system career guidance for students aimed to analyze results upon the impact of the application of expert systems in student guidance in terms of educational guidance, educational evaluation, and in the aspect of academic career guidance and work guidance. The findings revealed that the application of expert systems in educational guidance definitely help the students achieve learning success, specialization in education and training, their performances, as well as their achievements and self -evaluation. It also suggests to strengthened career guidance for students and continuous development of career guidance services.

Ji Young Won (2019)in the study Effects of family income and career guidance and counseling experience on adolescents' career maturity studied the effects of family income and career guidance and counseling experience upon the changes in career maturity during the transition stage from high school to college. The study used data from Youth Panel 2007 collected by Korea Employment Information Service. The data included 456 adolescents who were high school students in the first and third waves of survey and college students in the fifth wave of survey. The results suggested that family income was a significant factor affecting the career maturity of adolescents. Provision of career guidance while in high school had a positive impact on the career maturity of high school students even after entering colleges. Thus, the study recommends expanding career education in secondary level continuously.



Namai & Manyasi (2019) conducted a research on Effectiveness of guidance and counseling procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya. For this purpose, they investigated the effectiveness of Guidance and Counseling (G/C) policies and procedures in the development of values among students in public secondary schools in Nakuru County. The population consists of 285 principals, 2458 teachers and 285 student leaders in the 285 public secondary schools in that county using random sampling method for teachers and purposive sampling for principals and students. Questionnaire was used for data collection. The findings revealed that – the (G/C) procedures were effective in developing values among the students and that the G/C procedures was negatively affected by undisclosed information by the students due to fear of teachers knowing their personal life, lack of adequate guiding and counseling offices, untrained counsellors and insufficient time for implementing G/C. So, they recommended the principals in the county to be more considerate in the uptake of G/C services and to provide requisite support such as office and materials, and recruiting more qualified trained councellors. Thus, it is necessary to take a keen interest in G/C services. Also, students' information should be kept confidential in order to gain their trust by the teachers and to focus on the development of infrastructure and recruiting more trained personnel in G/C services.

Antelm-Lanzat, Gil, Cacheiro-González, Pérez-Navío & Fonseca-Pedrero (2020) in their study Learning styles and vocational guidance in secondary education, addressed the relationship between learning styles and the student's career choice to finish secondary education in Spain. They selected a sample of 590 participants from the province of Valencia in Spain. 'Honey-Alonso Learning Styles Questionnaire' was used to collect data. The predominate learning styles of students were reflective, followed by the active, pragmatic, and theoretical styles. It was found that students with a reflective style preferred to continue their baccalaureate studies but students with an active or pragmatic learning style chose vocational training.

Suryadi, Sawitri, Hayat & Putra (2020) performed a study The influence of adolescent-parent career congruence and counselor roles in vocational guidance on the career orientation of students. For this study, they selected a sample of 278 students who aged between 15 – 18 years old using a purposive sampling technique. The participants were from senior secondary school or vocational high school in Jakarta (Indonesia). Multiple regression and confirmatory factor analysis (CF) were adopted for analyzing data. The results indicate that both adolescent-parent career congruence and role of guidance counselors have a significant correlation with that of a student career orientation. The study also has practical implications for school counselors who provide vocational guidance services to the students.

Mahir, Kohler, Seonarto & Slamet(2021)in their study The online model of the Vocational Guidance Management System (VGMS) for vocational high school aimed to develop a model of vocational guidance management system (VGMS) based on online information system for vocational high school, that linked to the labour market. The study employed Borg and Gall's research and development methodology. In this study, they built the online model of VGMS's architecture which consists of hardware, software, cloud, network or database. The results of the findings conclude that VGMS model was feasible and reliable to vocational guidance process in vocational high school. It helps to manage their activities related career and job problems for students, school parties as well as vocational counselors. The online system is also effective for the industry to access vocational high school to be employed. However, it suggests further development in order to improve the capacity of information system for career counseling.

2.3 Conclusion drawn from Review of Related Literature

The review of related literature both in India and abroad suggested that majority of students and counselors felt the need to develop and strengthen guidance needs and intervention programs and adequate infrastructure for a smooth functioning of the services to help the students and there is also a strong suggestions of appointing a well-trained and qualified counselors whom the students can trust to tell all their problems and help to solve their problems in order to have a bright future. The review also suggested that guidance and counseling programs help young adolescents in their adjustment problems and help them to cope with their mental, emotional, physical and sociological aspects. Students at this age face a lot of adversities and difficulties in their environment, the most common problems may be peer pressure and family problems which may lead to wrong career choices. Negligence of guidance and counseling programs also blinded the students ability and their talents which lead to choosing subjects which do not suits their abilities and this results in failure of education and again results in increasing the rate of unemployment among the youths. This causes a huge depression among the young adults who are the foundation and economic backbone of the country. Especially in third world countries this problem is deeply proliferating because of lack of vocational guidance and counseling services for students in these countries in comparison to developed countries which are reaping the benefits of early vocationalization and streaming provisions for students at secondary stages of education.



India has been not able to in-cash the advantages of vocational and technical education in-spite of having a clear vision lane laid down at the very outset of post-independent era by great visionaries and leaders of the time. Be it University commission (1948), Secondary Education Commission (1952) or the Education Commission (1964-66), all did not forget to measure the impact of vocationalization of school curriculum especially through lower to higher secondary stages but lack of proper implementation in the top-down model of Indian administration things collapsed. Of lately with the introduction of decentralized policy of education things have started to come in order, however there is still a strong felt need of vocationalization of curriculum right through middle years of schooling, as proposed recently through national campaign of NISTHA(National Initiative for School Heads and Teachers Holistic Advancement), to support pre-vocational courses in school curriculum. The latest National Education Policy, 2020 is very precise in laying down the modalities of the vocationalization of curriculum right through early intervention in school education in order to enroll more students to various vocational courses. The 12th Five-Year Plan (2012-2017) estimated only a small

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percentage of the Indian workforce in the age group 19-24 (less than 5%) receiving formal vocational education

whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%(National Education Policy, 2020). Moreover, our country had been witnessing the gradual under-popularization of vocational courses since independence.

Majority of students across the country needs guidance in the selection of subjects for choosing their profession. Equal weightage to both general and vocational stream especially at secondary level is must to solve the crises of employment and problem of wastage and stagnation in education. The main reason derived for the imbalance in secondary education in India was the traditional attraction for the white collared professions and the general aversion among educated people to work with their hands. Moreover general education institutions were much cheaper to establish and easy to maintain than vocational education. Lack of infrastructure and inadequate facilities are the major problems face by vocational education which leads to imbalances in education resulting in the growth of unemployment rate among the youths. So, it is suggested by most researches that there should be provision of trained and professional qualified career guidance teacher for successful implementation and for acquiring overall quality education for achieving goals in education. It will also save the lives and future of young adults who will lead the coming generation and enable them to become a productive citizen. There is a serious lack of implementation of vocationalization of lower secondary curriculum which results in very little percentage of students entering this skill based field. Similarly, there is lack of adequate infrastructure and facilities and research needs to be done in this gray area with utmost priority. Therefore, from the above mentioned reviews, it is clear that vocational education definitely reduces unemployment among the school leavers and there is an urgent need of introducing and strengthening vocational guidance services and the establishment of a full-fledged career guidance services at the same time.

CHAPTER-III

Research Methods and Procedure

The methodology of the research holds an important position as it outlines the path and procedure to be carried in formal research. It guides, directs and cautions the investigator in choosing suitable steps and methods to find relevant answers to the research problem undertaken by him/her.

In a research, after deciding the research objectives and research hypotheses, research methods and procedures are to be followed in order to gather the data based on the tools of data collection and sampling technique. Further tabulation of data and application of appropriate statistical technique is done to analyze the data. The investigator thus needs a blueprint of methodology in advance so that h/she does not miss out any crucial step of research. Thus the present chapter holds a significant value in deciding the faith of the present study. The chapter deals with following important heads:

- 3.1 Method of Study
- 3.2 Sources of Data
- 3.3 Population
- 3.4 Sample and Sampling technique



- 3.5 Tools and Techniques of Data Collection
- 3.6 Procedure of Data Collection
- 3.7 Statistical Techniques for Data Analysis
- 3.1 Method of Study

A mixed approach with both quantitative and qualitative aspect in data analysis has been used for the present study. Thus the present study falls within the domain of descriptive research. The present study can also be regarded as a status check on vocational education programme at lower secondary level of schooling with special emphasis on guidance and counseling services.

3.2 Sources of Data

For the present study both primary and secondary sources of data were used for collection of valid information. The primary and secondary sources for collection of data for the present study are described as follows.

A. Primary sources: Since the investigation of the study is about status and problems of vocational guidance and counseling among secondary school students in Aizawl city, the primary source of data are the secondary school students and their vocational education teachers.

B. Secondary sources: Since Vocationalization of Secondary Education is one of the important interventions under the Samagra Shiksha, some academic and project officers under the scheme, official data at state and national level were considered to be an appropriate secondary source for the collection of further valid and valuable data.

3.3 Population

For the present study investigator is interested to know about the status and problems of vocational guidance and counseling among secondary school students in Aizawl city, the present study thus comprised of two prime populations of investigation which are

Population 1: The first population comprise of all the government secondary school students of Aizawl city of Mizoram.

Population 2: The second population comprise of all the government secondary school vocational education teachers of Aizawl city of Mizoram.

For the present study initially the investigator gathered information about the secondary schools where vocational education was part of curriculum. Mizoram Board of School Education (MBSE) official data was procured regarding this (see Table-3.1 & Table-3.2)

Table No. 3.1

List of Govt. Lower Secondary Schools (IX-X) offering Vocational Courses

S/N Name of School No. of Student-Actual TOTAL IT-ITES AG AMHF ATM 1 Govt. Mizo HS 28 - - - 28 2 Govt. Zemabawk HS 14 - - - 14 3 Govt. Saitual HS 34 - - - 34 4 Govt. KM HS 9 - - 2 11 5 Govt. Central HS - 34 - - 34 6 Govt. Mamawii HS 29 - 38 - 67 7 Govt. Republic HS 33 - 36 - 69 8 Govt. GM HS, Champhai 34 - - - 34 9 Govt. Kolasib HS 24 - - - 24 10 Govt. Region HS, Lawngtlai 17 - - - 17 11 Govt. Lunglei HS 5 - - - 5 12 Govt. Mamit HS 14 - - - 14 13 Govt. HS, Siaha 7 - - 7 14 Govt. Serchhip HS 27 - - - 27 TOTAL 275 34 74 2 385 Note: IT: Information Technology, ITES- Information Technology Enabled Service, AG: Agriculture, AMHF: Apparel Made ups & Home Furnishing, ATM: Automotive

*Source: MBSE Office (December, 2019)

Table No. 3.2

List of Govt. Higher Secondary Schools (XI-XII) offering Vocational Courses

S/N Name of School No. of Student-Actual TOTAL IT-ITES HC AG 1 Govt. Saitual HSS 26 31 - 57 2 Govt. GM HSS, Champhai 70 58 57 185 3 Govt.Region HSS, Lawngtlai 32 15 - 47 4 Govt. Lunglei HSS 62 140 - 202 5 Govt. Mamit HSS 55 36 - 91 6 Govt. Serchhip HSS 43 32 8 83 TOTAL 288 312 65 665 Note: IT: Information Technology, ITES- Information Technology Enabled Service, HC: Health Care, AG: Agriculture

Source: MBSE Office (December, 2019)



However, according to latest data there are 46 schools approved and 29 schools implementing Vocational Education under Samagra Shiksha from grades 9 to 12 for 6 approved sectors for vocational subjects i.e. Agriculture; Apparels, Made ups and Home Furnishing; Automotive; Beauty & Wellness; Healthcare; IT-ITeS in the state of Mizoram (Current_VE_status_09.03.21.pdf, PSSCIVE, Bhopal). However for data collection the school data set obtained from MBSE in 2019 was used (See Table 3.1) comprising of 6 High Schools.

Table 3.3 shows the latest list of approved schools till 2020-21 where number of schools in Aizawl district increased to 15 from 6 which were sampled for the present study.

Table No. 3.3

Increase in Vocation Education (VE) schools under Samagra Shiksha in Aizawl District, Mizoramas per PAB approval from 2018-19 to 2020-21

Block Year District No. of schools 2018-2019 Aizawl 6 2020-2021 Aizawl 15 Total Schools in all Districts in Mizoram (2020-21) - 46 Source: Samagra Shiksha Office, Mizoram (Sept, 2020)

3.4 Sample and Sampling Technique

Purposive sampling technique is employed for the purpose of sampling as specifically those secondary schools which offer the vocational education was chosen for data collection. According to MBSE data (till block year 2019-2020), there are six high schools in Aizawl city namely, Govt. Mizo HS, Govt. Zemabawk HS, Govt. KM HS, Govt. Central HS, Govt. Mamawii HS and Govt. Republic HS which are offering vocational courses at lower secondary level (see Table 3.3). Therefore these six schools were selected for initial investigation all under government management. The vocational education teachers in all of these schools were sampled on the basis of their availability.

Therefore in relation to the population there are two samples for the present study.

Sample1: A total of 94 secondary school students are sampled for the present study from four government schools which are Govt. Zemabawk HS, Govt. KM HS, Govt. Central HS, Govt. Mamawii HS. Govt. Mizo HS and Govt. Republic HS students could not be sampled due to their non-availability in post Covid-19 reopening of schools from March 2021. Further schools were again shut down from April, 2021 till date of final data compilation (See Table 3.4).

Sample 2: A total of 14 secondary school teachers are sampled for the present study belonging to the government schools and an industrial training institution. Also some teachers were purposively interviewed from private schools as well to know about their experiences about status of vocational guidance and counseling services at lower secondary level (See Table 3.4).

Table No. 3.4

Distribution of Sample in terms of Students and Teachers

Name of School Class No. of Students Sampled Vocational Course No. of Teachers Sampled Vocational Course Govt. KM HS X 15 IT/ITES, Automotive 2 IT/ITES, Automotive Govt. Zemabawk HS X 27 IT/ITES 1 IT/ITES Govt. Central HS X 19 Agriculture 1 Agriculture HS Govt. Mamawii HS IX 33 IT/ITES 2 IT, AMHF Govt. Republic HS 2 AMHF, IT Govt. Mizo HS 1 IT Holy Trinity School 1 IT Mice High School 1 - Govt. Industrial Training Institute 3 Plumber instructor, Stenography and Principal of Institute TOTAL 94 14 Source: Field Data

Sample 3: Further during data collection some academic and project officers under the Samagra Shiksha scheme were contacted through the technique of snowball sampling. This was done to extract further information about the status of the vocationalization of secondary education intervention of the scheme.

3.5 Tools and Techniques of Data Collection

To find out about the status of vocational guidance and counseling services under vocationalization of secondary education scheme following tools and techniques were used:-

- 1. Firstly a self-constructed questionnaire on vocational guidance and counseling services offered at secondary level of education in light of NVEQF (National Vocational Education Quality Framework) was constructed.
- 2. Secondly, a self-constructed questionnaire on 'Vocational Guidance and Counseling Needs' was made for Secondary School Students.



3. Lastly, a semi-structured interview schedule was prepared for secondary school teachers to find out the problems of vocational guidance and counseling services offered at secondary level of schooling. An un-structured interview was also conducted with some of the academic and project officers under the Samagra Shiksha. Both telephonic and face to face modes of interview were conducted based on the suitability for prevailing circumstances of covid-19 pandemic.

3.6 Method and Procedure of Data Collection

In the very beginning the investigator constructed the checklist; questionnaire and a semi-structured interview schedule mentioned as various tools and got its content validity approved through experts in the field of vocational education. Following is the description of all the tools and techniques used in the present study.

i. The Questionnaire in light of NVEQF, 2012

The checklist was approved by the experts for its content in the first draft itself comprising of 12 items. These items were made on the basis of provisions as mentioned in NVEQF (National Vocational Education Quality Framework), MHRD, GOI, 2012. A sample of checklist is attached vide Appendix I.

ii. The Questionnaire for vocational guidance and counseling needs

A questionnaire was constructed to know about vocational guidance and counseling needs of secondary school students was made. The first draft of the questionnaire was constructed after review of related literature comprising of 33 items on vocational guidance and 23 items on vocational counseling services at secondary level of schooling. The first draft of questionnaire was sent to experts in the field of education in general and vocational education in specific through google form. They were asked to respond against each item by ticking against 'highly valid', 'valid' or 'not valid' option. 16 experts responded upon the validity of items. Based on the feedback of the experts final draft was constructed discarding maximum not so valid items. The final draft comprised of 22 questions on vocational guidance and 10 items on vocational counseling services at secondary level of schooling. The final form of the questionnaire consisting of 32 statement items was administered on 114 secondary school students. The instructions to respond the questionnaire were clearly specified to the students. Also the respondents were given enough time to provide their responses. Almost all questions were to be answered in Yes/No format except few of open-ended types. A sample of the questionnaire is attached vide Appendix II.

iii. The Semi-structured Interview Schedule

Also a semi-structured interview was constructed to know about the status and problems of vocational guidance and counseling services at lower secondary level of schooling. The first draft of the interview was constructed after review of related literature comprising of 27 items on status and problems of vocational guidance and counseling services at secondary level of schooling. The first draft of questionnaire was sent to experts in the field of education in general and vocational education in specific through Google form. They were asked to respond against each item by ticking against 'highly valid', 'valid' or 'not valid' option. 16 experts responded upon the validity of items. Based on the feedback of the experts final draft was constructed discarding maximum not so valid items. The semi-structured interview in its final form comprised of 14 questions where 10 questions were on status and rest 4 on problems. The interview was conducted with14 secondary school teachers. The teachers were requested of their time and the purpose of the study was adequately explained. Also some telephonic interviews were conducted with teachers when they were not able to provide time in schools. A sample of the semi-structured interview is attached vide Appendix III.

The whole data was collected in the month of March, 2021 (session 2020-2021 for Class IX & X) when schools were reopened almost after a year due to Covid-19 pandemic.

iv. The Un-structured Interview: The technique of un-structured telephonic interview was also used to extract further information from some of the Govt. officials under the Samagra Shiksha intervention of vocationalization of secondary education.

3.7 Statistical Techniques for Data Analysis

The collected data was tabulated and was classified for quantitative and qualitative analysis carefully. The recording of responses of teachers and students were accurately done in statistical terms. Quantitative data is analyzed using appropriate statistical techniques such as percentages, measures of central tendencies. For qualitative analysis some basic statistics involving frequencies, percentages etc along with two important qualitative analysis techniques was used. Content analysis of open ended responses of the students & teachers and interview schedule were done for qualitatively analyzing their responses.



CHAPTER-IV

Data Analysis and Interpretations

The present study was undertaken to study the status and problems of vocational guidance and counseling services among secondary school students in Aizawl city. The prime objective of the study is therefore to study the current state of vocational education with special emphasis on guidance and counseling services for IXth & Xth grade government secondary school students. Sample of the study consists of 94 students (25 boys, 69 girls) from purposively visited secondary schools affiliated to MBSE (Mizoram Board of School Education) board. Also the primary sample comprised of 14 Vocational Education (VE) teachers (7 male, 7 female) from the government approved schools for offering VE at secondary level, a private school and an industrial training institute as well. Some academic and project officers under the Samagra Shiksha are also the sample of the study.

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This chapter mainly deals with analysis and interpretation of data regarding the status of vocational

guidance and counseling services at lower secondary education, problems faced by secondary schools in providing vocational guidance and counseling services to secondary school students and exploring the vocational guidance and counseling needs of secondary school students in Aizawl city. Therefore the chapter is divided into following sections:

- 4.1 Status of the vocational guidance and counseling services at secondary level of education in Aizawl city.
- 4.2 Vocational guidance and counseling needs of secondary school students in Aizawl city.
- 4.3 Problems faced by secondary schools in providing vocational guidance and counseling services to secondary school students of Aizawl city.
- 4.4 Suggestions of measures for proper implementation of vocational guidance and counseling provisions at secondary level of education.
- 4.1 Status of the vocational guidance and counseling services at secondary level of education in Aizawl city
- 4.1.1 Semi-structured Interview with secondary School teachers

To find out the status of the vocational guidance and counseling services at secondary level of education in Aizawl city, a semi structured interview was conducted with the secondary teachers who were appointed for vocational education subject. Under the Samagra Shiksha, vocational education is offered as the 6th subject from 9th to 12th grade which is an optional paper. Altogether there are 36 appointed teachers under the Samagra Shiksha in Mizoram with on average 1 or 2 teachers in each school offering vocational education. Present information was collected from 14 teachers out of which one was also principal of the vocational institute in Aizawl city.

