

‘To study the vocational education of secondary level girl students studying in English & Hindi medium schools of Nainital and Pithoragarh District.’

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Abstract:

Vocational education in India refers to those educational programs that are designed to provide individuals with proficiency in specific careers or skills. Vocational education in India is necessary to meet the needs of the unorganized sector and to establish self-employment potential among the youth. Both the Central Advisory Board of Education and the National Knowledge Commission highlight a better future for vocational education, along with improving access and participation in vocational education.

The National Education Policy 2020 plans to provide vocational education to 50 percent of all students by 2025. According to research evidence, in the 21st century, students are increasingly attracted to employment-oriented and skill-based vocational education that prepares them for self-employment. The National Skill Development Corporation and the All India Council for Technical Education are working to ensure that vocational education meets the standards of quality and relevance. The objective of this study is to know the difference in context to vocational education among female students studying in English and Hindi medium in Nainital district.

Key words: Vocational education, Hindi Medium students, English Medium students.

1. Introduction:

Vocational Education refers to a system or course of study which prepares individuals for jobs that are based on manual or practical activities. Vocational Education is traditionally non-academic in nature and is totally related to a specific trade, occupation or vocation. Because it is Vocation based, it is called Vocational Education. Recently until the end of the twenty first century, the aim of vocational education was to focus on specific trades such as automobile mechanic or welder and was therefore associated with

the activities of lower social classes. Because of this, it attracted a level of stigma. Vocational education, in fact, is closely related to the age-old apprenticeship system of learning.

But with the development of economies worldwide, the labour market became more specialized. The demand for higher levels of skill both in government and business sector started increasing. This led to the further development of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level vocational education is typically provided by an institute of technology, or by a local community college. Vocational education has also diversified over the 21th century. Demand for Vocational Professionals is required more than ever in various industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries.

Vocational Education helps people in the better performance of their jobs as they acquire a great learning experience. Working professionals get a chance to hone their skills while making money. Vocational education and training is a sort of introduction as it gets employees ready for the workplace which comes in handy while performing various tasks.

Due to the nature of the skills it imparts, a student doesn't consider it a futility as compared to academic education. Vocational Education as the term itself denotes the students are specialized and therefore they have more chances of employment as compared to others. Many students who are in a dilemma whether they should attend college or not, Vocational education really opens a completely new door.

1.2 Need & significant of vocational education for girls studying in secondary level:

The International Labor Bureau has reviewed the reasons for women's participation in employment. "Impoverishment of middle class plays a big part in compelling girls with as elementary or even advanced education to seek office work. In case of women in the poorer sections of the community, needless to say, it is nothing but their utter poverty, which has pushed them into the labor force". In our country, the earning of women generally supplements the earnings of the family and contributes towards meeting the demands on the family purse.

Another important reason why women want to work is, they want to develop their personalities taking active part in social and economic life of the community according to their interests and abilities. The technical and social development of the recent past has resulted in a great increase in the degree of social freedom enjoyed by women. Along with the emergence of freedom, the necessity for men and women to work and earn has also increased due to the rising standards of living and infinitely multiplying wants and desires.

The responsibility for providing vocational counseling services to women has to be shared by colleges and universities, the National Employment Service, community agencies and other social welfare organizations.

Economic necessity, as well as changing concepts of women's roles, motivates women to join the labor force in increasing numbers, show the need of vocational education.

One of the main reasons for researching this topic is that uttarakhand is a border hilly state of the country, and Pithoragarh district is a border district of the country, surrounded by China and Nepal. On the hand, Nainital district, which is a plain and hilly district and has been considered a developed district since ancient times, also makes this title important for information and awareness regarding vocational education among female students studying in Hindi and English mediums in both districts.

Objectives:

- 1.1 To study the vocational education of secondary level girl students in context of medium of Nainital and Pithoragarh district.
2. **Hypothesis:** There is no significant difference between the mean vocational education score of English medium and Hindi medium secondary level girl's students studying in Nainital and Pithoragarh district.

