CHAPTER 01

INTRODUCTION
Introduction
Significance of the Study
Importance of the Study
Scope of the Study
Summary of Chapterization
INTRODUCTION

According to Dr. S. Radhakrishnan, "Education is not merely a means of earning a living, nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, a training of human souls in the pursuit of truth and the practice of virtue". Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection of which one is capable.

Education is a never-ending process of inner growth and development and its period stretches from cradle to grave. It is the process of humanizing humanity, making life progressive, cultured and civilized. It is a dynamic and continuous process, by which human beings develop thinking and reasoning, problem solving and creativity, intelligence, positive sentiments, life coping skills and attitudes.

According to Herbert Spencer, Education should prepare the individual for complete living. Life Skills and favorable Attitude towards Vocation will help a person to secure a complete living. Education equips man with all the skills required to confront the challenge presented to him by the environment. Teachers, school and society have to play an important role to equip a child to meet the challenges of today.

With the advancement of scientific knowledge and gradual development of materialistic outlook, it is believed that education should enable the individual to earn his living. Right attitudes and good vocational preference are to be developed in pupils for attaining a good future.

The illiterate of the 21st Century according to futurist Alvin Toffler will not be those who cannot read or write but those who cannot learn, unlearn and re-learn. The hiatus between education and employment has rarely been as wide and as disturbing as today. Every year our educational institutions release thousands of hopeful youngsters who despite their fancy diplomas and degrees are virtually unemployable. Few students pursue their education with a clear idea as to what they would eventually become. People
even register at the employment exchange with scant idea about the sort of work they would like to be employed in. No wonder while jobs go begging, the youth go begging or jobs. The emphasis on the intellectual development through teaching alone cannot help in the total development of the child. Some method needs to be evolved for helping students understand themselves and helping teachers to understand the students. The students need to know themselves so that they may seek experiences which harmonizes with their abilities, interests and values and may develop their potentialities. They also need to have self knowledge so that they form life goals and plans which are realistic. They should have goals which are neither too high nor to low and which may enable them to find satisfactory outlets for their talents.

The National Curriculum frame work 2005 accepts active learning as a strategy for inclusion as the best means of enabling each and every child to realize his fullest potential. It rightfully remarks “Every new generation inherits a store house of culture and knowledge in society by integrating into ones own web of activities; understanding and realizing its fruitfulness in creating afresh”.

The educational and occupational scene is rapidly changing. Co-Curricular and Curricular offerings have tremendously expanded during the past few years. Occupations have increased manifold. No wonder, it has been extremely difficult for an educational generalist to prepare the youth for education, occupation and life in this rapidly changing world. The young adolescent finds himself in the grip of personal adjustment problems. Conflict with peers, teachers, feeling of insecurity, loneliness, low achievements, etc creates emotional tensions and anxieties. They need help and guidance to overcome their crisis situation.

In today’s Labour Surplus Scenario, labour is abundant while job and opportunities are few. Our aim is to help our job seeking youth form realistic career notions in conformity with their capacities, aptitudes and social settings.

Vocational guidance is the process of helping a person to develop and accept an integrated picture of himself and to find out his role in the world of work. It has a special goal. It assists individuals to find satisfying, realistic and interesting roles in their
environment. Vocational guidance services refers to services that assist individuals to make wise educational, training and, occupational choice and to manage their career. This involves activities such as:-

- To help students within schools to clarify career goals, understand world of work and develop career management skills.
- To provide for individual and group guidance. To assist students with decision making regarding initial courses of vocations, training and further education and job choices.
- To have an organized and systematic support of community members and to provide occupational and educational advise and information to students.
- To provide Print based / Computer based services to disseminate information about jobs, careers, vocational training, and help individual make a career decision well.

Organized vocational guidance services are important both to the education system and labour market as well as their interface. Within the education system, vocational education has an important role to play in laying the foundation of a life-long career development. These include knowledge, competencies regarding self – awareness, the world of work and making career decisions and transitions.

