ABSTRACT

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1.0 INTRODUCTION

Vocationalisation of Education and Vocational Education have been major concerns in the context of an overall transformation of the educational system in India. Vocationalisation of Education according to the National Policy of Education (1986), is meant to enhance individual employability, to reduce the mismatch between the demand and supply of skilled manpower, and to provide an alternative for those pursuing higher education without particular interest or purpose. Vocational Education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity.

1.1 THEORETICAL BACKGROUND OF THE STUDY

The study and its setting, unemployment, manpower planning, technical and vocational education in Meghalaya have been dealt with. The meaning of Vocational Education and concept of education have also been depicted. Vocational Education during Five Year Plans, and the different aspects of attitudes were discussed in chapter one.

1.2 REVIEW OF RELATED LITERATURE

A number of Commissions and Committees, international and national in outlook, have emphasized the need for Vocational Education and Vocationalisation of Educational;

1.3 Method and Procedure
1.3.1 The design of a descriptive type research conducted by investigator is discussed with its methodology and procedure sequentially. The rationale for undertaking
the study has also been included since it was evolved out of the contents of chapter one and two.

1.3.2 Statement of the problem: The problems of the study was stated as follows: "A study of Vocational Education and Attitudes towards Vocationalisation of Education in East Khasi Hills." The problem was subdivided as follows:

i. What are the vocational courses available in East Khasi Hills?

ii. Which are the vocational courses in great demand in East Khasi Hills?

iii. What are the current attitudes of the plus two level students towards Vocationalisation of Education in East Khasi Hills? and

iv. do they have positive attitudes towards Work Experience Socially Useful Productive Work, Vocational Guidance, Vocational Education and Vocationalisation of Education.

1.3.2 The operational definitions of the terms used are given in caption 3.3.

1.3.3 The objectives — The present descriptive type research was designed to:

i. find our the nature and extent of educated unemployment in East Khasi Hills;

ii. study the present status of Vocational Education existing in various institutions in East Khasi Hills;
iii. measure the current attitudes of preuniversity students in East Khasi Hills towards Vocationalisation of Education by constructing an attitude scale;

iv. identify the problem of Vocationalisation of Education in East Khasi Hills; and

v. suggest measures for effective implementation of Vocationalisation of Education in East Khasi Hills.

1.3.4 The null hypotheses were formulated for testing the attitudes of the different groups of preuniversity students towards Vocationalisation of Education. (vide Caption 3.5).

### TABLE 6.1
**Description of Sample and Population**

<table>
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<tr>
<th></th>
<th>N</th>
<th>636</th>
<th>2255</th>
<th>1251</th>
<th>594</th>
<th>1845</th>
<th>2870</th>
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<td>15.51</td>
<td>55.00</td>
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<td>14.49</td>
<td>45.00</td>
<td>70.00</td>
<td>30.00</td>
</tr>
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<td>Sample</td>
<td>n</td>
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<td>155</td>
<td>550</td>
<td>305</td>
<td>145</td>
<td>450</td>
<td>700</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>39.50</td>
<td>15.50</td>
<td>55.00</td>
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<td>14.50</td>
<td>45.00</td>
<td>70.00</td>
<td>30.00</td>
</tr>
</tbody>
</table>

1.3.5 The tools used for the present study are:

i. Unstructured interview

ii. Attitude scale constructed by investigator (Likert Type)

iii. Personal Information Blank.
1.3.6 The reliability of the constructed attitude scale was found to be 0.92 (Test-retest Method) and 0.88 (Split-half method). The scale constructed can be said to have content validity and high reliability.

1.3.7 Procedure for Data Collection: With regards to the information gathered for Vocational Education, Secondary data from various sources were collected. Interviews with difference officers connected with Vocational Education were held to find out the problems and the present status of Vocational Education.

The attitude scale was administered to the preuniversity students in their classroom in a natural setting. After creating proper rapport with the students the investigator requested the students to read the instructions carefully and the necessary directions were given to them orally. They were then further requested to give their responses. The average time taken for its administration was 40 minutes. The response sheets were then collected after the students had finished their responses.

