A study on the implementation of vocational courses in the secondary schools of East Siang District, Arunachal Pradesh

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Abstract- **This study investigates the implementation of vocational courses in secondary schools within the East Siang District of Arunachal Pradesh, employing a descriptive research design to characterize the current state of vocational education. Data was collected from a sample of five schools, selected using systematic random sampling from a population of eight schools offering vocational education. The study reveals a mixed landscape: while student enrollment is rising and teachers are generally qualified (80% of schools), challenges persist in resource availability (only 40% have sufficient materials), classroom conditions (70% of teachers dissatisfied), and syllabus quality (only 30% find it well-framed). Students largely express positive attitudes towards vocational education, with 86% liking the subject and 79% believing it is essential for their future careers; however, consistent class scheduling and comprehensive examinations require improvement (53% for regular classes and 49% for practical classes). Further analysis indicates significant attitudinal differences within the student population, including disparities between male and female students.**

Index Terms- **Vocational Education, Secondary Schools, Implementation, East Siang, Student Attitudes, Descriptive Research.**

I. INTRODUCTION

Vocational education plays a vital role in human resource development of the country by creating skilled manpower, enhancing a country's industrial productivity and improving the quality of life. It helps students to be skilled and in turn, offers better employment opportunities. Any type of training that teaches students the specialized skills needed to carry out a particular job is referred to as vocational education (Ariyani et al., 2021). NEP, 2020 in India has outlined significant reforms and changes in the field of vocational education. The policy recognizes the importance of vocational education in equipping students with practical skills and making them job-ready. NEP advocated for the introduction of experiential vocational learning from Grdes 9 to 12 to facilitate practical learning experiences. Vocational education plays a paramount role in human resource development of the country by not only creating skilled human power but also improving the quality of life of the students.

In Arunachal Pradesh only few vocational courses are introduced at secondary and senior secondary schools. Government of Arunachal Pradesh has initiated to impart Vocational Skills at upper Primary Level. For Secondary and Higher Secondary levels Government of Arunachal Pradesh introduced Vocational Education for class 9 – 12, as integrated with the curriculum and to be made more practical and industry oriented. Government of Arunachal Pradesh has reinforced emphasis on 'Kaushal Vikas'. The demand for Vocational Education is increasing at the school level introducing multifarious of vocational courses available at the present day. From the reviews it is quite clear that there is a scarcity of research studies in the field of Vocational Education in the North Eastern States of India in general and Arunachal Pradesh in particular. As such an attempt is made to study the Vocational Education at the secondary school level in the East Siang District of Arunachal Pradesh.

II. REVIEW OF LITERATURE

Barakaevich (2020) dealt on improvement of Vocational Training of Pupils in Secondary School and found that, the following research process should be improve; 1) improvement of mechanisms of

vocational training of students and 2) development of proposals for new occupations in lieu of the needs of the socio-economic development 3) development of the technology according to the 'professional knowledge and skills by developing teachers' professional abilities, skills and competencies.

Villarroel, *et,al***. (2024)** conducted research on challenges faced by vocational education in Chile, there is a keen interest in assessment methods within both secondary schools and higher education institutions. A non-experimental quantitative design was used. The methodology used was a cross-sectional survey. The study consists of a sample of 244 students, 37 teachers, and a compilation of 905 questions. The results of the assessments say that while written examinations are more prevalent in secondary vocational schools, which involve open-ended and analytical questions.

Mohammad (2019) studied on how to implement quality management to a vocational school. Descriptive method with a qualitative approach was used as a methodology for this study. Interview, observation and documentation were used for data collection. The subjects taken for this study were the principal, teachers and employees of the school. The solution summed up that the vocational high school was guided by the basic principles of combined quality management.

Kumar (2021) studied the perception of students towards vocational education. Researcher used descriptive survey method. The data were collected through personal Value Questionnaire and self constructed Vocational Schedule. The result of the study reveals that most of the students are interested in vocational education. A majority of students have got admission in the course which was their first choice.

Yadav (2021) compared the creativity among secondary school students having high and low vocational interest. The researcher used descriptive survey method in this study. The result shows that male students having household vocational interest are less creative than female students. Other side male students having constructional vocational interest are more creative than their female counterparts.

Boruah (2022) discussed about existing policies and initiatives taken by the Government of India to increase the quality of vocational education & skill development in India.

Gosswami (2023) investigated on Awareness and Interest of Students towards Vocational Education at School Level in Scheduled Tribe Populated Districts of Madhya Pradesh and discovered that students are less aware of the term vocational education but they are interested to opt for some vocations to develop their skills and for their future livelihood.

Sharma; Riba & Padu (2024) focuses on the different challenges and future prospects of NEP 2020 regarding the implementation of vocational education.