Vocational guidance helps individuals to acquire knowledge in the following areas:-

- Self awareness.
- Exploration of the world of work.
- Mature decision making.

**View of National Knowledge Commission (NKC) :-**

The NKC considers vocational educational training (VET) as an important element of the national education initiative. In order for VET and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education to make them flexible, contemporary, relevant, inclusive and creative. It is of prime importance that links be established
between the vocational educational streams, school education and higher education. Vocation has an important place in the life of an individual. Vocational choice is a long process rather than a simple incident. Number of factors affect it like family, ability, personality, industrialization and public policy.

The crucial need then is to go forward and to ensure that a well defined vocational guidance programme is accessible to the students. One of the most important functions of education is to guide the child while he is still in school for a right vocational choice which would accord well with his abilities, aptitude, interest, personality, qualities and present circumstances. Since every vocation needs certain background, preparation and aptitude, only those having them can succeed. Hence we see a need for guidance. Many youngsters drift into their occupation, shift aimlessly from one wrong choice to another yet others struggle with their anxieties and indecision. Sadly some wear themselves out becoming frustrated and defeated by the strain – n – struggle for a place in an occupation they are not suited for.

In a democratic country like our’s, it would be seen imperative to use the most efficient methods for finding and using leadership in planning each citizen’s occupation in which he can render his best services.

The concept of vocational guidance and counseling refers to expert (Science Based) assistance and support with the aim to help the individual to:

- Explore, analyze and develop the factors constituting their self concept (Interests, personal qualities, characteristics, skills etc.)
- Explore, evaluate, process and classify information into alternative education and vocational pathways with respect to both their needs and choice to labour market requirement.
- Interpret information about education and vocational career with information derived from self observation so that they develop decision making capabilities both with respect to their orientation in education and choice in occupation/(s) befitting their particular psycho-social makeup.
• Create and implement their own education and vocational plans. Ultimately the individual will be able to make the correct choice with respect to their future occupation/Vocation and thus live a fulfilled and active life.

Since a guidance programme is concerned with meeting student needs, it can be structured only as a service to help the student in the identification of his abilities, aptitude, interests and attitudes. It also involves assisting him to understand, accept, utilize his traits and provide him with opportunities for learning about areas of occupational and educational endeavours and to help him in obtaining experiences which will enable him in making free and wise choices. It helps him in developing his potentials to the optimum so that he may become the individual he is capable of becoming and lastly to help him in becoming self directive.

Vocational guidance is the process of assisting the individual to choose an occupation, prepare, enter and progress in it. It is concerned with helping individuals make right decisions and choices involved in planning a future and building a career effecting satisfactory vocational adjustment. The main purpose of vocational guidance is to serve the individual and society, to prevent maladjustment and dissatisfaction so as to ensure efficient use of man power.

Guidance includes counseling as part of its services.

The functions mainly are:

1) **Adjustment**- It helps the student to make appropriate adjustment in an educational institution, work, home and community.

2) **Orientation**- It helps the student in career planning and long term personal goals.

3) **Development**- It helps the student to get rid of his problems, check maladjustments and contribute to his self development, self realization and natural development thus furthering the welfare of the society. It is therefore an important instrument of national development.

Vocational guidance at secondary level concerns with the development of proper vocational attitude. **Mathewson** said “It is concerned with helping student in planning...
broad education and vocational direction not necessarily constituting to final choice but selecting probable broad zone of direction of interest for future exploration and study”.

In the words of Miller “The student is usually ready for exploration some what more vocational in tone, but he is not yet ready to choose and plan for special occupation”.

Dissemination of occupational information to pupils at this stage should be considered enough as part of vocational guidance. Just orientation to the world of work should be considered sufficient. Collecting and dissemination of information about pupils abilities, aptitude, interest, personal characteristic are important. The psychological tests and observations records knowledge about pupils should be gathered and discussed to them. Each student should be helped in developing a picture of his personality profile. He should be helped to crystallize his self concept.