3. Research Methodology:

Keeping in view the nature and purpose of the study, the descriptive survey method of educational research is preferred. Survey method has its own importance. Survey studies are conducted to collect data of the existing phenomena with a view to employ data to justify current conditions and practices. The decision about the method depends upon the nature of the problem selected and the kind of data necessary for its objectives, the selection of adequate methods, tools and techniques is very difficult task and must be handled with every caution, care and profound consideration in respect of time, cost, ability, experience and need of the investigation.

4.1 PLACE OF THE STUDY

Nainital District:



Figure No. 4.1

Nestled in the Kumaun division of Uttarakhand, the district of Nainital is bordered by Almora to the north, Udham Singh Nagar to the south, Champawat to the east, and Pauri Garhwal to the west. A shimmering jewel in the Himalayan range, Nainital boasts breathtaking natural beauty and a wealth of natural resources. Adorned with numerous lakes, it has rightfully earned the title of the 'Lake District' of India.

The 'Manas Khand' of the 'Skanda Purana' mentions Nainital as Tri-Rishi-Sarovar, the lake of the three revered sages: Atri, Pulastya, and Pulaha. Legend has it that these sages arrived here on a pilgrimage of penance. Upon finding no water to quench their thirst, they dug a hole and miraculously drew water into it from Mansarovar, the sacred lake in Tibet.

Pithoragarh District:



Figure No. 4.2

The Pithoragarh town is located at a height of 1645 meters above sea level. The district lies between 29.4° to 30.3° North latitude and 80° to 81° East longitude along the eastern and southern part of the central Himalayas with Indo-Tibetan watershed divide in the north and the Kali river forming a continuous

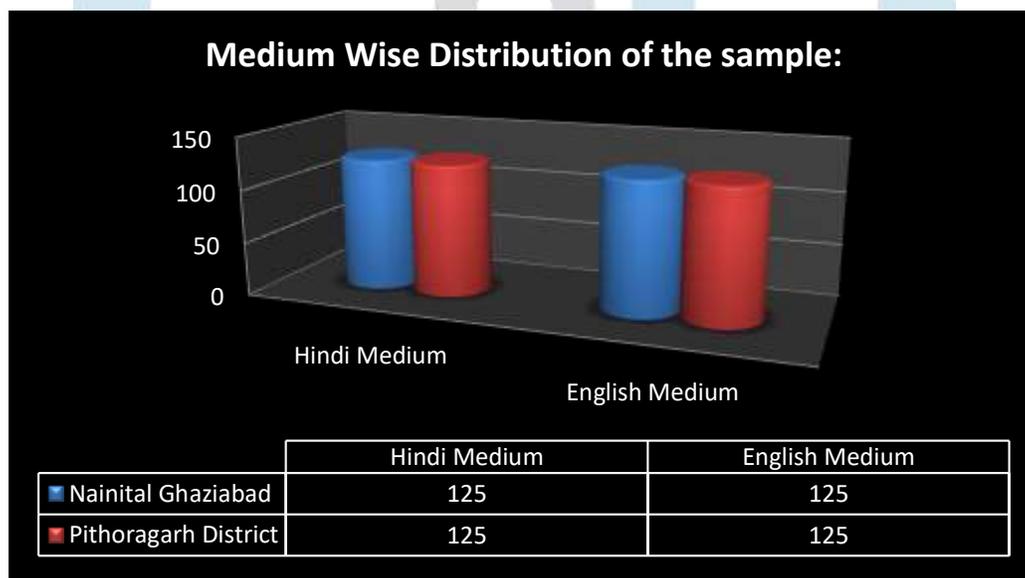
border with Nepal in the east. The Pithoragarh district is surrounded by the national boundaries of Almora, Champawat, Bageshwar and Chamoli districts and extends over an area of 7,217.7 sq. Kms.