On reviewing different research works came to the understanding that the study with respect to vocational education in secondary schools with respect to facilities, resources, teaching learning process and attitude of students towards the course are scarce and as such the present study was thought of. There is a need for studying considering variables like facilities, resources, teaching learning process and attitude of students towards the vocational education course in the state of Arunachal Pradesh.

III. STATEMENT OF THE PROBLEM

The present study reads as **"Vocational Education at the secondary school level in the East Siang District of Arunachal Pradesh"**.

IV. OBJECTIVES OF THE STUDY

Following are the objectives for the present study

1 To find out the courses of study available for Vocational Education in secondary schools.

1 To identify the availability of resources for Vocational Education in secondary school.

Hypothesis

H_{01} There is no significance difference in attitude among students towards Vocational Education in secondary schools

H_{02} There is no significance difference in attitude among boys and girls students towards Vocational Education in secondary schools.

Methodology

In the present study, descriptive survey method has been used.

Population

In the present study, Government secondary schools from East Siang district are considered where the provision of Vocational Education exists. Total number of schools offering Vocational Education course in East Siang district happens to be 8.

Sample

Random sampling technique is used for selection of schools conducting vocational courses have been selected which form the sample for the present study. Out of 8 number of schools, 5 schools formed the sample for the present study. Table 1 depicts the sample of schools along with number of Head of the Schools, Vocational Teachers and Students of Class IX and X.

Table 1 Number of selected schools having Vocational courses in the district.

Name of the School	Locality	Number of				
		Heads	Teachers	Students		
				Class IX	Class X	Total
DEM Govt HSS	Pasighat	1	2	20	20	40
IGJ Govt HSS	Pasighat	1	2	20	20	40
KGBV, Sawmill	Pasighat	1	2	20	20	40
Govt HSS	Sille	1	2	20	20	40
Govt HSS	Ruksin	1	2	20	20	40
Total		5	10	100	100	200

Tools used

The tool for the present study consists of

1) Questionnaire for the Headmaster
2) Questionnaire for the Teachers
3) Rating Scale for Students

Findings

Following are the findings of the study:

Objective 1

- Vocational courses such as Information Technology, and Travel and Tourism are offered in the selected five High Schools of East Siang district.
- There is a rate of increase of enrolment of students for Vocational Education.
- Subject wise enrolment of students for Vocational Education is found to be increasing.
- In the year 2025, the enrolment of girls is found to be more than the boys in the subject Information Technology, and the enrolment of boys is found to be more than the girls in the subject Travel & Tourism.

Objective 2

- In 80% of the schools there exist separate teacher for Vocational courses and they have desired qualification for the course.
- Out of 5 schools only 40% of the schools found to have sufficient material resources for the Vocational course. In 40% of the schools there exist separate classroom for Vocational courses.
- 80% of the teachers stated that Teaching Learning Materials are provided by the schools. A variety of Teaching Learning Materials are made available by the schools such as Computer, Overhead Projector, Smart Screen, Charts/Photographs, Maps/Globe in varying percentages.
- Only 30% of the teachers are found to be satisfied with the classroom condition but 70% of them are dissatisfied because of small classroom and improper teaching materials.

- Only, 30% of the teachers opined that syllabus for Vocational Education course to be well framed.
- 70% of the teachers opined that students are usually dependent on the teachers.
- During teaching, 80% of the teachers opined that they always make use of prescribed text.
- In 70% of the schools, number of periods taken for theoretical classes per week varies from 3 to 6 periods.
- In 90% of the schools, number of periods taken for practical classes per week varies from 1 to 6 periods.
- 80% of the teachers prepare Lesson Plan
- Students do interact in class.
- 90% of the teachers opined, teaching methods used in class to be mixture of Explanation, Demonstration, Assignment/Home work
- Materials used during teaching by the teachers depend on their need such as Personal computers, Interactive white boards, Audio equipment, Mobile phones, and Projector.

- Assessment of students carried out by the teachers varies like, 10% of them offer Unit test; another 10% offer Class test and Unit Test; 10% Class Work, Class test, Unit Test, and Project Work; 20% offer Home Work, Unit Test, Assignments, and Project Work; and 50% offer Class Work, Home Work, Class test, Unit Test, Term End Test, Assignments, and Project Work.

- It is found that 7% of the teachers always make use of CD/DVD Player, 24% does it sometimes and 69% never make use of it.

- Only 1% of the teachers always make use of radio; 26% of them always make use of Audio Player; 74% of them always make use of Text Book; 24% of them always make use of Chalk Board; 28% of them always make use of Drawing/Picture; 14% of the teachers always make use of Model; 8% of the teachers always make use of Chart; 3% of the teachers always make use of Over Head Projector; 10% of the teachers always make use of Epidiascope; 9% of the teachers always make use of Television; 2% of the teachers always make use of Educational Film; 6% of the teachers always make use of Computer/Laptop; 15% of the teachers always make use of Computer having Internet Facility; 51% of the teachers always make use of Interactive White Board; and 12% of the teachers always make use of Power Point Presentation Facility.