**Services of Vocational Guidance** : G.E Myers said “ A comprehensive guidance programme in secondary school is concerned with 8 different services “. They are as follows:-

1. **Vocational Information Service**: The first step that a school should take is the supply of information concerning occupation to children according to aptitude, temperament etc. This involves :-
   
a) Career Conference.
   
b) Talks by Visitors/ Specialists.
   
c) A.V Aids / Information technology/ Films/ Radio/TV.
   
d) General visits to places of work.
   
e) Vocational and Recreational group activity.
2. **Self Inventory Service**:- This function is to assist the child in knowing his assets and liabilities without which he cannot make wise decisions. It includes :-
   a) Exploratory or Try-out Experience/Test-
   This is through:-
   1) Exploratory through Part Time employment/Tests.
   2) Exploratory through School Subject/s.
   3) Self Rating.
   b) Self Analysis- The student should be given enough opportunities to discover himself.

3) **Personal Data Collection**:- Six kinds of data concerning each student are needed for use in vocational guidance programme. They comprise of:-
   1) General Data.
   2) Physical Data.
   3) Psychological Data.
   4) Social Environment Data.
   5) Achievement Data.
   6) Data Concerning individual and his vocational plans.

4) **Counseling Service** :- Vocational Counselor assists the student and marshals pertinent facts and evaluates them in relationship with his vocational plan.

5) **Vocational Preparation Service** :- It is the service that is rendered to an individual to assist him in receiving training before entering into a regular full time employment. Arrangement for vocational preparation should make provision for-
   a) Preparation before employment begins.
   b) Preparation in connection with employment.
   c) Preparation for change in employment.

6) **Placement Service** :- Students entering occupational life advantageously and getting a good start is quite and as important as choosing and preparing for a suitable occupation.

7) **Follow-up Service** :- School authorities should keep in touch with the students whilst they are in school and even when they launch into their choice career.

8) **Research service** :- Its chief aim is to bring about improvement in other services and of the programme as a whole.
The guidance programme in a school can work efficiently if all these service are organized in an efficient manner. They facilitate good teaching and efficient learning to the students and explore necessary supplements to academic achievements which is the primary responsibility of the educational institution. It will also help in decreasing wastage, improve student performance, lower class absenteeism, create favourable faculty, eliminate student indiscipline and unrest. On the whole create a congenial atmosphere in the institution.

**Responsibility of the School**

Firstly, the students are of adolescent age. It is the age when student begin to think seriously about their future career.

Secondly, the school is the best source of information about the students. The school also maintains various records of the students.

Thirdly, the public has faith and confidence in the school as it renders an objective to fair minded service to the cause of vocational guidance.

Fourthly, Vocational Guidance as part of education. Vocational guidance is an integral part of education. Vocational guidance is based on educational guidance and this is to start at school education level itself.

It is for the school to maintain a close link with other organizations in order to get work experience, cultivate work ethics and also to cultivate information for various trends in employment. All this indicate that the school education is the first and foremost important step towards the goal of vocational education.

Every young person at the threshold of life has to find an answer to an important question “What shall I do in Life ?”. It is upon this satisfactory answer to this question that the success and future happiness of the young person depends.

The selection of a wrong vocation leads to unhappiness, discontent and ultimate failure. The occupation that a person follows is not merely a means of earning a livelihood, but also a way of life. Through occupation the individual tries to realize his needs for self enhancement and self realization. In order to answer the question “ What shall I do in life ?” The young person has to consider answering himself with another
question “What am I best suited for?”. Many go through life without making success of it because they do not adopt the vocation they are best suited for. A person with an occupation in which he is a misfit goes through life devoid of physical vitality or intellectual vivacity needed for a fuller life. O.S Merdan say’s “One’s natural inclination developed by encouragement and education and controlled by conscience and reason is the sure guide to an employment most likely to be rewarded with success. Urgency for education supplemented with vocational guidance cannot remain unconcerned with an important aspect of the child’s life without loss to individual’s happiness and social good. A good guidance programme is child – centric which is the main goal of National Policy of Education and it is one of the essential pre-requisites of a good school. If it is to make its impact felt on the growth and development of the child and improve the quality and quantity of the programme it must be an organized service of the school. So long as it remains incidental activity and is left to good sense of every teacher much of its significance as an educative process is lost. It should therefore be recognized as an integrated and unifying force by everyone concerned.