Table 4.1 shows the number of appointed teachers in each of the sampled school

Table No. 4.1

No. of appointed teachers for Vocational Education

School No. of appointed Teachers in various Vocations IT/ ITES Automotive Agriculture AMHF Stenography/ Plumber instructor Total Sampled Teachers (14) Govt. KM H/S 1122 Govt. Mamawii H/S 1122 Govt. Central H/S 111 Govt. Zemabawk H/S 111 Govt Mizo H/S 221 Govt. Republic H/S 1122 Holy Trinity H/S 111 Mice H/S 01 Industrial Training Institute, ITI Veng 24243 Source: Field Data

Table No. 4.2

Teachers' responses on status of vocational guidance and counseling services at lower secondary level

Questions of the semi-structured interview Vocational Subjects(IT/ITES, Automotive, Agriculture, AMHF, Stenography & Plumbing Trade) Who is appointed at lower secondary level for providing vocational guidance to students and how many teachers are taking care of vocational education at your school? All teachers including principal (14) informed that every school has been assigned to appoint dedicated teachers for approved vocations with assigned qualification of teachers under the national policy of vocationalization of secondary education. They provide vocational guidance to students



according to the intervention of vocational education (VE) for grade IX-XII under the aegis of Samagra Shiksha scheme of GOI since 2015 in Mizoram. VE at grade IX-X is treated as Level 1 and is continued at grade XI-XII as Level 2. Regarding no. of appointed teacher see Table 4.1 Do students visit you for vocational guidance and counseling? All teachers including principal informed that students often visit them apart from regular classes for seeking information on vocational courses. Since under Samagra Shiksha VE is more prioritized for Children with Special Needs (CWSN), girl child students and students who are not much scholastic in normal academic course were given top priority to join Vocational Education, it is often they who seek guidance and counseling in this. Do you think that pupil take the vocational curriculum seriously? Almost all teachers, including principal (11) agreed that students take the vocational curriculum seriously and treat it equal to other general subjects; they are interested and feel it important for their career. However few teachers (3) felt that many students lacks interest and only 50% of them are really serious about the course. They compromise with interest, the major reason being it an additional subject. Do the students receive upto dated information regarding recent fields in vocation? Almost more than half teachers including principal (8) agreed that student received latest information and training about vocations. The syllabus is regularly updated and they are following, up to dated syllabus prescribed by PSSCIVE, Bhopal (2019) for Govt. schools and NCVT (National Council for Vocation Training) affiliated trade for the institute (2014 regulation). But rest teachers (6) felt that there is a need to update syllabus, especially needs some alteration regarding addition of some information about injector in automobile courses, updating in agriculture courses and in vocational subjects of IT/ITES English language needs to be dropped as there is separate English subject in general courses and this affects their matriculation results. Also most students considered vocation of subsidiary value. Also one teacher of Apparel course mentioned since the course is designed by PSSCIVE, Bhopal containing salwar, saree etc as garment designing; it is not relevant to Mizoram as it is not the dress code for Mizos. Do you face difficulty on getting permission from industries, institutions in case of field visits? Majority of teachers (10) reported that field visits for students is not possible due to problems related to school and industries. Only 2 teachers from KM H/S informed that it is easy to get permission from respective institutions and industries in case of automative trade and IT/ITES. For IT/ITES the field visits are at NIELIT generally. Another 2 teachers including principal of industrial institute informed that they visited Tuirial Hydel Project and performed excursion in Kolkata (Plumbing trade). Are there any shortages in financial funds from the Government for conducting vocational courses? Out of all teachers only 5 Govt. school teachers, namely Govt. KM, Mizo and Mamawii and Zemabawk H/S reported that they received adequate fund from the government. They belonged to trade of IT/ITES and Automotive. 4 teachers from Govt. Republic, Mamawii & Central H/S reported that they don't receive adequate funds as it is not sufficient for the vocational trade they offer viz. AMHF & Agriculture. Rest all 5 teachers from private schools and vocational institute said that they do not receive any fund from government under Samagra Shiksha. However, the principal of industrial institute informed that for training material, there is insufficient fund. Mizoram Council for Vocation Training (MCVT) provides us funds but do not meet the needs. Plumbing instructor informed that there are problems in buying trainee materials as our course is mainly on practical basis. There is shortage of consumable material for trainee learning material. There are lots of facility requirements but the govt. did not meet any. Do you need more fund for vocational training? Most govt. school teachers reported that at present sufficient fund is available but they would like to get more funds for maintenance of computers, up-gradation of equipments and laboratories, as per the prescribed manual of course. But few govt. school teachers think that more fund is required for automotive practical and on the spot analysis. However, all 5 teachers from private schools and vocational institute said that they need lot of fund for buying equipments, some computers need their repairing, up-gradation of equipments and infrastructures. Does your school provide good quality of laboratory for vocational practices? Except for 1 govt. school, laboratories are still under construction in all govt. schools. Only in i.e. Govt. Mamawii school, IT/ITES teacher reported that there is high quality lab and the computers are in good condition in their school. Even in 1 private school condition of computer lab is good. As far as industrial institute is concerned the quality of laboratory is not satisfactory. A teacher there informed that since 2013, nothing is upgraded and renovated. Overall all teachers are not satisfied with the current status of laboratories and equipment of various vocations. Are you aware of NVEQF (National Vocational Education Quality Framework)? Only 3 teachers, 2 from KM H/S and Republic H/S and 1 from industrial institute were aware of NVEQF. Majority of teachers are not aware of NVEQF. Are you aware of a nationwide programme called NISHTHA (National Initiative for School Heads and Teacher Holistic Advancement) with regard to Pre-Vocationalization module and Vocationalization of Education? Did anyone from school participate in any workshop (NISHTHA) held 2019 in Mizoram? None of the secondary school teachers are aware of NISHTHA program nor were they part of any workshop related to it. According to Samagra Shiksha portal (samagramizoram.nic.in/page17.html) NISHTHA training in Mizoram commenced from 25th November, 2019 inaugurated by Hon.ble Minister, School Education. As per PAB 2020-2021, in-service training for 2255 Elementary School Teachers, 2818 Secondary School Teachers and 29 Resource persons & Master Trainers were approved. NISHTHA is another intervention under Samagra Shiksha and Vocational Education; however they share common objectives at different level of school education. Source: Field Data



Table 4.2 depicts teachers' views about the status of vocational education in terms of vocational guidance and counseling services. As perceived by maximum percent of teachers that they are involved in providing vocational guidance and counseling services to students. In all government high schools almost all students are taking vocational education as their 6th paper. All teachers have perceived the shortage of funds and facilities in various vocations approved with the schools and they feel the need of more funds and facilities. The students find vocational course beneficial in general but they feel more secure to pursue general education in comparison to it as they are not very sure of future prospects of the vocational knowledge. Since under Samagra Shiksha Vocational Education (VE) is more prioritized for Children with Special Needs(CWSN), girl child students and students who are not much scholastic in normal academic course were given top priority to join VE, it is often they who seek guidance and counseling in this. Very limited number of students pursuing vocational courses wants to continue it further as it is treated as subsidiary subject.

4.1.2 Questionnaire on provisions mentioned in NVEQF, 2012

To dig in further about the status of vocational services and teachers' awareness on the same a questionnaire was constructed on the basis of provisions mentioned in NVEQF (National Vocational Education Quality Framework), MHRD, GOI, 2012. Teachers from six sampled Govt. schools, one private school and one industrial institute were asked regarding important provisions as depicted in Table 4.3.

Table No. 4.3

List of provisions on vocational guidance and counseling services offered at secondary level of education in light of NVEQF (National Vocational Education Quality Framework)

S/N Items of Questionnaire Responses of Teachers 1 Availability of trained vocational teacher at secondary level Almost all teachers were aware of this clause under NVEQF, and almost all teachers from the sampled school said that it is fulfilled except for 2 govt. and 1 teacher from industrial institute 2 Availability of workshop Only 2 govt. school and 1 industrial institute teachers said there is availability of workshop area. Other teachers denied its availability as it is under construction or never used in curriculum 3 Availability of library books on vocational education Only 1 govt. school and 1 industrial institute teacher mentioned about the availability of the library books on vocational education and rest 6 school teachers mentioned that adequate books aren't available 4 Availability of syllabus for prescribed vocations All govt. school teachers informed that they are following the syllabus made by PSSCIVE Bhopal for the approved vocational subjects. The private and industrial institute teachers also agreed about the availability of syllabus for vocational subjects 5 Is there student manual, trainers quide, training manual and multimedia package & e-material developed by school board/technical board? All teachers agreed on availability of student manual, trainers guide, training manual and multimedia package & ematerial developed by school board/ technical board. For govt. school courseware is designed by PSSCIVE Bhopal and for industrial institute is approved under Craftsmen Training Scheme (CTS), Ministry of Labour & Employment, Government of India. However for private schools it was not mentioned. 6 Is vocational guidance & counseling cell functional in the school? All teachers agreed that there is presence of vocational guidance & counseling cell/body and they are part of it. The govt. school teachers said that it is responsibility of school to provide mentoring and dedicated guidance and counseling to students. 7 Is making of Sector skill council (SSC) with representative from industry and employers developed by school board or technical board done? All govt. school teachers agreed that they have heard of sectors of various approved vocations but except one of them none of them were aware whether any of Sector skill council (SSC) with representative from industry and employers developed by school board or technical board in Mizoram. 8 Is national certificate for work preparation (NCWP 1 & 2) issued by school board/ technical board or SSC? Only 3 teachers 2 from govt. and 1 from industrial institute knew about NCWP. Rest 5 teachers are not clear about this provision. 9 Is recognition of prior learning (RPL) done at elementary level of V to VIII issued by school board/technical board or SSC? Only 2 govt. school teachers were aware of the provision of RPL but did not ever participate in the process. Rest all teachers are not aware of this provision. 10 Is industry engagement done and are skill knowledge providers (SKPs) from industry are available? All teachers mentioned that there is no availability of SKPs from industry for students during their course. 11 Is teachers' qualification specified by school board/ technical board? All teachers agreed that teachers' qualification is already specified by school board but teacher from industrial institute mentioned it is specified by National Council for Vocational Training(NCVT) 12 Is the developed curriculum aligned with credit framework i.e. equivalent level of education for a particular level of skill competency? 6 teachers agreed with the provision except for 1 govt. school teacher who said that they are not aware of any credit framework of the vocational curriculum. 13 Is the credit transferred from equivalent program/ degree? Most teachers except for 1 govt. school teacher are not aware of the provision of credit transfer from equivalent program/ degree.

Source: Field Data



The Table 4.3 above reflects teachers' view on various aspects of vocational guidance and counseling services under the provision of vocational education framework, (NVEQF), which is subsumed in National Skills Qualifications Framework (NSQF). It is clear that teachers are aware very little about various provisions laid down by NVEQF. Although they are teachers of vocational education, they are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes except for industrial training institutes (ITIs) and poly techniques. Guidance and counseling services are not adequate according to standard norms mentioned in vocational curriculum framework

4.1.3 Telephonic conversation with some Govt. officials under SCERT, MBSE & Samagra Shiksha

Furthermore a Lecturer at SCERT, academic officer at MBSE and project officers under the Samagra Shiksha, Mizoram were contacted and telephonic conversations were conducted with them to get further information on status of vocational education. Following is the extract of important part of the conversations which threw some more light on the status of vocational guidance and counseling services at secondary level of education.

4.1.3.1 Conversation with Vocational Education Lecturer, SCERT, Mizoram

As reported by the official, in the beginning SCERT was taking care of vocational education under the centrally sponsored scheme way back in 1988 as per the recommendations of National Policy of Education (1986). After that in number of higher secondary schools vocational teachers were employed but in between 2000-2010 the scheme ended. At that time all vocational teachers were provided salary by SCERT. Later School Education Department under Mizoram State Government took over some 50-40 teachers as contract employees. The current year (2021) might be the last year of their contract and they are now regularized. The department is taking care of organizing TET (Teacher Eligibility Exam) and teacher appointment at school level. As per the latest National Education Policy (NEP), 2020 the department is the new academic authority of vocationalization of secondary education.

4.1.3.2 Conversation with Academic Officer, Scheme of Examination, MBSE

The official shared that the role of MBSE is mainly to conduct theory examination of vocational courses just like MBSE board examination. Since 2015-16 MBSE is conducting these examinations. We are having more schools now at secondary level than higher secondary level. Generally schools are chosen in such a way that both secondary and higher secondary offering the same vocations are placed in same locality or same school with higher secondary classes so that vertical entry from level 1 at secondary level to level 2 at higher secondary level is facilitated. Otherwise student may fail to continue with the vocational course owing to difficult circumstances like distance of school, lack of teachers' motivation and interaction with peers. Therefore in the chosen schools almost all students are enrolled in the vocational subject; however it is still kept as their optional 6th subject excluding the five core paper at secondary level. A similar attempt is being tried at higher secondary level in Arts stream where the vocational course is introduced as 4th subject after three core subject. Here also it is kept as optional so that student still have the freedom to continue their general academic line of education, if they are not interested to pursue vocational courses in higher education. This is also a big lacking as the options for vertical entry as envisaged in NVEQF are very limited in Mizoram. Initially some deficit schools like Helen Lowery, Saint Paul were also offering vocational education at higher secondary level in IT/ITES but they may drop due to wastage and stagnation problem. The students may not find vertical entry in the state and hence most probably would not like to continue with the course. The syllabus and courseware is decided by central government. PSSCIVE (Pandit Sunderlal Sharma Central Institute of Vocational Education), Bhopal is the institute deciding the trades for vocations and design curriculum. Presently in Mizoram six vocational trades have been approved. The examinations are conducted by MBSE with class X & XII board examinations with 2 approved job roles at each level. The students need to pass the level 1 examination to get admitted to level 2. The theory end-term exam is of 30 marks which we conduct and practical exams are conducted by external examiners appointed by the approving authority. The question paper for theory exam is decided by MBSE. The mode of examination is of course face to face but since last year due to prevailing Covid-19 pandemic permission for online practical viva is granted and this year it has been already conducted using Google meet platform. Theory exams were conducted however in both offline and online mode. The latest data pertaining approved trades with schools, total students enrolled, appointment of teachers under vocational trade and fixation of salary is taken care by Directorate of School Education, Govt. of Mizoram. The directorate identifies schools where they can put the approved vocational subjects. Not all schools are suitable for offering all vocations. There are several limitations as per approved by the ministry norms like availability of instructors, vertical mobility, availability of industries to absorb the eligible students and many more. The directorate is being funded under the Samagra Shiksha scheme and they have a dedicated website also where all the latest data related to the various interventions of the scheme are updated. Mizoram



government is doing everything with regard to vocationalization of school education in compliance with NVEQF and the governing central authority PSSCIVE, Bhopal.

4.1.3.3 Conversation with Deputy State Project Director, Samagra Shiksha, Directorate of School Education, Mizoram

As per NSQF and ministry guideline the scheme of vocationalization of secondary education is introduced in class IX-X. In Mizoram we introduced the scheme only in government schools where enrolment is better, for e.g. where it is more than 60. In hilly areas, population is very scarce, in every town and village so all schools are not chosen. We have introduced one or two trades in those selected secondary schools as per MHRD norms. Till now at secondary and higher secondary level we have introduced it in around 40 schools all over Mizoram. In some schools we introduced IT/ITES and health care and in some schools we have introduced agriculture, apparel made ups. Now health care is only offered at higher secondary level, not any more at secondary level. So this year we are asking another trade, may be beauty and wellness to replace it. However, we cannot introduce any native trade ourselves because all the courses are approved by concerned skill council and PSSCIVE, Bhopal. The courseware which is approved by PSSCIVE, only that can be used for classes IX-XII.

It is not that courses are more organized at higher secondary level, it is done in the same way at secondary level from 2013-14, as per the ministry guidelines, we have started only from class IX and then further to higher classes as one cannot jump to a level without completing the prior level. One important suggestion in this regard is that for completion of higher levels, more courses needs to be approved at college and university level in B.Voc. (Bachelor of Vocational Education), like IT, Automotive, Apparel, made ups and home furnishing also called garment designing, beauty and wellness which include knowledge of spa & massage therapies. It is always better to introduce B.Voc. courses that are being offered at secondary levels, and not just anything randomly i.e. the bottom up approach of offering courses which is already offered at the lower classes and not just any course from higher classes. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. If this is done then a student who completes level 1 and 2 successfully has a chance of vertical mobility in higher education as well if he/she is wish to continue. Universities should take this point under consideration and facilitate the process. Since there are six trades approved by ministry which runs through class IX to XII since 2013-14, so if same trade can be continued in Mizoram University then that will be a very good initiative to strengthen vocational education. Now we have students pursuing one of the six approved trades, so after class XII, if university does not have same B.Voc. courses, students do not have any vertical mobility. The university right now is offering only B.Voc. courses in Agriculture and Handloom weavers which is quite inadequate to accommodate the class XII pass outs. B.Voc. (Handloom weaver) course however is offering garment designing and has a overlapping with apparel and made ups vocational course as tailoring is part of it. We are asking trades from ministry not randomly, but where we can find the instructor easily. We cannot introduce automotive course in villages because the required qualification of instructor is B.Tech. or B.E. (Mechanical) and it is not possible to get the desired qualification in villages especially. Similarly in agriculture/horticulture the desired qualification is B.Sc. (Agri.) and in villages it is a difficult to get instructors. Here in Mizoram IT/ITES is being offered in many schools as the qualification is BCA and since we have NIELIT (National Institution of Electronics & Information Technology) and other institutions we have so many instructors. Another course which is mostly offered is Health Care because GNM Nursing is the eligibility i.e. trained nurses are also eligible to be an instructor for the course, and in Mizoram they are available. We are asking Beauty and Wellness this year because we have women poly techniques in Durtlang. They are producing trained persons and also for garment designing the polytechnic college is preparing instructors.

Since in Mizoram the chances of vertical mobility in the field of vocational education are limited, Mizoram government has decided to offer Vocational Education as an additional subject at secondary level. Additional means after taking compulsory three core courses, students can take it as their 4th subject at +2 levels in Arts stream. They can take the trade which is being offered in their school. In most of the school students are taking IT/ITES as 4th subject. This provision is made so that if the student is not having any possibility to continue with the vocation they still have a chance to study B.A. (Education, Political Sc.etc). Since we see there is no preparedness at college/university level as the desired trades are not available in B.Voc. programmes, student must still should be able to continue his study in general academic line. So lot of experimentations are being done as in each higher secondary stream it is not easy to accommodate all vocations easily. And as per the NSQF we need higher education institutions to offer M.Voc. and Ph.D. programme as well, it is long way when we get highly organized hierarchy of vocational education levels at different level of education. Right now the utmost priority is the need of continuing Bachelor degree programs in the centrally approved trades of Mizoram which can happen only in collaboration and exchange of ideas in-between Mizoram Government & Mizoram University.

4.1.3.4 Conversation with Project Officer, Samagra Shiksha, Directorate of School Education, Mizoram



At present Mizoram has been approved to offer Vocational Education (VE) in six trades in 46 selected schools all over Mizoram. Maximum schools have been approved in Aizawl district. All selected schools are of government management. The six trades which have been approved are IT/ITES, Agriculture, Automotive, Health Care, Apparel Made-ups & Home Furnishing (AMHF) and Beauty & Wellness by the central government. It is implemented both at secondary and higher secondary level of education as Level 1 & Level 2 respectively. VE is optional and under this scheme the underprivileged, poor and those who are poor in their scholastic studies, are to be given priority so that they find some way of employment. Also those who drop out from school and could not continue their schooling after class X or XII are given benefit of scheme. As far as vocational guidance and counseling is concerned students are provided dedicated teachers for teaching and guidance. As per the latest NEP (2020), Vocational Education will be introduced in the elementary section starting from this academic year i.e. 2021-2022. However it will not be kept optional like at secondary level. The students at elementary level will be given the chance to explore in the field of vocational education so that they develop interest in it right from elementary stage. Local craftsman, local artisans will be providing them knowledge and training. Before Samagra Shiksha scheme the vocationalization of secondary education was undertaken by RMSA (Rashtriya Madhyamik Shiksha Abhiyan), launched in 2009 after a good response to SSA, launched in 2001. The scheme of vocational education and how it was carried was very much the same in Samagra Shiksha as it was in RMSA. From the very beginning in Mizoram SCERT (State Council of Educational Research and Training) undertook the vocational education campaign under the centrally sponsored scheme but it was implemented and vocational courses started only at higher secondary level. After the launching of RMSA it then covered all classes of secondary level i.e. from class IX-XII. This scheme of vocationalization of secondary education has been under the umbrella of RMSA since then and in Mizoram it started from 2012. The scheme has been stopped by the Ministry of Education for a while, but after that the scheme is implemented again from the year 2015-16 under Samagra Shiksha covering Classes IX-XII of lower and higher secondary level. So since then few batches have passed out starting from class IX. The scheme has been implemented so that the mission of univesalization of education could be seen in the field of vocational education. If the student could acquire certification after proper examination, the certificate is approved in every part of the world. The certification is undertaken by Skill India. So in Mizoram the work in vocational education at secondary level is also happening in the way it is happening in the other parts of the country. Since the scheme of vocationalization of education is changing every now and then, with change in trades and norms, it is not smooth process to ensure getting things done. Mizoram would also like to go for some more trades which are aboriginal/native nature. The approved trades are good but the problem we are facing is that we do not have any kind of structures, industries or anything like that which can recruit the class XII pass out students. So in the minds of students there is always a doubt. This happens also due to ignorance or lack of good career or vocational guidance at early stages of education. The students therefore generally don't prefer to take up vocational education in school. All they are having in their mind is that they need to pursue general academic line only. So this is the basic tendency everywhere i.e. lacks of student motivation toward the course. Definitely they would like to get the benefit of the course if they are doing it, but due to limited benefits they don't go for it. So we are not having a good infrastructure, resources and industries to absorb them. Therefore, currently the scheme is targeting the under privileged, someone who are not good in general studies so that they can find a source of earning their living through vocational education.

4.2 Vocational guidance and counseling needs of secondary school students in Aizawl city

In order to know about vocational guidance and counseling needs of secondary school students in Aizawl city a questionnaire was prepared for students of class IX & X and purposefully data was collected from Govt. school students where vocational education is offered. The data collection was only possible in the month of March, 2021 when secondary schools were opened for face-to-face mode of teaching-learning process during post Covid-19 times. However students from Govt. Mizo and Republic H/S could not be reached due to their non-availability owing to class engagements in the limited time period of March 2021 when schools were opened for a short while and closed again in April, 2021. So finally data could be collected only from students of four Govt. schools and of Aizawl city out of population of six schools. The distribution of sample with respect to gender is depicted in Table 4.4

Table No. 4.4

School wise distribution of sampled students (Session 2020-2021)

Name of School& Total students (IX-X) Sampled Class No. of Students Sampled Gender Vocational course offered Boys Girls Govt. KM HS (T=274; B=123, G=151) X 15 5 (4 Automotive, 1 IT/ITES) 10 (IT/ITES) IT/ITES, Automotive Govt. Zemabawk HS (T=258; B=116, G=142) X 27 12 15 IT/ITES Govt. Central HS (T=241; B=95, G=146) X 19 8 11 Agriculture Govt. Mamawii HS (T=189; B=0, G=189) IX 33 - 33 IT/ITES Govt. Mizo HS (T=729; B=327, G=402) - - - - IT/ITES Govt.



Republic HS (T=190; B=87, G=103) - - - - IT/ITES, AMHF Total Frequency 25 69 Percentage 26.6% 73.4% Source: Field Data

Note: T=Total, B=Boys, G=Girls (Source: tist.mizoram.gov.in/public/schools/)

A reference to Table 4.4 shows that more girls (73%) and fewer boys (27%) are enrolled for vocational courses in the sampled school. Among all the schools Govt. Mamawii H/S is a girls' school and all its students are taking vocational course of IT/ITES. Rest all schools and institute is co-educational. In Govt. Zemabawk and Govt. Republic H/S also all students are taking vocational education. In Govt. Zemabawk school all students are taking IT/ITES and in Govt. Republic all boys are takingIT/ITES and all girls are taking AMHF. However few students have dropped by end of the course. Unlike the aforementioned government schools, in Govt. KM, Govt. Mizo and Govt. Central high schools only interested students are opting for vocational courses. In Govt. KM H/S only few boys are taking automotive course and few boys & girls are taking IT/ITES. Similarly in Govt. Mizo H/S due to its large strength more than 100 students were enrolled in IT/ITES course but in current session of class X nearly 50, half of them continued the course. Also in Govt. Central school only interested students both boys and girls have enrolled for agriculture vocational course. As already mentioned due to non-availability of students in Govt. Mizo and Republic H/S, they are not sampled in the current data.