- 20% of the Principals stated that high level of implementation is taking place and for 80% it is at moderate level.
- 60% of the Principals opined that the students undergoing Vocational course in School to be very enthusiastic.
- 20% of the Principal holds that Vocational course is essential for the students to a very great extent in the present day and for 80% it is to a great extent.
- 40% of the Principal found to face problem in implementation of Vocational course such as classroom is small so accommodation problem; certain technical issues like power supply; less number of periods in school routine; number of computers is less; computer shortage; irregular attendance of students face problem in understanding theory portions; students are not serious because they do not opt as main subject; and lack of fund for visiting places.
- Suggestions put forward by Principals are

a) Generator required for uninterrupted power supply
b) Need to highlight the importance of Vocational course
c) Students needs adequate motivation about Vocational course essential for life
d) Vocational course should be skill oriented & equivalent to Diploma course
e) Material required; lack of fund;
f) Classroom required;

g) Two more Teachers required one each for Information Technology and Tourism

- Suggestions put forward by teachers
  a) Equipments for practical required
  b) Study habits among students needs improvement
  c) Vocational course good for students
  d) Vocational course important for youth in order to get skilled jobs, beneficial for industry
  e) Two more number of teachers required one each for Information Technology and Tourism.

Attitude of students towards Vocational Education (Testing of Hypothesis)

- 86% of the students agreed that they like Vocational Education subject very much. 68% of the students agreed that Lessons included in the Vocational Education subject are interesting. 77% of the students agreed that Vocational Education teacher teaches the lessons nicely. 53% of the students agreed that Vocational Education classes are held regularly. 49% of the students agreed that Practical classes for Vocational Education subject are held regularly. 70% of the students agreed that they are able to understand the contents of any topic taught in Vocational Education subject comfortably. 84% of the students agreed that Practical classes held for Vocational Education subject is very helpful in learning the skills. 61% of the students agreed that for Vocational Education subject both theoretical and practical examination is conducted.
- 54% of the students agreed that they find the Vocational Education subject very interesting. 79% of the students agreed that Vocational Education subject is very much essential for our future career.
- There is significant difference among the attitude of students towards Vocational Education.
- There is significant difference between the attitude of boys and girls students towards Vocational Education.

V. DISCUSSION

Vocational education particularly emphasizes for practical training, hands-on experience, and real-world application of skills. NEP, 2020 seeks that students should be equipped with practical skills and knowledge that is directly applicable to the world of work. Vocational education must comprise of Skill-based courses; Internship and apprenticeship; integration of Technology; Collaboration with industry along with Certification and accreditation. So that students with vocational skill have better chances of employment at an early age. Vocational education is important because working places expects new employees to have all the practical skills they need to start work. The purpose of Vocational education is to equip students with practical skills that fit with industry requirements, thus bridging the existing gap between education and the workforce. Vocational courses focuses on skill-oriented training, prepare individuals for specific careers, making them more adept and attractive to potential employers. Implementation of vocational education in the schools is carried out no doubt but not as per expectation. In order to boost the country's economic growth certain issues and gaps in implementing the courses needs serious thinking and solution.

Courses of study available for Vocational Education in secondary schools.

In the present study it is found that Information Technology, and Travel and Tourism are the
Vocational courses are offered in the selected five High Schools of East Siang district. The rate of enrolment of students for Vocational Education is found to be increasing. In the year 2025,
the enrolment of girls is found to be more than the boys in the subject Information Technology,
and the enrolment of boys is found to be more than the girls in the subject Travel & Tourism.

Availability of resources for Vocational Education in secondary school.

This study reveals that 80% of the schools have teacher for Vocational courses with desired qualification. Out of 5 schools, 40% of the schools have sufficient material resources for the Vocational

