

CONFERENCE OF STATE MINISTERS OF EDUCATION

26TH APRIL 1987

VOCATIONALISATION OF EDUCATION  
AT SECONDARY LEVEL

K. KRONG  
MINISTER OF EDUCATION

ARUNACHAL PRADESH

**Sub. National Systems Unit,**  
**National Institute of Educational**  
**Planning and Administration**  
17-B, Ansari Road, Delhi-110002  
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Mr. Chairman and Colleagues,

At the outset I would like to express my gratitude to the Hon'ble Minister of Human Resource Development for convening the conference of the state Education Ministers at an appropriate time when the States/UTs are in the process of preparing their Annual Operating Plans. It is, I think, for the first time we are meeting to review the "Programme of Action" and work out detailed strategies to be adopted to achieve the objectives of National Policy on Education in general and vocationalisation of education at Secondary level in particular.

2. Yesterday in the conference of Secretaries and Directors of Education various measures for the successful implementation of the N.P.E. were discussed. The focal point was universalisation of Elementary Education which is the foundation of the entire educational structure and needs our utmost attention to see that cent per cent children in the age group 6-14 are enrolled in schools within the target time. Universal retention is also to be ensured otherwise all efforts made for the enrolment drive may prove futile. The quality of education we want to impart to the children is also to be improved.

3. Now I will take agenda items one by one.

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VOCALISATION OF EDUCATION AT SECONDARY LEVEL.

The national policy on education spells out the need for a system of education with emphasis on elimination of disparity, improvement in its quality, involvement of the community in the process, preparation of the manpower to meet the demand of the community i.e. to make education need-based.

It is in this context that the N.P.E. gives priorities to vocalisation of education at plus 2 stage. The provisions for professional growth, competency and career advancement for the vocational pass-outs are to be included in the system which can be implemented successfully. It has to be systematically planned and the man-power need carefully assessed. The first task before us is to get the district vocational surveys conducted. It is proposed to get the job done by June 1987. To assess the range of available occupations, nature of the man-power requirements and availability of training facilities, vocational survey is essential. Though no formal vocational surveys have been conducted in Arunachal Pradesh so far, a close watch on the trend of the developmental activities going on in the State, indicates that there is need of man-power emerging in the field of education, agriculture and agriculture based industries, para-medical services, Engineering,

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technology, business and commerce, Home Science, Forestry, Oil and Coal. Arunachal being a late starter is educationally backward and economically underdeveloped but rich in natural resources, so far unharnessed. Its healthy traditions, sense of dignity of labour and strong social institutions are its unparallel assets. The Society being classless, a person can choose any occupation without any prejudice provided it is socially useful and beneficial to the individual.

To give a start to the vocalisation, all necessary preparations are to be completed within the current financial year.

#### ESTABLISHMENT OF STATE COUNCIL OF VOCATIONAL EDUCATION.

I fully endorse the view of the establishment of State Council of Vocational Education as proposed in the working paper. However, its functioning in detail depends on local conditions of a particular state.

#### 2. STRENGTHENING OF THE DIRECTORATE OF PUBLIC INSTRUCTION.

Since the Directorate is to provide Secretariat support to the SCVE, it will be suitably strengthened as envisaged in the working paper.

3. At the District level District vocational education council will be formed to popularise vocational

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education programme and coordinate concerned agencies at the District Level.

4. Selection of institutions for vocational courses.

While selecting the schools for the courses as identified, the following guiding factors will be kept in view :-

- a) Availability of the technical institutions and industrial establishments in the vicinity which can provide technical support and facilities of apprenticeship training in the concerned discipline.
- b) The area where demand for a particular job exists and the same will continue for a substantial period.
- c) Where raw material required for the training-cum-production is easily available.
- d) Where facilities for improvement of competence are within the reach of the pass-outs.
- e) Where other physical facilities are adequate.

Eleven out of 28 Higher Secondary Schools functioning in the State are to be selected for introduction of vocational courses.

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5. SELECTION OF COURSES.

Keeping the existing constraints in view, initially only 2 vocational courses will be introduced in each school. The students, however, will be free to move to another school where the course of their choice is available. Since hostel facilities are available in all the Higher Secondary Schools, there would be no problem if the students migrate from one school to another within the first three months.

Since the enrolment in Class XI is not much no rigid percentage of students can be fixed for admission to vocational courses which will be open to all. In this case the number of students in each course may not exceed 10 as only 11.25 percent of the target population could reach plus 2 stage. The percentage further declines to 3.40 at tertiary level. With the tremendous advancement in the Science and Technology, the requirements are of the nature involving high competence. Arunachal also needs Engineers, Doctors, Technicians and Administrators who understand local problems and appreciate the aspirations of the people. Hence provision for vertical mobility of the deserving students will have

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to be kept in this system. It is, therefore, envisaged that the students opting for vocational courses will study other related subjects also alongwith foundation courses. Only 50 percent of the total school hours will be provided for vocational courses.

After undergoing bridge courses, the students should be able to go either for a diploma/degree Course in that particular vocation or enter the world of work completing the orientation course after passing Class XII, or be competent enough to take self employment after undergoing a specific apprenticeship training. This modification in the module is, therefore, suggested.

The selection of the institutions and the courses for 1988-89 will be completed by September, 1987.

6. THE ASSESSMENT OF MAN-POWER NEEDS.

To assess the locally available and emerging occupations and employment potential in the area. District vocational surveys will be conducted and completed by the end of June 1987 as stated earlier. The information so collected will be used for planning curricula, designing courses and fixing locations of schools for vocational courses.

