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Vocational Education System in India

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Abstract:

The growth of vocational education in India is basically a Post-Independence phenomenon. Vocational courses at +2 stage have been designed to impart intensive knowledge and practical experience of specific vocations in order to develop desired competencies for entry in to various occupations in the world of work. However, preliminary initiations to work ethics, good work habits and creating a distinct work culture at the earlier stages have been considered crucial. Therefore, the concept of 'Work Experience in the form of socially useful and productive work in the pre-secondary classes, rightly emphasized by the Education Commission Report (1964-66) and NPE 1986, is of basic significance in this context. Technological advancement and maintenance of a high level of economic growth demands the manpower equipped with high degree of skills in widely diversified areas. This cannot be met by the present system of general education. Rapid strides in the sphere of technology and maintenance of a high pace of economic growth require a qualitative transformation in the work force towards a manpower equipped with a high degree of skills in widely diversified vocational streams.

Key words: Vocational education, Education, Technical education, Job oriented Course

1. Introduction

Vast millions of our population is unemployed and underemployed, with the result that our per capita income is meager and our standard of life is among the lowest in the world. The only remedy for this is that education must be re-oriented towards increasing productivity through the philosophy of vocational education. A draft report of the planning commission reveals that in our country Arts, commerce and Science graduates account for majority of unemployed graduates. So there is the necessity of vocational education to reduce the percentage of unemployed graduates.

Any educational system that incorporates the principles of vocational education certainly enriches the quality of human life. Vocation-centered education creates a link with real life by helping the students to become more intelligent and more knowledgeable. A comprehensive scheme of vocational education in our educational institutions will enable the students to identify their learning experience with the welfare of the community at large. Vocational education is also necessary to bring about a corresponding identity between mental ability and physical activity. The concept of vocational education enables the students to acquire practical training through a need based curricula. Vocationalization involves a radical change in the attitudes, interests, aptitudes, skill and values of students. The present system of classroom teaching hinders the development of proper work attitudes and concentration among students. Therefore, there is the need of vocational education, which helps the students to acquire skills, scientific and technological knowledge of industrial process. Our educational institutions should incorporate vocational education intensively and extensively in the curricula. This is helpful for the students to engage in creative or productive work, which is important for the progress and enrichment of a society. Acquisition of skills through vocational education is possible through self-reliance and co-operation, correct techniques, adequate motivation, advance planning and recognition of individual differences. In the context of rapid industrialization and economic development it is felt that the general education system is not adequate to meet the growing demands of the diversifying economy. It is generally felt that the varied needs of the growing economy can be met effectively through diversified vocational courses at the higher secondary stage. For the socio-economic development of the country, it is necessary to establish and develop more and more industries, which can be achieved through a programme of vocational training in educational institutions. For the perspective of our economic development such courses as Business Management, Office Administration, Marketing, Banking Practices and Journalism, Statistical Methods and Stenography should be introduced everywhere without any delay.

2. Review of Literature

In a broad sense all education, formal or informal, contributes to vocational competence. Vocational education is intended to mean any high school, junior college, or adult education program that deals specifically in an organized and systematic manner with the

acquisition of skills, understandings, attitudes, and abilities that are necessary for entry into and successful progress within a specific occupation or job family.

The term 'Vocational Education' has been defined in different ways by various national and international agencies and also by different scholars. The following are some of the important definitions.

According to Struck F.T. (1945) in a broad sense of the term, 'Vocational Education' refers to – "The experiences that enable one to carry on successfully a socially useful occupation".

According to Homer J Smith. "Vocational Education means getting people ready and keeping them ready for the types of service we need". He further explains that the term 'Vocational education' has no limitations as to kind or levels of such needed services. Occupational education is good education, good sociology, good economics and good democracy.

In the dictionary of education, it is quoted that, "Vocational education is a programme of education organized to prepare the learner for entrance in to a particular chosen vocation or to upgrade employed workers: includes such divisions as trade and industrial education, agricultural education, distributive education and home economics education".

3. Methodology

The present article is prepared on the basis of secondary data only. The data was collected from libraries, journals, books and statistical reports.

4. Objectives

It aims at understanding the present scenario of vocational education system in India.

5. Aims of Vocational Education

The main purposes or objectives of vocational education are as follows:

- To fulfill the national goals of Rural Development and the removal of unemployment and destitution.
- To impart education relevant to productivity and National development.
- To train up middle level power for growing sectors of economy.
- To train persons for those middle level jobs which may be anticipated in industry and in the service sector.
- To train persons for self-employment in agriculture, small industries, service such as repairing etc.
- To enhance individual employability.
- To offer vocational courses which are neither too narrow nor too specialized.
- To reduce mis-match between the demand and supply of skilled manpower
- To establish close link between education and employment.
- To raise the standard of living of individuals and socio-economic development of the country.
- To enlarge the intellectual horizons of individuals by enabling them to reach higher levels of attainments through self-learning and self-realization.
- To reduce a mad rush to general education.

Thus, the central objective of vocational education is to train each person to perform useful work efficiently.

Apart from the above objectives of vocational education, there are three basic objectives in any public school vocational curriculum mentioned by Evans and Herr.

They are:

- Meeting society's needs for workers.
- Increasing the options available to each student.
- Serving as a motivating force to enhance all types of learning.

It is obvious from all these objectives that vocational education is intended to be both terminal and transitional course. It is terminal in the sense that those students who successfully complete the course and prefer to seek gainful employment may take up suitable jobs or get self-employed. Others who prefer to go in for higher education may continue general education.