1.3.8 Statistical techniques Used: The main techniques used for construction of the ASVE were Item Discriminating Power and critical ratio for 80 statements in the tryout of the attitude scale. For the analysis of the data Measures
of Central Tendency, viz. Mean, Median and Mode, Measures of Dispersion viz. Range, standard deviation, Skewness and Kurtosis were used. Inferential statistics was also used to find out the significance of the difference between means, for comparison between different groups.

1.4 SCOPE AND LIMITATIONS

The study has the scope of optimising the utilisation of educational resources to upgrade the know-how, skills and competence of the educated contributing for rural and urban development. The findings of the study will be applicable to a great extent to other Districts of Meghalaya too, where the Government has to implement Vocationalisation of Education.

i. The present study was limited to the second year preuniversity students (1988-89) studying in the colleges of East Khasi Hills. Plus two students of the central schools were not taken, for they belong to a heterogeneous group.

ii. In the present study, available secondary data was collected from Secretariat Meghalaya Government relating to Vocational Education. Because of scanty information it seems that it is not much reliable.
1.5 CONCLUSIONS

The following are the results of the study.

1.5.1 Vocational Education

There are two sections in the results of Vocational education:

i. Unemployment: From the findings analysed from the secondary data obtained from the employment exchange, it was found that a number of adults are still remaining jobless. Statistics relating to the extent of unemployment is not much reliable because of scanty information.

However it was found that registration per year with employment exchange has risen from 5.2 thousand in 1974 to 10.2 thousand in 1976, but came down to 5.8 thousand in 1980 and increased further to 10.4 thousand in May 1989. The placement effected in a year is also not reducing the number of unemployed on the live registers.

ii. Status of Vocational Education: There are only three institutions imparting Vocational Education in East Khasi Hills. They are (1) The Industrial Training Institute (ITI), Shillong, (2) Shillong Polytechnic, and (3) Don Bosco Technical Institute, Shillong.

The courses offered are, Electrician, Wireman, Fitter, Welder, Stenography, Mechanics (Motor/Vehicle),

There are also a few voluntary agencies like YMCA, etc. giving Vocational training in Stenography, Typing, Mechanics, Welding, etc.

1.5.2 Vocationalisation of Education

The following are the major findings regarding the students ATVE.

The Mean Score of the students was found to be 62.65 and the standard deviation was 9.48. The findings indicates that the students attitude towards Vocationalisation of Education was favourable.

i. There was no significant difference between the male and female students in their ATVE.

ii. There was a significant difference between the tribal and non-tribal students at 0.01 level in their ATVE. The mean score 63.24 of the tribals was found to be higher than the mean score 61.18 of the non-tribals.

iii. There was a significant difference between Arts and Commerce students at 0.01 level in their ATVE. The mean score 64.95 commerce students was higher than the mean score 61.69 of Arts students.
iv. There was a significant difference between arts and science students at 0.01 level in their ATVE. The mean score 64.22 science was found to be higher than the mean score 61.69 of arts students.

v. There was no significant difference between commerce and science students in their ATVE.

vi. There was no significant difference between urban and rural students in their ATVE.

vii. No significant difference in the attitudes of preuniversity students exists between WE and SUPW.

viii. No significant difference in the attitudes of preuniversity students exists between WE and VG.

ix. A significant difference in the attitudes of preuniversity students existed between WE and VE at 0.01 level. The mean score 13.22 of WE was higher than the mean score 12.57 of VE.

x. A significant difference in the attitudes of preuniversity students exists between WE and VEnt at 0.01 level. The mean score 13.22 of WE was higher than the mean score 11.36 of VEnt.

xi. No significant difference in the attitudes of preuniversity students exist between SUPW and VG.

xii. A significant difference in the attitudes of preuniversity students exist between SUPW and VE at 0.01 level. The mean score of 13.17 of SUPW was higher than the mean score 12.57 of VE.
A significant difference in the attitudes of preuniversity students exists between SUPW and VEnt at 0.01 level. The mean score 13.17 of SUPW was higher than the mean score 11.36 of VEnt.

A significant difference in the attitudes of preuniversity students exists between VG and VE at 0.01 level. The mean score 13.32 of VG was higher than the mean score 12.57 of VE.

