

## Vocationalisation of Secondary Education in India: Its Relevance

**Dr. Purabi Talukdar**

Asst. Prof., Dept. - Education

B.H.B. College, Sarupeta

purabi.t.78@gmail.com

### Abstract:

*In India, there is a growing need for secondary education to become more vocational. Vocationalisation means learning a skill or a range of skills by studying technologies, related sciences, or other practical work. Through vocational education, one acquires the capacity to earn a living. With this ability, he initiates some sort of production. Therefore, vocational subjects should be placed in the curriculum of general subjects so that the student becomes competent to earn his living after completing his general education. The objective of this paper is to study the importance of secondary education in India. All of us know that secondary education is a nation-building education and the maintenance of good quality therein is of tremendous significance because it forms the central link in the chain of education. Secondary education has to be so structured that students can be sufficiently equipped both in knowledge and skills to join any part of economic life. It is very important in the economy of a developing country like- India. It affects every significant industry and has a determining qualitative influence. During this paper, Secondary sources of knowledge are used.*

**Keywords:** Secondary Education, Vocationalisation, Economy, Skill, India

### Introduction:

Secondary education is the kind of education that is given after primary education and before university education. It includes all the classes after the primary school and before the university. The duration of secondary education may differ in one country from that in another. Before freedom, the type of secondary education in India was recommended by outside educationists. Formerly, primary classes were designed for the fifth class but they generally stopped at the fourth class. Middle classes were run from fifth to seventh and high school and intermediate classes were run from eighth to twelfth. After independence, the form of secondary education changed. The seven to eight years pre-university were referred to as "primary education" by the Education Commission of 1964–1966, while the next four to five years were referred to as "secondary education." The five years of secondary education are divided into two cycles—lower secondary and higher secondary. All the states in the country have to accept this pattern. Secondary education is a nation-building education and the maintenance of good quality therein is of tremendous

importance because it forms the central link in the chain of education. Secondary education has to be so structured that students can be sufficiently equipped both in knowledge and skills to join any part of economic life. It is very important in the economy of a developing country like- India. It affects all significant industries with a decisive qualitative effect.

### Objectives of the study:

The present study is carried out with the following key objectives.

1. To acquire an understanding of the idea behind vocational education.
2. To study the history of vocationalisation of secondary education in India.
3. To emphasize the importance of secondary education's vocationalization in India.

### Methodology:

The present paper is an analytical one. This paper is designed based on secondary data. The secondary data have been collected from various books, journals, newspapers, and the internet.

**Concept of Vocational Education:**

According to an educational dictionary, Vocational education means a program of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers which also includes such divisions as trade and industrial education, distributive education, and home economics education. Vocationalisation means learning a skill or a range of skills by studying technologies, related sciences, or other practical work. Through vocational education, one acquires the capacity to earn a living. With this ability, he initiates some sort of production. Therefore, vocational subjects should be placed in the curriculum of general subjects so that the student becomes competent to earn his living after completing his general education. Vocationalisation of education does not intend to make the child a carpenter, an artisan, a weaver, a goldsmith or businessman, or a producer of some article. It only means to give self-dependence on the student in life afterward. The goal of vocationalized education is to foster the whole development of the child. It is not enough to just provide vocational education when one is vocationalized. Vocational education should be organized according to the individual aptitudes of the students. After determining the child's numerous talents and desires, a good occupational potential can be fostered in him. Vocational education cannot be equated with mere technician training; it is essentially education in the broader sense of the term. It prepares and cultivates the individual to understand the social reality and to realize his potential within the framework of economic development to which the individual contributes.

Vocational education is an education given to an individual to prepare him for a successful social living by enabling him to realize his potential within the framework of economic development to which the individual contributes. The goal of vocationalization of higher secondary education is to increase people's employment potential by preparing them for specific competencies in various vocations and by emphasizing self-employment education with a focus on agriculture and related occupations, such as small, cottage, and agro-industries.