Following is table wise analysis of student's responses for each item of the questionnaire

Table No. 4.5

What kind of vocational programmes are offered at your school?

Vocation/Trade Frequency Percentage Agriculture 19 20.21% Automotive 4 4.25% IT/ITES 71 75.53% Total 94 100% Source: Field Data

The table above shows that maximum students in Govt. schools are pursuing IT/ITES vocational course and approximately 4 % of them are pursuing automotive course.

i) Questions related to vocational guidance

Table No. 4.6

Are you enrolled in any of the vocational course being offered at your school?

Response Frequency Percentage Yes 94 100% No 0 - Source: Field Data

The table above shows that all the students are taking vocational subject offered at their school.

Table No. 4.7

Response Frequency Percentage Yes 71 75.5% No 23 24.4% Do you need vocational guidance in school besides your regular class?

Source: Field Data

The table shows that almost 76% of students feel the need of vocational guidance at school and remaining 24% of students do not feel the need of vocational guidance besides regular classes of school subjects.

Table No. 4.8

Do you think your vocational courses will lead you to find a suitable job that suits your ability?

Response Frequency Percentage Yes 89 94.6% No 5 5.31% Source: Field Data

The table above shows that a majority of 95% of students believe that the vocational course they are enrolled in will help them to find suitable job opportunity in future if they take it further in higher studies. Remaining 5%, maximum of them being from agriculture vocation did not think in the same line.

Table No. 4.9

Do you receive sufficient education and training for the vocational course?

Response Frequency Percentage Yes 71 75.5% No 23 24.4% Source: Field Data



The table above shows that nearly 76% of students felt that they are satisfied with the vocational education and training in their respective vocational courses. However nearly 24% of them believed that they are not receiving sufficient education & training, also no adequate guidance and counseling is being provided. It was important to note that most of the respondents were from Govt. Mamawii School for IT/ITES course. Few students of agriculture were also not much satisfied.

Table No. 4.10

Do you have trained teachers with necessary skills required for your vocation?

Response Frequency Percentage Yes 90 95.7% No 4 4.25% Source: Field Data

Majority 96% of students responded that they have well qualified trained teachers for their vocational subjects, majority of them being from IT/ITES and automotive course. Exceptionally nearly 4% of them did not think so. Again all of the respondents belonged to agriculture vocation.

Table No. 4.11

Does the school provide sufficient equipments and infrastructure for various practical lessons?

Response Frequency Percentage Yes 73 77.65% No 21 22.3% Source: Field Data

The above table suggests that majority of students (78%) think that school provides sufficient equipments and infrastructure facilities for practical lessons. However, almost 22% of them felt that the school facilities are inadequate. Most of unsatisfied students belonged to Govt. Mamawii School for IT/ITES. Also four students from automotive and agriculture also felt that there is lack of infrastructural facilities for practical lessons.

Table No. 4.12

Do you feel the need to suggest ways and means to strengthen vocation based courses in Mizoram?

Response Frequency Percentage Yes 75 79.78% No 19 20.21% Source: Field Data

Almost 80% of students agreed that they feel the need of strengthening vocation based courses in Mizoram to generate more job opportunities but 20% of them did not feel the same.

Table No. 4.13

Do you need adequate vocational seminar, career talks and guidance services to help you to choose appropriate stream and career of your choice in future?

Response Frequency Percentage Yes 85 90.42% No 9 9.57% Source: Field Data

A huge majority of students (90%) said that they need adequate vocational seminars, career talks and guidance services to help them choose appropriate stream and career in future but remaining 10% did not think so.

Table No. 4.14

Is there any need for upgrading equipments of your vocational practice?

Response Frequency Percentage Yes 65 69.1% No 29 30.85% Source: Field Data

The above table suggests that 69% of students mentioned the need of upgrading equipments of vocational courses meant for practical work. The rest 31% did not mentioned the need of upgrading practical equipments.

Table No. 4.15

Do your teachers take you out to field visits, field work or industrial visit?

Response Frequency Percentage Yes 25 26.59% No 69 73.40% Source: Field Data

The above table shows that only 27% of students mentioned that in their vocational courses the teachers take them to field/industrial visits and field work. Rest 73% of students mentioned that they never visited field or industries. Especially in automotive and agriculture vocational courses were field visits are compulsory, this provision is missing. As far as IT/ITES practical classes are concerned students are pretty satisfied with the computer facilities in the laboratories.



Table No. 4.16

Is the duration of vocational training enough for you to acquire the desired skills?

Response Frequency Percentage Yes 49 52.12% No 45 47.87% Source: Field Data

In response to the above question almost half of them (52%) felt that the duration of training is enough for them to acquire practical skills but the rest other half (48%) felt that the duration is not enough for them, belonging from all vocations.

Table No. 4.17

Is there a need to change vocational practical in accordance with vocational theory?

Response Frequency Percentage Yes 31 32.97% No 63 67.02% Source: Field Data

Only 33% of the students felt the need of changing vocational practical in accordance with the theory and they belonged to all the vocations. However majority of them (67%) of them did not felt to change the vocational practical aspect of vocational education.

Table No. 4.18

Is there any problem in your school's vocational lab?

Response Frequency Percentage Yes 24 25.53% No 70 74.46% Source: Field Data

Again in response to above question only 26% of students felt that there are problems in the vocational laboratories meant for practical. Remaining 74% think that there are no problems in the vocational labs.

Table No. 4.19

Do you face difficulty in finishing the whole vocational syllabus before examination?

Response Frequency Percentage Yes 46 48.93% No 48 51.06% Source: Field Data

In response to the above question the table above shows that again half of the majority (49%) felt that they face difficulty in completion of course before examinations. Although due to current pandemic situation their responses could be affected due to shutting down of schools and regular face to face mode classes. However another half (51%) of them did not feel the same.

Table No. 4.20

Does your school offer a high quality of vocational training?

Response Frequency Percentage Yes 61 64.89% No 33 35.10% Source: Field Data

The table above shows that 65% of students agreed that their school/institute is offering a high quality vocational training. But 35% of them also felt that the quality of training is not satisfactory. The students belonged to all the vocational courses.

Table No. 4.21

Is there an opportunity for continuous skill up gradation at your school?

Response Frequency Percentage Yes 44 46.80% No 50 53.19% Source: Field Data

The table above shows that nearly 47% of students agreed that they are given opportunities for continuous up gradation in their vocational skills but the other half majority (53%) felt just the opposite.

Table No. 4.22

Is there sufficient number of library text and reference books on vocational courses?

Response Frequency Percentage Yes 55 58.51% No 39 41.48% Source: Field Data

The table above shows that almost more than half of students (59%) mentioned that there are sufficient number of library text and reference books on vocational courses but the other half (41%) were not satisfied with the available text and



reference books on vocational education in the school library.

Table No. 4.23

Do you feel that more importance to arts-based vocations should be given?

Response Frequency Percentage Yes 61 64.89% No 33 35.10% Source: Field Data

On being asked that whether arts-based vocations like painting, crafts, handloom etc should be given more importance, the above table shows around 65% of students wanted so and the remaining 35% did not felt so.

Table No. 4.24

Do you feel that more importance to technology-based vocations should be given?

Response Frequency Percentage Yes 76 80.85% No 18 19.14% Source: Field Data

Upon asking a similar question like the last one, regarding the importance of technology-based vocations almost 81% of students felt that more weightage should be given to them, but the rest 19% of students did not feel the same.

ii) Questions related to vocational counseling

Table No. 4.25

Have you ever been to a vocational counselor?

Response Frequency Percentage Yes 38 40.42% No 56 59.57% Source: Field Data

The above table depicts that only 40% of students mentioned that they went for vocational counseling to a counselor. Remaining majority of 60% did not receive any counseling.

Table No. 4.26

Do you often need to consult someone to clear your doubts about various professions and occupations you can select in your future?

Response Frequency Percentage Yes 46 48.93% No 48 51.06% Source: Field Data

Around 49% of students feel the need to consult someone to clarify their doubts related to vocational education and its future prospects but the remaining 51% did not feel the same.

Table No. 4.27

Do your teachers sensitize you about unemployment problem the youth are facing today?

Response Frequency Percentage Yes 82 87.23% No 12 12.76% Source: Field Data

A huge majority of students (87%) said that their teachers are sensitizing them about unemployment problems in the state and informing them about possibilities of employment in their vocational fields however, remaining 13% of them did not mention so.

Table No. 4.28

Do you prefer vocational education over general academic education for yourself after the completion of class X?

Response Frequency Percentage Yes 49 52.12% No 45 47.87% Source: Field Data

The table above indicates that around 52% of students prefer to continue with vocational stream after completion of class X but another 48% of students wished to continue with general academic education.

Table No. 4.29

Do you feel the need for carrying up vocational courses in the future?

Response Frequency Percentage Yes 89 94.6% No 5 5.31% Source: Field Data

On being asked a similar question that whether students feel the need to carry on with vocational courses in future studies, a huge majority, almost 95% of them wanted so. Only 5% of students did not want to carry on further education



with their vocational course.

Table No. 4.30

Do your teachers provide information about part-time and self-employable jobs?

Response Frequency Percentage Yes 47 50% No 47 50% Source: Field Data

The above table shows that half majority of students (50%) said that their teachers provide information about part-time and self-employable jobs but the other half (50%) did not think so.

Table No. 4.31

Response Frequency Percentage Yes 59 62.76% No 35 37.23% Are you aware of different careers open to you after your completion of the secondary level?

Source: Field Data

The above table shows that nearly 63% of the students are aware of different career options available after completion of class X but 37% of students are not aware of the career options.

Table No. 4.32

Are you afraid of going for getting vocational counseling/advice from counselor/teachers due to lack of privacy?

Response Frequency Percentage Yes 55 58.51% No 39 41.48% Source: Field Data

The above table shows that nearly 59% of students responded that they fear getting counseling due to lack of privacy but the rest 41% did not feel the same fear.

Table No. 4.33

Do you have an opportunity to give teacher's feedback during your vocational courses?

Response Frequency Percentage Yes 49 52.12% No 45 47.87% Source: Field Data

The above table shows that shows that nearly 52% of students responded that they have freedom to give feedback regarding vocational course to their teachers but the rest 48% responded that they are not given opportunity to give feedback.

Table No. 4.34

Do you think that the knowledge you received at secondary level is sufficient for your vocational course?

Response Frequency Percentage Yes 58 61.7% No 36 38.29% Source: Field Data

According to the above table it is shown that nearly 62% of students feel that knowledge they receive at secondary level about their vocational course is quiet sufficient for them but the remaining 38% of them did not feel the same.

4.3 Problems faced by secondary schools in providing vocational guidance and counseling

In order to know about the problems faced by secondary schools in providing vocational guidance and counseling services to secondary school students of Aizawl city, content analysis of open ended responses of students and teachers was done. The problems were studied under two heads stated as follows:

4.3.1 Problems faced by Secondary School Teachers

This section deals with responses of secondary school teachers to four questions related to problems faced by them in providing vocational guidance and counseling to students. Table 4.35 depicts their responses.

Table No. 4.35

Teachers' response to open-ended questions

S/N Items Responses of Teachers 1 What kind of problems are there in implementing vocational education? Following are the comments shared by some teachers. "Classes are taken once in a week and periods are very limited, VE are taken in the last period and students lose their interest, besides students staying at distant location are late to reach home and



most parents do not like it, so the students are the one who suffer" Comment from IT/ITES teacher in Govt. Mizo H/S: "We are not able to cover much syllabus as only two consecutive period are allotted once in a week for each of class IX & X. For class IX the classes are held on Thursdays and for class X on Fridays. Also it is in convenient because classes are held in last two periods only and student by that time lose their interest even if they are interested they get so tired after regular subjects. This is not a favourable circumstance to popularize the course. Therefore although all 125 students were enrolled in current session, some dropped by the end those who find it a burden to handle. In general all boys are very enthusiastic about the course. And all girls are enrolled for AMHF course where they learn about tailoring." Comment from IT/ITES teacher in Govt. Republic H/S "It is more effective to separate from other streams and learn it as mere vocation, as it is additional subject, theory is emphasized but practical is considered subsidiary, theory is also very limited in terms of class, equipment shortage and no appropriate awareness. Also no sufficient room, inadequate equipments and infrastructure, lack of proper awareness, emphasis on theoretical basis only are some other major problem. We have workshop with sewing machines only, funds fall short." Comment from AMHF teacher in Govt. Republic H/S "There is shortage of funds for buying learning materials and obsolete infrastructure and equipments and we receive low remuneration as compared to general teacher." Comment from a plumbing instructor in ITI "Shortages of funds and old equipments and infrastructure, renovation is done since 5 years ago and nothing is repair till then. Students cannot meet the desired learning goals." Comment from stenography instructor in ITI "Problems of obsolete buildings and infrastructure, more fund is needed for training material." Comment from Principal in ITI "Practical and workshop building needs to be established and they are still in progress." Comment from Automotive teacher in Govt. KM H/S: "Syllabus is very obsolete, outdated. It needs to be revised." Comment from IT/ITES teacher in Govt. Zemabawk H/S: "More funds are needed, equipments and infrastructure are obsolete and there is unavailability of textbooks for class 10." Comment from Agriculture teacher in Govt. Central H/S: Remaining teachers said that they are not facing any problem and are provided with sufficient material and infrastructure. 2 What kind of problems are there in workshops and laboratories that hamper smooth conduct of course? Following are the comments shared by some teachers. The teachers of Govt. KM H/S informed that labs are still in progress. The teachers of Govt. Mamawii H/S informed that they have high quality lab and the computer are in good condition but due to limited funding tools and equipments are not up to dated and needs to be upgrade as soon as possible. IT teacher of Govt. Zemabawk H/S informed that they do not have lab at present, but later laboratory will be needed for practical aspects. Similarly teacher of Govt. Central H/S informed that lab is not in good condition for performing practical of agriculture. Govt. republic H/S AMHF teacher said some equipments and machinery require high voltage of electricity and so they cannot be used. IT teacher from Govt. Mizo H/S said that many students share computer with their classmates and facilities are not good enough as the strength of students is huge. Hence, more printers, projector screens and computers are needed. However, the teacher from Holy Trinity private school mentioned that quality of computer lab is good and computers are in good condition. Finally the teachers and principal of industrial training institute said that the quality of labs is seriously not in a good condition. Since 2013, nothing is upgraded and renovated and there is no adequate infrastructure. 3 Is there any other specific problem you would like to mention? Teachers also shared some other problems with regard to vocational education. Some of the issues and concerns raised by them are as follows: "We do not receive sufficient funds from the government. Besides, we are not paid monthly remuneration but instead we are paid every three months and sometimes these cause problems in managing our lives." Issue raised by Automotive teacher in Govt. KM H/S

"We face serious problems in buying trainee materials as our course is mainly on practical basis. There is shortage of consumable material for trainee learning material. No funds were received from the government. There are lots of facility requirements but the govt. did not meet any. For training material, there are insufficient funds. Some programmes pertaining to NVEQF have been attended twice at Calcutta by IT institution but still needs more clarity." Issue raised by plumbing instructor in ITI "Private schools do not receive any funds from the government. Some share should be given to them." Issue raised by private school teacher

"Principal belongs to member of NISHTHA program but none of the teachers are part of it. Still we are very unclear on various provisions laid down for VE under the scheme." Issue raised by teachers of Govt. KM H/S 4 What are your suggestions for improving the quality of vocational education? All teachers came some productive and constructive suggestion which should be incorporated for better implementation of vocational education services at high school level. There suggestions are as follows: "Awareness about the importance of vocational education should be raised among the students at the earliest. In order to avoid loss of precious years, students need to make aware that vocational education can be learnt from secondary stage itself and not just at the completion of 12th standard. Also the teachers should try to orient the parents as well because they ignore vocational education for their children as they think that it is just a waste of time. Since they do not know much about the importance and advantages of vocational education and acquisition of skills they need to be targeted first. Lastly diversification of vocational education is important for diverse learners to



increase their skills and aptitude through providing different courses in vocational education." Suggestion by Automotive teacher from Govt. KM H/S

"More vocational institutions should be established in Mizoram. If possible, all students in college should be given an opportunity to select vocational education of any kind as per their interest. Lastly, more diverse vocational education should be emphasized at the earliest." Suggestion by IT teacher from Govt. KM H/S "Vocational education should be made as main/ compulsory subject so that students will pay more attention and computer course should be emphasized at high school level for future career." Suggestion by IT teacher from Govt. Mamawii H/S

"Earlier vocationalization should be emphasized. The vocational training should start from middle school level only.

Besides for students the suggestion is that they are made more self aware about various vocations." Suggestion by Apparel teacher from Govt. Mamawii H/S

"More awareness among education about the importance of vocational education should be given so that students will select vocation at their future studies as it is needed for better career opportunities." Suggestion by IT teacher from Holy Trinity H/S

"One of the important requirements in agriculture vocation is the revision of syllabus and up gradation of equipments. The students fail to generate interest in lack of adequate resources." Suggestion by Agriculture teacher from Govt. Central H/S

"Government should provide us with the latest information with regard to rapid and dynamic technological advancement in the IT sector so that student gain maximum benefit and sustain their interest in the vocations." Suggestion by IT teacher from Govt. Zemabawk H/S

"Government should visit the institution more often and should pay more attention to shortage of facilities. Renovation of the campus for students is seriously needed. If this is fulfilled students will definitely acquire skill development." Suggestion by Instructors in ITI

"For upgrading the quality of instructor, Refresher Course Training Institute needs to be established and it should be relevant. Other states have this kind of institution but there is none in Mizoram. Industry needs to be established and given importance because recently the quality of available sector in this field does not meet expectations." Suggestion by Principal in ITI

"Rather than making it optional it is more effective when it is made into a separate course, more awareness on vocational education is needed; the school should ensure vertical mobility (continuity) for further learning; follow up programme is needed. Lack of awareness lead to ignorance VE among the students.VE is taken as additional course because previously students, who cannot pursue general line or science stream, could find an alternative of jobs. Also studying the vocation alone may not be the first choice due to lack of vertical mobility, Hence for ensuring vertical mobility, VE is taken as additional courses but there are certain disadvantages as well, like limited classes, no proper knowledge and shortage of infrastructure and equipments. But there are a lot of successful students who started their careers and open their own business." Suggestion by AMHF teacher from Govt. Republic H/S

"More awareness among the community is needed, students opt for VE only for the sake of peer influence, government should pay more attention on vocational courses" Suggestion by AMHF teacher from Govt. Republic H/S

"It is preferable to have more classes with more free time and if possible facilities need to be upgraded." Suggestion by IT teacher from Govt. Mizo H/S

"It is effective for high school dropouts and those who want to pursue vocational education after secondary level; it is an ideal course for them. Besides it is very effective to acquire previous knowledge so that they can continue their course at higher level. So institutions and schools offering it need to take care of this part before new knowledge is imparted." Suggestion by a teacher from Mizoram Institute of Comprehensive Education (MICE)

Furthermore the teachers have also expressed their general liking towards the course but raised questions against the pertaining situations in their schools and institutions. Like for instance in this study all teachers have agreed that majority of efforts under Samagra Shiksha have brought lot of good changes in conducting such courses, but still lot of more inputs and improvements are required.

4.3.2 Problems faced by Secondary School Students



The table below depicts students responses to some of the questions related to problems faced by them in vocational education.

Table No. 4.36

Students' response to open-ended questions

S/N Items Responses of Students 1 Is there any problem in your school's vocational lab? If Yes, of what kind? (open ended) Only 26% of students felt that there are problems in the vocational laboratories meant for practical. They mentioned the need of more computers for laboratories as they have to share. Most of them belonged to IT/ITES vocation where they mentioned shortage/repairing of computers and few from agriculture vocational course mentioned that they do not have enough equipment for practical training. 2 Do you feel that more importance to arts-based vocations should be given? Yes/No If Yes, of what kind? More than half of students, around 65% wanted that more arts-based vocations should be offered in vocational training because of their interest. They suggested vocations in garment designing, graphics, makeup artist, tailoring, dancing, entertainment, drawing, crafting, painting, knitting, music, cultural craft etc to be offered in vocational education for better career opportunities. 3 Do you feel that more importance to technology-based vocations should be given? Yes/No If Yes, of what kind? Almost 81% of students responded 'yes' to this question and suggested that vocations based on electronics, IT, computers & internet, software development, mechanical training, mobile repairing, electric engineering, BCA, hacking program should be offered under technology-based vocations. Maximum students suggested electronic, mechanical training and few wanted mobile repairing course. 4 Which vocational courses will be effective for better job placement inside and outside Mizoram? Students suggested plenty of vocational courses to the best of their knowledge which are useful for better career opportunities. The main vocations mentioned by them are IT, designing, computer operations & techniques, tailoring, automobile trade, business, mistiri, electrician, mechanical engineer, farming, animal farming, computer technician, crafts & DIY, carpentry, arts-based vocations, fashion designing, engineering, sericulture, agriculture, horticulture, beautician, applied science and mathematical vocations, English language coaching, call centre operators, painting, knitting, music and physical education. 5 Why do you prefer to choose vocational education? Give reasons. Students responded to this question giving various reasons. The most common reason mentioned by them was to get a job. Some others mentioned, 'for self independence', 'self-learning', 'for better job placement', 'for future career'. Others chose the reason of it being interesting subject, for increasing knowledge and technical skill, for gaining experience, because it is good and favourite subject and they are eager to learn something new. Also since most current jobs require computer certificate the IT/ITES student felt it to be important but some other mentioned that they are pursuing it because their teachers told them to do so. Few students felt it is important for making Mizoram economically independent, for improving agriculture in Mizoram and Mizoram's overall development. Mostly wished for themselves a bright future, self-sustainable daily living, and exciting career, hence they choose to do so. It is fun for few, for some fun, strengthen knowledge and generating more job opportunities, hence they like and prefer the vocational course.

In general all students felt positive about the course and are hopeful that they will have better job prospectus in future.

4.4 Suggestions of measures for proper implementation of vocational guidance and counseling provisions at secondary level of education

On the basis of cumulative assessment of status and problems of vocational education in secondary schools of Aizawl city some very important suggestions surfaced out for the proper implementation of vocational guidance and counseling provisions at secondary level of education which are as follows:

- i) Awareness about the importance of vocational education should be raised among the students at the earliest right through elementary years. Teachers should try to orient the parents as well about the benefits of vocational education.
- ii) Earlier vocationalization of curriculum should be emphasized. The students at elementary level should be given the chance to explore in the field of vocational education so that they develop interest in it right from then.
- iii) Wastage and stagnation of students after completion of vocational education at higher secondary level should be immediately checked. In general students do not find vertical entry into higher education institutions.
- iv) Vertical mobility needs to be ensured for students of vocational education at every level of education in all the approved trades. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. More courses needs to be approved at college and university level in B.Voc. especially in the six approved trades at secondary level of education in Mizoram i.e. IT/ITES, Automotive, AMHF, Beauty and



Wellness, Health Care and Agriculture by concerned and allied departments. B.Voc. courses should be introduced in fields which are already being offered at secondary levels. Mizoram University should take this point under consideration and facilitate the process.