There was a significant difference in the attitudes of preuniversity students exists between VG and VEnt at 0.01 level. The mean score 13.22 of VG was higher than the mean score 11.36 of VEnt.

A significant difference in the attitudes of preuniversity students exists between VE and VEnt at 0.01 level. The mean score 12.57 was higher than the mean score 11.36 for VEnt.

A summary of the findings is given in Table 6.2 of the following page.

1.6 EDUCATIONAL IMPLICATIONS

1.6.1 Vocational Education

1. In Tribal areas educated unemployment was found increasing. Most of these unemployed people were found to have arts background. They did not possess skills for any occupation. Due to disappointment many of the tribal youth join anti-social organisations, anti-national
TABLE 1.0

Summary of the Findings

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
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<th>SD</th>
<th>'t'</th>
<th>Remarks</th>
</tr>
</thead>
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<tr>
<td>1. Male</td>
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<tr>
<td>2. Tribal</td>
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<td>3. Arts</td>
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<tr>
<td>4. Arts</td>
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<td>9.61</td>
<td>3.74</td>
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<tr>
<td>Science</td>
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<td>8.89</td>
<td></td>
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<tr>
<td>5. Commerce</td>
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<td>64.95</td>
<td>9.17</td>
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<tr>
<td>Science</td>
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<tr>
<td>6. Urban</td>
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<td>7. WE</td>
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<tr>
<td>8. WE</td>
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<tr>
<td>9. WE</td>
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<tr>
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<tr>
<td>12. SUPW</td>
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<td>4.89</td>
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<tr>
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<tr>
<td>13. SUPW</td>
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<tr>
<td>VEnt</td>
<td>1000</td>
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<td>2.86</td>
<td>14.57</td>
<td>0.01</td>
</tr>
<tr>
<td>14. VG</td>
<td>1000</td>
<td>13.32</td>
<td>3.15</td>
<td>5.67</td>
<td>0.01</td>
</tr>
<tr>
<td>VE</td>
<td>1000</td>
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<td>2.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. VG</td>
<td>1000</td>
<td>13.32</td>
<td>3.15</td>
<td>14.57</td>
<td>0.01</td>
</tr>
<tr>
<td>VEnt</td>
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<tr>
<td>16. VE</td>
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<td>2.75</td>
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<tr>
<td>VEnt</td>
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<td>2.86</td>
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</tbody>
</table>
groups and underground elements. So unemployment of the education is a cancer that is affecting the tribal society.

2. The current status of Vocational Education in East Khasi Hills is far from being satisfactory. The output is not in proportion to the input. So quantitative and qualitative improvement of Vocational Education is a must for development of the State.

1.6.2. Vocationalisation of Education

1. The finding that there was no significant difference between the male students and female students in their ATVE implied that Vocationalisation of Education found fertile soil among the youth and coeducation colleges can be established with diversified curriculum for different groups of students based on their aptitude irrespective of the sex factor.

2. The finding that the tribal students were found to have higher ATVE implied that the services of the majority of the tribals could be used for middle level manpower needed for the development of the state.

3. The commerce students were found to have the highest attitude the Science students higher attitude and the Art students high attitude implied that education must
be occupation oriented and it should have sufficient diversification to suit the manpower needs of the society. Training in skills related to any occupation enable the learner to become competent and confident to face the realities of work of work.

4. No significant difference was found between rural and urban college students in their ATVE. It implied the same positive attitude as that was found among urban students. In hill areas the town areas are not well developed. Hence in tribal areas agro-based industries and occupations priority irrespective of rural and urban areas.

5. The attitudes of P.U. students towards the competent Vocationalisation of Education was found in the order of importance, VG, WE, SUPW, VE and VEnt. Among them students perceived vocational guidance as the most important. This was because the schools/colleges could not provide VG. Many teachers avoid it, since it is not part of the curriculum. Similarly the attitudes of students towards WE and SUPW are positive. The teenagers prefer work with hands instead of continuous theory classes. As there are limited Vocational Education in East Khasi Hills it has not become very attractive and Vocational Environment needs a lot of development to attract students
for vocational courses.