course. Only in 40% of the schools there exist separate classroom for Vocational courses. 80% of the teachers stated that a variety of Teaching Learning Materials are provided by the schools in varying percentages. Majority, 70% of the teachers are dissatisfied with the classroom. Only, 30% of the teachers opined that syllabus for Vocational Education course to be well framed. In 70% of the schools, number of periods taken for theoretical classes per week varies from 3 to 6 periods and in 90% of the schools, number of periods taken for practical classes per week varies from 1 to 6 periods. 80% of the teachers are found to prepare Lesson Plan. A mixture of Explanation, Demonstration, Assignment/Home work teaching methods are used by 90% of the teachers while teaching. Materials such as Personal computers, Interactive white boards, Audio equipment, Mobile phones, and Projector are found to be used during teaching by the teachers. Assessment of students carried out by the teachers varies like, Class Work, Home Work, Class test, Unit Test, Term End Test, Assignments, and Project Work. 74% of the teachers always make use of Text Book; 24% of them always make use of Chalk Board; 28% of them always make use of Drawing/Picture; 6% of the teachers always make use of Computer/Laptop; 15% of the teachers always make use of Computer having Internet Facility; 51% of the teachers always make use of Interactive White Board; and 12% of the teachers always make use of Power Point Presentation Facility. Studies conducted by Oduma, (2007); Deore (2019); Barakaevich (2020); Kichu (2021); Samad, *et, al*. (2023); **Barigye (2024);** Maksum, *et.al.* (2024); Villarroel, *et,al*. (2024); Chen, *et, al*. (2024); Xu (2024); Ge, *et, al*. (2024); Dahalan*, et, al.* (2024); Mohammad (2019); Bhattacharyya, Sinha and Das (2021); Kavita (2022); Gosswami (2023); Sharma; Riba & Padu (2024) with regard to Vocational Education course reflected similar issues as found in the present study.

Attitude of students towards Vocational Education in secondary school.

The present study revealed that majority (86% to 53%) of the students have favourable attitude towards Vocational Education subject in terms of liking the subject; Lessons; teaching; understanding the contents; classes held; examination; necessity for career; acquisition of skills. In addition, it is found on testing that there is significant difference among the attitude of students towards Vocational Education and there is significant difference between the attitude of boys and girls students towards Vocational Education. Manubag*, et, al.* (2023); Nduwimana & Sindayigaya (2023); Yadav (2021) shows difference between the attitude of sexes towards Vocational Education.

Level of implementation of vocational courses in the secondary schools.

The study revealed that the students are very enthusiastic with the Vocational course. All the Principals hold that Vocational course is essential for the students to a great extent in the present day. Also, all the Principals stated that the level of implementation of Vocational course in schools is moderate.

The study highlights the problem faced by the school in implementation of Vocational course such as classroom is small so accommodation problem; certain technical issues like power supply; less number of periods in school routine; number of computers is less; computer shortage; irregular attendance of students face problem in understanding theory portions; students are not serious because they do not opt as main subject; and lack of fund for visiting places. Williams and Theophilus (2018); Chiang, *et, al.* (2022); Chaudhari (2016); Hemant (2017); Neroorkar (2020); Junsheng (2022); Anara (2023); NEC (2018); MSDE (2019); Boruah (2022) highlighted a variety of problems and challenges that are faced during implementation of the Vocational Education course**.**

Certain suggestions have been put forward by the schools like Generator required for uninterrupted power supply; Vocational course should be skill oriented leading to Diploma; material required; lack of fund; two more Teachers required one each for Information Technology and Tourism; adequate motivation required for the students about Vocational course; and Vocational course important for youth in order to get skilled jobs, beneficial for industry.

Educational Implications

Based on the present study it is evident that both boys and girls are enthusiastic for undertaking the vocational courses offered by the schools. Qualified vocational teachers are required more in numbers.

Concern is with regard to the facilities available and material resources existing in the schools. Practical demonstration of classes in collaboration with the industries and enterprises is lacking. Attitude of students towards Vocational Education is no doubt favourable but motivation is less. Reason behind this may be as the Principals stated that the level of implementation of Vocational course in schools is moderate. Existence of technical issues in schools is one of the vital factors. Popularity of Vocational Education in the society is low and the reason being that marks obtained by the students in the course do not reflect the extent of skills developed by the students which is essential for the work place.

VI. CONCLUSION

The National Policy on Education (2020) recognizes the vital role of Vocational Education and Ministry of Education (MoE) has already taken a number of important initiatives in this area. Vocational education particularly emphasizes for practical training, hands-on experience, and real-world application of skills. NEP, 2020 seeks that students should be equipped with practical skills and knowledge that is directly applicable to the world of work. The purpose of Vocational education is to equip students with practical skills that fit with industry requirements, thus bridging the existing gap between education and the workforce. Vocational courses focuses on skill-oriented training, prepare individuals for specific careers, making them more adept and attractive to potential employers. Implementation of vocational education in the schools is carried out no doubt but not as per expectation. In order to boost the country's economic growth certain issues and gaps in implementing the courses needs serious thinking and solution. Government of India focuses on integrating vocational education and skill development programs into the school curriculum. Initiatives like the National Skills Qualifications Framework (NSQF) aim to equip students with employable skills and link education to industry requirements (Ministry of Finance, 2013). Skill-based training programs and apprenticeship schemes are being introduced to enhance students' job prospects.

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