- v) There should be more coordination between various interventions for vocational courses at different levels of education i.e. the pre-vocational initiative at elementary level NISHTHA should be aligned with vocational trades offered at secondary and higher secondary level. At present there is lack of awareness among teachers about the interconnections of these various interventions.
- vi) Diversification of vocational education is important for diverse learners to increase their skills and aptitude through providing different courses in vocational education.
- vii) Rather than making vocational education optional both at secondary and higher secondary level it has to be made into a separate course. In the present curriculum very limited classes, 2 classes per week are provided. Also they are kept at the end of all classes. Classes are mostly theory ridden and students fail to generate interest in them in present mode.
- viii) Proper vocational guidance and counseling should be provided to the students as they generally don't prefer to take up vocational education in school. Students are having in their mind that if they take general academic courses they are safe in their career choice in comparison to vocational courses.
- ix) It is clear that teachers are aware very little about various provisions laid down by NVEQF. They are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes
- x) All teachers have perceived the shortage of funds and facilities in various vocations approved with the schools and they feel the need of more funds and facilities. The students find vocational course beneficial in general but they feel more secure to pursue general education in comparison to it as they are not very sure of future prospects of the vocational knowledge.
- xi) Vocational education should be widened in terms of its reach. Currently the scheme is targeting the under privileged, someone who are not good in general studies so that they can find a source of earning their living through vocational education which is kept as optional course only.
- xii) More funding is required to establish good infrastructure, adequate resources and industries to absorb students. More vocational institutions should be established in Mizoram. If possible, all students in college should be given an opportunity to select vocational education of any kind as per their interest.
- xiii) Government should try to mitigate the extent of developments in the field of vocational education from time to time. More instructors should be provided both in urban and rural locations so that students have more diverse range of vocations to choose.

CHAPTER-V

Major Findings, Discussions, Recommendations and Suggestions for further Studies

This chapter presents the major findings of the study followed by discussions, recommendations and suggestions for further studies. The order of the chapter is thus as follows:

- 5.1 Major Findings
- 5.2 Discussions
- 5.3 Recommendations
- 5.4 Suggestions for Improving Vocational Education

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Suggestions for further Studies 5.6 Conclusion 5.1 Major Findings Major findings are arranged in the following order: 5.1.1 Findings Related to Status of Vocational Education at Secondary Stage of Education in Mizoram 5.1.2 Findings related to

the Vocational Guidance and Counseling needs of Secondary School Students

- 5.1.3 Findings related to the needs of Secondary School Vocational Teachers for providing Vocational Guidance and Counseling
- 5.1.4 Findings Related to Problems faced by Students in Vocational Guidance and Counseling services
- 5.1.5 Findings Related to Problems faced by Teachers in providing Vocational Guidance and Counseling services
- 5.1.6 Findings Related to Measures for proper implementation of Vocational Guidance and Counseling provisions at Secondary level

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of Education 5.1.1Findings Related to Status of Vocational Education at Secondary Stage of Education in Mizoram i) Courses offered at secondary level These were four vocational courses offered at 14 secondary schools in Mizoram

as per MBSE data (December, 2019). These were:

- A. Informative Technology & Information Technology Enabled Service (IT/ITES)
- B. Agriculture (AG)
- C. Apparel Made Ups and Home Furnishing (AMHF)
- D. Automotive / Automobile (ATM)
- ii) Vocational Courses are more prioritized for underprivileged students

Since under Samagra Shiksha VE is more prioritized for Children with Special Needs(CWSN), girl child students and students who are not much scholastic in normal academic course were given top priority to join Vocational Education, it is often they who seek guidance and counseling in this.

iii) Level of seriousness on the course:

Almost all teachers, including principal (11) agreed that students take the vocational curriculum seriously and treat it equal to other general subjects; they are interested and feel it important for their career. However few teachers (3) felt that many students lacks interest and only 50% of them are really serious about the course. They compromise with interest, the major reason being it an additional subject.

iv) Awareness on NVEQF among the teachers:

Majority of teachers are not aware of NVEQF. Only 3 teachers in the sample were aware of NVEQF.

v) Awareness on NISHTHA scheme among the teachers;

None of the secondary school teachers are aware of NISHTHA program nor were they part of any workshop related to it.

- vi) Functioning of vocational counseling service:
- 40% of students mentioned that they went for vocational counseling to a counselor. Remaining majority of 60% did not receive any counseling.
- vii) Awareness regarding world of the work:

Majority of students (87%) said that their teachers are sensitizing them about unemployment problems in the state and informing them about possibilities of employment in their vocational fields however, remaining 13% of them did not



mention so.

viii) Pursuance of vocational education:

52% of students prefer to continue with vocational stream after completion of class X but another 48% of students wished to continue with general academic education.

ix) Awareness provided by teachers regarding available jobs:

Almost half majority of students (50%) said that their teachers provide information about part-time and self-employable jobs but the other half (50%) did not think so. Nearly 63% of the students are aware of different career options available after completion of class X but 37% of students are not aware of the career options.

x) Seeking counselling/advice from counsellor/teachers:

59% of students responded that they fear getting counseling due to lack of privacy but the rest 41% did not feel the same fear.

xi) Feedback by students:

52% of students responded that they have freedom to give feedback regarding vocational course to their teachers but the rest 48% responded that they are not given opportunity to give feedback.

xii) Sufficiency of knowledge received by the students:

62% of students feel that knowledge they receive at secondary level about their vocational course is quiet sufficient for them but the remaining 38% of them did not feel the same.

xiii) Desired duration of training session by the students:

(52%) felt that the duration of training is enough for them to acquire practical skills but the rest other half (48%) felt that the duration is not enough for them whom belonged to all vocations.

5.1.2 Findings related to the Vocational Guidance and Counseling needs of Secondary School Students

i) Needs of vocational guidance:

76% of students feel the need of vocational guidance at school and remaining 24% of students do not feel the need of vocational guidance besides regular classes of school subjects.

ii) Needs of vocation based course:

Almost 80% of students agreed that they feel the need of strengthening vocation based courses in Mizoram to generate more job opportunities but 20% of them did not feel the same.

iii) Needs of vocational guidance services:

A huge majority of students (90%) said that they need adequate vocational seminars, career talks and guidance services to help them choose appropriate stream and career in future but remaining 10 % did not think so.

iv) Need of vocational equipments:

69% of students mentioned the need of upgrading equipments of vocational courses meant for practical work. The rest 31% did not mentioned the need of upgrading practical equipments.

v) Needs on alteration and updating of vocational practices:

Only 33% of the students felt the need of changing vocational practical in accordance with the theory and they belonged to all the vocations. However majority of them (67%) of them did not felt to change the vocational practical aspect of vocational education.

vi) Needs on arts-based vocations:

More than half of students, around 65% wanted that more arts-based vocations should be offered in vocational training because of their interest. They suggested vocations in garment designing, graphics, makeup artist, tailoring, dancing,



entertainment, drawing, crafting, painting, knitting, music, cultural craft etc to be offered in vocational education for better career opportunities.

vii) Needs on technology-based vocations:

Almost 81% of students responded 'yes' to this question and suggested that vocations based on electronics, IT, computers & internet, software development, mechanical training, mobile repairing, electric engineering, BCA, hacking program should be offered under technology-based vocations. Maximum students suggested electronic, mechanical training and few wanted mobile repairing course.

viii) Needs for clarifying doubts related to vocation:

Around 49% of students feel the need to consult someone to clarify their doubts related to vocational education and its future prospects but the remaining 51% did not feel the same.

ix) Needs for vertical mobility in vocational courses:

Students feel the need to carry on with vocational courses in future studies, a huge majority, almost 95% of them wanted so. Only 5% of students did not want to carry on further education with their vocational course.

5.1.3 Findings related to the needs of Secondary School Vocational Teachers for providing Vocational Guidance and Counseling

i) Need of awareness regarding vocational courses:

Teachers felt that they are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes except for industrial training institutes (ITIs) and poly techniques.

ii) Need of adequate guidance and counseling services:

Guidance and counseling services are not adequate according to standard norms mentioned in vocational curriculum framework. This service is needed to motivate and encourage students as well as teachers.

iii) Making vocational subjects as a separate course:

Rather than making vocational education optional, both at secondary and higher secondary level, it has to be made into a separate course. This will make the teachers help the students to develop interest in the subjects.

iv) Need of resources:

Most teacher believed that they play a vital role in providing vocational guidance and counseling as a part of their jobs but due to lack of certain resources, facilities and infrastructure, students regard the subject as a subsidiary and they lack seriousness.

v) Establishing relevant training institution for teacher/instructor:

The teacher/ instructor are very much in need of relevant training institution to upgrade and equip their quality. Refresher course training industry or training institute should be implemented as soon as possible.

vi) Providing adequate credit framework for the teacher:

Most teachers faced limited period as the classes are held only once a week and that most classes are kept at the end of the period. This made the teacher as well as student unable to meet the desired objectives of vocational courses. So, teachers should be provided with appropriate and adequate teaching learning hours.

- 5.1.4Findings Related to Problems faced by Students in Vocational Guidance and Counseling services
- i) Problems regarding the vocational course they pursue

5% of students, all from agriculture vocation think that their courses will not help them find suitable jobs. Half of the majority (49%) felt that they face difficulty in completion of course before examinations.

ii) Problems on training:



(52%) of students felt that the duration of training is enough for them to acquire practical skills but the rest other half (48%) felt that the duration is not enough for them whom belonged to all vocations. Nearly 24% of them believed that they are not receiving sufficient education & training, also no adequate guidance and counseling is being provided. It was important to note that most of the respondents were from Govt. Mamawii School for the vocation IT/ITES. Few students of agriculture were also not much satisfied.

iii) Problems related to material and facilities:

Almost 22% of them felt that the school facilities are inadequate. Most of unsatisfied students belonged to Govt. Mamawii School and industrial training institute for IT/ITES. Also four students from automotive and agriculture also felt that there is lack of infrastructural facilities for practical lessons.

iv) Problems related to Field Work:

Rest 73% of students mentioned that they never visited field or industries. Especially in automotive and agriculture vocational courses were field visits are compulsory, this provision is missing. As far as IT/ITES practical classes are concerned students are pretty satisfied with the computer facilities in the laboratories.

v) Problems related to textbook:

Half of students (59%) mentioned that there are sufficient number of library text and reference books on vocational courses but the other half (41%) were not satisfied with the available text and reference books on vocational education in the school library.

vi) Problems with regards to practical work:

26% of students felt that there are problems in the vocational laboratories meant for practical. 33% of the students felt the need of changing vocational practical in accordance with the theory and they belonged to all the vocations.

vii) Problems related to teachers

Majority 96% of students responded that they have well qualified trained teachers for their vocational subjects, majority of them being from IT/ITES and automotive course. Exceptionally nearly 4% of them did not think so. Again all of the respondents belonged to agriculture vocation.

viii) Problems on knowledge of world of the work:

A huge majority of students (88%) said that their teachers are sensitizing them about unemployment problems in the state and informing them about possibilities of employment in their vocational fields however, remaining 12% of them did not mention so.

ix) Problems on Laboratories:

26% of students felt that there are problems in the vocational laboratories meant for practicals. Remaining 74% think that there are no problems in the vocational labs.

x) Problems on completion of syllabus:

Majority (49%) felt that they face difficulty in completion of course before examinations. Although due to current pandemic situation their responses could be affected due to shutting down of schools and regular face to face mode classes. However another half (51%) of them did not feel the same.

5.1.5 Findings Related to Problems faced by Teachers in providing Vocational Guidance and Counseling services

i) Problems on syllabus:

Almost half of the teachers (6) felt that there is a need to update syllabus, especially needs some alteration regarding addition of some information about injector in automobile courses, updating in agriculture courses and in vocational subjects of IT/ITES English language needs to be dropped as there is separate English subject in general courses and this affects their matriculation results. Also most students considered vocation of subsidiary value. Also one teacher of Apparel course mentioned since the course is designed by PSSCIVE, Bhopal containing salwar, saree etc as garment designing; it is not relevant to Mizoram as it is not the dress code for Mizos.

ii) Problems regarding funds and facilities:



Four teachers from Govt. Republic, Mamawii & Central H/S reported that they don't receive adequate funds as it is not sufficient for the vocational trade they offer viz. AMHF & Agriculture. Rest all 5 teachers from private schools and vocational institute said that they do not receive any fund from government under Samagra Shiksha. However, the principal of industrial institute informed that for training material, there is insufficient fund. Mizoram Council for Vocation Training (MCVT) provides us funds but do not meet the needs. Plumbing instructor informed that there are problems in buying trainee materials as our course is mainly on practical basis. There is shortage of consumable material for trainee learning material. There are lots of facility requirements but the govt. did not meet any.

Most government school teachers reported that at present sufficient fund is available but they would like to get more funds for maintenance of computers, up-gradation of equipments and laboratories, as per the prescribed manual of course. But few govt. school teachers think that more fund is required for automotive practical and on the spot analysis. However, all 5 teachers from private schools and vocational institute said that they need lot of fund for buying equipments, some computers, their repairing, up-gradation of equipments and infrastructures.

iii) Problems related to laboratories:

Except for 1 govt. school, laboratories are still under construction in all govt. schools. Only in i.e. Govt. Mamawii School, IT/ITES teacher reported that there is high quality lab and the computers are in good condition in their school. Even in 1 private school condition of computer lab is good. As far as industrial institute is concerned the quality of laboratory is not satisfactory. A teacher there informed that since 2013, nothing is upgraded and renovated. Overall all teachers are not satisfied with the current status of laboratories and equipment of various vocations.

iv) Problems related to Remuneration:

A lot of Teacher experiences difficulty in receiving remuneration on a regular basis. Some teachers receive their pay once every three months which enable them to meet their needs as the breadwinner of the family.

v) Problems related to equal payment:

Vocational teacher experiences low salary as compared to general teacher. This poses problems to the vocational teachers which hinder their motivation.

vi) Lack of training institution in Mizoram:

It is found that there is no training institution for Vocational teacher in Mizoram while other states acquire certain kinds of this institution. There is no opportunity to improve and encourage the skills acquired by the teachers.

vii) Problems related to practical work:

Some teachers faced difficulty in implementing practical work for the students due to limited teaching hours and limited classrooms. Inadequate spacious classrooms also play a vital role that hinders practical work.

5.1.6 Findings Related to Measures for proper implementation of Vocational Guidance and Counseling provisions at Secondary level of Education

On the basis of cumulative assessment of status and problems of vocational education in secondary schools of Aizawl city some very important suggestions surfaced out for the proper implementation of vocational guidance and counseling provisions at secondary level of education which are as follows:

- i) Awareness about the importance of vocational education should be raised among the students at the earliest right through elementary years. Teachers should try to orient the parents as well about the benefits of vocational education.
- ii) Earlier vocationalization of curriculum should be emphasized. The students at elementary level should be given the chance to explore in the field of vocational education so that they develop interest in it right from then.
- iii) Wastage and stagnation of students after completion of vocational education at higher secondary level should be immediately checked. In general students do not find vertical entry into higher education institutions.
- iv) Vertical mobility needs to be ensured for students of vocational education at every level of education in all the approved trades. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. More courses needs to be approved at college and university level in B.Voc. especially in the six approved trades at secondary level of education in Mizoram i.e. IT/ITES, Automotive, AMHF, Beauty and Wellness, Health Care and Agriculture by concerned and allied departments. B.Voc. courses should be introduced in fields



which are already being offered at secondary levels. Mizoram University should take this point under consideration and facilitate the process.

- v) There should be more coordination between various interventions for vocational courses at different levels of education i.e. the pre-vocational initiative at elementary level NISHTHA should be aligned with vocational trades offered at secondary and higher secondary level. At present there is lack of awareness among teachers about the interconnections of these various interventions.
- vi) Diversification of vocational education is important for diverse learners to increase their skills and aptitude through providing different courses in vocational education.
- vii) Rather than making vocational education optional both at secondary and higher secondary level it has to be made into a separate course. In the present curriculum very limited classes, 2 classes per week are provided. Also they are kept at the end of all classes. Classes are mostly theory ridden and students fail to generate interest in them in present mode.
- viii) Proper vocational guidance and counseling should be provided to the students as they generally don't prefer to take up vocational education in school. Students are having in their mind that if they take general academic courses they are safe in their career choice in comparison to vocational courses.
- ix) It is clear that teachers are aware very little about various provisions laid down by NVEQF. They are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes
- x) All teachers have perceived the shortage of funds and facilities in various vocations approved with the schools and they feel the need of more funds and facilities. The students find vocational course beneficial in general but they feel more secure to pursue general education in comparison to it as they are not very sure of future prospects of the vocational knowledge.
- xi) Vocational education should be widened in terms of its reach. Currently the scheme is targeting the under privileged, someone who are not good in general studies so that they can find a source of earning their living through vocational education which is kept as optional course only.
- xii) More funding is required to establish good infrastructure, adequate resources and industries to absorb students. More vocational institutions should be established in Mizoram. If possible, all students in college should be given an opportunity to select vocational education of any kind as per their interest. Government should try to mitigate the extent of developments in the field of vocational education from time to time. More instructors should be provided both in urban and rural locations so that students have more diverse range of vocations to choose.

5.2 Discussions

The present study states that the scheme of Samagra Shiksha has been implemented the major aim of universalization of education and the scheme targets to see this universalization in the field of vocational education as well giving an edge to the Skill India movement. In the state of Mizoram the work in vocational education at secondary level is also happening in the way it is happening in the other parts of the country since 2015-16 under the scheme. The School Education Department i.e. Directorate of School Education under Mizoram State Government has been acting as the academic authority of vocationalization of secondary education under the scheme. The latest data pertaining to approved trades with schools, total students enrolled, appointment of teachers under vocational trade and fixation of their salary is taken care by the department. At present the scheme of vocationalization of secondary education is functional as Level 18 Level 2 for classes IX-X & XI-XII respectively. Schools are chosen in such a way by the department that both secondary and higher secondary offering the same vocations are placed in same locality or same school with higher secondary classes so that vertical entry from level 1 at secondary level to level 2 at higher secondary level is facilitated. The syllabus and courseware is decided by central government. PSSCIVE (Pandit Sunderlal Sharma Central Institute of Vocational Education), Bhopal is the institute deciding the trades for vocations and design curriculum. Presently in Mizoram six vocational trades have been approved. Although there is a need to introduce more trades at secondary level that suits one's culture or are native in nature, nothing can be implemented without the consent of central government. So the Government should pave a way for implementing more trades to enable the students to facilitate them. The department should take care of the management of vocational courses efficiently and government should pay attention to the various needs of teachers and students and meet their needs accordingly. The examinations are conducted by MBSE with class X



& XII board examinations with 2 approved job roles at each level. Such approved jobs enable the student to get employed and resourceful. More job roles needs to approved and introduced to attract students towards vocational courses and for the benefit of students. If the student could acquire certification after proper examination, the certificate is approved in every part of the world. The certification is undertaken by Skill India Mission, GOI. The share of vocationalized courses available at lower secondary level is much less in comparison to higher secondary level so far, and even if they are implemented they are just for name sake. Mere knowledge of vocation needs to be reduced by maximum practical exposure so that student can absorb quality skills provided to them. Encouraging prior learning in order to smoothly getting anchored to the level 1 & level 2 of vocational training is an essential requirement to popularize vocational courses. The students need to pass the level 1 examination to get admitted to level 2. As such, the students need knowledge of basics hands on experience right from elementary level in order to pursue vocational courses. As per the latest National Education Policy (NEP), 2020 vocationalization of secondary education is to be further expanded to elementary stages as well. NISHTHA is one of the initiatives under the umbrella scheme of Samagra Shiksha in this direction which is targeting the elementary years of school from classes 6-8. Under NISHTHA Pre-vocational education is one of the interventions out of other competency and learning outcome based interventions.

Provisions should be further made to ensure the possibility of vertical mobility of class XII pass out students to higher education into the vocational trade they learnt at secondary stages in order to ensure higher learning for vocational courses. The study reveals that the chances of vertical mobility in Mizoram particularly in the field of vocational education are immensely limited. Vertical mobility needs to be ensured for students of vocational education at every level of education in all the approved trades. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. As per the NSQF we need higher education institutions to offer M.Voc. and Ph.D. program as well, it is long way when we get highly organized hierarchy of vocational education levels at different level of education. The biggest problem encountered in selection of trades is the current state of inavailability of trained instructors specified for each trade. Especially, in agriculture and automotive trades, getting trained instructors with desired qualifications is quite difficult. The problem aggravates more in rural tough stations. There are impediments towards implementing vocational courses in villages of Mizoram. The present study conclude that successful introduction of courses such as agriculture and automotive in villages is guiet difficult because the required qualification of instructor is B.Sc. (Agriculture) and B.Tech. /B.E. (Mechanical) respectively. This cause disadvantages in expanding vocational courses in the state. Most secondary schools are offering IT/ITES as it is easy to get instructors with desired qualification BCA due to presence of NIELIT and other institutions. Another course which is mostly offered is Health care presently at higher secondary level only because GNM Nursing degree which is the eligibility of instructor is possible in Mizoram. The study suggest the introducing trade related to aesthetic as it is more in demand and has native connection as well. It was found that vocational course on Beauty and Wellness especially for girl child will be introduced in the current year (2021-2022) because possibility of vertical entry into women polytechnic college in Durtlang and also the polytechnic is producing trained persons for instruction. Currently it is also preparing instructors for garment designing the polytechnic.

The present study of vocational education among secondary level indicates there are lots of challenges in running vocational courses in all secondary schools. The government is also selectively targeting only few government secondary and higher secondary schools where enrollment is higher. According to latest data there are in all 46 schools in whole state which have been approved for offering approved six vocational trades at secondary and higher secondary level. The other types of schools like private, deficit etc. are not kept within the purview of Samagra Shiksha scheme as its puts extra load on the government. Also it is found that that the general education institutions were much easier to run and maintain than vocational education institutions. This may be one of the reasons behind less popularization and lesser enrolment in vocational courses is observed. The present study found that most of the students in India preferred white collared jobs over skilled jobs which demand more physical labour. white-collared jobs by the students is may be due to the fact that blue-collar worker tends to earn less and requires more physical labour than the white-collar and this makes the students uncomfortable to prefer general education over vocational education. Even parents are of the similar mindset that seems to be induced in their wards. It is found that parents' income and expenditure as well as their educational level made a huge impact on career selection and vocational interest upon the student. Most of the Indian parents disapprove vocational course for their children as they regard it as a hurdle that cause low achievement in their academic studies. As such, spreading the importance of awareness in career guidance through media, workshops and seminar for promoting guidance among the parents is very much essential.