6. The mean scores of the P.U. students in their ATVE was found to be 62.65 which indicated favourable attitude towards Vocationalisation of Education.

1.7 SUGGESTIONS FOR IMPROVEMENT

1.7.1 Vocational Education

1. Taking into consideration the increasing unemployment among the educated it is necessary to increase step by step the number of vocational courses and vocational institutions based on the growing demand especially for the non conventional courses.

2. Science and Mathematics Education at school level and college level should be improved by arranging enrichment courses, remedial course and bridge courses especially for the tribal students. Only on a firm foundation of school education qualitative improvement can be attempted. For this qualified and trained teachers should be appointed at all levels of school education and college education.

3. The following vocational courses computer, technology, electronics, stenography, typing, mechanic (Radio & T.V.), electrician, motor mechanics, machinist, cutting and tailoring, food processing and preservation, dairy husbandry
and fish culture, were found in great demand in East Khasi Hills, so arrangements should be made to offer these courses either through formal and nonformal education.

4. Out of school youth, the physically handicapped and dropouts from high schools also should be given skills through anyone of the training courses suitable to them through nonformal education so that they can also live with dignity.

5. To improve the quality of existing Vocational Education, aptitude test may be conducted for selecting the right aspirant to the right job and the right stream.

6. Manpower planning for the next twenty years may be done and according to that vocational courses may be planned.

1.7.2 Vocationalisation of Education

1. A survey of the facilities available for Vocationalisation of Education in the high schools may be conducted. And those schools which satisfy the essential minimum facilities should be given the opportunity of Vocationalisation of Education by raising its status. This may be done step by step on an experimental basis, one in each district in the initial stage extendable to other schools.
in due course. Nowadays schools can make use of the talents of their teachers for Vocationalisation of Education.

2. Career masters should be appointed in all high schools to give educational and vocational guidance to the students.

3. A Vocational Guidance Bureau should be set up in each District and in the university to coordinate the guidance services at school level, college level and the university level. The mass media especially TV and the newspapers should have regular programmes for Vocational Guidance and Educational Guidance. To facilitate this scheme it is necessary to have an educational channel separately in Doordarshan.

4. In the absence of qualified teachers for Vocationalisation of Education, the existing teachers who are interested in the scheme may be selected and special in service courses may be conducted to equip them with the necessary teaching skills for Vocationalisation of Education.

5. The school complex programme may be reactivated to help teachers to understand the innovations and changes and coordinate their activities in each area.
6. Evening classes and morning classes and Distance Education Programmes may be arranged to improve the academic qualifications of those who had opted for Vocational Education.

7. In many offices in Meghalaya State the records are maintained in such a way that they cannot be used after a few years for reliable data. So steps should be taken to maintain records with up-to-date information to facilitate better planning, coordination and implementation.

8. In some of the schools SUPW has been introduced but there are often no qualified teacher for that, since it is not an examination subject, it is not given the status it deserves neither by teachers nor by students. Hence attempts may be made to evaluate and improve the quality of SUPW in schools.

9. The emerging society is expected to be a learning and working society. To accelerate the process of evolution of such a society, the right to work should become a fundamental right according to the constitution.

10. Training in entrepreneurship should be given to the unemployed youth with vocational skills so that many of them can start trades of their own.
11. The infrastructural facilities in tribal areas need a lot of improvement. Transport and communication, electricity, proper use of water building facilities etc. deserve a lot of improvement.

1.8 SUGGESTIONS FOR FURTHER RESEARCH

1. A summary of high school facilities with special emphasis on feasibility of Vocationalisation of Education may be conducted.

2. A survey of manpower needs for each District in Meghalaya State may be conducted and projections may be made for the next twenty years for the traditional and the emerging non-traditional occupations.

3. A study of attitudes of students and teachers towards SUPW at high school level may be conducted to find out the present status of SUPW in Meghalaya.

4. Case studies of higher secondary schools which have successfully introduced Vocationalisation of Education in the country may be attempted.

5. A critical study of the status and the impact of Vocational Guidance services in the high school stage in Meghalaya may be attempted.