**SIGNIFICANCE OF STUDY**

The services are gaining importance in today’s growing world of complexities, recent changes in social and public system, worldwide economic crisis, unemployment and other factors like social and geographical mobility of people, rapid urbanization and scientific and technological advancement have brought immense change in the lifestyle of people making it difficult to cope with life. A vocational guidance service is highly significant for:-

- **Students** – Greater insight into various new occupations and careers and to build true self concept and larger measure of self appraisal in the job.

- **Teachers** – It is easy to disseminate information.

- **Principals** - Helps in preparing the student community to contribute better.

- **Society at large** - For society and nation building vocational guidance aims at efficient use of man power and greater economy in the execution of work in industry, business and government offices.
Vocational guidance has a challenging role to play in every developing economy. The world of work is in a state of continuous change. There is a disappearance of some careers and emergence of new and alternative careers. Life has become more complex. Innumerable problems exist within the social context and one’s occupation has become increasingly prestigious.

Vocational guidance is assuming responsibility in every direction - selection of educational courses, profitable occupations, jobs, placement, next stage of education, training, improvement of study skills, personal adjustment, even identifying gifted and backward students and helping them to achieve the maximum. It is imperative to match the changing values of an individual with a new set of career possibilities, to assess the needs of the labour market and match them with the need of the individual.

The study will contribute to the knowledge fund. Career guidance will strengthen the guidance programme in school and direct the energies of the young in productive channels, arrest the downward trend of academic performance and in particular, ease the emotional tensions and anxieties among the young to make the journey in life, as much as possible smooth and successful. A device is necessary in our educational institution to keep tracks of these changing facets in the occupational matrix and to educate the youth appropriately and adequately. Vocational guidance services are then the step forward and need of the hour.

In the words of Herbert Sorenson, “A person is not in harmony with his work if it is too hard or too easy. If it is too hard or if the student has too little capacity, excessive failure is experienced; if it is too easy or if the student has too high ability for his work, the work is dull and dreading.”

The adjustment of the student to the environment promotes his efficient functioning but owing to certain factors the student may not be able to adjust himself normally. He may face serious frustrations and conflicts and may resort to undesirable and non-normal modes of adjustment which are called mental mechanisms like daydreaming, rationalization, projection, identifications etc.
The pupils should be watched for maladjusted reactions and necessary ameliorative mechanisms should be initiated. They may be helped to understand their own potentialities, abilities, aptitudes, interests, etc and environmental conditions, such that he can work harmoniously at an optimum level of functioning; otherwise the student may develop symptoms of chronic maladjustment.

**IMPORTANCE OF STUDY**

Globalization of the world's economies is causing diverse cultures to become more alike through trade, immigration, and the exchange of information and ideas. Educational and vocational guidance practices in many countries are changing to better assist the world's workers adapt to their new situations. Internationalization of guidance denotes the process of designing career interventions and services so that they can be adapted for local use in various languages, regions, and cultures. The internationalization of guidance differs from cross-cultural and multicultural approaches to guidance. A cross-cultural approach examines how cultural differences in developmental, social, and educational experiences affect both individual vocational behavior and career guidance practices. A multicultural approach seeks to transform guidance so that it critiques and addresses holistically current shortcomings, failings, and discriminatory practices in career services while advancing social justice and equity. Vocational guidance has a challenging role to play in every developing economy. The world of work is in a state of continuous change. There is a disappearance of some careers and emergence of new and alternative careers. Life has become more complex. Innumerable problems exist within the social context and one’s occupation has become increasingly prestigious.