5.3 Recommendations

Following are some important recommendation for the improvement of vocational education in Mizoram:



- 1. Up-to-date Syllabus: Although the syllabus is regularly updated, some areas of vocational courses still deprived of updating syllabus as per the needs and trends in the society. Some courses still follows syllabus which is obsolete and that can't be implemented and facilitate in current society which results in giving the students mere results and certificate in vocational education without having a proper knowledge. So, syllabus needs to be checked thoroughly.
- 2. Practicing more Field Visits: The study finds that Field Visits cannot be properly implemented due to certain reasons, so this should be checked as soon as possible. Field Visits will encourage the students to become more active and creative and thus developed interest in their study.
- 3. Providing sufficient funds from the Government: Proper and adequate funds should be ensure as there are lots of facility requirement which the Government do not meet and for providing training material for the trainee.
- 4. Renovation for quality laboratory: The present laboratory in the school does not meet satisfaction. The material needs to be properly equipped for better condition.
- 5. Making the teachers aware of several programs and schemes related to vocational education: There are certain programs benefitting vocational education to a great extent. Vocational Framework & programs like NVEQF and NISHTHA needs to be explained to all the teachers so that vocational education can meet desired goals and objectives.
- 6. Promoting Workshop: Seminars, workshops and conferences for teachers, students and parents hold a great importance for the success of the study. This will help them to explore new ideas and encourage them to be motivated.
- 7. Recruiting qualified Teacher: It is crucial to provide the schools and institution with trained, qualified and dedicated vocational teachers. This will help the students to achieve success in their lives
- 8. Popularizing a Placement Cell: Schools and institutions should provide a Placement Cell for the students as it is crucial for locating job opportunities by keeping in touch with reputed firms and industrial establishments. The number of students placed through Campus Interview is continuously rising. As such, on invitation, many reputed industries visit the institute to conduct interviews and recruit students.
- 9. Clarifying doubts related to various professions: Teacher should be available and approachable for the students to solve their problems related to their career paths.
- 10. Ensuring Credit Transfer: Switching learning institution and transferring courses from one school to another across the state is inevitable for some students. Transfer may occur for many reasons that are out of control for the students. So, credit transfer across the state should be taken into consideration in order to encourage and motivate to pursue their education.
- 11. Ensuring certificate for work preparation: Certificate issued should be made acceptable at state and national level to raise employment rate among the youth to gain new experiences and perspective.
- 12. Promoting industry engagement (Internship): This will help the students to gain valuable work experiences, explore a career path that will help the to handle more responsibilities and to gain confidence before entering the world of the work.
- 13. Proper Remuneration: Teachers should be paid proper remunerations regularly. Some teachers receive their pay once every three months which unable them to meet their needs as the breadwinner of the family.
- 14. Encouraging Prior Learning: Recognition of Prior Learning should be encouraged right from elementary level to get engage in the field of vocation to help them built interest. Students should be made aware of 3R's (Reading, Writing and Arithmetic) to pursue vocation subjects. Also prior learning of related vocational skills needs to be recognized before student join a vocational course at a particular level.
- 15. Checking appropriate Credit Framework: Number of teaching-learning hours specified should be thoroughly checked. It is seen that most schools offering vocational education faced limited period of classes and classes are held only once a week and are kept at the end of periods. This made the students lose interest in the subjects.
- 16. Ensuring Vertical Mobility: Vertical Mobility of vocational education in Mizoram is not possible. The vocation subjects offered at secondary and higher secondary level ends it itself. Vertical Mobility should be made possible at Bachelor degree. Since we have 6 trades, approved by the Ministry which runs through class IX-XII since 2013-2014, so if same trade can be continue in MZU, then it will be a good initiative to strengthened vocational education.



- 17. Emphasis on Practical Work: It is found that vocational education in Mizoram is mainly on Theoretical basis and this made the students hinder to reach goals of vocational education So it is necessary to emphasize practical work to built their own career in future.
- 18. Diversification of vocational courses: Different courses in vocational education should be made diverse or diverse learners to help them increase their skills and aptitude.
- 19. Establishing relevant training institution in Mizoram: It is found that there is no training institution for Vocational teacher in Mizoram while other states acquire certain kinds of this institution. So, in order to upgrade and equip the quality of instructor, 'Refresher course training industry and training institute is needed and should be implemented immediately.
- 20. Focus on Skill Development: Shortage of material should be met as soon as possible so that there will be skill development.
- 21. Ensuring equal pay: Vocational teacher experiences low salary as compared to general teacher. Government should pay attention to the salary and pay vocation teacher as they deserve.
- 22. Introducing more trades which are aboriginal/native nature: More trades which are related one's culture should be introduced and emphasize. But since courses are approved by concerned skill and PSSICVE, Bhopal, introduction of any native trade by ourselves is not possible.
- 23. Collaboration: The utmost priority we need now is continuation of Bachelor degree Programs of vocational courses in the centrally approved trades of Mizoram. This can happen only in collaboration and exchange of ideas in- between Mizoram Government and Mizoram University.
- 5.4 Suggestions for Improving Vocational Education
- 5.4.1 Vocational guidance and counseling needs of secondary school students:

i)

95%

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It has been found from different studies that there are many young people who have entered in different occupations by chance and not in accordance of their interest, aptitude, capacity and suitability. This results in an economic loss to the young workers in particular and to the society in general. This problem can be avoided through organization of vocational guidance

and counseling program

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in school because through this programme an individual opts his/her vocation in accordance to his suitability. So he/she selects suitable occupation or job from the job market. ii)

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It has been confirmed and accepted in psychological perspective that no two individuals are alike. They differ in their different traits and aspects due to individual differences. Therefore in order to fulfill this need of individual differences in the field of occupation or job market it is necessary to organize vocational guidance

program right from lower secondary stage.

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The modern society is undergoing a constant change because of the influence of science and



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technology. Due to this the areas of specialization have emerged in order to cope with the changes that have taken place in social, political, economic and cultural structure of the society. For this we require technologists, doctors, engineers, scientists, technicians, educationists, philosophers, administrators etc. Besides all together new occupations are coming to the forefront for meeting these needs. Therefore, there is the need of organizing vocational guidance

and counseling program in secondary schools.

iv)

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Vocational Guidance is most needed at the secondary and at the higher secondary stage of education. It is needed when the student is required to choose subjects and decide his future occupation. Besides it is also needed at the stage of college education and university education. After the completion of college and university education the student has to join an occupation to earn his livelihood and to lead a way of life.

v) For the development of

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insights of the individuals, an organized programme of vocational guidance is needed to assist the individual to develop insight into what he wants to be in life, what he is best capable of doing, his abilities, interests, aptitudes and his limitations.

vi) Implementing proper placement cells as a part of vocational guidance and counseling services in an urgent need of the hour.

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Many round pegs are placed in square holes and square pegs in round holes simply because occupational choices are not made in accordance with what one can do and what one can't do. For avoiding this and realizing the very statement that round peg

are placed in round hole, square peg are placed in square hole

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there is the need of vocational guidance. vii) Vocational guidance is needed for the purpose of ensuring proper utilization of human resources. The need and importance of vocational guidance refers the fact that through organization of vocational guidance programme individuals opt their vocations in accordance to their suitability. As a result of this they become a positive, valuable, and useful asset for the society instead of becoming a burden on the society. viii) Vocational Guidance

should be seen as an instrument for the qualitative improvement of education. There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years. This has resulted to the fall of educational standards to some extent. So, there is a great need of providing vocational guidance services in the school for the qualitative improvement of education.

ix) Knowledge explosion has lead to the increase in the types of courses offered in the schools. The increased knowledge has taken over into the course contents of our textbooks. It is not possible for every student to learn all that is available in the field of knowledge. Single track education for all is out-moded concept. At the secondary stage, the courses of



studies have been diversified to include several optional groups. Therefore, a special type of service is needed very much in our schools which will assist the individual pupil in the choice of course suiting to his needs and abilities that will help the school authorities in the proper allocation of the diversified courses to the pupils of the school.

x) Education that can provide for the development of the whole child is needed. It is now commonly accepted that education should also lead to the promotion of the emotional, social and civic life of the student. Problems of social adjustment and personality orientation require the services of a competent counselor and availability of appropriate guidance services. This can be achieved by expanding educational objectives.

xi) We are facing problem in achieving the target of Universal and compulsory education, increasing enrolment of students, bringing down high percentage of dropout rate, overcoming wastage and stagnation etc. These problems require the need of proper guidance services in the school. Special guidance services are also required for the gifted, backward, handicapped and delinquent children for providing solution of educational problems.

xii) Vocationalisation of Education and Guidance services for same is very important. Improvement of vocational efficiency is one of the aims of education. Secondary Education Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses

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at secondary stage so that a large number of students may take up agriculture, technical, commercial or other practical courses

to enable them to go for vocational pursuits. All this calls for proper guidance services in the school.

xiii) Guidance is also seen as an instrument of national development: Guidance by helping, identifying and developing human potential which is the richest source of a nation can help to reduce the wastage of educational facilities and abilities, which is so prevalent in our country. Thus there is a need to establish a close link between education and the manpower needs of the country. The sound guidance programme can help to achieve this objective in a systematic way.

xiv) There has been an expanding complexity of the world of work with tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspect of life. Thus there is a problem of choice. It is highly important to acquaint the secondary school students with this variety of jobs and with their different requirements. This is possible only by providing organized guidance services in the school system of our country.

xv) Increasing need for man-power and its planning and utilization has to be prioritized. For the planned development of a nation like ours, conservation of human resources and manpower planning is very important. A careful balance has to be struck between the manpower needs and the various educational and training programmes. To meet the rapidly rising demands of various types of personnel for the various developmental projects, the younger generation of the country will have to be systematically guided into courses of training which will equip them for urgent national needs.

xvi) A well-organized guidance programme is essential for creating occupational awareness among the pupils of the country. The students must be made aware of the various types of jobs available in the employment market so that they may be able to opt those courses during the secondary stage. Therefore, assistance has to be given for making a right choice of the courses at the secondary stage.

xvii) Fast changes are taking place, today in the conditions of industry and labour. Specialization has become the word of the present age. Moreover, professions have multiplied in numbers that it has become difficult for a common man to make a right choice out of them. Hence it has become essential to get help of vocational guidance services in the school.

xviii) Our country is in the era of economic planning where lot of thinking goes into changed economic pattern of the country: We require scientists, industrialists, Software Engineers, Bankers etc., to meet the growing demands of the progressive country. The craze for white-collared jobs must come to an end.

Thus, if proper guidance programme is not introduced at the secondary stage in the choice of studies and various vocations, the nation will remain poor and our youth will continue to be frustrated and disgusted.

5.4.2 How to solve problems of lack of training institution in Mizoram:



- i) Vocational Education Training shortages are related to the limited attractiveness of the teaching career. High workloads, poor management of institutions and lack of career development opportunities also have an effect on job satisfaction, which in turn impacts teacher retention.
- ii) Vocational education training often face barriers to accessing training due to a lack of support or incentives, and conflicts with their work schedule. Relevant, customised and engaging training can be offered to provide such opportunities and support participation including institutions, teacher and school networks, local companies, universities and other associations.
- iii) The COVID-19 crisis underlined the need for strong digital skills, but also strong basic and soft skills to be able to navigate a changing labour market. Teachers can develop these skills in through innovative pedagogical approaches. Fostering the capacity of teachers to take advantage of new technologies can encourage this. Online learning and virtual/augmented reality can offer flexible, cost-effective and safe learning opportunities.
- iv) Vocational education training institutions need well-prepared leaders, who understand the vocational education training sector and the labour market, and have strong organisational and pedagogical leadership skills.
- v) Relevant training, including peer-learning opportunities, is just as crucial for teachers. Governmental support and the backing from well-trained leaders better cope with their many responsibilities, including supporting teachers and students and improving the quality of vocational training institution.
- vi) A lack of technical equipment and infrastructure and shortage of funding resulted in a little scope for improvement. It also noted a shortage of trained instructors and few opportunities for in-service training.
- vii) A study by the National Skill Development Corporation of initial and continuing training for instructors (NSDC n.d.) found that most instructors at India's ITIs have received no pedagogical training and are not, therefore, adequately prepared to teach.
- viii) Policies to improve learning outcomes must focus on teachers, reshaping their training and career pathways, as well as educational resources and school management. Such policy-making will require better empirical data on learning outcomes.
- ix) Improving educational outcomes requires improving the quality of teaching. The first step is to reshape teachers' career pathways. It is necessary to attract talent and raise the status of teaching to ensure that the best candidates enter and remain in the profession. This includes rethinking mechanisms for selection, but also incentives (salaries, social recognition, etc.). Additionally, incentives for development and improvement should be strengthened, with a stronger link between performance and reward, using the performance measurement mechanisms that are being put in place. Therefore, it is necessary to strengthen and systematize teachers' evaluations, to monitor progress, identify limitations and overcome them.
- x) The other priority is to raise the quality of the Teacher Training Institutions to improve the quality of teaching. A process should begin for accrediting and strengthening the institution to guarantee its ability to perform these tasks effectively. This improved teacher training should apply to both initial training and continuing professional education.
- xi) Establishing relevant refresher course training industry/training institute in Mizoram: For upgrading and improving the quality of vocational instructor/teacher, a relevant refresher course training industry or training institution should be establish and implement immediately. Majority of states in India have this kind of institution with a well equipped infrastructure but there is none in Mizoram. So, the government should pay attention to this area and take action as soon as possible.
- 5.4.3 Ways to ensure trained and qualified vocational education teachers are appointed:
- i) Structure and relevance: Effective teacher training systems are those that have a meaningful structure which includes different distinct stages of teacher preparation, those that train recruits according to good practice and in ways coherent with local contexts. In addition, both high quality and relevance are indispensable characteristics of contemporary teacher training systems.
- ii) Innovation and progress: In order to remain relevant to manpower demand and technological changes, teacher-training systems should incorporate innovative practices, both in course content and instructional pedagogy, into existing programmes. Teachers must be exposed and trained to utilize emerging technologies in the classroom through systematic and continuing professional development (CPD). In addition, the concept of innovation should extend to



pedagogical practices in the classroom; teachers and trainers should be encouraged and supported as they incorporate innovative instructional methods to meet the needs of trainees and integrate emerging technologies into curricula in new ways. Innovative partnerships between training institutions and industry are also key mechanisms for acquiring practical knowledge and experience.

iii) Responsiveness and inclusion: Teacher training systems need to build the entrepreneurial capacities of teachers and guarantee inclusive teacher training systems. Teachers and trainers need to adopt differentiated teaching strategies and inclusive programmes that respond to unique student needs and a variety of employment tracks, including the option of entrepreneurship. Moreover, these actions are necessary to extend educational and social rights to all persons, including those with disabilities.

5.5 Suggestions for further Studies

Following are some suggestive studies which should be further undertaken with regard to vocational education

- 1. A comparative study of national and international level on seeing how family income plays a significant factor in affecting the career maturity of adolescents will be beneficial.
- 2. A specific study on parental views upon vocational education and ways to tackle their doubts and to develop optimistic reliance for their children on the courses.
- 3. A confined study of ways to implementing more modern trades with systematic training, textbooks, scholarships and human resource development policy.
- 4. An in-depth study of granting equal weightage to both general and vocational stream at secondary level to solve the crises of employment and problem of wastage and stagnation in education.
- 5. A follow up study on pass out students of class XII with vocational training 2016 onwards after the implementation of vocational education intervention under Samagra Shiksha Scheme in Mizoram.
- 6. A study of occupational aspirations of young Mizo population when they enter higher education.
- 7. A comparative study of Vocational Education intervention of Samagra Shiksha in north-eastern states of India.
- 8. A case study of some chosen schools implementing vocational education in Mizoram.

5.6 Conclusion

The findings suggest that there was a serious lack of implementation of vocationalization of lower secondary curriculum but since 2015-16 since the onset of RMSA and Samagra Shiksha mission the conditions have improved in the state of Mizoram. Initially the scheme of vocationalization of secondary education was a centrally sponsored scheme taken care by State SCERT targeting the higher secondary education specifically. Due to negligence of vocational guidance and counseling services very little percentage of students are entering skill based field after completion of lower secondary education. The educational stakeholder must understand what are the factor that really motivates students to take up vocational field as their career and why the traditional academic streams still hold a major attraction for students during higher secondary streaming. Findings emphasize to improve students understanding about vocational education through proper vocational guidance and counseling services for students and understanding their aspirations for future. As far as vocational guidance and counseling is concerned students are provided dedicated teachers for teaching and guidance. As per the latest NEP (2020), Vocational Education will be introduced in the elementary section starting from this academic year i.e. 2021-2022. However it will not be kept optional like at secondary level. The students at elementary level will be given the chance to explore in the field of vocational education so that they develop interest in it right from elementary stage. Entering into a career which turns out to be inappropriate for the person will lead to job dissatisfaction, unhappiness and maladjustment in work life. All these will affect negatively the personal life of the individual. Hence deciding on a vocation is very important task. Thus a proper vocational guidance and counseling helps learners to take right decision in their career choices.

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APPENDIX I

List of provisions on vocational guidance and counseling services offered at secondary level of education in light of NVEQF (National Vocational Education Quality Framework)

ITEMS FOR QUESTIONNAIRE YES/NO SCHOOL Have heard of this provision YES/NO 1 Availability of trained vocational teacher at secondary level 2 Availability of workshop 3 Availability of Library books on vocational education 4 Availability of syllabus for prescribed vocations 5 Is there syllabus, student manual, trainers guide, training manual and multimedia package & e-material developed by school board/ technical board? 6 Is making of Sector skill council (SSC) with representative from industry and employers developed by school board or technical board done? 7 Is national certificate for work preparation (NCWP 1 & 2) issued by school board/ technical board or SSC? 8 Is recognition of prior learning (RPL) done at elementary level of V to VIII issued by school board/ technical board or SSC? 9 Is industry engagement done and are skill knowledge providers (SKPs) from industry are available? 10 Is teachers' qualification specified by school board/ technical board? 11 Is the developed curriculum aligned with credit framework i.e. equivalent level of education for a particular level of skill competency? 12 Is the credit transferred from equivalent program/ degree?

APPENDIX-II

QUESTIONNAIRE FOR STUDENTS OF SECONDARY SCHOOL

STUDENTS

NAME OF STUDENT:



NAME OF SCHOOL: CLASS: **GENDER:** 1. What kind of vocational programmes are offered at your school? 2. Are you enrolled in any of the vocational course being offered at your school? Yes/ No If Yes, then mention them_____ 3. Do you need vocational guidance in school besides your regular class? Yes/ No 4. Do you think your vocational courses will lead you to find a suitable job that suits your ability? Yes/ No 5. Do you receive sufficient education and training for the vocational course? Yes/ No 6. Do you have trained teachers with necessary skills required for your vocation? Yes/ No 7. Does the school provide sufficient equipments and infrastructure for various practical lessons? Yes/No 8. Do you feel the need to suggest ways and means to strengthen vocation based courses in Mizoram? Yes/No 9. Do you need adequate vocational seminar, career talks and guidance services to help you to choose appropriate stream and career of your choice in future? Yes/ No 10. Is there any need for upgrading equipments of your vocational practice? Yes/ No 11. Do your teachers take you out to field visits, field work or industrial visit? Yes/ No 12. Is the duration of vocational training enough for you to acquire the desired skills? Yes/ No 13. Is there a need to change vocational practical in accordance with vocational theory? Yes/No 14. Is there any problem in your school's vocational lab? Yes/No If Yes, of what kind? ______ 15. Do you face difficulty in finishing the whole vocational syllabus before examination?



Yes/No
16. Does your school offer a high quality of vocational training? Yes/No
17. Is there an opportunity for continuous skill up gradation at your school? Yes/No
18. Do you feel that more importance to arts-based vocations should be given? Yes/No If Yes, of what kind?
19. Is there sufficient number of library text and reference books on vocational courses? Yes/No
20. Which vocational courses will be effective for better job placement inside and outside Mizoram?
21. Do you feel the need for carrying up vocational courses in the future? Yes/No
22. Have you ever been to a counselor? Yes/No
22. Do you often need to consult someone to clear your doubts about various professions and occupations you can select in your future?
Yes/No
23. Do your teachers sensitize you about unemployment problem the youth are facing today? Yes/No
24. Do you prefer vocational education over basic education for yourself after the completion of class X? Yes/No
25. Do you think that the knowledge you received in secondary level is sufficient for your profession? Yes/No
26. Do your teachers provide information about part-time and self-employable jobs? Yes/No
27. Are you aware of different careers open to you after your completion of the secondary level? Yes/No
28. Are you afraid of going for getting counselling/advice from counsellor/teachers due to lack of privacy? Yes/No



29. Do you have an opportunity to give teacher's feedback during your learning courses? Yes/No	
31. Why do you prefer to choose vocational education? Give reasons.	
32. Do you feel that more importance to technology-based vocations should be given?	
Yes/No	
If Yes, of what kind?	
APPENDIX-III	
SEMI-STRUCTURED INTERVIEW SCHEDULE FOR TEACHERS	
1. Do you think the pupil take the vocational curriculum seriously?	
2. Do the students receive upto-dated information regarding recent fields in vocation?	
3. Do you face difficulty on getting permission from industries, institutions in case of field visits?	
4. Are there any shortages in financial funds from the government for conducting vocational courses?	
5. Do you need more fund for vocational training?	
6. Are you aware of NVEQF?	
7. Are you aware of nationwide programme called NISHTHA?	
8. Did anyone from school participated in any workshop (NISHTHA) held 2019 in Mizoram?	
9. How many teachers are taking care of vocational education?	
10. What kinds of problems are there in implementing vocational education?	
11. What are your suggestions for improving the quality of vocational education?	
12. What is the quality of laboratory?	
APPENDIX-IV	
Certificate of Paper Presentation in a Seminar	
62% MATCHING BLOCK 66/68 W http://mzuir.inflibnet.ac.in:8080/jspui/bitstr	
PARTICULARS OF THE CANDIDATE NAME OF CANDIDATE : IGNES R. LALMUANPUII DEGREE : MASTER OF PHILOSOPHY DEPARTMENT : EDUCATION TITLE OF DISSERTATION : Vocational	
Guidance and Counseling among Secondary School Students in Aizawl City: Status and Problems	
DATE OF ADMISSION : 02. 08.2019	

COMMENCEMENT OF FIRST SEMESTER: 01.08.2019

COMMENCEMENT OF SECOND SEMESTER: 01.02.2020

APPROVAL OF RESEARCH PROPOSAL -

DRC: 5thMarch, 2020

BOS: 15thMay, 2020

SCHOOL BOARD: 29thMay, 2020



MZU REGISTRATION NO.: 3138 of 2014

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REGISTRATION NO. & DATE: MZU/M.Phil./620 of 29.05.2020 DATE OF SUBMISSION: 31st JULY2021 EXTENSION,

IF ANY: One Semester

Head of Department

Department of Education

BRIEF BIO-DATA OF THE CANDIDATE

NAME: IGNES R. LALMUANPUII

FATHER'SNAME: R. LALRINCHHUANGA

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E-MAIL: ignesmuanpuii@gmail.com

EDUCATIONAL QUALIFICATIONS:

CLASS BOARD/UNIVERSITY YEAROF PASSING DIVISION/ GRADE X MBSE 2012 I XII MBSE 2014 II B.A. (Education) MIZORAM UNIVERSITY 2017 I M.A. (Education) MIZORAM UNIVERSITY 2019 I M.PHIL (Education) MIZORAM UNIVERSITY Course work completed in 2020 A

99

148

Hit and source - focused comparison, Side by Side

Submitted text As student entered the text in the submitted document.

