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Home

the meaning of the vocationalist of Secondary Education is preparing learners for job, based on Manual Practical, non-academic and totally related to a specific trade and occupation. it is now need of the time that Country's education system is to be organised in terms of job-orientation, work experience and development of skills and attitudes that will help in self-employment rather than putting an individual on search for the job.

with vocationalisation of secondary education suitability for finding employment in different walks of life ranging, from auto mechanics, hair dressing, manufacturing, logistics, construction, tourism, music, culinary arts, creative arts and medical & non-medical technicians, agricultural science and technology and innovative industries.

Academic school is concerned generally with theoretical knowledge but a vocational school teaches hands on applied school skills in occupation of Agriculture and industry as mentioned above. vocational education is a skill based programme of hands & mind that enable students to obtain practical skills of a specific trade and industry. balancing changes of inventions and innovations in accordance of times and needs.

the world of work has to shape itself with changes by a growing number of unprecedented technological inventions and innovations in view to education and employment. Here, vocationalisation of secondary education is the specific need of time. because of its applied skills in different walks of life with hands & minds.

ALL INDIA BOARD FOR EDUCATION & TRAINING



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Ref. No.

Date.....

Vocalization of Secondary Education

Vocational Education is Such an educational approach that focuses on practical skills and knowledge related to specific occupations. It prepares individuals for careers in trades, crafts and various fields of work.

Vocational Education employee hand on training and the development of expertise in specific technical.

Vocationalisation of Secondary Education for involves integrating practical skills job oriented training and work-related knowledge into the **school curriculum** to prepare students adjustment focusing productivity reducing dropout rates and addressing skill gap. Key aspects include understanding its objectives (e.g. linking education to productivity developing dignity to labour) Methods practical subjects skill development), challenges (inadequate training irrelevant skills) and the role of institutions like passive (NCERT).



Nº 110720

संस्थाओं के निबन्धन का प्रमाण-पत्र

(ऐक्ट 21, 1860)

वर्ष 2001-2002

संख्या

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मैं इसके द्वारा प्रमाणित करता हूँ कि डा० अम्बेदकर चिन्तन

समाजिक शोध संस्थान

सोसाईटीज रजिस्ट्रेशन ऐक्ट 21, 1860 के अधीन आज यथावत् निबन्धित हुआ/हुई।

आज तारीख चारह मान जून 2001 को पटना में मेरे हस्ताक्षर के साथ दिया गया।

19.6.01
व.सू. महानिरीक्षक, निबन्धन, बिहार, पटना।

Vocationalization of Secondary Education

Secondary Education, which is a link between the Primary education and the University education plays a vital role in any programme of education for national development. It provides teachers for primary education, prepares pupils for the universities and other institutions of higher learning. Besides this, a vast majority of students complete their education at this stage. Students who go for higher education cannot take full advantage of the university education, unless they have received sound education at the secondary stage. Hence secondary education, being the terminal point must be of the highest quality with a vocational bias.

Since the beginning of the First Five Year Plan much emphasis has been given on vocationalization of secondary education and it ranks next to the provision of universal primary education within the age group 6 to 14. This stage of education has become significant for reducing the pressure on higher education. Therefore, it is felt by all that education at this stage should have a high correlation with productivity. Hence it should be vocationalized.

One of the drawbacks of our system of secondary education is that, it is bookish and unrelated to life. It does not give recognition to the dignity of labour. In the modern age, there is a growing realization that the gulf between theory and practice should be bridged. Students should gradually recognize the importance of dignity of labour. The social gulf between the people on the basis of nature of work, should be totally eliminated. To achieve this end, we should have a broad based and diversified curriculum, which includes new vocational and practical subjects in addition to the traditional core curriculum.

The emerging technological development in India challenges our old concept of 'unilateral' academic type of education and gives emphasis on teaching of science and vocational subjects at the secondary stage. Because of unfavourable economic conditions a large number of students give up their studies after high school and try to enter into some profession. But it is not possible to provide employment to all. Hence they have to choose some alternative. It is due to this reason that subjects like agriculture, technology, handicrafts, commerce, home science have been

introduced in the modern curriculum. The students who learn these subjects do not depend on others for their livelihood.