Vocational education makes it more likely for an individual to get a job or be his own master by

either starting a new productive activity or a service that may satisfy a felt need of the community. By broadening the educational horizons for the individual it enables him to reach higher levels of achieving through self-learning. (Higher Secondary Education and its Vocationalization, NCERT, 1976, P-9)

According to the recommendation of the Secondary Education Commission of 1952-53 multi-purpose schools established at some places in the country have included education in various vocational subjects along with education in general subjects. Kothari Commission of 1964-66 has emphasized work- experience in education. This type of education will promote the all-sided development of the individual.

**History of Vocationalisation of Secondary Education in India:**

Vocationalisation of education was quite prevalent in ancient India when it was transmitted as a part of family education from one generation to another generation, e.g. Brahman's Vedas and rituals, Kshatriyas' military skills, Baishays' trade navigation, etc. The system of Indian education was influenced by the policy of the East India Company. There was no more record of vocational education in ancient India. For, the treatment of the suffering ancient medicine system was applied. Patient care was mostly provided by Vaidyas. In the 'Gurukula system,' Guru was the all-in-all for the learners of ancient India. Yogas were the main item for the relief of any kind of disease. In ancient times there was no problem with unemployment as the boys inherited a profession from their father i.e. the son of a carpenter was a carpenter and so on. After the advent of British education, it was Wood's Despatch, which for the first time recommended the imparting of pre-vocational education. After that Hunter Commission (1882) also recommended the inclusion of vocational subjects useful to life in the secondary education curriculum. After this Lord Curzon gave great importance to the expansion of vocational and agricultural education in the country. The Sadler Commission of 1917 also recommended that vocational education must be provided in schools. In this regard, the 1929 Hartog Committee recommended that more boys be diverted at the end

of middle school to careers in industry and commerce. To that end, alternative courses should be offered at that stage, preparing students for special instruction in technical and industrial schools. The "Basic Education Scheme" was introduced by Mahatma Gandhi in 1937. In this scheme, he emphasized providing vocational education to a student through a craft so that he/she becomes self-reliant.

The rationalization of Secondary education has been emphasized since independence. After it declared independence, the Indian government established several commissions to recommend reforms to the country's educational system. These commissions have given constructive suggestions for vocationalization of education. The government of India appointed the University Education Commission(1948) for the development of Higher education. Legal education plays a wide role in the history of vocational education. In 1952-53, the Secondary Education Commission recommended the incorporation of vocational courses in the secondary school curriculum. The commission suggested establishing multipurpose schools. The present secondary schools need to be gradually replaced by multipurpose ones.

The present secondary schools need to be gradually replaced by multipurpose ones where vocational courses are taught to the diverse interests of the learners. The commission also emphasizes the need for educational and vocational guidance services in each school. In 1964-66 Kothari Commission also emphasized the inclusion of work experience in the Secondary education curriculum. The New Education Policy of 1986 expressed that vocationalisation is an integral part of education as a process. Vocationalisation of education is called for both at the school and college stage because at present there is a mismatch between the requirements of economy and education in India. Vocationalisation of school education in India was made through the introduction of a 10+2+3 pattern organization of a vocational stream along with the academic stream at the +2 stage was recommended and tried. The NEP of 1986 has reinforced the 10+2+ pattern as well as vocationalisation. Vocationalisation has received a top priority in the NPE of 1986. The centrally sponsored scheme of vocationalisation of secondary

education at the +2 level has been implemented since 1988. The revised scheme has been in operation since 1992-93. The plan accommodates monetary help to the states to set up the managerial structure, region professional overviews, the readiness of educational program, coursebook, exercise manual educational plan guides, instructional booklet, educator preparing program, reinforcing specialized emotionally supportive network for innovative work, preparing, and assessment, and so forth. It additionally gives money-related help to NGOs and voluntary associations towards the usage of explicit creative tasks for leading transient courses. However, it is observed that although almost all the committees and commissions of education have recommended vocationalisation of secondary education, we still have a long way to go. The government has of course opened some polytechnics and ITI but that cannot solve the problem. To solve our employment problem, we have to vocationalise the +2 stage and give higher education only to those who have average or above-average I.Q. Less meritorious students must be given vocational education in a subject of their choice.