Matching text As the text appears in the source.

1/68

SUBMITTED TEXT

71 WORDS

100% MATCHING TEXT

71 WORDS

education, "Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology."

Education Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

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https://www.aicte-india.org/education/vocational-education



SUBMITTED TEXT

51 WORDS 87% MATCHING TEXT

51 WORDS

vocational guidance is the process of assisting the individuals to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decision and choices involved in planning a future, and building a career decision, and choices necessary in affecting satisfactory vocational adjustment."

Vocational guidance is the process of assisting the in- to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make and choices involved in planning a future and building a career decisions and choices necessary in effecting satisfactory vocational adjustment." • 14.

w https://www.slideshare.net/SatishRaj4/educational-and-vocational-guidance-173665798

3/68

SUBMITTED TEXT

11 WORDS 100% MATCHING TEXT

11 WORDS

is the process of helping an individual to choose an

is the process of helping an individual to choose an

W https://www.slideshare.net/sundasparacha3/vocational-counselling-career-selection

4/68

SUBMITTED TEXT

22 WORDS

67% MATCHING TEXT

22 WORDS

Education The Centrally Sponsored Scheme (CSS) of Vocationalization of Secondary Education was launched in year 1988 which was implemented through State/UTs and NGOs/

education. The Centrally sponsored scheme of vocationalization of secondary education was launched in year 1998. scheme was implemented through States, Union Territories and NGOs /

W

http://www.scdl.net/pdf/PhDThesis.pdf

5/68

SUBMITTED TEXT

44 WORDS

88% MATCHING TEXT

44 WORDS

The main objectives of the scheme, as mentioned in the National Policy on Education 1986, were to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative

http://www.scdl.net/pdf/PhDThesis.pdf

The main objective of the scheme as spelt out in the National Policy of Education, 1986, were to provide diversification of educational opportunities, so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative

6/68

SUBMITTED TEXT

19 WORDS 83

83% MATCHING TEXT

19 WORDS

Vocational Education was made a distinct stream intended to prepare students for identified occupations spanning several areas of

vocational education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of

w https://itpd.ncert.gov.in/mss/course_content/pre%20vocational%20education.pdf



19 WORDS

management structure, curriculum infrastructure development, vocational surveys, instructional material, teachers and their training, schoolindustry linkage, examination and certification,

SUBMITTED TEXT

management structure, curriculum design, infrastructure development, vocational surveys, instructional material, teachers and their training, school-industry linkage, examination and certification,

19 WORDS

97% MATCHING TEXT

W https://web.iima.ac.in/assets/snippets/workingpaperpdf/19123566942015-02-03.pdf

9/68	SUBMITTED TEXT	12 WORDS	95%	MATCHING TEXT	12 WORDS
The national policy planners considered higher secondary stage of school education			The national policy planners have considered higher secondary stage of school education		
w https://		ission.gov.in/do	ocs/abc	utus/committee/wrkgrp12/hrd	l/wg_seconvoc1

8/68	SUBMITTED TEXT	24 WORDS	57% MATCHING TEXT	24 WORDS

renamed as 'Vocationalization of Secondary and Higher Secondary Education' in 2013 and was later subsumed under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme. renamed as 'Vocationalisation of Secondary and Higher Secondary Education' on 1 st April, 2013. This Scheme has been subsumed under the Rashtriya Madhyamik Shiksha Abhiyan scheme.

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10/68	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS	
the Centrally Sponsored Scheme of Vocationalization of Secondary Education approved by the Government.				the Centrally Sponsored Scheme of Vocationalisation of Secondary Education approved by the Government		
w http://r	mzuir.inflibnet.ac.in:8080/	'jspui/bitstream,	/1234567	89/762/1/J.%20LALHRIATPI	UII%252CEdu.pdf	

14/68	SUBMITTED TEXT	31 WORDS	71%	MATCHING TEXT	31 WORDS			
work into wh	the National Skill Qualification the NVEQF has been a Government in 2012. Accordance vocational education	assimilated	work issued	gn it with the National Skill C into 11 which the NVEQF ha d by the Ministry on 22 nd Se me covered vocational educ	s been assimilated ept 2012. The			
W http://r	w http://mzuir.inflibnet.ac.in:8080/jspui/bitstream/123456789/762/1/J.%20LALHRIATPUII%252CEdu.pdf							



16 WORDS

is a descriptive framework that organizes qualifications according to a series of levels of knowledge

SUBMITTED TEXT

is a competency-based framework that organizes all qualifications according to a series of levels of knowledge,

16 WORDS

83% MATCHING TEXT

w https://en.wikipedia.org/wiki/Vocational_education

17/68 SUBMITTED TEXT 17 WORDS 73% MATCHING TEXT 17 WORDS

which the learners must possess regardless of whether they were acquired through formal, nonformal or informal which the learner must possess regardless of whether they are obtained through formal, nonformal or informal

w https://en.wikipedia.org/wiki/Vocational_education

11/68 SUBMITTED TEXT 41 WORDS 100% MATCHING TEXT 41 WORDS

multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system.

multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system.

w https://web.iima.ac.in/assets/snippets/workingpaperpdf/19123566942015-02-03.pdf

12/68 SUBMITTED TEXT 28 WORDS 78% MATCHING TEXT 28 WORDS

multiple entry and exit between VE, general education and job markets, (c) progression within VE, (d) transfer between VE and general education, and (e) partnership with industry/employers

multiple entry and exit between VE, general education and job markets; 2. To provide progression within VE; 3. To enable transfer between VE and general education; and To build partnership with industry/employers. 8.

w https://web.iima.ac.in/assets/snippets/workingpaperpdf/19123566942015-02-03.pdf

13/68 SUBMITTED TEXT 16 WORDS 100% MATCHING TEXT 16 WORDS

set common principles and guidelines for a nationally recognized qualification system, covering schools, vocational education

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set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education

https://niti.gov.in/planningcommission.gov.in/docs/aboutus/committee/wrkgrp12/hrd/wg_seconvoc1708.pdf



15/68 SUBMITTED TEXT 23 WORDS 100% MATCHING TEXT 23 WORDS

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) The

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) The

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18/68 SUBMITTED TEXT 23 WORDS 79% MATCHING TEXT 23 WORDS

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) is an apex research and development organization in the field of vocational education.

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent unit of is an apex research and development institute in the field of vocational education

https://docplayer.net/28966770-N-c-e-r-t-annual-report.html

19/68 SUBMITTED TEXT 13 WORDS 87% MATCHING TEXT 13 WORDS

constituent unit of the National Council of Educational Research and Training (NCERT),

constituent of the National Council of Educational Research and Training (NCERT),

W https://docplayer.net/28966770-N-c-e-r-t-annual-report.html

20/68 SUBMITTED TEXT 12 WORDS **100% MATCHING TEXT** 12 WORDS

the Ministry of Human Resource Development (MHRD), Government of India. The

the Ministry of Human Resource Development (MHRD), Government of India, the

http://14.139.60.153/bitstream/123456789/10079/1/TOWARDS%20AN%20ENLIGHTENED%20AND%20INCLUSIVE%20M ...

21/68 SUBMITTED TEXT 38 WORDS 35% MATCHING TEXT 38 WORDS

leading organization in the country to strengthen Vocational Education and Training (VET) system so as to meet the challenges and needs of future workforce development. This is to be insured by building the capacity of VET institutions,

leading organization to strengthen

Vocational Education and Training system to
meet the skills needs of the current
and future workforce. Mission To build the capacity
of VET institutions

http://www.psscive.ac.in/Employability_Skills.html



22/68 SUBMITTED TEXT 11 WORDS 100% MATCHING TEXT 11 WORDS

National Initiative for School Heads and Teachers Holistic Advancement' NISHTHA NATIONAL INITIATIVE FOR SCHOOL HEADS' AND TEACHERS' HOLISTIC ADVANCEMENT – (NISHTHA)

w https://www.slideshare.net/NISHTHA_NCERT123/module-15-prevocational-education-186233902

25/68 SUBMITTED TEXT 52 WORDS 94% MATCHING TEXT 52 WORDS

Pre-vocational education has been conceptualized in Samagra Shiksha as the integration of work based activities with teaching-learning processes, rather than a separate add on to the existing scheme of studies of education from Classes VI-VIII. Pre-vocational education will help students to: a) Identify the productive activities, plan and organise productive work;

Pre-vocational education has been conceptualized in Samagra Shiksha as the integration of work based activities with teaching-learning processes, rather than a separate add on to the existing scheme of studies of education from Classes VI- VIII. • 18. Pre-vocational Pre-vocational education will help students to: ? Identify the productive activities, plan and organise productive work; ?

w https://www.slideshare.net/NISHTHA_NCERT123/module-15-prevocational-education-186233902

24/68 SUBMITTED TEXT 40 WORDS 92% MATCHING TEXT 40 WORDS

Identify the tools, equipment and material, used in the production of goods and services; c) Develop basic skills to observe, manipulate and participate in work practice; d) Inculcate socially desirable values, such as cooperativeness, teamwork, perseverance, tolerance, etc.; and Identify the tools, equipment and material, used in the production of goods and services; ? Develop basic skills to observe, manipulate and participate in work practice; ? Inculcate socially desirable values, such as cooperativeness, teamwork, perseverance, tolerance, etc.; and ?

w https://www.slideshare.net/NISHTHA_NCERT123/module-15-prevocational-education-186233902

26/68 SUBMITTED TEXT 13 WORDS 100% MATCHING TEXT 13 WORDS

Develop respect for manual work (dignity of labour) and regard for workers.

Develop respect for manual work (dignity of labour) and regard for workers. • 19.

https://www.slideshare.net/NISHTHA_NCERT123/module-15-prevocational-education-186233902

23/68 SUBMITTED TEXT 16 WORDS 90% MATCHING TEXT 16 WORDS

National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (National Council of Educational Research and Training: http://ncert.nic.in/ 7. National Institute of Educational Planning and Administration:

W https://itpd.ncert.gov.in/mss/course_content/pre%20vocational%20education.pdf



100% **MATCHING TEXT** 27/68 **SUBMITTED TEXT**

11 WORDS

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal.

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal

11 WORDS

http://14.139.60.153/bitstream/123456789/13422/1/Annual_report_17_18.pdf

28/68 **SUBMITTED TEXT 78% MATCHING TEXT** 18 WORDS 18 WORDS

approved for Implementation of Vocational Scheme by PAB 2015-16 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

approved for Implementation of Vocational Scheme by PAB 2015 - 16 Sl No Name of District Name of School Vocational Trade 1

http://mzuir.inflibnet.ac.in:8080/jspui/bitstream/123456789/896/1/LIANHLUPUII%20HNAMTE%20%2 C%20Ed ...

30/68 **SUBMITTED TEXT** 18 WORDS **78% MATCHING TEXT** 18 WORDS

approved for Implementation of Vocational Scheme by PAB 2016-17 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

approved for Implementation of Vocational Scheme by PAB 2015 - 16 Sl No Name of District Name of Vocational Trade 1 School

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32/68 **SUBMITTED TEXT** 18 WORDS **78% MATCHING TEXT** 18 WORDS

approved for Implementation of Vocational Scheme by PAB 2017-18 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

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33/68 **SUBMITTED TEXT** 18 WORDS **78% MATCHING TEXT** 18 WORDS

approved for Implementation of Vocational Scheme by PAB 2017-18 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

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approved for Implementation of Vocational Scheme by PAB 2015 - 16 Sl No Name of District Name of School Vocational Trade 1

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approved for Implementation of Vocational Scheme by PAB 2019-20 Sl. No Name of District Name of School U-DISE Code Vocational Trade 1

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31/68 SUBMITTED TEXT 18 WORDS 78% MATCHING TEXT 18 WORDS

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38/68 SUBMITTED TEXT 24 WORDS 60% MATCHING TEXT 24 WORDS

Vocational Guidance: It is an assistance provided to an individual in choosing a career or profession or in making employment or training decisions Vocational guidance is assistance in choosing a career or profession or in making employment or training decisions.

W https://www.yourdictionary.com/vocational-guidance

43/68 SUBMITTED TEXT 29 WORDS 98% MATCHING TEXT 29 WORDS

diversification of educational opportunities so as to enhance employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education (diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education

https://shodhganga.inflibnet.ac.in/bitstream/10603/34419/8/08_chepter%201.pdf

34/68 SUBMITTED TEXT 19 WORDS 78% MATCHING TEXT 19 WORDS

Education it is revealed that research in vocational and technical education was undertaken only from 1960 onwards,

education. It may be observed that research in vocational and technical education was undertaken only from 1960 onwards.

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35/68	SUBMITTED TEXT	17 WORDS	96%	MATCHING TEXT	17 WORDS
A study of vocational aspirations of Standard IX students of English medium schools in Pune city			A study of the vocational aspirations of Standard I students of English medium schools in Pune city.		
w http://i	mzuir.inflibnet.ac.in:8080	/jspui/bitstream,	/123456	789/762/1/J.%20LALHRIAT	PUII%252CEdu.pdf
36/68	SUBMITTED TEXT	20 WORDS	92%	MATCHING TEXT	20 WORDS
	stries in promotion of voc mong rural women: a feas Haryana		educa	f industries in promotion of ation among rural women: A ate of Haryana.	
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37/68	SUBMITTED TEXT	17 WORDS	100%	MATCHING TEXT	17 WORDS
students stud	ne interest and difficulties dying in vocational educa	tion stream	stude	dy on the interest and diffici nts studying in vocational e	ducation stream.
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39/68	SUBMITTED TEXT	35 WORDS	48%	MATCHING TEXT	35 WORDS
Rajasthan an vocational co oreparatory i	nterests of students study ad found in spite of studer ourses because of their e nature, lack of trained tea nds in time are	nts' interest in mployment-	vocat identi found intere of its physic	ed the interests of the stude ional education stream in R fied the difficulties faced by that the majority of the stu sted in vocational educatio employment-preparatory n cal facilities, non- availability ers, non-release of funds in	ajasthan and them. The study udents were n mainly because ature. Lack of y of trained
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40/68	SUBMITTED TEXT	21 WORDS	92%	MATCHING TEXT	21 WORDS
students aca	uidance and counseling sendemic performance and econdary schools of Soko	career choice	SERVI PERFO SELEC	CT OF GUIDANCE AND CO CES ON STUDENTS ACADE DRMANCE AND CAREER CI CTED SECONDARY SCHOC OPOLIS	EMIC HOICE IN

w http://oer.udusok.edu.ng/xmlui/handle/123456789/501



SUBMITTED TEXT

60 WORDS

46% **MATCHING TEXT**

60 WORDS

the effectiveness of Counseling services in Sokota Metropolis of Northern Nigeria using descriptive survey research method. The population consists of students of secondary schools in Sokota Metropolis of boarding, day and private schools. A sample of four schools was selected and 50 students were collected from each school in order to represent the population through random sampling techniques. The

the effectiveness or otherwise of counseling services in sokoto metropolis, the research method used in this research is descriptive survey research method. The population of this research consists of students of secondary schools in Sokoto metropolis these schools consist of boarding, day and private schools. The samples of four (4) schools were selected within Sokoto metropolis and the sample o f fifty (50) students were collected from each to represent the population, the procedure used in this research was random sampling techniques. The

http://oer.udusok.edu.ng/xmlui/handle/123456789/501

46/68

SUBMITTED TEXT

13 WORDS

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13 WORDS

that parents have no direct influence on the career choice of students.

that parents have no direct influence on the career choice of students.

http://oer.udusok.edu.ng/xmlui/handle/123456789/501

41/68

SUBMITTED TEXT

13 WORDS

88% MATCHING TEXT

13 WORDS

be made to give lectures in various professions especially to final year students.

be made to give lectures in various profession especially to final year students.

http://oer.udusok.edu.ng/xmlui/handle/123456789/501

48/68

SUBMITTED TEXT

18 WORDS

70% MATCHING TEXT

18 WORDS

percentage of the Indian workforce in the age group 19-24 (less than 5%) receiving formal vocational education

percentage of the Indian workforce in the age group of 19-24 received formal Vocational Education

https://www.mhrd.gov.in/shikshakparv/docs/Rajesh_Khambayat.pdf

42/68

SUBMITTED TEXT

16 WORDS 100% MATCHING TEXT 16 WORDS

This chapter mainly deals with analysis and interpretation of data regarding the status of vocational

This chapter mainly deals with analysis and interpretation of data regarding the status of vocational

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SUBMITTED TEXT

31 WORDS 75% MATCHING TEXT

31 WORDS

Suggestions for further Studies 5.6 Conclusion 5.1 Major Findings Major findings are arranged in the following order: 5.1.1 Findings Related to Status of Vocational Education at Secondary Stage of Education in Mizoram 5.1.2 Findings related to

suggestions for further research are Major findings and Conclusions are arranged in the following order: 1. Findings Related to Status of Vocational Education at Higher Secondary Stage of Education in Mizoram: 2. Findings Conclusions Related to

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45/68

SUBMITTED TEXT

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It has been found from different studies that there are many young people who have entered in different occupations by chance and not in accordance of their interest, aptitude, capacity and suitability. This results in an economic loss to the young workers in particular and to the society in general. This problem can be avoided through organization of vocational guidance

It has been revealed from different studies that there are many young people who have entered in different occupations by chance and not in accordance of their interest, aptitude, capacity and suitability. This results in an economic loss to the young workers in particular and to the society in general. This problem can be avoided through organisation of vocational guidance

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in school because through this programme an individual opts his/her vocation in accordance to his suitability. So he/she selects suitable occupation or job from the job market. ii)

in school. Because through this programme an individual opts his/her vocation in accordance to his suitability. So he selects suitable occupation or job from the job market. (ii)

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It has been confirmed and accepted in psychological perspective that no two individuals are alike. They differ in their different traits and aspects due to individual differences. Therefore in order to fulfill this need of individual differences in the field of occupation or job market it is necessary to organize vocational guidance

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The modern society is undergoing a constant change because of the influence of science and

The contemporary society is undergoing a constant change because of the influence of science and

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technology. Due to this the areas of specialization have emerged in order to cope with the changes that have taken place in social, political, economic and cultural structure of the society. For this we require technologists, doctors, engineers, scientists, technicians, educationists, philosophers, administrators etc. Besides all together new occupations are coming to the forefront for meeting these needs. Therefore, there is the need of organizing vocational guidance

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Vocational Guidance is most needed at the secondary and at the higher secondary stage of education. It is needed when the student is required to choose subjects and decide his future occupation. Besides it is also needed at the stage of college education and university education. After the completion of college and university education the student has to join an occupation to earn his livelihood and to lead a way of life.

Vocational Guidance is most Needed at the Secondary Stage of Education and at the Higher Secondary Stage of Education: It is needed when the student is required to choose subjects and decide his future occupation. Besides it is also needed at the stage of college education and university education. After the completion of college and university education the student has to join an occupation to earn his livelihood and to lead a way of life. (

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insights of the individuals, an organized programme of vocational guidance is needed to assist the individual to develop insight into what he wants to be in life, what he is best capable of doing, his abilities, interests, aptitudes and his limitations.

Insights of the Individuals: An organised programme of vocational guidance is needed to assist the individual to develop insight into what he wants to be in life, what he is best capable of doing, his abilities, interests, aptitudes and his limitations. (



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Many round pegs are placed in square holes and square pegs in round holes simply because occupational choices are not made in accordance with what one can do and what one can't do. For avoiding this and realizing the very statement that round peg

Many round pegs are placed in square holes and square pegs in round holes simply because occupational choices are not made in accordance with what one can do and what one can't do. For avoiding this and realizing the very statement that round peg



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there is the need of vocational guidance. vii)
Vocational guidance is needed for the purpose of
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need and importance of vocational guidance refers
the fact that through organization of vocational
guidance programme individuals opt their vocations
in accordance to their suitability. As a result of this
they become a positive, valuable, and useful asset
for the society instead of becoming a burden on the
society. viii) Vocational Guidance

there is the serious need of vocational guidance. (xii) Vocational Guidance is Needed for the Purpose of Ensuring Proper Utilization of Human Resources: Being the last but not the least important need and importance of vocational guidance it refers the fact that through organisation of vocational guidance programme individuals opt their vocations in accordance to their suitability. As a result of this they become a positive, valuable, and useful asset for the society instead of becoming a burden on the society. Articles: • Vocational Guidance:

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Bhargava, R. (1991). A study on the interest and difficulties faced by the students studying in vocational education stream.

Bhargava, R. (1991). A study on the interest and difficulties faced by the students studying in the vocational education stream.

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Bhatnagar, K.M. (1991). Role of industries in promotion of vocational education among rural women: A feasibility study in the state of Haryana.

Bhatnagar, K.M. (1991). The role of industries in promotion of vocational education among rural women. A feasible study in the state of Haryana.