Manual work becomes educative, if it gives expression to the creative impulses of the child. It is not wise to have compartments between mental work and manual work. Experiences prove that even some mental works are quite mechanical and do not involve thinking. On the other hand manual work may demand the use of higher mental process, e.g., analysis, reasoning imagination etc. The gulf between manual work and mental work reflects the stage of society which is divided into labouring and exploiting classes. In a country like ours, which desires to transform itself into a socialistic pattern of society, all work should be equally respected. Therefore, in the emerging Indian society, emphasis is given on vocationalization of secondary education. In this connection, the Indian Education Commission observes, "we visualise the future trend of school education to be towards a fruitful mingling of general and vocational education—general education concerning some elements of pre-vocational education and technical education and vocational educational, in turn, having an element of general education. In the kind of society in which we will be living increasingly in the coming years, a complete separation between the two will not only be undesirable but impossible."

In order to shape the personality of the students, to reduce unemployment, to give some financial benefits and to suit the attitude of the students vocationalization of secondary education is very much important. The adolescent, getting education at the secondary stage of education learns the dignity of labour and derives pleasure from creative work. The Education Commission therefore, opines, "There should be much greater emphasis on craft and productive work in all schools and in addition, diversification of courses should be introduced at the secondary stage so that a large number of students may take up agricultural technical, commercial or other practical courses which will train their varied aptitudes and enable them to take up vocation pursuit at the end of secondary course or to join technical institutions for further training."

Various Commissions and Committees have given valuable suggestions to vocationalize the secondary stage of education. They all give unanimous opinion that educational planning in a developing country like ours must be properly general to the immediate requirements of the society. Life-career-motive with a vocational bias should be the aim of planning at the secondary stage. It should be vocationalized for the reasons given below.

(i) To make the Educand Economically Self-sufficient

Some people apprehend that vocational education in schools degenerates liberal education. But if they look to its practical

aspect, if they will realize that in addition to the usual course of studies, vocational education helps the students to become economically self-sufficient. As a result of which they develop self-confidence, moral strength and mental freedom.

(2) Educative Efforts become Purposeful

A child is motivated to learn, when he is engaged in a purposeful activity. Secondary stage of education is a terminal point in the life of an individual, when he knows that the education he gets will help him in his post-school adjustability. he learns more efficiently. It is vocational education, which helps the child for his 'post-school adjustability' and stimulates his observation and arouses his thoughts and feelings.

3. Vocational Education is the only Hope of the Children with lower Intelligence

The peessing problems at the secondary stage of education is : now to teach the students having lower intelligence. For want of suitable education a notable section of our school children leave the school quite early and prepare for the grim struggle for existence. Thus they are deprived of any opportunity to prepare themselves for a career. To help these children, education at the secondary stage should be vocationalized.

4. Vocational Education Bridges the Gulf in the Society

Liberal education in India increases the social distance between the elite class, who get literaey education develop a superiority complex and look down upon the masses. who get vocational training. In order to the bridge the gulf between the elite class and the masses, education at the secondary stage should be vocationalized. Introduction of the 10+2+3 pattern of education and the SUPW programme in the emerging Indian society aim at making education uniform throughout the country.

From the discussions made above. it appears that in order to correlate learning with life and to provide a proper sharing of life the ideal form of education that can keep our welfare is vocational education. Hence education at the secondary stage should be vocationalized.

Progress of Vocational Education in the Emerging Indian Society

To understand the progress of vocational education in the emerging Indian society, the following informations given by the Indian Education Commission should be considered :

Year	Enrolment in Vocational End.			% of Enrolment in Voc. End. to Total Enrolment		
	Boys	Girls	Total	Boys	Girls	Total
Class VIII to X						
1950-51	29	18	47	2.2	3.8	3.1
1955-56	39	32	71	2.0	7.9	3.0
1960-61	65	35	100	2.2	4.7	2.7
1965-66	90	47	137	1.9	3.3	2.2
1970-71	222	113	335	3.4	5.0	3.8
1975-76	546	272	818	6.0	7.6	6.4
1980-81	1334	655	1999	11.0	12.4	11.4
1981-86	3305	1568	4837	20.0	20.0	20.0

The Commission states, "Our main recommendation is that by 1986, some 20 per cent of all enrolment at the lower secondary level and some 50 per cent by the end of class X should be in part-time or full-time vocational and professional courses."

