

Skill and Vocational Education - Emerging Offshoot in Independent India

Maruti Ishwara Kumbhar

Assistant Professor and HOD Dept. of Commerce,
A. R. A. C. S. C. Vaibhavwadi

Abstract:

Education in India always been placed at privileged. India has a great heritage of thinkers whom consistently focused on developing student in all round way and they constantly have addressed for developing a skill based education and curriculum for the linkage of it with the life. This paper envisage the recommendations of various commissions and committees to perpetuate vocational education/ skill education and the effort of the central and state government in imparting vocational education/ skill education in curricula. Recently central and state governments are very much concerned about Skill education and its proliferation in an unprecedented manner. It is not like it has not happen ever before rather government had tried likewise but not succeeded in it. This paper discusses the reason of the failure of vocational education and suggested the way out of it.

Key Words – Skill , Vocational education, Vocationalisation of education National educational policy

Introduction:

Education has always been accorded a privileged in Indian society. Formal education was established by British in India during their command and this was done not for the do good to Indians rather it was a policy effort of then government to cope up with the need of literate clerical staff. They had emphasized literacy and abstract, text-based knowledge. The curriculum was one sided and does not have vocational skills to which can make it relevant to students life. So this education does not lead to overall developed learner rather they were literate only and capable of making routine clerical work.

India has a great heritage of thinkers whom consistently focused on developing student in all round way. Introspecting the present scenario; we may say that we were failed in forming and shaping students career because of the fact that our education system; in general, is just making them puppet to blow whatever they have learnt and cannot capable of applying it in innovative way.

While going through the contemporary development and recommendations we came to know that many of the laureates addressed for developing a skill based education; they had just used different terms for skill education as craft education, Vocational Education, work experience, competency based education, handicrafts etc.

Objectives of Study:

- 1.To study initiatives taken by government towards skill and Vocational education
- 2.To study recommendations made by various Committees

Research Methodology:

The present study is completely based on secondary data collected from reputed research journals, books, Research papers web sites, report sets relevant to higher education and skill development.

Historical suggestions for Skill Development

Gandhian Thought:

Mahatma Gandhi wishes handicrafts the centre of his pedagogy had as its aim to bring about a "radical restructuring of the sociology of school knowledge in India."

The 'literacy' of the lower castes--"such as spinning, weaving, leatherwork, pottery, metal-work, basket-making and book-binding" would be made central.

Mahatma Gandhi's model of education was directed toward his alternative vision of the social order: "Gandhi's basic education was, therefore, an embodiment of his perception of an ideal society consisting of small, self-reliant communities with his ideal citizen being an industrious, self-respecting and generous individual living in a small cooperative community.

Zakir Hussain Report:

It defines the aim of the Wardha Scheme not as "the production of craftsmen able to practice some craft mechanically. but rather the exploitation for educative purposes of the resources implicit in craft work", and sounds a warning of the obvious danger of stressing the economic aspect to the sacrifice of the cultural and educational objectives. The Wardha scheme rejects any mechanical Labour in schools merely for production and states as a necessary condition of education that "the craft or productive work chosen should be rich in educative possibilities. It should find natural points of correlation with important human activities and interests".

Reinventing Wardha Scheme in the light of Skill Development:

To summarize, the Wardha Scheme with reference to skill development, it recommends

- (a) Emphasises education through activity and is not primarily concerned with the production of saleable material;
- (b) Does not make spinning and weaving the only basic craft, but admits of the inclusion of any craft of equal or higher educative possibilities.

Recommendations for Skill Development:-

Secondary Education commission (1952-53):

While referring the act passed by USA and Canada Secondary Education Commission (Mudliyar Commission) also recommend for the similar act to be passed by Union Government of India to strengthen the Vocational and the technical Education and further it remarked, "if our country is to make any progress in Vocational education and help agriculture, industry, trade and commerce, it can only be done by passing an Act of Legislature of similar nature, guaranteeing Central funds for the different States for the organization and promotion of Vocational education."

To summarize, Secondary Education Commission with reference to skill development, it recommends.

- (a) In order to promote Vocational education a Board of vocational Education should be constituted at the Centre consisting of the representatives of concerned Ministries and other interests.
- (b) A cess called the Industrial Education Cess be levied, the amount collected to be utilised for the furtherance of Technical and Vocational education at the Secondary stage.
- (c) Technical schools should be started in large numbers either separately or as part of Multi-purpose schools. Possibly Technical schools should be located in close proximity to appropriate industries and they should function in close cooperation with the industry concerned.

Indian Education Commission (1964-1966):

Popularly known as Kothari Commission, in its report said, “Indian education needs a drastic reconstruction, almost a revolution. We need to bring, about major improvement in the effectiveness of primary education; to introduce work experience as an integral element of general education; vocationalization of education, especially at the secondary school level, to meet the needs of industry, agriculture and trade.