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61/68	SUBMITTED TEXT	24 WORDS	57%	MATCHING TEXT	24 WORDS	
Fifth Survey of Educational Research. Vol.—II, New Delhi: NCERT. • Chaudhari, P. (2005). Need of Guidance Programme at Secondary School Level.		Fifth Survey of Educational Research 1988-92, Vol. 1, New Delhi: NCERT. Sharma, N. (1987). Effectiveness of vocational exploration programme at secondary school level				
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62/68	SUBMITTED TEXT	21 WORDS	97%	MATCHING TEXT	21 WORDS		
Choudhury, K. (1990). A study of vocational aspirations of Standard IX students of English medium schools in Pune city.				Choudhury, K. (1990). A study of the vocational aspirations of Standard IX students of English medium schools in Pune city.			
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In: Athanasou J.A., Van Esbroeck R. (eds) International Handbook of Career Guidance. Springer,			In Athanason, J.A.; Van Esbroeck, R. (eds). International handbook of career guidance. Springer, 2008,			
w https://www.cedefop.europa.eu/files/5193_en.pdf						

63/68	SUBMITTED TEXT	24 WORDS	82%	MATCHING TEXT	24 WORDS
Lalhriatpuii, J. (2018).Vocational Education at Higher Secondary Stage of Education in Mizoram: Status, Problems and Prospect. Doctoral dissertation, Mizoram University.				atpuii, J (2018).Vocational Ed ndary Stage of Education in I ems and Unpublished Docto am University.	Mizoram: Status,
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64/68	SUBMITTED TEXT	26 WORDS	100%	MATCHING TEXT	26 WORDS	
The impact of guidance and counseling services on students academic performance and career choice in selected secondary schools of Sokoto metropolis. UDUS Open Educational Resources.			THE IMPACT OF GUIDANCE AND COUNSELING SERVICES ON STUDENTS ACADEMIC PERFORMANCE AND CAREER CHOICE IN SELECTED SECONDARY SCHOOLS OF SOKOTO METROPOLIS UDUS Open Educational Resources			
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ABSTRACT

Vocational Guidance and Counseling among Secondary School Students in Aizawl City: Status and Problems

Dissertation

Submitted in Partial Fulfillment for the Degree of Master of Philosophy in Education

By

Ignes R.Lalmuanpuii

MZU/M.Phil./620 of 29.05.2020

Under the supervision of

Dr. Nitu Kaur

DEPARTMENT OF EDUCATION

MIZORAM UNIVERSITY

AIZAWL , MIZORAM

JUNE, 2021

Abstract Background: The study investigated the status and problems of vocational guidance and counseling in Aizawl city, Mizoram. **Population:** For the present study 94 students from government secondary schools and 14 teachers from government secondary schools and an industrial training institution in Aizawl city of Mizoram were selected. Methods: A Descriptive study was conducted among secondary school students & vocational teachers using a specially designed questionnaire aiming to investigate the high school students' and teachers' awareness upon the importance of vocational guidance and counseling and other aspects in career guidance. The following tools & techniques of the research were used: A questionnaire in light of NVEQF, Questionnaire for students, semi-structured face to face/ telephonic interview & unstructured telephonic interview were used with both qualitative and quantitative processing of data. Findings: Analysis of the obtained results demonstrated that maximum percent of teachers feel that they are involved in providing vocational guidance and counseling services to students but vocational education is regarded as additional/subsidiary subject majority of the students take it as unnecessary compared to other subjects. There exist shortage of funds and facilities and struggling towards management in various vocations. A huge majority of students mentioned that they need adequate vocational seminars, career talks and guidance services to help them choose appropriate stream and career in future and also wanted to strengthen vocational training in Mizoram.

INTRODUCTION

Etymologically the word 'vocation' has a theological association which means a call to special religious work, as to the ministry. According to Webster's revised unabridged dictionary, the word 'vocation' means a call, a summons, a citation, especially, a designation or appointment to a particular state, business, or profession. Vocational education has helped the students to acquire readiness to enter the world of the work while they are in the world of studies. Vocational guidance is the process of assisting the individuals to choose an occupation, prepare for it, enter upon and progress in it. Vocational counseling helps to find solution to the individual problem. Vocational counseling is basically more concerned with the vocational development of an individual. Vocational guidance and counseling aims at helping the person select a proper vocation and prepare for it. The counselor makes the individual aware about his abilities, aptitude, attitude and interests; and helps him in a proper placement suitable to his abilities and from which he derives job satisfaction. Thus a proper guidance and counseling often helps learners to take right decisions in daily life.

THE GIST OF REVIEW OF RELATED LITERATURE

The review of related literature both in India and abroad suggested that majority of students and counselors felt the need to develop and strengthen guidance needs and intervention programs and adequate infrastructure for a smooth functioning of the services to help the students and there is also a strong suggestions of appointing a

well-trained and qualified counselors whom the students can trust to tell all their problems and help to solve their problems in order to have a bright future. The review also suggested that guidance and counseling programs help young adolescents in their adjustment problems and help them to cope with their mental, emotional, physical and sociological aspects. Students at this age face a lot of adversities and difficulties in their environment, the most common problems may be peer pressure and family problems which may lead to wrong career choices. Negligence of guidance and counseling programs also blinded the students ability and their talents which lead to choosing subjects which do not suits their abilities and this results in failure of education and again results in increasing the rate of unemployment among the youths. This causes a huge depression among the young adults who are the foundation and economic backbone of the country. Especially in third world countries this problem is deeply proliferating because of lack of vocational guidance and conseling services for students in these countries in comparison to developed countries which are reaping the benefits of early vocationalization and streaming provisions for students at secondary stages of education.

India has been not able to in-cash the advantages of vocational and technical education in-spite of having a clear vision lane laid down at the very outset of postindependent era by great visionaries and leaders of the time. Be it University commission (1948), Secondary Education Commission (1952) or the Education Commission (1964-66), all did not forget to measure the impact of vocationalization of school curriculum especially through lower to higher secondary stages but lack of proper implementation in the top-down model of Indian administration things collapsed. Of lately with the introduction of decentralized policy of education things have started to come in order, however there is still a strong felt need of vocationalization of curriculum right through middle years of schooling, as proposed recently through national campaign of NISTHA(National Initiative for School Heads and Teachers Holistic Advancement), to support pre-vocational courses in school curriculum. The latest National Education Policy, 2020 is very precise in laying down the modalities of the vocationalization of curriculum right through early intervention in school education in order to enroll more students to various vocational courses. The 12th Five-Year Plan (2012-2017) estimated only a small percentage of the Indian workforce in the age group 19-24 (less than 5%) receiving formal vocational education whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96% (National Education Policy, 2020). Moreover, our country had been witnessing the gradual underpopularization of vocational courses since independence.

Majority of students across the country needs guidance in the selection of subjects for choosing their profession. Equal weightage to both general and vocational stream especially at secondary level is must to solve the crises of employment and problem of wastage and stagnation in education. The main reason derived for the imbalance in

secondary education in India was the traditional attraction for the white collared professions and the general aversion among educated people to work with their hands. Moreover general education institutions were much cheaper to establish and easy to maintain than vocational education. Lack of infrastructure and inadequate facilities are the major problems face by vocational education which leads to imbalances in education resulting in the growth of unemployment rate among the youths. So, it is suggested by most researches that there should be provision of trained and professional qualified career guidance teacher for successful implementation and for acquiring overall quality education for achieving goals in education. It will also save the lives and future of young adults who will lead the coming generation and enable them to become a productive citizen. There is a serious lack of implementation of vocationalization of lower secondary curriculum which results in very little percentage of students entering this skill based field. Similarly, there is lack of adequate infrastructure and facilities and research needs to be done in this gray area with utmost priority. Therefore, from the above mentioned reviews, it is clear that vocational education definitely reduces unemployment among the school leavers and there is an urgent need of introducing and strengthening vocational guidance services and the establishment of a full-fledged career guidance services at the same time.

RATIONALE OF THE STUDY

There is a strong felt need for high school students to enter the higher-secondary stream with a clear understanding of vocational field which they wish to choose. This need fits in very aptly in the present state of unemployed youth in the country and lack of proper implementation of different schemes related to vocationalization of secondary curriculum. Especially during lower secondary classes when curriculum is still undifferentiated and students need proper guidance and counseling on selection of their higher secondary streams out of traditional academic and vocational streams. There is a serious lack of implementation of vocationalization of lower secondary curriculum which results in very little percentage of students entering this skill based field. Moreover, the country had been witnessing the gradual underpopularization of vocational courses since independence. However, the latest National Education Policy, 2020 is very precise in laying down the modalities of the vocationalization of curriculum right through early intervention in school education in order to enroll more students to various vocational courses. In this regard, there are certain questions emerge in the mind of the investigator, the answer of which can only be obtained only through research. Such questions are as follows:

- 1. Is career guidance an aspect of curriculum at secondary level of education?
- 2. What are the modalities of providing guidance and counseling at secondary level?
- 3. Do the schools contain adequate infrastructure and facilities with regard to vocational education?

- 4. Does the present system of vocational education focus on the practical aspect of learning/training?
- 5. What is the awareness level of teachers of secondary schools regarding vocational education?
- 6. How far the provisions of national vocational education curriculum are implemented at secondary level of education?

Thus in order to find answers to the above stated research question the investigator proposed the following problem for investigation:

STATEMENT OF THE PROBLEM

The proposed research problem was formulated as:

Vocational Guidance and Counseling among Secondary School Students in Aizawl City: Status and Problems

OBJECTVES OF THE STUDY

Following are the chosen objectives of the study, however all the research questions have been not addressed through the objectives of the study due to limitation of time. Following are the chosen objectives:-

- 1. To find out the status of vocational guidance and counseling services offered at secondary level of education.
- 2. To explore the vocational guidance and counseling needs of secondary school students.
- 3. To examine the problems faced by secondary schools in providing vocational guidance and counseling services to secondary school students.
- 4. To suggest measures for proper implementation of guidance and counseling provisions at secondary level of education.

OPERATIONAL DEFINITIONS OF THE TERM USED:

- Vocational Guidance: It is an assistance provided to an individual in choosing a career or profession or in making employment or training decisions that suits ones' ability. It is providing occupational or career information to the students.
- *Vocational Counseling:* It is concerned with the discovery of one's potentialities, interests and attitudes such that he/she is helped to actualize himself in the pursuit of his/her vocation. Vocational counseling uses several

techniques of client appraisal and assessment and assists the individual in his self actualization.

• *Secondary School Students:* Here the term refers to all the Mizo students studying at secondary level of education within Aizawl city of Mizoram.

RESEARCH METHODS AND PROCEDURE

The research methods hold a significant value in deciding the faith of the study.

METHOD OF STUDY

A mixed approach with both quantitative and qualitative aspect in data analysis has been used for the present study. Thus the present study falls within the domain of descriptive research.

SOURCES OF DATA

The primary and secondary sources for collection of data for the present study are described as follows.

- A. Primary sources: The primary sources of data are the secondary school students and their vocational education teachers.
- B. Secondary sources: Some academic and project officers under the scheme of Samagra Shiksha, official data at state and national level.

POPULATION

The present study thus comprised of two prime populations of investigation which are

Population 1: The first population comprise of all the government secondary school students of Aizawl city of Mizoram.

Population 2: The second population comprise of all the government secondary school vocational education teachers of Aizawl city of Mizoram.

For the present study initially the investigator gathered information about the secondary schools where vocational education was part of curriculum. Mizoram Board of School Education (MBSE) official data was procured regarding this (see Table 1& Table 2)

Table No. 1
List of Govt. Lower Secondary Schools (IX-X) offering Vocational Courses

S/N	Name of School	No. of Student-Actual				TOTAL
		IT-ITES	AG	AMHF	ATM	
1	Govt. Mizo HS	28	-	-	-	28

2	Govt. Zemabawk HS	14	-	-	-	14
2		2.4				24
3	Govt. Saitual HS	34	-	-	-	34
4	Govt. KM HS	9	-	-	2	11
5	Govt. Central HS	-	34	-	-	34
6	Govt. Mamawii HS	29	-	38	-	67
7	Govt. Republic HS	33	-	36	-	69
8	Govt. GM HS,	34	-	-	-	34
	Champhai					
9	Govt. Kolasib HS	24	-	-	-	24
10	Govt. Region HS,	17	-	-	-	17
	Lawngtlai					
11	Govt. Lunglei HS	5	-	-	-	5
12	Govt. Mamit HS	14	-	-	-	14
13	Govt. HS, Siaha	7	-	-	-	7
14	Govt. Serchhip HS	27	-	-	-	27
TOTAL		275	34	74	2	385

Note: IT: Information Technology,ITES- Information Technology Enabled Service, AG: Agriculture, AMHF: Apparel Made ups & Home Furnishing, ATM: Automotive *Source: MBSE Office (December, 2019)

Table No. 2
List of Govt. Higher Secondary Schools (XI-XII) offering Vocational Courses

S/N	Name of School	No. of Student-Actual			TOTAL
		IT-ITES	HC	AG	
1	Govt. Saitual HSS	26	31	-	57
2	Govt. GM HSS, Champhai	70	58	57	185
3	Govt. Region HSS, Lawngtlai	32	15	-	47
4	Govt. Lunglei HSS	62	140	-	202
5	Govt. Mamit HSS	55	36	-	91
6	Govt. Serchhip HSS	43	32	8	83
TOTAL		288	312	65	665

Note: IT: Information Technology, ITES- Information Technology Enabled Service

HC: Health Care, AG: Agriculture Source: MBSE Office (December, 2019) Table 3 shows the list of approved schools till 2020-21.

Table No.3

District-wise count of Vocation Education (VE) schools under Samagra Shiksha,

Mizoramas on Sept. 2020 (as perPAB approval from 2015-16 to 2020-21)

Sl. No	District	No. of schools
1	Aizawl	15
2	Champhai	2
3	Hnahthial	3
4	Khawzawl	2
5	Kolasib	5
6	Lawngtlai	3
7	Lunglei	5
8	Mamit	3
9	Saiha	3
10	Saitual	3
11	Serchhip	2
Total	-	46

Source: Samagra Shiksha Office, Mizoram (Sept, 2020)

SAMPLE AND SAMPLING TECHNIQUE

Purposive sampling technique is employed for the purpose of sampling secondary schools which offer the vocational education was chosen for data collection. Therefore in relation to the population there are two samples for the present study.

Sample1: A total of 94 secondary school students are sampled for the present study from four schools which are Govt. Zemabawk HS, Govt. KM HS, Govt. Central HS and Govt. Mamawii HS. Govt. Mizo HS and Govt. Republic HS students could not be sampled due to their non-availability in post Covid-19 reopening of schools from March 2021. Further schools were again shutdown from April, 2021 till date of final data compilation (See Table 3.4).

Sample 2: A total of 14 secondary school teachers are sampled for the present study belonging to the above mention schools and also an industrial training institution. Also some teachers were purposively interviewed from private schools as well to know about their experiences about status of vocational guidance and counseling services at lower secondary level (See Table 4).

Table No. 4
Distribution of Sample in terms of Students and Teachers

Name of School	Class	No. of	Vocational	No. of	Vocational
		Students	Course	Teachers	Course
		Sampled		Sampled	
Govt. KM HS	X	15	IT/ITES,	2	IT/ITES,
			Automotive		Automotive
Govt. Zemabawk	X	27	IT/ITES	1	IT/ITES
HS					
Govt. Central HS	X	19	Agriculture	1	Agriculture
HS Govt.	IX	33	IT/ITES	2	IT, AMHF
Mamawii HS					
Govt. Republic HS				2	AMHF, IT
Govt. Mizo HS				1	IT
Holy Trinity				1	IT
School					
Mice High School				1	-
Govt. Industrial				3	Plumber
Training Institute					instructor,
					Stenography
					and Principal
					of Institute
TOTAL		94		14	

Source: Field Data

Sample 3: Further during data collection some academic and project officers under the Samagra Shiksha scheme were contacted through the technique of snowball sampling. This was done to extract further information about the status of the vocationalization of secondary education intervention of the scheme.

TOOLS AND TECHNIQUES OF DATA COLLECTION

To find out about the status of vocational guidance and counseling services under vocationalization of secondary education scheme following tools and techniques were used:-

- 1. A self-constructed questionnaire on vocational guidance and counseling services offered at secondary level of education in light of NVEQF (National Vocational Education Quality Framework) was constructed.
- 2. A self-constructed questionnaire on 'Vocational Guidance and Counseling Needs' was made for Secondary School Students.
- 3. A semi-structured interview schedule was prepared for secondary school teachers to find out the problems of vocational guidance and counseling services offered at secondary level of schooling. An un-structured interview was also conducted with some of the academic and project officers under the

Samagra Shiksha. Both telephonic and face to face modes of interview were conducted based on the suitability for prevailing circumstances of covid-19 pandemic.

METHOD AND PROCEDURE OF DATA COLLECTION

Following is the description of all the tools and techniques used in the present study.

- i. The Questionnaire in light of NVEQF, 2012

 The questionnaire was approved by the experts for its content in the first draft itself comprising of 12 items. These items were made on the basis of provisions as mentioned in NVEQF (National Vocational Education Quality Framework), MHRD, GOI, 2012.
- ii. The Questionnaire for vocational guidance and counseling needs

The first draft of the questionnaire was constructed after review of related literature comprising of 33 items on vocational guidance and 23 items on vocational counseling services at secondary level of schooling. The final form of the questionnaire consisting of 32 statement items was administered on 114 secondary school students. Almost all questions were to be answered in Yes/No format except few of open-ended types.

- iii. The Semi-structured Interview Schedule
 - The first draft of the interview was constructed after review of related literature comprising of 27 items on status and problems of vocational guidance and counseling services at secondary level of schooling. The semi-structured interview in its final form comprised of 14 questions where 10 questions were on status and rest 4 on problems. The interview was conducted with14 secondary school teachers. Also some telephonic interviews were conducted with teachers when they were not able to provide time in schools.
 - The whole data was collected in the month of March, 2021 (session 2020-2021 for Class IX & X) when schools were reopened almost after a year due to Covid-19 pandemic.
- iv. The Un-structured Interview: The technique of un-structured telephonic interview was also used to extract further information from some of the Govt. officials under the Samagra Shiksha intervention of vocationalization of secondary education.

STATISTICAL TECHNIQUES FOR DATA ANALYSIS

The collected data was tabulated and was classified for quantitative and qualitative analysis carefully. The recording of responses of teachers and students were accurately done in statistical terms. Quantitative data is analyzed using appropriate statistical techniques such as percentages, measures of central tendencies. For qualitative analysis some basic statistics involving frequencies, percentages etc along with two important qualitative analysis techniques was used. Content analysis of

open ended responses of the students & teachers and interview schedule were done for qualitatively analyzing their responses.

MAJOR FINDINGS OF THE STUDY

The major findings of the present study are divided into following sections:

- 1. Findings Related to Status of Vocational Education at Secondary Stage of Education in Mizoram
- 2. Findings related to the Vocational Guidance and Counseling needs of Secondary School Students
- 3. Findings related to the needs of Secondary School Vocational Teachers for providing Vocational Guidance and Counseling
- 4. Findings Related to Problems faced by Students in Vocational Guidance and Counseling services
- 5. Findings Related to Problems faced by Teachers in providing Vocational Guidance and Counseling services
- 6. Findings Related to Measures for proper implementation of Vocational Guidance and Counseling provisions at Secondary level of Education

1. Findings Related to Status of Vocational Education at Secondary Stage of Education in Mizoram in

i) Courses offered at secondary level

These were four vocational courses offered at 14 secondary schools in Mizoram as per MBSE data (December, 2019). These were:

- A. Informative Technology & Information Technology Enabled Service (IT/ITES)
- B. Agriculture (AG)
- C. Apparel Made Ups and Home Furnishing (AMHF)
- D. Automotive / Automobile (ATM)

ii) Vocational Courses are more prioritized for underprivileged students

Since under Samagra Shiksha VE is more prioritized for Children with Special Needs(CWSN), girl child students and students who are not much scholastic in normal academic course were given top priority to join Vocational Education, it is often they who seek guidance and counseling in this.

iii) Level of seriousness on the course:

Almost all teachers, including principal (11) agreed that students take the vocational curriculum seriously and treat it equal to other general subjects; they are interested and feel it important for their career. However few teachers (3) felt that many students lacks interest and only 50% of them are really serious about the course. They compromise with interest, the major reason being it an additional subject.

iv) Awareness on NVEQF among the teachers:

Majority of teachers are not aware of NVEQF. Only 3 teachers in the sample were aware of NVEQF.

v) Awareness on NISHTHA scheme among the teachers;

None of the secondary school teachers are aware of NISHTHA program nor were they part of any workshop related to it.

vi) Functioning of vocational counseling service:

40% of students mentioned that they went for vocational counseling to a counselor. Remaining majority of 60% did not receive any counseling.

vii) Awareness regarding world of the work:

Majority of students (87%) said that their teachers are sensitizing them about unemployment problems in the state and informing them about possibilities of employment in their vocational fields however, remaining 13% of them did not mention so.

viii) Pursuance of vocational education:

52% of students prefer to continue with vocational stream after completion of class X but another 48% of students wished to continue with general academic education.

ix) Awareness provided by teachers regarding available jobs:

Almost half majority of students (50%) said that their teachers provide information about part-time and self-employable jobs but the other half (50%) did not think so. Nearly 63% of the students are aware of different career options available after completion of class X but 37% of students are not aware of the career options.

x) Seeking counselling/advice from counsellor/teachers:

59% of students responded that they fear getting counseling due to lack of privacy but the rest 41% did not feel the same fear.

xi) Feedback by students:

52% of students responded that they have freedom to give feedback regarding vocational course to their teachers but the rest 48% responded that they are not given opportunity to give feedback.

xii) Sufficiency of knowledge received by the students:

62% of students feel that knowledge they receive at secondary level about their vocational course is quiet sufficient for them but the remaining 38% of them did not feel the same.

xiii) Desired duration of training session by the students:

(52%) felt that the duration of training is enough for them to acquire practical skills but the rest other half (48%) felt that the duration is not enough for them whom belonged to all vocations.

2. Findings related to the Vocational Guidance and Counseling needs of Secondary School Students

i) Needs of vocational guidance:

76% of students feel the need of vocational guidance at school and remaining 24% of students do not feel the need of vocational guidance besides regular classes of school subjects.

ii) Needs of vocation based course:

Almost 80% of students agreed that they feel the need of strengthening vocation based courses in Mizoram to generate more job opportunities but 20% of them did not feel the same.

iii) Needs of vocational guidance services:

A huge majority of students (90%) said that they need adequate vocational seminars, career talks and guidance services to help them choose appropriate stream and career in future but remaining 10 % did not think so.

iv) Need of vocational equipments:

69% of students mentioned the need of upgrading equipments of vocational courses meant for practical work. The rest 31% did not mentioned the need of upgrading practical equipments.

v) Needs on alteration and updating of vocational practices:

Only 33% of the students felt the need of changing vocational practical in accordance with the theory and they belonged to all the vocations. However majority of them (67%) of them did not felt to change the vocational practical aspect of vocational education.

vi) Needs on arts-based vocations:

More than half of students, around 65% wanted that more arts-based vocations should be offered in vocational training because of their interest. They suggested vocations in garment designing, graphics, makeup artist, tailoring, dancing, entertainment, drawing, crafting, painting, knitting, music, cultural craft etc to be offered in vocational education for better career opportunities.

vii) Needs on technology-based vocations:

Almost 81% of students responded 'yes' to this question and suggested that vocations based on electronics, IT, computers & internet, software development, mechanical training, mobile repairing, electric engineering, BCA, hacking program should be offered under technology-based vocations. Maximum students suggested electronic, mechanical training and few wanted mobile repairing course.

viii) Needs for clarifying doubts related to vocation:

Around 49% of students feel the need to consult someone to clarify their doubts related to vocational education and its future prospects but the remaining 51% did not feel the same.

ix) Needs for vertical mobility in vocational courses:

Students feel the need to carry on with vocational courses in future studies, a huge majority; almost 95% of them wanted so. Only 5% of students did not want to carry on further education with their vocational course.