4.2 Sample size:

Medium Wise Distribution of the sample:

Nainital District		Pithoragarh District	
Hindi Medium	English Medium	Hindi Medium	English Medium
125	125	125	125
250		250	

Table: 3.1



4.3 Statistical techniques used to analyze the data:

The collected data through administration of the tests, the investigator tabulated the data keeping in view the objectives of his present study. It is through appropriate the use the following statistical techniques to analyze the data as per its nature:

- In order to know the nature of data, the Measures of central Tendencies and Dispersion like Mean and S.D. were employed.
- In order to test the null hypotheses i.e. no significant difference between means of two large and independent group t- test was used.
- In order to test the null hypotheses i.e. no significant difference between means of more than two large and Anova test was used.

4. Data Analysis and Interpretation:

The present research was proposed to study the *'To study the vocational education of secondary level girl students studying in English & Hindi medium of Nainital District and Pithoragarh District.* After collection, data was coded with proper numbers, tabulated, analyzed and interpreted by means of descriptive and inferential statistics. All the statistical Mean, SD, t -test and Anova test were carried out by SPSS 16 version. It makes inferences and draws conclusions about the relationship between one's own research and the conclusions of other researches or with the expectations of theory.

DESCRIPTIVE ANALYSIS OF MEAN VOCATIONAL EDUCATION SCORE OF ENGLISH MEDIUM AND HINDI MEDIUM SECONDARY LEVEL GIRL'S STUDENTS TUDYING IN NAINITAL DISTRICT & GHAZIABAD DISTRICT.

	N	Mean	Std. Deviation
EnglishMedium(Nainital)	250	15.884	3.6656
HindiMedium(Nainital)	250	11.772	3.5056
EnglishMedium(Pitho.)	250	12.396	3.1874
HindiMedium(Pitho.)	250	10.152	3.4977
Total	1000	12.551	4.0462

Table 5.1

Table 5.1 shows that Vocational Education score of English medium and Hindi medium secondary level total girls' students of Nainital & Pithoragarh district both are 250. The mean and Std. Deviation score of Vocational Education score of English medium in Nainital District are 15.884 ± 3.6656 .

Likewise, the mean and Std. Deviation score of Vocational Education score of Hindi medium in Nainital District are 11.772 ± 3.5056 .

Likewise, the mean and Std. Deviation score of Vocational Education score of English medium in Pithoragarh District are 12.3964 ± 3.1874 .

Likewise, the mean and Std. Deviation score of Vocational Education score of Hindi medium in Baghpat District are 10.152 ± 3.4977 .

ANALYSIS OF ANOVA FOR MEAN VOCATIONAL EDUCATION SCORE OF ENGLISH MEDIUM AND HINDI MEDIUM SECONDARY LEVEL GIRL'S STUDENTS STUDYING IN NAINITAL & PITHORAGARH DISTRICT.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4373.739	3	1457.913	121.192	.000
Within Groups	11981.660	996	12.030		
Total	16355.399	999			

Significant at 0.05 level, F-Value required to be significant at 0.05(3, 996) = 2.605

The table showed that the obtained F-value is 121.192, which is higher than the tabulated value of 2.605 for df 3 and 996 required for significance at a 0.05 confidence level.

Therefore, the study's results indicated a significant difference in vocational education score of English medium and Hindi Medium of secondary level girls' students studying in Nainital & Pithoragarh district.

5. Discussion and conclusion:

Girl's students may have an association with the vocational education on the students studying in English medium and Hindi medium secondary level girl's students studying in Nainital & Pithoragarh district. More precisely, Girl's students of district Nainital studying in English medium schools have more conscious as compared to girl's students studying in Hindi medium schools of district Nainital and Girl's students of studying in English medium of district Pithoragarh have more conscious as compared to girl's students studying in Hindi medium schools of district Pithoragarh vice a versa. The result shown that girl's students of studying in English medium school as compared to hindi medium school of both districts have more conscious. In order to understand the significance of difference in the mean vocational scores of district wise and nature of schools (English medium & Hindi medium) groups, the Girl's students of district Nainital and girls students of district Pithoragarh, were compared using t statistics. Alpha level has been set at 0.05. It was hypothesized that (H_{03}), "There is no significant difference between the mean vocational education score of English medium and Hindi medium secondary level girl's students studying in Nainital & Pithoragarh district." Results are presented in Table 5.1 and table 5.2.