#### **Importance of Vocationalization of Secondary Education in India:**

- Education is not very useful in India because it does not prepare one to earn a living. Due to this inadequacy, the necessity of vocationalisation of education has been keenly felt. The relevance of vocationalisation of Secondary education in India may be assessed from the following points-
- Growth of a sense of appreciation for manual labor:  
In vocationalised education, one has to do some manual work to learn some vocational skills. This feature develops in him/her a feeling of love and respect for manual work.
- Employment opportunity:  
Vocationalized education gives one the capacity to earn a living. Today, India is facing the problem of unemployment of youths, because he/she has not yet vocationalised education.

- Prepare middle level of man-power:  
In agriculture, commerce, cultural, and welfare services, middle-level personnel are of the utmost importance for the very existence of a modern society. The vocationalised spectrum is supposed to prepare this much-needed middle-level personnel.
- Psychological tendencies:  
An individual may satisfy his instincts of construction and self-display through vocationalised education. The learner in vocational education is not merely a listener. He begins to take an active role in the real journey of education. He picks up knowledge by doing. A vocationalized curriculum should include a variety of vocations to meet the desires, needs, and talents of students.
- Creating a spirit of self-dependence:  
Vocationalised education creates a spirit of self-dependence in the individual. With the help of this education, he begins to earn even during his school or college career. Thus ultimately he becomes a useful member of society.
- Economical development of the society:  
We have enough natural resources. But because of a lack of vocational education, we have not yet been able to exploit them fully. Vocationalised education creates the trait of productiveness in the individual. With this trait, he may learn how to exploit the natural resources intelligently. It means increased productivity which further means economic prosperity of the country and the people.
- To bridge the gap between the elite class and the masses:  
Usually, it is observed that people who have formal education look down on people who are engaged in some small vocations. If every child at the secondary level is provided vocational training then he/she will understand its value. This will help in bridging the gap between these two classes.
- Beneficial for children with low I.Q.:  
It is really difficult to give general education to the children whose I.Q. is below average. It has been noticed, however, that these

youngsters are excellent at performing manual tasks. Therefore, if such children are provided vocational education at the secondary level, they will be highly benefitted and earn their living in future life.

- To make students skilled:
- Vocational education can help the students skilled in a vocation that they can pursue along with their general education.

**Remarks:**

The fact remains that the vocationalisation of secondary education is indeed the felt need of the hour today. This will go a long way in solving some of the major problems of our country like extremism, youth unrest, etc. which arise due to acute unemployment. So, making vocationalisation an integral part of our school curriculum at the higher secondary stage is a very timely innovation. Its consolidation into our one-track instructive framework requires a decent arrangement of arranging at all levels and cautious sustaining by all organizations of government and participation of the community. Vocational education needs to provide consistency with employment possibilities and national economic needs.

**References:**

1. Agarwalla, S.(2012), Emerging Issues and Education, Aditya Book Distributors, Ghy-1
2. Chaube, S.P. (2000), Problems of Indian Education, Vinod Pustak Mandir, Agra-2
3. Deka, B., Goswami, M.N. & Ali, L. (2007), Educational Essays on Higher Education, Ashok Book Stall, Ghy-1
4. Das, B.B.&Bhuyan, S.B.(2012), Emerging Issues of Indian Education, Ashok Book Stall, Ghy-1
5. Kochhar, S.K.(1995), Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd., New Delhi-110016
6. Saikia, S.(2002), History of Education in India, Mani Manik Prakash, Ghy-1
7. Sharma, R.N.& Sharma, R. K.(1996), Problems of Education in India, Atlantic Publishers and Distributors, New Delhi-110027