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## 7. CURRICULA.

The curricula for vocational courses will be so designed that it is need-based, relevant to the society and meaningful to the individual who can fruitfully employ himself. The curricula will be revised and re-structured to meet the changing need of the society and develop the competency of the man from time to time. Duration of the course will be 2 years. It will have both theory and practice. 50% time will be devoted to vocational courses both theory and practical and the rest to other related subjects such as Physics, Chemistry, Mathematics, Biology, Geography, Economics etc. The students who opt for agriculture shall be able to get admitted to B.Sc (AG.) or join service in Agriculture Department or in an Agriculture based industries or opt for self employment after some training. In formulating curriculum in the collaboration with the NCERT and other agencies the material available with them will be used. The following courses have been so far identified for introducing in the schools.

- 1). Crop Production.
- 2). Dairying
- 3). Horticulture.

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- 4). Poultry.
- 5). Stenography and typing.
- 6). Repairs and maintenance of electrical appliances, radio and T.V.
- 7). Electronics Technology.
- 8). Rural Engineering technology.
- 9). Building maintenance.
- 10). X-Ray Technician.
- 11). Dental Hygienist.
- 12). Pharmacists.
- 13). Multipurpose Health Workers (male & female).
- 14). Food preservation.
- 15). Bakery and confectionery.
- 16). Child and Family Welfare.
- 17). Commercial garment making.
- 18). Creche and Pre-school management.
- 19). Forestry based occupation.

INSTRUCTIONAL MATERIALS.

Instructional materials developed by NCERT and other technical agencies will be adapted to suit the

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State with the help of NCERT, CIET, SIETs.

8. EVALUATION AND CERTIFICATION.

Constant and regular evaluation of the performance of the students will be done through out the academic session by the teachers concerned and the part time teachers engaged from other technical institutions. The terminal examinations will be conducted by the Board to which the School is affiliated. Due weightage will be given to the internal assessment. The practical examination will be conducted by the external examiners. Since the employability depends largely on the performance of the students and the reputation of the school both will have to obtain a level of excellence. Certification will be done by the Board concerned.

EQUIPMENT AND RAW MATERIALS.

Minimum requirement in terms of machineries laboratories and equipment will have to be provided to the schools having vocational courses. The curricula developed will have to indicate the requirement of the equipment for each course. Since the institutions by and large will be located where raw material is readily available, there should be no difficulty in regular flow of the raw

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materials required by the institutions for training-cum-production purpose. The linkage will have to be developed with the collaborating institutions for the use of heavy machineries and the equipment which schools cannot afford.

#### PRACTICAL TRAINING AND APPRENTICESHIP.

To make vocational courses job-oriented, it is necessary that the students undergo a rigorous practical training. To some extent the facilities will be made available in the institutions itself. The help of the technical instructions and industrial establishments located in the vicinity will have to be sought for. Since the private agencies will be the consumers of these finished products, they will have to make available certain facilities to the students and may like to sponsor the students for such courses. Govt. Deptts. will also extend training facilities available with them. Similarly part-time teachers will also be drawn from not only Govt. Deptts. but private organisations working in the field also.

#### SELECTION OF TEACHERS.

The component of the staff will consist of two types of teachers.

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- a). Full time teachers recruited by the Deptt.
- b). Part-time teachers drawn from other Deppts. or organisations.

The teachers of well developed competencies will be recruited initially on probation for one year and after that if they are found suitable, they may be retained in the job. Minimum qualification for appointment is Masters Degree in the concerned subject with some practical experience in the course concerned. All the full time teachers will be selected by the end of January and positioned for in-service training to be held in February/March, 88. In case of part-time teachers, the qualification of Degree or Diploma in the course may not be insisted upon, rather their main qualification will be practical experience. The teachers will be trained in a programme centrally organised using the available infrastructure in organisations like RCES and ICAR. The requirement vocation-wise will be worked out by the State and submitted to NCERT to identify the institutions who have facilities for suitable training programme for the teachers. At this stage programme for pre-service training has not been envisaged. Once the course takes off, naturally

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people will come forth for pre-service training. The training programme as scheduled in the working paper will be followed as far as practicable.

#### EDUCATIONAL AND VOCATIONAL GUIDANCE.

The teachers will provide necessary guidance to the students and parents for suitable educational and vocational courses available in the institutions. The guide of the institution will be responsible for collecting and disseminating information regarding job availability and training facilities. The selected teachers will be trained in vocational guidance in collaboration with NCERT. After training these teachers will be used as resource persons for training other teachers.

#### CREATION OF ENVOIRNMENT.

The success of the programme lies to a great extent on preparing essential awareness among the people about the concept of vocational courses. Local organisations, industrial establishments and non-Govt. agencies will be involved in popularising the vocational courses and preparing strong public opinion in favour of this useful programme. The idea that the third grade students are dubbed in

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National Institute of Education  
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vocational courses is to be removed. The prevalent social and cultural values and the prejudices against the career choice should also go. In this regard Arunachal is lucky enough as such prejudices do not exist in the society and the people are ready to accept any decent job.

To implement the programme as envisaged, additional funds will be required for -

- a). Providing suitable accommodation for the schools, staff and the students.
- b). To equip the laboratories.
- c). Conduct surveys and prepare schemes.

A sum of Rs. 75,000/- as proposed for each school selected for vocational courses may not be sufficient. In case of Arunachal Pradesh, minimum sum of Rs. 10 lakhs should be made available to introduce vocational courses in each selected institution.



In the end I thank this august body for providing me opportunity for placing my reviews.

THANKS