

## INDIA NON JUDICIAL Government of Bihar

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Party Name : MADAN PRASAD SHRIVASTAVA

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**AUTHENTICATION**  
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Act. (1952)

NOTARY, Debn (Rohas)  
11/02/2026

### Meaning of Vocationalisation

UNESCO has defined Vocationalisation as "a comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in the various sectors of economic and social life." UNESCO also talks about vocational education as "Education action to prepare for work and active life." Such education should not only aim at training young people to practice a given trade or profession, but also at equipping them to adapt themselves to a variety of jobs, at developing their capacities continuously, in order to keep pace with developing production methods and working conditions.



IN 2600259000



#### Statutory Alert:

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RN : 111/2001-02 DACSSS BIHAR

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**Origin of All India for Education & Training : Globally Recognized Professional Institution**

**Regd. Under S.R.Act 21,1860 by the Department of Registration Government of Bihar, Patna**

**Ref No :-.....**

**Date:-.....**

- (1) Meaning: - Making Secondary Education Relevant by adding practical/vocational subjects (e.g. agriculture, IT, Crafts, Paramedical) to general education.
- (2) Aims: - Increases National Productivity, reduce unemployment develop skills and make education engaging,
- (3) Dignity of Labour: - Instilling respect for all forms of work not just academic ones we introduced the 5-3-3-4 education system.
- (4) The Government of India is implementing the scheme of Vocationalisation of School Education under 'Samagra Shiksha (holistic education) - an integrated scheme for school education, which is a Centrally Sponsored Scheme of the Ministry of Education, Government of India meant for school education. It covers pre-school to Grade 12, with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes.

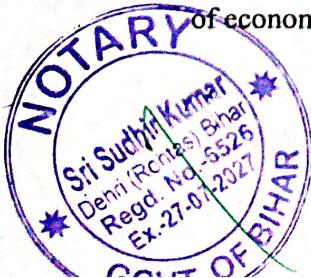
## Philosophy of Vocationalisation

The Plus 2 Committee (Adiseshiah Report, 1978) outlined the philosophy of vocationalisation as follows:

“In a country where industrial and agricultural production is growing, where the application of science and technology opens up diverse fields of activity, where commerce and trade and a large variety of public services are expanding rapidly, there must be an adequate supply of personnel for the higher administrative and professional levels, but there is a crucial middle level workforce trained in certain specific competencies without which neither production can be increased nor services Improved. If health services have to function and benefit the common people, the doctor alone can achieve nothing, unless the drugs and instruments are manufactured and hospital facilities established to reach every nook and corner of the country.”

This focusses our attention on the variety and number of technical people managing the productive medical enterprises on the one hand. Also, one cannot ignore a host of para-medical and technical people who make it possible for a hospital to function from those who take the X-ray or conduct pathological tests to operation theatre technicians, physiotherapists, orthopedic assistants, and so on. In agriculture, commerce and the entire array of cultural and welfare services, this middle-level personnel is of the utmost importance for the very existence of a modern society. Deficiencies, either in number or in training of personnel for these vocations, lead to poor maintenance of equipment, material and services, to frustration for the users and high infructuous costs to the country.

In India, although agriculture is and will remain for decades to come the mainstay of our economy, we have in the past been concerned mainly with industry-cum-city-oriented vocations. Facilities and services in rural areas have remained generally backward so that the city-trained doctors, engineers and even technicians do not find it sufficiently attractive to settle and serve in the rural areas. Special attention, therefore, has to be given to raising the facilities and quality of life in the rural area, which implies development of particularly those vocations which have the potential of better utilization of rural agricultural resources from the servicing of tractors, tubewells or other machinery to vocations such as those based on dairy/fruit/vegetable/horticulture/medical plant/products, or those connected with rural health educational/cultural services. Therefore, in a sense, vocational education has the potential of enabling us to really move towards equitable sharing of benefits of economic development, towards social justice and socialism.



Basic Education, Craft Education, Learning to Do, Socially Useful Productive Work, Vocationalisation of Education, Work Experience, World of Work-all these concepts by and large, connote the same idea i.e., education should be related to productivity.

The present system of education owes its origin to Macaulay who simply wanted to produce an army of clerks for carrying out routine day-to-day administrative work for the British rulers. It is now realized that the great need of the hour is to divert our 'single track' education of the academic type into a 'double track', or really prepare higher secondary students for life, make our education job-oriented and productive. The country's education system is to be re-organized 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. As Rabindranath Tagore has put it "A man may be eminent in book-learning but his education remains incomplete till he has not learnt to put his hand to good and efficient purpose." Mahatma Gandhi also stressed the importance of working with head and hand together. It is high time that we make our secondary education really terminal so that a large majority of our students are prepared for the different walks of life.

## **Merits of Vocationalisation of Education**

### **■ Education related to productivity**

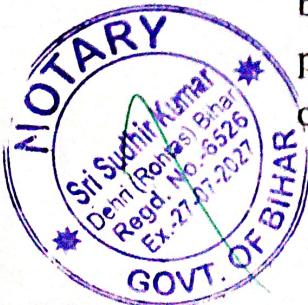
Vocational education contributes to the achievement of society's goals of self-sufficiency in agriculture and industry by developing suitable skills.

### **■ Preparation of individuals for jobs**

It prepares the individual to realize his or her own potential within the framework of economic development to which the individual contributes.

### **■ Employment opportunities**

Education does not produce jobs, but vocationalised education makes it easier for an individual to get a job or to be self-employed quite early in life by starting a new productive activity or a service which may satisfy a felt need of the community.



- **Broadening of horizons**

It leads to an understanding of the scientific and technological aspects of contemporary civilization in such a way that students are enabled to comprehend their environment critically and constructively.

- **Dignity of labour**

Vocationalisation of education provides useful experience for the development of dignity of labour.

- **Maximum utilisation of the material resources of the country.**

Due to lack of trained technical know-how our resources have remained unutilized. Vocationalisation of education provides suitable opportunities.



I identify the Signature/L.T.I. of  
the deponent/witness executant who  
has put in my presence  
(Anil Dubey)  
Advocate Dehr  
C.No - 1812105

Sk  
11/02/2026  
NOTARY  
Civil Court  
Dehr, Rohtas (Bihar)