In providing work-experience, every attempt should be made to link programmes realistically to technology, to industrialization and to the application of science to productive processes, including agriculture. This 'forward look' in work-experience is important for a country which has embarked on a programme of industrialization.

Secondary education should be increasingly and largely vocationalized, and in higher education, a greater emphasis should be placed on agricultural and technical education.

While summarizing this commission had given a national enrollment policy having one of the broad objective as, “to emphasize the development of professional, technical and vocational education and to prepare skilled personnel needed for the development of agriculture and industry”.

National Policy of Education 1986 and POA1992

NPE 1986 and its POA 1992 recommend the Vocationalisation of Education: From classes 1 to 5, Socially Useful Productive Work/ Work Experience creates an integral part of the curriculum in many states. At the middle stage, the work experience programme should aim at developing confidence and sufficient psycho-motor skills to students through certain occupational training courses. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the mis-match between the demand and supply of skilled manpower, and to provide an alternative for those intending to pursue higher education without particular interest or purpose.

Not only this it has been suggested that Non-formal, flexible and need-based vocational programmes will also be made available to neoliterates, youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons. Special attention in this regard will be given to women. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed. Review of the courses offered would be regularly undertaken.

Rashtriya Madhyamik Shiksha Abhiyan (2009) :

Under RMSA, a scheme has been introduced to impart skills to the students from Class IX onwards through the State Governments and the CBSE. The courses corresponding to NSQF levels I to IV, (duration of about 200 hours in a year) are implemented in schools by the State Education Departments by engaging the services of NSDC approved Training Providers (TPs).

ICT @ Schools under the RMSA under the RMSA is the scheme through which a remarkable number of computer lab has been setup with PPP providing good quality IT infrastructure, internet facility and power backup etc.

National Policy on Education 2016:

NPE 2016 in its Draft suggested a two pronged Strategy: a) deepening the coverage of NSQF compliant skills programmes, and (b) mainstreaming of vocational education with the formal academic system, would help in vocationalization of secondary education. It specifically recommends;

- i. The NSQF should be reviewed and improve accordingly to ensure good results.
- ii. IT @ Schools scheme may be utilized for imparting vocational skills to the students and the local youth community
- iii. Utilization of school infrastructure to set up formal vocational skill centers'
- iv. Vocational education subjects (the ones offered in ITIs) may also be offered in the schools from class VIII onwards, as a formal stream along with other subjects.
- v. To enhance the awareness about the vocational skills based career opportunities an organised intervention for counselling the students on career options may be designed and introduced in the schools.
- vi. The above measures would enable the students, who acquire vocational skills, to be formally certified by the Boards of Education, and thus provide an opportunity to pursue higher academic programmes while allowing them to use the skills they have acquired for wage/self employment. This will result in better integration, career/academic progression and consequent acceptability of the vocational skills programmes by the society at large.

Present Scenario- Government Initiatives:

In light of the above connections Government has initiate to set up vocational training schools, technical schools, multipurpose school, bifocal branch at +2 stage , HSVC (formerly known as MCVC), ITIs it was in accordance with the time to time recommendations made by the committees and commission. NPE 2016 in the Draft explicit the work done in the area of skill development during past few years viz. National Policy for Skill Development and Entrepreneurship (2015) under the auspice of which National Skills Qualification Framework (NSQF) and Sector Skill Councils (SSCs) for standards, National Skill Development Agency (NSDA) for administering the NSQF, National Skill Development Corporation (NSDC) for creating/ augmenting the training delivery capacity an exclusive Ministry for Skill Development and Entrepreneurship (MSDE) for coordination; has been put in place.

- i. The industry, public and private sector have also involved in developing programmes for skill development by participating in SSCs, and financial sponsorship through CSR.
- ii. MSDE trying for strengthening the existing ITIs and creating new ones.

Conclusion:

After going through all these deliberations we can say that since independence Government and the educational laureates, various commissions and committees are of the view of imparting skill education to improve employability among the students to meet up with their livelihood. But in actual practice we do not see any eye catching enrollment in these vocational/skill development programmes. The reason behind it; is the attitude and the aspiration of the students, parents and overall society to look at vocational education in distrustful perspective.

NPE 2016 very correctly said, "Vocational education is not "aspirational" for the students, the parents and the community at large for variety of reasons, social and economic." This may be because; efforts to make vocational education available to one who wants it are good enough, but we see a great failure in linking it to the employability and creation of job opportunities.

As far as vocational education or say skill education does not linked with employability all efforts would be of no do good to society and will get failure as what went before.

Moreover the students completing their vocational studies (like ITI) shall be awarded with the certificate equivalent to +2 certificates which can enable aspirants to pursue their higher education so

community can look up at these courses hopefully and will result in acceptability of these programmes.

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