6. Present Situation of Vocational Education

The growth of vocational education as a part of nation-wide uniform pattern began with the adoption of the 10+2 pattern. In 1976, the National Council of Educational Research and Training (NCERT) document "Higher Secondary Education and its Vocationalization" was presented to the country setting out a model conceptual framework for implementation. Since then it has been implemented in 10 states and 5 union territories. A Number of other states are like to introduce vocationalization in the academic year 1986-87.

The NPE (National Policy of Education) 1986 advocated a systematic, well-planned programme of vocational education, which would be a distinct stream, intended to prepare students for identified occupations. It envisaged that vocational courses would ordinarily be provided at +2 stage but flexibility was provided to start vocational education after class VIII. The NPE set a target to cover 10% of higher secondary students under vocational courses by 1990 and 25% by 1995. This target has been achieved. A Substantially funded centrally sponsored scheme for vocationalization of secondary education was started with effect from February 1988. The scheme was taken for implementation in all states and Union territories excepting few. At the end of 1991-92, 12,543 vocational courses were approved in 4,400 institutions, thereby creating facilities for diversion of about 6.27 lakh students at the +2 stage. This accounts for

9.3% of students enrolled at the +2 stage. Although quantitatively the implementation of the vocational education scheme at the +2 stage has been fairly substantial, in qualitative terms there remains much to be done. Vocationalization of education is identified as a priority area in Eighth Five-year plan.

The Revised Policy Formulations retain the policy framework laid by the NPE, 1986 but for two modifications. First, the target for coverage under vocational courses has been revised-ten percent of the higher secondary students by 1995 and 25 percent by 2000. Secondly, they envisage children at the higher secondary level being imparted generic vocational courses which cut across several occupational fields and which are not occupation specific, thereby adopting an important recommendation of NPERC.

Being aware of the importance and need for diversification of secondary education- its vocationalization, the Ministry of Human Resource development, Government of India and NCERT have initiated many actions and made many proposals. Evaluation studies of vocational programmes in most of the states were conducted to provide the findings to the states for improving implementation.

7. Management of Vocational Education

Management is critical to the implementation of a complex programme of vocationalization of education. The following management structure was envisaged under the centrally sponsored scheme of vocationalization:

7.1. National Level

- A Joint Council of Vocational Education (JCVE) under the chairmanship of Union Education Minister for the planning and coordination of vocational programmes; to provide guidelines for development of vocational programmes at all levels, and to evolve schemes for involvement of public and private sector industry in vocational education.
- The Bureau of vocational education in the Department of Education, Ministry of Human Resource Development, would provide secretariat support to JCVE and oversee the implementation of the programmes.
- The NCERT through its department of Vocational Education would function as the apex level Research and development (R&D) institution giving academic support in the planning and implementation of vocational programmes.

7.2. Regional Level

- Boards of Apprenticeship Training would be augmented to cater to the training needs of vocational students after they complete the vocational courses at the +2 stage.
- The Regional Colleges of Education (RCE) under NCERT would function as regional vocational teacher training institutions in addition to performing R&D functions.

7.3. State Level

- The State Council of Vocational Education (SCVE) should be set up as a counter part of the JCVE.
- The Directorate of Education in the states/Union Territories should provide the administrative leadership to the vocational education programmes.
- In the SCERTs (State Council for Education Research and Training) a separate wing would be established to provide R&D support to the programme at the state level.

7.4. District Level

A District Vocational Education Committee would be constituted to promote the programme and maintain linkages with the Directorate of Education and other related institutions as well as backward and forward linkages with the community.

7.5. School Level

A senior staff member will be in charge of the management and actual implementation of the vocational courses. He will also build up contacts and linkages with the community.

As envisaged by the scheme, the JCVE and its standing committee were established at the national level. In view of the magnitude and complexity of the programme and the number of areas requiring close attention it has been decided to set up a Central Institute of Vocational Education (CIVE) under the umbrella of the NCERT, but with considerable functional autonomy. The institute will be the apex R & D institution in the field of vocational education.

However, at the state level, out of the 24 states and 4 union territories, only 15 states and 2 union territories have set up offices at the Directorate level; only 8 states and one union territory have set up organizations at the SCERT level and only 6 states have set up district level organizations for this programme. Many of these states, which have set up offices, have not filled the full contingent posts required. Only 11 states have established the SCVEs or similar body as the counter part of the JCVE at the state level.

State Departments of Vocational Education will give directives and guidelines to vocational institutions to develop linkages between schools, employers and voluntary organizations in the community, to facilitate successful implementation of vocational programmes ensuring optimum resource utilization as well as effectiveness. State Department of Vocational Education will prepare the scheme for the same.

Programmes at 10+2 level will be formulated by SCERTs/SIVEs in the light of guidelines laid down by NCERT. The SCVEs shall facilitate the introduction of these programmes on the basis of result of area vocational surveys in selected schools in a phased manner

keeping in view the national targets. To provide more opportunities to students for 10+2 vocational courses in engineering and technology, hundred more vocational institutions shall be established.

8. Conclusion

In India the present facilities for vocational education are largely formulated on the basis of the experience of industrialized countries. Facilities for vocational education often go hand-in-hand with the establishment and development of the industrial sector. In India, the mushroom growth of vocational educational institutions is a clear indication that the policy makers in the government believe eagerly or fervently in the dictum of rapid industrialization for socio-economic advancement. Social efficiency and economic progress can be maximized through a programme of vocational education in educational institutions. The process of vocational education helps the individuals to choose their occupations, to prepare themselves for entrance into it and make progress in it.

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