3. Findings related to the needs of Secondary School Vocational Teachers for providing Vocational Guidance and Counseling

i) Need of awareness regarding vocational courses:

Teachers felt that they are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes except for industrial training institutes (ITIs) and poly techniques.

ii) Need of adequate guidance and counseling services:

Guidance and counseling services are not adequate according to standard norms mentioned in vocational curriculum framework. These services are needed to motivate and encourage students as well as teachers.

iii) Making vocational subjects as a separate course:

Rather than making vocational education optional, both at secondary and higher secondary level, it has to be made into a separate course. This will make the teachers help the students to develop interest in the subjects.

iv) Need of resources: Most teacher believed that they play a vital role in providing vocational guidance and counseling as a part of their jobs but due to lack of certain resources, facilities and infrastructure, students regard the subject as a subsidiary and they lack seriousness.

v) Establishing relevant training institution for teacher/instructor:

The teacher/ instructor are very much in need of relevant training institution to upgrade and equip their quality. Refresher course training industry or training institute should be implemented as soon as possible.

vi) Providing adequate teaching-learning hours for the teacher:

Most teacher faced crises of time as the classes are held only once a week and that most classes are kept at the end of the period. This made the teacher as well as student unable to meet the desired objectives of vocational courses. So, teachers should be provided with appropriate and adequate teaching learning hours.

4. Findings Related to Problems faced by Students in Vocational Guidance and Counseling services

i) Problems regarding the vocational course they pursue

5% of students, all from agriculture vocation think that their courses will not help them find suitable jobs. Half of the majority (49%) felt that they face difficulty in completion of course before examinations.

ii) Problems on training:

(52%) of students felt that the duration of training is enough for them to acquire practical skills but the rest other half (48%) felt that the duration is not enough for them whom belonged to all vocations. Nearly 24% of them believed that they are not receiving sufficient education &training, also no adequate guidance and counseling is being provided. It was important to note that most of the respondents were from Govt. Mamawii School for the vocation IT/ITES. Few students of agriculture were also not much satisfied.

iii) Problems related to material and facilities:

Almost 22% of them felt that the school facilities are inadequate. Most of unsatisfied students belonged to Govt. Mamawii School and industrial training institute for IT/ITES. Also four students from automotive and agriculture also felt that there is lack of infrastructural facilities for practical lessons.

iv) Problems related to Field Work:

Rest 73% of students mentioned that they never visited field or industries. Especially in automotive and agriculture vocational courses were field visits are compulsory, this provision is missing. As far as IT/ITES practical classes are concerned students are pretty satisfied with the computer facilities in the laboratories.

v) Problems related to textbook:

Half of students (59%) mentioned that there are sufficient number of library text and reference books on vocational courses but the other half (41%) were not

satisfied with the available text and reference books on vocational education in the school library.

vi) Problems with regards to practical work:

26% of students felt that there are problems in the vocational laboratories meant for practical. 33% of the students felt the need of changing vocational practical in accordance with the theory and they belonged to all the vocations.

vii) Problems related to teachers

Majority 96% of students responded that they have well qualified trained teachers for their vocational subjects, majority of them being from IT/ITES and automotive course. Exceptionally nearly 4% of them did not think so. Again all of the respondents belonged to agriculture vocation.

viii) Problems on knowledge of world of the work:

A huge majority of students (88%) said that their teachers are sensitizing them about unemployment problems in the state and informing them about possibilities of employment in their vocational fields however, remaining 12% of them did not mention so.

ix) Problems on Laboratories:

26% of students felt that there are problems in the vocational laboratories meant for practicals. Remaining 74% think that there are no problems in the vocational labs.

x) Problems on completion of syllabus:

Majority (49%) felt that they face difficulty in completion of course before examinations. Although due to current pandemic situation their responses could be affected due to shutting down of schools and regular face to face mode classes. However another half (51%) of them did not feel the same.

5. Findings Related to Problems faced by Teachers in providing Vocational Guidance and Counseling services

i) Problems on syllabus:

Almost half of the teachers (6) felt that there is a need to update syllabus, especially needs some alteration regarding addition of some information about injector in automobile courses, updating in agriculture courses and in vocational subjects of IT/ITES English language needs to be dropped as there is separate English subject in general courses and this affects their matriculation results. Also most students

considered vocation of subsidiary value. Also one teacher of Apparel course mentioned since the course is designed by PSSCIVE, Bhopal containing salwar, saree etc as garment designing; it is not relevant to Mizoram as it is not the dress code for Mizos.

ii) Problems regarding funds and facilities:

4 teachers from Govt. Republic, Mamawii & Central H/S reported that they don't receive adequate funds as it is not sufficient for the vocational trade they offer viz. AMHF & Agriculture. Rest all 5 teachers from private schools and vocational institute said that they do not receive any fund from government under Samagra Shiksha. However, the principal of industrial institute informed that for training material, there is insufficient fund. Mizoram Council for Vocation Training (MCVT) provides us funds but do not meet the needs. Plumbing instructor informed that there are problems in buying trainee materials as our course is mainly on practical basis. There is shortage of consumable material for trainee learning material. There are lots of facility requirements but the govt. did not meet any.

Most govt. school teachers reported that at present sufficient fund is available but they would like to get more funds for maintenance of computers, up-gradation of equipments and laboratories, as per the prescribed manual of course. But few govt. school teachers think that more fund is required for automotive practical and on the spot analysis. However, all 5 teachers from private schools and vocational institute said that they need lot of fund for buying equipments, some computers, their repairing, up-gradation of equipments and infrastructures.

iii) Problems related to laboratories:

Except for 1 govt. school, laboratories are still under construction in all govt. schools. Only in i.e. Govt. Mamawii school, IT/ITES teacher reported that there is high quality lab and the computers are in good condition in their school. Even in 1 private school condition of computer lab is good. As far as industrial institute is concerned the quality of laboratory is not satisfactory. A teacher there informed that since 2013, nothing is upgraded and renovated. Overall all teachers are not satisfied with the current status of laboratories and equipment of various vocations.

- **iv) Problems related to Remuneration:** A lot of teachers experience difficulty in receiving remuneration on a regular basis. Some teachers receive their pay once every three months which enable them to meet their needs as the breadwinner of the family.
- v) **Problems related to equal payment:** Vocational teacher experiences low salary as compared to general teacher. This pose problems to the vocational teachers which hinder their motivation.

- vi) Lack of training institution in Mizoram: It is found that there is no training institution for Vocational teacher in Mizoram while other states acquire certain kinds of this institution. There is no opportunity to improve and encourage the skills acquired by the teachers.
- **vii) Problems related to practical work:** Some teachers faced difficulty in implementing practical work for the students due to limited teaching hours and limited classrooms. Inadequate spacious classrooms also plays a vital role that hinders practical work.

6. Findings Related to Measures for proper implementation of Vocational Guidance and Counseling provisions at Secondary level of Education

On the basis of cumulative assessment of status and problems of vocational education in secondary schools of Aizawl city some very important suggestions surfaced out for the proper implementation of vocational guidance and counseling provisions at secondary level of education which are as follows:

- Awareness about the importance of vocational education should be raised among the students at the earliest right through elementary years. Teachers should try to orient the parents as well about the benefits of vocational education.
- ii) Earlier vocationalization of curriculum should be emphasized. The students at elementary level should be given the chance to explore in the field of vocational education so that they develop interest in it right from then.
- iii) Wastage and stagnation of students after completion of vocational education at higher secondary level should be immediately checked. In general students do not find vertical entry into higher education institutions.
- iv) Vertical mobility needs to be ensured for students of vocational education at every level of education in all the approved trades. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. More courses needs to be approved at college and university level in B.Voc. especially in the six approved trades at secondary level of education in Mizoram i.e. IT/ITES, Automotive, AMHF, Beauty and Wellness, Health Care and Agriculture by concerned and allied departments. B.Voc. courses should be introduced in fields which are already being offered at secondary levels. Mizoram University should take this point under consideration and facilitate the process.
- v) There should be more coordination between various interventions for vocational courses at different levels of education i.e. the pre-vocational initiative at elementary level NISHTHA should be aligned with vocational trades offered at secondary and higher secondary level. At

- present there is lack of awareness among teachers about the interconnections of these various interventions.
- vi) Diversification of vocational education is important for diverse learners to increase their skills and aptitude through providing different courses in vocational education.
- vii) Rather than making vocational education optional both at secondary and higher secondary level it has to be made into a separate course. In the present curriculum very limited classes, 2 classes per week are provided. Also they are kept at the end of all classes. Classes are mostly theory ridden and students fail to generate interest in them in present mode.
- viii) Proper vocational guidance and counseling should be provided to the students as they generally don't prefer to take up vocational education in school. Students are having in their mind that if they take general academic courses they are safe in their career choice in comparison to vocational courses.
- ix) It is clear that teachers are aware very little about various provisions laid down by NVEQF. They are not able to provide quality curriculum and motivate students, firstly due to lack of awareness and also due to lack of adequate facilities required mandatorily for smooth conduct of course and secondly due to lack of vertical mobility beyond higher secondary classes
- x) All teachers have perceived the shortage of funds and facilities in various vocations approved with the schools and they feel the need of more funds and facilities. The students find vocational course beneficial in general but they feel more secure to pursue general education in comparison to it as they are not very sure of future prospects of the vocational knowledge.
- xi) Vocational education should be widened in terms of its reach. Currently the scheme is targeting the under privileged, someone who are not good in general studies so that they can find a source of earning their living through vocational education which is kept as optional course only.
- xii) More funding is required to establish good infrastructure, adequate resources and industries to absorb students. More vocational institutions should be established in Mizoram. If possible, all students in college should be given an opportunity to select vocational education of any kind as per their interest. Government should try to mitigate the extent of developments in the field of vocational education from time to time. More instructors should be provided both in urban and rural locations so that students have more diverse range of vocations to choose.

DISCUSSIONS

The present study states that the scheme of Samagra Shiksha has been implemented the major aim of universalization of education and the scheme targets to see this universalization in the field of vocational education as well giving an edge to the Skill India movement. In the state of Mizoram the work in vocational education at secondary level is also happening in the way it is happening in the other parts of the country since 2015-16 under the scheme. The School Education Department i.e. Directorate of School Education under Mizoram State Government has been acting as the academic authority of vocationalization of secondary education under the scheme. The latest data pertaining to approved trades with schools, total students enrolled, appointment of teachers under vocational trade and fixation of their salary is taken care by the department. At present the scheme of vocationalization of secondary education is functional as Level 1& Level 2 for classes IX-X & XI-XII respectively. Schools are chosen in such a way by the department that both secondary and higher secondary offering the same vocations are placed in same locality or same school with higher secondary classes so that vertical entry from level 1 at secondary level to level 2 at higher secondary level is facilitated. The syllabus and courseware is decided by central government. PSSCIVE (Pandit Sunderlal Sharma Central Institute of Vocational Education), Bhopal is the institute deciding the trades for vocations and design curriculum. Presently in Mizoram six vocational trades have been approved. Although there is a need to introduce more trades at secondary level that suits one's culture or are native in nature, nothing can be implemented without the consent of central government. So the Government should pave a way for implementing more trades to enable the students to facilitate them. The department should take care of the management of vocational courses efficiently and government should pay attention to the various needs of teachers and students and meet their needs accordingly. The examinations are conducted by MBSE with class X & XII board examinations with 2 approved job roles at each level. Such approved jobs enable the student to get employed and resourceful. More job roles needs to approved and introduced to attract students towards vocational courses and for the benefit of students. If the student could acquire certification after proper examination, the certificate is approved in every part of the world. The certification is undertaken by Skill India Mission, GOI. The share of vocationalized courses available at lower secondary level is much less in comparison to higher secondary level so far, and even if they are implemented they are just for name sake. Mere knowledge of vocation needs to be reduced by maximum practical exposure so that student can absorb quality skills provided to them. Encouraging prior learning in order to smoothly getting anchored to the level 1 & level 2 of vocational training is an essential requirement to popularize vocational courses. The students need to pass the level 1 examination to get admitted to level 2. As such, the students need knowledge of basics hands on experience right from elementary level in order to pursue vocational courses. As per the latest National Education Policy (NEP), 2020 vocationalization of secondary education is to be further expanded to elementary stages as well. NISHTHA is one of the initiatives under the umbrella scheme of Samagra Shiksha in this direction which is targeting the elementary years of school from classes 6-8. Under NISHTHA Pre-vocational education is one of the interventions out of other competency and learning outcome based interventions.

Provisions should be further made to ensure the possibility of vertical mobility of class XII pass out students to higher education into the vocational trade they learnt at secondary stages in order to ensure higher learning for vocational courses. The study reveals that the chances of vertical mobility in Mizoram particularly in the field of vocational education are immensely limited. Vertical mobility needs to be ensured for students of vocational education at every level of education in all the approved trades. Sinking of vocational courses across different levels of education is the utmost requirement now to reap the maximum benefit out of them. As per the NSQF we need higher education institutions to offer M.Voc. and Ph.D. program as well, it is long way when we get highly organized hierarchy of vocational education levels at different level of education. The biggest problem encountered in selection of trades is the current state of in-availability of trained instructors specified for each trade. Especially, in agriculture and automotive trades, getting trained instructors with desired qualifications quite difficult. The problem aggravates more in rural tough stations. There are impediments towards implementing vocational courses in villages of Mizoram. The present study conclude that successful introduction of courses such as agriculture and automotive in villages is quiet difficult because the required qualification of instructor is B.Sc. (Agriculture) and B.Tech. /B.E. (Mechanical) respectively. This cause disadvantages in expanding vocational courses in the state. Most secondary schools are offering IT/ITES as it is easy to get instructors with desired qualification BCA due to presence of NELIT and other institutions. Another course which is mostly offered is Health care presently at higher secondary level only because GNM Nursing degree which is the eligibility of instructor is possible in Mizoram. The study suggest the introducing trade related to aesthetic as it is more in demand and has native connection as well. It was found that vocational course on Beauty and Wellness especially for girl child will be introduced in the current year (2021-2022) because possibility of vertical entry into women polytechnic college in Durtlang and also the polytechnic is producing trained persons for instruction. Currently it is also preparing instructors for garment designing the polytechnic.

The present study of vocational education among secondary level indicates there are lots of challenges in running vocational courses in all secondary schools. The government is also selectively targeting only few government secondary and higher secondary schools where enrollment is higher. According to latest data there are in all 46 schools in whole state which have been approved for offering approved six vocational trades at secondary and higher secondary level. The other types of schools like private, deficit etc. are not kept within the purview of Samagra Shiksha scheme as its puts extra load on the government. Also it is found that that the general education institutions were much easier to run and maintain than vocational education institutions. This may be one of the reasons behind less popularization and lesser enrolment in vocational courses is observed. The present study found that most of the students in India preferred white collared jobs over skilled jobs which demand more physical labour, white-collared jobs by the students is may be due to the fact that blue-collar worker tends to earn less and requires more physical labour than the

white-collar and this makes the students uncomfortable to prefer general education over vocational education. Even parents are of the similar mindset that seems to be induced in their wards. It is found that parents' income and expenditure as well as their educational level made a huge impact on career selection and vocational interest upon the student. Most of the Indian parents disapprove vocational course for their children as they regard it as a hurdle that cause low achievement in their academic studies. As such, spreading the importance of awareness in career guidance through media, workshops and seminar for promoting guidance among the parents is very much essential.

RECOMMENDATIONS

Following are some important recommendation for the improvement of vocational education in Mizoram:

- 1. Up-to-date Syllabus: Although the syllabus is regularly updated, some areas of vocational courses still deprived of updating syllabus as per the needs and trends in the society. Some courses still follows syllabus which is obsolete and that can't be implemented and facilitate in current society which results in giving the students mere results and certificate in vocational education without having a proper knowledge. So, syllabus needs to be checked thoroughly.
- **2. Practicing more Field Visits:** The study finds that Field Visits cannot be properly implemented due to certain reasons, so this should be checked as soon as possible. Field Visits will encourage the students to become more active and creative and thus develop interest in their study.
- **3. Providing sufficient funds from the Government:** Proper and adequate funds should be ensure as there are lots of facility requirement which the Government do not meet and for providing training material for the trainee.
- **4. Renovation for quality laboratory:** The present laboratory in the schools do not meet satisfaction. The material needs to be properly equipped for better condition.
- 5. Making the teachers aware of several programs and schemes related to vocational education: There are certain programs benefitting vocational education to a great extent. Vocational Framework & programs like NVEQF and NISHTHA needs to be explained to all the teachers so that vocational education can meet desired goals and objectives.
- **6. Promoting Workshop:** Seminars, workshops and conferences for teachers, students and parents hold a great importance for the success of the study. This will help them to explore new ideas and encourage them to be motivated.
- 7. Recruiting qualified Teacher: It is crucial to provide the schools and institution with trained, qualified and dedicated vocational teachers. This will help the students to achieve success in their lives

- **8.** Popularizing a Placement Cell: Schools and institutions should provide a Placement Cell for the students as it is crucial for locating job opportunities by keeping in touch with reputed firms and industrial establishments. The number of students placed through Campus Interview is continuously rising. As such, on invitation, many reputed industries visit the institute to conduct interviews and recruit students.
- **9.** Clarifying doubts related to various profession: Teacher should be available and approachable for the students to solve their problems related to their career paths.
- **10. Ensuring Credit Transfer: Switching** learning institution and transferring courses from one school to another across the state is inevitable for some students. Transfer may occur for many reasons that are out of control for the students. So, credit transfer across the state should be taken into consideration in order to encourage and motivate to pursue their education.
- **11. Ensuring certificate for work preparation:** Certificate issued should be made acceptable at national and international level to raise employment rate among the youth to gain new experiences and perspective.
- 12. **Promoting industry engagement (Internship):** This will help the students to gain valuable work experiences, explore a career path that will help the to handle more responsibilities and to gain confidence before entering the world of the work.
- 13. **Proper Remuneration:** Teachers should be paid proper remunerations regularly. Some teachers receive their pay once every three months which enable them to meet their needs as the breadwinner of the family.
- 14. **Encouraging Prior Learning:** Recognition of Prior Learning should be encourage right from elementary level to get engage in the field of vocation to help them built interest. Students should be made aware of 3R's (Reading, Writing and Arithmetic) to pursue vocation subjects.
- 15. Checking appropriate Credit Framework: Number of teaching-learning hours specified should be thoroughly checked. It is seen that most schools offering vocational education faced limited period of classes and classes are held only once a week at the end of periods. This made the students lose interest in the subjects.
- 16. **Ensuring Vertical Mobility:** Vertical Mobility of vocational education in Mizoram is not possible. The vocation subjects offered at secondary and higher secondary level ends it itself. Vertical Mobility should be made possible at Bachelor degree. Since we have 6 trades, approved by the Ministry which runs through class IX-XII since 2013-2014, so if same trade can be continue in MZU, then it will be a good initiative to strengthened vocational education.
- 17. **Emphasis on Practical Work:** It is found that vocational education in Mizoram is mainly on Theoretical basis and this made the students hinder to reach goals of vocational education. So it is necessary to emphasize practical work to built their own career in future.

- 18. **Diversification of vocational courses:** Different courses in vocational education should be made diverse or diverse learners to help them increase their skills and aptitude.
- 19. **Establishing relevant training institution in Mizoram:** It is found that there is no training institution for Vocational teacher in Mizoram while other states acquire certain kinds of this institution. So, in order to upgrade and equip the quality of instructor, 'Refresher course training industry and training institute is needed and should be implemented immediately.
- 20. **Focus on Skill Development:** Shortage of material should be met as soon as possible so that there will be skill development.
- 21. **Ensuring equal pay:** Vocational teacher experiences low salary as compared to general teacher. Government should pay attention to the salary and pay vocation teacher as they deserve.
- 22. **Introducing more trades which are aboriginal/native nature:** More trades which are related one's culture should be introduced and emphasize. But since courses are approved by concerned skill and PSSICVE, Bhopal, introduction of any native trade by ourselves is not possible.
- 23. **Collaboration:** The utmost priority we need now is continuation of Bachelor degree Programs of vocational courses in the centrally approved trades of Mizoram. This can happen only in collaboration and exchange of ideas inbetween Mizoram Government and Mizoram University.

SUGGESTIONS FOR FURTHER STUDIES

Following are some suggestive studies which should be further undertaken with regard to vocational education

- 1. A comparative study of national and international level on seeing how family income plays a significant factor in affecting the career maturity of adolescents will be beneficial.
- 2. A specific study on parental views upon vocational education and ways to tackle their doubts and to develop optimistic reliance for their children on the courses.
- 3. A confined study of ways to implementing more modern trades with systematic training, textbooks, scholarships and human resource development policy.
- 4. An in-depth study of granting equal weightage to both general and vocational stream at secondary level to solve the crises of employment and problem of wastage and stagnation in education.
- 5. A follow up study on pass out students of class XII with vocational training 2016 onwards after the implementation of vocational education intervention under Samagra Shiksha Scheme in Mizoram.

- 6. A study of occupational aspirations of young Mizo population when they enter higher education.
- 7. A comparative study of Vocational Education intervention of Samagra Shiksha in north-eastern states of India.
- 8. A case study of some chosen schools implementing vocational education in Mizoram.

CONCLUSION

Entering into a career which turns out to be inappropriate for the person will lead to job dissatisfaction, unhappiness and maladjustment in work life. All these will affect negatively the personal life of the individual. Hence deciding on a vocation is very important task. Thus a proper vocational guidance and counseling helps learners to take right decision in their career choices. The findings suggest that there was a serious lack of implementation of vocationalization of lower secondary curriculum but since 2015-16 since the onset of RMSA and Samagra Shiksha mission the conditions have improved in the state of Mizoram. Initially the scheme of vocationalization of secondary education was a centrally sponsored scheme taken care by State SCERT targeting the higher secondary education specifically. Due to negligence of vocational guidance and counseling services very little percentage of students are entering skill based field after completion of lower secondary education. The educational stakeholders must understand what are the factors that really motivate students to take up vocational field as there career and why the traditional academic streams still hold a major attraction for students during higher secondary streaming. Findings emphasize to improve students understanding about vocational education through proper vocational guidance and counseling services for students and understanding their aspirations for future.

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