Role of 10+2 Pattern of Education

The New Pattern of Education, recently adopted by the Central Board of Secondary Education is a "drastic departure from the age-old conception of education, will kept learning and earning strictly apart". If properly executed, it will work as a panacea for most of our educational ills. It will help us to meet the challenges of the society with less psychological stress.

Regarding the introduction of 10+2 pattern of education, the Education Commission opined, "It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in the school, colleges or both according to the local conditions."

Taking into consideration the recommendations of the Kothari Commission, the Central Board of Secondary Education introduced this pattern in its member schools spread all over India beginning with class IX with effect from 1975. Now it has got wide recognition and appreciation from all quarters of society.

particularly from educational planners and teachers. They all feel that the new pattern will become more productive than educative. It will make it possible to vocationalize the secondary stage of education so as to divert students into different walks of life. The general education alongwith some vocational education will be provided at the first stage, i.e. up to class X. The curriculum will contain three languages, physical sciences, life sciences, social sciences, mathematics, work experience, health and physical education. More extensive and intensive part of vocational education will start at +2 stage, which is considered to be the most "crucial and controversial" stage in the whole system.

One of the important features of the new system is that it makes work experience, which is the recent development in the domain of education compulsory. By providing effective programmes or work experience, it bridges the gulf between the school and the world of work. As a result of which, students get an opportunity to participate in productive work "either in school, in home, in workshop, in farm, in factory or any other productive situation". It will make the pupils productive in action and scientific in outlook.

The contents of the syllabus of the 10+2 pattern have been made with foresight. Attempts have been made to make the students self-reliant. In addition to work, schools are to undertake suitable activities of community service. It includes work in hospitals, to help the poor, removal of illiteracy, projects of village upliftment etc.

This new pattern is not at all a radical departure from the old system. Rather it is a synthesis of what was good in the old system with the demand of the changing society. To keep the old tradition in tact, this system emphasises functional knowledge and in non-traditional areas it gives importance on work-oriented education to relate education to life.

NCERT has been organizing different committees and seminars to discuss about the progress of the new pattern. The Committee on Secondary Teacher Education had it, meeting on 15th and 16th July, 1976 and recommended that each state should prepare a report for the demand of teachers in different subjects on a scientific basis. This would help to know the need of the teachers felt by the country. NCERT has a proposal to orient 15000 teachers per year in the new curriculum (under 10+2 pattern), through correspondence-cum-contact programmes. These courses are being organized by four Regional Colleges of Education: Bhubaneswar, Bhopal, Mysore and Ajmer. The duration of the course is six months.

Three high level seminars for finalization of the syllabi in Mathematics, Biology and Chemistry at the +2 stage was organized

by NCERT in February, 1976. Representatives of Board of Secondary Education, Universities etc. attended the seminars and finalized the syllabi. On the 24th and 25th November, 1975 the work experience and vocationalization of education unit organized a workshop and felt that at the +2 stage 50% weightage should be given to vocational subjects. The workshop also felt that the students should be given 'on the job' training in offices, business establishments or industries for a period of one to three months. The group of subjects suggested by the workshop are type-writing, stenography, book-keeping and accountancy, marketing and sales management, business management, salesmanship and insurance, banking, purchasing and store-keeping and auditing.

Taking into consideration the importance of this revolutionary reform in education the Central Board of Secondary Education is keen to organize different committees at different places of the country, under the guidance of many eminent educationists to add further improvements in the system.