Data of this studies shows that Vocational Education score of English medium and Hindi medium secondary level total girls' students of Nainital & Pithoragarh district both are 250. The mean and Std. Deviation score of Vocational Education score of English medium in Nainital District are 15.884 ± 3.6656 .

Likewise, the mean and Std. Deviation score of Vocational Education score of Hindi medium in Nainital District are 11.772 ± 3.5056 . Likewise, the mean and Std. Deviation score of Vocational Education score of English medium in Pithoragarh District are 12.3964 ± 3.1874 . Likewise, the mean and Std.

Deviation score of Vocational Education score of Hindi medium in Pithoragarh District are 10.152 ± 3.4977 .

Results showed that the obtained F-value is 121.192, which is higher than the tabulated value of 2.605 for df 3 and 996 required for significance at a 0.05 confidence level.

Therefore, the study's results indicated a significant difference in vocational education score of English medium and Hindi Medium of secondary level girls' students studying in Nainital and Pithoragarh District. Due to the following reasons students studying in English medium schools have more awareness than students studying in Hindi medium.

1. Global Communication Skills.
2. Academic Excellence.
3. Career Opportunities and Marketability.
4. Access to Quality Educational Resources.
5. Critical Thinking and Analytical Skills.
6. Wide curriculum and co-curricular activities.
7. One of the main reasons for the students studying in English medium in Nainital district to be more aware about vocational education could be that this area is a developed district adjacent to tourist place and central point of British government.
8. Nainital has a long and rich history in education, dating back to the British colonial era. Several factors contribute to the perception that schools in Nainital are more advanced:
 - **Early Establishment of Schools:** Nainital was developed as a hill station by the British in the 19th century, who also established some of the earliest schools in the region to educate the children of colonials and British families.
 - **Prominent Institutions:** Some of these historical institutions, such as Sherwood College (Est.1869), All Saints' College (Est. 1869), St. Mary's convent High School (Est. 1878), St. Joseph's College (Est. 1888), have a long standing reputation of academic excellence and have produced notable alumni.
 - **Reputation and Legacy-**
 - **Infrastructure and Facilities-**
 - **Boarding Culture-**
 - **Follow curricula like ICSE/ISC-**
9. It appears that schools of Pithoragarh district might face several challenges that could contribute to a perceived lack of robust vocational education programs compared to more developed district like Nainital. Here are some other reasons:
 - **Remote location and hilly terrain:** Pithoragarh is a border district with challenging mountainous terrain and remote areas. This can hinder the development and accessibility of specialized infrastructure and resources needed for effective vocational education or training.

- **Economic backwardness:** Border regions often experience economic constraints. Families might prioritize basic education or early employment over investing in vocational education, especially if its immediate benefits aren't clearly visible.
- **Migration:** As highlighted in a research paper on Uttarakhand's education sector, hilly regions often face out- migration, potentially leading to a lower demand or perceived need for diverse vocational skills within the local economy.
- **Limited exposure to industries-**
- **Lack of focus on job-provider sectors-**
- **Lack of information and guidance-**

It's important to make a note of that the government has been making efforts to promote vocational education through schemes like Samagra Shiksha and initiatives in PM Shri Schools and Government Inter Colleges in Uttarakhand. These aim to integrate vocational skills into the curriculum and provide necessary infrastructure. However, the effectiveness and reach of these initiatives might still be evolving in geographically challenging districts like Pithoragarh.

Addressing the gap in vocational education in Pithoragarh would likely require a multi-pronged approach focusing on infrastructure development, teacher training, and curriculum tailored to local needs, industry linkages, and awareness campaigns to highlight the value of vocational skills.

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