The services are gaining importance in today’s growing world of complexities, recent changes in social and public system, worldwide economic crisis, unemployment and other factors like social and geographical mobility of people, rapid urbanization and scientific and technological advancement have brought immense change in the lifestyle of people making it difficult to cope with life.
There is a close relationship between adjustment and education. Well-adjusted individuals prosper well in their educational endeavor. Those who had adjustment problems in school and college will be retarded in their scholastic progress. Hence, teachers should ensure that their students adjust well to the academic environment of the school.

SCOPE AND LIMITATIONS OF THE STUDY
- The study will be conducted in Secondary schools of T Ward, Mumbai – Nahur, Mulund (E) and (W) only.
- The study will involve English medium schools only.
- The study will involve participants of 6 Secondary Schools each of SSC, ICSE and CBSE Boards.
- The study will not include any other board.
- The study involves only students, teachers and principals of secondary schools.
- The study is limited to only 10th STD students of the various secondary schools.

SUMMARY OF CHAPTERISATION
Chapter 1 – Introduction – The review of the related literature enables the researcher to define the limits of a field. It helps her to delimit and define her problem. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. In order to arrive at the current status of knowledge in the field of existing vocational guidance services in the various secondary schools, it is important to study the related research studies conducted in these areas.

Chapter 2 – Review of Literature
Review of the related literature, gives the researcher, an understanding of the research methodology. The specific reason for reviewing the related literature is to know about the recommendations of previous researchers, for further research, which they have listed in their studies.
Every researcher must have knowledge of sources available in the field of research. The sources available are direct and indirect sources. Direct sources are Books, Periodicals, Newspapers etc. Indirect sources are Encyclopedias, Indexes, Abstracts etc.

The researcher has reviewed the available related literature on the subject. A brief account on the sources of literature which proved to be useful to the researcher is given below.

**Chapter 3 – Methods, Data Collection and Plan Procedure**

In today’s Labour Surplus Scenario, labour is abundant while job and opportunities are few. Our aim is to help our job seeking youth form realistic career notions in conformity with their capacities, aptitudes and social settings.

**Services of Vocational Guidance**: G.E Myers said “A comprehensive guidance programme in secondary school is concerned with 8 different services”. They are as follows:

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2) Self Inventory Service.
3) Personal Data Collection.
4) Counseling Service.
5) Vocational Preparation Service.
6) Placement Service.
7) Follow up Service
8) Research service

**SAMPLE OF THE STUDY**

For the present study, the researcher listed down the Asst. Officer of Vocational Guidance and Counselling, 18 Principals, 120 Teachers and 600 Students from 6 schools each of ICSE, CBSE and 3 Schools each from SSC AIDED AND UNAIDED SCHOOLS.
**Tools of Research**

A researcher requires many data gathering tools or techniques, varying in complexity, design, administration and interpretation. The present study deals with the comparative study of vocational guidance services in secondary schools of T Ward Mumbai. Since the variety of readymade tools available did not suit the requirements of the study, the researcher has constructed the following tools for the present study with the guidance and supervision of the guide.

1. Questionnaire for Students and Teachers.
2. Interview Schedule for the Principals.
3. Interview Schedule for Asst. Officer Vocational Guidance and Counselling Services, IVGS, Mumbai.
4. Document analysis

**METHODOLOGY:**

Since the present study is one related to describing the conditions the descriptive approach is selected. Descriptive analysis in addition also interprets the present condition.

**Chapter 4 – Statistical Techniques used for Analysis and Interpretation**

The data collected was processed and analysed with the main outline of the Research Design. For the present study the analysis is divided into

1) Descriptive Analysis

The Statistical measures computed were

a) Measures of Central Tendency which include mean, median, mode, kurtosis and skewness.

b) Measures of variability which include range, standard deviation and variance

2) Inferential Analysis

16
In the present study parametric test have been used to make comparisons between the observations of students and teachers with regards to the Vocational Guidance Services in the various Secondary Schools. The ‘t’ tests and Anova Test is used to make the comparisons after which interview results, discussions and results of the study is done.

**Chapter 5 – Conclusion and Summary**

This chapter involves the Conclusion of the Hypothesis., Summary of the Study and Topics for Further Research.