The 10+2+3 pattern of education has an extremely sound academic and vocational base. From time immemorial every one has talked of what education should be, what in the purpose of education, what education should lead to. But with the introduction of the new-pattern for the first time in the history of Indian education, we are trying to arrive at a definite stage as to what should be the objectives of our education. We are fortunate enough to accept this system. If this pattern becomes successful, we can make the secondary education truly vocational.

Steps for making Secondary Education Vocationalized

Our country is passing through a period of transition. There are a number of development plans before the country. Now there is a tendency to convert the unilateral schools into multilateral. To give secondary education a vocational bias, the following steps should be undertaken :

1. Diversification of Secondary Education Curriculum

The Government of India appointed a number of committees and commissions with the aim of reorganising secondary education. The diversification of the curriculum has been made on the basis of the recommendations of these committees and commissions. With the introduction of this system, the roads for the all round development of the students will remain wide open. They can get an opportunity to study subjects according to their abilities, aptitudes, test and capacities. To facilitate the students to choose their subjects according to their own sweet will diversification of the curriculum is the best means.

2. Opening of Multi-purpose Schools

Before independence, students had to study subjects compulsorily. As a result of which, the natural tastes and aptitudes of the students were neglected and the study of prescribed curriculum was forced upon them. With the dawn of independence, steps are being taken to convert secondary schools into multi-purpose schools. If this programme becomes successful, we can enable the students to study subjects of their choice and make the best use of their talents and energy. We can also enable students to acquire proficiency in some vocational subjects so that they can get an opportunity to get self-employment.

3. Guidance Movement

To enable the students to choose vocation according to their interest and aptitudes, guidance movement should be encouraged in the country. Eminent educationists and efficient teachers should remain in charge of the programme.

4. Introduction of Work-Experience

Work-experience is directly related to productivity. The entire scheme of Basic Education is based on this principle. Its purpose is to relate education to productivity. It can work as a greater force for the vocationalization of the secondary education. Therefore, the Indian Education Commission (1964-66) has suggested to introduce it at the school stage of education. A scheme for providing well graded work-experience programme with scientific bias be introduced immediately in all the secondary schools of India.

5. Man-power Needs should be Carefully Studied

Acute technical man-power shortage in some industries is an acute problem in our country. Therefore, we should carefully study the man-power need our country and accordingly include vocational subjects at the secondary stage.

6. Proper Planning

Without proper planning, the programme of vocationalization of secondary education cannot be successful. Therefore, emphasis should be given on proper educational planning.

Conclusion

Though it has been generally recognised that education is a mighty instrument of social change and national welfare, it is unfortunate that we have failed to plan education with proper insight, understanding and assessment when we think of larger

investments in education, we lack adequate funds to finance education. We also do not have an adequate system of education. "We cannot have good education because we are poor and we continue to remain poor because we cannot give good education."¹ One of the greatest problems in an under-developed country like India is to use man-power for the all round development of the country. We should create such a social climate that all the people become education-conscious. This can be achieved by giving a vocational bias in secondary education. It is, therefore of the highest importance that we draw up a suitable programme to provide the best avenues of vocational education to our secondary school children through whole-hearted cooperation and dynamic practices.

QUESTIONS

1. "Vocationalization of education is one of the means to solve the problems created by unemployed." Discuss.
2. How far your state has accepted the vocationalization of education ? Discuss.
3. Why should secondary education be vocationalized ? How is this problem being tackled in the new 10+2 pattern of education ?
(U.U. 1981 B.Ed.)
4. What is our present position with regard to vocationalization of secondary education ? What are your suggestions for making the scheme more effective ?
(U.U. 1980 B.Ed.)
5. Discuss why education should be vocationalized ? Suggest measures to be taken to vocationalize Secondary Education in your state.
6. What is vocationalisation of education ? What steps are being taken in your state to introduce vocational courses at +2 stage ? Discuss fully.
(B.U. 1982, M.Ed.)
7. Discuss why education should be vocationalised ?
(O.A.S. Exam. 1984)
8. Discuss the problems faced in the vocationalisation of Secondary Education ?
(U.U. 1986, B.Ed.)

1. K.L. Shrimall : Education in Changing India : p. 3.